# LIU Post

# 2017 - 2018

## Graduate Bulletin

LIU
Post

# LIU Post

## 2017 - 2018
## Graduate Bulletin

*720 Northern Blvd, Brookville, New York 11548*

*General Information: 516-299-2000*

*www.liu.edu/post*

*Admissions: 516-299-2900*

*Email: post-enroll@liu.edu*

Notice to Students: The information in this publication is accurate as of September 1, 2017. However, circumstances may require that a given course be withdrawn or alternate offerings be made. Therefore, LIU reserves the right to amend the courses described herein and cannot guarantee enrollment into any specific course section. All applicants are reminded that the University is subject to policies promulgated by its Board of Trustees, as well as New York State and federal regulation. The University therefore reserves the right to effect changes in the curriculum, administration, tuition and fees, academic schedule, program offerings and other phases of school activity, at any time, without prior notice.

The University assumes no liability for interruption of classes or other instructional activities due to fire, flood, strike, war or other force majeure. The University expects each student to be knowledgeable about the information presented in this bulletin and other official publications pertaining to his/her course of study and campus life. For additional information or specific degree requirements, prospective students should call the campus Admissions Office. Registered students should speak with their advisors.

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# LIU

## Accreditation and Program Registration

Long Island University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104; 267-284-5000; website: www.msche.org. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and by the Council for Higher Education Accreditation. The degree and certificate programs are approved and registered by the New York State Department of Education.

# ABOUT LIU POST

## Mission Statement

LIU Post is dedicated to meeting the needs and expanding the horizons of all its students, whether in the arts and sciences or in professional programs. LIU Post is committed to providing highly individualized educational experiences in every department and program, from the freshman year through advanced doctoral researchs. The emphasis on the student learner is evident in the faculty's devotion to personal attention and innovative teaching methods; the intensive LIU Promise advisement system; and the University's leadership in the field of engaged learning through cooperative education, internships, community service, study-abroad programs, research projects and artistic performance. Students benefit from the multi-campus resources of one of the nation's largest private universities and from the unparalleled cultural and professional resources of New York City and Long Island. LIU Post students develop strong critical and expressive abilities, a sense of civic responsibility, and a mature understanding of the ideas, events and forces shaping the modern world.

## Overview

Twenty-five miles east of New York City on Long Island's historic Gold Coast, LIU Post is a leader in cultivating an entrepreneurial spirit. LIU Post's campus is built on the estate of Marjorie Merriweather Post, daughter of breakfast cereal creator Charles William Post and the architect of the Post company's growth into General Foods. The Posts embodied ingenuity, determination, and courage – qualities that are living inspirations for the University's faculty and students. Academic units include: the LIU Post Honors College, the College of Education, Information and Technology and its Palmer School of Library and Information Science; the College of Liberal Arts and Sciences; the School of Business, School of Professional Accountancy, and the School of Computer Science, Innovation, and Management Engineering (together comprising the College of Management); the School of Health Professions and Nursing; and the College of Arts, Communications and Design.

LIU Post provides a rich variety of on-campus cultural events, with more than 1,000 events each year. These include plays and recitals, symphonies, dance performances, and rock and pop concerts by the world's leading artists as well as art exhibits, lectures and conferences. The scenic, scholarly campus is home to the renowned Tilles Center for the Performing Arts, the Steinberg Museum of Art at Hillwood Commons, television station PTV, and radio station WCWP.

LIU Post offers more than 200 undergraduate, graduate, doctoral, and certificate programs taught by world-class faculty. LIU Post also offers students access to student-run businesses, a high-tech incubator to launch their own startups, and real-world experiential learning opportunities.

LIU Post is recognized as one of the nation's most beautiful academic settings, with sprawling green lawns, horse trails, and elegant red-brick academic buildings. The vibrant campus life includes residence halls for more than 1,600 students. The campus' award-winning cooperative education program is nationally renowned for its extensive career services.

Twenty-three NCAA Division II men's and women's sports teams take advantage of LIU Post's 70 acres of playing fields, including the new Bethpage Federal Credit Union Stadium, and their success has made LIU Post the top-ranked Division II athletic program in the East. Campus life includes a wide range of clubs and performing groups, a robust Greek life, and many other student activities. LIU Post's $18-million Pratt Fitness and Recreation Center is a state-of-the-art health and fitness facility featuring an eight-lane swimming pool, three full-size basketball courts, racquetball courts, and an elevated jogging track.

Dining facilities and food service areas are available in several locations: The Arnold S. Winnick Student Center, located in the Residence Hall Quadrangle, contains a cafeteria and a banquet hall called the Gold Coast Room; Hillwood Commons offers a full-service cafeteria, as well as a Subway, End Zone, Twisted Taco and a Treat Shoppe. Other facilities include Bleecker Street, the Doll House, Pratt Smoothies and the Pioneer Wagon.

## Faculty

LIU Post is a teaching institution, and classroom instruction is its priority. Distinguished faculty members and world-class visiting professors educate LIU Post students. Approximately 90 percent of full-time faculty members hold the highest degree available in their field. The faculty also includes accomplished scholars and artists. LIU encourages and supports research and publication by faculty members.

## University Policies

Long Island University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs. The following person has been designated to handle inquiries regarding the non-discrimination policies:

**Ronald Edwards**
Title IX Coordinator
Long Island University
700 Northern Boulevard
Brookville, New York 11548
Phone: (516) 299-4236

For further information on notice of non-discrimination, visit https://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm for the address and phone number of the office that serves your area, or call 1-800-421-3481.

# DIRECTORY

| Department Name | Phone | Office Hours | E-Mail | Website |
|---|---|---|---|---|
| Admissions | 516-299-2900 | 9 am to 7 pm; Mon - Thurs<br>9 am to 5 pm; Fri | post-enroll@liu.edu | www.liu.edu/post/admission |
| Campus Life<br>• Living on Campus<br>• Student Programming and Involvement<br>• International Student Programming<br>• Community Service | 516-299-3594 | 9 am to 7 pm; Mon-Thurs<br>9 am to 5 pm; Fri | post-campuslife@liu.edu | www.liu.edu/campuslife |
| **Colleges and Schools** | | | | |
| College of Arts, Communication and Design | 516-299-2395 | 9 am to 5 pm; Mon - Fri | post-SVPA@liu.edu | www.liu.edu/post/CACD |
| College of Education, Information & Technology<br>• Palmer School of Library and Information Science | 516-299-2210 | 9 am to 5 pm; Mon - Fri | post-CEIT@liu.edu | www.liu.edu/post/CEIT |
| College of Liberal Arts & Sciences | 516-299-2233 | 9 am to 5 pm; Mon - Fri | post-CLAS@liu.edu | www.liu.edu/post/CLAS |
| College of Management<br>• School of Business<br>• School of Computer Science, Innovation, and Management Engineering<br>• School of Professional Accountancy | 516-299-3017 | 9am to 5 pm; Mon - Fri | post-COM@liu.edu | www.liu.edu/post/COM |
| Honors College | 516-299-2840 | 9 am to 5 pm; Mon - Fri | jdigby@liu.edu<br>tchristy@liu.edu | www.liu.edu/post/honors |
| School of Health Professions & Nursing | 516-299-2485 | 9 am to 5 pm; Mon - Fri | post-SHPN@liu.edu | www.liu.edu/post/SHPN |
| School of Professional and Continuing Education | 516-299-2236 | Post Hall, Room C1<br>9 am to 5 pm; Mon-Fri | post-CE@liu.edu | www.liu.edu/post/CE |
| Dean of Students | 516-299-3085 | 9 am to 5 pm; Mon - Fri | post-DOS@liu.edu | www.liu.edu/campuslife |
| Enrollment Services<br>• Financial Services<br>• Registration<br>• Academic Advising<br>• Payments | 516-299-2323<br>516-299-2746 | Kumble Hall<br>9 am to 7 pm; Mon - Thurs<br>9 am to 5 pm; Fri | post-EnrollmentServices@liu.edu | www.liu.edu/post/es |
| Facilities Services | 516-299-2277 | 8 am to 5 pm; Mon - Fri | | |
| Healthy Living | 516-299-3468 | 9 am to 5 pm; Mon - Fri | post-healthyliving@liu.edu | www.liu.edu/campuslife |
| Interfaith Center | 516-299-2416 | | post-campuslife@liu.edu | www.liu.edu/campuslife |
| International Student Services | 516-299-1452 | | post-international@liu.edu | www.liu.edu/post/international |
| Learning Support Center | 516-299-3057 | 8 am to 6 pm; Mon - Tues<br>8 am to 5 pm; Wed - Thurs<br>9 am to 5 pm; Fri | post-learningsupport@liu.edu | www.liu.edu/learningsupport |
| Library | 516-299-2305 | Vary by Semester<br>Please Check Website | post-Ref@liu.edu | www.liu.edu/post/library |
| Pratt Fitness and Recreation Center | 516-299-3608 | Check Website | | www.liu.edu/post/pratt |
| Promise | 516-299-3737 | 9 am to 7 pm; Mon-Thurs<br>9 am to 5 pm; Fri<br>9 am to 2 pm; Sat | liupromise@liu.edu | www.liu.edu/post/promise |

| | | | | |
|---|---|---|---|---|
| Public Safety | 516-299-2222 - emergencies<br>516-299-2214 - non-emergencies | 9 am to 5 pm; Mon - Fri<br>Emergencies - 24/7 | post-PublicSafety@liu.edu | www.liu.edu/post/publicsafety |
| Technology Help Desk | 516-299-3300 | 9 am to 5 pm; Mon - Fri | it@liu.edu | http://it.liu.edu |
| Tilles Center | Box Office: 516-299-3100 | Box Office<br>1 pm to 6 pm; Mon - Sat | tillescenter@.liu.edu | www.tillescenter.org |
| Veteran & Military Affairs | 516-299-2256 | 9 am to 5 pm; Mon - Fri | post-veterans@liu.edu | www.liu.edu/post/veterans |

# ACADEMIC CALENDAR 2017-2018

## Fall 2017

| | |
|---|---|
| Classes Begin | September 6 |
| Add/Drop and Late Registration (instructor persmission required to add Lab Science courses as of 9/13) | September 6 - 19 |
| Award of September Degrees | September 15 |
| Columbus Day - Administrative Offices Open - No Classes | October 9 |
| Registration Begins for Spring 2018 (tentative date) | October 9 |
| Last Day to File for January 2018 Degree | October 20 |
| Election Day-classes in session | 7-Nov |
| Last Day to Opt P/F or Withdraw from full-semester course(s) | November 10 |
| Thanksgiving Recess - No Classes | November 22 - 26 |
| Last Day of Regular Classes | December 11 |
| Study/Snow Days/Alternate Class Days | December 12 -13 |
| Final Examination/Final Class Meetings | December 14 - 20 |
| Final Exam Make-Up Day (in the event of snow closure) | December 21 |
| Term Ends | December 21 |
| Conferral of January Degrees | January 19 |

All classes must meet during the Final Examination period (for either a final exam or regular class meeting) in order to meet minimum contact hours required by NYSED.

## Winter 2018

| | |
|---|---|
| Classes Begin | January 2 |
| Add/Drop and Late Registration | January 2 |
| MLK Day - Administrative Offices Open; NO CLASSES | January 15 |
| Classes End | January 16 |

## Spring 2018

| | |
|---|---|
| Classes Begin | January 22 |
| Add/Drop and Late Registration (instructor persmission required to add Lab Science courses as of 1/30) | January 22 - Feb.2 |
| Last Day to File for May 2018 Degree | February 9 |
| Presidents' Day - No Classes | February 19 |
| Registration Begins for Summer 2018 (tentative) | March5 |
| Spring Recess - No Classes | March 12 - 16 |
| Registration Begins for Fall 2018(tentative) | March 19 |
| Last Day to Opt P/F or Withdraw from full-semester course(s) | April 6 |
| Last Day of Regular Classes | April 30 |
| Study/Snow Days/Alternate Class Days | May 1 - 2 |
| Final Examinations/Final Class Meetings | May 3 - 9 |
| Commencement (tentative) | May 11 |
| Conferral of May Degrees | May 18 |

All classes must meet during the Final Examination period (for either a final exam or regular class meeting) in order to meet minimum contact hours required by NYSED.

## Summer 2018

**SUMMER SESSION I**

| | |
|---|---|
| Classes Begin | May 21<br>5 week Session May 21 - June 22<br>10 week Session May 21 - July 27<br>12 week Session May 21 - August 10 |
| Add/Drop and Late Registration for 5 Week Session | May 21 - 22 |
| Add/Drop and Late Registration for 10 and 12 Week Session | May 21 - May 27 |
| Memorial Day Holiday - No Classes (Make-up day - May 29 | May 28 |
| Make Up Day for Memorial Day | June 1 |
| Last Day to Opt P/F or Withdraw for Five Week Session* | June 15 |
| Summer I Five Week Session Ends | June 22 |

**SUMMER SESSION II**

| | |
|---|---|
| Classes Begin - 2nd 5 Week Session | June 25 |
| Add/Drop and Late Registration | June 25 - 26 |
| Independence Day Holiday - No Classes (Make up July 7) | July 4 |
| Make Up Day for Independence Day | July 6 |
| Last Day to file for September 2018 Degree | July 6 |
| Last Day to Opt P/F or Withdraw Five Week Session* | July 20 |
| Ten Week Session Ends | July 27 |
| Summer II Five Week Session Ends | July 27 |

**SUMMER SESSION III**

| | |
|---|---|
| Classes Begin - 3rd 5 Week Session | July 30 |
| Add/Drop and Late Registration | July 30 - 31 |
| Twelve Week Session Ends | August 10 |
| Last Day to Opt P/F or Withdraw Five Week Session* | August 24 |
| Summer III Five Week Session Ends | August 24 |

*Last day to withdraw from a class or elect Pass/Fail option is:
5 week session: One week prior to end of session
10 week session: Two weeks prior to end of session
*Last day to withdraw from a class or elect Pass/Fail option is:
5 week session: One week prior to end of session
10 week session: Two weeks prior to end of session

## Weekend College 2017-2018

| | |
|---|---|
| **SESSION I, FALL 2017** | |
| A: 1st Sat. Seven Week Session | September 9 - October 21 |
| C: | September 9 -10; Sept 30 - October 1; October 21 - 22 |
| C - Off Campus: | September 16- 17; October 7 - 8; October 28 - 29 |
| G: 1st Sunday Seven Week Session | September 10 - October 22 |
| **SESSION II, FALL 2017-2018** | |
| A: 2nd Sat. Seven Week Session | November 4- January 6 (no class Nov.25/Dec 23/Dec 30) |
| C: | November 4 - 5; December 2 - 3 January 6 - 7 |
| C - Off Campus: | November 11 - 12; December 9 - 10; January 13 - 14 |
| G: 2nd Sunday Seven Week Session | November 5- January 7 (no class Nov.26/Dec 24/Dec 31) |
| **SESSION III, SPRING 2018** | |
| A: 1st Sat. Seven Week Session | January 27- March 10 |
| C: | January 27- 28; February 17 - 18; March 10 - 11 |
| C - Off Campus: | February 3 - 4; February 24 - 24; March 17 - 18 |
| G: 1st Sunday Seven Week Session | January 28 - March 11 |
| **SESSION IV, SPRING 2018** | |
| A: 2nd Sat. Seven Week Session | March 24 - May 5 |
| C: | March 24 - 25; April 14 -15; May 5 - 6 |
| C - Off Campus: | March 31 - April 1; April 21 - 22; May 12 - 13 |
| G: 2nd Sunday Seven Week Session | March 25 - May 6 |
| **SESSION V, SUMMER 2018** | |
| A: Seven Week Session | June 30 - August 11 |
| C: | June 30 -July 1; July 28 - 29; August 18 - 19 |
| C - Off Campus: | July 7 - 8; August 4 - 5; August 25 - 26 |
| G: | July 1 - August 12 |

# ADMISSION

Requests for a graduate admission application and related correspondence concerning admission to graduate programs should be directed to:
Office of Graduate Admissions
LIU Post
720 Northern Boulevard
Brookville, New York 11548-1300
Telephone: 516-299-2900
Online application: www.liu.edu/post/apply
Email: post-enroll@liu.edu
Website: www.liu.edu/post/graduate

## Admission Procedures

To apply, a student must submit official undergraduate and/or graduate transcripts from any college or university attended. Candidates for graduate study must have a conferred bachelor's degree, or its equivalent, from an accredited institution and must have an acceptable academic record. An applicant who is in his or her senior year at an undergraduate institution may apply for admission. Some programs require letters of recommendation, standardized test scores, and/or other documentation.

Specific application requirements may be found on individual graduate program pages.

A non-refundable application fee must accompany the application. Please see Graduate Tuition & Fees section of this bulletin for details.

An applicant should file his or her application and supporting documents as early as possible. Eligibility requirements and deadlines vary by department and program.

## Graduate Admission Status

A student may be admitted to LIU Post for graduate study in one of the following categories:

1. A Standard Admit is a student who has submitted all required documentation and meets all eligibility requirements for his or her degree program.
2. A Limited Admit is a student who does not meet all academic requirements or has not submitted all required credentials for standard admission.
3. Any student accepted as Limited Admit because of academic deficiencies must satisfy all conditions outlined in the acceptance letter to continue in graduate studies. If the conditions of limited matriculation are not satisfied, the student may be permanently reclassified as a Non-Matriculant.
4. A student who holds a bachelor's degree and wishes to take a limited number of undergraduate or graduate-level courses may be admitted as a Personal Enrichment student. Acceptance as a Personal Enrichment student does not constitute acceptance into a degree or certificate program although courses taken might apply to degree programs if a student subsequently applies to and gains admission to a specific program. Most departments limit students to 6-9 credits taken under Personal Enrichment. Some departments do not allow students to enroll with Personal Enrichment status. A maximum of two semesters of Personal Enrichment are permitted, and students must complete an application each semester prior to registration.
5. A Visiting Student is a student who attends another university and is taking a course at LIU Post with permission from the student's home university.

## International Admission

**Admissions Criteria**

LIU Post welcomes applications for admission from international students. If you are not a citizen or permanent resident of the United States, you must apply to LIU Post as an "international student." It is recommended that an international student applicant submit an application for international admission and the following supporting documents to the Office of International Admissions by June 1 for fall admission or by November 1 for spring admission (except where other departmental deadlines apply as detailed online at www.liu.edu/Post/Admissions/Graduate/Start/Deadlines). A non-refundable US $ application fee must accompany the application.

- Original official records or properly attested copies of all secondary school and/or university work, including graduation cetificate or equivalent. Official certified translations in English are also required if the records are in a language other than English.
- Certain students will be required to submit a professional evaluation of their university credits from a NACES-member organization (www.NACES.org).
- Official Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or Pearson Test of English (PTE) results (see Language Proficiency, below, for admission and conditional admissions standards).
- Personal Statement that addresses the reasons for pursuing graduate work in intended area of study; please note if a translator was used.
- Standardized examination test results if required (see department requirements).
- Two or three letters of recommendation and/or other documentation (such as a resume, video audition, or portfolio) required for specific programs as outlined in departmental requirements.

**Language Proficiency**

- Minimum TOEFL score for admission to masters programs is 79 Internet-based scores (213 computer based, 550 paper based). *
- Minimum TOEFL score for admission to doctoral program is 100 internet-based (250 computer-based, 600 paper-based). *
- Minimum IETLS score for admission to masters and advanced certificate programs is 6.5. *
- Minimum IELTS for admission to doctoral programs is 7.5. *

* Some exceptions apply for select programs in the School of Health Professions and Nursing, the College of Education, Information and Technology, and the College of Management. Specific requirements are detailed online at www.liu.edu/post/admissions/graduate.

Prospective international students with strong academic records who lack LIU's required English proficiency level are required to complete our Intensive English Program. Once completed, we will review your application for admission to your academic program of choice. For more information, visit www.liu.edu/post/ELI.

**Immigration Requirements**

An admitted international applicant who intends to apply for a F-1 student visa must submit an I-20 application showing that he/she can finance his/her educational and living expenses. Financial documents from the student and/or sponsor, and a copy of a valid passport must be submitted in support of the I-20 application.

Upon acceptance, payment of tuition deposit, and submission of all required financial documentation, each eligible student is sent a "Certificate of Eligibility for Nonimmigrant (F-1) Student Status" (also called a Form I-20). This form may be used to apply for an F-1 entrance visa to the U.S. issued by American embassies abroad. For detailed information visit our International Admissions website at www.liu.edu/post/international; 1-516-299-2900; email post-international@liu.edu.

## Readmission

If a student is out of attendance and has not maintained his or her maintenance of matriculation status (as described in the Registration section) or has not been granted a leave of absence, he or she must apply for readmission. Students out of attendance for one semester but less than five years must complete a request for readmission form. The form must be signed by the chairperson or faculty advisor. The chairperson or faculty advisor will then forward to the Office of Graduate Admissions for processing. The request for readmission form can be found at www.liu.edu/Post/Admissions/Forms.

Students out of attendance for more than five years must submit a new graduate application and all supporting credentials required for admission. Students can find specific graduate program requirements at www.liu.edu/Post/GradPrograms.

If readmission is approved, students return subject to the academic requirements posted in the graduate bulletin in effect at the time of readmission.

## New York State Immunization Law

The New York State Health Department requires college and university students born on or after January 1, 1957 to be immunized against measles, mumps and rubella. All students attending the university, including matriculants and non-degree students, must show proof of immunity if they wish to register for classes. In addition, New York State requires that LIU Post maintain a record of each student's response to the meningococcal disease and vaccine information. The form must be signed by the student and contain either a record of meningitis immunization within the past 10 years OR an acknowledgement of meningococcal disease risk and refusal of meningitis immunization signed by the student.

For information on student procedures for complying with this law, please contact the Office of Enrollment Services at 516-299-2323.

# ACADEMIC POLICY

Refer to specific department listings for degree requirements.

## Grading and Quality Points

Credit is granted for courses completed with the grade of (A), (A-), (B+), (B), (B-), (C+), (C) or (P). A grade of (P) signifies pass and a grade of (SP) signifies satisfactory progress for dissertation supervision. The grade of (F) signifies failure, and a grade of (W) indicates a student-initiated withdrawal from a course that occurred some time after the add/drop period through the final day to select the Pass/Fail option. A grade of (UW) indicates an unauthorized withdrawal.

A grade of (INC) is assigned at the discretion of the professor and indicates that some of the course requirements have not been completed. A student has until the end of the following semester to make up incomplete coursework. When, due to extenuating circumstances, a student needs additional time to complete the course, he or she must submit a written request to the appropriate faculty member, chairperson and dean for an extension. After completion of an incomplete (INC) course, a grade of (I) is retained on the transcript along with the final earned grade and the date.

Students have the option to repeat any course. Credits will be earned only once, and although the original grade remains on the student's permanent record, the second grade (whether higher or lower) will be used in computing the cumulative grade point average. No student who has taken a course and received a passing grade in it may repeat that course for credits after he or she has taken a related course containing content of a higher level. No course may be repeated more than once, unless approved by the respective dean. If a course is taken more than twice, all grades after the first will be computed into the student's GPA.

Required courses in which a grade of F was earned must be repeated within one year. Students are encouraged to repeat such courses, provided they are offered, during the subsequent semester; this applies particularly to those students who are on academic probation.

Students are responsible for monitoring their cumulative average to ensure they are meeting their requirements for graduation, as well as the requirements for satisfactory academic progress.

**Quality Points and Grade Point Average (GPA)**

A credit is defined as 50 minutes of classroom work per week, completed in one 15-week semester, or its equivalent, plus appropriate out-of class assignments and readings. Quality points are computed by multiplying the number of credits in a course by: 4.000 for grade A, 3.667 for grade A-, 3.333 for grade B+, 3.000 for grade B, 2.667 for grade B-, 2.333 for grade C+, 2.000 for grade C.

For courses in which the grade of F has been earned, no quality points are assigned. To determine the quality points for a specific course, multiple the corresponding quality points (see above) for the grade received in the course by the number of credits awarded for the course. To determine the total quality points, add all quality points for all courses. To compute the grade point average (GPA), divide the total quality points by the total number of credits, including those of failed courses. The grades W, UW and P are not counted in the GPA. computation nor are the grades for courses taken at another college or university.

GPA computations are carried to the third decimal place from which rounding takes place to the second decimal place. For example, a computed GPA of 2.994 will be rounded down to 2.990. A computed GPA of 2.995 will be rounded up to 3.000. On all official LIU transcripts, a GPA will be displayed to three decimal places with the third decimal place always being zero due to rounding.

For example:

In a semester, a student earns an A- in a 4-credit biology course (3.667 x 4 = 14.668), a B- in a 3-credit biology course (2.667 x 3 = 8.001) and a B in another 3-credit biology course (3.000 x 3 = 9.000).

The student has earned 31.669 total quality points based on 10 total credits. Dividing 31.669 by 10 yields a cumulative GPA for this semester of 3.167 before rounding. Based on the rounding policy, the cumulative GPA for this semester will be reported on the student's official LIU transcript as 3.170.

**Unsatisfactory Grades**

A student's cumulative grade point average in his or her approved program of study may be no less than 3.00. Any student who receives grades below (B) in two graduate courses is considered to have an academic deficiency. A student who earns a third grade below (B) may lose his or her matriculated status or may be dismissed from the graduate program. Academic standards vary and may be more stringent in select departments. Complete information is found in the specific department listings.

## Attendance

A student is expected to attend all class sessions scheduled for the courses in which they are enrolled. The instructor establishes the attendance policy for each respective course. Absences from classes or laboratories may affect the final grade. Permission to make up work missed through absence is not automatic and is given at the discretion of the instructor. The university reserves the right to exclude a student from an examination, courses or program if his or her class attendance record is unsatisfactory. Excessive rates of unexcused absences may result in grades of (F) or (UW) for the course(s) in question.

## Absence from Final Examination

A student who is absent from a final examination must:

1. Notify his or her professor or department chairperson within 24 hours and provide a reason for the absence
2. Request the professor's permission to take a deferred final examination

A deferred final examination is a privilege that may be granted only to a student who complies with the notification regulations outlined above, whose work during the semester is satisfactory and whose reason for missing the scheduled examination is an authorized excuse.

## Oral Qualifying or Comprehensive Examination

Some departments require a student to take examinations in his or her major field. These examinations include:

**Qualifying Examination**

This examination is given in academic departments that require a common core of courses. Degree candidacy status and an assignment of a thesis project are deferred until the examination is successfully completed.

**Comprehensive Examination**

Some academic departments give a comprehensive examination after students complete a minimum of 24 semester credit hours. This examination is designed to test the candidate's knowledge of both general concepts and his or her area of concentration. The examination may be oral or written.

Oral examination (and defense of thesis): Academic departments that require a degree candidate to write a thesis may require the candidate to defend his or her thesis through an oral examination. The examination is designed to test the candidate not only on the thesis project but also on ancillary areas.

Students must be fully matriculated and must have completed the minimum number of semester credit hours (set by the department) to be admitted to these examinations.

Students must register and attend LIU Post classes or maintain matriculation during the semester he or she applies to take the examination.

## Graduation and Diplomas

A graduation candidate is required to file an on-line degree application to the Registrar's Office well in advance of commencement. Deadline dates can be found in the academic calendar available on the LIU Post website at www.liu.edu/post/academic-calendar. A student who meets all requirements for his or her degree in

September or January will have their degree conferred at that time but participates in the following May's commencement ceremony. Degrees are conferred by the faculty of LIU. Diplomas are dated three times a year: September, January and May. Students who file their degree applications after the specified graduation filling date will have their degrees awarded at the next conferral regardless of the date of completion of requirements.

## Student Conduct

Discipline in the classroom is the responsibility of the faculty member in charge of the class. Misbehavior that interferes with the educational efficiency of a class will be considered sufficient cause for suspension of a student from a class. A student who is suspended from class for disciplinary reasons must first attempt to resolve the problem with the faculty member. If this is not possible, the problem can be referred to the Office of Campus Life or the Dean of Students' Office if the faculty member sees fit.

In instances where a faculty member or an academic department requires Department of Public Safety assistance, the faculty member or academic department will report the incident to the Department of Public Safety so that a report can be generated. A faculty member, chair or dean also has the right to make a formal grievance against a student by filing a written statement with the Dean of Students office. The information will then be reviewed by the Dean of Students' designee to determine whether or not any violations of the Ethos Statement and Code of Conduct were committed. When applicable, the student will then proceed through the established Student Conduct adjudication process. In addition, the appropriate dean will also be notified of the incident. Final determination as to whether or not the student will be permitted to continue as a member of the class, department or school would be the decision of the dean or their designee.

For additional information outlining the Student Conduct disciplinary process, please refer to the Student Handbook. The handbook, which is updated annually, is also available on the LIU Post website.

## Academic Conduct Policy

In cases of academic irregularities or dishonesty in examinations or class work, responsibility for disciplinary action is governed by the faculty policy contained in the Academic Conduct Policy.

Plagiarism and cheating are not only serious violations of the rules, but also may reflect adversely on the student's reputation as well as on the reputation of the campus. Faculty, administrators and the student body share responsibility for academic integrity. A student in violation of accepted academic procedures may be subject to disciplinary action, up to and including expulsion from the campus. Faculty members will report to the academic dean any case of irregular or dishonest behavior that occurs in the class or in his or her observation. Students may likewise make such a report to the faculty member or dean. The academic dean will decide what disposition is to be made of the charges. Requests for appeals may be made to the Student/Faculty Appeals Board.

In the case of a minor infraction that is the student's first disciplinary offense, the dean may authorize the faculty member to dispose of the charges, limiting the maximum penalty to failure in the course. The faculty member will make a report of the incident and the action taken to the dean and the judicial affairs coordinator.

In the case of a major infraction, or in the case of repeat academic offenses, the student may be subject to suspension or expulsion from the campus. If current non-academic disciplinary action is pending for a student, further disciplinary action may result, up to and including expulsion from the campus.

**Academic Integrity**

**Plagiarism** is the use or presentation of ideas, works, or work that is not one's own and that is not common knowledge, without granting credit to the originator. Plagiarism is a practice that is not only unacceptable, but which is to be condemned in the strongest terms possible on the basis of moral, educational and legal grounds.

**Cheating** includes, but is not limited to the following: falsification of statements or data; listing sources that have not been used; having another individual write your paper or do your assignments; writing a paper or creating work for another student to use without proper attribution; purchase of paper or research work for one's submission as his/her own work; using written, verbal, electronic or other sources of aid during an examination (except when expressly permitted by the instructor depending on the nature of the examination); or knowingly providing such assistance to aid other students.

All students are required to read the LIU Post Pride Student Handbook, where you will find the Academic Conduct Policy regarding A.) Academic Respect for the Work of Others, B.) Academic Self-Respect, C.) Academic Honesty, D.) Academic Originality and E.) Academic Fairness. The LIU Post Pride Student Handbook can be found at www.liu.edu/post/studenthandbook.

## Appeals Process

**Level One**

A student accused of any academic violation has the right to an appeal. However, the student must be aware that for Level One violations, only the grade can be appealed. An appeal will automatically create a first offense even if the instructor had decided that no institutional awareness of this incident was necessary.

1. If the student disputes the instructor's decision, s/he can seek a solution from the chair of the department involved.
2. If still not satisfied, student meets with appropriate dean or the dean's designee for a solution. The student will be notified in writing of the dean's decision within seven (7) business days.
3. If the student wishes to request an appeal to the outcome of his or her case, the student must submit an Appeal Request Form (pdf, doc) to the chair of the Faculty Student Appeals Board (FSAB) within three (3) business days after receiving the dean's letter.
4. The Faculty Student Appeals Board shall convene a meeting, in a timely fashion, to consider the appeal. Statements from both the student and the professor will be heard. The decision of this board is final.
5. The outcome of the decision will be communicated to the student, the instructor, the appropriate chair and dean, and (if applicable) the Universityf Registrar within seven (7) business days.
6. A copy of the decision of the Faculty Student Appeals Board shall be forwarded to the Office of Student Conduct and Community Education.

**Level Two**

A student accused of any academic violation, that warrants further institutional awareness or action beyond the assignment of a grade, has the right to an appeal. A student found to have committed a Level Two violation has the right to appeal the decision of the FSAB to the LIU Post Vice President of Academic Affairs.

Student complaints brought to the Office of Academic Affairs are investigated and responded to only when the complaint has been addressed at the campus level.

## Criminal Background and Drug Testing

A criminal conviction and/or the use of illegal drugs may impede or bar your entry into your chosen field of study. Students seeking entrance into many fields of study including counseling, education, and health and human services professions should be aware that a criminal record can result in the refusal of licensing / certification / registration agencies to issue the credential needed to practice in that field of study. Prospective students are urged to contact the pertinent state and/or federal licensing agency to inquire whether a criminal record will have an impact on licensure or certification eligibility.

Many clinical/field experience affiliates now require the completion of criminal background checks and/or drug testing for employees, volunteers and students affiliated with the site. Therefore, students who plan to participate in a clinical/field experience may be asked to undergo a criminal background check, and/or a drug screen. Students should be aware that our clinical/field affiliates can reject or remove a student from the site if a criminal record is discovered or if a drug test is positive. In the event that a student is rejected from a clinical/field site due to information contained in the criminal background check or drug screen, the student may be unable to complete a required clinical/field experience. In such an event, the student, may be advised to withdraw from the program.

## Additional Academic Policies

Respective academic departments may have additional academic policies.

Exceptions to academic policy provisions may be made only with written permission from the appropriate dean.

## Related Curricular Matters

**Course Numbers**

Courses numbered 600 and above are generally open only to those who qualify for graduate standing. Courses numbered 500 to 599 are designed primarily for those who qualify for graduate standing, but may be taken by advanced undergraduate students.

**Course Frequency**

The frequency with which fall and spring courses are offered is indicated after every department course description. A complete listing of courses is available at www.liu.edu/post/schedules. Evening, summer and weekend course frequency is not indicated. Information on course offerings during these sessions is available by contacting the appropriate academic department.

**Transfer Credits**

Courses taken at another university after admission to a master's program at LIU Post may not be used for transfer credit unless prior written permission is obtained from the major department.

Previous graduate credits earned at other institutions may be credited to a student's graduate degree. A request to transfer credits must be made to the appropriate academic program chairperson with the submission of official transcripts of all previous graduate work. Transfer credit is normally limited to six semester credit hours with an earned grade of (B) or better.

**Change of Major**

In order to change majors and transfer from one academic department to another, a graduate student's application for admission must be formally accepted by the new department chairperson. Before leaving the academic department, the graduate student is expected to notify the department chairperson. If the student has a quality-point average of less than 3.00, the appropriate dean must approve the proposed change. Application forms are available in the Office of Graduate Admissions or with the department graduate advisors.

**Time Limit**

Degree requirements for a master's degree must be completed within five years from the term for which the candidate is admitted and enrolled (exclusive of time spent in military service). All requests for an extension must be in writing and submitted to the appropriate dean for approval.

**Public Information Policy**

The Family Educational Rights and Privacy Act of 1974 (FERPA) specifically provides that a school may provide what they deem "directory information," and only this information, without the student's consent or as provided by the law. Directory information at Long Island University includes the following: the student's name, enrollment status, major field of study, dates of attendance, degrees and awards received, past and present participation in officially recognized sports and non-curricular activities, physical factors (height, weight) of athletes and the most previous educational agency or institution attended. Students who wish to have their directory information withheld can make this election by filing the appropriate form at Enrollment Services.

# REGISTRATION

## Course Registration

Registration rules and regulations apply equally to all students. New graduate students should schedule an appointment with their graduate advisor to register for their first term. Students without any academic or financial holds on their accounts are able to register via self-service (via the student portal – my.liu.edu) for all subsequent terms. A registration reminder notice is sent to all students' My LIU accounts prior to the start of the summer/fall and the winter/spring semester registration periods. The registration dates are also noted on the academic calendar and on the My LIU account under "Enrollment Dates." Questions regarding the on-line registration process should be directed to Enrollment Services at 516-299-2323. In addition, instructions can be found at csi.liu.edu. Registration requirements may vary in certain academic departments. Check registration procedures specific to the academic departments. Information about course offerings, closed and cancelled classes, class location and instructors is available through My LIU and the online Schedule of Classes. During the fall and spring semesters, the Enrollment Services Office is conveniently open Monday-Thursday from 9 a.m. until 7 p.m. and Friday from 9 a.m. until 5 p.m. Further information is available by calling 516-299-2323.

## Program Changes

A student may drop and/or add courses, transfer from one section of a course to another, or change a course to audit status (or vice versa) in one or more courses by either doing so in the student portal (my.liu.edu) or filing an official Enrollment Change card with the Enrollment Services Office during the drop/add period at the start of each term. The deadline for all such program changes is specified in the academic calendar. After this time, these changes cannot be made.

## Course Load

A full-time graduate student must register for at least 9 graduate credits each semester. Eligibility for some financial aid programs may require enrollment for a minimum of 12 credits. Further information is available from the Enrollment Services Office at 516-299-2323. E-mail: post-enrollmentservices@liu.edu.

## Admission of Undergraduate Students to Graduate Programs

A qualified LIU Post senior who needs less than a full program to meet his or her bachelor's degree requirements may concurrently register for undergraduate courses and a limited number of graduate courses, the credits from which may be applied toward his or her master's degree requirements.

Any interested student must:

1. Complete an application for graduate admission,
2. Be provisionally accepted into the department or school,
3. Must notify the Registrar in writing of his or her intention to take graduate courses and reserve them for a subsequent graduate degree while being concurrently registered for undergraduate courses needed to complete his or her undergraduate degree,
4. Have his or her registration card signed by both the undergraduate and graduate academic counselors, and by the appropriate department chairperson and dean.

## Graduate Credits Applied to Undergraduate Degree Requirements

A qualified LIU Post junior or senior student with a minimum cumulative grade point average of 3.25 may complete bachelor's degree requirements by taking graduate courses at the undergraduate tuition rate. Any extraordinary request for an exception to the 3.25 minimum average requirement must be presented to the Academic Standing Committee. Requests to register for graduate classes must be approved by the student's undergraduate academic counselor, department chairperson and dean. Approval for the substitution of graduate courses for undergraduate requirements must be approved by the Academic Standing Committee as well. An undergraduate student may register for a maximum of 12 graduate credits in total under this policy. Credits earned in graduate courses that are applied to the bachelor's degree may not subsequently be applied to a master's degree. Exemptions to this policy are found in descriptions of accelerated or dual career programs.

## Maintenance of Matriculation

Unless granted an official leave of absence, graduate students must register for consecutive semesters (excluding summer sessions). Although students typically proceed toward their degrees by enrolling in classes, they may apply for "Maintenance of Matriculation" status. Students approved for maintenance of matriculation are entitled to avail themselves of campus facilities and services (e.g., computer labs, library resources, health services). Maintenance of matriculation does not, however, extend the time limits specified under "Requirements for Degrees," and students should be aware that such status may affect their eligibility for financial aid.

Students must apply to an academic counselor for maintenance of matriculation prior to or during the registration period in a given semester. The fee is $100 for master's degree students and $250 for doctoral students engaged in dissertation research/writing. This matriculation status will be recorded on their transcripts as a "class" for zero credit. Maintenance of matriculation is generally limited to two semesters. An extension beyond two semesters, due to extenuating circumstances, must be approved by the appropriate academic dean. Otherwise, students will have to apply for readmission to their academic program in accordance with procedures and policies stated elsewhere in this bulletin.

Maintenance of matriculation is essential for international students, who must either attend classes or maintain matriculation through suitable academic activity in order to maintain their visa status. In addition, maintenance of matriculation status enables students to continue to purchase student health insurance through LIU.

## Leave of Absence

A student is expected to register for consecutive fall-spring semesters until degree requirements have been completed. Absence for one or more semesters will subject a student to degree requirements in effect at the time of his or her return to the program and requires a student to apply for readmission. In order to extend the time allocated to complete the requirements as specified in the bulletin at the time when admitted, a student must file a leave of absence application with their Dean. The application form is available in the Enrollment Services Office. A positive recommendation by the Dean will result in a recording of the leave of absence on the student's transcript.

A leave of absence will only be granted to matriculated students who are not in financial arrears and who are not subject to any disciplinary action. If such the leave is not granted, application for readmission must be made in writing to the Office of Admissions. Students are not permitted to attend another college or university while on an official leave of absence.

Leave of Absence are granted for future terms only, and are not granted retroactively or in the middle of a term. In such exceptional cases where unforeseen circumstances occur after the start of a term, students are permitted to officially withdraw from the University acccoring to the University's Official Withdrawal policy and appeal any charges assessed to their accounts, or receive incomplete grades that can be made up with the instructor(s). In all such cases where an official leave of absence is not granted, the University is required to perform a return of federal funds calculation for students receiving Title IV federal financial aid.

A student is expected to return from an approved leave of absence within 180 days from the date of the approved leave. Students who have taken a Leave due to medical reasons might be reuqired to submit documenation before being eligible to re-

enroll. When a student fails to return from a leave of absence, the student's withdrawal date will be reported to the National Student Clearinghouse and NSLDS as the date the student began the leave of absence. Upon returning from a leave of absence, the student may register for classes accordingly. No financial aid or additional fees will be assessed during the leave of absence period.

A student returning from an official Leave of Absence does not need to be readmitted by Office of Admissions upon return from the leave, but registers through his/her Enrollment Services Counselor or LIU Promise Success Coach

International students should know that ICE (U.S. Immigration and Customs Enforcement) regulations will likely prohibit those who have been granted such a leave from maintaining their visa status.

# Withdrawal

### Official Withdrawal from Courses

An official withdrawal refers to an action taken by a student to discontinue enrollment after the drop period has expired. The course is recorded on the transcript with a grade of W.

- ***Course Withdrawals/Partial Withdrawals*** - when a student withdraws from one or more classes, but remains enrolled in at least one class.
- ***Term/Session Withdrawals/Complete Withdrawals*** - when a student drops or withdraws from all of his/her courses in a current term. This can occur at one time or over a period of time within a term.

### Unofficial Withdrawal

An unofficial withdrawal refers to a student who fails to attend or ceases to attend one or more classes without officially withdrawing from the university. The course is recorded on the student's transcript with a grade of UW.

### Course Drop

A course drop is an action taken by a student prior to the start of, or during the term. The dropped course does not appear on his/her transcript. Please refer to the University Add/Drop Policy for details on course drops.

### Official Withdrawal Deadlines

- ***Withdrawal from full-semester courses***- Students may officially withdraw from one or more courses through the 10th week of the term for full-term courses during the fall and spring semesters.
- ***Withdrawal from Summer Session courses or courses meeting for shorter sessions within the regular fall/spring semesters*** - Students may officially withdraw according to the schedule below:
  - 12 week sessions – withdrawals permitted through the 8th week
  - 10 week sessions – withdrawals permitted through the 7th week
  - 7 week sessions – withdrawals permitted through the 5th week
  - 6 week sessions – withdrawals permitted through the 4th week
  - 5 week sessions – withdrawals permitted through the 3rd week
  - 2 week sessions – withdrawals permitted through the 7th day
  - 1 week sessions – withdrawals permitted through the 3rd day

### Withdrawal Methods

The University permits students to withdraw from a course, session, or term in the following manner:

***Process through MyLIU*** - Students should use their MyLIU portal to withdraw from courses online until the withdrawal deadlines as detailed in the "Official Withdrawal Deadlines" section above.

***Submit Completed Withdrawal Application Form*** - Students who are unable to withdraw online must submit a signed and completed Withdrawal Application Form to the Office of Enrollment Services by the withdrawal deadline.

### Withdrawal Impacts

Effective Date of Withdrawal

The withdrawal date for a student who withdraws is the earlier date of:

- The date the student began the withdrawal process; or
- The date the student otherwise provided the University with official notification of the intent to withdraw; or
- The date the institution becomes aware the student ceased attendance; or
- The midpoint of the payment period or period of enrollment for which Title IV assistance was disbursed if the student ceases to attend without official notification and withdrawal.

Tuition Liability and Refund Policy

- ***Official Withdrawals and Drops:*** The effective date of drops and/or withdrawal will determine the student tuition liability due or refund due to the student. See Tuition Liability Policy for additional details, including refunds for room and/or board charges. The university has a published Appeals Policy for students who wish to appeal tuition charges and fees due.
- ***Unofficial Withdrawals:***The student is responsible for all associated tuition charges and fees.

Transcript/Grades

- ***Official Withdrawals:*** A grade of W will be assigned for the course or courses and will appear on the student's transcript.
- ***Unofficial Withdrawals:***A grade of UW will be assigned for the course or courses and will appear on the student's transcript.
- ***Drops:*** The course will not appear on, or will be removed from the student's transcript.

Credits Attempted/Earned

- ***Official Withdrawals:*** The course or courses will be considered attempted but not earned.
- ***Unofficial Withdrawals:***The course or courses will be considered attempted but not earned.
- ***Drops:***The course or courses will neither be considered attempted nor earned.

Grade Point Average

Withdrawn or dropped courses do not affect a student's grade point average.

Financial Aid Adjustments

- ***Change in Student Status:*** Students who change their enrollment status from full-time to part-time, or from full or part-time to below half-time, due to a partial drop or withdrawal, may have their federal, state, and/or university aid adjusted. The university may also be required to report the student's change in enrollment status to lenders, which can trigger the repayment of student loans. Students will be notified in these cases via writing.
- ***Cancellation of Financial Aid:*** Students will have their financial aid cancelled if the student drops all courses and does not incur any liability, or fails to meet satisfactory academic progress standards as a result of the withdrawal. Financial aid for future terms may also be cancelled. See Appeals Policy and SAP Policy for additional details.
- ***Return of Federal Funds:*** The university is required to return funds for students who stop attending all courses before completing 60% of the term. The student will be notified by mail of the unearned amounts returned to the federal financial aid programs. The return of federal funds may result in a balance due to the university, particularly if the student previously received and cashed a refund check. See Return of Federal Funds Policy for additional details.

Residential Life

Students residing in on-campus housing must contact the Office of Residence Life upon withdrawal from the university. Students must follow proper check-out procedures and must vacate their campus housing within 48 hours of the effective withdrawal date. Students who drop or withdraw from a future term must vacate their campus housing after completion of finals. Room and board charges must be cancelled through the Office of Residence Life. Liability for these charges will be assessed at the time of cancellation.

Future Enrollment

Students who withdraw from all courses may be subject to readmission. Students who withdraw from the university must be in good financial standing in order to register for future classes or have access to their official and unofficial transcript.

Special Program Participation

- ***Athletics:*** In accordance with NCAA regulations, all intercollegiate athletes must notify the Athletic Department and Office of Admissions when partially or fully withdrawing from the university.
- ***Veterans:*** In accordance with VA regulations, students receiving veteran's benefits must notify the VA Certifying Official in Office of

Enrollment Services when partially or fully withdrawing from the university.

**Alternatives to Withdrawal**

Schedule adjustments

When contemplating a withdrawal due to scheduling conflicts, students should discuss their situation with their academic advisor, academic dean, or the Office of Enrollment Services to see if accommodations can be made.

Incomplete Grades

For some students, receiving an incomplete grade and finishing the coursework at a later time may be a better option than withdrawing from the university. Students should be advised to discuss this option with their instructor, academic advisor or academic dean.

Refund of Tuition in Cases of Withdrawal

When a student withdraws from courses, the university refunds tuition as outlined in the Withdrawal Policy (please see the Tuition and Fee Schedule).

## Audit Policy

With the dean's permission, selected courses may be taken on an audit basis. Students must elect the auditing status at the time of enrollment in the course.

## Transcript Requests

Official transcripts for professional and graduate schools, prospective employers and other institutions must be requested in writing. Please note: if you owe the university any funds or have certain blocks on your account, your request cannot be processed. The university adheres to the Family Education Rights and Privacy Act of 1974. A student's record will not be released without prior written consent from the student. Enrolled students may use the secure student portal (My LIU) (https://my.liu.edu) to check their financial and academic status. Students have the four following options to secure transcripts.

Option 1:

**Currently Enrolled Students -** Login to the My LIU portal and select "Order Transcripts Online." Cost: $15.00 per transcript.

Option 2:

**Alumni or Students Not Currently Enrolled -** Order transcripts online (Credentials, Inc.) through TranscriptsPlus. You can submit a transcript request 24 hours/day, 7 days/week. Be assured that TranscriptsPlus uses current web encryption technology and your information is secure. Cost: $15.00 per transcript.

Option 3:

**Customer Service Telephone Requests -** By calling the toll free customer service number at 1-800-646-1858, you can request a transcript over the phone. An additional $10 processing fee will be added to your order. ($15 total per transcript order.)

Option 4:

**In-Person "On Demand" transcripts-** You may come to the campus Enrollment Services Office, show picture ID, and official transcripts can be printed for you on the spot. Please call 516-299-2323 for office hours.Cost: $25.00 per transcript

***If you wish to release your transcripts to a third party for pick up, you must provide signature authorization for that request. The third party will be required to show photo id.***

Essential information to be furnished should include:

- Full name, address, social security number, dates of attendance
- Name while enrolled, if different from above.
- Complete name and address (written clearly) of recipient including institution, department name, address, city, state and zip code.

Many transcripts do not reach their proper destination in time because incomplete and inaccurate information is included in the original request. Please be sure to include full/accurate address information when placing an transcript order.

Except during peak periods at the conclusion of each semester, requests are usually processed within two business days. If the transcript is to be held for completion of any courses in progress, processing will occur within 10 days after the grades are posted.

For more information, visist the LIU Post Enrollment Services' website at: http://liu.edu/CWPost/Enrollment-Services/Registration/Transcript-Orders

## Administrative Matters

**Class Size**

Every effort is made to provide an optimal learning environment by limiting the number of students in each course section. The LIU Post graduate class size average is 15 students.

# TUITION AND FEES

Students are billed for tuition and fees at the time of registration. Room and board charges are reflected at the time of room assignment. Students must make satisfactory payment arrangements prior to the start of each term or before moving into residence halls to remain in good financial standing.

Acceptable payment arrangements include:

- Payment in full using check or credit card;
- Approved financial aid covering all charges;
- Signed and approved University Payment Plan; and/or
- Participation in an approved third-party payment agreement.

A student who complies with any combination of the above shall be considered in good financial standing, so long as all conditions are met throughout the term. All payment arrangements must be completely satisfied or late payment fees and/or penalties will be applied to your account. Students who fail to make satisfactory payment arrangements on delinquent past due balances may be referred to an outside collection agency or attorney, where additional fees and penalties may be charged to their account (up to 30 percent of unpaid charges), including reasonable attorney's fees, as permitted by applicable law. Accounts referred to outside collection agencies may also be reported to one or more of the national credit bureaus. All policies can be found online at **www.liu.edu/enrollment-services**.

## Rate Schedule

| | |
|---|---|
| Application Fee (non-refundable) | $50 |
| Tuition Deposit (non-refundable) | 200 |
| Master's Degree and Graduate Studies, per credit | 1,201 |
| Graduate Audit Fee, per credit | 601 |
| Master's Degree and Graduate Studies, special programs: | |
| Dietetic Internship and Speech Language Pathology, per credit | 1,223 |
| M.F.A. in Theatre, per term | 10,200 |
| Doctoral Degree and Doctoral Studies, 12+ credits, per term (years 1-3) | 24,955 |
| Doctoral Degree and Doctoral Studies, per credit | 1,597 |
| Dissertation and Supervision (PSY 842) and Dissertation Maintenance (PSY 843), per term | 3,000 |
| Dining Dollars, 9+ credits, per term | 50 |
| University Fee: | |
| 12+ credits, per term | 920 |
| Less than 12 credits, per term | 460 |
| Course Fees (additional fee per class): | |
| ATCG 601, 602, 603, 604 | 200 |
| MUS 545A, 545B, 557A, 557B, 557C, 557D, 646, 647, 679A, 679B, 710A, 711A, 750A, 750B, 751A, 751B, 752A, 752B, 753A, 753B, 753C, 753D, 754A, 754B, 754C, 754D, 760A, 760B, 760C, 760D, 761A, 761B, 762A, 762B, 762C, 762D, 763A, 763B, 764A, 764B, 764C, 764D, 765A, 765B, 770A, 770B, 770C, 770D, 771A, 771B, 772A, 772B, 772C, 772D, 773A, 773B, 774A, 774B, 780A, 780B, 780C, 780D, 783A, 783B, 783C, 783D, 784A, 784B, 785A, 785B, 788A, 788B | 475 |
| NUR600P, NUR 700P | 1,125 |
| PSY 841 | 100 |
| Other Fees: | |
| First and Second Late Payment Fee | 150 |
| Third Late Payment Fee | 200 |
| Maintenance of Matriculation Fee | 100 |
| Late Graduation Application Fee | 50 |
| Returned Check/Credit Card Chargeback Fee | 25 |
| Diploma Replacement Fee | 25 |
| Replacement Student ID Card | 25 |
| Official Transcript, on demand, per request | 25 |
| Official Transcript, online, per request | 15 |

## Residence Life Rates

| | |
|---|---|
| **ACCOMMODATIONS (per term)** | |
| Housing Deposit (non-refundable) | $300 |
| Super Single | 6,711 |
| Super Single* | 6,919 |
| Compact Single | 5,254 |
| Compact Single* | 5,462 |
| Double | 4,266 |
| Double* | 4,478 |
| Triple | 4,079 |
| Triple * | 4,281 |
| Quad | 4,266 |
| * Temperature Controlled | |
| **MEAL PLANS (per term)** | |
| Residential Meal Plan 1 (unlimited meals plus $300 dining dollars) | 2,594 |
| Residential Meal Plan 2 (14 meals per week plus $300 dining dollars) | 2,373 |
| Residential Meal Plan 3 (10 meals per week plus $300 dining dollars) | 2,152 |
| Dining Dollars+ Plan ($200 additional dining dollars) | 200 |
| Commuter Meal Plan 1 (25 meals plus $50 dining dollars) | 228 |

| | |
|---|---|
| Commuter Meal Plan 2 (50 meals plus $50 dining dollars) | 367 |

All resident students are required to participate in a meal plan. Dining dollars can be used at point of sale locations across the campus.

## Financial Policies

**Payment Due Dates**

| Term | Bill Available | Bill Due Date |
|---|---|---|
| Fall | June 1 | August 1 |
| Winter | November 1 | December 1 |
| Spring | December 1 | January 1 |
| Summer | April 15 | May 15 |

Please note that your invoice is subject to change. Charges are subject to change based on changes made to coureses, credit loads, housing and meal selections. Charges may also change to reflect fees and fines. Anticipated aid and financial aid credits are not guaranteed. Students must meet and maintain all program eligibility requirements, complete all required procedures, and submit all requested documents. Financial aid is traditionally based on full-time status and is therefore subject to proration and/or termination if you are not enrolled full-time.

Your MyLIU portal makes it easy to manage your college finances and to pay your bills online, 24/7, so that you can concentrate on your studies and make the most of your education.

- To view your bill, log in to your MyLIU account. Your My LIU Student Center page will be displayed. Click on the “Account Inquiry” link from within the “Finances” section, and your balance will appear.
- To pay your bill online by using a credit card or check, click on the “Make a Payment” link from the Student Center home page, or from within the “Account Inquiry” section to access the My LIU Payment Gateway. The LIU Payment gateway a secure online terminal that allows you to make a deposit, pay your bill, or set up an online payment plan.

**Late Payment Assessment**

| Fall Term | Amount |
|---|---|
| August 15 | $150 |
| September 15 | 150 |
| October 15 | 200 |
| **Winter Term** | |
| 1st Day of Classes | $150 |
| **Spring Term** | |
| January 15 | $150 |
| February 15 | 150 |
| March 15 | 200 |
| **Summer Term** | |
| July 15 | $150 |

**Liability Calendar**

Students are responsible for knowing that they are registered for classes, that they are expected to pay for these classes in a timely manner, and must understand and follow the correct procedures to withdraw from classes. **Non-attendance and/or non-payment do not consititute official withdrawal from the University.**

The calculation of your tuition and fee liability, if any, is based on the date of your official withdrawal or drop in accordance with University policy:

**Traditional Fall/Spring Terms**

| Withdrawal Date | Liability |
|---|---|
| Week 1 | 0% |
| Week 2 | 0% |
| Week 3 | 50% |
| Week 4 | 75% |
| Week 5+ | 100% |

**Summer and Other Sessions Seven Weeks or Greater**

| Withdrawal Date | Liability |
|---|---|
| Week 1 | 0% |
| Week 2 | 50% |
| Week 3+ | 100% |

**Summer and Other Sessions Three to Seven Weeks**

| Withdrawal Date | Liability |
|---|---|
| Day 1-2 | 0% |
| Day 3-5 | 50% |
| Day 6+ | 100% |

**Winter and Other Sessions Two Weeks or Less**

| Withdrawal Date | Liability |
|---|---|
| Day 1 | 0% |
| Day 2 | 50% |
| Day 3+ | 100% |

Room and board charges must be cancelled through the Residence Life Office. Liability for these charges will be pro-rated based on occupancy dates and assessed at the time of cancellation. Students requesting a review of their tuition and fee liability must complete the University's Appeals Form for Student Withdrawals in accordance with University policy and submit all required supporting documentation.

# Payment Plans

**Payment Plans**

The University offers students and families the ability to pay your tuition bill in installments using our new online payment plan system. These plans can help families budget the cost of tuition and fees by spreading out the cost over a number of payments each term. Enrolling in a payment plan is easy - simply log into the LIU Payment Gateway, pick a plan that meets your needs, and enroll. You can pay online using a credit card or e-check, knowing your information is secured by industry-leading security features. The payment plan system will automatically notify you if your installments increase or decrease due to changes in your student account.

The University offers the following payment plans each semester:

| | Fall Payment Plan | Spring Payment Plan | Summer Payment Plan |
|---|---|---|---|
| Enrollment Fee | $35 | $35 | $35 |
| Enrollment Dates | Jun 15 - Oct 15 | Nov 1 - Feb 28 | May 1 - Jun 30 |
| Balance Calculation | All applicable charges, less any approved financial aid. Your plan will automatically recalculate if changes are made to your student account or financial aid during the payment plan term. | | |
| First Payment | 20% plus fee upon enrollment | 20% plus fee upon enrollment | 33% plus fee upon enrollment |
| Remaining Payments | Four equal installments due 30, 60, 90 and 120 days from your enrollment date | Four equal installments due 30, 60, 90 and 120 days from your enrollment date | Two equal monthly installments |
| Late Payment Fee | $25 if payment is not received within 5 days of the scheduled due date. | | |
| Payment Methods | Mastercard, Visa, American Express, Discover, or ACH/Checking Account; auto deduction options are also available. | | |
| How to Enroll | Log into your MyLIU account and select "Make a Payment." Then log into the LIU Payment Gateway and select "Payment Plans." | | |
| Authorized User Access | Yes. You must first set up an authorized user. | | |

# Student Health Insurance

Long Island University has partnered with Gallagher Student Health & Special Risk to develop a cost-effective Student Health Insurance Plan that provides our students and families with robust medical coverage at school, back home, and while traveling or studying abroad. The plan is fully compliant with Federal Health Care Reform and offers students access to a network of doctors, hospitals, and pharmacies throughout the country. All international students, clinical students, residential students, LIU Global students and intercollegiate athletes are automatically enrolled in the Plan but can waive participation online at www.gallagherstudent.com/liu if they have comparable coverage under a family plan or other policy. Students who enter during the spring and summer terms can also participate in the plan with shorter coverage period, reduced rates, and specific enrollment/waiver deadlines.

Beginning on July 1st, students can go to their MyLIU account and click on the “Student Health Insurance” link from the Student Center Home Page to enroll in the Plan, print ID cards, check claims, or waive coverage. Coverage begins on August 15, which represents the start of the plan year, and extends through August 14. ***Remember that if you have been automatically enrolled in the plan and wish to waive coverage, you must go online and receive confirmation by the waiver deadlines listed below.*** If you require additional assistance, please call the Office of Student Financial Services at 516-299-2553.

### Enrollment Waiver Periods

Annual Plan: July 1 - September 30
Spring Plan: January 1 - February 15
Summer Plan: May 15 – July 15

### Annual Rate

- Mandatory and Compulsory/Hard Waiver Students - $2,488

**NOTES:**

- New students who enter during the spring or summer terms will participate in the Plan with prorated coverage periods and rates.
- Please note that the rates listed above are subject to change based on claims paid in the current year.

# FINANCIAL AID

Long Island University awards financial aid in an effort to help students meet the difference between their own resources and the cost of education. All awards are subject to availability of funds and the student's demonstrated need. Renewal of assistance depends on annual reevaluation of a student's need, the availability of funds, the successful completion of the previous year, and satisfactory progress toward completion of degree requirements. In addition, students must meet the published filing deadlines. Detailed information on financial aid is forwarded with the admission application and is also available on the Enrollment Services Office website at www.liu.edu/enrollment-services.

Many awards are granted on the basis of scholastic merit. Others are based on financial need. However, it is also possible to receive a combination of awards based on both. Thus, University scholarships or fellowships may be granted by themselves or in conjunction with student loans. In order to receive the maximum amount of aid, students must apply for financial aid by the appropriate deadline.

It is the student's responsibility to supply correct, accurate, and complete information to the Enrollment Services Office and to notify them immediately of any changes or corrections in his or her financial situation, enrollment status, or housing status, including tuition remission benefits, outside scholarships and grants, and state-sponsored prepaid college savings plans.

A student who has received a financial aid award must inform the Enrollment Services Office if he or she subsequently decides to decline all or part of that award. Failure to do so may prevent use of the award by another student. If a student has not secured his or her award by the close of the drop/add period, the award may be canceled, and the student may become ineligible to receive scholarship or fellowship aid in future years. Determination of financial need is also based on the student's enrollment status – a change in registration therefore may result in an adjustment to his or her financial aid.

## Application Process

Students must submit the Free Application for Federal Student Aid (FAFSA), available online at www.fafsa.gov, which is the basic form for all student aid programs. Be sure to complete all sections. Students should give permission on the FAFSA for application data to be sent directly to Long Island University (the LIU federal school code number is **002751** and our New York state graduate code number is **5403**). New students should submit the application by February 15 for the fall term or by November 1 for the spring term. Returning students should apply no later than March 1. Students requiring summer financial aid must make an appointment with an Enrollment Services counselor in addition to completing the FAFSA and New York state application.

To be considered for financial aid, students must be classified either as US citizens or as eligible noncitizens, be officially admitted to LIU or matriculated in a degree program and making satisfactory academic progress toward degree requirements. Students in certain advanced certificate or diploma programs may also be eligible for consideration. Generally, University-administered aid is awarded to full-time students. Part-time students may be eligible for Federal loans but must also maintain satisfactory academic progress.

**RENEWAL ELIGIBILITY**

Financial aid awards are not automatically renewed each year. Continuing students must submit a FAFSA each year by the LIU deadline, continue to demonstrate financial need, make satisfactory progress toward degree requirements, and be in good academic standing. For institutional scholarships, students must generally maintain full-time enrollment and a cumulative GPA of 3.0 to have their awards renewed. Any break in enrollment without an approved deferment on file with the Enrollment Services office will result in a loss of your scholarship. Please visit our renewal policy on the web at www.liu.edu/enrollment-services.

**WITHDRAWAL**

Those receiving federal aid who withdraw completely may be billed for remaining balances resulting from the mandatory return of funds to the U.S. government. The amount of federal aid "earned" up to that point is determined by the withdrawal date and a calculation based on the federally prescribed formula. Generally, federal assistance is earned on a pro-rata basis.

## Awards

**UNIVERSITY-SPONSORED AND ADMINISTERED PROGRAMS**

Through the generosity of its alumni and other concerned donors, as well as from funds supplied by the federal government, the University is able to provide an extensive financial aid program for its students. Awards are competitive and based on academic achievement, test scores, and, in most cases, financial need.

**SCHOLARSHIPS AND GRANTS**

Long Island University maintains an extensive program of scholarships and grants-in-aid based on academic merit and demonstrated financial need. Awards are made during the admissions process. Institutional scholarships may be combined with government supported grants and loans into a single financial aid package. Scholarships and grants are normally applied to tuition and fees; they can range from $500 to full tuition and fees and do not require repayment. Need-based scholarships do not automatically renew for the same amount in subsequent years.

Long Island University's scholarship programs are designed to reward students who demonstrate outstanding academic achievement. We are committed to providing you with an affordable, high-quality education. Awards are given to students who demonstrate academic achievement, athletic talent, or strong leadership as well as performers and artists. Aid is also awarded based on financial need.

**PART-TIME EMPLOYMENT**

**Graduate Assistantships**

A limited number of Graduate Assistantships and University Fellowships are granted to various academic departments within each school and college of the University. Graduate Assistantships are also available in administrative departments. All students interested in applying for an Assistantship or Fellowship must complete and submit an application to the appropriate department for review.

**ALL OTHER SOURCES OF AID**

**STATE GRANTS**

New York State and other states offer a variety of grants and scholarships to residents. Although application is made directly to the state and grants are awarded by the state, the amount each student is expected to receive is estimated and taken into account by the University when assembling the student's financial aid package. LIU's New York State school code is **5403**. For complete information, contact the New York Higher Education Services Corporation (HESC) at 888-697-4372, or visit their website at www.hesc.ny.gov.

**NYS Math and Science Teaching Incentive Scholarship** - Provides grants to eligible full-time undergraduate or graduate students in approved programs that lead to math or science teaching careers in secondary education.

**Senator Patricia K. McGee Nursing Faculty Scholarship** - The Senator Patricia K. McGee Nursing Faculty Scholarship program seeks to increase the number of educators and adjunct clinical faculty teaching nursing education in New York State.

**Segal AmeriCorps Education Award** - Provided to New York State residents interested in high quality opportunities in community service.

**Veterans Tuition Awards** - Vietnam, Persian Gulf, Afghanistan, or other eligible combat veterans matriculated at an undergraduate or graduate degree-granting institution or in an approved vocational training program in New York State are eligible for awards for full or part-time study.

**States Other Than New York**

Some students from outside New York State may qualify for funds from their own state scholarship programs that can be used at Long Island University. Contact your state financial aid agency (call the Federal Student Aid Center at 1-800-433-3243 for the address and telephone number) for program requirements and application procedures. When you receive an eligibility notice

from your state program, you should submit it to the Enrollment Services office in advance of registration.

**FEDERAL GRANTS AND BENEFITS**

**Veterans Benefits**

Various programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans as well as for veterans and in-service personnel who served on active duty in the United States Armed Forces after January 1, 1955. In these programs, the amount of benefits varies. Applications and further information may be obtained from the student's regional office of the Department of Veterans Affairs. The University is also an annual participant in the Yellow Ribbon Program. Additional guidance may be obtained from the Enrollment Services office or at the US Department of Veterans Affairs website at www.benefits.va.gov/GIBILL/index.asp.

**SCHOLARSHIPS AND GRANTS FROM OTHER ORGANIZATIONS**

In addition to the sources of gift aid described above, students may also be eligible for a private scholarship or grant from an outside agency or organizations. Some sources to explore are employers, unions, professional organizations, and community and special interest groups.

**FEDERAL LOANS**

**Federal Direct Student Loan Program**

The Federal Direct Student Loan is obtained from the U.S. Department of Education. The total amount borrowed in any year may not exceed the cost of education minus the total family contribution and all other financial aid received that year. Interest rates are fixed at 6% for graduate loans.

Direct loan payments are co-payable to LIU and the student, and funds are applied first to any outstanding balance on the student's account. An origination fee will be deducted from the loan funds. A student may borrow up to a total of $20,500 per year. For additional details, visit the US Department of Education website at www.studentaid.ed.gov/sa/types/loans.

**Federal Direct PLUS Loan Program**

The PLUS loan enables qualifying graduate students to borrow up to the full amount of an LIU education less other aid. There is no aggregate loan limit, and individual lenders will evaluate point history. The interest rate is fixed at 7%. An origination fee will be deducted from the loan funds. PLUS loan disbursements are made copayable to LIU and the student, and funds are applied first to the current term's outstanding balance on the student's account. To apply for a PLUS loan, log into www.studentloans.gov and select Apply for a PLUS Loan in the graduate/professional student section.

**PRIVATE LOANS**

A private (non-federal) loan may be a financing option for students who are not eligible for federal aid or who need additional funding beyond the maximum amounts offered by federal loans. These loans are not guaranteed by the federal government. LIU urges all students and parents to research any lender they are considering for this type of funding and to specifically ask a number of key questions, including: current interest rates; co-signer requirements; repayment options, both in school and out; and whether or not the loan may be sold to another provider.

The university does not have a preferred lender for private loans; each student has the right to select the educational loan provider of his or her choice. To see your choice of lenders, log onto www.elmselect.com and select Long Island University.

If you have considered applying for a private loan, you may be required to complete the Free Application for Federal Student Aid (FAFSA) (see above for application instructions) in order for the University to certify your loan eligibility. Private loans that are used to cover prior semesters may require additional information for approval, such as letters certifying indebtedness, attendance verification, official transcripts, etc. As such, when requesting funding for prior terms, be sure to reference the correct academic year on your application.

The basic process involved with securing private loans is the electronic filing of an application, institutional certification, and approval information. Generally speaking, electronic filing processing requires at least 72 hours before a lender will respond. The University will assist you in this process and will determine for you the maximum loan amount you will be allowed to borrow based on your estimated cost of attendance and pre-existing financial aid awards. The complete process normally takes 7-14 business days.

**EMPLOYEE EDUCATION PLANS**

Many companies pay all or part of the tuition of their employees under tuition refund plans. Employed students attending the University should ask their personnel officers or training directors about the existence of a company tuition plan. Students who receive tuition reimbursement and LIU employees who receive tuition remission must notify the Enrollment Services Office if they receive this benefit.

# Standards for Satisfactory Academic Progress (SAP)

## Federal Financial Aid Programs

Federal regulations require students to make satisfactory academic progress (SAP) toward the completion of a degree or Title IV eligible advanced certificate program in order to receive Title IV financial aid through the Federal Direct Loan Program. Satisfactory academic progress is measured qualitatively and quantitatively by two components: a student's cumulative grade point average (GPA) and the amount of credits they have earned relative to their year in school and enrollment status.

Satisfactory academic progress is measured annually, at the end of the spring semester, after all grades have been submitted. Students failing to meet the criteria stated below are eligible to appeal this decision if extenuating circumstances played a factor in their academic performance. Examples of such circumstances could include an illness, accident, separation or divorce, or the death of a relative. An appeal must be made in writing to the university and include an explanation of the circumstance(s) that may have adversely affected the student's ability to meet the academic requirements, and the plan or changes that have occurred which will allow them to make SAP in the future. All appeals must be accompanied by supporting documentation, such as a letter from a doctor or attorney. If an appeal is granted, the student will either be placed on probationary status for one semester during which the student must meet SAP guidelines, or must successfully adhere to an individualized academic plan that was developed for them by their academic advisor as part of their appeal. Failure to meet these criteria will result in loss of eligibility for Title IV funds.

Students wishing to receive Title IV financial aid for summer semesters may have these awards evaluated and offered prior to a determination of SAP. All students receiving summer aid will have their SAP evaluated after all spring grades have been submitted. Students not making progress will have their summer aid cancelled, and the student will be liable for all tuition and fee charges incurred unless an appeal is filed and granted as outlined above.

The criteria below outline the progress that is required for a full time graduate student to be considered in good standing:

- Completion rate requirements: All students must earn at least 67% of their attempted hours.
- Students may not receive federal aid for classwork that exceeds 150% of their degree requirements.
- GPA requirements: Students with fewer than 13 credits must maintain a 2.5 GPA, Students who have earned 13 credits or more must maintain a 3.0 cumulative GPA.

**Notes:**

- Progress standards for part-time students are prorated based upon the criteria above.
- Qualifying transfer credits are counted as both attempted and earned credits but have no effect on the GPA..
- Grades of W (Withdrawal), UW (Unofficial Withdrawal), and INC (Incomplete) are counted as credits attempted but not completed, and do not affect the GPA.
- Repeated classes will count only once towards credits completed. A student may receive aid for a repeated class that has been successfully completed once.
- Any departmental requirements that exceed these standards must be adhered to for the

purposes of evaluating SAP.

## New York State Awards

Graduate students receiving New York State scholarship awards must meet the academic standing requirements established by the New York State Education Department. These requirements are different from those set forth by the federal government, and apply only to New York State awards.

The basic measures for good academic standing for New York State awards include the following:

- Pursuit of Program: A student must receive a passing or failing grade (A-F) in a certain percentage of courses each term.
- Satisfactory Academic Progress: A student must accumulate a specified number of credits and achieve a specified cumulative grade point average (GPA).

The requirements for meeting these standards increase as the student progresses, and are based upon the number of state awards that the student has already received. Students failing to meet the required criteria are eligible to request a one-time waiver if extenuating circumstances played a factor in their academic performance. Examples of such circumstances could include an illness, accident, separation or divorce, or the death of a relative. An appeal must be made in writing to the university and include an explanation of the circumstance(s) that may have adversely affected the student's ability to meet the academic requirements, and the plan or changes that have occurred which will allow them to make SAP in the future. All appeals must be accompanied by supporting documentation, such as a letter from a doctor or attorney. If a waiver is granted, the student will be eligible for the state award for the semester for which they were granted the waiver. The student must continue to meet the academic progress and pursuit of program requirements to receive further awards.

The chart below outlines the progress that is required for a graduate student to be considered in good standing:

**Graduate Semester Based Program Chart Before Being Certified for Payment:**

| Semester | Minimum credits accrued | Minimum GPA |
|---|---|---|
| 1st | 0 | 0 |
| 2nd | 6 | 2.0 |
| 3rd | 12 | 2.5 |
| 4th | 21 | 2.75 |
| 5th | 30 | 3.0 |
| 6th | 45 | 3.0 |
| 7th | 60 | 3.0 |
| 8th | 75 | 3.0 |

**Notes:**

- A student may not receive a New York State award for repeating a class that they have already successfully completed (i.e. the credits for a repeated class for which the student has already received a satisfactory grade will not count towards the full-time requirement).
- A student is placed on the chart above based upon their total state aid received, including any award(s) received at a previous institution(s).
- To continue to receive New York State funding, a minimum number of credits must be completed each term, as well as on a cumulative basis.
- A student must maintain a minimum grade point average (GPA) prior to being certified for a New York State award payment. This average increases as the student progresses in payment points.
- A student who is not making progress may request a one-time waiver if extenuating circumstances affected their academic performance. A student may only receive this waiver once for New York State awards.

# CAMPUS LIFE AT LIU POST

The Office of Campus Life offers a variety of programs and services that enhance your experience at LIU Post. Whether you are looking for ways to make life-long friendships, explore professional and career interests, or enhance your leadership skills, we are certain there is a club, organization, group, or program for you!

Campus Life, housed in Hillwood Commons, offers the following programs:

- Campus Concierge
- Campus Programming & Involvement
- Community Standards
- Commuter Life
- Diversity and Cultural Programs
- Greek Life
- International Student Programming
- Leadership Programs
- LIU Cares Service and Volunteer Programs
- Living on Campus/Residence Halls
- New Student Orientation
- Post Pride & Traditions
- Student Organizations
- Transfer & Graduate Student Initiatives

Getting involved at LIU Post is easy and fun. With over 70 student organizations, and over 700 student events per year, Campus Life has something for everyone. You can learn more about opportunities by participating in the Campus Involvement Fair each semsester. If you do not find a student organization that fits your interest, starting a new one is easy.

To find out more about Campus Life, visit www.liu.edu/post/campuslife, call us at 516-299-3594, or email post-campuslife@liu.edu.

## Community Service and Interfaith Center

Our students give back to the local and global communities through service organizations, charity events and social awareness initiatives throughout the year. The LIU Cares intiative connects our 20,000 students, 3,500 faculty and staff, and 200,000 alumni to the power of service through volunteerism and community engagement. Visit liucares.org to find out more. Students can support a cause that is important to them or create their own. Our students devoted more than 25,000 hours in community service last year, securing a spot on President Obama's Community Service Honor Roll. For more information on service opportunities, contact liucares.org or the Office of Campus Life at 516-299-3594 or email post-campuslife@liu.edu.

The Interfaith Center celebrates the diversity of religious experience and faith traditions represented in the LIU Post community. At the Interfaith Center individuals are encouraged to develop a deeper understanding of one's own traditions and to learn about, respect and appreciate the religious traditions of others.

## Community Standards & Civic Engagement

The mission of LIU Post's Community Standards and Civic Engagement program is to promote student understanding of rights and responsibilities as individuals and as members of the campus community. All students are expected to adhere to principles set forth in the Ethos Statement as well as the provisions set forth in the LIU Post Code of Conduct.

A student who is allegedly in violation of the Code of Conduct is referred to the Office of Campus Life to meet with the associate director of community standards or designee. They provide a fair and educational adjudication process of students. The goal of the process is to promote an understanding of ethical behavior, to encourage personal development, and to develop a sense of importance to becoming a positive contributing member of the community.

**Code of Conduct**

LIU Post can make its maximum contribution as an institution of higher learning only if the highest standards are maintained by every member of the campus community. Such is the spirit in which the rules and regulations set forth in the Code of Conduct have been formulated. The code expresses our commitment to the values of responsible freedom and interdependence. It expresses our concern for the right to privacy and safety, as well as personal responsibilities, and responsibilities to one another. It is designed to assure respect and equitable treatment of all individuals. It is designed to ensure that student life at LIU Post can develop in an atmosphere conducive to learning and personal growth. The LIU Post Code of Conduct is founded on the principles of student conduct set forth in the Ethos Statement: respect for oneself, respect for others, respect for property, respect for authority, and honesty.

Until evidence to the contrary is observed, the campus presumes that students are motivated by the desire to improve their capabilities and to help others to do so, that they possess a sense of honor and are trustworthy, and that they are mature individuals, capable of behaving accordingly. Students who violate the rules and regulations must expect that appropriate disciplinary actions will be taken.

The complete version of the Ethos Statement and our Code of Conduct can be found on our website.

## Living on Campus

As a LIU Post residential student, you will be part of an exciting college community that attracts students from all over the world. Eight campus residence halls of over 1100 students are tailored to individual needs, from honors college housing to semi-private suites. Living on campus allows you to become totally immersed in college life. You will enjoy the freedom of living on your own, while meeting new people and making lasting friendships. Living at LIU offers:

- Options for singles, doubles, triples, and suite-style
- All utilities and laundry included
- Convenient online housing and roommate selection process
- Late-night access to Pratt Fitness and Recreation Center, library and other facilities
- Affordable housing rates
- Several meal plan options and dining locations
- Lounges in each building with TVs and computers
- Free express shuttle service to local train stations, malls, and other stores
- Professional and peer staff in each residence hall for 24/7 assistance
- ID access and evening security for all buildings
- Floor and Hall programming through the Resident Student Association and National Residence Hall Honorary

**Residence Halls**

- Brookville Hall
- Kings Hall
- Nassau Hall
- Post Hall
- Riggs Hall
- South Residence Complex
- Suffolk Hall
- Queens Hall

To find out more about campus life and see the complete listing of residential policies and procedures, please see the student handbook or contact the Office of Campus Life at 516-299-3594 or post-campuslife@liu.edu.

## Public Safety

**Emergencies: 516- 299-2222**
**Non-Emergencies: 516-299-2214**
**Email:** post-PublicSafety@liu.edu

The Department of Public Safety is committed to providing a safe and secure environment for students, faculty, staff and visitors at LIU Post in Brookville, NY. We provide safety and security services by foot, bicycle and vehicle patrol 24 hours a day, 365 days a year. Public Safety Officers at LIU Post are licensed by the State of New York and are trained, certified and registered pursuant to the New York State Security Guard Act of 1992.

The Public Safety Department administers a comprehensive public safety program, including traffic enforcement, crime prevention programs, fire prevention exercises, escort services, an emergency alert system, and a network of sirens and loudspeakers in the event of outdoor emergencies. The Department of Public Safety works closely with the Old Brookville and Old Westbury Police Departments, Roslyn Fire

Department and the Nassau County Office of Emergency Management to ensure the safety of the campus community. In addition, the department models its security procedures by the guidelines of the United States Department of Homeland Security.

The department maintains and promotes respect for the individual rights and dignity of all persons and continually attempts to instill public confidence by maintaining a high degree of professionalism, dedication and expertise in the delivery of the service it provides.

**Annual Campus Security Report**

Section 485 of the Higher Education Act, The Federal Crime Awareness and Campus Security Act of 1990, requires that current and prospective students and employees are notified of the availability of the annual report and statistics and security policies. A copy of LIU Post's annual security report includes statistics for the previous three years concerning reported crimes that occurred on the campus; in certain off-campus buildings or property owned by or controlled by LIU Post; and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes institutional policies concerning campus security such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault and other matters. Please reference the student handbook which provides you the contact information of the Title IX Coordinator. You can obtain a copy of this report by contacting: Director of Public Safety, LIU Post, 720 Northern Blvd., Brookville, NY 11548 or by accessing the following website: www.liu.edu/Post/PublicSafety. You can also obtain a PDF copy of the Annual Security and Fire Report by accessing the following website: www.liu.edu/Post/PublicSafety. A hard copy will be mailed with in ten (10) days of the request.

**Emergency Management**

In event of emergency, the LIU Post Emergency Alert System is designed to instantly and simultaneously contact LIU Post students, faculty and staff via notifications to their official Long Island University email account, a text message to their cell phone (if registered) and general announcements on LIU Post's homepage www.liu.edu/post , as well as the campus official Facebook and Twitter accounts.

An efficient snow and emergency school closing system is in place to ensure our students, faculty and staff is informed of closings immediately via LIU Post homepage, text, emergency closing hotline (516-299-EMER) as well as local radio and television stations.

## Recreational Sports

The Department of Recreational Sports serves as a vital and integral part of campus life at LIU Post. The department is committed to providing the finest programs, services, facilities and equipment to enrich the university learning experience and to foster a lifetime appreciation of and involvement in wellness and recreational sports and activities for our students, staff, faculty, and alumni as well as members of the local community.

# LIU POST FACILITIES

## Benjamin and Elizabeth Abrams Communication Center

The Abrams Communication Center contains four radio broadcast facilities all of which are equipped with digital equipment. These include LIU Post Public Radio WCWP 88.1 FM, Internet radio stations myWCWP and WCWP Talk & Sports, as well as production and live performance studios.

Broadcasting 24 hours a day, WCWP 88.1 FM, is a non-commercial community public radio station. WCWP serves the community with an eclectic mix of public service programs, music, and sports programming. Journalism students create and deliver a nightly newscast during the academic year. All students are invited to join the staff of WCWP.

myWCWP.org is a multi-formatted, student-operated Internet radio station and learning laboratory for the Communications and Film Department as well as for students majoring in other disciplines. myWCWP can be heard on the Campus cable channel and on the internet every day of the year at www.myWCWP.org.

The joint mission of WCWP Radio is to foster the individual and collective growth of the students and staff while providing programming that serves the needs and interests of the campus and off-campus communities.

## Center for Healthy Living

Wellness is essential to academic success. The Center for Healthy Living is open Monday through Friday from 9 a.m. to 5 p.m., and offers individual counseling for anxiety, depression, stress, self-esteem, nutrition, crisis management, LGBTQ support and advocacy, and adjustment to college life. The center also provides educational programming in alcohol and drug prevention and referrals for both on-campus and off-campus resources. The staff is dedicated to helping our students feel comfortable discussing personal issues and having a successful college experience.

Our medical services include a nurse on staff. Students in need of further medical attention from doctors are referred to the NYIT Academic Health Center located a short distance from LIU Post. NYIT Academic Health Center is open Monday through Friday from 9 a.m. to 5 p.m. Students require health insurance to be seen by the doctors of NYIT.

**Center for Healthy Living**
LIU Post
720 Northern Blvd.
Life Science Building, Room 154
Brookville, New York 11548-1300
516-299-2345

**For 24 Hour Emergency Service Call:**
**516-299-2222**
**Hours:**
9 a.m. - 5 p.m., Monday through Friday

## Communications & Film Department Labs

**Television Facility**

The Department of Communications & Film has a television facility with a production studio, a professional control room, linear editing and a digital editing lab. Computers are equipped with the latest digital video software. The television facility is also home to PTV, which provides student programming, and feature films to the entire campus. Any LIU Post student may join PTV. The television facility is located in Humanities Hall room 214.

**Journalism/Public Relations Lab and Newsroom**

Humanities Hall room 209 serves as a computer laboratory for journalism and public relations students. It is equipped with the latest software for writing, desktop publishing and web publishing. The lab is designed as a professional newsroom with a cable hookup, newspapers, magazines and a digital projection system.

## Digital Art and Design Lab

The College of Arts Communication and Design's Digital Art and Design Lab, located on the second floor of Humanities Hall, is a state-of-the-art facility for students majoring in art, digital art and design, graphic design or photography. The complex of five Mac equipped laboratories includes networked computers, current software packages, digital still and video cameras, film and flatbed scanners, and laser printers. Students can create everything from newspaper layouts and fully interactive Web pages to 3D-images and animations in this studio setting.

## Digital Games Lab

The Digital Games Lab is a spacious space for students in the bachelor's and master's degree programs in digital game design and development. It features Mac computers, a smart board system, flexible workspace, and professional-level software for all aspects of game development. This lab is located in Humanities Hall room 206.

## Hillwood Commons

Hillwood Commons is the student and community hub of LIU Post. The commons features multiple dining options, programming space, the Bethpage Federal Credit Union Bank, the LIU Post Bookstore, and various student run businesses. Hillwood is also home to the Offices of Campus Life, LIU Promise, Conference Services, and the Dean of Students.

Hillwood Commons provides LIU Post students, faculty, staff and guests with a comfortable and accessible gathering place for all types of social activity, both formal and informal. Hillwood Commons is adjacent to the Tilles Center for the Performing Arts. Hillwood Commons is open seven days a week, from 8:30 a.m. to midnight.

If you have any questions, please contact the Campus Concierge at 516-299-2800.

## Jerrold Mark Ladge Speech and Hearing Center

The J.M. Ladge Speech and Hearing Center at LIU Post has the dual mission of assisting those with communication and related disorders by offering a full range of diagnostic and therapeutic services for infants, children and adults (individually or in groups) and training graduate students in communication sciences and disorders. All services are provided by supervisors with years of experience and graduate clinicians, both working together to provide quality care that family members can observe. We offer state-of-the-art care for discounted fees and at flexible times. For more information, call the Ladge Speech and Hearing Center at 516-299-2437 or view our website at http://www.liu.edu/CWPost/Academics/College-of-Education-Information-and-Technology/Centers-Resources/Ladge-Speech-Hearing-Center.

## LIU Post Community Arboretum

LIU Post is nationally recognized as one of the most beautiful college campuses in the nation. The scenic campus is famous for its magnificent formal gardens, rolling green lawns and 4,000 trees – some among the largest on Long Island.

In 2002, a 20-acre portion of the campus was designated as an arboretum featuring more than 125 trees (some very rare). Each tree contains a label with interesting horticultural facts and origin information. The trees are located along a self-guided walking trail that encircles the campus' main academic buildings.

The arboretum is open to the public seven days a week from dawn to dusk, free of charge. A self-guided walking trail starts and ends at Hillwood Commons and lasts anywhere from 30 to 45 minutes. LIU Post students studying biology and earth and environmental science often use the arboretum in their field research of plant life, floral development and structure, photosynthesis and ecology. For more information visit the arboretum website at www.liu.edu/arboretum.

## Music Technology Laboratory

The Music Technology Lab in the Fine Arts Center features 14 computer music workstations, a teaching station, a large screen projection system and a stereo sound system. In the lab, students explore digital options for composition, theory and recording, and develop their own projects while studying sequencing, notation, digital audio, ear-training, theory, composition and music education.

## Pratt Fitness and Recreation Center

The Pratt Fitness and Recreation Center provides LIU Post students with a modern fitness facility where they can exercise, play, compete or work out. From high-action basketball games to leisurely laps in an eight-lane swimming pool, the Pratt Fitness and Recreation Center is outfitted for a variety of recreational, intramural and competitive activities and sports.

The center is home to an elevated running track, an 8-lane swimming pool, racquetball courts and a gymnasium that features basketball and volleyball courts with seating for 3,000.

The fitness area features free weights and state-of-the-art exercise equipment, including, treadmills, stationary bicycles and arc trainers. A multipurpose room houses classes in aerobics, dance and exercise.

The Pratt Fitness and Recreation Center is conveniently located in the athletics complex, next to the football field and field house. It is open days, evenings and weekends seven days a week. For more information visit the website at www.liu.edu/post/recreationcenter.

## Psychological Services Center

The Clinical Psychology Doctoral Program operates the Psychological Services Center (PSC). The PSC is an independent community mental health facility whose purpose is to provide low cost psychological services to the community and to serve as a training facility for graduate students in the doctoral program. Each doctoral candidate is required to complete a one-year externship at the PSC in their second year in the doctoral program while supervised by a licensed clinical psychologist.

The PSC offers individual, group, family and couples psychotherapy in cognitive-behavioral and psychodynamic theoretical orientations for child, adolescent, adult and older adult clients. Specialty services include programs for individuals suffering from depression, anxiety and/or relationship difficulties, psychological testing, trauma and loss counseling, parent training and anger management training.

The doctoral students also provide community outreach including psychoeducation on a variety of mental health topics and psychological first aid following the occurrence of traumatic events and disasters.

The PSC is a state-of-the-art facility on the LIU Post campus which contains two-way mirrors for observation of sessions by clinical supervisors, a room for play therapy with children, audio and video equipment for recording of supervised cases, conference rooms, and ample office space for testing and therapy sessions.

## Steinberg Museum of Art

Steinberg Museum of Art serves as an integral part of the cultural resources at LIU Post. Each year the museum features exhibitions accompanied by lectures, demonstrations and symposia to enrich, explain and educate all students.

Steinberg Museum of Art also serves as custodian to the university's permanent collection consisting of more than 4,000 objects from ancient Roman glass to contemporary photography. The extensive collection offers opportunities for scholarly research in many areas. The recording, conservation and display of the collection serve as an educational platform for student museum assistants interested in pursuing a career in arts management, curatorial studies, art history studies or art education.

For more information on exhibitions or educational programs call 516-299-4073.

## Student-Run Businesses

LIU students learn what it takes to run a business by running a business. Students are involved in every facet of operations, from product selection and marketing to sales management and bookkeeping. Profits from LIU's student-run businesses support student scholarships, along with new business initiatives to create real-world business experiences for more students.

**The Student Body, Clothing Boutique**

LIU's first student-run business, The Student Body, sells clothing and accessories in Hillwood Commons while providing real-world experience for business students, funds for scholarships and start-up capital for future ventures.

**Hutton and Post**

Looking for a tasty treat, grab and go salad or frozen yogurt? Visit Hutton and Post located in Hillwood Commons! Supporting products from local vendors, Hutton and Post has everything you need to satisfy your breakfast, lunch or snack cravings.

**Browse**

Browse offers a selection of popular technology brands and products, and is an authorized Apple products retailer. Students will find all the tools they need to power their LIU Post experience, from tablets and notebooks to all-in-one desktop computers and gaming consoles, as well as accessories. Students will benefit from the IT help desk, which they can use as a resource for technological needs and questions. In addition, students working in the store will gain expertise as they work alongside certified Apple service help desk technicians.

**Pioneer Nation Spirit Store**

The Pioneer Nation spirit store sells LIU Post apparel, including clothes, gifts and accessories, especially anything a die-hard Pioneers' fan needs for Saturday football games and all days in between. The store also features the Pioneer Pantry with convenience items such as shampoo, conditioner and tissues and Greek Row selling items for the LIU Post Greek Life community.

## Tilles Center for the Performing Arts

Tilles Center for the Performing Arts provides LIU Post with an internationally recognized venue for great performances, featuring the most important classical and popular artists of our time. The 2,200-seat concert hall, which adjoins Hillwood Commons, is the Long Island home to many of the world's finest performers, ensembles, Broadway tours and comedians. Tilles Center presents nearly 70 performances annually, incorporating every style from classical music, dance and opera to jazz, rock and hip-hop, including programs designed especially for families and children. LIU students receive substantial discounts on many Tilles Center events. The Box Office can provide current schedules and prices at 516-299-3100 or www.tillescenter.org.

## Winnick Student Center

The Arnold S. Winnick Student Center, located in the Residential Quad, contains a modern food court with an "all-you-care-to-eat" menu offering meal choices ranging from home cooking to fat-free, vegetarian, and health-conscious meals. The seating area contains several dining tables, as well as wireless communications and a big-screen TV. Also located in Winnick Center is the Gold Coast Room, which is used for large banquets, as well as assemblies. Located on the lower level is the Long Island Room, which serves as meeting space. The facility also has a convenience store. The building is named for the father of LIU Post alumnus Gary Winnick.

# STUDENT SERVICES AND RESOURCES

## Advisement

Each student is assigned a graduate academic advisor who helps develop an appropriate plan of study, assists in course selection and schedules and approves registration. The student must meet with his or her academic counselor before registering for their first semester. Students are encouraged to confer with their academic advisor regularly to assure appropriate progress throughout their degree program. A degree audit is available to all students in the "My Academics" section of the student portal by going to the academic requirements section. This details all degree requirements and tracks students' progression.

## Bookstore

The official bookstore for LIU Post, where you can buy and rent textbooks. The store carries LIU Post and Pioneer apparel. The LIU Post Bookstore carries gifts, accessories, supplies and electronics.

Textbook requirements can be viewed via the online ordering system. Students may choose to purchase their textbooks through this system or take the International Standard Book Number (ISBN) and purchase their books from a different vendor. Textbooks purchased through the LIU Post online bookstore are delivered to LIU Post's bookstore.

Visit the bookstore at liunet.bncollege.com.

## Disability Support Services

**Disability Support Services (DSS)**

Disability Support Services provides advocacy and coordination services at no charge to students with all types of disabilities including: physical, neurological, emotional, social, a specific learning disability, attention deficit disorder, and students with temporary impairments. Students are assisted in arranging reasonable accommodations as mandated by federal/state laws, Section 504 of the Rehabilitation Act, and Americans with Disabilities Act As Amended (ADAAA).

**Policy for Students with Disabilities**

In compliance with federal and state laws, LIU Post is committed to providing qualified individuals with disabilities the opportunity to participate in all university programs and activities, curricular and extracurricular, which are available to non-disabled individuals.

Students with disabilities who desire accommodations must submit appropriate documentation of their disability to the office of Disability Support Services (DSS) located in the Learning Support Center. Professional staff will review and evaluate this documentation, interview the student, and provide the student with completed accommodations forms for presentation to the teaching faculty. Campus departments will be notified, as necessary, of the need for additional accommodations noted in the student's documentation. Accommodations forms must be obtained each semester, before the semester begins. DSS files are confidential.

**Accommodations**

Academic accommodations are provided to students with disabilities by their individual professors within the academic departments. Accommodations will be made by other campus departments as required for non-academic matters. Accommodations will be considered reasonable when they do not fundamentally alter the nature of a program, course or service or present an undue administrative burden on the university. Students requesting accommodations are required to submit documentation to verify eligibility under the Americans with Disabilities Act, As Amended, and Section 504 of the Rehabilitation Act of 1973. Appropriate documentation of the disability must be provided so that DSS can: 1) determine the student's eligibility for accommodation; and 2) if the student is eligible, evaluate appropriate academic and/or non-academic accommodations. Disability documentation must include a written evaluation from a physician, psychologist or other qualified specialist that establishes the nature and extent of the disability and includes the basis for the diagnosis and the dates of testing. The documentation must establish the current need for an accommodation. More specific information on documentation requirements can be obtained by going to the DSS website at http://www.liu.edu/post/learningsupport. A student may contact the office of Disability Support Services by calling 299-3057 or emailing post-learningsupport@liu.edu.

**Determining Eligibility**

Accommodations are determined on a case-by-case basis, taking into account the needs of the student, and the course standards. The determination of an appropriate and reasonable accommodation is based on approved documentation and through interaction with the student. Specifically, accommodations are determined by DSS in consultation with the student and with input from the faculty and staff, as needed.

In reviewing the specific accommodation requested by the student or recommended by the physician/evaluator, DSS may find that while a recommendation is clinically supported, it is not the most appropriate accommodation given the requirements of a particular student's academic program. In addition, Disability Support Services may propose clinically supported accommodations that would be appropriate and useful for the student, but which neither the student nor the evaluator have requested.

**Denial of Accommodations**

The university reserves the right to deny services or accommodations in the event the request is not clinically supported. If the documentation provided by a student does not support the existence of a disability or the need for a requested accommodation, the student will be so advised. Students will be given the opportunity to supplement the initial documentation with further information from a physician, psychologist or other specialist.

The university is not required to provide an accommodation that compromises the essential requirements of a course or program, that is unreasonable, or that poses a direct threat to the health or safety of the student or others.

**Student Appeal**

A student who disagrees with a DSS determination of eligibility or accommodation is encouraged to meet with an administrator for DSS to resolve the matter informally. Students may appeal the denial of the DSS determination to the dean of students.

## Information Technology

**George Baroudi**, Vice President for Information Technology & CIO

Information Technology's (IT) role has transformed from being two divisions of academic computing and administrative computing services into a single unit that facilitates and fosters technology innovations across the institution – moving the university ahead of the technology curve to build a competitive edge in higher education and to offer modern tools to our students, faculty, staff members and administrators.

The Office of Information Technology is responsible for managing all aspects of the university's information technology operations, including academic and administrative systems and computing, databases, dashboards, networking, audiovisual, video and telecommunications infrastructure, academic computer labs and smart classroom spaces. IT maintains 30,000 internet-capable devices and 894 analog/digital telephones and 1,234 Cisco IP phones. That includes fiber optic and copper infrastructure throughout the buildings, firewall and security access, and wireless internet access. IT provides facilities technical support to campus residence halls, Pratt Recreation Center, Tilles Center, and Riverhead campus. IT also maintains the campus' security camera systems, cafeteria and retail space cash registers, Kronos Timekeeper for the facilities staff, campus videoconferencing and campus plasma displays, electronic and web signage.

Information Technology also provides oversight for university-wide information systems, compliance and security in accordance with policies set forth by University Counsel. Information Technology collaborates with

Academic Affairs to implement a unified, comprehensive learning management system and online education initiatives. Information Technology also manages business process improvement initiatives across the university.

As a further extension of the university's commitment to providing students with unique, real-world learning opportunities, LIU Information Technology recently opened the doors to **Browse,** LIU's on-campus technology store, an authorized technology products retailer that offers popular technology brands and products, from tablets and notebooks to all-in-one desktop computers and gaming consoles, as well as accessories, at discounted rates for LIU faculty, students, and staff with a valid LIU ID. Students who are hired in Browse as store associates play an important role in the Browse's day-to-day operations and gain professional skills as they work alongside certified service help desk technicians. Students have the opportunity to learn about retail, customer service, business management, entrepreneurship, small business operations, supply chain management, e-commerce, as well as networking and technology troubleshooting, work experience that helps students to build a professional résumé prior to graduation. Students are encouraged to come to Browse for helpdesk support issues.

Faculty members have a specialized resource: the Faculty Technology Resource Center. The FTRC locations at each campus facilitate utilization of the Blackboard learning management system along with other teaching and learning tools. The FTRC provides consulting, design, and programming for custom multimedia applications, digitization of educational resources, and provide and maintain public work spaces created specifically for faculty curricular development and staff technology training use. The FTRC staff is available for individual consultation, and also offers workshops and presentations in the latest uses of technology in the classroom.

**My LIU**

My LIU is the university's portal which provides students with convenient access to information about their records. By logging onto https://my.liu.edu, students may view the schedule of classes, register for courses, obtain their grades, and requests transcripts. They may also view financial aid awards, billing information, make online payments, accept and decline Federal Loans and Federal College Work Study, and make an appointment to see counselors. For more information, please visit or contact Browse.

**Student Helpdesk**

Browse's helpdesk, run by student store associates, offers students with technology purchasing support and IT helpdesk services.

**Student Email**

Each student is assigned a university email address to use for corresponding with university faculty and staff. Students can check their email by logging into https://my.liu.edu. If you have any trouble accessing your My LIU account, please check with the helpdesk at Browse at LIU Post in Hillwood Commons.

**IT Website:** http://it.liu.edu
**IT Email:** IT@LIU.edu
**Phone:** 516-299-3300

## Intensive English Program for International Students

The Intensive English Program, part of the LIU Post English Language Institute, offers international graduate and undergraduate students an opportunity to improve their listening, speaking, reading and writing skills in preparation for future college study or for their own enrichment. Specific instruction is also provided in grammar and American culture. Programs are provided each year in the fall and spring semesters and an intensive summer session. In all of these programs, students work closely with experienced and dedicated teachers in classroom and laboratory settings.

Interested students should consult with the International Admissions Office for additional information.

All Intensive English Programs provide:

- Small, comfortable classes (approximately 15 students)
- Convenient Monday through Friday schedule
- 20 hours of class per week of intensive English instruction
- Computer-aided instruction and access to all library services
- Experienced, dedicated instructors

For more details contact the Intensive English Program office at 516-299-4002. Visit our website at www.liu.edu/post/ELI.

## Veteran & Military Affairs Services

LIU Post has a proud and distinguished history of serving its nation's military veterans, veteran dependents, and active duty service members. A participant in the Veterans Administration Yellow Ribbon Program, LIU Post offers excellent educational opportunities to our nation's finest. Our supportive community of staff and faculty is dedicated to seeing you succeed in your education, your career and your life. To accomplish this mission, LIU Post provides the resources you need to pursue your education while balancing the demands of life both inside and outside the classroom.

Our team of professionals is ready to help you learn more about admissions requirements, veterans' benefits and financial aid, academic and career advising, health and wellness counseling, disability support services, tutoring, and student activities. We're here to help you access these services and assist you every step of the way. For more information please contact our Veteran and Military Affairs Coordinator at post-veterans@liu.edu or visit www.liu.edu/post/veterans.

# ACADEMIC HONOR SOCIETIES

**Alpha Eta Honor Society – the National Scholastic Honor Society for Allied Health Professions**

**Purpose:** Alpha Eta was proposed in 1973. The purpose of the honor society was to recognize scholarship in allied health students using the model of the University of Florida's local honor society, Eta Rho Phi. Dr. Howard Suzuki, of the University of Florida, made inquiries to allied health administrators concerning the feasibility of developing such an honor society on a national scale. The American Society of Allied Health Professions (ASAHP) was then approached for their input and an ad hoc committee was appointed to determine the feasibility and interest of developing such a society. A meeting was held on August 31, 1973, in Atlanta, at Emory University. The Society is named for the Greek letters equivalent to the first letters of *A*llvhied *H*ealth, which were *Alpha Eta.* There are currently over 25, 000 members with over 80 National Chapters, LIU Post being the 84th . The active membership consists of candidates for an associate, baccalaureate, or graduate degree in an allied health program, candidates for post-degree certificates in allied health programs, faculty in allied health programs, and alumni of the programs.

**Eligibility:**

1. IV.2A Associate's and Baccalaureate Degree Candidates: Those undergraduate Allied Health students who:

- are enrolled in an Allied Health curriculum leading to an associate's or baccalaureate degree, and shall be in their last year of enrollment in the Allied Health program (see Article III.1,2).
- have maintained an overall scholarship average of 3.5 or better (on a 4 point scale) while enrolled in the Allied Health program.
- have shown capacity for leadership and achievement (*i.e*., promise for the profession) in their chosen Allied Health field.
- have been recommended by members and approved by the dean of the Allied Health unit or his/her equivalent.

2. IV.2B Graduate Degree Candidates: Those graduate students who are enrolled in Allied Health programs leading to graduate degrees and:

- are in their last year of enrollment in an Allied Health graduate program (see Article III.1,2).
- have maintained an overall scholarship average of 3.8 or better (on a 4 point scale) while enrolled in the program.
- have shown capacity for leadership and achievement (*i.e*., promise for the profession) in their chosen Allied Health field.
- have been recommended by members and approved by the dean of the Allied Health unit or his/her equivalent.

3. IV.2C Certificate Candidates: Those students who are enrolled in a program leading to a certificate of professional competency in an Allied Health program who:

- are in their last year of enrollment in an Allied Health post-degree certificate program (see Article III.1,2).

**Alpha Phi Sigma – Criminal Justice (Epsilon Beta Chapter)**

**Purpose:** Alpha Phi Sigma is the National Criminal Justice Honor Society. The LIU Post Epsilon Beta Chapter is the largest chapter in the nation. It recognizes outstanding scholarship and academic ability of all criminal justice students.

**Eligibility:** To qualify, undergraduate students must maintain a minimum of 3.2 GPA, a minimum of 3.2 GPA in criminal justice and have completed at least half of the course work for his/her degree. For further information, call 516-299-2986.

**Alpha Sigma Lambda – Adult Student Honor Society**

**Purpose:** Alpha Sigma Lambda is the National Honor Society for adult students. Its purpose is to provide an association for and recognition of superior students in continuing higher education programs. Alpha Sigma Lambda recognizes the special achievements of adults who accomplish academic excellence while facing competing interests of home and work.

**Eligibility:** Adult students (25 years or older) who are matriculated in an undergraduate degree program are eligible for membership if they have completed a minimum of 24 graded college credits at LIU Post. At least 12 of these credits should be earned in the liberal arts and sciences. Members shall be elected only from the highest 10% of the class (the class being all those students who have met the above requirements). For further information, call 516-299-2445 or e-mail adult-services@cwpost.liu.edu.

**Beta Alpha Psi** is an honorary organization for financial information students and professionals.

**Purpose:** The primary objective of Beta Alpha Psi is to encourage and give recognition to scholastic and professional excellence in the business information field. This includes promoting the study and practice of accounting, finance, and information systems; providing opportunities for self-development, service, and association among members and practicing professionals; and encouraging a sense of ethical, social, and public responsibility.

**Eligibility:** Membership in Beta Alpha Psi includes persons of good moral character who have achieved scholastic and professional excellence in the fields of accounting, finance, or information systems. Members are required to complete 32 hours of community service and professional activities annually and must maintain a 3.0 cumulative GPA. For further information, call 516-299-2513.

**Beta Beta Beta – Biology**

**Purpose:** Beta Beta Beta is the National Biological Honor Society. The society seeks to stimulate interest, scholarly attainment and research investigation in the biological sciences. In addition, Tri-Beta promotes the dissemination of new information to students in the various life sciences.

**Eligibility:** To qualify, a student must major in one of the biological sciences with a general GPA of 3.2 and a major GPA of 3.3. For further information, call 516-299-2481.

**Beta Gamma Sigma**

**Purpose:** The mission of the International Honor Society Beta Gamma Sigma is to encourage and honor academic achievement in the study of business, to foster personal and professional excellence, to advance the values of the society, and to serve its lifelong members. Membership in Beta Gamma Sigma is the highest recognition a business student anywhere in the world can receive in a business program accredited by AACSB International.

**Eligibility:** Students must be enrolled in a program accredited by AACSB International to be eligible for membership in Beta Gamma Sigma. Candidates for baccalaureate degrees in their junior or senior year whose academic rank is in the upper 10 percent of their class may be inducted. Students in the master of business administration who are in their last year of graduate study and ranked among the top 20% of their peers are eligible for induction. For further information, call 516-299-3017.

**Chi Sigma Iota – Counseling**

**Purpose:** The purpose of Chi Sigma Iota, the Counseling Academic and Professional Honor Society International, is to promote scholarship, research, professionalism and excellence in the field of counseling. This is accomplished through participation in workshops, seminars, conferences, mentoring, and professional involvement not only in the LIU Post and/or LIU Brentwood chapter of Lambda Iota Beta, but also in various professional counseling associations. There are high standards for admission, including evidence of academic excellence, leadership, and professional involvement. These standards are a challenge to all graduate students in the counseling programs at LIU Post and LIU Brentwood to develop and grow and are meant to encourage excellence and professional involvement in the counseling field. Students and graduates are expected to take an active part in the chapter's committees, activities, and newsletter for professional growth and development.

**Eligibility:** Students who have completed a minimum of 12 credits and have attained a Grade

Point Average (GPA) of 3.5 and above, demonstrate evidence of leadership qualities, are active members of one or more of the professional associations (e.g., ACA, AMHCA), and are recommended by a full time faculty member are eligible to become members of Chi Sigma Iota. Students can obtain an application and more information on CSI and the local chapter by contacting the CSI faculty coordinator Dr. Paul Ciborowski at paul.ciborowski@liu.edu or Dr. Jonathan Procter at jonathan.procter@liu.edu.

**Kappa Mu Epsilon – Mathematics**
**Purpose:** To further the interest of mathematics in those schools which place their primary emphasis on the undergraduate program; to recognize and honor outstanding scholastic achievement of students in mathematics.
**Eligibility:** Initiation candidates must be regularly enrolled students who have completed at least twelve credits of mathematics (including MTH 7, 8 and 9) with outstanding grades. Minimum mathematics grade averages vary by class, with no more than two mathematics grades below B and none below C. For further information call 516-299-2448.

**Kappa Theta Epsilon – Cooperative Education**
**Purpose:** Kappa Theta Epsilon Society exists to recognize and honor cooperative education students who excel scholastically. It also serves to promote academic achievement among cooperative education students, inform students of the advantages of enrolling in a cooperative education program, and assist cooperative education offices in their recruiting efforts.
**Eligibility:** Those eligible for membership in Kappa Theta Epsilon are undergraduate students who have held at least one co-op position, completed at least 60 credits toward their degree, and have a grade point average of at least 3.4. For further information, contact 516-299-2435 or pep@cwpost.liu.edu.

**Omicron Delta Epsilon – Economics**
**Purpose:** The objectives of Omicron Delta Epsilon are recognition of scholastic attainment and the honoring of outstanding achievements in economics; the establishment of closer relationships with faculty in economics within and among colleges and universities; the publication of the official journal, The American Economist, the sponsoring of panels at professional meetings and the Irving Fisher and Frank W. Taussig competitions.
**Eligibility:** Undergraduates must complete at least 12 semester hours of economics courses. In addition, students must have a "B" average in all economics courses and an overall "B" average in all classes. Students do not have to be economics majors, but must have a genuine interest in economics in addition to meeting the above requirements. For further information, call 516-299-2321.

**Phi Alpha: Lambda Eta Chapter (Undergraduate Social Work)**
Phi Alpha is a national honor society recognizing the outstanding academic achievements, and dedication to the idea of service to humanity. Students must also demonstrate a commitment to the standards, ethics, and goals of the social work profession. Seniors who are active in the B.S.W. Social Work Club and achieve an overall GPA of 3.0 and 3.25 in required social work courses are eligible for induction. For further information, call 516-299-3910.

**Phi Alpha Theta – History**
**Purpose:** Phi Alpha Theta is the national history honor society, created in 1921, to promote the study of history through the encouragement of research, teaching, publication, and the exchange of learning and ideas among historians. It brings students, teachers and writers of history together both intellectually and socially and encourages historical research and publication. Membership includes a one-year subscription to the distinguished academic journal, *The Historian*, invitation to participate in regional and national conventions, as well as special programs.
**Eligibility:** Undergraduate students must complete at least 12 credits in history at LIU Post, with a GPA above 3.0 in history and no grades below a B. Graduate students must complete 12 credits in history at LIU Post, with a GPA of at least 3.5 and no grades below a B. For more information, call 516-299-2408.

**Phi Eta Honor Society**
**Purpose:** Phi Eta was founded at LIU Post in 1959 to recognize those students who meet the qualifications of Phi Beta Kappa. The Society is supervised by Phi Beta Kappa key holders on the LIU Post faculty.
**Eligibility:** Students must be graduating seniors for the current May conferral or have been granted a degree in either the previous January or September. They must have a minimum cumulative GPA of 3.50 and may not be a business administration, accountancy or education (except secondary or adolescence education) major. Students must not have received a grade below C+ while in attendance at LIU Post or a grade below B- while in attendance at any other postsecondary institution. They must not have any standing incomplete grades, and must have a minimum of 56 weighted credits in residence at LIU Post (a maximum of 18 may still be in progress). Please note that the above qualifications must be met by February 1. For further information, call 516-299-2233.

**Phi Delta Kappa - Education**
**Purpose:** Phi Delta Kappa (PDK) was founded in 1906 and is the premier professional association for educators with chapters around the world. PDK is dedicated to fostering leadership, research, and service in education. The Phi Delta Kappa Chapter 1524 was founded on the LIU Post Campus in 1986. It holds free programs open to undergraduate and graduate students, educators, administrators, higher education faculty, and those interested in education. These meetings include speakers and activities designed to further the aims of PDK and enrich all participants. Phi Delta Kappa Chapter 1524 actively engages our students in educational pursuits that are needed in today's educational landscape.
**Eligibility:** All, undergraduate and graduate, education students are encouraged to become members of PDK Chapter 1524. Students can obtain an application and additional information regarding PDK and the local LIU Post chapter via email at: R*oberta.Levitt@liu.edu. Phi Delta Kappa Chapter 1524 at LIU Post is now an SED approved sponsor of Continuing Teacher and Leader Education (CTLE). This designation means that participants can apply their time at our workshops towards their required CTLE hours.A Registered holder of a professional classroom teaching certificate, educational leadership certificate, or Level III teaching assistant certificate is required to successfully complete 100 clock hours of acceptable CTLE during the registration period if they practice in a NYS school district or BOCES. The CTLE requirement may be completed at any time during the registration period.*

**Phi Eta Sigma – Freshman Honors**
**Purpose:** To encourage and reward high scholastic attainment among freshmen in institutions of higher learning.
**Eligibility:** Students with a GPA of 3.5 during the first semester of college are automatically eligible for membership, provided they are full-time students. Faculty Advisor: Dr. Joan Digby, 516-299-2840 or e-mail jdigby@liu.edu.

**Phi Sigma Iota-Foreign Languages**
**Purpose:** Phi Sigma Iota is an international honor society and recognizes outstanding ability and achievement of students and faculty in foreign languages, literatures and cultures. It is the highest academic honor in the field of foreign languages. Phi Sigma Iota has initiated over 50,000 members since its inception in 1917.
**Eligibility:** Student membership is open to undergraduate and graduate students who are majoring or minoring in a foreign language or who are studying at an advanced level. Undergraduate students must have a minimum of junior standing; have one or more upper level language courses, a 3.0 GPA in all language courses as well as an overall 3.0 GPA, and faculty recommendation and approval. Graduate students must have a 3.5 GPA and faculty recommendation and approval. Faculty memberships for qualified personnel are offered. For further information, call 516-299-2385.

**Phi Sigma Tau – Philosophy**
**Purpose:** To serve as a means of awarding distinction to students having high scholarship and personal interest in philosophy; to promote student interest in research and advanced study in this field; to provide opportunities for the publication of student research papers of merit; to encourage a professional spirit and friendship among those who have displayed marked ability in this field; to popularize interest in philosophy among the general collegiate public.
**Eligibility:** All undergraduate candidates for membership should (1) have completed three semesters of university study, (2) rank in the upper 35% of their class, (3) have completed at least two university courses in philosophy, and (4) have maintained a minimum average of 3.67 in philosophy coursework. Students must maintain this minimum grade point average in order to remain regular members. For further information, call 516-299-2341.

**Pi Alpha Alpha – Public Administration**
**Purpose:** Pi Alpha Alpha is the National Honorary Society for Public Administration and Public Affairs. Its purpose is to promote excellence in the study and practice of public affairs and administration.
**Eligibility:** Accelerated undergraduate students and graduate students who have completed 50 percent of their coursework and who have attained a cumulative 3.7 GPA are eligible for induction into the honor society. For further information, call 516-299-2716.

**Pi Gamma Mu – Social Sciences**
**Purpose:** The purpose of Pi Gamma Mu is to improve scholarship in the social sciences and to achieve synthesis therein; to inspire social service to humanity by an intelligent approach to the solution of social problems; to engender sympathy toward others with different opinions and institutions by a better mutual understanding; and to supplement and to support, but not to supplant, existing social science organizations by promoting sociability and attendance at meetings.
**Eligibility:** Any person of good moral character who is, or was, an officer, member of the teaching staff, alumnus, graduate student, senior or junior in college, university, or other institution of higher learning, where there is a chapter of Pi Gamma Mu, may be elected to membership by a majority vote of the chapter under the supervision of chapter faculty members or by a committee of chapter faculty members. Such a person must have had at least 20 semester hours of social science with an average grade therein of not less than B or 85 percent, and has further distinguished himself or herself in the social sciences. Only students in the upper 35 percent of their class may be admitted to the society. For further information, call 516-299-2408.

**Pi Sigma Alpha – Political Science**
**Purpose:** Pi Sigma Alpha is the National Honor Society for Political Science. Its purpose is to stimulate productive scholarship and intelligent interest in the subject of government among men and women students at institutions of higher learning in which chapters are maintained.
**Eligibility:** Juniors, seniors and graduate students meeting the following criteria are eligible for induction: 1) a minimum cumulative average of 3.5; 2) completion of at least 15 credits of political science coursework; 3) a minimum average of 3.75 in political science; and 4) successful review by departmental faculty. For further information, call 516-299-2407.

**Psi Chi – Psychology**
**Purpose:** To advance the science of psychology; and to encourage, stimulate and maintain scholarship of the individual members in all fields.
**International Eligibility:** For active student membership, the student must be enrolled in an accredited college or university, and must have completed 12 quarter (eight semester) hours of psychology, or nine quarter (six semester) hours and be registered for at least three quarter (2 semester) hours of psychology in addition, or equivalent credits in psychology. He or she must be registered for major or minor standing in psychology, or for a program in psychology, which is equivalent to such standing. Undergraduate students must rank no lower than the highest 35 percent of their class in general scholarship; graduate students must have an average grade of B in all graduate courses. All must have the vote of three-fourths of those present at a regular meeting of the chapter.
**Eligibility:** In addition to the international requirements, undergraduate students wishing to join the LIU Post chapter must have a minimum psychology GPA of 3.50, a minimum overall GPA of 3.00, and must have completed both PSY 53 (Statistics) and PSY 21 (Experimental Psychology I). Graduate students must have an overall GPA of 3.50.
For further information please contact the Psychology Department at 516-299-2377.

**Sigma Delta Pi – Spanish**
**Purpose:** To honor those who seek and attain excellence in the study of the literature and the culture of the Spanish speaking people; to honor those who strive to make the Hispanic contributions to modern culture better known to the English-speaking peoples and to encourage college and university students to acquire a greater understanding of Hispanic culture.
**Eligibility:** Student membership, undergraduate and graduate, is based on scholastic attainment, character, and genuine interest in Hispanic culture. Distinguished, honorary, and associate memberships are granted nonstudents under conditions specified in the constitution, and membership in LosOptimates and in the Orders of DonQuixote and Los Descubridores recognizes exceptional and meritorious service in the fields of Hispanic scholarship, the teaching of Spanish, and the promotion of relations among English-speaking countries and those of Hispanic speech. For further information, call 516-299-2385.

**Sigma Tau Delta – English**
**Purpose:** To confer distinction for high achievement in undergraduate and graduate studies in English language and literature, to provide cultural stimulation on campus, to stimulate community interest in English, to foster high citizenship and responsibility, and to encourage creative and critical writing.
**Eligibility:** Candidates for undergraduate membership must have completed at least three semesters of college work and a minimum of two college courses in English language or literature beyond the usual requirements in freshman English. They must also have a minimum of a B grade point average in English and rank in the highest 35 percent of their class in general scholarship. Candidates for graduate membership must be enrolled in a graduate program in English (including English for Adolescence or Middle Childhood Education), have completed six semester hours of graduate work in English with a minimum grade point average of 3.3 in these courses.

## LIU POST LIBRARY

The LIU Libraries system serves a combined total of over 20,000 students and more than 500 full-time faculty members across residential and regional campuses. The university's libraries share many online resources that can be accessed from anywhere at any time via remote access including subscriptions to more than 300,000 online journals; 240 online databases; 180,000 electronic books; and 150,000 files of streaming media. These resources may be accessed via the LIU Post Library homepage at www.liu.edu/post-library.

Collectively, the libraries house approximately 649,000 print books and more than 15,000 non-print media items. The collections of all LIU libraries are listed in LIUCAT, the library catalog. Books, journal articles and other library materials owned by LIU's libraries not available at a particular campus can be requested through LIUCAT and supplied via the intralibrary loan service of the LIU libraries. Items not available at LIU libraries can also be requested through interlibrary loan and brought to campus or delivered electronically. In addition, the LIU Libraries system administers the Digital Commons @ LIU, an open access online repository that preserves, promotes, and disseminates the academic work of LIU students and faculty.

The B. Davis Schwartz Memorial Library at LIU Post houses a large and diverse print and non-print collection which is particularly strong in the areas of library and information science, psychology, education, literature, art, and business.

The Reference Commons is comprised of the Reference Services Department, the Circulation/Reserve Department, and Interlibrary Loan. Located primarily on the library's main floor, the area has more than 30 computers for student use; wireless access; a variety of seating options, including individual study carrels; a café; and copy and scanning services. The Reference collection has an extensive core of legal resources and business materials. Current issues of the Library's periodicals subscriptions, microform materials, and copies of dissertations may be requested at the Reference desk.

Archives and Special Collections, on the upper level of the Library, houses more than 25 distinguished rare book collections and 65 major archival collections. Collection formats include illuminated manuscript facsimiles, books, rare manuscripts, correspondence, original movie posters, journals, periodicals, photographs, posters, maps, drawings, theatre programs and media. Highlights include the pre-eminent American Juvenile Collection; the Archives of LIU and LIU Post; the Original Movie Poster Research Collection; Theodore Roosevelt Association Collection and Cedar Swamp Historical Society Collection (Long Island); the Eugene and Carlotta O'Neill Library; and the Winthrop Palmer Collection: French & Irish Literature.

The Instructional Media Center (IMC) is the multimedia resource center and the K-12 curriculum center for LIU Post. Located on the lower level, the Center's collections of multimedia (DVDs, audio CDs, etc.) as well as K-12 curriculum resources reflect the diverse learning styles of today's learners. The IMC's comprehensive collection of curriculum resources for K-12 (teacher resource materials, children's books, and textbooks) supports the programs of the College of Education, Information and Technology. In collaboration with faculty, the IMC provides workshops and demonstrations which help prepare students to be effective users of information and technology.

Digital Initiatives (DI) and the Art Image Library, also located on the lower level of the Library, has approximately 50,000 35mm and lantern slides and a growing collection of digital images. In addition, DI has a collection of art reference books, course related textbooks, scholarly books on topics in the fine arts, and a selection of books from the library of Professor Jacqueline Anne Frank. It is the home of the William Randolph Hearst Archive and provides patrons worldwide with provenance information on works of art that were once part of the Hearst Collection. Its photographic records are often requested for use in academic presentations and publications.

The Library offers information literacy classes and curriculum-integrated instruction. Library faculty and staff are available to help faculty and students with reference questions and research strategies.

## COLLEGE OF ARTS, COMMUNICATIONS AND DESIGN

The College of Arts, Communications & Design offers the aspiring actor, singer, dancer, artist, media producer, graphic designer, art therapist, musician, filmmaker, journalist, photographer, game designer, teacher, arts manager or public relations professional the perfect blend of conservatory training and liberal arts education. Our faculty artist-mentors provide inspired instruction and guide students as they perfect their skills and discover their personal styles. Individual attention, state-of-the-art facilities and our proximity to New York City offer the optimal learning experience.

The College of Arts, Communications & Design provides access to dozens of venues to showcase student talent including: art galleries; film and photography studios; TV and radio stations; new media labs; exhibition halls; national and international tours; the Steinberg Museum of Art; and Long Island's premier arts venue, Tilles Center for the Performing Arts. Internships at some of the world's top arts, entertainment, public relations and news organizations, and the opportunity to network with influential people in the industry, give our students a competitive advantage.

For information, please contact the Dean’s Office at 516-299-2395, email infosvpa@cwpost.liu.edu, or visit the website at www.liu.edu/cacd. Find us on Facebook at www.facebook.com/LIU Post Collegeof Arts, Communications and Design and on Twitter at @CACDLIUPost.

**Steven Breese**
Dean
College of Arts, Communications & Design
Steven.Breese@liu.edu

# SCHOOL OF VISUAL ARTS, COMMUNICATIONS AND DIGITAL TECHNOLOGIES

Within the School of Visual Arts, Communications and Digital Technologies you will find many of today's fastest growing visual, print and electronic broadcast industries. The application of digital design can be seen through a multitude of mediums such as: 2D and 3D Art, movies, television, print ads, the web, video games, art therapy and other various visual art forms. Today's designers must be aware of market trends in order to remain on the cutting edge of innovation while being able to apply aesthetic solutions to enhance the value of a product or service. Our programs provide students with the technical skills, creative opportunities and confidence to become leaders in a multitude of design fields. Our students and faculty have and continue to create and exhibit creative work worthy of national and international recognition.

# DEPARTMENT OF ART

**Phone: 516-299-2464**
**Fax: 516-299-2858**
**Website: www.liu.edu/post/art**
Chair: Donna M. Tuman, Ed.D., Director, Art Education
Senior Professors: Kudder Sullivan
Professors: Lee, Olt
Associate Professors: Kerr, Rea, Tuman
Assistant Professors: Leyva-Gutierrez, Seung Yeon Lee
Adjunct Faculty: 19

The Department of Art offers five graduate degrees: an M.F.A. in Fine Arts and Design, an M.A. in Art, an M.A. in Clinical Art Therapy and Counseling, an M.A. in Museum Studies, and an M.S. in Art Education (birth to Grade 12). The graduate art program is conceived and structured to provide the student with a professional orientation to art.

The primary focus of the program is on studio art. The art faculty recognizes the creation of art as a profound and exciting experience and endeavors to reveal new avenues of expression and understanding of traditional and contemporary modes. In every phase of work, emphasis is placed on the originality and substance of artistic concepts, scholarly comprehension of problems, knowledge of materials and craftsmanship.

Studio classes are led by a distinguished faculty of practicing artists who work closely with you to develop your unique and full potential. Our comprehensive master's degree programs are designed for serious, talented students who desire a strong liberal arts background and the cultural advantages that only a private university can offer. Renowned visiting artists and art historians conduct lectures, critiques and seminars, and every student has access to numerous art studios, state-of-the-art imaging, student exhibition galleries, and the university's permanent collection and ongoing new exhibitions in the Steinberg Museum of Art. You will take full advantage of LIU Post's proximity to New York City's wealth of creative resources.

## M.A. in Art

The 36-credit Master of Arts program is designed for visual artists who want to advance their skills in a stimulating and creative setting. The primary focus of the program is on studio art. You can select a major concentration in one of the following areas: **painting, drawing, printmaking, sculpture, ceramics, photography, computer graphics, graphic design** or **mixed media**. Each student's program of study is individually designed to meet his or her special needs through a private conference with the graduate art Advisor.

The faculty, comprised of highly accomplished and award-winning artists, recognizes the creation of art as a profound and exciting experience. We provide a congenial environment that encourages new avenues of expression and the understanding of traditional and contemporary modes for creating art. In every phase of work, emphasis will be placed on the originality and substance of artistic concepts, scholarly comprehension of problems, knowledge of materials and craftsmanship. All students will take courses in art history, drawing, design and creative concepts as well as classes in their major concentration.

LIU Post's beautiful, 307-acre landscaped campus, with its lush lawns, gardens and historic mansions, is itself an inspiration to creativity. In addition, the university offers a generous array of exhibition spaces, facilities and resources, including the Steinberg Museum of Art and the Student Art League Gallery. The vibrant New York art scene is only a short car or train ride away.

**ADMISSION REQUIREMENTS**

Applicants to the Master of Arts must meet the following requirements for admission.

- Application for Admission.
- Application fee: non-refundable
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Bachelor's degree in Art with at least a 3.0 cumulative grade point average from an accredited school. The candidate must have completed an undergraduate major in art or a minimum of 36 credits in Studio Art classes.
- A portfolio, evaluated by the Art Department faculty, is required for admission. The portfolio must be submitted to the Art Department Graduate Studies Office and should contain 15 to 20 samples of your most recent work and a numbered inventory list. Samples can be either original works, slides (enclosed in a slide page), CD or DVD. Photography applicants are encouraged to submit a portfolio of 20 original prints.
- Personal artist statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

**Send application materials, with the exception of the portfolio, to:**
Graduate Admissions
LIU Post
Admissions Processing Center
15 Dan Road Ste. 102
Canton, MA 02021

**The portfolio should be mailed to:**
Art Department Graduate Studies Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300
Phone: 516-299-2465
Email: Seung.Lee@liu.edu
(Please indicate degree applying for on portfolio)

### M.A. Art Requirements

*[Program Code: 07017]*

**Required Art Foundation Courses (3 credits)**

| | | | |
|---|---|---|---|
| ART | 503 | Creative Concepts | 3.00 |
| or | | | |
| ART | 550 | Art Criticism for Artists | 3.00 |

**Required Art Foundation Courses (3 credits)**

| | | | |
|---|---|---|---|
| ART | 517 | Design I | 3.00 |
| or | | | |
| ART | 642 | New Media in Art | 3.00 |

**Required Studio Art Courses (3 credits)**

| | | | |
|---|---|---|---|
| ART | 611 | Drawing I | 3.00 |

**Required Major Concentration Courses - choose 3 courses (9 credits)**
**& Directed Elective Courses - choose 2 courses (6 credits)**

| | | | |
|---|---|---|---|
| ART | 613 | Painting I | 3.00 |
| ART | 614 | Painting II | 3.00 |
| ART | 615 | Painting III | 3.00 |
| ART | 616 | Painting IV | 3.00 |

| | | | |
|---|---|---|---|
| ART | 621 | Printmaking I | 3.00 |
| ART | 622 | Printmaking II | 3.00 |
| ART | 623 | Printmaking III | 3.00 |
| ART | 624 | Printmaking IV | 3.00 |
| ART | 631 | Graduate Ceramics | 3.00 |
| ART | 635 | Sculpture I | 3.00 |
| ART | 636 | Sculpture II | 3.00 |
| ART | 637 | Sculpture III | 3.00 |
| ART | 638 | Sculpture IV | 3.00 |
| ART | 690 | Advanced Graduate Projects | 3.00 |
| ART | 691 | Advanced Graduate Projects | 3.00 |
| ART | 692 | Graduate Projects Advanced | 3.00 |
| ART | 693 | Advanced Graduate Projects | 3.00 |

**Required Art History Courses - choose 2 courses (6 credits)**

| | | | |
|---|---|---|---|
| ART | 581 | Art History Colloquium | 3.00 |
| ART | 585 | Art History Independent Study | 3.00 |
| ART | 671 | History of Contemporary Art | 3.00 |
| ART | 672 | Problems in Contemporary Art | 3.00 |
| ART | 679 | History of Photography | 3.00 |
| ART | 680 | Concepts and Issues in Contemporary Photography | 3.00 |

**Required Thesis Courses (6 credits)**

| | | | |
|---|---|---|---|
| ART | 707 | Master's Studio Thesis (M.A., M.S.) | 3.00 |
| ART | 708 | Master's Studio Thesis (M.A., M.S.) | 3.00 |

### Required Classes for Art M.A. - Photography

**Required Art Foundation Courses (3 credits)**

| | | | |
|---|---|---|---|
| ART | 503 | Creative Concepts | 3.00 |
| or | | | |
| ART | 550 | Art Criticism for Artists | 3.00 |

**Required Art Foundation Courses (3 credits)**

| | | | |
|---|---|---|---|
| ART | 517 | Design I | 3.00 |
| or | | | |
| ART | 642 | New Media in Art | 3.00 |

**Required Photography Courses (15 credits)**

| | | | |
|---|---|---|---|
| ART | 602 | Photo Workshop | 3.00 |
| ART | 603 | Color Photography Printing | 3.00 |
| ART | 604 | Current Ideas In Photography | 3.00 |
| ART | 605 | Photography Studio I | 3.00 |
| ART | 606 | Photography Studio II | 3.00 |

**Required Art History Courses (6 credits)**

| | | | |
|---|---|---|---|
| ART | 679 | History Of Photography | 3.00 |
| ART | 680 | Concepts and Issues in Contemporary Photography | 3.00 |

**Required Thesis Courses (6 credits)**

| | | | |
|---|---|---|---|
| ART | 707 | Master's Studio Thesis (M.A., M.S.) | 3.00 |
| ART | 708 | Master's Studio Thesis (M.A., M.S.) | 3.00 |

**1 Directed Elective Course - see above (3 credits)**

**Credit and GPA Requirements**

Minimum Total Credits: 36
Minimum Major GPA: 3.00

## M.A. in Clinical Art Therapy and Counseling

This new track in the Clinical Art Therapy Program provides education and training in art therapy and professional counseling. This Master of Arts graduate program is a total of 60 credits, 48 credits taken in the current Clinical Art Therapy program and 12 credits taken from the Department of Counseling and Development.

This **Master *of Arts in Art Therapy and Counseling*** Program has been designed to allow Clinical Art Therapy & Counseling graduates the opportunity to qualify for licensing as Licensed Creative Arts Therapist in New York (LCAT), sit for their National Board Certification exam in Art Therapy (ATCB) and make an application to over 50 states as a *Licensed Professional Counselor*. This curriculum meets or exceeds standards for education set by the American Art Therapy Association. Individual students should check with their home states for specific educational requirements.

Applicants to the Master of Arts must meet the following requirements for admission.

- Application for Admission.
- Application fee: non-refundable
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Bachelor's degree from an accredited school with at least a 3.0 cumulative grade point average. The candidate must have fulfilled the prerequisite of 12 credits in psychology and a minimum of 18 credits in studio art. A portfolio evaluation, student profile with statement of philosophy, submission of an APA/MLA research paper, personal interview with the director of the Art Therapy program, an attendance to a graduate art therapy class are required. Students who do not meet the minimum grade point average (3.00) or who are in need of prerequisites may be accepted on a limited matriculation basis. The student with serious deficiencies in preparation, but holds promise as a student, may be given non-matriculated status with one year probationary review. All limited matriculated students have one year to complete the requirements for full matriculation. See the director of the art therapy program for further information.
- Portfolio evaluation, student profile with statement of philosophy, submission of 5 pages of an APA academic paper and an interview with the director of the Art Therapy program is required. **Additionally, the applicant is required to sit in for a graduate class.** If students are international other arrangements are made. Students who do not meet the minimum grade point average (3.0) or who are in need of prerequisites may be accepted on a limited matriculation basis. The student with serious deficiencies in preparation, but holds promise as a student, may be given non-matriculated status with one year probationary review. All limited matriculated students have one year to complete the requirements for full matriculation. See the director of the art therapy program for further information.
- A portfolio, evaluated by the Art Therapy Department faculty, is required for admission and is the substitution for the Graduate Record Examination. The portfolio must be submitted to the Art Department Graduate Studies Office and should contain 15 to 20 samples of your most recent work and a numbered inventory list. Samples can be either original works, slides (enclosed in a slide page), CD or DVD. Photography applicants are encouraged to submit a portfolio of 20 original prints.
- Personal artist statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

**Send application materials, with the exception of the portfolio, to:**

Graduate Admissions
LIU Post
Admissions Processing Center
15 Dan Road, Ste. 102
Canton, MA 02021

**The portfolio should be mailed to:**

(Please include your name, phone number and email address as well as the Program of Study and Degree applying for on portfolio)
Art Department Graduate Studies Office
LIU Post Campus
Long Island University

720 Northern Boulevard
Brookville, N.Y. 11548-1300
Phone: 516-299-2935
Email: post-arttherapy@liu.edu

### Clinical Art Therapy and Counseling M.A. Requirements

*[Program Code: 36442]*

**Required Art Therapy Courses**

| | | | |
|---|---|---|---|
| ARTH | 600 | Theories in Art Therapy and Counseling | 3.00 |
| ARTH | 602 | Drawing, Painting and Sculpture for the Art Therapist - Studio | 3.00 |
| ARTH | 603 | Multicultural Issues in Clinical Art Therapy | 3.00 |
| ARTH | 605 | History and Philosophy of Art Therapy | 3.00 |
| ARTH | 607 | Clinical Methods in Group Art Therapy with Adults | 3.00 |
| ARTH | 609 | Special Populations in Child/Adolescent Art Therapy and Art Education | 3.00 |
| ARTH | 611 | Therapeutic Systems in Family Art Therapy | 3.00 |
| ARTH | 614 | Internship I: Supervision Seminar | 3.00 |
| ARTH | 615 | Internship II: Supervision Seminar | 3.00 |
| ARTH | 616 | Clinical Projectives and Art-Based Assessments | 3.00 |
| ARTH | 706 | Research Methods | 3.00 |
| PSY | | Elective | 3.00 |

**Required Counseling Courses**

| | | | |
|---|---|---|---|
| EDC | 601 | Foundations of Clinical Mental Health Counseling and Ethics | 3.00 |
| EDC | 608 | Assessment and Intervention Strategies in Clinical Mental Health Counseling | 3.00 |
| EDC | 676 | Career Development | 3.00 |
| EDC | 611 | Evidence Based Treatments in Mental Health Counseling | 3.00 |

**Any one graduate-level course: ARTH 617; ARTH elective or Counseling elective**

| | | | |
|---|---|---|---|
| ARTH | 617 | Art Therapy International Social Action | 3.00 |

or ARTH elective or Counseling elective

**Or One of the following EDC courses:**

| | | | |
|---|---|---|---|
| EDC | 612 | Trauma Counseling | 3.00 |
| EDC | 614 | Human Growth and Development Over the Lifespan | 3.00 |
| EDC | 616 | Family Counseling | 3.00 |
| EDC | 617 | Principles of Couple Counseling | 3.00 |
| EDC | 652 | Counselor's Approaches to Human Sexuality | 3.00 |
| EDC | 654 | Counselor Examines Alcoholism and Substance Abuse | 3.00 |
| EDC | 657 | Treating and Counseling Families with Alcoholism and Substance Abuse | 3.00 |
| EDC | 658 | Critical Treatment Issues Confronting Professional Counselors | 3.00 |
| EDC | 750 | Special Topics in Counseling | 3.00 |

**Required Thesis Courses**

| | | | |
|---|---|---|---|
| ARTH | 707 | Thesis Research | 3.00 |
| ARTH | 708 | Thesis | 3.00 |

### Art Electives- 3 credits

**Courses that are being used to satisfy major.**

### Credit and GPA Requirements

Minimum Total Credits: 60
Minimum Major GPA: 3.00

## M.F.A in Fine Arts and Design

This intensive yet flexible 60-credit program offers advanced art students the opportunity to further their creative development and pursue a graduate degree in a two- or three-year plan of study. Within the M.F.A. in Fine Arts and Design degree program, students select a concentration in painting, printmaking, sculpture, ceramics, photography or computer graphics and are mentored by student-selected faculty teams.

In addition to taking courses in art history and aesthetics, students work closely with faculty to prepare a thesis project in their area of concentration. Through "Seminars in Contemporary Issues," current exhibitions, artists' writings, theory and criticism, students and faculty make full use of the university's unique position near the vast resources of New York City's museums, galleries and alternative spaces.

The beautiful LIU Post Campus, with its 307 acres of lush lawns, gardens and historic mansions, is an inspirational setting for creative endeavors. The professionally equipped studios and ultra modern facilities include Steingberg Museum of Art, Hutchins Gallery, Student Art League Gallery, Ceramics Center and Sculpture Building. The program provides abundant opportunities for networking with potential employers in the city-wide art scene.

**ADMISSION REQUIREMENTS**

Applicants to the Master of Fine Arts must meet the following requirements for admission.

- Application for Admission.
- Application fee: non-refundable
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Bachelor’s degree from an accredited school with at least a 3.0 cumulative grade point average. The candidate must have completed an undergraduate major in Art or must have a minimum of 57 credits plus 12 credits in Art History. All M.F.A. applicants specializing in photography must have a working knowledge of digital imaging upon entering the program. Students who do not meet these requirements are welcome to discuss their options for admission with the graduate advisor.
- A portfolio, evaluated by the Art Department faculty, is required for admission. The portfolio must be submitted to the Art Department Graduate Studies Office prior to the March 15 deadline and should contain 15 to 20 samples of your most recent work and a numbered inventory list. Samples can be either original works, slides (enclosed in a slide page), CD or DVD. Photography applicants are encouraged to submit a portfolio of 20 original prints. The deadline for the portfolio submission is March 15 for the following fall admission. After the portfolio has been submitted for review, students can apply for Graduate and Academic Assistantships. Please see below.
- Personal artist statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Two professional and/or academic letters of recommendation that address the applicant’s potential in the profession and ability to complete a graduate program.
- **Transfer Credits:** If pertinent to the applicant's plan of study, a maximum of 12 graduate credits with a grade of B or better may be transferred from another university's graduate program (15 credits from within LIU). The transfer will take place after the completion of 15 credits within this program but the request must be made at the time of the original application to the degree program and must be approved by the Graduate Advisor.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

**Send application materials, with the exception of the portfolio, to:**

Graduate Admissions
LIU Post
Admissions Processing Center

15 Dan Road Ste. 102
Canton, MA 02021
**The portfolio should be mailed to:**
Art Department Graduate Studies Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300
Phone: 516-299-2465
Email: seung.lee@liu.edu
(Please indicate degree applying for on portfolio)

**GRADUATE AND ACADEMIC ASSISTANTSHIPS**

The Department of Art offers Graduate and Academic Assistantships. Apply when you submit your portfolio to the Department of Art Graduate Studies Office. Please complete a Graduate Assistantship Application, which is available from the graduate art advisor. Two letters of recommendation are required.

## M.F.A. in Fine Arts and Design

*[ Program Code: 76593]*

**Required Fine Arts Studio courses**

**One of the following sequences: (2-year plan) 27 credits**

| | | | |
|---|---|---|---|
| STSP | 601 | Studio Specialization and Research I | 9.00 |
| STSP | 602 | Studio Specialization and Research II | 9.00 |
| STSP | 603 | Studio Specialization and Research III | 9.00 |

**Or (3-year plan) 27 credits**

| | | | |
|---|---|---|---|
| STSP | 601A | Studio Specialization and Research I | 6.00 |
| STSP | 601B | Studio Specialization and Research II | 6.00 |
| STSP | 602A | Studio Specialization and Research III | 3.00 |
| STSP | 602B | Studio Specialization and Research IV | 6.00 |
| STSP | 603A | Studio Specialization and Research V | 6.00 |

**Required Fine Arts Seminar courses (9 credits)**

| | | | |
|---|---|---|---|
| SEM | 600A | MFA Seminar | 3.00 |
| SEM | 600B | MFA Seminar | 3.00 |
| SEM | 600C | MFA Seminar | 3.00 |

**Required Related Art & Art History courses 3 credits)**

| | | | |
|---|---|---|---|
| ART | 550 | Art Criticism for Artists | 3.00 |
| or | | | |
| ART | 503 | Creative Concepts | 3.00 |

**Required Related Art & Art History courses (3 credits)**

| | | | |
|---|---|---|---|
| ART | 642 | New Media in Art | 3.00 |
| or | | | |
| ART | 517 | Design I | 3.00 |

**Four of the following courses: (12 credits)**

| | | | |
|---|---|---|---|
| ART | 581 | Art History Colloquium | 3.00 |
| ART | 585 | Art History Independent Study | 3.00 |
| ART | 671 | History of Contemporary Art | 3.00 |
| ART | 672 | Problems in Contemporary Art | 3.00 |
| ART | 679 | History Of Photography | 3.00 |
| ART | 680 | Concepts and Issues in Contemporary Photography | 3.00 |

**Required Thesis course (6 credits)**

| | | | |
|---|---|---|---|
| FTHE | 708 | Fine Art Thesis | 6.00 |

### Credit and GPA Requirements

Minimum Total Credits: 60
Minimum Major GPA: 3.00

## M.S. in Art Education (B-12)

**Joint Program with College of Education, Information and Technology**

The 30 credit Master of Science in Art Education (Birth to Grade 12) offers a unique opportunity for students to advance their development as creative artists while sharing their love of art with young people in public and private schools.

The plan of study is aimed at advancing each candidate as both artist and teacher. Candidates in the program sharpen their design and drawing skills through studio classes and workshops in traditional and electronic media. Students also take courses aimed at enhancing their teaching skills and exploring the psychological, philosophical and social foundations of art education.

With input and guidance from two graduate advisors each student designs a personalized curriculum that reflects his or her strengths and professional goals.

The program is accredited by the Teacher Education Accreditation Council, which signifies that it meets the highest standards of quality in preparing competent, caring and qualified professional educators in public and private schools.

**ADMISSION REQUIREMENTS**

Applicants to the Master of Science in Art Education must meet the following requirements for admission.

- Application for Admission.
- Application fee: non-refundable
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Bachelor's degree in art education with at least a 3.0 cumulative grade point average from an accredited school which meets the New York State requirements for certification or have completed an undergraduate major in art from an accredited school with a minimum of 36 credits in Studio Art classes. If the applicant has fewer than 36 undergraduate Studio Art credits he/she will only be excepted as a "limited-matriculant" until this New York State requirement is satisfied. Also, if the Art Department faculty feels it is necessary, after reviewing an applicant's portfolio, they may require that the student take additional Art and/or Art History courses to eliminate a deficiency before being admitted into the master's degree program. These credits cannot be applied toward the master's degree. The student's status will be "limited-matriculant" until these courses are completed and a grade of B or better is attained. In some cases a second portfolio review will be required for full matriculation.
- A portfolio, evaluated by the Art Department faculty, is required for admission. The portfolio must be submitted to the Art Department Graduate Studies Office and should contain 15 to 20 samples of your most recent work and a numbered inventory list. Samples can be either original works, slides (enclosed in a slide page), CD or DVD. Photography applicants are encouraged to submit a portfolio of 20 original prints.
- Personal artist statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- GRE (Graduate Record Examinations) score results.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

**SPECIAL REQUIREMENTS FOR TRANSFER STUDENTS**

- If pertinent to the applicant's plan of study, a maximum of 12 graduate credits with a grade of B or better may be transferred from another university's graduate program (15 credits from within LIU).
- The transfer will take place after the completion of 15 credits within this program but the request must be made at the time of the original application to the degree program and must be approved by the Graduate Advisor.

**Send application materials, with the exception of the portfolio, to:**
Graduate Admissions
LIU Post
Admissions Processing Center
15 Dan Road Ste. 102
Canton, MA 02021

**The portfolio should be mailed to:**

Art Department Graduate Studies Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300
Phone: 516-299-2465
Email: donna.tuman@liu.edu
(Please indicate degree applying for on portfolio)

For the Plan of Study for the M.S. in Art Education, please see the Department of Curriculum & Instruction in this bulletin.

## M.A. in Museum Studies

The M.A. in Museum Studies is designed to offer students a rigorous academic curriculum as well as the tools, experience, and skills necessary to pursue doctoral studies or professional careers in the field of the arts. It is coordinated by the Department of Art, in conjunction with regional cultural institutions and museums. Through course work and pre-professional museum internship training, the program provides students with a comprehensive knowledge of the major art historical periods, museology, theories and practice, with an emphasis on the areas of art education and curatorial studies. The M.A. draws on departmental strengths in research, art education, direct-object study, and the vast cultural resources of the New York metropolitan area.

### M.A. in Museum Studies

*[Program Code: 37985]*

### Major Requirements

**Required Graduate Courses (15 credits)**

| | | | |
|---|---|---|---|
| ART | 562 | Exhibition Research and Design | 3 |
| ART | 570 | Social History of Modern Museum | 3 |
| ART | 581 | Methodologies in Art History | 3 |
| ART | 663 | The Art Museum as Educator | 3 |
| ARM | 557 | Development, Fundraising and Grant Writing | 3 |

**Required Internship Courses (6 credits)**

| | | | |
|---|---|---|---|
| ART | 650 | Internship I: Steinberg Museum of Art | 3 |
| ART | 651 | Internship II: Museum/Art Organization | 3 |

**Choose 2 from the following:**

| | | | |
|---|---|---|---|
| ART | 563 | Curatorial Methods and Practices | 3 |
| ART | 565 | Object Care and Collections Management | 3 |
| ARM | 561 | The Anatomy of a Museum | 3 |
| ART | 564 | Museum Education: Audience Research and Program Design | 3 |

**Required Museum Studies Thesis Course (3 cr)**

| | | | |
|---|---|---|---|
| ART | 750 | Graduate Thesis Research | 3 |

### Credit and GPA Requirements

Minimum Total Credits: 30
Minimum Major GPA: 3.00
Minimum Overall GPA: 3.00

## Art Department Courses

**ARM 557 Development, Fundraising and Grant Writing**
This course examines the challenges non-profit organizations face in competitive philanthropic climate, and the research methodologies to identify prospective donors: individuals, foundations, corporations and government agencies. Students will also learn the various fundraising strategies used with individuals (direct solicitation, annual fund and/or capital campaigns, and special events) as well as foundation and government grant proposals, and corporate sponsorship packages.
*Credits: 3*
*Every Spring*

**ARM 561 Anatomy of a Museum**
This is an introductory course that explores the purposes, structures and programming of galleries and museums. The perspective focuses on the roles that trustees, directors, curators and other museum staff play in the administration of these institutions. The course explores the history, philosophy and purpose of museums as well as the methodology of visual interpretation. The planning and installation of gallery exhibitions will also be covered through field trips, interaction with museum professionals and research students will learn about museums.
*Credits: 3*
*Every Spring*

**ART 503 Creative Concepts**
This is an exploratory course of basic ideas in the creative experience dealing with content and concepts in contemporary visual art. Through readings, lectures, and projects, the student discusses and analyzes these ideas in relationship to his/her personal view and creative output.
*Credits: 3*
*On Occasion*

**ART 517 Design I**
This is a studio course intended to relate the vocabulary of form and language of art to the student's personal visual statements. Students are expected to produce a related series of works with concentration on experimentation, change, and synthesis involved in the creative process of producing visual statements that communicate personal ideas.
*Credits: 3*
*On Demand*

**ART 519 Photography**
This course is an introduction to the mechanics and aesthetics of photography. This is a studio course in basic photographic processes, principles, and techniques and examines the use of the camera as an art medium.
*Credits: 3*
*Rotating Basis*

**ART 520 Advanced Photography**
This course is independent study and work in advanced techniques and processes with emphasis on composition and creativity. Seminars, individual criticism, and instruction are included.
*Prerequisite of ART 519 or permission of instructor is required.*
*Credits: 3*
*Rotating Basis*

**ART 550 Art Criticism for Artists**
This course is designed to help art students describe and analyze their own work within the context of art history and contemporary art criticism. We will discuss the major categories and perspectives of art interpretation from personal identity to medium, social engagement to creative inspiration. We will focus primarily on writing by artist, including criticism, interviews, and biography. The final paper project will be a draft of the Master of Fine Arts thesis.
*Credits: 3*
*Every Fall*

**ART 581 Art History Colloquium**
Colloquia seminars are offered each semester. The topics of study are based on such factors as the area of specialization of the instructor, the timeliness of a subject in relation to a major exhibition or issue within the field, and the needs of students to explore the art and culture of diverse historical periods and societies. Past topics include: art history methodologies, Latin American art, various epochs of European art, Asian art, and comparative cultural analysis on issues such as rulership, the representation of gender, portraiture, colonialism and conquest, sacred symbolism, and many other aspects of the visual arts.
*Credits: 3*
*Rotating Basis*

**ART 590 Graduate Projects**
This course is comprised of advanced projects in art in an area of special interest to the student which is not available in existing courses or goes beyond the current art offerings. The project is chosen after consultation with the major professor. Approval by the art chairperson or graduate art advisor is required prior to registration. The student works independently under the guidance of the professor in the area of specialization.
*Credits: 3*
*Every Semester*

**ART 597 The History and Emergence of Street Art and Graffiti**
This course is an historical survey of the emergence of street art and graffiti as a contemporary art movement. The course traces the history through its past and present artistic developments on a technical and cultural level. Students will trace the history of graffiti starting from its New York roots and examine its growth in popularity, both nationally and internationally, from the streets to the gallery and museum walls. The course pays particular attention to the artists and writers from New York City. Students will use their written and oral communication skills to demonstrate what they have learned in presentation formats. The course includes a guided New York City walking tour and guest lectures.
*Credits: 3*
*Every Summer*

**ART 597H Raku Experience**
This workshop will explore the outdoor experience of Raku ceramics as it relates to a keen appreciation of nature and recognition of beauty in non-perfection. Raku has a special aesthetic appeal to artists, students and teachers because of its participatory aspect and the spontaneous and dramatic result it produces.
*Credits: 3*
*Every Summer*

**ART 598A Figure Painting with Mixed Media**
This open-ended workshop is designed for the advanced painter as well as the less-experienced artist, designer, illustrator, printmaker or educator. Students will have opportunities to pursue their personal approaches to the figure while experimenting with a wide variety of media. Emphasis will be on each individual's personal artistic development. Slide talks, media demonstrations and critiques will enhance this expressive figure-study workshop.
*Credits: 3*
*Every Summer*

**ART 598J Figure Painting & Drawing**
This workshop is suited to the advanced as well as the less experienced painter and offers an intense exposure to painting the figure. Students will study the human figure as an expression and reflection of nature. Slide presentations, painting demonstrations, individual and group critiques improve the students' observation skills and challenge their conceptual development as artists. A variety of contemporary approaches to the figure will be explored and compared to traditional formats. Choice of medium will be open.
*Credits: 3*
*Every Summer*

**ART 600J Raku Ceramics**
This workshop will explore a range of firing methods to broaden the artist's or teacher's creative expression in clay. Students will be encouraged to create works that embraces an aesthetic of simplicity, spontaneity and raw beauty. Raku firings and guest artists will contribute to a sense of community and creative exchange.
*Credits: 3*
*Every Summer*

**ART 602 Photo Workshop**
This course is an advanced photo workshop. Students attempt to define their personal direction and style. Photography is accepted in any format in

either black and white, color, or digital. Intense group critiques evaluate students' work.
*Prerequisite of ART MAJOR or (ART 519 & 520) or permission of instructor is required.*
*Credits: 3*
*Every Fall*

**ART 603 Color Photography Printing**
This is an advanced course which explores the techniques and aesthetic problems of digital color capture and printing.
*Prerequisite of ART MAJOR or (ART 519 & 520) or permission of instructor is required.*
*Credits: 3*
*Every Spring*

**ART 604 Current Ideas In Photography**
The class explores the work of leading photographers with special emphasis on new directions and new ways of seeing. It also includes direct contact with professional photographers.
*Prerequisite of ART MAJOR or (ART 519 & 520) or permission of instructor is required.*
*Credits: 3*
*Every Fall and Spring*

**ART 605 Photography Studio I**
Explores intricacies of the view camera, including an historical examination of important photographers who have used it; correcting perspective, lenses and fundamental principles of lighting, as well as landscape and portraiture photography with large format. Course work includes the Scheimpflug Rule, the Bellow's Formula and an examination of the Zone System.
*Prerequisite of ART MAJOR or (ART 519 & 520) or permission of instructor is required.*
*Credits: 3*
*Every Fall*

**ART 606 Photography Studio II**
An intensive exploration of a variety of lighting techniques, including glassware, solid and clear objects. Handling filtration and manipulating strobe lighting is also covered. Students produce a portfolio of work utilizing the techniques from the semester's work.
*Prerequisite of ART 605 is required.*
*Credits: 3*
*Every Spring*

**ART 611 Drawing I**
This course is a critical analysis of drawings executed by students in the class. Students are required to be active participants in this studio class. New themes are assigned each week. The student, in consultation with the faculty member, selects the appropriate drawing material and technique based on the student's major field of interest. Special emphasis is placed on drawing techniques and furthering critique skills of the student.
*Credits: 3*
*Every Semester*

**ART 612 Drawing II**
This course is a critical analysis of drawings executed by students in the class. Students are required to be active participants in this studio class. New themes are assigned each week. The student, in consultation with the faculty member, selects the appropriate drawing material and technique based on the student's major field of interest. Special emphasis is placed on drawing techniques and furthering critique skills of the student.
*Prerequisite of ART 611 is required.*
*Credits: 3*
*Alternate Semesters*

**ART 613 Painting I**
This course is the study and experimentation of various painting concepts, media and techniques in a studio environment. Students concentrate on independent creative projects and the development of a personal concept and style. Criticism and discussion are emphasized.
*Credits: 3*
*Every Fall*

**ART 614 Painting II**
This course is the study and experimentation of various painting concepts, media and techniques in a studio environment. Students concentrate on independent creative projects and the development of a personal concept and style. Criticism and discussion are emphasized.
*Prerequisite of ART 613 is required.*
*Credits: 3*
*Alternate Spring*

**ART 615 Painting III**
This course is the study and experimentation of various painting concepts, media and techniques in a studio environment. Students concentrate on independent creative projects and the development of a personal concept and style. Criticism and discussion are emphasized.
*Prerequisite of ART 613 is required.*
*Credits: 3*
*Rotating Basis*

**ART 616 Painting IV**
This course is the study and experimentation of various painting concepts, media and techniques in a studio environment. Students concentrate on independent creative projects and the development of a personal concept and style. Criticism and discussion are emphasized.
*Prerequisite of ART 613 is required.*
*Credits: 3*
*Every Spring*

**ART 621 Printmaking I**
This course offers an experimental exploration of diverse techniques, concepts, and interrelationships involving intaglio, relief, collagraph, screen-printing, monotype and photo printmaking process. Students work closely in a well equipped studio and are encouraged to develop a personal vision through independent projects.
*Credits: 3*
*Every Semester*

**ART 622 Printmaking II**
This course offers an experimental exploration of diverse techniques, concepts, and interrelationships involving intaglio, relief, collagraph, screen-printing, monotype and photo printmaking process. Students work closely in a well equipped studio and are encouraged to develop a personal vision through independent projects.
*Prerequisite of ART 621 is required.*
*Credits: 3*
*Alternate Fall*

**ART 623 Printmaking III**
This course offers an experimental exploration of diverse techniques, concepts, and interrelationships involving intaglio, relief, collagraph, screen-printing, monotype and photo printmaking process. Students work closely in a well equipped studio and are encouraged to develop a personal vision through independent projects.
*Prerequisite of ART 621 is required.*
*Credits: 3*
*Alternate Semesters*

**ART 624 Printmaking IV**
This course offers an experimental exploration of diverse techniques, concepts, and interrelationships involving intaglio, relief, collagraph, screen-printing, monotype and photo printmaking process. Students work closely in a well equipped studio and are encouraged to develop a personal vision through independent projects.
*Prerequisite of ART 621 is required.*
*Credits: 3*
*Alternate Semesters*

**ART 631 Graduate Ceramics**
This course explores contemporary art issues and how they relate to craft media. Students will learn how to apply conceptual art ideas to ceramic projects. The objective is to re-think craft media as an aesthetic platform; to develop a personal body of work that is innovative, experimental, and professional.
*Credits: 3*
*On Demand*

**ART 635 Sculpture I**
This course offers students the opportunity to experiment in all sculptural media and concepts while clarifying their personal sculptural objectives. Students work on independent projects in media and concepts stemming from the student's interests.
*Credits: 3*
*Every Fall*

**ART 636 Sculpture II**
This course offers students the opportunity to experiment in all sculptural media and concepts while clarifying their personal sculptural objectives. Students work on independent projects in media

and concepts stemming from the student's interests.
*Prerequisite of ART 635 is required.*
*Credits: 3*
*Every Fall*

**ART 637 Sculpture III**
This course offers students the opportunity to experiment in all sculptural media and concepts while clarifying their personal sculptural objectives. Students work on independent projects in media and concepts stemming from the student's interests.
*Prerequisite of ART 635 is required.*
*Credits: 3*
*Alternate Semesters*

**ART 638 Sculpture IV**
This course offers students the opportunity to experiment in all sculptural media and concepts while clarifying their personal sculptural objectives. Students work on independent projects in media and concepts stemming from the student's interests.
*Prerequisite of ART 635 is required.*
*Credits: 3*
*Alternate Semesters*

**ART 642 New Media In Art**
This course introduces students to the use of electronic media in studio arts. Through both a hands-on and an analytical approach, students create works using video, computer, sound and light as tools. These media are developed in conjunction with the student's prior interest (photo, sculpture, installation and performance art). The critical dialogue surrounding the use of various media are addressed through readings and the viewing of films and videos. Emphasis is placed on the relationship between individual art practice and its implications for social and aesthetic issues.
*Credits: 3*
*Every Spring*

**ART 660 Philosophy of Art Education**
This course is the study of past and current philosophies of art education including the work of Pestalozzi, Froebel, Dewey, Lowenfeld, D'Amico, Eisner, Gardner and others. Students have the opportunity to compare current literature to the work of past generations in art education in order to construct strategies for teaching art in the schools.
*Credits: 3*
*Every Fall*

**ART 661 Elementary Art Education Studio Workshop**
This course is an examination of the value and function of art education as it relates to the artistic development of children through early adolescence. Students experiment with a variety of studio methods, strategies, and techniques in teaching and assessing the visual arts and develop original curriculum materials.
*Prerequisite of ART 660 is required.*
*Credits: 3*
*Every Spring*

**ART 664 Literacy and Learning Through the Visual Arts**
This course will explore the instructional possibilities of connecting reading and writing to learning in the visual arts. Methods of integrating literacy in the visual arts program through speaking, writing, reading, and studio activities will presented in order to support and extend classroom learning. Means of adapting these activities to a variety of instructional levels will be discussed.
*Prerequisite of Art 660 and Art 661 are required*
*Credits: 3*
*Every Spring*

**ART 671 History of Contemporary Art**
This course surveys art historical and cultural developments from the mid-twentieth century to the present, with an emphasis on the movements, media and critical methodologies emerging in recent decades. Topics of discussion include the relationship between popular culture and fine art, the representation of gender and cultural identity, the evolving role of the museum and art market, and the impact of new technologies on art making and reception.
*Credits: 3*
*Rotating Basis*

**ART 679 History Of Photography**
This course is an historical survey of photography from its pre-camera origins to its modern practice in the 1950s. Students will examine concepts and issues affecting the photographic medium from artistic, historical, sociological, and technological perspectives and its impact on society.
*Credits: 3*
*Every Fall*

**ART 680 Concepts and Issues in Contemporary Photography**
This course is a survey of post-1950 photography: the historical, sociological, and artistic concepts and issues in contemporary photography.
*Prerequisite of ART 679 is required.*
*Credits: 3*
*Every Spring*

**ART 690 Advanced Graduate Projects**
This course focuses on art studio projects in a specialized area. Students select a project of special interest after consultation with the chairperson of the Art Department or graduate art advisor. Special permission must be secured before registering for the course.
*Credits: 3*
*Every Semester*

**ART 691 This course is no longer offered**
This course focuses on art studio projects in a specialized area. Students select a project of special interest after consultation with the chairperson of the Art Department or graduate art advisor. Special permission must be secured before registering for the course.
*Credits: 3*
*Every Fall and Spring*

**ART 707 Master's Studio Thesis (M.A., M.S.)**
This course is open only to matriculated students. It is intended for graduate students who have elected to do a creative thesis in a particular area of studio art. The course includes presentation, analysis, and discussion of thesis projects with regard to purpose, concept, material, and execution. Exhibition of thesis is required. Registration must be approved by the graduate counselor or designated representative.
*Credits: 3*
*Every Semester*

**ART 708 Master's Studio Thesis (M.A., M.S.)**
This course is open only to matriculated students. It is intended for graduate students who have elected to do a creative thesis in a particular area of studio art. The course includes presentation, analysis, and discussion of thesis projects with regard to purpose, concept, material, and execution. Exhibition of thesis is required. Registration must be approved by the graduate counselor or designated representative.
*Credits: 3*
*Every Semester*

**ARTH 600 Theories in Art Therapy & Counseling**
A survey course of diverse psychological theories as they relate to the field of art therapy.
*Credits: 3*
*Every Fall*

**ARTH 602 Drawing, Painting and Sculpture for the Art Therapist - Studio**
Various drawing, painting and techniques of sculpture will be introduced with an emphasis upon the progression from restrictive to expansive self-expression. The media's applicability and relationship to the emotional realm will be explored.
*Credits: 3*
*Every Fall*

**ARTH 603 Multicultural Art Therapy & Counseling**
This course is designed to stimulate awareness of racial, ethical, political, and gender biases inherent in society at large and, more specifically, in the mental health field. The student is instructed in the development of culture-specific methods of art therapy treatment for culturally diverse client populations.
*Prerequisites of ARTH 600, 602, 605, 607 and 609 are required.*
*Credits: 3*
*Every Summer*

**ARTH 605 History and Philosophy of Art Therapy**
A survey course in the history of art therapy as it developed in the United States and Europe from 1940-present. Also, included is an in-depth exploration of the different philosophies which

have emerged and which continue to evolve in contemporary practice.
*Credits: 3*
*Every Fall*

**ARTH 607 Group Techniques in Art Therapy & Counseling**
Exploration of the practice of group psychotherapy. In this course, major theories and research findings will be addressed as they apply to group practice in the field of art therapy.
*Prerequisites of ARTH 600, 602, and 605 are required.*
*Credits: 3*
*Every Spring*

**ARTH 609 Theories in Child/Adolescent Art Therapy & Counseling**
An in-depth survey of different populations being served by art therapists and art educators, including autism, schizophrenia, depression, sensory deficits, developmental disabilities, and other childhood disorders within mental health settings or requiring IEPs in the public school system.
*Prerequisites of ARTH 600, 602, and 605 are required.*
*Credits: 3*
*Every Spring*

**ARTH 611 Family Art Therapy & Family Counseling**
Exploration of the practice of family art psychotherapy. In this course, major family systems theories, methods and treatment interventions will be addressed as they apply to family art therapy.
*Prerequisites of ARTH 600, 602, 605, 607, 609, and 616 are required.*
*Credits: 3*
*Every Fall*

**ARTH 614 Internship I: Supervision Seminar**
In-depth field experience under the direct supervision of a registered art therapist. Each internship requires 350 hours on site. Population requirements: one internship with adults, one with children or adolescents. The seminar provides an atmosphere for interns to reflect upon this experience which leads to further integration and synthesis. Students will present case studies on an individual or group process.
*Prerequisites of ARTH 600, 602, 605, 607, 609, and 616 are required.*
*Credits: 3*
*Every Semester*

**ARTH 615 Internship II: Supervision Seminar**
Course combined with ARTH 614.
*Prerequisites of ARTH 600, 602, 605, 607, 609, and 616 are required.*
*Credits: 3*
*Every Semester*

**ARTH 616 Clinical Projectives and Art-Based Assessments**
This course will focus on classic clinical projectives such as the House-Tree-Person (HTP) and the Draw-a-Person clinical projective (DAP). Additionally, graphomotor or expressive analysis of drawings will be emphasized. A variety of art-based assessment measures will be introduced throughout this course with case examples focusing the diagnostic aspects of the clinical art therapy process.
*Prerequisites of ARTH 600, 602 and 605 are required.*
*Credits: 3*
*Every Spring*

**ARTH 706 Research Methods**
This course will give the graduate art therapy student a basic overview of developing a research design. Students will learn the role of the Institutional Review Board and write a formal IRB that will involve either a mock trial or formal presentation.
*Prerequisites of ARTH 600, 602, 605, 607, 609, and 616 are required.*
*Credits: 3*
*Every Summer*

**ARTH 707 Thesis Research**
Research and preparation of the thesis. Working both in class and on an individual basis, students will select a topic and develop a review of the relevant literature in the field which comprises the first half of the thesis.
*Prerequisites of ARTH 600, 602, 605, 607, 609, and 616 are required.*
*Credits: 3*
*Every Semester*

**ARTH 708 Thesis**
Completion of thesis including presentation of the case materials, visual productions, and analysis including a discussion and conclusion.
*Prerequisite of ARTH707 is required.*
*Credits: 3*
*Every Semester*

**FTHE 708 Fine Art Thesis**
In this course, a creative studio project is undertaken in the candidate's major area of specialization. The thesis project is under the supervision of a Master's Thesis Committee, consisting of a chairperson and two faculty members. In certain circumstances, a member or members of the committee may be selected from outside the college faculty. The thesis project must be accompanied by a written statement and bibliography. An exhibition of the thesis is required, and the project must be photographed for the college records.
*Credits: 6*
*Every Spring*

**SEM 600A MFA Seminar**
This course is open only to matriculated MFA students. The seminar focuses on the topics drawn from the philosophical and aesthetic interests of the participants. The format incorporates critiques, readings, discussions, as well as the participation of visiting artists. Contemporary problems as they relate to the making of art are examined.
*Credits: 3*
*Every Semester*

**SEM 600B MFA Seminar**
This course is open only to matriculated MFA students. The seminar focuses on the topics drawn from the philosophical and aesthetic interests of the participants. The format incorporates critiques, readings, discussions, as well as the participation of visiting artists. Contemporary problems as they relate to the making of art are examined.
*Credits: 3*
*Every Semester*

**SEM 600C MFA Seminar**
This course is open only to matriculated MFA students. The seminar focuses on the topics drawn from the philosophical and aesthetic interests of the participants. The format incorporates critiques, readings, discussions, as well as the participation of visiting artists. Contemporary problems as they relate to the making of art are examined.
*Credits: 3*
*Every Semester*

**STSP 601 Studio Specialization and Research I**
This course is the concentrated development in an area of specialization under the guidance of two or more faculty members. All students are required to explore at least one area of studio art other than the student's area of concentration. Each month all graduate students meet in order to present their work that is in progress. Discussion and criticism under the direction of a graduate faculty member are emphasized during these informal seminars.
*Credits: 9*
*Every Semester*

**STSP 601A Studio Specialization and Research I**
This course is the concentrated development in an area of specialization under the guidance of two or more faculty members. All students are required to explore at least one area of studio art other than the student's area of concentration. Each month all graduate students meet in order to present their work that is in progress. Discussion and criticism under the direction of a graduate faculty member are emphasized during these informal seminars.
*Credits: 6*
*Every Semester*

**STSP 601B Studio Specialization and Research II**
This course is the concentrated development in an area of specialization under the guidance of two or more faculty members. All students are required to explore at least one area of studio art other than the student's area of concentration. Each month all graduate students meet in order to present their work that is in progress. Discussion and criticism under the direction of a graduate faculty member are emphasized during these informal seminars.
*Credits: 6*
*Every Semester*

**STSP 602 Studio Specialization and Research II**
This course is the concentrated development in an area of specialization under the guidance of two or more faculty members. All students are required to explore at least one area of studio art other than their area of concentration. Each month all graduate students meet in order to present their work that is in progress. Discussion and criticism under the direction of a graduate faculty member are emphasized during these informal seminars.
*Prerequisite of STSP 601 is required.*
*Credits: 9*
*Every Semester*

**STSP 602A Studio Specialization and Research III**
This course is the concentrated development in an area of specialization under the guidance of two or more faculty members. All students are required to explore at least one area of studio art other than the student's area of concentration. Each month all graduate students meet in order to present their work that is in progress. Discussion and criticism under the direction of a graduate faculty member are emphasized during these informal seminars.
*Credits: 3*
*Every Semester*

**STSP 602B Studio Specialization and Research IV**
This course is the concentrated development in an area of specialization under the guidance of two or more faculty members. All students are required to explore at least one area of studio art other than the student's area of concentration. Each month all graduate students meet in order to present their work that is in progress. Discussion and criticism under the direction of a graduate faculty member are emphasized during these informal seminars.
*Credits: 6*
*Every Semester*

**STSP 603 Studio Specialization and Research III**
This course is advanced work in the area of specialization, preparing the candidate for the thesis. The student works under the supervision of a major faculty advisor and in consultation with professional specialists in an area outside of the department.
*Prerequisite of STSP 602 is required.*
*Credits: 9*
*Every Semester*

**STSP 603A Studio Specialization and Research V**
This course is advanced work in the area of specialization, preparing the candidate for the thesis. The student works under the supervision of a major faculty advisor and in consultation with professional specialists in an area outside of the department.
*Credits: 6*
*Every Semester*

# DEPARTMENT OF DESIGN AND DIGITAL TECHNOLOGIES

Chair: Conover
Professor: Conover
Associate Professors: Aievoli, DelRosso, O'Daly
Assistant Professors: Corbetta, Wallace
Adjunct: 4

The Department of Design & Digital Technologies prepares students for dynamic and rewarding careers in print design, web development, interactive multimedia, and digital game design. We offer a strong foundation in the practice, history and theory of design, project-based curriculum that allow students to develop a wide range of creative and technical design skills, as well as access and guidance in the application of cutting-edge technologies. The department offers graduate M.A. degrees in Digital Game Design and Interactive Multimedia. The program provides students with the technical, creative and collaborative skills necessary to enter the professional world of design.

## M.A. in Digital Game Design and Development

The Master of Arts in Digital Game Design and Development is an innovative 36-credit interdisciplinary program that provides students with the technical, creative and collaborative skills necessary to enter the professional world of game and other interactive media design. The degree offers a comprehensive and intensive study of the nature and process of digital game design and the underlying principles of human game play. The project-based curriculum allows students to focus on developing skill sets in computer programming, art/graphics or interface/content development while collaborating with others in the cohort on large-scale team projects. Students are encouraged to do internships at game development companies in New York City. In addition to game development, the program stresses the following elements essential to success in the industry: storyboarding, paper prototyping, usability testing, and project management. Students will be taught how to write grant proposals and approach venture capital to support their work and encouraged to collaborate with business faculty on marketing and disseminating their thesis projects.

**ADMISSION REQUIREMENTS**

Applicants to the Master of Arts in Digital Game Design and Development must meet the following requirements for admission. Recommended deadline for admission is May 30.

- Application for Admission
- Application fee: (non-refundable)
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Bachelor's degree and strong preparation in at least one of the 3 areas of program specialization:

**(a) Programming for Games:**

B.S. in Computer Science or the equivalent

**(b) Visual Design for Games:**

B.A. or B.F.A. in Digital Art and Design, Interactive Multimedia or the equivalent

**(c) Game Design:**

B.A. or B.F.A. in Game Design or in a related subject such as English, theatre, film, psychology or education

Students may be admitted with a more general undergraduate degree coupled with considerable practical experience, at the discretion of the program director.

- Personal interview with the program director will be required. Once your application and support materials have been reviewed, you will be contacted for an interview with the program director.
- Candidates for entrance to the program must have a basic level of computer literacy. They should be familiar with the PC or Macintosh platform and have experience with two or more of the following: word-processing, HTML, digital imaging, digital illustration, digital video or MIDI.
- Submit a personal statement that describes your work as it relates to the program, and state what you wish to accomplish in your studies here. Any relevant professional experience should also be described in this statement. A GRE is not necessary.
- Submit one piece of writing that demonstrates ability to think critically (academic paper, article, etc.) and examples of work that demonstrate competence in individual area of expertise: games, levels/mods of existing games, artwork, interface/web design, etc. Send links, DVD or flash drive.
- Submit two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

Send application materials to:
Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300
Phone: 516-299-2900
Fax: 516-299-2137
Email: enroll@cwpost.liu.edu

### M.A. in Digital Game Design and Development

*[Program Code: 34205]*

**Required Core Courses**

**Required Digital Game Design Courses**

| | | | |
|---|---|---|---|
| DGD | 501 | Introduction to Game Design | 3.00 |
| DGD | 504 | Game Development 1 | 3.00 |
| DGD | 505 | Game Development 2 | 3.00 |
| DGD | 511 | The History of Games | 3.00 |
| DGD | 625 | The Game Industry | 3.00 |

**Required Digital Game Design Thesis Courses**

| | | | |
|---|---|---|---|
| DGD | 707 | Thesis Prototyping | 3.00 |
| DGD | 708 | Thesis Seminar | 3.00 |
| DGD | 709 | Thesis Lab | 3.00 |

**Elective Digital Game Design Courses**

**Student must take four courses (12 credits) from the following:**

| | | | |
|---|---|---|---|
| DGD | 513 | Multiplayer Game Design | 3.00 |
| DGD | 525 | Audio Design for Games | 3.00 |
| DGD | 510 | Narrative Game Design | 3.00 |
| DGD | 512 | Educational Game Design | 3.00 |
| DGD | 520 | 2D Game Programming | 3.00 |
| DGD | 522 | Advanced Game Programming | 3.00 |
| DGD | 524 | Systems Engineering for Game Development | 3.00 |
| DGD | 526 | Project Management for Game Development | 3.00 |
| DGD | 503 | Visual Design 1 | 3.00 |
| DGD | 506 | Visual Design 2 | 3.00 |
| DGD | 621 | Dimensional Imaging & Animation I | 3.00 |
| DGD | 622 | Dimensional Imaging & Animation II | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 36
Minimum Major GPA: 3.00

# Digital Game Design and Development Courses

**CGPH 601 Graduate Computer Graphics**
This course is intended to provide graduate design students with advanced knowledge and expertise in the creation of digital artwork. Students explore new methods of manipulating their own artistic creations and photos using digital imaging software techniques. Students develop a personal aesthetic and use it within their own artwork. Production techniques concerning output are discussed.
*Credits: 3*
*Every Semester*

**CGPH 602 Graduate Digital Design**
This graduate design course is intended for artists and graphic designers who want to combine digital illustration, image editing, and page layout techniques within a professional design environment. Students use appropriate design software to create effective visual communication artwork. The interaction among digital graphics, text and illustration are thoroughly examined, presented and discussed within a critique setting. Students will create an advanced suite of digital and printed portfolio pieces.
*Credits: 3*
*Every Semester*

**CGPH 603 Motion Graphics**
Motion Graphics is a hands-on computer class intended for students interested in the computation, creation, and production of a multimedia artwork. Students learn how to create and develop storyboards and integrate their images by constructing a multilevel digital production with graphics, imaging, sound, text and animation.
*Credits: 3*
*Every Semester*

**DGD 500 Computing Scripting Fundamentals for Games (CS 500)**
See description for CS 500.
*Pre requisite of DGE 505 is required*
*Credits: 3*
*On Occasion*

**DGD 501 Introduction to Game Design**
This is an intensive, hands-on game design course that teaches students the basic concepts behind game design. Students will work on a variety of games throughout the semester, both as individuals and in groups. Since this course is based on quick iteration and heavy playtesting, all games created for this class are non-digital. Students will create board games, card games, and physical games. While the core of the class is built around game creation and constructive criticism, students are also required to do some reading and writing.
*Credits: 3*
*Every Fall*

**DGD 503 Visual Design 1 ( IMA 503)**
See description for IMA 503.
*Credits: 3*
*On Occasion*

**DGD 504 Game Development 1**
This hands-on workshop teaches the fundamentals of game development. Students learn the basics of object-oriented programming and how to use it to build compelling games. While in Game Development 2 students will be expected to work in groups, this course is focused on teaching a wide range of basic skills so students can create complete games by themselves.
*Credits: 3*
*Every Fall*

**DGD 505 Game Development 2**
Game Development 2 is a continuation to Game Development 1, offering students more advanced game development skills. This course teaches students how to use engines built specifically for game creation so they can develop more complex games. This class culminates in a large, polished final game project.
*Pre requisite of DGD 504 is required*
*Credits: 3*
*Every Spring*

**DGD 506 Visual Design 2 (IMA 605)**
See description for IMA 605.
*Pre requisite of DGD 503 is required*
*Credits: 3*
*On Occasion*

**DGD 510 Narrative Game Design**
Narrative is an important framework for understanding how games create meaningful experiences for players. This game design course will investigate the intersection of games and storytelling through the study and creation of game narratives. It will look at how games uniquely tell stories through their status as participatory, dynamic systems. Students will write analytical papers and game scripts, and create playable prototypes.
*Credits: 3*
*On Occasion*

**DGD 511 The History of Games**
This course gives students an understanding of games as a designed, cultural form. It covers the entire history of games, from the earliest board games and sports through the latest videogames. The course draws readings from game studies books and papers that look at games and play from both the humanities and social science perspectives. Students will also learn to look at games as designed experiences, discussing what does and does not make a game interesting. Assignments will consist of written papers and presentations.
*Credits: 3*
*Every Spring*

**DGD 512 Educational Game Design**
Although most games are designed for purposes of entertainment, increasingly games are designed for educational ends as well. This includes the design of games for school curricula, games for social and political activism, and games for training purposes. How is the fun of a game balanced with its educational needs? What are the best topics and subjects for educational games to pursue? How exactly do games teach their players? This course will look at the challenges of designing educational games through the creation and analysis of games.
*Credits: 3*
*On Occasion*

**DGD 513 Multiplayer Game Design**
Games are traditionally social experiences. For the thousands of years of game history before the computer, people played games in part because it brought them together for a social experience. The advent of computer games has created even more ways for people to interact through games, mediated by technology, either locally or across vast distances. This course will explore the social component of game design, focusing on how to create meaningful experiences in multiplayer games. This is a hands-on course in which students will design and develop cooperative and competitive multiplayer games.
*Pre requisite of DGD 504 is required*
*Credits: 3*
*On Occasion*

**DGD 520 2D Game Programming (CS 520)**
See description for CS 520.
*Credits: 3*
*On Occasion*

**DGD 522 Advanced Game Programming (CS 522)**
See description for CS 522.
*Pre requisite of DGD 520 is required*
*Credits: 3*
*On Occasion*

**DGD 524 Systems Engineering for Game Development (CS 524)**
See description for CS 524.
*Pre requisite of DGE 505 is required*
*Credits: 3*
*On Occasion*

**DGD 525 Audio Design for Games**
This course gives students an understanding of the role that audio plays in digital games and other interactive environments, and provides them with the technical skills to create and deliver audio in a contemporary professional environment. Students will learn how audio interacts with gameplay and visual components to create a satisfying user experience. Assignments will consist of individual student production of audio appropriate for digital games.
*Credits: 3*

*On Occasion*

**DGD 526 Project Management for Game Development (CS 526)**
See description for CS 526.
*Pre requisite of DGE 505 is required*
*Credits: 3*
*On Occasion*

**DGD 621 Advanced 3D Animation 1 (CGPH 21)**
See description for CGPH 21.
*Pre requisites of DGD 505 and DGD 506 are required.*
*Credits: 3*
*On Occasion*

**DGD 622 Advanced 3D Animation 2 (CGPH 22)**
See description for CGPH 22.
*Pre requisites of DGD 505 and DGD 621 are required.*
*Credits: 3*
*On Occasion*

**DGD 625 The Game Industry**
This course tasks students with designing, developing, and publishing a game in one semester. In the beginning of the semester students get into groups and come up with a small game idea. Before the semester ends, students are expected to create this game from start to finish, make a website for the game, create a trailer, and contact the press about the game. By the end of the semester, students must release the final version of the game. The goal of this class is to teach students the variety of skills that go into completing and selling a commercial videogame.
*Credits: 3*
*Every Fall*

**DGD 707 Thesis Prototyping**
This course is the first semester of the yearlong thesis project. This semester is spent prototyping the thesis game. By the end of the semester, students should have a playable prototype of their thesis project. Because this course introduces students to larger digital game development, time is also spent on project planning, risk management, and production scheduling. The semester ends with a working prototype and production plan for a thesis project to be completed in the spring.
*Pre requisite of DGE 505 is required*
*Credits: 3*
*Every Fall*

**DGD 708 Thesis Seminar**
The thesis seminar is the capstone of the thesis process in the second semester of the final year. In this course, students work closely with the instructor, who oversees and troubleshoot their projects in a weekly discussion group where they share their work with peers in a critique context. During the thesis seminar, students not only create their game, but also prepare to share it with the public, creating a website, launch schedule, and PR plans. The thesis seminar is also the setting for a formal presentation of projects at the end of the semester.
*Pre requisite of DGD 707 is required.*
*Credits: 3*
*Every Spring*

**DGD 709 Thesis Lab**
Thesis Lab is a corollary class to Thesis Seminar. Thesis Lab provides work time for the students collaborating on thesis projects to work together in a lab facility. Thesis Lab includes all of the collaborative work relating to the creation of the thesis game, including the design and production process, playtesting, and the creation of a launch plan.
*Pre requisite of DGD 707 is required.*
*Credits: 3*
*Every Spring*

**IMA 501 Overview of Interactive Multimedia Technology**
This course introduces the student to interactive multimedia technologies, both standard and newly developed. Technologies and their applications are discussed in the context of a rigorous intellectual framework, including media theory and human factors, which enable the student to develop skills and evaluate the potential of new multimedia technologies.
*Prerequisite of Interactive Multimedia major or permission of instructor is required.*
*Credits: 3*
*Every Fall*

**IMA 502 Writing, Research and Evaluation for Multimedia**
This course examines the ways in which writers of electronic, often interactive, texts must adapt to computers and allied technologies. It also provides students with the special skills needed to write and think creatively in this demanding environment. In addition, this course conducts formative evaluation of message design and revises presentations in response to audience feedback.
*Credits: 3*
*Every Fall*

**IMA 503 Multimedia Laboratory I**
This course examines the principles and issues in design applicable to interactive media. Visual organization of digital images and motion graphic elements,typography, storyboarding, flow-charting and choices of technological options are explored. Students may choose to work independently; however, collaborative projects are highly encouraged.
*Prerequisite of Interactive Multimedia major or permission of instructor is required.*
*Credits: 3*
*Every Fall*

**IMA 504 Social, Ethical and Legal Contexts of Communications Technologies and Multimedia**
This course traces the evolution of electronic communications technologies and their social, cultural and intellectual impact on individuals and communities. Ethical, legal and policy issues related to the development and application of the new multimedia technologies in today's complex regulatory environment are given particular emphasis with special attention to copyright law, intellectual property, privacy, free speech and indecency.
*Prerequisite of Interactive Multimedia major or permission of instructor is required.*
*Credits: 3*
*Every Spring*

**IMA 505 Multimedia History, Theory and Criticism**
This class presents a historical and critical context within which the field of multimedia and interactivity can be studied. It moves toward developing ways of analyzing the relationship of the new interactive work to the rich history of multimedia art forms. Subjects to be introduced include photography, cinema, radio, television, computers and the internet, as well as study of the impact of new technologies on the field of cultural studies.
*Prerequisite of Interactive Multimedia major or permission of instructor is required.*
*Credits: 3*
*Every Spring*

**IMA 601 Moving Image In Multimedia**
This workshop on film and video production techniques is targeted to multimedia producers. Specific aesthetic concerns include shot composition for use on a computer screen and creation of images that are used at less than full screen framing. Also covered are television studio techniques such as chroma and luminance keys which assist and expedite work in computer environments. Students learn to incorporate archival media and stock footage from various sources into their multimedia projects. Experience is gained in visual concept development, script and storyboard creation, camera operation, art direction, lighting, sound and importing images for digital editing.
*Prerequisite of Interactive Multimedia major or permission of instructor is required.*
*Credits: 3*
*Every Fall*

**IMA 602 Sound In Multimedia**
This course provides a theoretical and conceptual foundation for the student, while providing a strong hands-on component in which the hardware and software of sound used in multimedia are explored. Although the primary tool is the computer, students work with recording media such as analog tape, DAT, multi-track recorders and allied equipment. Sound design software such as SAW Plus and Sound Forge are used in conjunction with multimedia software.
*Prerequisite of Interactive Multimedia major or permission of instructor is required.*

*Credits: 3*
*Every Fall*

**IMA 603 Interactive Multimedia Laboratory II**
This course covers advanced team-oriented skills needed to explore, conceptualize and produce interactive multimedia work. Students work within a team environment using presentation graphics software to create 3D animations and interactive presentations. Discussions and critiques include the role of each participant, the integrating of design and computing and production challenges within a digital environment.
*Prerequisite of IMA 503 and an Interactive Multimedia major are required or permission of instructor is required.*
*Credits: 3*
*Every Spring*

**IMA 604 Internet and Web Design**
This course gives students advanced knowledge in creating artwork and communications for viewing in internet browsers. Students create their own original artwork and gain knowledge in important aspects of production of images for displaying in HTML format, as well as creating home pages and setting up internet connections.
*Prerequisite of Interactive Multimedia major or permission of instructor is required.*
*Credits: 3*
*Every Spring*

**IMA 605 3D Modeling and Imaging**
This course examines aspects of 3D design and animation including 3D model building, scene building, lighting, texture creation and mapping, as well as animation techniques. The focus is on the development of an original personal aesthetic.
*Prerequisite of Interactive Multimedia major or permission of instructor is required.*
*Credits: 3*
*Every Spring*

**IMA 701 Special Topics in Multimedia**
This is an umbrella course which serves to bring specialized and innovative topics to students in this program. The course may be taught by outside experts or regular faculty as appropriate. Cutting edge technologies and applications are stressed. The goal is to familiarize students with new developments and ways of thinking in the multimedia field.
*Prerequisite of Interactive Multimedia major or permission of instructor is required.*
*Credits: 3*
*Every Spring*

**IMA 702 Advanced Digital Editing**
This course is a workshop in the digital editing of motion pictures and sound. Beginning with a history of conceptual developments in the theory and practice of editing, students proceed to explore and implement editing techniques through exercises in rhythm, pacing, continuity, montage, psychological vs. real-time, induced vs. real-movement, cutting dialogue, interview scenes, splitting tracks, mixing music and effects, dissolves, wipes and digital transitions.
*Prerequisite of Interactive Multimedia major or permission of instructor is required.*
*Credits: 3*
*Every Spring*

**IMA 707 Thesis Research**
Students define the objectives of their thesis/final project as well as the methodology they plan to utilize. Primary thesis research is presented in a creative context (i.e., storyboarding); thereby demonstrating their understanding of structure, form and the utilization of the tools necessary for eventual integration directly into their final thesis project.
*Prerequisite of Interactive Multimedia major or permission of instructor is required.*
*Credits: 3*
*Every Fall*

**IMA 708 Thesis: Final Project**
This is a culminating course for all students within the Interactive Multimedia Arts program. Within the candidate's major area of specialization, students are expected to successfully present their thesis in the form of an interactive work, video or film to be shown within an exhibition setting.
*Prerequisite of IMA 707 and an Interactive Multimedia major are required.*
*Credits: 3*
*Every Spring*

# SCHOOL OF PERFORMING ARTS

The School of Performing Arts enjoys a long and rich tradition of innovative professional training for dancers, choreographers, instrumentalists, vocalists, composers, actors, directors, theater designers, play writes, script writers, teachers, arts managers and other performing artists. We believe in giving all students the opportunity to perform in major productions throughout their academic career. Our dynamic, award-winning faculty of practicing professionals are dedicated to serving our students as mentors inside and outside the classroom and to providing links for students to career opportunities in their fields.

# DEPARTMENT OF MUSIC

**Phone: 516-299-2474**
**Fax: 516-299-2884**
**Website: www.liu.edu/post/music**
Chair: Jennifer Scott Miceli, Ph.D., Director of Music Education and Vocal Jazz
Professors: Chinn, McRoy, Miceli, Watt
Associate Professor: Shapiro
Adjunct Faculty: 44

The Department of Music provides a dynamic, intensive and supportive environment that will nurture your talent as a performer, music educator or scholar. The department offers courses leading toward an M.A. degree (with concentrations in Music Theory and Composition, Music History and Literature, and Performance) and an M.S. degree in Music Education (Birth to Grade 12). In addition to their academic involvement, graduate students are encouraged to participate in the rich performance and concert life of the department.

Our conservatory-style program, within a liberal arts university, brings you a diverse array of performance and academic opportunities. We offer a full curriculum of bachelor's and master's degree programs taught by more than 40 nationally and internationally recognized performers, conductors, composers, researchers and music educators. The Department of Music offers a variety of public performance opportunities to showcase student skills and talents, including solo student recitals, workshops, master classes and concerts both on campus and at major concert halls in New York City and abroad. Graduates of our programs enjoy vibrant careers as music teachers, composers, performers in Broadway shows, members of major orchestras and opera companies, and music scholars and researchers.

## M.A. in Music

Our M.A. degree prepares students for a wide variety of careers including music historian, solo or group performer, accompanist, chamber musician/singer, studio musician, composition/theory specialist, music educator, music technology specialist, private school teacher, private studio instructor or music producer.

As a student in this program, you will work with faculty members who are active musicians with flourishing professional careers and extensive networking connections in the music world. In addition, you will have access to workshops and master classes conducted by high-profile musical artists from across the country and around the world. Music majors also perform on national and international tours organized and led by their professors. You also will have the opportunity to participate in one or more of LIU Post's performing ensembles, including groups that specialize in contemporary, traditional and early music styles.

**ADMISSION REQUIREMENTS**

Applicants to the Master of Arts program must meet the following requirements for admission:

- Have an undergraduate major in music or must have a minimum of 30 credits in music classes
- Hold a Bachelor's degree with at least a 3.0 cumulative grade point average in undergraduate studies or successful completion of another master's degree. Applicants who do not meet this academic requirement will be reviewed individually by the program director. Based on a review of all credentials, students may be offered limited matriculation status
- Submit an Application for Admission
- Submit an Application fee: (non-refundable)
- Submit a current résumé
- Submit official copies of undergraduate and/or graduate transcripts from any colleges or universities attended
- Submit a personal statement that addresses reasons for pursuing graduate work in this area of study
- Applicants for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is 79, the required minimum IELTS score is 6.5.
- *Concentration in Performance Applicants*: an audition is required. Audition requirments for this concentration are listed below. In addition, dependent on past academic records and performance, applicants may be asked to appear before a faculty member or panel, either individually or as a participant in a group situation, for assessment of interpersonal and musicianship skills. If an applicant is asked to appear and his or her location makes it difficult to meet a faculty member or panel during the application process, he or she may be conditionally accepted on a limited matriculated basis, with full matriculation dependent on the results of the required personal interview and assessment of interpersonal and musicianship skills to be done at a later date.

**Graduate applicants can send their admissions materials to:**
LIU Post
Admissions Processing Center
15 Dan Road, Suite 102
Canton, MA 02021
**International applicants should send their admissions materials to:**
International Admissions
LIU Post
720 Northern Blvd.
Brookville, NY 11548-1300 USA
**Additional application materials to submit:**

- *Theory and Composition applicants*: a portfolio of original compositions or arrangements (consisting of the printed scores and audio files); or a research paper or formal essay on a musical topic.
- *History and Literature applicants*: a research paper or formal essay on a musical topic.

**Send these additional materials to:**
Dr. Paul Kim
Graduate Advisor
Department of Music
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300
Or by e-mail:
Paul.Kim@liu.edu

**CONCENTRATION IN THEORY AND COMPOSITION**

The 36-credit Master of Arts degree in Music with a concentration in Theory and Composition offers an in-depth study of tonal and atonal harmony, form, arranging, orchestration, and development of an individual's compositional technique. The rich array of courses taught by our outstanding faculty of professional musicians and educators ranges from "Polyphonic and Harmonic Analysis" and "Orchestration" to "Jazz Composition and Arranging" and "Music Notation at the Computer."

A thesis is required to complete this degree program. An acceptable large-scale musical composition may be submitted to satisfy this requirement.

**CONCENTRATION IN HISTORY AND LITERATURE**

The 36-credit Master of Arts in Music with a concentration in History and Literature explores the evolution of musical styles, both instrumental and vocal, and cultural developments that influenced Western and world music. Both comprehensive historical surveys as well as advanced studies in specialized areas of musicological research are taught.

A thesis is required to complete this degree program.

**CONCENTRATION IN PERFORMANCE**

The 36-credit Master of Arts in Music with a concentration in Performance is geared toward candidates with a strong background in solo instrumental, vocal, or conducting performance.

This plan of study is based substantially on courses and activities with performance emphasis. Advanced instruction in applied music, coaching, conducting, master classes and workshops are offered as well as opportunities in solo, chamber, and various large ensemble performances.

A thesis with performance component is required to complete this degree program.

**Auditions for Admission**

An audition is required for applicants interested in pursuing the M.A. in Music with a Concentration in Performance.

Audition Days will be posted on the university's website and routinely updated in print media. Alternate dates by appointment.

Auditions will be held in the LIU Post Fine Arts Center. You can register to audition by completing the online Audition Registration Form on the website at www.liu.edu/post/music. To register by phone or schedule an appointment for an alternate date, call 516-299-2474 or contact us through email at post-music@liu.edu.

**Audition Requirements**

Professional attire is expected.

**For Instrumentalists (Classical):**

- Two pieces of contrasting styles. These could be two complete pieces or individual movements from two different works.
- Sight-reading
- Additional requirements as deemed necessary by area director
- *Percussionists*: Audition repertoire should include: (1) advanced snare drum solo; (2) two-mallet keyboard piece (marimba, xylophone, or vibraphone); (3) two-drum timpani piece

**For Instrumentalists (Jazz):**

- Demonstrate knowledge of scales and arpeggios.
- Sight-read an excerpt from a big band or combo arrangement.
- Perform (3) jazz compositions or standards of your choosing. Your 3 selections must include one up-tempo selection, one medium tempo and one ballad. We recommend that one of your selections be a different feel other than swing; i.e. samba, straight eighth, cha-cha, etc. One of your selections must be a blues. Please be prepared to play the melody and improvise on each tune (only a half-chorus is necessary on the ballad).
- *Bassists:* demonstrate your ability to play a "two-feel" and "walk" a bass line on each selection. Ability to demonstrate different Latin styles is encouraged. Doubling on electric bass is highly recommended. If you only play eclectic bass, we will encourage you to also study upright bass upon entering the program.
- *Drummers:* demonstrate the ability to use brushes on your ballad selection. You will be also asked to trade "4's" or "8's" on your medium or up-tempo selection. Ability to demonstrate different Latin styles is encouraged.
- *Guitarists/Pianists:* demonstrate your ability to "comp" on each selection..
- Presenting original compositions at your audition is highly recommended but not required.

**For Vocalists (Classical):**

- Two pieces of contrasting styles. One selection must be in a language other than English. The other Classical selection may be in English if desired, or another foreign language.
- Exploration of vocal range and aural abilities.

**For Vocalists (Jazz):**

- Two choruses of a medium swing jazz standard. Sing the melody and lyrics as notated on the first chorus and then embellish or improvise (scat) on some portion of the second chorus.
- A ballad from the Great American Songbook.

***Accompanist:*** *an accompanist will be provided if you require one, or you may bring your own accompanist if you wish.*

Performance applicants from abroad or distant geographical regions for whom travel to LIU Post to audition is not possible should submit a video recording of the audition performance either on DVD or via a web link (such as YouTube video) in lieu of a live audition. *Audio-only recordings will not be accepted.*

## M.A. in Music Major Requirements

*[Program Code: 07020]*

### Music History & Literature Sub-Plan Requirements

**Required Music Course**

| | | | |
|---|---|---|---|
| MUS | 608 | Seminar in Musicology | 3.00 |

**Elective Music History & Literature Courses**
**Three of the following:**

| | | | |
|---|---|---|---|
| MUS | 540 | Criteria for Musical Performance | 3.00 |
| MUS | 600 | Opera History | 3.00 |
| MUS | 601 | Seminar in the History of Music I | 3.00 |
| MUS | 602 | Seminar in the History of Music II | 3.00 |
| MUS | 603 | Seminar in the History of Music III | 3.00 |
| MUS | 604 | Seminar in the History of Music IV | 3.00 |
| MUS | 605 | The Role of the Symphony in the History of Music | 3.00 |

**Elective Music Theory & Composition Courses**
**Two of the following:**

| | | | |
|---|---|---|---|
| MUS | 518 | The Study of Musical Form | 3.00 |
| MUS | 520 | Jazz Composition and Arranging | 3.00 |
| MUS | 611 | Polyphonic and Harmonic Analysis | 3.00 |
| MUS | 613 | Seminar Harmony and Counterpoint | 3.00 |
| MUS | 616 | Analysis of 20th Century Music | 3.00 |
| MUS | 619 | Seminar in Composition | 3.00 |
| MUS | 645 | Orchestration | 3.00 |

**Required Music Thesis Courses**

| | | | |
|---|---|---|---|
| MUS | 707 | Research Methods | 3.00 |
| MUS | 708 | Thesis Seminar | 3.00 |

**Elective Music Courses**

Students are required to complete 12 credits in Music in the 500, 600, or 700 series.

### Music Theory & Composition Sub-Plan Requirements

**Required Music Course**

| | | | |
|---|---|---|---|
| MUS | 608 | Seminar in Musicology | 3.00 |

**Elective Music Theory & Composition Courses**
**Four of the following:**

| | | | |
|---|---|---|---|
| MUS | 518 | The Study of Musical Form | 3.00 |
| MUS | 520 | Jazz Composition and Arranging | 3.00 |
| MUS | 611 | Polyphonic and Harmonic Analysis | 3.00 |
| MUS | 613 | Seminar Harmony and Counterpoint | 3.00 |
| MUS | 616 | Analysis of 20th Century Music | 3.00 |
| MUS | 619 | Seminar in Composition | 3.00 |
| MUS | 645 | Orchestration | 3.00 |

**Elective Music History & Literature Course**
**One of the following:**

| | | | |
|---|---|---|---|
| MUS | 540 | Criteria for Musical Performance | 3.00 |
| MUS | 600 | Opera History | 3.00 |
| MUS | 601 | Seminar in the History of Music I | 3.00 |
| MUS | 602 | Seminar in the History of Music II | 3.00 |
| MUS | 603 | Seminar in the History of Music III | 3.00 |
| MUS | 604 | Seminar in the History of Music IV | 3.00 |

**Required Music Thesis Courses**

| | | | |
|---|---|---|---|
| MUS | 707 | Research Methods | 3.00 |
| MUS | 708 | Thesis Seminar | 3.00 |

**Elective Music Courses**

Students are required to complete 12 credits in Music in the 500, 600, or 700 series.

### Performance Sub-Plan Requirements

**Required Music Course**

| | | | |
|---|---|---|---|
| MUS | 608 | Seminar in Musicology | 3.00 |

**Elective Performance Courses**
**Twelve credits from the following:**

| | | | |
|---|---|---|---|
| MUS | 538A-538Q | Any Ensemble Course | 1.00 |
| MUS | 539 | Performance Workshop | 1.00 |
| MUS | 659 | Institutes & Workshops in Music | 1-3.00 |
| MUS | 710A | Chamber Music Ensembles | 1.00 |
| MUS | 557A-557D | Any Studio Lesson in Coaching | 1-2.00 |
| MUS | 750-788 A-D | Any Studio Lesson | 1-2.00 |
| MUS | 630, 679A, 679B | Any Conducting Course or Conducting Studio Lesson | 1-2.00 |

**Elective Music History & Literature Courses**
**Six credits from the following:**

| | | | |
|---|---|---|---|
| MUS | 540 | Criteria for Musical Performance | 3.00 |
| MUS | 600 | Opera History | 3.00 |
| MUS | 601 | Seminar in the History of Music I | 3.00 |
| MUS | 602 | Seminar in the History of Music II | 3.00 |
| MUS | 603 | Seminar in the History of Music III | 3.00 |
| MUS | 604 | Seminar in the History of Music IV | 3.00 |
| MUS | 605 | The Role of the Symphony in the History of Music | 3.00 |

**Elective Music Theory & Composition Courses**
**Six credits from the following:**

| | | | |
|---|---|---|---|
| MUS | 518 | The Study of Musical Form | 3.00 |
| MUS | 520 | Jazz Composition and Arranging | 3.00 |
| MUS | 611 | Polyphonic and Harmonic Analysis | 3.00 |
| MUS | 613 | Seminar Harmony and Counterpoint | 3.00 |
| MUS | 616 | Analysis of 20th Century Music | 3.00 |
| MUS | 619 | Seminar in Composition | 3.00 |
| MUS | 645 | Orchestration | 3.00 |

**Required Music Thesis Courses**

| | | | |
|---|---|---|---|
| MUS | 707 | Research Methods | 3.00 |
| MUS | 708 | Thesis Seminar | 3.00 |

**Free Electives:** 3 credits
Can be filled with 3 credits from any other graduate music course.

### M.A. in Music Credit and GPA Requirements

Minimum Total Credits: 36
Minimum Major GPA: 3.00
Minimum Overall GPA 3.00

## M.S. in Music Education (B-12)

**Joint Program with the College of Education, Information and Technology**

To teach music is to introduce children to an art form that is basic to all of humanity. But the benefits of music education go far beyond learning to sing, play and appreciate music. Cognitive development, fine motor skills, cultural awareness and increased intellectual capacity all progress from the study of music. Music education combines the joy of artistic expression with the challenge and rewards of classroom instruction.

The Master of Science in Music Education prepares students to be professional music teachers who work with children of all ages, from infants, toddlers and preschoolers to elementary, middle and high school students in New York State. The program includes a semester of student teaching in elementary and secondary schools as well as comprehensive coursework in the social and psychological aspects of teaching and modern educational methods and materials. Students who elect to waive student teaching are required to take an additional 6 credits in lieu of student teaching and pass a comprehensive examination.

A joint program of the LIU Post College of Education, Information and Technology and School of Visual and Performing Arts, the M.S. in Music Education offers two plans of study: a 33-credit plan for initial teaching certification by the New York State Education Department and a 36-credit plan leading to professional certification, for students with a significant background in education.

**ADMISSION REQUIREMENTS**

Applicants to the Master of Science in Music Education must meet the following requirements for admission:

- Have an undergraduate major in music or music education or must have a minimum of 30 credits in music classes
- Have a Bachelor's degree with at least a 3.0 cumulative grade point average in undergraduate studies or successful completion of another master's degree
- Submit an Application for Admission
- Submit an Application Fee (non-refundable)
- Submit official copies of undergraduate and/or graduate transcripts from any colleges or universities attended
- Submit General GRE (Graduate Record Examination - Verbal Reasoning, Quantitative Reasoning, Analytical Writing) scores. Scores cannot be more than five years old at the time of the application
- Submit a personal statement that addresses reasons for pursuing graduate work in this area of study
- Submit a current résumé
- Appear before a faculty member or panel, either individually or as a participant in a group situation, for assessment of interpersonal and musicianship skills
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is 79, the required minimum IELTS score is 6.5

Requirements and the Plan of Study for the Master of Science in Music Education are listed under the Department of Curriculum & Instruction in the College of Education, Information and Technology section of this bulletin.

**Send application materials to:**
Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

## Music Courses

**MUS 500 Studio Lessons - Graduate**
Individual studio lessons are available for either one or two credits in the following areas: Advanced Conducting, Bass, Bassoon, Cello, Clarinet, Composition, Euphonium, Flute, Guitar, Horn, Instrumental Coaching, Jazz Bass, Jazz Clarinet, Jazz Flute, Jazz Guitar, Jazz Percussion, Jazz Piano, Jazz Saxophone, Jazz Trumpet, Oboe, Organ, Percussion, Piano, Recorder, Saxophone, Synthesizer, Trombone, Trumpet, Viola, Violin, Vocal Coaching and Voice. During the summer session the student will receive a total of 5 hours of instruction for a 1 credit course and 10 hours of instruction for a 2 credit. You must get departmental approval prior to registering for studio lessons and contact the Music Department to be assigned to an instructor.
*Credits: 1 to 2*
*Every Summer*

**MUS 518 The Study of Musical Form**
This course is a study of the formal procedures used by composers from the 17th century to the present.
*Credits: 3*
*Alternate Spring*

**MUS 520 Jazz Composition and Arranging**
This course is an introduction to concepts and techniques used in jazz arranging and composing through the study of examples taken from the works of Ellington, Thad Jones, Gil Evans and others. The student learns instrumental ranges and transpositions, rhythm section notation and re-harmonization techniques. Four- and five-part writing is explored in a project for octet. More advanced students write a big band arrangement.
*Credits: 3*
*On Occasion*

**MUS 538A Chorus**
Audition required.
*Credits: 0 to 1*
*Every Fall and Spring*

**MUS 538B Chamber Singers**
Audition required.
*Credits: 0 to 1*
*Every Fall and Spring*

**MUS 538D Vocal Jazz Ensemble**
Audition required.
*Credits: 0 to 1*
*Every Fall and Spring*

**MUS 538E Wind Symphony**
Audition required.
*Credits: 0 to 1*
*Every Fall and Spring*

**MUS 538F Orchestra**
Audition required.
*Credits: 0 to 1*
*Every Fall and Spring*

**MUS 538G Jazz Ensemble**
Audition required.
*Credits: 0 to 1*
*Every Fall and Spring*

**MUS 538H Merriweather Consort**
Audition required.
*Credits: 0 to 1*
*Every Fall and Spring*

**MUS 538I Percussion Ensemble**
Audition required.
*Credits: 0 to 1*
*Every Fall and Spring*

**MUS 538J Guitar Ensemble**
Audition required.
*Credits: 0 to 1*
*Every Fall and Spring*

**MUS 538K Brass Ensemble**
Audition required.
*Credits: 0 to 1*
*Every Fall and Spring*

**MUS 538L Flute Ensemble**
Audition required.
*Credits: 0 to 1*
*Every Fall and Spring*

**MUS 538M String Ensemble**
Audition required.
*Credits: 0 to 1*
*Every Fall and Spring*

**MUS 538N Wind Ensemble**
Audition required.
*Credits: 0 to 1*
*Every Fall and Spring*

**MUS 538O Jazz Combo**
Audition may be required.
*Credits: 0 to 1*
*Every Fall and Spring*

**MUS 538Q Opera Ensemble**
The course is an introduction to the study and performance of operatic literature, which will culminate with a staged performance.
*Credits: 0 to 1*
*On Occasion*

**MUS 539 Performance Workshop**
This course is a weekly forum for performance and discussion of the art of interpretation. Emphasis is placed on student performances, comparative listening, score analysis and selected readings on style and performance practice.
*Credits: 1*
*Every Fall and Spring*

**MUS 540 Criteria for Musical Performance**
This course includes the history of musical performance in relation to musical composition, the analytical evaluation of past and present day performers, and the identification of present day standards of performance.
*Credits: 3*
*On Occasion*

**MUS 547 History of Jazz**
This course centers on the musical and historical evolution of Jazz and its many styles, performers, and composers.
*Credits: 3*
*Rotating Basis*

**MUS 548 Vocal Pedagogy**
This course offers an overview of the anatomy, physiology and learning processes associated with healthy singing.
*Credits: 2*
*Alternate Spring*

**MUS 550 Vocal Diction**
This course centers on the International Phonetic Alphabet for learning pronunciation of English, Italian, German and French.
*Credits: 2*
*Alternate Spring*

**MUS 557A Studio Lessons: Vocal Coaching**
Vocal coaching lessons supplement the technical work of voice lessons allowing the student to go in-depth into repertoire, language, issues of interpretations of poetic texts and refinement of performance skills. Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 557B Studio Lessons: Vocal Coaching**
Vocal coaching lessons supplement the technical work of voice lessons allowing the student to go in-depth into repertoire, language, issues of interpretations of poetic texts and refinement of performance skills. Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
*Credits: 2*
*Every Fall, Spring and Summer*

**MUS 557C Studio Lessons: Instrumental**

**Coaching**
To supplement the work of individual instrumental lessons, private instrumental coaching allows the student to prepare in-depth standard repertoire for performance with accompaniment. Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 557D Studio Lessons: Instrumental Coaching**
To supplement the work of individual instrumental lessons, private instrumental coaching allows the student to prepare in-depth standard repertoire for performance with accompaniment. Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
*Credits: 2*
*Every Fall, Spring and Summer*

**MUS 557E Studio Lessons: Vocal Jazz Coaching**
Vocal jazz coaching lessons supplement the technical work of jazz voice lessons allowing the student to go in depth into jazz vocal repertoire, improvisation, vocalese, text interpretation, and performance skills.
*Credits: 1 to 2*
*Every Fall, Spring and Summer*

**MUS 557F Studio Lessons: Vocal Jazz Coaching**
Vocal jazz coaching lessons supplement the technical work of jazz voice lessons allowing the student to go in depth into jazz vocal repertoire, improvisation, vocalese, text interpretation, and performance skills.
*Credits: 1 to 2*
*Every Fall, Spring and Summer*

**MUS 557G Studio Lessons: Instrumental Jazz Coaching**
Private instrumental jazz coaching lessons supplement jazz instrumental lessons, giving students the opportunity to expand literature and performance skills and to prepare repertoire for performance with accompaniment.
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 557H Studio Lessons: Instrumental Jazz Coaching**
Private instrumental jazz coaching lessons supplement jazz instrumental lessons, giving students the opportunity to expand literature and performance skills and to prepare repertoire for performance with accompaniment.
*Credits: 2*
*Every Fall, Spring and Summer*

**MUS 590 Graduate Recital**
The Graduate Recital is among the requirements for the candidates in the Performance Concentration of the M.A. program. It is typically performed in the final semester of the program. The format of the recital and repertoire are to be determined upon consultation with the student's main instructor in performance and the thesis advisor, if it is to be a thesis-recital. The student must also research and write detailed program notes on the performance repertoire.
*Prerequisite of MUS 707 is required.*
*Credits: 0*
*Every Fall, Spring and Summer*

**MUS 598A Jazz Improvisation I**
A performance class on concepts used to compose spontaneously. The student is encouraged to develop an individual style based on firm theoretical knowledge and familiarity with jazz tradition.
*Credits: 2*
*Every Spring*

**MUS 600 Opera History**
The course is the study of operatic masterpieces from the 17th to the 20th centuries.
*Credits: 3*
*Rotating Basis*

**MUS 601 Seminar in the History of Music I**
This course explores the history of music from antiquity through the Medieval/Renaissance.
*Credits: 3*
*Alternate Spring*

**MUS 602 Seminar in the History of Music II**
This course explores the history of music from the Baroque and Classical eras.
*Credits: 3*
*Alternate Fall*

**MUS 603 Seminar in the History of Music III**
This course explores the history of music for the 19th century.
*Credits: 3*
*Alternate Spring*

**MUS 604 Seminar in the History of Music IV**
This course explores the history of music for the 20th century.
*Credits: 3*
*Alternate Fall*

**MUS 605 The Role of the Symphony in the History of Music**
This course examines the history of the symphony from its origin in the 17th century to the present.
*Credits: 3*
*Rotating Basis*

**MUS 608 Seminar in Musicology**
This course is a discussion of such problems of musicology as musical bibliography, musical historiography, ethnomusicology, musical notation and performance practice. Individual research projects are assigned.
*Credits: 3*
*Every Fall*

**MUS 611 Polyphonic and Harmonic Analysis**
This course covers the analysis of music as it pertains to horizontal, vertical, structural and rhythmic elements. Music from various historical periods is studied.
*Credits: 3*
*Alternate Fall*

**MUS 613 Seminar in Harmony and Counterpoint**
This course is a review of counterpoint and harmony, allied with a study of musical form. Pertinent examples from the literature are analyzed.
*Credits: 3*
*Alternate Spring*

**MUS 616 Analysis of 20th Century Music**
This course is a study of structural, proportional and organizational techniques in the 20th century from Debussy to the present.
*Credits: 3*
*Alternate Fall*

**MUS 619 Seminar in Composition**
This course includes practical ideas and procedures of composing from a modern perspective. Both tonality and atonality are explored each semester with an emphasis on executing original compositions.
*Prerequisite of MUS 645 or permission of the instructor is required.*
*Credits: 3*
*Every Spring*

**MUS 621 Choral Conducting and Interpretation**
This course is the study of choral conducting and rehearsal techniques.
*Credits: 3*
*On Occasion*

**MUS 626 Choral Literature**
This course is a comprehensive study of materials, trends, and instructional procedures that pertain to school choral organizations.
*Credits: 3*
*On Occasion*

**MUS 630 Conducting I**
The course covers the elements of conducting.
*Credits: 2*
*Every Fall*

**MUS 631 Instrumental Conducting**
Advanced problems and techniques of instrumental conducting are explored.
*A prerequisite of MUS 630 is required.*
*Credits: 2*

*Every Spring*

**MUS 631A Choral Conducting**
Advanced problems and techniques of choral conducting are explored.
*A prerequisite of MUS 630 is required.*
*Credits: 2*
*Every Spring*

**MUS 632 Graduate Music Teaching & Learning Seminar**
This course develops a comprehensive understanding of the way children learn when they learn music. Students apply Edwin E. Gordon's Music Learning Theory to choral, general, special needs, and instrumental music teaching and learning situations. Strategies for meeting state and national standards are included. This course is required for students seeking New York State initial teaching certification.
*Credits: 1*
*On Occasion*

**MUS 633 Musicianship for Music Teachers**
This music skills class is designed to prepare students for success as public school music teachers. Students will gain confidence with tonal and rhythm solfege, basic improvisation, and functional piano skills. Special emphasis is placed on keyboard harmonization, music reading and accompaniment. The Graduate Skills Competency will serve as the final examination for this course.
*Credits: 2*
*Every Spring*

**MUS 634 Enhancing Literacy Through Teaching Music in Special Education**
This education course provides specific inclusion training to teachers of general, vocal, or instrumental music. Serving to raise school achievement levels for students with disabilities, teacher preparation will be on the design and delivery of instructionally adaptive standards-based lessons to enhance literacy: listening, speaking, reading, and writing through music for the classroom, studio or ensemble, all grade levels. Course covers topics for educating all students for EdTPA preparation, current legislation, readings in research, evidence-based classroom practices, guidance to support students with Individualized Education Program and 504 Accommodation Plans,terminology, assessment and field work observations.
*Credits: 3*
*Every Fall*

**MUS 635 Brass Methods**
This course is group applied instruction in the Brass family of instruments that leads to a basic level of playing competence and familiarity with each instrument in the family. Teaching methods are examined as well as the development of ensembles and the literature and materials needed for these ensembles and for group lessons.
*Credits: 1*
*Every Spring*

**MUS 636 Percussion Methods**
This course is group applied instruction in the Percussion family of instruments that leads to a basic level of playing competence and familiarity with each instrument in the family. Teaching methods are examined as well as the development of ensembles and the literature and materials needed for these ensembles and for group lessons.
*Credits: 1*
*Every Spring*

**MUS 637 Woodwind Methods**
This course is group applied instruction in the Woodwind family of instruments that leads to a basic level of playing competence and a familiarity with each instrument in the family. Teaching methods are examined as well as the development of ensembles and the literature and materials needed for these ensembles and for group lessons.
*Credits: 1*
*Every Fall*

**MUS 638 Instrumental Music Methods**
This course covers the organization, administration and implementation of instrumental activities, programs and performing groups in grades 4 to 12. Methods and materials for instrumental ensembles, band, orchestra, wind and jazz ensembles are included. Special attention is paid to rehearsal techniques, lesson planning and outcome assessment. A field-based experience that includes conducting is required.
*Credits: 2*
*Every Spring*

**MUS 639 String Methods**
This course is group applied instruction in the String family of instruments that leads to a basic level of playing competence and a familiarity with each instrument in the family. Teaching methods are examined as well as the development of ensembles and the literature and materials needed for these ensembles and for group lessons.
*Credits: 1*
*Every Fall*

**MUS 641 Instrumental Conducting and Interpretation**
This course focuses on the development of instrumental conducting and rehearsal techniques and includes the study of band and orchestra scores.
*Credits: 3*
*On Occasion*

**MUS 645 Orchestration**
This course is a study of the techniques of orchestration and instrumentation with special attention given to the properties and capabilities of the individual instruments. This course includes some exposure to the use of music notation software and a reading by a symphonic orchestra of student orchestrated material.
*Credits: 3*
*Every Fall*

**MUS 651 Teaching Music in the Elementary School**
This course is an examination of the organization and operation of elementary general music programs. Students are required to participate in the Rompertunes Early Childhood Music Teaching and Learning Program. Classroom methods include: Orff, Kodály, Dalcroze, Gordon and Laban.
*Credits: 3*
*Every Fall*

**MUS 657 Topics in Music**
Special topic courses in music to be determined by the instructor.
*Credits: 1 to 3*
*Every Fall, Spring and Summer*

**MUS 658 Workshops in Music Education**
Workshops of immediate concern for school music programs, such as innovative classroom, instrumental, or choral methods, arranging for school ensembles, technology in the music classroom, instrument repair, and the relationship of music to other subject areas.
*Credits: 3*
*Every Summer*

**MUS 659 Institutes & Workshops in Music**
Special courses which focus on various topics in music.
*Credits: 1 to 3*
*On Occasion*

**MUS 662 Secondary Choral Music Methods**
This course covers the organization and implementation of vocal music activities, programs and performing groups in grades 7 to 12. Methods and materials for vocal ensembles and group lessons are explored. Special attention is paid to rehearsal techniques, lesson planning and outcome assessment. A field-based experience that includes conducting is required.
*Credits: 3*
*Alternate Spring*

**MUS 663 String Literature**
This course is a detailed and comprehensive study of string techniques, instructional practices and approaches that pertain to public school instrumental music programs.
*Credits: 2*
*On Occasion*

**MUS 664 Band Literature**
This course is a detailed and comprehensive study of wind and percussion techniques, instructional practices, and administrative procedures that pertain to public school instrumental music problems.
*Credits: 2*
*Alternate Fall*

**MUS 665 Marching Band Techniques**
Designed to provide the student with thorough knowledge in all aspects of the school marching band program. Students will learn program administration, including budgeting, scheduling, human resource management, and school and community relationships; show design concepts and application; visual instructional techniques; unique and specific outdoor musical instructional techniques; and support group utilization.
*Credits: 2*
*Alternate Fall*

**MUS 673 Technology and Music Education**
This is an introductory course designed for Music Education majors who are new to music technology. Students learn to integrate MIDI instruments and computers at every level of music instruction. The course focuses on the applications of music technology in performance as well as in the classroom at the K-12 level.
*Credits: 3*
*Every Spring*

**MUS 679A Studio Lessons: Advanced Conducting**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 679B Studio Lessons: Advanced Conducting**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
*Credits: 2*
*Every Fall, Spring and Summer*

**MUS 707 Research Methods**
This course is open to matriculated students only. The course is designed to develop research techniques and the use of music reference and research materials. The selection of a thesis topic and the completion of an approved thesis proposal are required.
*Prerequisite of MUS 608 is required.*
*Credits: 3*
*Every Fall, Spring and Summer*

**MUS 708 Thesis Seminar**
This course is open to matriculated students only. The preparation of the thesis is taken under the guidance of the candidate's approved committee. The completed thesis is the subject of an oral examination.
*Prerequisite of MUS 707 is required.*
*Credits: 3*
*Every Fall, Spring and Summer*

**MUS 710A Chamber Music Ensembles**
Instrumentalists and select vocalists are assigned to chamber music ensembles based on their level of ability and experience. Students study and perform standard chamber music from the Baroque Period to the 20th century in ensemble combinations of trios, quartets, quintets and octets. Each chamber music ensemble meets weekly for a one hour coaching session with a music faculty member.
*Credits: 0 to 1*
*Every Fall and Spring*

**MUS 714A An Introduction to Music Technology**
This course introduces students to digital music production, digital audio editing, sequencing and music notation at the computer. Students will develop the necessary technical skills through the study of various computer applications.
*Credits: 3*
*Every Fall*

**MUS 714B Music Notation at the Computer**
Using an advanced software system such as Finale, students notate music for instrumental and vocal combinations from solo to orchestral. Several methods of information input are explored. The relationship between established musical syntax and that of the software is studied. The course results in an audible professional-looking score with performable extracted parts.
*Credits: 3*
*On Occasion*

**MUS 750A Studio Lessons: Violin**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 750B Studio Lessons: Violin**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
*Credits: 2*
*Every Fall, Spring and Summer*

**MUS 751A Studio Lessons: Viola**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 751B Studio Lessons: Viola**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
*Credits: 2*
*Every Fall, Spring and Summer*

**MUS 752A Studio Lessons: Cello**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 752B Studio Lessons: Cello**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
*Credits: 2*
*Every Fall, Spring and Summer*

**MUS 753A Studio Lessons: Bass**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 753B Studio Lessons: Bass**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.

*Credits: 2*
*Every Fall, Spring and Summer*

**MUS 753C Studio Lessons: Jazz Bass**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 753D Studio Lessons: Jazz Bass**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
*Credits: 2*
*Every Fall, Spring and Summer*

**MUS 754A Studio Lessons: Guitar**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 754B Studio Lessons: Guitar**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
*Credits: 2*
*Every Fall, Spring and Summer*

**MUS 754C Studio Lessons: Jazz Guitar**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 754D Studio Lessons: Jazz Guitar**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
*Credits: 2*
*Every Fall, Spring and Summer*

**MUS 760A Studio Lessons: Flute**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 760B Studio Lessons: Flute**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
*Credits: 2*
*Every Fall, Spring and Summer*

**MUS 760C Applied Music: Jazz Flute**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 760D Applied Music: Jazz Flute**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
*Credits: 2*
*Every Fall, Spring and Summer*

**MUS 761A Studio Lessons: Oboe**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 761B Studio Lessons: Oboe**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
*Credits: 2*
*Every Fall, Spring and Summer*

**MUS 762A Studio Lessons: Clarinet**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 762B Studio Lessons: Clarinet**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
*Credits: 2*
*Every Fall, Spring and Summer*

**MUS 762C Studio Lessons: Jazz Clarinet**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 762D Studio Lessons: Jazz Clarinet**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
*Credits: 2*
*Every Fall, Spring and Summer*

**MUS 763A Studio Lessons: Bassoon**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 763B Studio Lessons: Bassoon**
Lessons are given once a week on a one to one basis. 12 lessons are scheduled. 10 lessons must be given to receive a passing grade. Students must visit the Department of Music, to fill out a Lesson Availability Form immediately after registering. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes, once a week.
*Credits: 2*
*Every Fall, Spring and Summer*

**MUS 764A Studio Lessons: Saxophone**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 764B Studio Lessons: Saxophone**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
*Credits: 2*
*Every Fall, Spring and Summer*

**MUS 764C Studio Lessons: Jazz Saxophone**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 764D Studio Lessons: Jazz Saxophone**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
*Credits: 2*
*Every Fall, Spring and Summer*

**MUS 765A Studio Lessons: Recorder**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 765B Studio Lessons: Recorder**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
*Credits: 2*
*Every Fall, Spring and Summer*

**MUS 770A Studio Lessons: Trumpet**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 770B Studio Lessons: Trumpet**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
*Credits: 2*
*Every Fall, Spring and Summer*

**MUS 770C Studio Lessons: Jazz Trumpet**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 770D Studio Lessons: Jazz Trumpet**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
*Credits: 2*
*Every Fall, Spring and Summer*

**MUS 771A Studio Lessons: Horn**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 771B Studio Lessons: Horn**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
*Credits: 2*
*Every Fall, Spring and Summer*

**MUS 772A Studio Lessons: Trombone**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 772B Studio Lessons: Trombone**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
*Credits: 2*
*Every Fall, Spring and Summer*

**MUS 772C Studio Lessons: Jazz Trombone**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given

to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 772D Studio Lessons: Jazz Trombone**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
*Credits: 2*
*Every Fall, Spring and Summer*

**MUS 773A Studio Lessons: Euphonium**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 773B Studio Lessons: Euphonium**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
*Credits: 2*
*Every Fall, Spring and Summer*

**MUS 774A Studio Lessons: Tuba**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 774B Studio Lessons: Tuba**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
*Credits: 2*
*Every Fall, Spring and Summer*

**MUS 780A Studio Lessons: Percussion**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 780B Studio Lessons: Percussion**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
*Credits: 2*
*Every Fall, Spring and Summer*

**MUS 780C Studio Lessons: Jazz Percussion**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 780D Studio Lessons: Jazz Percussion**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
*Credits: 2*
*Every Fall, Spring and Summer*

**MUS 783A Studio Lessons: Piano**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 783B Studio Lessons: Piano**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
*Credits: 2*
*Every Fall, Spring and Summer*

**MUS 783C Studio Lessons: Jazz Piano**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 783D Studio Lessons: Jazz Piano**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
*Credits: 2*
*Every Fall, Spring and Summer*

**MUS 783E Piano for Music Teachers**
An essential certification skill development course to train classroom music teachers to use the piano as a professional tool to meet the various performance demands in PreK-12 school settings.
*Pre requisite(s): MUS 633*
*Credits: 1*
*On Occasion*

**MUS 784A Studio Lessons: Organ**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 784B Studio Lessons: Organ**
Lessons are given once a week on a one to one basis. 12 lessons are scheduled. 10 lessons must be given to receive a passing grade. Students must visit the Department of Music, to fill out a Lesson Availability Form immediately after registering. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes, once a week.

*Credits: 2*
*Every Fall, Spring and Summer*

**MUS 785A Studio Lessons: Synthesizer**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 785B Studio Lessons: Synthesizer**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
*Credits: 2*
*Every Fall, Spring and Summer*

**MUS 788A Studio Lessons: Voice**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 788B Studio Lessons: Voice**
Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
*Credits: 2*
*Every Fall, Spring and Summer*

**MUS 789A Studio Lessons: Composition**
This course, designed for the advanced student composition, provides private instruction in composition and arrangement projects. Emphasis will be on the development and variation of compositional themes, large-scale formal development, and orchestration techniques in instrumental and vocal settings. Areas to be explored include, but are not limited to, writing for the large ensemble (full orchestra and wind ensemble), the chamber ensemble (winds, strings, mixed), and voice/chorus. Prerequisites will include the course Orchestration (MUS 645) or equivalent, review of the student's composition portfolio, and approval of the course instructor and director of graduate studies. Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 1-credit lessons are 25 minutes in length.
*Prerequisite of MUS 645 or permission of the instructor is required.*
*Credits: 1*
*Every Fall, Spring and Summer*

**MUS 789B Studio Lessons: Composition**
This course, designed for the advanced student composition, provides private instruction in composition and arrangement projects. Emphasis will be on the development and variation of compositional themes, large-scale formal development, and orchestration techniques in instrumental and vocal settings. Areas to be explored include, but are not limited to, writing for the large ensemble (full orchestra and wind ensemble), the chamber ensemble (winds, strings, mixed), and voice/chorus. Prerequisites will include the course Orchestration (MUS 645) or equivalent, review of the student's composition portfolio, and approval of the course instructor and director of graduate studies. Lessons are given once a week on a one-to-one basis. 12 lessons are scheduled, 10 lessons must be given to receive a passing grade. Upon registration, students must visit the Department of Music in Room 108 Fine Arts Center to complete a Lesson Availability Form. Lessons are scheduled before and during the first weekend of each semester. 2-credit lessons are 50 minutes in length.
*Prerequisite of MUS 645 or permission of the instructor is required.*
*Credits: 2*
*Every Fall, Spring and Summer*

# DEPARTMENT OF THEATRE, DANCE AND ARTS MANAGEMENT

**Phone: 516-299-2353**
**Fax: 516-299-3824**
**Website: www.liu.edu/post/theatre**
Chair: Cara Gargano, Ph.D.
Professors: Fraser, Gargano, Hugo, Porter, Pye
Associate Professors: Wildman
Adjunct Faculty: 10

The Department of Theatre, Dance and Arts Management provides intense, demanding and rigorous training for actors, directors, playwrights, designers and technicians; dancers, choreographers, teachers and musical theatre performers; company managers, stage managers, producers and agents. The department offers an M.F.A. in Theatre, which lays the artistic and intellectual groundwork for professional success.

LIU Post's proximity to New York City gives students frequent opportunities to work with professional artists and to hone their skills at renowned theatres, concert halls and film studios.

## M.F.A. in Theatre

The M.F.A. in Theatre is a 60-credit, two year, full-time program, including summer sessions, and includes a core curriculum that all students will complete, as well as individual tracks in acting, playwriting, and directing. The program features the creation of a theatre company, and therefore enrollment in each year will be limited to enhance experiential components. Performances by the company, including the thesis project, will take place in New York City at a rented theatre, providing students with professional credits on their resume along with their degree. A special collaboration with Tilles Center of The Performing Arts to create a children's theatre production each year will provide students with additional opportunities in the lucrative field of theatre for young audiences.

**ADMISSION REQUIREMENTS**

In addition to meeting all requirements for admission to Long Island University, applicants must have a bachelor's degree, preferably in theatre, from an accredited institution. Bachelor's degrees in related arts areas may be considered.

- All applicants must submit two letters of recommendations from people familiar with either their work in theatre, their work as a student, or their work in an area related to theatre.
- All applicants must submit a personal statement, describing their goals in theatre and why they believe an M.F.A. from LIU Post will help them to achieve their goals.
- All candidates who submit a completed application with supporting materials as listed below will be interviewed if appropriate.

Applicants for the **Acting** track must audition and interview for the program. Auditions should be in person either on campus or at a regional or national unified audition event. International candidates or those who are unable to audition in person may submit a video audition via Acceptd (https://app.getacceptd.com/liu). Specific instructions about audition requirements may be found at: www.liu.edu/post/audition.

Applicants for the **Playwriting** track must submit one original full-length play or two one act plays. No screenplays, adaptations, translations, television, or radio scripts are accepted, Plays must be formatted in either Samuel French or Dramatists Play Service style, and sent as a PDF file, either as an email attachment (to: Post-Theatre@liu.edu) or via the Acceptd website (https://app.getacceptd.com/liu).

Applicants for the **Directing** track must submit a portfolio via the Acceptd website (https://app.getacceptd.com/liu). This portfolio should contain production books of previous work directed by the candidate, as well as video of directed productions if available. Student work is acceptable, including production books of shows that were never produced or only presented in a classroom setting. The production book should contain a complete script analysis, with theme and character descriptions, blocking notes, any research done in connection with the script, and a discussion of your point-of-view about directing the play.

Application to the program is for entry in the fall semester only.

**INTERNATIONAL STUDENT ADMISSIONS:**

The ability to speak, read, and understand English fluently is an important factor in admissions decisions. All applicants for whom English is not the native language (regardless of citizenship) must demonstrate English language proficiency with a TOEFL score that meets the minimum requirement, with the exception of:
1. those who have attended an English language school for four years; AND
2. have/will complete a 4-year undergraduate degree at an English language institution with a minimum GPA of 3.0.

**Minimum TOEFL iBT scores for the M.F.A. in Theatre** are:
Reading: 25
Listening: 25
Speaking: 25
Writing: 25

Candidates should be aware that other graduate programs at LIU Post might have different TOEFL score standards.

**M.F.A. applicants** who will have studied full-time for at least **six years** at English-speaking institutions prior to enrolling at LIU Post, including four years at an undergraduate institution, may request a waiver of the TOEFL score. Years spent in full-time ESL or ELL programs do not count towards the six-year minimum requirement. To apply for a waiver of the TOEFL:

- Submit a letter explaining your academic background and enclose official transcripts totaling six years of study in English (include all college and high school transcripts as needed). It is acceptable for the applicant to be in the sixth year of study if currently enrolled in an English-speaking institution. Transcripts should show strong grades in academic classes.
- The letter and all transcripts ***must be included in the same envelope***; transcripts that are received separately from the letter will not be reviewed and the waiver request will be considered incomplete.
- ***Incomplete or late requests will not be considered, without exception***.

Applicants who are not granted a waiver will be required to submit an official TOEFL score, as noted above.

**GRADUATION REQUIREMENTS:**

A total of sixty (60) credits with a minimum grade point average of 3.0 are required for graduation. In addition, students in the Playwriting track must submit a final draft of a full-length play; students in Directing must submit a production book and video of their final project. Students in Acting are required to submit a completed production book of their final project, and a thesis paper on the process of creating the role or ensemble in their thesis project.

### Requirements for Theatre Masters of Fine Arts

*[Program Code: 37585]*

### Required Theater MFA Courses

**Required Theatre Arts Courses: Acting Concentration**

| | | | |
|---|---|---|---|
| THE | 503 | Theatre History & Theory II | 3.00 |
| THE | 511 | Theatrical Entrepreneurship | 3.00 |
| THE | 521 | Graduate Acting I Theory and Practice | 3.00 |
| THE | 522 | Graduate Acting II | 3.00 |
| THE | 531 | Directing | 3.00 |
| THE | 540 | Beginning Suzuki Technique | 3.00 |
| THE | 541 | Voice & Speech I & II | 6.00 |
| THE | 543 | Movement Skills: Lecoq Technique | 3.00 |
| THE | 544 | New Media Practices for Actors, Directors & Writers | 3.00 |
| THE | 548 | New Play Development | 3.00 |
| THE | 550 | Stage Combat | 3.00 |
| THE | 552 | Professional Skills: Portfolio | 3.00 |
| THE | 590 | Theatre History & Theory I | 3.00 |

| | | | |
|---|---|---|---|
| THE | 591 | Post Modern Theatre Practices | 3.00 |

**Required Production Labs Courses**

| | | | |
|---|---|---|---|
| THE | 535 | Production Laboratory: Classical | 3.00 |
| THE | 535 | Production Laboratory: Realism | 3.00 |
| THE | 536 | Production Laboratory: Devising | 3.00 |

**Required Theatre Capstone Courses**

| | | | |
|---|---|---|---|
| THE | 707 | Thesis | 3.00 |
| THE | 708 | Thesis | 3.00 |

## Required Theatre Arts Courses: Directing Concentration

| | | | |
|---|---|---|---|
| THE | 503 | Theatre History & Theory II | 3.00 |
| THE | 511 | Theatrical Entrepreneurship | 3.00 |
| THE | 521 | Graduate Acting I Theory and Practice | 3.00 |
| THE | 531 | Directing | 3.00 |
| THE | 532 | Directing II | 3.00 |
| THE | 540 | Beginning Suzuki Technique | 3.00 |
| THE | 543 | Movement Skills: Lecoq Technique | 3.00 |
| THE | 544 | New Media Practices for Actors, Directors & Writers | 3.00 |
| THE | 548 | New Play Development | 3.00 |
| THE | 550 | Stage Combat | 3.00 |
| THE | 552 | Professional Skills: Portfolio | 3.00 |
| THE | 590 | Theatre History & Theory I | 3.00 |
| THE | 591 | Post Modern Theatre Practices | 3.00 |

**Required Production Labs Courses**

| | | | |
|---|---|---|---|
| THE | 535 | Production Laboratory: Classical | 6.00 |
| THE | 535 | Production Laboratory: Realism | 3.00 |
| THE | 536 | Production Laboratory: Devising | 3.00 |

**Required Theatre Capstone Courses**

| | | | |
|---|---|---|---|
| THE | 707 | Thesis | 3.00 |
| THE | 708 | Thesis | 6.00 |

**Required Theatre Arts Courses: Playwriting Concentration**

| | | | |
|---|---|---|---|
| THE | 503 | Theatre History & Theory II | 3.00 |
| THE | 511 | Theatrical Entrepreneurship | 3.00 |
| THE | 521 | Graduate Acting I Theory and Practice | 3.00 |
| CIN | 589 | Screenwriting | 3.00 |
| THE | 531 | Directing | 3.00 |
| THE | 545 | Playwriting | 3.00 |
| THE | 546 | Playwriting II | 3.00 |
| THE | 547 | Playwriting III | 3.00 |
| THE | 544 | New Media Practices for Actors, Directors & Writers | 3.00 |
| THE | 548 | New Play Development | 3.00 |
| THE | 549 | Collaborative Playwriting | 3.00 |
| THE | 552 | Professional Skills: Portfolio | 3.00 |
| THE | 590 | Theatre History & Theory I | 3.00 |
| THE | 591 | Post Modern Theatre Practices | 3.00 |

**Required Production Labs Courses**

| | | | |
|---|---|---|---|
| THE | 535 | Production Laboratory: Classical | 3.00 |
| THE | 535 | Production Laboratory: Realism | 3.00 |
| THE | 536 | Production Laboratory: Devising | 3.00 |

**Required Theatre Capstone Courses**

| | | | |
|---|---|---|---|
| THE | 707 | Thesis | 3.00 |
| THE | 708 | Thesis | 6.00 |

### Credit and GPA Requirements

Minimum Total Credits: 60
Minimum Major GPA: 3.00

## Arts Management Courses

**ARM 589 Advanced Independent Study in Arts Management**
This course is for individual faculty guided projects. May be repeated for credit.
*Credits: 1 to 3*
*Every Semester*

## Film Courses

**CIN 589 Advanced Individual Study in Film**
This course is for individual faculty-guided projects and requires the approval of Department Chairperson. May be repeated for credit.
*Credits: 1 to 3*
*Every Semester*

## Dance Courses

**DNC 589 Advanced Individual Study in Dance**
This course is for advanced individual faculty-guided projects. The approval of the Department Chairperson is required. May be repeated for 1, 2, or 3 credits.
*Credits: 1 to 3*
*Every Semester*

## Theatre Courses

**THE 501 Performance Theory & Critical Thinking I: Research Methods & Writing**
This course introduces the graduate student to the methods and materials of intensive theatre research from a performance studies perspective. The course focuses on how to watch, analyze, and think about performance, culminating in an annotated bibliography, and a research paper.
*Credits: 3*
*Every Summer*

**THE 503 Theatre History/Theory II**
This course is a seminar focusing on modern and contemporary theatre history and theory. Emphasis is on researching specific topics related to readings and performance viewing.
*Prerequisite of THE 590 is required.*
*Credits: 3*
*Every Summer*

**THE 511 Theatrical Entrepreneurship**
This course is an in-depth study of management and administration principles for theatre organizations: commercial, nonprofit, educational, repertory, touring. Includes production guidelines, budgeting, development, promotion, business records and resources. Individual projects are required.
*Credits: 3*
*Every Spring*

**THE 521 Graduate Acting I Theory and Practice**
This is a seminar and lab course offering the advanced student both the opportunity to observe acting pedagogy in practice, as well as participate in an acting class.
*Credits: 3*
*Every Fall*

**THE 522 Graduate Acting II**
This is a seminar and lab course offering the student both the opportunity to observe acting pedagogy in practice, as well as participate in an acting class. The primary acting pedagogy studied is the Stanislavski Method, and the student will study exercises and techniques associate with the method, as well as create original exercises. May be repeated four times for credit.
*Prerequisite of Theatre M.A. status or its equivalents are required.*
*Credits: 3*
*Every Spring*

**THE 531 Directing**
This course is a study and practicum in directing for the theatre. Students concentrate on blocking, stage movement, and the creation of theatrical images in various kinds of spaces. Course work involves directing scenes and short plays, and focusing on work with the actors. May be repeated for credit.
*Credits: 3*
*Every Fall*

**THE 535 Production Laboratory: Realism/Classical**
This course is an intensive experience in theatrical production for public performance. Students act, direct, or fulfill staff responsibilities in the productions of the Post Theatre Company. Graduate students only. May be repeated for credit.
*Credits: 3*
*Every Spring*

**THE 536 Production Laboratory: Devising**
This course is an intensive experience in theatrical production for public performance. Students act, direct, or fulfill staff responsibilities in the productions of the Post Theatre Company. May be repeated for credit.
*A co requisite of THE 591 is required.*
*Credits: 3*
*Every Fall*

**THE 540 Beginning Suzuki Technique**
A studio course on Suzuki movement technique and theory (focus, stillness,creating an inner world and an intense physical life on stage), with special emphasis on connecting the training to preparation for rehearsal and performance.
*Credits: 3*
*Every Fall*

**THE 541 Voice & Speech**
A seminar combining voice and speech.
*Credits: 3*
*Every Spring*

**THE 541A Speech**
A studio course focusing on the practice of American Stage Standard Speech,including the study of the International Phonetic Alphabet and dialect work.

**THE 541B Voice**
This course focuses on the use of the vocal instrument. Through exercises, based primarily on Linklater technique, the student explores the relationship of breath to the text and acquires the knowledge to care for and maintain vocal health and production.
*Prerequisite of Theatre M.A. status or its equivalents are required.*

**THE 542 Advanced Suzuki**
The goals of this class are to find and synthesize approaches to the generation of new theatrical material which are guided by the physical, aided by the intellect, and inspired by the emotive; to use the voice as an extension of the body and sound as a physical impulse instead of the means to convey thought; to explore individual expression of the human experience, firstly by means of the physical self, and then adding the spoken word. The primary physical technique employed is the Suzuki Method complemented by other techniques. Focus on physical vocal training and compositional work.

Fall, 3 credits
*Prerequisite of THE 540 or 151 or its equivalent is required.*
*Credits: 3*
*Every Fall*

**THE 544 Acting for Film & Television**
Techniques for acting on camera for film and television.
*Prerequisite of THE 521 is required.*
*Credits: 3*
*Every Fall*

**THE 545 Playwriting I**
This course covers the theory and practice of writing for the stage. Intensive writing and rewriting leads to the creation of a one-act play, with critical evaluation and individual attention. Selected plays may be produced as part of the Post Theatre Company schedule.
*Prerequisites of ENG 1 and 2 and Sophomore status is required.*
*Credits: 3*
*Every Fall*

**THE 589 Advanced Individual Study - Theatre**
This course is for individual faculty-guided projects. The approval of the Department Chair person is required. May be taken for 1 to 3 credits. May be repeated for credit.
*Credits: 1 to 3*
*Every Semester*

**THE 590 Theatre History/Theory I**

This course explores the methods and concepts of theatre history and theory. The course focuses on theatre and theory from the Greeks through the Renaissance.

*Prerequisite of Theatre M.A. status or its equivalents are required.*

*Credits: 3*

*Every Summer*

## COLLEGE OF EDUCATION, INFORMATION, AND TECHNOLOGY

The College of Education, Information and Technology offers undergraduate and graduate degrees, including doctoral programs, in teacher education, educational administration and leadership, counseling, communication sciences and disorders and library and information science. In addition, the college offers graduate-level advanced certificates in such specialties as archives and records management, public library administration and school district leadership. Programs in the college are nationally accredited by ALA, ASHA, CACREP and CAEP, signifying that they meet the highest standards in their respective fields.

Small classes, state-of-the-art technology, exceptional student teaching, and internship opportunities, and a distinguished faculty of experienced professionals, combine for an education of unparalleled quality. Longstanding affiliations with dozens of school districts, public libraries and other organizations give our students opportunities for real-world experience and a forum for networking. The College of Education, Information and Technology is dedicated to preparing students for leading roles in some of the world's fastest growing and most rewarding fields.

**Albert Inserra, Ed.D.**
Dean
Albert.Inserra@liu.edu

**Louisa Kramer-Vida, Ed.D.**
Associate Dean
Louisa.Vida@liu.edu

**Thomas Walker, Ph.D.**
Associate Dean
Director, Palmer School of Library and Information Science
thomas.walker@liu.edu

### Academic Policy and Admission Requirements

All graduate programs leading to initial or professional educator certification require an undergraduate (bachelor's level) GPA of 3.0 or better and submission of GRE scores. These programs include all teacher certification programs, the School Library Media Specialist program, the Speech Language Pathology program, and all Master's level Education Leadership programs.

Applicants not meeting the required grade point average for admission to the program will be required to appear for a personal interview with the chairperson.

Additional admission requirements for individual programs are listed within the admission and degree requirements for each program.

# DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

**Phone: 516-299-2436**
**Fax: 516-299-3151**
Chairperson: Domingo
Associate Professors: Abdelli-Beruh, Amato, Domingo, Slavin
Assistant Professors: Laskowski, Viccaro
Adjuncts: 12
**Ladge Speech and Hearing Center**
Phone: 516-299-2437
Fax: 516-299-3151
Clinical Director: Rubenstein
Assistant Clinic Director: Newman
Clinical Supervisors: 9

Millions of Americans suffer from some form of speech, language or hearing disorder and require specialized therapy or rehabilitation services. This creates a demand for trained professionals to assist adults and children in overcoming their communication difficulties. The Department of Communication Sciences and Disorders is dedicated to the advancement of the diagnosis and treatment of speech, language, voice and fluency disorders.

The M.A. in Speech-Language Pathology is nationally accredited by the Council of Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA), 2200 Research Boulevard #310, Rockville, MD 20850, (800) 498-2071. The program meets the requirements for New York State "Teacher of Students with Speech and Language Disabilities" (TSSLD) certification and licensure as a speech-language pathologist.

Students observe and participate in actual clinical sessions at the Jerrold Mark Ladge Speech and Hearing Center, located on campus. The Ladge Speech and Hearing Center offers a full range of diagnostic and therapeutic services for children and adults individually and/or in small groups.

## M.A. in Speech-Language Pathology

Imagine the satisfaction of helping a child overcome chronic stuttering or assisting a stroke patient to speak more clearly. With the specialized, advanced training provided by the 58-credit Master of Arts in Speech-Language Pathology you will be equipped for a career diagnosing and treating a wide range of communication disorders.

Courses examine all facets of the field including: voice; stuttering; motor speech and swallowing disorders; aural rehabilitation; language impairments; and neurogenic communication disorders through the lifespan. Central to your training will be four clinical settings: the first two in the on-campus clinic, the third in a school setting, and the fourth in a hospital, rehabilitation center or other adult facility.

As a prerequisite for admittance, an undergraduate degree in communication sciences and disorders is preferred, but a background in another area will be considered.

**ADMISSION REQUIREMENTS**

Candidates for the Master of Arts in Speech-Language Pathology complete the following prerequisites in addition to 3 credits in biology and 3 credits in a physical science (physics or chemistry preferred) :

| | | | |
|---|---|---|---|
| MTH | 19 | Basic Statistics | 3.00 |
| SPE | 51 | Phonetics of English | 3.00 |
| SPE | 63 | Introduction to Linguistics and Language Acquisition | 3.00 |
| SPE | 82 | Introduction to Speech Science | 3.00 |
| SPE | 84 | Introduction to Anatomy and Physiology of the Speech and Hearing Mechanism | 3.00 |
| SPE | 90 | Introduction to Audiology | 3.00 |
| SPE | 93 | Speech Path I | 3.00 |
| SPE | 94 | Speech Path II | 3.00 |
| EDI | 14 | Historical, Philosophical and Sociological Foundations of Education | 3.00 |
| EDI | 41 | Child Development | 3.00 |

Each applicant's academic background and training will be evaluated to determine if he or she needs to complete any prerequisite courses. Prerequisite work will not count toward the 58-61 credit master's degree requirements. Students with majors other than CSD may apply with their current credentials. If accepted, it will be on a limited matriculated basis until prerequisite requirements are satisfied.

Admission is restricted and requires a general undergraduate grade point average of 3.0 and a 3.5 average in the major area.

Admission is for the fall semester only. Applications must be submitted by January 2nd for the following fall term. All supporting credentials (transcripts, three letters of recommendation, personal statement, and résumé and Graduate Record Examination (GRE) must be submitted by February 1st.

The program requires completion of at least 58 master's-level credits. The degree candidate selects either a thesis (additional 3 credits) or comprehensive examination option to complete.

During the four-semester sequence of clinical practica, students will not be able to work full-time. These courses require a minimum of three days per week and may be a full-time commitment.

Applicants to the Master of Arts in Speech-Language Pathology must complete the following requirements for admission:

- Application for Admission
- Application fee: (non-refundable)
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Bachelor's degree with at least a 3.5 cumulative grade point average in undergraduate studies major area of study or successful completion of another master's degree.
- Three professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program
- Personal statement that addresses the personal experiences and characteristics that make you well suited in pursuing graduate work in this area of study and/or a related topic in the field of speech-language pathology
- A current resume
- Interview with the clinic director of the Department of Communication Sciences and Disorders is at the discretion of the faculty
- A spontaneous writing sample at admissions interview may be required
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

**Send application materials to:**
CSDCAS Applicant Portal link:
https://portal.csdcas.org/

### M.A. in Speech-Language Pathology

*{Program Code: 26177}*

Requirements - (58-61 credits)

**Required Courses: List 1**

| | | | |
|---|---|---|---|
| SPE | 601 | Neuroanatomy of the Speech/Language and Hearing Mechanism | 3.00 |
| SPE | 610 | Speech Science | 3.00 |
| SPE | 620 | Clinical Methods, Focused Observation and Participation in Speech-Language Pathology | 1.00 |
| SPE | 625 | Clinical Practicum in Speech-Language Pathology I | 2.00 |

| | | | |
|---|---|---|---|
| SPE | 626 | Diagnostic Lab: Evaluation of Communication Disorders | 1.00 |
| SPE | 627 | Audiology Lab | 1.00 |
| SPE | 628 | Clinical Practicum in Speech-Language Pathology II | 2.00 |
| SPE | 631 | Clinical Practicum in Speech Language Pathology IV | 3.00 |
| SPE | 632 | Clinical Practicum in Speech-Laguage Pathology III | 3.00 |
| SPE | 633 | Diagnostic Procedures in Speech-Language Pathology | 3.00 |
| SPE | 634 | P A S S: Practical Applications for School Speech-Language Pathologists | 3.00 |
| SPE | 680 | Swallowing Disorders in Children and Adults for the Speech-Language Pathologist | 3.00 |
| SPE | 682 | Voice Disorders | 3.00 |
| SPE | 684 | Stuttering | 3.00 |
| SPE | 685 | Aphasia and Related Disorders | 3.00 |
| SPE | 687 | Phonological and Articulation Disorders in Children | 3.00 |
| SPE | 689 | Child Language Disorders I | 3.00 |
| SPE | 690 | Child Language Disorders II | 3.00 |
| SPE | 691 | Motor Speech Disorders in Children and Adults | 3.00 |
| SPE | 692 | Aural Rehabilitation | 3.00 |
| SPE | 707 | Research Problems in Speech-Language Pathology | 3.00 |

**Elective Courses**
**(choose one)**

| | | | |
|---|---|---|---|
| SPE | 681 | Language Disorders in Severe Developmental Disabilities and Autism | 3.00 |
| SPE | 694 | Communication-Based Intervention for Infants and Toddlers | 3.00 |

**As needed**

| | | | |
|---|---|---|---|
| SPE | 629 | Clinical Practicum inSpeech-LanguagePathology V | 1.00-3.00 |
| SPE | 630 | Clinical Practicum inSpeech-Language Pathology VI | 1.00-3.00 |
| SPE | 700 | IndependentStudy inSpeech-Language Pathology | 1.00-3.00 |

Culminating Experience:

Student is required to do a Comprehensive Exam or Final Project or Thesis (with course).

**Thesis Course**

| | | | |
|---|---|---|---|
| SPE | 708 | Thesis Seminar | 3.00 |

## Credit and GPA Requirements

Minimum Total Credits: 58 - 61
Minimum Major GPA: 3.3

## Communication Sciences and Disorders Courses

**SPE 601 Neuroanatomy of the Speech/Language and Hearing Mechanism**
This lecture/clinical course is designed to provide the student with a working knowledge of the anatomical landmarks of the central nervous system, its physiology, and those pathological disorders which are speech/language/hearing specific. Its goal is to familiarize the student with basic brain behaviors. This course provides the knowledge of the central nervous system essential to the understanding of neurologically based communication disorders in children and adults.
*Credits: 3*
*Every Fall*

**SPE 610 Speech Science**
This lecture/laboratory course provides a basic understanding of speech acoustics, and its application in the study of speech production and perception, as well as techniques of speech analysis and synthesis used in current speech research. Various speech instrumentation is also studied. Laboratory exercises allow students hands-on experience that integrates theories with clinical practice.
*Credits: 3*
*Every Fall and Spring*

**SPE 620 Clinical Methods, Focused Observation and Participation in Speech-Language Pathology**
The purpose of this one credit seminar is to provide each student with an introduction to clinical methods used in prevention, evaluation and treatment of communication and related disorders across the life span in speech-language pathology. Students will have an opportunity to observe sessions in the Ladge Speech and Hearing Center, and participate in lectures, reading, video tape analysis, seminar participation and role playing to better understand the thought process for session planning and interaction. The class will help students become better prepared for direct clinical interaction with clients in the subsequent semester in Speech 625. Experiences will be supervised by the Director of the Ladge Speech and Hearing Center and the supervisory staff. A seminar class will meet regularly to review and discuss theoretical and procedural information and review textbook material and observations.
*Credits: 1*
*Every Fall, Spring and Summer*

**SPE 625 Clinical Practicum in Speech-Language Pathology I**
This course provides the graduate student in speech-language pathology with an overview of the evaluation and therapeutic process with a limited amount of hands-on clinical experience. The course covers fundamental concepts in client and clinician interaction, the clinical process, clinical vocabulary, and the supervisory process. Students participate in lecture seminar, clinical observation and therapy, as well as analysis of clinical sessions. Lecture for one hour weekly plus one hour supervision group, and directly supervised clinical interaction with several pediatric and adult clients over the semester in the Ladge Speech and Hearing Center is included. Students are sometimes paired with a more advanced graduate clinician. Twenty five hours of observation (15 hours must be at the Ladge Speech and Hearing Center) is required prior to registration for this class.
*Credits: 2*
*Every Fall, Spring and Summer*

**SPE 626 Lab in Diagnostic Evaluation of Communication Disorders**
The purpose of this course is to provide each student with hands-on experience in administering, scoring, analysis and interpretation of standardized tests as well as report writing and referral in children and adults with communication disorders. Research relevant to evaluation and testing procedures and interpretation will be reviewed. Multi-cultural considerations when assessing clients will be addressed as they affect the diagnostic procedure.
*Credits: 1*
*Every Semester*

**SPE 627 Audiology Lab**
This course is designed to fulfill Audiology Lab hours for the Speech Language Pathology Master of Arts Degree. The Lab is completed through observation in the Audiology and Aural Rehabilitation services conducted at the Ladge Speech and Hearing Center and participation in audiological screenings at the Center and in the community. A total of 15 hours of participation in audiological screenings within the Scope of Practice for a speech-language pathologist is required.
*Credits: 1*
*Every Fall, Spring and Summer*

**SPE 628 Clinical Practicum in Speech-Language Pathology II**
This course is a hands-on experience in providing evaluation and treatment in speech/language pathology and related disorders in children and adults directly supervised by the Communication Sciences and Disorders supervisory staff in the LIU Post Ladge Speech and Hearing Center. A seminar once per week will discuss clients, clinical procedures, and professional issues including the ASHA Code of Ethics, licensure and certification rules and requirements. Supervision groups once per week for one hour accompanies the one hour seminar. Individual supervisory sessions and mentoring of graduate clinicians is stressed.
*Credits: 2*
*Every Fall, Spring and Summer*

**SPE 629 Clinical Practicum in Speech-Language Pathology V (as needed)**
Additional remedial hands-on experience in evaluation and treatment is directly supervised by the Communication Sciences and Disorders faculty in the Ladge Speech and Hearing Center. There is a seminar once per week to discuss clients and clinical procedures.
*Credits: 1 to 3*
*On Occasion*

**SPE 630 Clinical Practicum in Speech-Language Pathology VI (as needed)**
This course is a continuation of SPE 628 with an emphasis on clinical training in speech-language pathology under the supervision of staff personnel at off campus centers that provide speech-language services.
*Credits: 3*
*On Occasion*

**SPE 631 Clinical Practicum in Speech Language Pathology IV**
This course is a continuation of the practicum work in Speech 628 with an emphasis on clinical practicum in speech pathology under the supervision of licensed and certified supervisors at off campus centers that provide speech-language and related services for adults. There is a weekly seminar that accompanies the adult practicum experience. Practicum is a minimum of three days per week for the semester.
*Prerequisite of SPE 625, 628, 633 and 685 or 691 are required.*
*Credits: 3*
*Every Fall, Spring and Summer*

**SPE 632 Clinical Practicum in a Speech-Language Pathology III**
This school-based practicum is designed to partially fulfill requirements for New York State teacher certification. The student becomes familiar with all aspects of the administration of speech/language services in a school and gradually assumes responsibility for caseload management. The practicum is a minimum of three days per week and there is a seminar once per week accompanying the practicum experience.
*Prerequisite of SPE 628, 633 is required.*
*Credits: 3*
*Every Fall, Spring and Summer*

**SPE 633 Diagnostic Procedures in Speech-Language Pathology**
This course introduces assessment models for communication disorders. Formal and informal assessment procedures are presented. Report writing including formulation of diagnostic impressions, and development of recommendations are taught through a combination of lecture, observation and participation in diagnostic sessions. Cultural perspectives related to diagnostic principles and procedures including interviewing and testing, are stressed.
*Prerequisite of SPE 685, 687, 689 is required.*
*Credits: 3*
*Every Semester*

**SPE 634 P A S S: Practical Applications for School Speech-Language Pathologists**
This lecture/clinical course is an innovative practical and pragmatic course for graduate speech-language pathology students (SLP) preparing for work in schools. This course covers the following from a practical application perspective: making service delivery models work, collaboration, the ABCs of IEPs, parents as communication partners, preparing an in-service workshop for teachers and/or parents, legal landmarks for the SLP, working with the hearing impaired, working within the political framework of the school, and more. The diversity of students and challenges for the speech-language pathologist in schools are constantly changing. This course seeks to prepare school based SLPs to meet these challenges with practical applications that can be immediately applied to the administration of speech-language services in schools.
Note: See EDI 604 (graduate) under Curriculum and Instruction, School of Education.
*Credits: 3*
*Every Fall and Summer*

**SPE 680 Swallowing Disorders in Children and Adults for the Speech-Language Pathologist**
This lecture/clinical course presents the anatomy and physiology of normal and disordered oral feeding and swallowing, in infants, preschool, and school aged children as well as adults. Emphasis is on medical, cognitive and behavioral issues related to the etiology, diagnosis and treatment of dysphagia. Topics will include evaluation and treatment of oral feeding and swallowing disorders in the home, medical setting, and the classroom. Methods of technological assessment including modified barium swallow studies, flexible endoscopic evaluation of swallowing will also be presented.
*Prerequisite of SPE 601, 685 is required.*
*Credits: 3*
*Every Fall*

**SPE 681 Language Disorders in Severe Developmental Disabilities and Autism**
This elective lecture/clinical course presents graduate students in special education and speech language pathology with the neurological, cognitive and communicative characteristics of people with developmental disabilities and/or autism. The course also addresses social and emotional aspects of language development across the life span. Both traditional and topical methods of intervention will be discussed and contrasted in class discussions. Class participants will be encouraged to share and discuss their work and/or personal experiences as they pertain to course content during the term. Case presentations will that include principles and practices relevant to identification,diagnosis and treatment procedures, as they relate to autism spectrum disorders and other developmental disabilities, will be discussed as consistent with ASHA guidelines.
*Credits: 3*
*Cross-Listings: SPE 681, SPE 681*
*Every Spring and Summer*

**SPE 682 Voice Disorders**
This lecture/clinical course serves to introduce the various aspects of normal and pathological voices. The structural, physiological,psychological, and cultural factors that may result in various forms of voice disorders will be discussed. Specifically, the following areas will be included: (1)review of anatomy and physiology of structures involved in voice production; (2) pathophysiology of disordered voice in association with the larynx and vocal tract; (3) diagnosis and treatment methods for disorders associated with the larynx and vocal tract; and (4) speech rehabilitation, after laryngectomy. Upon completion of the course, the students are expected to develop problem-solving skills in diagnosing and treating voice disorders.
*Credits: 3*
*Every Fall and Spring*

**SPE 684 Stuttering**
The lecture/clinical course covers the major theories and research on the etiology and development of stuttering. Study of diagnostic and therapeutic principles and procedures for children and adults are stressed. At the end of this course students will 1) be able to differentiate normal disfluencies from stuttering; 2) understand the role of emotions in stuttering; and demonstrate various counseling techniques 3) Demonstrate differences in stuttering modification and fluency shaping techniques.
*Prerequisite or Co-requisite of SPE 601 is required.*
*Credits: 3*
*Every Fall and Spring*

**SPE 685 Aphasia and Related Disorders**
This lecture/clinical course presents the physical, theoretical and etiological considerations pertaining to aphasia and related disorders, including dysarthria and cognitive impairments. Diagnostic and therapeutic approaches are studied.
*Prerequisite of SPE 601 is required.*
*Credits: 3*
*Every Spring*

**SPE 687 Phonological and Articulation Disorders in Children**
This lecture/clinical course presents the graduate student in speech-language pathology with current concepts concerning the nature of normal articulation and phonological development and articulation and phonological disorders. Assessment procedures for detecting articulatory and phonological impairments, motor speech disorders, and treatment procedures for remediating these impairments are covered. Case discussions will be presented that high- light principles and practices relevant to diagnostic and treatment of articulatory, phonological and oral-motor disorders, consistent with ASHA guidelines.
*Co-requisite of SPE 601 or 610 is required.*
*Credits: 3*
*Every Fall and Spring*

**SPE 689 Child Language Disorders I**
In this lecture/clinical class, normal acquisition of language is reviewed as a foundation for identifying learning and language disorders, delays and differences in children. Definitions and current theoretical models of developmental language disorders are presented. General principles of assessment and intervention are covered. Focus is placed on evidence-based assessment and intervention practices for children at the pre-linguistic, emerging, and developing stages of language development.
*Prerequisite or Co-requisite of SPE 601 is required.*
*Credits: 3*
*Every Fall and Spring*

**SPE 690 Child Language Disorders II**
This lecture/clinical course will focus on language disorders in school-aged children and adolescents. Language disorders seen in children at the language-for-learning and advanced stages of language development will be explored, while school-based assessment and treatment practices will be taught. The relationship between language, learning and literacy will be discussed, the nature of language-based learning disabilities will be explained, and the importance of curriculum-based intervention will be emphasized. In addition, traditional pull-out service delivery practices will be contrasted with more collaborative, push-in models.
*Credits: 3*
*Every Fall and Spring*

**SPE 691 Motor Speech Disorders in Children and Adults**
This lecture/clinical course will familiarize the graduate student win speech-language pathology with current concepts concerning the neurological nature of verbal speech production and the effect that congenital and acquired neurologic disorders have on motor planning, neuromuscular control and execution of speech. Assessment procedures for detecting the various motor speech disorders, including dysarthria and apraxia of speech will be reviewed. Management procedures for remediating these impairments in adults and children will be presented. Diagnostic and treatment principles and practices related to the control of respiratory, phonatory, resonatroy, articulatory and prosodic aspects of speech production will be applied through case presentations.
*Credits: 3*
*Every Spring*

**SPE 692 Aural Rehabilitation**
This lecture/clinical course provides the graduate student in speech pathology with a broad understanding of the principle theories and methodologies currently applied in aural rehabilitation of hearing impaired persons. The hearing aid as an instrument of rehabilitation is

described as well as other assistive listening devices. Also included are techniques of speech reading and auditory training.
*Credits: 3*
*Every Spring and Summer*

**SPE 694 Communication-Based Intervention for Infants and Toddlers**
This elective lecture/clinical course involves students in a critical study of recent trends in the diagnosis and treatment of infants and toddlers, birth through age three, who are at risk for or present with speech and/or language delays and disorders. Special attention is given to developmental approaches and mainstreaming.
*Prerequisite of 601, 610, 689 is required.*
*Credits: 3*
*Every Summer*

**SPE 700 Independent Study in Speech-Language Pathology**
Permission to take this course is based on particular criteria: 1) merit of proposed study; 2) maturity of student; i.e., ability to complete such a study. Permission to take this independent course necessitates the signature of the faculty member conducting the study and the department chair. The faculty member directing the project must be qualified in the area designated by the student. The choice of faculty member (with the previous stipulation) is made by the student.
*Credits: 1 to 3*
*On Occasion*

**SPE 707 Research Problems in Speech-Language Pathology**
This course provides an understanding of research design and data analysis. Developing skills for critical evaluation of scientific publications is stressed. An appreciation for the benefits and pitfalls of research is fostered by the development and execution of a research project culminating in a formal presentations of findings.
*Prerequisite of SPE 601 & 689 is required.*
*Credits: 3*
*Every Fall and Summer*

**SPE 708 Thesis Seminar**
This course is a capstone option for graduate students. It covers the preparation of the thesis. The completed thesis must be approved by a committee, and the writer must undergo an oral examination. Enrollment is restricted to students whose projects have been approved by the department faculty. This course may replace the comprehensive examination.
*Credits: 3*
*On Occasion*

# DEPARTMENT OF COUNSELING AND DEVELOPMENT

**Phone: 516-299-2814**
**Fax: 516-299-3312**
Chair: Colangelo
Professors: Bordan, Schaefer-Schiumo
Associate Professors: Ciborowski, Colangelo, Smith, Keefe-Cooperman
Assistant Professors: Kooyman, Procter, Shenker
Adjunct Faculty: 20

The Department of Counseling and Development has been educating and preparing graduate students to enter the professions of mental health counseling and school counseling for 45 years. The mental health counseling and school counseling programs have been approved by the New York State Education Department (NYSED) since the early 1970s. Our programs in both clinical mental health counseling and school counseling were one of the first programs to be nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in New York State. The department offers the M.S. in School Counselor and the M.S. in Clinical Mental Health Counseling, which are both CACREP accredited. Coursework covers the eight core curriculum areas stipulated by CACREP, including theory, practica and internships that prepare students for New York State licensure or certification in their respective disciplines. The faculty is diverse with a wide range of specializations and clinical competencies. They are committed to academic excellence and support the integration of technology, multicultural competencies and the highest ethical standards. The programs prepare students to become reflective counselors fostering professional identity with a commitment to lifelong learning. In addition to the two CACREP accredited master's degree programs, the department also offers an Advanced Certificate in Clinical Mental Health Counseling that is a "licensure qualifying" bridge program approved by the NYSED, Office of the Professions.

## M.S. in School Counselor

The Master of Science in School Counselor program is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The program prepares students to work with young people from a developmental perspective to clarify goals, to overcome behavioral and social obstacles, and to enhance the learning experience. Graduates of this program help students cope with a myriad of problems. They learn effective individual and group counseling techniques and gain practical field experience through internships at all levels (elementary, middle and high school). This 48-credit program, plus two years of experience as a school counselor in New York, leads to permanent New York State certification as a school counselor.

**ADMISSION REQUIREMENTS**

Applicants to the Master of Science in School Counselor must meet the following requirements for admission.

- Application for Admission.
- Application fee: (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Bachelor's degree with at least a 3.0 cumulative grade point average in undergraduate studies or successful completion of another master's degree. Applicants who do not meet this academic requirement will be required to take the Graduate Record Examination (GRE). For admission purposes, only the writing assessment of the GRE is evaluated. This section of the exam assesses writing and critical thinking skills which are essential attributes for the professional counselor. Applicants will be considered to have met the GRE requirement if they obtain a score of 4.5.
- Applicants who have completed a bachelor's degree and have at least 10 years work related experiences beyond their degree and/or have been involved in extraordinary life experiences are eligible to apply to the graduate counseling programs. At the discretion of the Chair of the Department of Counseling and Development, the GRE will be waived.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Interview with a faculty member of the Department of Counseling and Development.
- Pass a spontaneous writing sample at admissions interview.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 85 Internet-based or minimum IELTS score: 7.0.

Deadlines for a complete application for admission to the programs of study in the Department of Counseling and Development are as follows:

- August 20 for fall admission
- January 10 for spring admission

**Send application materials to:**
Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

### M.S. School Counseling

*{Program Code: 07004}*

**Degree Requirements: (48 credits)**

| | | | |
|---|---|---|---|
| EDC | 610 | Psychopathology for the Professional Counselor | 3.00 |
| EDC | 613 | Diversity and Socio-Cultural Issues in Counseling | 3.00 |
| EDC | 614 | Human Growth and Development Over the Lifespan | 3.00 |
| EDC | 615 | Theories Of Counseling | 3.00 |
| EDC | 668 | Counseling Pre-Practicum | 3.00 |
| EDC | 669 | Counseling Practicum | 6.00 |
| EDC | 676 | Career Development | 3.00 |
| EDC | 687 | Group Counseling:Theory and Practice | 3.00 |
| EDC | 702 | Research Methods In Counseling | 3.00 |

**Specialization Requirements**

| | | | |
|---|---|---|---|
| EDC | 602 | Introduction to School Counseling and Ethics | 3.00 |
| EDC | 659 | College Admissions and Educational Planning | 3.00 |
| EDC | 670 | Educational Tests and Measurements | 3.00 |
| EDC | 690 | School Counseling Internship I | 3.00 |
| EDC | 691 | School Counseling Internship II | 3.00 |
| | | Elective | 3.00 |

**One of the following:**

| | | | |
|---|---|---|---|
| EDC | 612 | Trauma Counseling | 3.00 |
| EDC | 616 | Family Counseling | 3.00 |
| EDC | 617 | Principles of Couple Counseling | 3.00 |
| EDC | 652 | Counselor's Approach to Human Sexuality | 3.00 |
| EDC | 654 | Introduction to Addictions Counseling | 3.00 |
| EDC | 657 | Treatment Approaches in Addictions Counseling | 3.00 |
| EDC | 750 | *Special Topics in Counseling | 3.00 |

* The Adolescent in Crisis: Detection, Intervention and Referral
* Cognitive-Behavior Therapy (CBT): Theory, Practice and Techniques
* Counseling the Gay, Lesbian, Bisexual or Transgender Client/Student
* Counseling Through the Creative Arts
* Grief Counseling with Clients Facing Dying,

Death, Bereavent, Trauma and Loss
* Helping Parents Help Their Children: Practical Strategies for LMHC Practitioners and School Support Personnel
* Spirituality in Counseling and Psychotherapy: A Dimension of Integrative Healing

**Culminating Experience -** Students will take the Counselor Preparation Comprehensive Examination (CPCE). Students must take the exam the semester before they graduate. Students who fail the CPCE examination *twice* will be required to take a written examination developed by the department.
Students must take the Child Abuse Workshop, the School Violence Prevention & Intervention Workshop, and the DASA workshop (Dignity for All Students Act).

**Credit and GPA Requirements**
Minimum Total Credits: 48
Minimum Major GPA: 3.00

# M.S. in Clinical Mental Health Counseling

The 60- credit Master of Science in Clinical Mental Health Counseling is a "licensure qualifying" program with the New York State Education Department, Office of the Professions which prepares students for a career as a mental health counselor. Upon completion of the master's degree graduates of the clinical mental health counseling program automatically meet the educational requiremnts for licensure as a mental health counselor in New York State. You will learn individual and group counseling techniques to help youths, adults, couples, parents and families work through their problems and issues. As a mental health counselor, you can have a positive and meaningful impact on people. The M.S. in Clinical Mental Health Counseling will provide counselors with the preparation and support they need to help others experience healthy, fulfilled lives.

As a leader in preparing students for careers in counseling and development, LIU Post provides an educational environment that fosters the personal and professional growth of future counselors and related professionals while upholding the highest ethical standards and respect for individual differences. Our faculty members are actively engaged in mental health counseling and frequently contribute to publications and conferences.

The program integrates mental health counseling theories and approaches with carefully supervised practical experiences in state-of-the-art appropriate field settings. The training comprises individual counseling as well as group and other systemic modalities within the developmental model and brief therapy framework. This is an individualized program emphasizing self-development and the integration of individual and group counseling theories and techniques, with a strong emphasis on carefully supervised clinical experiences. Each degree candidate will be required to complete 100 hours of counseling practicum (EDC 669) and 600 hours of internship experience (EDC 683, EDC 684).

**ADMISSION REQUIREMENTS**

Applicants to the Master of Science in Clinical Mental Health Counseling must meet the following requirements for admission.

- Application for Admission
- Application fee: (non-refundable)
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Bachelor's degree with at least a 3.0 cumulative grade point average in undergraduate studies or successful completion of another master's degree. Applicants who do not meet this academic requirement will be required to take the Graduate Record Examination (GRE). For admission purposes, only the writing assessment of the GRE is evaluated. This section of the exam assesses writing and critical thinking skills which are essential attributes for the professional counselor. Applicants will be considered to have met the GRE requirement if they obtain a score of 4.5.
- Applicants who have completed a bachelor's degree and have at least 10 years work related experiences beyond their degree and/or have been involved in extraordinary life experiences are eligible to apply to the graduate counseling programs. At the discretion of the Chair, the GRE will be waived.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study
- Interview with a faculty member of the Department of Counseling and Development
- Pass a spontaneous writing sample at admissions interview
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 85 Internet-based or minimum IELTS score: 7.0.

Deadlines for a complete application for admission to the programs of study in the Department of Counseling and Development are as follows:

- August 20 for fall admission
- January 10 for spring admission
- April 30 for summer admission

**Send application materials to:**
Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

## M.S. Clinical Mental Health Counseling

*{Program Code: 79433}*

**Degree Requirements: (60 Credits)**

| | | | |
|---|---|---|---|
| EDC | 610 | Psychopathology for the Professional Counselor | 3.00 |
| EDC | 613 | Diversity and Socio-Cultural Issues in Counseling | 3.00 |
| EDC | 614 | Human Growth and Development Over the Lifespan | 3.00 |
| EDC | 615 | Theories Of Counseling | 3.00 |
| EDC | 668 | Counseling Pre-Practicum | 3.00 |
| EDC | 669 | Counseling Practicum | 6.00 |
| EDC | 676 | Career Development | 3.00 |
| EDC | 687 | Group Counseling:Theory and Practice | 3.00 |
| EDC | 702 | Research Methods In Counseling | 3.00 |

**Specialization Requirements**

| | | | |
|---|---|---|---|
| EDC | 601 | Foundations of Clinical Mental Health Counseling and Ethics | 3.00 |
| EDC | 608 | Diagnostic Interviewing and Assessment in Clinical Mental Healthy Counseling | 3.00 |
| EDC | 611 | Evidence Based Treatment Planning in Clinical Mental Health Counseling | 3.00 |
| EDC | 616 | Family Counseling | 3.00 |
| EDC | 660 | Practicum In Psychological Testing for Counselors | 3.00 |
| EDC | 683 | Clinical Mental Hlth Coun Intrnship I | 3.00 |
| EDC | 684 | Clinical Mental Hlth Coun Intrnship II | 3.00 |

**Electives - 3 Electives**

| | | | |
|---|---|---|---|
| EDC | 612 | Trauma Counseling | 3.00 |
| EDC | 617 | Principles of Couple Counseling | 3.00 |
| EDC | 652 | Counselor's Approach to Human Sexuality | 3.00 |
| EDC | 654 | Introduction to Addictions Counseling | 3.00 |
| EDC | 657 | Treatment Approaches in Addictions Counseling | 3.00 |

| | | | |
|---|---|---|---|
| EDC | 658 | Critical Treatment Issues Confronting Professional Counselors | 3.00 |
| EDC | 750 | *Special Topics in Counseling | 3.00 |

* The Adolescent in Crisis: Detection, Intervention and Referral
* Cognitive-Behavior Therapy (CBT): Theory, Practice and Techniques
* Counseling the Gay, Lesbian, Bisexual or Transgender Client/Student
* Counseling Through the Creative Arts
* Grief Counseling with Clients Facing Dying, Death, Bereavent, Trauma and Loss
* Helping Parents Help Their Children: Practical Strategies for LMHC Practitioners and School Support Personnel
* Spirituality in Counseling and Psychotherapy: A Dimension of Integrative Healing

**Culminating Experience -** Students will take the Counselor Preparation Comprehensive Examination (CPCE). Students must take the exam the semester before they graduate. Students who fail the CPCE examination ***twice*** will be required to take a written examination developed by the department.
Students must take the Child Abuse Workshop.

**Credit and GPA Requirements**
Minimum Total Credits: 60
Minimum Major GPA: 3.00

## Advanced Certificate in Clinical Mental Health Counseling

The Advanced Certificate in Clinical Mental Health Counseling is a "licensure qualifying" bridge program approved by the New York State Education Department (NYSED), Office of the Professions which allows individuals with a master's degree in school counseling or other related counseling degree to meet the educational requirements for licensure as a mental health counselor in New York State. The 18 credit advanced certificate is predicated upon the individual having completed a master's degree in school counseling with a minimum of 48 credits in specified core educational content areas as delineated in the state regulations for mental health counselor licensure. Individuals who graduated from a program of less than 48 credits will be required to take additional coursework above the 18 credits to ensure meeting the state requirement of a minimum of 60 graduate credits. Upon application candidates will have their transcript(s) reviewed by the department to ascertain the needed number of graduate credits required for the advanced certificate.

Upon completion of the advanced certificate, the individual will meet the educational requirements for licensure as a mental health counselor in New York State. They will then be eligible to file for a "limited permit" and begin accruing the 3000 post master's experiential hours required for licensure. They will also be eligible to file to take the National Clinical Mental Health Counselor Examination (NCMHCE) which is the licensure examination designated by the State. There is also the possibility that the Office of the Professions may accept experiential hours gained after the receipt of the individual's master's degree if the experience was in an approved setting under the supervision of a recognized licensed mental health professional.

### Advanced Certificate: Clinical Mental Health Counseling

*{Program Code: 35256}*

**Requirements: (18 credits)**

| | | | |
|---|---|---|---|
| EDC | 601 | Foundations of Clinical Mental Health Counseling and Ethics | 3.00 |
| EDC | 608 | Diagnostic Interviewing and Assessement in Clinical Mental Health Counseling | 3.00 |
| EDC | 611 | Evidence Based Treatment Planning in Clinical Mental Health Counseling | 3.00 |
| EDC | 616 | Family Counseling | 3.00 |
| EDC | 683 | Clinical Mental Health Counseling Internship I | 3.00 |
| EDC | 684 | Clinical Mental Health Counseling Internship II | 3.00 |

**Credit and GPA Requirements**
Minimum Total Credits: 18
Minimum Major GPA: 3.00

### Office of Alcohol and Substance Abuse Services' (OASAS) Education and Training Program

The M.S. in Clinical Mental Health Counseling program has been approved as an Education and Training Program by OASAS for the CASAC-T. Graduates of the master's degree program in Clinical Mental Health Counseling who complete the requisite coursework will meet the 350 hour education and training requirements for the Certified Alcohol and Substance Abuse Counselor-Trainee (CASAC-T) designation. Graduates of the master's degree program will also meet 4000 of the 6000 hours requirement for full certification as a CASAC. In addition, if the graduate completed their 100 Counseling Practicum hours and their 600 Clinical Mental Health Counseling Internship hours at an OASAS affiliated facility, then the number of experiential hours needed for full certification as a CASAC will only be 1300. Individuals interested in securing their CASAC-T designation must inform the Chair of the Department of Counseling and Development in writing of their intent to pursue the CASAC-T upon admission of the program.

CASAC-T Requisite Course Work

EDC 601 Foundations in CMHC & Ethics
EDC 608 Diagnostic Interviewing and Assessment in Clinical Mental Health Counseling
EDC 611 Evidence Based Treatment Planning in Clinical Mental Health Counseling
EDC 610 Psychopathology for the Professional Counselor
EDC 613 Diversity and Socio-Cultural Issues in Counseling
EDC 615 Theories of Counseling
EDC 654 Introductions to Addictions Counseling
EDC 657 Treatment Approaches in Addictions Counseling
EDC 660 Practicum in Psychological Testing for Counselors
EDC 668 Counseling Pre-Practicum
EDC 687 Group Counseling: Theory and Practice
Child Abuse Mandated Reporter Training
Tobacco Use and Nicotine Dependence Training

# Counseling and Development Courses

**EDC 601 Foundations of Clinical Mental Health Counseling and Ethics**
To be taken as the first course in the Mental Health Counseling specialization, within the student's first 15 semester hours of work. This course is an introduction to preventive education and counseling for mental and emotional health as uniquely available in mental health centers. The course prepares students to work on counseling teams and enrichment programs, to handle referral procedures, community relations and teamwork, and to deal with mental health problems in terms of their etiology and the innovations in the field. Students will also be exposed to the ethical and legal responsibilities of a clinical mental health counselor. The ACA and AMHCA Code of Ethics will be extensively covered.
*Credits: 3*
*Every Fall and Spring*

**EDC 602 Introduction to School Counseling and Ethics**
This is the basic introductory course that exposes the student to the world of professional counseling with an emphasis on school counseling. It also provides the students with training in ethics within the counseling profession with specific attention given to the American Counseling Association (ACA) Code of Ethics and the Code of Ethics of the American School Counselors Association (ASCAS). This foundation course prepares students to apply basic counseling skills in the elementary, middle and high school settings. Emphasis is placed on the expanded role of the school counselor in curriculum, instruction, assessment, and consultation, as well as providing training in the ASCA National Model of School Counseling. Focus is placed on the various roles of the school counselor, tools and strategies appropriate in the school setting, and consultation and collaboration with other school personnel. The course will also cover concepts and techniques of the counseling process in the school setting, behavioral and developmental problems, and enhancing the creative capabilities of students. It will help to prepare prospective school counselors in helping students reach their academic, career, social, and personal potential. The course will also explore job opportunities on Long Island, New York City, upstate New York and nationally.
*Credits: 3*
*Every Fall*

**EDC 608 Diagnostic Interviewing and Assessement in Clinical Mental Health Counseling**
This course is a weekly seminar focused on, but not limited to, the following: the etiology, diagnosis, treatment, referral and prevention of mental disorders through the utilization of current diagnostic assessment tools, including the Diagnostic and Statistical Manual (DSM) and International Classification of Diseases (ICD); psychological assessment, case conceptualization, psychopathology, diagnostic intake interviewing, mental status evaluation, biopsychosocial history, mental health history, psychological assessment for treatment planning and caseload management guidelines.

Prerequisites: EDC 610 and EDC 615
*Prerequisite of EDC 610 & 615 is required.*
*Credits: 3*
*Every Fall*

**EDC 610 Psychopathology for the Professional Counselor**
This course provides an in-depth review of a broad spectrum of psychopathological conditions as defined in the current edition of the Diagnostic and Statistical Manual (DSM) of the American Psychiatric Association. The course will focus on understanding the etiology, prevalence and incidence, signs and symptoms of the various mental disorders delineated in the DSM. A focus will also be placed on learning the criteria necessary to provide a differential diagnosis. There will also be an emphasis on increasing understanding of clinical issues and current research in development and maladaptive behavior and on comparing and contrasting different theoretical perspectives on each mental disorder. Ethical issues and limitations related to current diagnostic systems will be discussed. This course will provide the student with a solid foundation in psychopathology and enhance the student's mastery in understanding the pathogenesis of the various mental disorders.
*Credits: 3*
*Every Fall and Spring*

**EDC 611 Evidence Based Treatment Planning in Clinical Mental Health Counseling**
Evidence-based practice (EBP) has steadily become the standard care in the mental health field. This course is a weekly seminar focused on introducing clinical mental health counseling student trainees to the process of empirically informing their psychotherapy treatment plans. Empirically supported treatments (EST) are treatments whose efficacy has been demonstrated through clinical research. The course will cover: psychopharmacology; cognitive behavior therapy; rational emotive cognitive behavior therapy; behavior therapy; eye movement desensitization reprocessing dialectical behavior therapy; acceptance and commitment therapy; motivational interviewing; exposure therapies; interpersonal psychotherapy; and other empirically supported treatment approaches as necessary.
*A pre requisite of EDC 608 is required.*
*Credits: 3*
*Every Spring*

**EDC 612 Trauma Counseling**
This course validates and addresses the emergent new field of trauma studies and the growing body of trauma-related best practices. It provides mental health counselor, and other mental health practitioners with a comprehensive review of the various types of trauma experiences, the human vulnerability for traumatic experiences across the life span, and the intersections among trauma, crisis and disaster events. It discusses pertinent diagnostic and case conceptualization issues as well as presents individual systems interventions and collaborations. The course offers and presents a rich array of trauma-related resources which include websites, films, manuals, DVDs and a variety of other useful tools.
*Credits: 3*
*Alternate Semesters*

**EDC 613 Diversity and Socio-Cultural Issues in Counseling**
Major 21st century contributions of sociology and anthropology are examined with a view to understanding the role of socio-cultural factors in human development and behavior. This course also examines the impact of the socio-cultural viewpoint on contemporary concepts of adaptive and maladaptive human behavior and related mental health issues.
*Credits: 3*
*Every Fall and Spring*

**EDC 614 Human Growth and Development Over the Lifespan**
This course focuses on understanding the principles and rationale of developmental counseling over the lifespan from a multicultural perspective. Students become familiar with the primary functions of the developmental counselor: counseling, consulting, coordinating, assessment and advocacy. Students will examine the developmental theories of Piaget, Erikson, Vygosky and others. They will examine the cognitive, physical, social and emotional development of the individual during early childhood, middle childhood, adolescence and adulthood. In addition to an overview of developmental stages and developmental tasks which children face, the course includes exploration and experimentation with various and unique methods used in developmental counseling. Students will explore various developmental crises and impediments to optimum development and, in small groups, do an oral report of their findings. They will compile a developmental portfolio, presenting characteristics of each developmental milestone, and develop a comprehensive guidance plan to address the developmental needs during the school years.
*A pre requisite or co requisite of EDC 601 or EDC 602 is required.*
*Credits: 3*
*Every Fall and Spring*

**EDC 615 Theories Of Counseling**
This is a basic course in counseling theories and techniques and their application within a multicultural and diverse society. Students gain an understanding of the major theories of counseling and psychotherapy (e.g., psychoanalytic, existential, person centered, gestalt, reality, behavioral, cognitive-behavioral and family systems, etc.). In addition, the counselor as a person and a professional is explored as well as ethical issues in counseling and therapy.
*A pre requisite or co requisite of EDC 601 or EDC 602 is required.*
*Credits: 3*
*Every Fall and Spring*

**EDC 616 Family Counseling**
This course offers a consideration of theories, practices and related activities with couples, parents and/or other related adults and children. Included in the course is a survey of some major trends and problems associated with individual adjustments, adaptations and other reactions within family and social settings.
*Credits: 3*
*Every Fall*

**EDC 617 Principles of Couple Counseling**
A study of the theoretical and practical aspects of couple counseling from initial referral to termination. The difference between this form and individual, group or family counseling will be examined in order to understand the clinical issues involved. Both the object relations and the systemic theories will be studied with emphasis on the clinical application to help couples change, according to their therapeutic goals.
*Credits: 3*
*Every Spring*

**EDC 652 Counselor's Approach to Human Sexuality**
A study of human sexuality from its normal manifestations and development to its dysfunctions. The student will be guided to examine his/her own attitudes and values in this area and to learn counseling approaches to problems and questions related to sexuality.
*Credits: 3*
*Rotating Basis*

**EDC 654 Introduction to Addictions Counseling**
Alcoholism, addiction and substance abuse as behavioral psychological problems are analyzed to enable professional counselors to integrate current theories of abuse and addiction and etiological models into their work with individuals manifesting problems with abuse and dependence on alcohol or other substances. The course will provide a comprehensive overview of the full spectrum of addictive disorders and their consequences. Approaches to the assessment and evaluation of alcoholism and substance abuse will be reviewed, discussed and analyzed, as well as, cross cultural concerns and considerations. Training in tobacco use and nicotine dependence will also be covered. Ethical guidelines for addiction counseling will be addressed as detailed in the ethical guidelines of the National Association for Alcoholism and Drug Abuse Counselors (NAADAC).
*Credits: 3*
*Every Fall*

**EDC 657 Treatment Approaches in Addictions Counseling**
Treatment planning and treatment setting are critical elements related to the efficacy of all substance abuse programs. This course continues the study of addictions counseling and substance abuse by building upon the concepts of accurate assessment and diagnosis. Students will become familiarize with the processes of treatment planning and the various approaches to treatment including psychotherapeutic, group, pharmacotherapy, and 12-step programs, as well as maintenance and relapse prevention. The course will covered the various treatment populations including families, persons with disabilities, children, adolescents, college students and the LGBT population. Co-occurring disorders to addiction treatment will also be reviewed.
*Prerequisite of EDC 654 is required.*
*Credits: 3*
*Every Spring*

**EDC 658 Critical Treatment Issues Confronting Professional Counselors**
Newly graduated mental health professionals are frequently confronted with specific mental health issues or common client problems for which they do not feel adequately prepared to deal with. Such mental health issues/problems include eating disorders, sexual abuse, self-injurious behavior, body-image disorders, suicide, trauma, grief/bereavement and sexual preference issues. This course will provide the counselor trainee with essential information on these critical issues so that they will develop a solid foundation from which to develop competencies and skills necessary to treat clients manifesting these issues. This course is intended to enhance awareness, promote professional competence and provide sufficient basic information about treatment options available and resources to consult for further information.
*Credits: 3*
*Alternate Semesters*

**EDC 659 Counseling for the College Admission and Selection Process**
This advanced course provides a deeper exploration into the multifaceted roles of the school counselor. Topics of discussion include the processes of educational planning, the college admissions process, family community partnerships, students with special needs and varying exceptionalities, the impact of current special education regulation, and current educational standards.
*A pre requisite of EDC 602 is required.*
*Credits: 3*
*Every Spring*

**EDC 660 Practicum In Psychological Testing for Counselors**
This course is laboratory experience designed to develop adequate understandings and competencies with respect to concerns, issues and implementation factors related to administration, scoring, recording and interpretations of aptitude, intelligence tests, as well as interest and personality inventories.
*A pre requisite of EDC 601 is required.*
*Credits: 3*
*Every Spring*

**EDC 668 Counseling Pre-Practicum**
This is the basic counseling laboratory course designed to provide supervised practical counseling experience from a life span and a multicultural perspective that can be applied in the school or agency. Students learn the basics in terms of the active listening skills and the use of appropriate counseling techniques through role-play and other activities. Students must have three to five actual tape-recorded role playing sessions with another student in the course who will act as the client; the professor may give permission for students to work with a client who is not a member of the class. Interview summaries, detailed analyses and other relevant counseling experiences are part of the course. Orientation to the role of the professional counselor and ethical concerns are discussed.
*A pre or co requisite of EDC 601 or EDC 602 and EDC 615 is required*
*Credits: 3*
*Every Fall and Spring*

**EDC 669 Counseling Practicum**
This course is an in-depth counseling laboratory course designed to provide supervised practical counseling experience from a life span and multicultural perspective through successful completion of 100 hours of to with: 60 hours of observation, interaction, and supervision at a school or mental health agency site; 30 hours of direct service via individual and group counseling to clients at that site; and 10 hours off site with clients who will be audio taped. The purpose of the 60 hours, which can be interspersed throughout the semester, is to acclimate the practicum students to the environment in which the counseling experience occurs. Interview summaries, detailed analysis and other relevant counseling experiences are a part of this course. Again, it must be emphasized that practicum students in 669 must provide 40 hours of direct service to clients of which 30 hours take place at a school or agency site and 10 hours are provided to non-site clients. With onsite clients, practicum students are to document and describe each individual and group counseling experience, which are to be shared with the cooperating counselor and reflected in the logs

given to the University professor. These clients are supervised by and remain the primary responsibility of the cooperating counselor. The remaining ten (10) hours with non-site clients are audio recorded and shared only with the University professor and the other students in EDC 669. Practicum students meet in group seminar with the University professor every week. In addition, the University professor provides an hour of individual or triadic supervision (i.e. professor and two students), the time for which is built into this six (6) credit course. While the professor and the two students are interacting, the other practicum students observe the supervision being given by the professor. After the triadic supervision occurs, the observing students will be asked to offer their comments and suggestions immediately after the triadic supervision or during the group class. The appropriate roles of the professional counselor, based upon the Ethical Guidelines of the American Counseling Association, are covered. This course is also designed to develop and extend the student's understanding and competencies begun in EDC 668, Counseling Pre-Practicum. This course must be completed prior to taking EDC 683,Mental Health Counseling Internship I or EDC 690, School Counseling Internship I. Health Insurance required for Mental Health Counseling students.
*Prerequisite of EDC 668 and a prerequisite or co-requisite of EDC 610 is required.*
*Credits: 6*
*Every Fall and Spring*

**EDC 670 Educational Tests and Measurements**
This is a survey course in the principles and practices of testing and assessment used in schools. After a quick look at the concepts of educational statistics and the underlying mathematical basis of standardized tests, the student will examine the most widely used tests and assessments that he/she will be expected to know and understand in the K-12 setting: achievement tests, interest inventories, aptitude and intelligence measures. In addition, time will be devoted to the New York State Learning Standards and the assessments which will accompany the higher graduation requirements.
*Credits: 3*
*Every Fall*

**EDC 676 Career Development**
This course provides students with an in-depth study of theories and emerging patterns in career development counseling, as well as their application across a range of settings including schools and agencies. Emphasis is placed on practical counseling techniques, psychoeducational approaches, and evaluation of resources used in career counseling and education. Attention is given to psychological, sociological, economic and educational dynamics; multicultural, gender, and disability perspectives of career development are also discussed. Technological and other current trends as they relate to career counseling and education are reviewed.
*Credits: 3*
*Every Fall and Spring*

**EDC 683 Clinical Mental Health Counseling Internship I**
This course is designed for students in the latter part of the graduate program after having taken considerable theory and course work in the counseling process. The student is required to attend seminar meetings and to prepare weekly logs directed toward observation, insight and evaluation of activities in the field setting. Related professional readings are also required. The student is expected to develop a counseling caseload, participate in group work, attend staff meetings and schedule a weekly meeting with the field supervisor for evaluation. A minimum 300 hours in a mental health counseling setting, acceptable to the department is required. Health Insurance required for Mental Health Counseling students.
*Prerequisite of EDC 669 and Pre or Co-requisite of EDC 601, 608, & 687 are required.*
*Credits: 3*
*Every Fall, Spring and Summer*

**EDC 684 Clinical Mental Health Counseling Internship II**
A second semester internship required for mental health counseling students. Course content and time requirements are the same as for EDC 683. Health insurance required for Mental Health counseling students.
*Prerequisite of EDC 683 is required.*
*Credits: 3*
*Every Fall, Spring and Summer*

**EDC 686 Clinical Mental Health Counseling Internship IV - Advanced Certificate only**
This course is a continuation of the advanced internship placement and seminar experience as it consists of supervised experience involving 300 hours in an approved mental health counseling setting. Professional readings are required. However, the student at this level is expected to be self-initiating and able to perform both competently and creatively in considerable depth in achieving the objectives of the course at the practitioner level. Health insurance required for Mental Health Counseling students.
*Prerequisites of EDC 685 is required.*
*Credits: 3*
*On Occasion*

**EDC 687 Group Counseling:Theory and Practice**
This course will examine the dynamics present in a counseling group and how these forces can be employed in the service of therapeutic change. Leadership styles and skills will be discussed with special consideration given to their application and impact on members. The progressive stages in group development will be identified. Concomitant strategies for addressing relevant issues within the stages will be presented. Practical considerations necessary for screening potential members, beginning/ending groups, process interventions, discussing confidentiality and ethical considerations will be included. A variety of theoretical orientations on groups will be explored.
*Credits: 3*
*Every Fall and Spring*

**EDC 690 School Counseling Internship I**
This course is designed for students in the school counseling specialization. It is taken in the latter part of the graduate program after they have taken considerable theory and coursework in the counseling process and its application within a school setting. The student is required to attend weekly seminar meetings, and to prepare weekly logs directed toward observation, insight, and evaluation of activities in the field setting. Related professional readings are also required. The student is expected to develop a counseling caseload, participate in group work, attend staff meetings, and meet with the cooperating counselor for evaluation. A minimum of 300 hours in a school setting, acceptable to the department is required.
*Pre requisite of EDC 669 and EDC 659, and a pre or corerequisite of EDC 687 is required.*
*Credits: 3*
*Every Fall*

**EDC 691 School Counseling Internship II**
This course consists of a supervised experience involving 300 hours in a school setting. Course content and time requirements are the same as 690. A permission form signed by the field supervisor must be on file with the Department of Counseling and Development before the student begins the internship placement.
*Prerequisite of EDC 690 is required.*
*Credits: 3*
*Every Spring*

**EDC 700 Independent Study**
Independent study involves in-depth development of a project idea as an area of study in a previous course. Permission to take this course is based on the merit of the proposed study and the needs and background of the student. Permission requires the signature of the faculty member sponsoring the study, the Department Chair and the Dean of the College of Education, Information and Technology at LIU Post. Independent Study is not allowed in place of a course offered as part of the program. Hours are arranged.
*Credits: 3*
*On Occasion*

**EDC 702 Research Methods In Counseling**
This is a course in the understanding of the use, process and applications of research findings in counseling. Students will examine recent research studies, explore topics of particular interest to them, and prepare a draft research proposal on an issue of their choosing. This course is project-based, relevant and practical.
*Credits: 3*
*Every Fall and Spring*

**EDC 750 Special Topics in Counseling**
Summer Session institutes and workshops are three-credit courses, one week in length, designed to enrich one's graduate or post-graduate education by focusing on topics that are of timely interest and concern to working professionals. Often institutes are team-taught by experts in their field, offering students a unique opportunity to accelerate their academic progress for personal, professional and career advancement. All courses are open to visiting students and working professionals.

TOPICS FOR EDC 750

* The Adolescent in Crisis: Detection, Intervention and Referral
* Cognitive-Behavior Therapy (CBT): Theory, Practice and Techniques
* Counseling the Gay, Lesbian, Bisexual or Transgender Client/Student
* Counseling Through the Creative Arts
* Grief Counseling with Clients Facing Dying, Death, Bereavement, Trauma and Loss
* Helping Parents Help Their Children: Practical Strategies for LMHC Practitioners and School Support Personnel
* Spirituality in Counseling and Psychotherapy: A Dimension of Integrative Healing

*Credits: 3*
*Rotating Basis*

# DEPARTMENT OF CURRICULUM & INSTRUCTION

**Phone: 516-299-2374**
**Fax: 516-299-3312**
Chair: Piro
Professor: Dornisch, Piro, Rasheed, Rhee
Associate Professors: Ahmad, Byrne, Choi, Dunne, Goubeaud, Levine,
Ogulnick, Schneiderman, Tolentino, Woo
Adjunct Faculty: 46

The Department of Curriculum and Instruction offers one of the most comprehensive teacher preparation programs in New York State. Nationally accredited by the Council for the Accreditation of Education Preparation (CAEP), the Department's master's degree programs focus on the different stages of child development: infancy, pre-school, early childhood, childhood, middle and high school and teaching English to speakers of other languages. Students are mentored throughout their entire program by expert faculty who oversee their student-teaching assignments, portfolio development, peer- and self-evaluations, and leadership experiences. All teacher education programs lead to New York State teacher certification.

## M.S. in Early Childhood Education (Birth to Grade 2)

The Master of Science degree in Early Childhood Education prepares professional teachers and leaders to work with infants, toddlers, preschoolers and younger children in their formative years (Birth to Grade 2). You will be trained to work in a variety of educational settings, including public and private schools, Head Start programs, child development and child care centers and other programs related to the education of children, from ages Birth to 8.

The program is designed for individuals who have earned a bachelor's degree from an accredited university and college and who wish to begin a new career as a certified school teacher. Upon graduation, you will be eligible for Initial Teaching Certification from New York State. In addition, current teachers who have bachelor's degrees in education and Initial Teaching Certification may use this program to expand their expertise to the first through sixth grade levels. This program meets the New York State master's degree requirements for Professional Teaching Certification.

The M.S. degree curriculum comprises 12 education courses (36 credits) plus field experience, supervised student teaching (6 credits), and a culminating experience. In the required courses you will study the physical, intellectual, emotional and social development of small children, including culturally diverse populations. You will gain an understanding of the theory and practice of teaching language arts -- reading, writing, listening, and speaking -- in the early childhood classroom. The curriculum includes courses in "The Psychological Foundations of Education," "Creative Expression for Early Childhood," "Child Development," and "Beginning Reading and Writing: Emergent Literacy."

The number of credits required for the program ranges from 42 to 45 credits, depending on your culminating experience. You can choose one of three culminating experiences:
Choose from:

- Final Project (0 credits)
- Comprehensive Exam (0 Credits)
- Thesis Seminar (3 credits)

After you complete all degree requirements, successfully pass New York State Licensure tests (EAS, CST and edTPA) and you have completed all seminars listed below, you will be awarded Initial Teaching Certification by the New York State Department of Education (NYSED) in Early Childhood Education (Birth to Grade 2).

- Child Abuse
- SAVE (Schools Against Violence Education Act)
- DASA (Dignity for All Students Act)
- Health and Substance Abuse

If you are a certified teacher with three years of teaching experience, you will be eligible to apply for Professional Teaching Certification upon completion of the program.

Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

**ADMISSION REQUIREMENTS**

Applicants to the Early Childhood Education (Birth to Grade 2) must meet the following requirements for admission.

- Application for Admission.
- Application fee (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer based or 550 paper-based) or minimum IELTS score: 6.5.

**Send application materials to:**
Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

### M.S., Early Childhood Education (Birth - Grade 2)

*{Program Code: 26171}*

**Major Requirements (42-45 Credits)**

**Requried Education Core Courses****

| | | | |
|---|---|---|---|
| EDI | 600 | Psychological Foundations of Education | 3.00 |
| EDI | 601 | Social Foundations of American Education | 3.00 |
| EDI | 604 | Early Child Development: Birth to Grade 2 | 3.00 |
| EDI | 643 | Education for Cultural Diversity | 3.00 |

****A grade of B- or higher is required in all education courses**

**Required Pedagogical Core Courses**

| | | | |
|---|---|---|---|
| EDI | 615 | Early Childhood Curriculum: Birth to Preschool | 3.00 |
| EDI | 616 | Early Childhood Curriculum: Kindergarten to Grade 2 | 3.00 |
| EDI | 618 | Creative Expression for Early Childhood | 3.00 |
| EDI | 625 | Observation and Assessment in Early Childhood | 3.00 |
| EDI | 639 | Play In the Curriculum | 3.00 |

**Required Co-Related Content Courses**

| | | | |
|---|---|---|---|
| EDS | 605 | Beginning Reading & Writing Emergent Literacy | 3.00 |
| EDS | 610 | Literacy Teaching and Learning: Birth-Grade 6 | 3.00 |
| EDS | 633 | Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion) | 3.00 |

**Required Teacher Certification Worksops**

| | | | |
|---|---|---|---|
| EDUX | 100 | PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act | 0.00 |
| EDUX | 200 | Preventing Child Abduction; Safety Education; Fire and Arson Prevention | 0.00 |
| EDUX | 300 | Preventing Alcohol, Tobacco, and Other Substance Abuse | 0.00 |
| CATX | 100 | Child Abuse Identification and Reporting | 0.00 |
| DASX | 100 | Dignity in Schools Act | 0.00 |

**Required Student Teaching Course**

| | | | |
|---|---|---|---|
| EDI | 713 | Supervised Student Teaching and Seminar in Early Childhood Education | 6.00 |

**Culminating Experience (0-3 Credits):**
You can choose one of three culminating experiences:

- Final Project (0 credits), **required if applying for teacher certification**
- Comprehensive Exam (0 Credits)
- Thesis Seminar (3 credits)

**Thesis Seminar Course**

| | | | |
|---|---|---|---|
| EDI | 705 | Thesis Seminar | 3.00 |

**Credit and GPA Requirements**
Minimum Total Credits: 39 -42
Minimum Major GPA: 3.00

## M.S. in Childhood Education/Literacy (Dual Certification)

See the **Department of Special Education and Literacy** section of this bulletin for program description, program requirements and admission requirements.

## M.S. in Childhood Education/Special Education (Dual Certification)

See the **Department of Special Education and Literacy** section of this bulletin for program description, program requirements and admission requirements.

## M.S in Early Childhood Education/ Childhood Education (Dual Certification)

The Master of Science dual degree in Early Childhood Education/Childhood Education prepares professional teachers and leaders to work with children from birth to grade 6. Graduates develop multiple lenses to view children's growth and development, care and education, methods of assessment, and diverse educational environments in a child-centered program.

You will be trained to work in a variety of educational settings, including public and private schools, Head Start programs, child development and child care centers and other programs related to the education of children through grade 6. The program is designed for individuals who have earned a bachelor's degree from an accredited university or college and who wish to begin a new career as a certified school teacher. Upon graduation, you will be eligible for Initial Teaching Certification from New York State. In addition, current teachers who have bachelor's degrees in education and Initial Teaching Certification may use this program to expand their expertise from Birth to sixth grade levels. This program meets the New York State master's degree requirements for Professional Teaching Certification.

The M.S. degree curriculum comprises 14 education courses (42 credits), Practicum in Early Childhood in a Preschool Context (3 credits), and Supervised Student Teaching and Seminar in Childhood (3 credits).

In the required courses you will study the physical, intellectual, emotional and social development of children, including culturally diverse populations. You will gain an understanding of the theory and practice of teaching language arts -- reading, writing, listening, and speaking -- in the early childhood and childhood classroom. The curriculum includes courses in "The Psychological Foundations of Education," "Creative Expression for Early Childhood," "Child Development," and "Beginning Reading and Writing: Emergent Literacy" as well as methods courses in a variety of subject areas aligned with the Common Core Learning Standards.

After you complete all degree requirements, successfully pass New York State Licensure tests (EAS, CST and edTPA) and you have completed all seminars listed below, you will be awarded Initial Teaching Certification by the New York State Department of Education (NYSED) in Early Childhood (Birth-Grade 2) and Childhood Education (Grades 1-6).

- Child Abuse
- SAVE (Schools Against Violence Education Act)
- DASA (Dignity for All Students Act)
- Health and Substance Abuse

If you are a certified teacher with three years of teaching experience, you will be eligible to apply for Professional Teaching Certification upon completion of the program.

Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

**ADMISSION REQUIREMENTS**

- Applicants to the Early Childhood Education/Childhood Education (Birth to Grade 6) must meet the following requirements for admission.
- Application for Admission.
- Application fee (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer based or 550 paper-based) or minimum IELTS score: 6.5.

**Send application materials to:**

Graduate Admissions
Office LIU Post
720 Northern Boulevard Brookville, N.Y. 11548-1300

### M.S. in Early Childhood Education/Childhood Education

**Dual Certification Leading to NYS Initial Certification:**

*(Program Code: 36054}*

**Requirements(48 Credits)**

**Core Courses (18 credits)** - must be taken prior to co-related and pedagogical core courses:**

| | | | |
|---|---|---|---|
| EDI | 600 | Psychological Foundations of Education | 3.00 |
| EDI | 601 | Social Foundations of American Education | 3.00 |
| EDI | 604 | Cild Development: Birth to Grade 2 | 3.00 |
| EDI | 643 | Issues of Race, Class and Gender: Teaching Diverse Populations | 3.00 |
| EDI | 700 | Introduction to Educational Research | 3.00 |
| EDI | 677 | Curriculum Development for Teachers | 3.00 |

****A grade of B- or higher is required in all education courses**

**Co-Related Content (9 credits):**

| | | | |
|---|---|---|---|
| EDS | 605 | Beginning Reading and Writing: Emergent Literacy | 3.00 |
| EDS | 610 | Literacy Teaching and Learning: Birth to Grade 6 | 3.00 |
| EDS | 600* | Introduction Into the Study of the Exceptional Child | 3.00 |

*if you have a course comparable to EDS 600, it is recommended that you take EDS 633: Accommodating Learners with Speical Needs in Inclusive Settings.

**Pedagogical Core (15 credits):**

| | | | |
|---|---|---|---|
| EDI | 612 | Social Studies Methods | 3.00 |
| EDI | 613 | Mathematics Methods | 3.00 |
| EDI | 614 | Science Methods | 3.00 |
| EDI | 615 | Early Childhood Curriculum: Birth to Preschool | 3.00 |
| EDI | 639 | Play in the Curriculum | 3.00 |

**Required number of field hours: 150**

**Required Teacher Certification Workshops**

| | | | |
|---|---|---|---|
| EDUX | 100 | PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act | 0.00 |

| | | | |
|---|---|---|---|
| EDUX | 200 | Preventing Child Abduction; Safety Education; Fire and Arson Prevention | 0.00 |
| EDUX | 300 | Preventing Alcohol, Tobacco, and Other Substance Abuse | 0.00 |
| CATX | 100 | Child Abuse Identification and Reporting | 0.00 |
| DASX | 100 | Dignity in Schools Act | 0.00 |

**Required Student Teaching Courses**

| | | | |
|---|---|---|---|
| EDI | 721 | Practicum in Early Childhood in a Preschool Context | 3.00 |
| EDI | 710A | Supervised Student Teaching and Seminar in the Elementary School | 3.00 |

**Culminating Experience (0-3 Credits):**
You can choose one of three culminating experiences:

- Final Project (0 credits), **required if applying for teacher certification**
- Comprehensive Exam (0 Credits)
- Thesis Seminar (3 credits)

**Thesis Course**

| | | | |
|---|---|---|---|
| EDI | 705 | Thesis Seminar | 3.00 |

### Credit and GPA Requirements

Minimum Total Credits: 48
Minimum Major GPA: 3.00

## M.S. in Childhood Education (Grades 1-6)

The Master of Science degree in Childhood Education prepares professional teachers and leaders to address the intellectual, social and emotional needs of children in the first through sixth grades.

The program is designed for individuals who have earned a bachelor's degree from an accredited university and college and who wish to begin a new career as a certified school teacher. Upon graduation, you will be eligible for Initial Teaching Certification from New York State. In addition, current teachers who have bachelor's degrees in education and Initial Teaching Certification may use this program to expand their expertise to the first through sixth grade levels. This program meets the New York State master's degree requirements for Professional Teaching Certification.

The M.S. degree curriculum comprises 11 education courses (33 credits) plus field experience, supervised student teaching (6 credits) in a public or private school, and a culminating experience. Courses range from "The Psychological Foundations of Education," which covers a wide variety of factors that affect teaching, learning and development, to "Accommodating Learners with Special Needs in Inclusive Settings," which includes instruction in assistive and teaching technologies to help integrate students with disabilities into the classroom. Specific courses are devoted to teaching social studies, mathematics and science in the elementary school grades, and to remedial and developmental reading. After completing 12 education credits, all students take a seminar in Health and Substance Abuse.

The number of credits required for the program ranges 39 to 42 credits, depending on your culminating experience. You can choose one of three culminating experiences:
Choose from:

- Final Project (0 credits)
- Comprehensive Exam (0 Credits)
- Thesis Seminar (3 credits)

After you complete all degree requirements, successfully pass New York State Licensure tests (EAS, CST and edTPA) and you have completed all seminars listed below, you will be awarded Initial Teaching Certification by the New York State Department of Education in Childhood Education (Grades 1-6).

- Child Abuse
- SAVE (Schools Against Violence Education Act)
- DASA (Dignity for All Students Act)
- Health and Substance Abuse

If you are a certified teacher with three years of teaching experience, you will be eligible to apply for Professional Teaching Certification upon completion of the program.

Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

**ADMISSION REQUIREMENTS**
Applicants to the M.S. in Childhood Education (Grades 1-6) must meet the following requirements for admission.

- Application for Admission
- Application fee: (non-refundable)
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended
- Personal Statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

**Send application materials to:**
Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

### M.S. in Childhood Education

**Leading to NYS Initial Certification in**

**Grades 1-6**

*{Program Code: 26172}*

**Degree Requirements**

**Core/Prerequisite Courses****

| | | | |
|---|---|---|---|
| EDI | 600 | Psychological Foundations of Education | 3.00 |
| EDI | 601 | Social Foundations of American Education | 3.00 |
| EDI | 643 | Education for Cultural Diversity | 3.00 |
| EDI | 677 | Curriculum Development for the Classroom Teacher | 3.00 |
| EDI | 700 | Introduction to Educational Research | 3.00 |

****A grade of B- or higher is required in all education classes**

**Co-related Core Requirements**

| | | | |
|---|---|---|---|
| EDS | 610 | Literacy Teaching and Learning: Birth-Grade 6 | 3.00 |
| EDS | 611 | Literacy Assessment for the Classroom Teacher: Birth-Grade 6 | 3.00 |
| EDS | 633 | Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion) | 3.00 |

**Pedagogical Core Requirements**

| | | | |
|---|---|---|---|
| EDI | 612 | Teaching Social Studies in Grades 1-6 | 3.00 |
| EDI | 613 | Teaching Mathematics in Grades 1-6 | 3.00 |
| EDI | 614 | Teaching Science in Grades 1-6 | 3.00 |

**Required Teacher Certification Worksops**

| | | | |
|---|---|---|---|
| EDUX | 100 | PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act | 0.00 |
| EDUX | 200 | Preventing Child Abduction; Safety Education; Fire and Arson Prevention | 0.00 |
| EDUX | 300 | Preventing Alcohol, Tobacco, and Other Substance Abuse | 0.00 |
| CATX | 100 | Child Abuse Identification and Reporting | 0.00 |
| DASX | 100 | Dignity in Schools Act | 0.00 |

**Required Student Teaching Courses**

| | | | |
|---|---|---|---|
| EDI | 709 | Supervised Student Teaching and Seminar in the Elementary School | 6.00 |

**Culminating Experience (0-3 Credits):**
**You can choose one of three culminating experiences:**

- Final Project (0 credits), **required if applying**

**for teacher certification**

- Comprehensive Exam (0 Credits)
- Thesis Seminar (3 credits)

**Thesis Course**

| | | | |
|---|---|---|---|
| EDI | 705 | Thesis Seminar | 3.00 |

**Electives**

Courses that are not being used to satisfy major or core requirements.

### Credit and GPA Requirements

Minimum Total Credits: 39 - 42
Minimum Major GPA: 3.00

## M.S. in Adolescence Education (Grades 7-12)

The Master of Science degree in Adolescence Education prepares professional teachers and leaders to address the intellectual, social and emotional needs of teenagers in grades 7 through 12.

The program is designed for individuals who have earned a bachelor's degree from an accredited university and college and who wish to begin a new career as a certified school teacher. Upon graduation, you will be eligible for Initial Teaching Certification from New York state. In addition, current teachers who have bachelor's degrees in education and Initial Teaching Certification may use this program to expand their expertise to the seventh through twelfth grade levels. This program meets the New York state master's degree requirements for Professional Teaching Certification.

The program's central goal is the preparation of outstanding teachers who are experienced in thinking critically, solving problems, and working collaboratively with teen learners grades seven through twelve as well as parents and educators in public and private schools. This Master of Science program encompasses teacher education courses, which prepare you for classroom management and curriculum development, and a concentration in one of six disciplines: Biology, Earth Science, English, Mathematics, Social Studies or Spanish. Depending on the concentration you choose, the Master of Science in Adolescence Education requires 45 to 48 credits.

After you complete all degree requirements, successfully pass New York State Licensure tests (EAS, CST and edTPA) and you have completed all seminars listed below, you will be awarded Initial Teaching Certification by the New York State Department of Education (NYSED).

- Child Abuse
- SAVE (Schools Against Violence Education Act)
- DASA (Dignity for All Students Act)
- Health and Substance Abuse

If you are a certified teacher with three years of teaching experience, you will be eligible to apply for Professional Teaching Certification upon completion of the program.

Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

**ADMISSIONS REQUIREMENTS**

Applicants to the Master of Science in Adolescence Education (Grades 7 to 12) must meet the following requirements for admission.

- Application for Admission.
- Application fee (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer based or 550 paper-based) or minimum IELTS score: 6.5.

**Send application materials to:**

Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

### M.S. in Adolescence Education

*{Program Code: 31722}*

#### Requirements(45-48 Credits)

**Adolescence Education Courses****

| | | | |
|---|---|---|---|
| EDI | 551 | Psychology of the Adolescent Student | 3.00 |
| EDI | 555 | Organizational and Social Foundation of the High School | 3.00 |
| EDI | 610 | Curriculum and Teaching in Middle and High Schools | 3.00 |
| EDI | 700 | Introduction to Educational Research | 3.00 |
| EDS | 633 | Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion) | 3.00 |
| EDS | 641 | Literacy In Content Areas: Grades 5-12 | 3.00 |

****A grade of "B-" or higher is required in all education classes**

#### Required Teacher Certification Worksops

| | | | |
|---|---|---|---|
| EDUX | 100 | PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act | 0.00 |
| EDUX | 200 | Preventing Child Abduction; Safety Education; Fire and Arson Prevention | 0.00 |
| EDUX | 300 | Preventing Alcohol, Tobacco, and Other Substance Abuse | 0.00 |
| CATX | 100 | Child Abuse Identification and Reporting | 0.00 |
| DASX | 100 | Dignity in Schools Act | 0.00 |

**Required Student Teaching Courses**

| | | | |
|---|---|---|---|
| EDI | 712 | Supervised Student Teaching and Seminar Grades 7-12 | 6.00 |

**Culminating Experience (0-3 Credits):**

You can choose one of three culminating experiences:

- Final Project (0 credits), **required if applying for teacher certification**
- Comprehensive Exam (0 Credits)
- Thesis Seminar (3 credits)

**Thesis Course**

| | | | |
|---|---|---|---|
| EDI | 705 | Thesis Seminar | 3.00 |

**The minimum EDU GPA is 3.00**

***Possible content subject areas are Biology, Earth Science, English, Mathematics, Social Studies and Spanish.***

Required Content Area Teaching Methods Courses

*Students must complete one of the following based on content subject area:*

| | | | |
|---|---|---|---|
| EDI | 654 | Methods and Materials of Teaching Modern Languages in Secondary Schools | 3.00 |
| EDI | 655 | Methods and Materials of Teaching Science in Secondary Schools | 3.00 |
| EDI | 658 | Methods and Materials of Teaching English in Secondary Schools | 3.00 |
| EDI | 659 | Methods and Materials of Teaching Mathematics in Secondary Schools | 3.00 |
| EDI | 660 | Methods and Materials of Teaching Social Studies in Secondary Schools | 3.00 |

### Biology Requirements

#### Required Biology Courses

**All of the following:**

| | | | |
|---|---|---|---|
| BIO | 505 | Sources in Biological Research | 3.00 |
| BIO | 513 | Biological Chemistry | 3.00 |

**AND one of the following:**

| | | | |
|---|---|---|---|
| BIO | 503 | Modern Concepts of Evolution | 3.00 |

| | | | |
|---|---|---|---|
| BIO | 520 | Cell Biology | 3.00 |
| BIO | 604 | Biological Chemistry Laboratory | 3.00 |

**AND one of the following:**

| | | | |
|---|---|---|---|
| BIO | 510 | Molecular Biology | 4.00 |
| BIO | 525 | Eukaryotic Genetics | 3.00 |
| BIO | 530 | Clinical Genetics | 3.00 |

**AND one of the following:**

| | | | |
|---|---|---|---|
| BIO | 501 | Population Ecology | 3.00 |
| BIO | 517 | Vascular Plants of Long Island | 4.00 |
| BIO | 518 | Ecology | 4.00 |
| BIO | 609 | Marine Ecology | 3.00 |

### Elective Biology Course

**At least one course/three credits from all BIO courses excluding BIO 707 or BIO 708**

Minimum Biology Credits = 18

Minimum Biology GPA = 3.00

## Earth Science Requirements

### Required Earth Science Courses

**All of the following:**

| | | | |
|---|---|---|---|
| ERS | 513 | The Earth Environment I | 4.00 |
| ERS | 514 | The Earth Environment II | 4.00 |

**AND one of the following**

| | | | |
|---|---|---|---|
| GGR | 518 | Topics in Applied Conservation | 3.00 |
| GLY | 510 | Oceanography | 3.00 |
| GLY | 511 | Continental Drift and Plate Tectonics | 3.00 |
| GLY | 520 | Sedimentary Geology | 3.00 |
| GLY | 521 | Stratigraphy | 3.00 |

### Elective Earth Science Courses

**At least nine credits of the following:**

| | | | |
|---|---|---|---|
| AST | 501 | Spherical and Elliptical Astronomy | 3.00 |
| ERS | 515 | Principles of Meteorology | 3.00 |
| ERS | 700 | Research Problems in Earth Science | 1.00 |
| GGR | 515 | Principles of Meteorology | 3.00 |
| GGR | 518 | Topics in Applied Conservation | 3.00 |
| GLY | 510 | Oceanography | 3.00 |
| GLY | 511 | Continental Drift and Plate Tectonics | 3.00 |
| GLY | 513 | Marine Geology | 3.00 |
| GLY | 514 | Marine Sedimentary Environment | 3.00 |
| GLY | 516 | Physical Oceanography | 3.00 |
| GLY | 517 | Geomorphic Processes | 3.00 |
| GLY | 518 | Groundwater Geology | 3.00 |
| GLY | 520 | Sedimentary Geology | 3.00 |
| GLY | 521 | Stratigraphy | 3.00 |
| GLY | 522 | Structural Geology | 3.00 |
| GLY | 523 | Environmental Geochemistry | 3.00 |
| GLY | 524 | Methods of Mineral Identification | 3.00 |
| GLY | 526 | Earth Materials | 3.00 |
| GLY | 533 | Methods of Field Geology for Earth Science Teachers | 3.00 |
| GLY | 549 | The Age of Mammals | 3.00 |

### Required Earth Science Comprehensive Exam

**Students must pass a comprehensive exam administered by the Earth and Environmental Science Department.**

Minimum Earth Science Credits = 20

Minimum Earth Science GPA = 3.00

## English Requirements

### Required English Disciplinary Literacy Course

| | | | |
|---|---|---|---|
| ENG | 710 | Research and Criticism | 3.00 |

Elective English Literature/Language Distribution Courses

*Students must complete a maximum of one course/three credits from five of the following ten areas:*

***Classical/Early Literature and Language***

| | | | |
|---|---|---|---|
| ENG | 709 | Classical Literature in Translation | 3.00 |
| ENG | 711 | Mythology | 3.00 |
| ENG | 712 | Geoffrey Chaucer: A Writer and His World | 3.00 |

***Literature of the English Renaissance***

| | | | |
|---|---|---|---|
| ENG | 713 | Literature of the English Renaissance | 3.00 |
| ENG | 714 | Shakespeare | 3.00 |
| ENG | 715 | Shakespeare's Late Plays | 3.00 |
| ENG | 716 | Jacobean and Caroline Drama | 3.00 |
| ENG | 717 | Metaphysical and Cavalier Poetry | 3.00 |
| ENG | 718 | Seventeenth-Century Prose Style | 3.00 |
| ENG | 719 | Milton | 3.00 |

***Literature of the Restoration and Eighteenth Century***

| | | | |
|---|---|---|---|
| ENG | 720 | 18th-Century Literature and Life | 3.00 |

***Romantic and Victorian British Literature***

| | | | |
|---|---|---|---|
| ENG | 721 | The Romantic Movement | 3.00 |
| ENG | 722 | Studies in Victorian Literature | 3.00 |
| ENG | 723 | Gerard Manley Hopkins | 3.00 |
| ENG | 724 | The Gothic | 3.00 |

***Seventeenth- to Nineteenth-Century American Literature***

| | | | |
|---|---|---|---|
| ENG | 725 | American Renaissance | 3.00 |
| ENG | 726 | Late 19th-Century American Literature | 3.00 |
| ENG | 727 | Hawthorne and James: From Romance to Realism | 3.00 |
| ENG | 746 | American Slave Narratives | 3.00 |
| ENG | 774 | American Colonial Literature | 3.00 |
| ENG | 775 | Naturalist Gothic and American Realism | 3.00 |

***Twentieth- and Twenty-First Century Literature***

| | | | |
|---|---|---|---|
| ENG | 729 | Modern Poetry | 3.00 |
| ENG | 730 | The Modern Novel | 3.00 |
| ENG | 731 | Modern Drama | 3.00 |
| ENG | 732 | Modern British Literature | 3.00 |
| ENG | 733 | Twentieth-Century American Literature I: 1900-1945 | 3.00 |
| ENG | 734 | Twentieth-Century American Literature II: 1945-2000 | 3.00 |
| ENG | 735 | Contemporary American Drama | 3.00 |
| ENG | 736 | Twenty-First Century Literature | 3.00 |
| ENG | 744 | Ibsen, Shaw, Chekhov: Makers of Modern Theatre | 3.00 |
| ENG | 745 | American Drama | 3.00 |
| ENG | 747 | African-American Literature in the Twentieth Century | 3.00 |

***Ethnic and National Literatures***

| | | | |
|---|---|---|---|
| ENG | 737 | Comparative Literature | 3.00 |
| ENG | 746 | American Slave Narratives | 3.00 |
| ENG | 747 | African-American Literature in the Twentieth Century | 3.00 |
| ENG | 748 | Drama in Ireland from the Irish Literary Revival to the Present | 3.00 |

| | | | |
|---|---|---|---|
| ENG | 749 | Native-American Literature | 3.00 |
| ENG | 750 | Other Shores: National Identity and Cultural Conflict in Nineteenth-Century Russian Literature | 3.00 |
| ENG | 751 | Postcolonial Literature and Theory | 3.00 |

***American and Cultural Studies***

| | | | |
|---|---|---|---|
| ENG | 733 | Twentieth-Century American Literature I: 1900-1945 | 3.00 |
| ENG | 734 | Twentieth-Century American Literature II: 1945-2000 | 3.00 |
| ENG | 735 | Contemporary American Drama | 3.00 |
| ENG | 745 | American Drama | 3.00 |
| ENG | 746 | American Slave Narratives | 3.00 |
| ENG | 747 | African-American Literature in the Twentieth Century | 3.00 |
| ENG | 749 | Native-American Literature | 3.00 |
| ENG | 761 | The Art of Melancholy | 3.00 |
| ENG | 762 | The Poetics of Time and Memory | 3.00 |
| ENG | 763 | Gender, Sexuality and Literature | 3.00 |
| ENG | 764 | Magic Realism | 3.00 |
| ENG | 765 | Staging Modernism: The Little Theatre Movement and Twentieth-Century American Culture | 3.00 |
| ENG | 766 | The Jazz Age: 1920s American Literature and Culture | 3.00 |
| ENG | 767 | Sex, Drugs and Rock 'n' Roll: 1950s American Literature and Culture | 3.00 |
| ENG | 768 | The Bloomsbury Group | 3.00 |
| ENG | 769 | American Nightmares: Film Noir and the Age of Uncertainty | 3.00 |
| ENG | 770 | Bodies on Display: Perspectives on the Body in American Culture from the 19th Century to the Present | 3.00 |
| ENG | 771 | In Cold Blood: Understanding Horror in Art and Culture | 3.00 |
| ENG | 772 | English Nonsense Literature | 3.00 |
| ENG | 773 | Erotica | 3.00 |
| ENG | 774 | American Colonial Literature | 3.00 |
| ENG | 775 | Naturalist Gothic and American Realism | 3.00 |

***Pedagogy***

| | | | |
|---|---|---|---|
| ENG | 700 | Drama in the Classroom | 3.00 |
| ENG | 701 | American Literature in the Classroom | 3.00 |
| ENG | 702 | Literature in English in the Classroom | 3.00 |
| ENG | 703 | Composition and Writing Pedagogy | 3.00 |
| ENG | 704 | European, English, and American Literature in the Classroom | 3.00 |

***Rhetoric/English Language***

| | | | |
|---|---|---|---|
| ENG | 781 | Classical Rhetoric | 3.00 |
| ENG | 782 | Theories of Persuasion: Ancient and Modern | 3.00 |
| ENG | 783 | Eighteenth-Century Writers on Writing | 3.00 |
| ENG | 784 | Structure of English | 3.00 |
| ENG | 785 | Linguistics of Contemporary English | 3.00 |
| ENG | 786 | Stylistics | 3.00 |
| ENG | 787 | Introduction to Linguistics | 3.00 |
| ENG | 788 | History of the English Language | 3.00 |
| ENG | 789 | Historical Linguistics | 3.00 |
| ENG | 790 | Sociolinguistics | 3.00 |
| ENG | 791 | Language Acquisition | 3.00 |
| ENG | 792 | Applied Linguistics | 3.00 |
| ENG | 793 | Language and Gender | 3.00 |
| ENG | 794 | Varieties of English | 3.00 |
| ENG | 795 | Pragmatics and Discourse | 3.00 |
| ENG | 799 | Cultural Linguistics | 3.00 |

**Special topic courses (ENG 684, 688 and 690) may apply to any of the above areas. Please see the English graduate advisor for more information.**

### Required English Comprehensive Exam

**Students must pass a comprehensive exam administered by the English Department.**

Minimum English Credits = 18

Minimum English GPA = 3.00

## Mathematics Requirements

### Required Mathematics Courses

**All of the following:**

| | | | |
|---|---|---|---|
| MTH | 511 | Set Theory | 3.00 |
| MTH | 513 | An Introduction to Abstract Algebra | 3.00 |
| MTH | 514 | Euclidean Geometry | 3.00 |
| MTH | 631 | Foundations of Analysis | 3.00 |

### Elective Mathematics Courses

Two courses/six credits from all MTH courses excluding MTH 707, 709 and 710

### Required Mathematics Culminating Experience Course

| | | | |
|---|---|---|---|
| MTH | 710 | Research and Oral Presentation for Mathematics Education | 1.00 |

### Required Mathematics Comprehensive Exam

**Students must pass a comprehensive exam administered by the Mathematics Department.**

Minimum Mathematics Credits = 19

Minimum Mathematics GPA = 3.00

## Social Studies Requirements

### Required Historiography Course

| | | | |
|---|---|---|---|
| HIS | 601 | Historiography | 3.00 |

### Elective History or Political Science Courses

Five courses/fifteen credits from all HIS courses excluding HIS 707 and 708. Students may substitute HIS elective courses with POL courses excluding POL 707 and 708 with permission of the respective graduate advisor. Exact credit substitution amounts will be determined by the graduate advisor based on previous course work.

### Required Social Studies Comprehensive Exam

Students must pass a comprehensive exam administered by the History or Political Science Department.

Minimum Social Studies Credits = 18

Minimum Social Studies GPA = 3.00

## Spanish Requirements

### Required Spanish Courses

**All of the following:**

| | | | |
|---|---|---|---|
| SPA | 513 | Advanced Syntax and Stylistics | 3.00 |
| SPA | 541 | Introduction to Spanish Linguistics | 3.00 |
| SPA | 665 | Seminar in Spanish-American Literature: Special Topics with Disciplinary Literacy in Spanish | 3.00 |

### Elective Spanish Courses

Three courses/nine credits from all SPA courses

### Required Spanish Comprehensive Exam

Students must pass a comprehensive exam administered by the Foreign Languages

Department.
Minimum Spanish Credits = 18
Minimum Spanish GPA = 3.00

**Credit and GPA Requirements**
Minimum Total Credits: 45-48 credits
Minimum Major GPA: 3.00

# M.S. in Adolescence Education: Pedagogy-Only

***Blended Learning - Onsite & Online***

The M.S. in Adolescence Education: Pedagogy-only degree is intended primarily for those students who have an undergraduate degree in the content area or 36 credits of study (either undergraduate or graduate) in the content area. In the case of Social Studies, degrees in history or political science (including 21 credits of history) are acceptable. At least three credits in geography must also have been completed.

In the case of applicants without an undergraduate degree in the content area, certain courses will not be counted toward the 36 qualifying credits. These courses include ungraded credits such as CLEP, Advanced Placement, Pass/Fail, and life experience, as well as content area teaching methods courses. Students not meeting these criteria or denied admission to the pedagogy-only degree are encouraged to apply to the joint M.S. in Adolescence Education degree which includes 18 credits in the following content areas: Biology, Earth Science, English, Mathematics, Social Studies and Spanish.

For applicants without a degree in the content area, the following criteria will be used to determine admission to the pedagogy-only degree.

**BIOLOGY**

Thirty-six credits in Biology with a Biology GPA not less than 3.0 are required. A course in genetics is also required. All courses to be counted toward the 36 credits must have grade of B or better.

**CHEMISTRY**

Please contact the Associate Dean for the College of Liberal Arts and Sciences for specific requirements.

**EARTH SCIENCE**

Thirty-six credits in Earth Science are required, which must include no more than four introductory level courses with no more than two courses in geology or earth science, no more than one course in astronomy, no more than one course in meteorology. Students must have earned at least a B in each of the content courses. Earth science certification includes geology, astronomy, meteorology, and earth science. It does not include environmental science.

**ENGLISH**

Thirty-six credits in English (not including composition) are required, with grades of B or better in each course. The courses should include 1 course in Shakespeare, 2 courses in British literature of any kind (other than Shakespeare), 2 courses in American literature of any kind, 1 course in World literature survey, or equivalent, 1 course in research, theory, and literary analysis and 5 additional elective courses, not including freshman composition. The English Department believes the student should have as broad a range of English courses as possible, with studies in literature related to various historical periods (from medieval to modern) and genres (poetry, fiction, drama), and with studies also in literary analysis.

**GERMAN**

Please contact the Associate Dean for the College of Liberal Arts and Sciences for specific requirements.

**ITALIAN**

Please contact the Associate Dean for the College of Liberal Arts and Sciences for specific requirements.

**MATHEMATICS**

Thirty-six credits in mathematics are required with grades of B or better and should include two semesters of calculus and analytic geometry and at least six semesters of course work from the following list:

1. Multivariable or Advanced Calculus
2. Set Theory
3. Mathematical Logic
4. Euclidean Geometry
5. Probability and Statistics
6. Abstract Algebra
7. Linear Algebra
8. Real Analysis
9. Complex Analysis
10. Differential Equations
11. Discrete Mathematical Structures

**SOCIAL STUDIES**

Thirty-six credits in social studies to include 3 credits in U.S. Government, 6 credits in a U.S. History survey, 6 credits of either a world history or a western civilization survey, 6 credits of upper-level courses that indicate a level of rigor beyond that of introductory courses and 3 credits in Geography. A social studies GPA of at least 3.0 is required.

**SPANISH**

Thirty-six credits in Spanish with a minimum of a 3.0 Spanish and 3.0 cumulative GPA are required. The Spanish credits should include a minimum of 30 credits above Level 4 (Intermediate) Spanish and should not include Spanish conversation or courses given in English.

## M.S. in Adolescence Education (Grades 7-12) (Pedagogy Only)

*{Program Code: 27268}*

### Major Requirements (36-39 Credits)

**Social Studies Sub-Plan Required Course**

| | | | |
|---|---|---|---|
| EDI | 660 | Methods and Materials of Teaching Social Studies in Secondary Schools | 3.00 |

**Biology Sub-Plan Required Course**

| | | | |
|---|---|---|---|
| EDI | 655 | Methods and Materials of Teaching Science in Secondary Schools | 3.00 |

**Chemistry Sub-Plan Required Course**

| | | | |
|---|---|---|---|
| EDI | 655 | Methods and Materials of Teaching Science in Secondary Schools | 3.00 |

**English Sub-Plan Required Course**

| | | | |
|---|---|---|---|
| EDI | 658 | Methods and Materials of Teaching English in Secondary Schools | 3.00 |

**Earth Science Sub-Plan Required Course**

| | | | |
|---|---|---|---|
| EDI | 655 | Methods and Materials of Teaching Science in Secondary Schools | 3.00 |

**German Sub-Plan Required Course**

| | | | |
|---|---|---|---|
| EDI | 654 | Methods and Materials of Teaching Modern Languages in Secondary Schools | 3.00 |

**Italian Sub-Plan Required Course**

| | | | |
|---|---|---|---|
| EDI | 654 | Methods and Materials of Teaching Modern Languages in Secondary Schools | 3.00 |

**Mathematics Sub-Plan Required Course**

| | | | |
|---|---|---|---|
| EDI | 659 | Method and Materials of Teaching Mathematics in Secondary Schools | 3.00 |

**Spanish Sub-Plan Required Course**

| | | | |
|---|---|---|---|
| EDI | 654 | Methods and Materials of Teaching Modern Languages in Secondary Schools | 3.00 |

**Required Adolescence Education Core Courses****

| | | | |
|---|---|---|---|
| EDI | 551 | Psychology of the Adolescent Student | 3.00 |
| EDI | 555 | Organizational and Social Foundation of the High School | 3.00 |
| EDI | 610 | Curriculum and Teaching in Middle and High Schools | 3.00 |
| EDI | 643 | Education for Cultural Diversity | 3.00 |
| EDI | 677 | Curriculum Development for the Classroom Teacher | 3.00 |
| EDI | 700 | Introduction to Educational Research | 3.00 |
| EDS | 612 | Literacy Teaching & Learning: Gr 5-12 | 3.00 |

| | | | |
|---|---|---|---|
| EDS | 633 | Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion) | 3.00 |
| EDS | 641 | Literacy In Content Area 5-12 | 3.00 |

****A grade of "B-" or higher is required in all education classes**

**Required Teacher Certification Workshops**

| | | | |
|---|---|---|---|
| EDUX | 100 | PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act | 0.00 |
| EDUX | 200 | Preventing Child Abduction; Safety Education; Fire and Arson Prevention | 0.00 |
| EDUX | 300 | Preventing Alcohol, Tobacco, and Other Substance Abuse | 0.00 |
| CATX | 100 | Child Abuse Identification and Reporting | 0.00 |
| DASX | 100 | Dignity in Schools Act | 0.00 |

**Required Student Teaching Courses**

| | | | |
|---|---|---|---|
| EDI | 712 | Supervised Student Teaching and Seminar Grades 7-12 | 6.00 |

**Culminating Experience (0-3 Credits): Choose one of three culminating experiences**

- Final Project (0 credits), **required if applying for teacher certification**
- Comprehensive Exam (0 Credits)
- Thesis Seminar (3 credits)

**Thesis Course**

| | | | |
|---|---|---|---|
| EDI | 705 | Thesis Seminar | 3.00 |

### Credit and GPA Requirements

Minimum Total Credits: 36 -39
Minimum Major GPA: 3.00

## Biology (Grades 7-12) Concentration

Graduate students majoring in Adolescence Education (Grades 7 to 12) must select an 18 to 21 credit academic specialty from the Liberal Arts and Sciences curriculum. Such study complements the Adolescence Education courses and provides you with specialized knowledge in one particular discipline. This adds depth and breadth to your level of teaching expertise. It is expected that you, as a teacher, will transmit your enthusiasm for the focused subject to young learners, helping them to grow intellectually and socially. You may select **Biology** from among the Liberal Arts and Sciences curriculum. Students in Adolescence Education will also take 27 credits in teacher education courses.

**BIOLOGY CONCENTRATION**

The Master of Science degree program with a specialization in biology education combines a thorough grounding in educational theory and practice with a biology curriculum you can tailor to your own needs and interests. In the core education courses you will master an extensive repertoire of teaching techniques; you will examine the ways that race, class and gender impact the teaching-learning connection; and you will learn effective listening and communication skills. From the rich menu of biology courses, you can choose to explore such cutting-edge fields as Human Genetics, Molecular Biology and Population Ecology, and you can elect to pursue specific topics such as "Fisheries Biology and Aquaculture," "Wildlife and Wilderness Resources" and "Vascular Plants of Long Island." To learn more about our programs and faculty, visit the Department of Biology website: www.liu.edu/cwpost/biology. The number of credits required for the program ranges 45 to 48 credits, depending on your culminating experience. You can choose one of three culminating experiences:

Choose from:

- Final Project (0 credits)
- Comprehensive Exam (0 Credits)
- Thesis Seminar (3 credits)

After you complete all degree requirements, successfully pass New York State Licensure tests (EAS, CST and edTPA) and you have completed all seminars listed below, you will be awarded Initial Teaching Certification by the New York State Department of Education (NYSED) to teach Biology grades 7-12. If you are a certified teacher with three years of teaching experience, you will be eligible to apply for Professional Teaching Certification upon completion of the program.

- Child Abuse
- SAVE (Schools Against Violence Education Act)
- DASA (Dignity for All Students Act)
- Health and Substance Abuse

Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

**ADMISSION REQUIREMENTS**

Applicants to the M.S. in Adolescence Education: Biology must meet the following requirements for admission.

- Application for Admission.
- Application fee (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer based or 550 paper-based) or minimum IELTS score: 6.5.

**Send application materials to:**
Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

## Earth Science (Grades 7-12) Concentration

Graduate students majoring in Adolescence Education (Grades 7 to 12) may select an academic specialty from the Liberal Arts and Sciences curriculum. Such study complements the Adolescence Education courses and provides you with specialized knowledge in one particular discipline. This adds depth and breadth to your level of teaching expertise. Our hope that you, as a teacher, will transmit your enthusiasm for the focused subject to young learners, helping them to grow intellectually and socially. You may select **Earth Science** (20 credits) from among the Liberal Arts and Sciences curriculum. Students in Adolescence Education: Earth Science also will take 27 credits in teacher education courses.

**EARTH SCIENCE CONCENTRATION**

Earth science explores the interrelations among the four systems that make up our planet: the atmosphere (air), the hydrosphere (water), the lithosphere (the solid earth), and the biosphere (all living creatures). Within the 47-credit Master of Science program in Adolescence Education (Grades 7 to 12) in Earth Science, you will be prepared to guide middle or high school students to a deeper understanding of their own environments, including climate change, and the challenge of managing natural resources for the common good. Along with education courses that cover teaching concepts from "Psychology of the Adolescent Student" to "Methods and Materials of Teaching Science in Secondary Schools," you will take a two-semester course in 'The Earth Environment," and you will have an opportunity to choose electives that deal with such topics as "Continental Drift and Plate Tectonics," "Environmental Geochemistry" and "Principles of Meteorology." These courses will help you understand the interactions of human beings within their natural and physical environments. The course of study follows an orderly path to a broader and deeper comprehension of the earth sciences.

The number of credits required for the program ranges 47 to 50 credits, depending on your culminating experience. You can choose one of three culminating experiences:

Choose from:

- Final Project (0 credits)
- Comprehensive Exam (0 Credits)
- Thesis Seminar (3 credits)

After you complete all degree requirements, successfully pass New York State Licensure tests (EAS, ALST, CST and edTPA) and you have completed all seminars listed below, you will be awarded Initial Teaching Certification by the New York State Department of Education (NYSED) to teach Earth Science grades 7-12. If you are a certified teacher with three years of teaching experience, you will be eligible to apply for Professional Teaching Certification upon completion of the program.

- Child Abuse
- SAVE (Schools Against Violence Education Act)
- DASA (Dignity for All Students Act)
- Health and Substance Abuse

Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

**ADMISSION REQUIREMENTS**

Applicants to the M.S. in Adolescence Education: Earth Science must meet the following requirements for admission.

- Application for Admission.
- Application fee (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Applicants must have achieved at least a 3.0 overall grade point average or equivalent in a bachelor's program. Students who do not meet this requirement are welcome to discuss their options for admissions with the graduate advisor.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer based or 550 paper-based) or minimum IELTS score: 6.5.

**Send application materials to:**
Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

## English (Grades 7-12) Concentration

Graduate students majoring in Adolescence Education (Grades 7 to 12) must select an academic specialty from the Liberal Arts and Sciences curriculum. Such study complements the Adolescence Childhood courses and provides you with specialized knowledge in one particular discipline. This adds depth and breadth to your level of teaching expertise. It is expected that you, as a teacher, will transmit your enthusiasm for the focused subject to young learners, helping them to grow intellectually and socially. You may select **English** from among the Liberal Arts and Sciences curriculum (18 credits). Students in the Adolescence Education program also will take 27 credits in teacher education courses.

**ENGLISH CONCENTRATION**

The 45 to 48 credit graduate degree program will prepare you to teach English to young learners (ages 9 to 14) while deepening your knowledge and appreciation of the English language and its great literature. In addition to studying the psychology of the adolescent student and mastering a variety of teaching techniques, you will have an opportunity take 18 credits in English, including "Research Method and Critical Writing." Additional English courses must be taken in five of six broad areas of study (Early Literature and Language, Literature of the English Renaissance, Literature of the Restoration and Eighteenth Century, Nineteenth-century British Literature, American Literature of any period, and Modern Literature of any country). The Department of English offers more than 40 elective courses in a rich array of subjects that range from 'Rhetoric,' "Style and Syntax" and "Psycholinguistics" to "Metaphysical Poetry," "The Irish Literary Renaissance,' and "Contemporary American Drama." To learn more about our programs and faculty, visit the Department of English website: www.liu.edu/cwpost/english.

**CULMINATING EXPERIENCE**

The number of credits required for the program ranges 45 to 48 credits, depending on your culminating experience. You can choose one of three culminating experiences at the end of your coursework:

Choose from:

- Final Project (0 credits)
- Comprehensive Exam (0 Credits)
- Thesis Seminar (3 credits)

After you complete all degree requirements, successfully pass New York State Licensure tests (EAS, ALST, CST and edTPA) and you have completed all seminars listed below, you will be awarded Initial Teaching Certification by the New York State Department of Education (NYSED) to teach English grades 7-12. If you are a certified teacher with three years of teaching experience, you will be eligible to apply for Professional Teaching Certification upon completion of the program.

- Child Abuse
- SAVE (Schools Against Violence Education Act)
- DASA (Dignity for All Students Act)
- Health and Substance Abuse

Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

**ADMISSION REQUIREMENTS**

Applicants to the M.S. in Adolescence Education: English must meet the following requirements for admission.

- Application for Admission.
- Application fee (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Academic writing sample
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer based or 550 paper-based) or minimum IELTS score: 6.5.

**Send application materials to:**
Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

## Mathematics (Grades 7-12) Concentration

Graduate students majoring in Adolescence Education (Grades 7 to 12) must select an academic specialty (19 to 22 credits) from the Liberal Arts and Sciences curriculum. Such study complements the Adolescence Education courses and provides you with specialized knowledge in one particular discipline. It is expected that you, as a teacher, will transmit your enthusiasm for the focused subject to young learners, helping them to grow intellectually and socially. You may select **Mathematics** from among the Liberal Arts and Sciences curriculum. Students in Adolescence Education will also take 27 credits in teacher education courses.

**MATHEMATICS CONCENTRATION**

This 46-49 credit program will equip you to help 7-12th graders gain confidence and proficiency in this indispensable discipline. In the core education courses you will examine how race, socioeconomic factors and gender can impact success in the classroom; and you will master a variety of teaching techniques to motivate and maximize learning at all levels. In addition, you will strengthen your knowledge of set theory, algebra, geometry and the fundamentals of mathematical and logical thinking. To personalize your curriculum you can choose electives from a wide variety of courses—including "History of Mathematics," "Mathematical Statistics," and "Number Theory," "Complex Analysis" and "Linear Programming" -- taught by our

accomplished and dedicated faculty.

**CULMINATING EXPERIENCE**

The number of credits required for the program ranges 46 to 49 credits, depending on your culminating experience. You can choose one of three culminating experiences at the end of your coursework:

Choose from:

- Final Project (0 credits)
- Comprehensive Exam (0 Credits)
- Thesis Seminar (3 credits)

After you complete all degree requirements, successfully pass New York State Licensure tests (EAS, ALST, CST and edTPA) and you have completed all seminars listed below, you will be awarded Initial Teaching Certification by the New York State Department of Education (NYSED) to teach Mathematics grades 7-12. If you are a certified teacher with three years of teaching experience, you will be eligible to apply for Professional Teaching Certification upon completion of the program.

- Child Abuse
- SAVE (Schools Against Violence Education Act)
- DASA (Dignity for All Students Act)
- Health and Substance Abuse

Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

**ADMISSION REQUIREMENTS**

Applicants to the M.S. in Adolescence Education: Mathematics must meet the following requirements for admission.

- Application for Admission.
- Application fee (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Two professional and/or academic letters of recommendation that address the applicant’s potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer based or 550 paper-based) or minimum IELTS score: 6.5.

**Send application materials to:**

Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

## Social Studies (Grades 7-12) Concentration

Graduate students majoring in Adolescence Education (Grades 7 to 12) must select an academic specialty from the Liberal Arts and Sciences curriculum. Such study complements the Adolescence Education courses and provides you with specialized knowledge in one particular discipline. This adds depth and breadth to your level of teaching expertise. It is expected that you, as a teacher, will transmit your enthusiasm for the focused subject to young learners, helping them to grow intellectually and socially. You may select **Social Studies** (18 credits) from among the Liberal Arts and Sciences curriculum. Students in Adolescence Education: Social Studies also will take 27 credits in teacher education courses.

**SOCIAL STUDIES CONCENTRATION**

The 45 credit program combines a comprehensive curriculum in educational theory and practice with a concentration in history that explores the record of diverse human societies and significant events in all historical eras. While mastering a range of pedagogical approaches, this program introduces you to the ways historians have applied different theoretical models to the study of the past. You will gain the ability to evaluate conflicting interpretations of historical events and to analyze a broad array of sources in social, political, religious, economic, and cultural history. You will have the opportunity to select from a range of courses including, "Ancient Historians," "Birth of the American Republic," "Capitalism and Its Discontents: 1870-1919," "History of American Women," and "Modern Latin America." To learn more about our programs and faculty, visit the Department of History website: www.liu.edu/cwpost/history.

**CULMINATING EXPERIENCE**

The number of credits required for the program ranges 45 to 48 credits, depending on your culminating experience. You can choose one of three culminating experiences at the end of your coursework:

Choose from:

- Final Project (0 credits)
- Comprehensive Exam (0 Credits)
- Thesis Seminar (3 credits)

After you complete all degree requirements, successfully pass New York State Licensure tests (EAS, ALST, CST and edTPA) and you have completed all seminars listed below, you will be awarded Initial Teaching Certification by the New York State Department of Education (NYSED) to teach Social Studies grades 7-12. If you are a certified teacher with three years of teaching experience, you will be eligible to apply for Professional Teaching Certification upon completion of the program.

- Child Abuse
- SAVE (Schools Against Violence Education Act)
- DASA (Dignity for All Students Act)
- Health and Substance Abuse

Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

**ADMISSION REQUIREMENTS**

Applicants to the M.S. in Adolescence Education: Social Studies must meet the following requirements for admission.

- Application for Admission.
- Application fee (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer based or 550 paper-based) or minimum IELTS score: 6.5.

**Send application materials to:**

Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

## Spanish (Grades 7-12) Concentration

Graduate students majoring in Adolescence Education (Grades 7 to 12) must select an academic specialty from the Liberal Arts and Sciences curriculum. Such study complements the Adolescence Education courses and provides you with specialized knowledge in one particular discipline. This adds depth and breadth to your level of teaching expertise. It is expected that you, as a teacher, will transmit your enthusiasm for the focused subject to young learners, helping them to grow intellectually and socially. You may select **Spanish** (18 credits*) from among the Liberal Arts and Sciences curriculum. Students in Adolescence Education will also take 27 credits in teacher education courses.

**SPANISH CONCENTRATION**

Spanish is the third most-spoken language in the world, after Chinese and English. The Master of Science degree program with a specialization in Spanish education combines a thorough grounding in educational theory and practice with a foreign language curriculum you can tailor to your own needs and interests. In the core education courses you will master an extensive repertoire of teaching techniques; you will examine the ways that race, class and gender impact the teaching-learning connection; and you will learn effective listening and communication skills. From the rich menu of Spanish graduate courses, you will enhance your understanding of Spanish syntax, stylistics, linguistics and literature. You will have an

opportunity to choose from a rich array of electives that range from 'Current Spoken Spanish" to "Cervantes and His Epoch" to "Latin American Women Poets."

At the end of your studies, you will take a written comprehensive examination consisting of essay questions that assess your knowledge of all graduate courses in the Spanish education program.

*Note: Students who have not completed at least 30 credits in the subject area in which they teach must complete these credits prior to graduation in order to be recommended for initial certification as a Middle School (Specialist) or Adolescence Education teacher.

The number of credits required for the program ranges 45 to 48 credits, depending on your culminating experience. You can choose one of three culminating experiences at the end of your coursework:

Choose from:

- Final Project (0 credits)
- Comprehensive Exam (0 Credits)
- Thesis Seminar (3 credits)

After you complete all degree requirements, successfully pass New York State Licensure tests (EAS, ALST, CST and edTPA) and you have completed all seminars listed below, you will be awarded Initial Teaching Certification by the New York State Department of Education (NYSED) to teach Spanish grades 7-12. If you are a certified teacher with three years of teaching experience, you will be eligible to apply for Professional Teaching Certification upon completion of the program.

- Child Abuse
- SAVE (Schools Against Violence Education Act)
- DASA (Dignity for All Students Act)
- Health and Substance Abuse

Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

**ADMISSION REQUIREMENTS**

Applicants to the M.S. in Adolescence Education: Spanish must meet the following requirements for admission.

- Application for Admission.
- Application fee (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer based or 550 paper-based) or minimum IELTS score: 6.5.

**Send application materials to:**
Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

# M.S. in Educational Technology

***Blended Learning - Onsite & Online***

The M.S. in Educational Technology program is designed for certified K-2 teachers to qualify for their New York State professional certification in their classroom teaching certificate and to qualify them to become certified as an Educational Technology Specialist.

It also is especially relevant for the teacher who wants to be part of the changing world of education caused by constantly evolving technologies. The program moves your thinking from the bricks-and-mortar style of learning to learning that builds communities of practice within the virtual world of cloud technologies, on-line learning materials, and multi-media.

Courses are offered in the blended format, combining in-classroom and online studies. To qualify for the initial or professional certificate as an Educational Technology Specialist, the candidate must complete the equivalent of 50 hours of field experience or practicum. It should also be noted that among other requirements the student must pass the NYSTCE Content Specialty Test (71) Educational Technology Specialist.

**Cohorts**

The program uses a cohort approach that joins 20 to 25 students who stay together from the start of the program until its completion. You will be teamed up with students with a variety of experience and career goals. Together you will emerge as teachers with expertise in using and applying smartphone, tablet and web-based tools for 21st century communications, content creation and access, and personal and group learning in a virtual world. These skills will transform and enrich a variety of your teaching and learning experiences. You can still teach music, math, history, English, or your area of specialty, but you will teach it with greater creativity and a wider knowledge of learning applications that incorporate current and emerging technologies.

Our students' varied backgrounds and disciplines make for a rich and rewarding experience. Faculty have experience working with students in pre-K through high school, in all disciplines and special subject areas, in special education, guidance, etc.

Our cohorts work equally well with varied technology expertise. This dynamic enhances the overall classroom experience and strengthens the learning experience for all.

## M.S. in Educational Technology

*{Program Code: 30938}*

**Required Course**

| | | | |
|---|---|---|---|
| EDT | 908B | Assistive & Instructional Technologies for Individuals w/Disabilities: Current Research & Practice | 3.00 |

**Required Culminating Experience**

| | | | |
|---|---|---|---|
| EDI | 776A | Culminating Experience: Issues, Challenges, and Opportunities for Applying Technologies in Learning | 3.00 |
| EDI | 776B | Culminating Experience: Actualizing Systemic Technology-Based Learning | 3.00 |

**Additional Educational Technology Courses**

Seven (7) courses from the following graduate EDT or EDI Courses are selected by the program directors prior to creation of cohorts. Course selection is made to best fit the needs of the cohort group being formed.

| | | | |
|---|---|---|---|
| EDI | 664 | Foundations of Educational Technology: Learning Theories, Critical Thinking, and Technologies for Teaching and Learning | 3.00 |
| EDI | 676 | Understanding Developmentally Appropriate Educational Technologies for Improving Learning Communities and Learning Systems | 3.00 |
| EDI | 686 | Foundations of Educational Technology II: Fundamentals of Educational Research in Technology-Enriched Learning and Evaluation | 3.00 |
| EDI | 736 | Applying Educational Technologies for Building Learning Communities and Learning Systems | 3.00 |
| EDI | 746 | Outcomes Assessment for Educational Technologists | 3.00 |
| EDI | 756 | Understanding the Role of Educational Technologies in Changing School Cultures, Organizations and Communities | 3.00 |

| | | | |
|---|---|---|---|
| EDI | 766 | Designing and Evaluating Assessment Plans for Technology-Enriched Theoretically-Grounded Learning Environments | 3.00 |
| EDI | 661 | Transforming Communities of Practice: Applications, Technologies & Implementation | 3.00 |
| EDI | 662 | Transforming Communities of Practice: Technology-Rich Learning Environments | 3.00 |
| EDI | 663 | Technologies in the 21st Century: Applying Digital Media and Multimedia in Teaching and Learning | 3.00 |
| EDT | 701B | Technology and Learning Conferencing | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 30
Minimum Major GPA: 3.00

# M.A. in Teaching English to Speakers of Other Languages (TESOL)

***Blended Learning - Onsite & Online***

Imagine being in a room where everyone is speaking a language completely unfamiliar to you. Many students in our local schools face this problem on a daily basis. The Master of Arts program in TESOL program prepares you to help children in all grades to overcome language barriers and learn how to speak the English language effectively. You will develop a greater awareness of the special needs of children in multilingual/multicultural school districts. This highly specialized program - which prepares you for New York State certification - also provides advanced training for experienced TESOL teachers, supervisors and administrators.

Students can choose either face-to-face or blended format options. The program is 39-42 credits depending on course selection and the culminating experience.

After you complete all degree requirements, successfully pass New York State Licensure tests (EAS, CST and edTPA) and you have completed all seminars listed below, you will be awarded Initial Teaching Certification by the New York State Department of Education (NYSED). If you are a certified teacher with three years of teaching experience, you will be eligible to apply for Professional Teaching Certification upon completion of the program.

- Child Abuse
- SAVE (Schools Against Violence Education Act)
- DASA (Dignity for All Students Act)
- Health and Substance Abuse

Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

**ADMISSION REQUIREMENTS**

Applicants to the M.S. in Teaching English to Speakers of Other Languages must meet the following requirements for admission.

- Application for Admission
- Application fee (non-refundable)
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Personal statement that addresses the reason why you are interested in pursuing graduate work in this area of study.
- Students are required to have 12 credites in a Foreign Language (may be waived for Bilingual Students)
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: **79 Internet-based** (213 computer-based or 550 paper based) or minimum IELTS score: 6.5.

## M.A. Teaching English to Speakers of Other Languages (TESOL)

*{Program Code: 26175}*

### Major Requirements (39-42 Credits)

**Education Courses****

| | | | |
|---|---|---|---|
| EDI | 600 | Psychological Foundations of Education | 3.00 |
| EDI | 601 | Social Foundations of American Education | 3.00 |
| EDI | 643 | Education for Cultural Diversity | 3.00 |
| EDI | 700 | Introduction to Educational Research | 3.00 |
| EDS | 633 | Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion) | 3.00 |

****A grade of "B-" or higher is required in all education courses**

**Methods & Materials Courses**

| | | | |
|---|---|---|---|
| EDI | 650 | Methods and Materials in Teaching English to Speakers of Other Languages or Dialects | 3.00 |
| EDI | 679 | Advanced Methods and Evaluation in TESOL | 3.00 |
| EDI | 689 | TESOL in Content Areas: Science, Humanities and Social Science | 3.00 |

**Required Teacher Certification Workshops**

| | | | |
|---|---|---|---|
| EDUX | 100 | PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act | 0.00 |
| EDUX | 200 | Preventing Child Abduction; Safety Education; Fire and Arson Prevention | 0.00 |
| EDUX | 300 | Preventing Alcohol, Tobacco, and Other Substance Abuse | 0.00 |
| CATX | 100 | Child Abuse Identification and Reporting | 0.00 |
| DASX | 100 | Dignity in Schools Act | 0.00 |

**Educational Theory & Practice Courses**

| | | | |
|---|---|---|---|
| EDI | 630 | Second-Language Literature Acquisition | 3.00 |
| EDI | 680 | Bilingual Education and ESL: Theory and Practice | 3.00 |

**Co-Related Content Course**

| | | | |
|---|---|---|---|
| ENG | 512 | Descriptive Linguistics | 3.00 |

**One of the following Student Teaching or Practicum Course and Elective**

| | | | |
|---|---|---|---|
| EDI | 726 | Supervised Student Teaching and Seminar in Teaching English to Speakers of Other Languages (K-12) | 6.00 |
| EDI | 620 | Practicum In TESOL and 3 credit elective if student teaching is waived | 3.00 |
| EDI | | Elective in Education | 3.00 |

**Culminating Experience (0-3 Credits): Choose one of three culminating experiences:**

- Final Project (0 credits), **required if applying for teacher certification**
- Comprehensive Exam (0 Credits)
- Thesis Seminar (3 credits)

**Thesis Seminar Course**

| | | | |
|---|---|---|---|
| EDI | 705 | Thesis Seminar | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 39 - 42
Minimum Major GPA: 3.00

# M.S. in Art Education

**Joint Program with School of Visual and Performing Arts**

The Master of Science in Art Education (Birth to Grade 12) offers a unique opportunity for students to advance their development as creative artists while sharing their love of art with young people in public and private schools.

The plan of study is aimed at advancing each candidate as both artist and teacher. Candidates in

the program sharpen their design and drawing skills through studio classes and workshops in traditional and electronic media. Students also take courses aimed at enhancing their teaching skills and exploring the psychological, philosophical and social foundations of art education.

With input and guidance from two graduate advisors each student designs a personalized curriculum that reflects his or her strengths and professional goals.

The program is accredited by the Teacher Education Accreditation Council, which signifies that it meets the highest standards of quality in preparing competent, caring and qualified professional educators in public and private schools.

After you complete all degree requirements, successfully pass New York State Licensure tests (EAS, CST and edTPA) and you have completed all seminars listed below, you will be awarded Initial Teaching Certification by the New York State Department of Education (NYSED). If you are a certified teacher with three years of teaching experience, you will be eligible to apply for Professional Teaching Certification upon completion of the program.

- Child Abuse
- SAVE (Schools Against Violence Education Act)
- DASA (Dignity for All Students Act)
- Health and Substance Abuse

Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

**ADMISSION REQUIREMENTS**

Applicants to the Master of Science in Art Education must meet the following requirements for admission.

- Application for Admission.
- Application fee: (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Bachelor's degree in art education with at least a 3.0 cumulative grade point average from an accredited school which meets the New York State requirements for certification or have completed an undergraduate major in art from an accredited school with a minimum of 36 credits in Studio Art classes. If the applicant has fewer than 36 undergraduate Studio Art credits he/she will only be excepted as a "limited-matriculant" until this New York State requirement is satisfied. Also, if the Art Department faculty feels it is necessary, after reviewing an applicant's portfolio, they may require that the student take additional Art and/or Art History courses to eliminate a deficiency before being admitted into the master's degree program. These credits cannot be applied toward the master's degree. The student's status will be "limited-matriculant" until these courses are completed and a grade of B or better is attained. In some cases a second portfolio review will be required for full matriculation.
- A portfolio, evaluated by the Art Department faculty, is required for admission. The portfolio must be submitted to the Art Department Graduate Studies Office and should contain 15 to 20 samples of your most recent work and a numbered inventory list. Samples can be either original works, slides (enclosed in a slide page), CD or DVD. Photography applicants are encouraged to submit a portfolio of 20 original prints.
- Personal artist statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

**SPECIAL REQUIREMENTS FOR TRANSFER STUDENTS**

- If pertinent to the applicant's plan of study, a maximum of 12 graduate credits with a grade of B or better may be transferred from another university's graduate program (15 credits from within LIU).
- The transfer will take place after the completion of 15 credits within this program but the request must be made at the time of the original application to the degree program and must be approved by the Graduate Advisor.

**Send application materials, with the exception of the portfolio, to:**

Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300
Fax: 516-299-2137
Email: enroll@cwpost.liu.edu

**The portfolio should be mailed to:**

Art Department Graduate Studies Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300
Phone: 516-299-2465
Email: donna.tuman@liu.edu
(Please indicate degree applying for on portfolio)

## M.S. in Art Education

### Initial Certification

*{Program Code: 26173}*

**(30 Credits)**

**Intial Certification Courses****

| | | | |
|---|---|---|---|
| EDI | 600 | Psychological Foundations of Education | 3.00 |
| EDI | 610 | General Methods of Teaching | 3.00 |
| EDI | 651 | Methods and Materials of Teaching Art in Secondary Schools | 3.00 |
| EDI | 712 | Supervised Student Teaching and Seminar Grades 7-12 | 6.00 |
| CATX | 100 | Child Abuse Ident & Reporting | 0.00 |
| EDUX | 100 | Project S.A.V.E. | 0.00 |
| EDUX | 200 | Preventing Child Abduction; Safety Education; Fire and Arson Prevention | 0.00 |
| EDUX | 300 | Preventing Alcohol, Tobacco, and Other Substance Abuse | 0.00 |
| DASX | 100 | Dignity in Schools Act | 0.00 |

****A grade of "B-" or higher is required for all education courses.**

**Required M.S. Art Education Culminating Experience**

You can choose one of three culminating experiences:

- Final Project (0 credits), required if applying for teacher certification
- Comprehensive Exam (0 Credits)
- Thesis Seminar EDI 705(3 credits)

**Required Art Courses**

| | | | |
|---|---|---|---|
| ART | 660 | Philosophy of Art Education | 3.00 |
| ART | 661 | Elementary Art Education Studio Workshop | 3.00 |
| ART | 664 | Literacy and Learning Through the Visual Arts | 3.00 |
| ARTH | 609 | Special Populations in Child/Adolescent Art Therapy and art Education | 3.00 |

**One of the following:**

| | | | |
|---|---|---|---|
| ART | 663 | The Art Museum as Educator | 3.00 |
| ART | 664 | LIteracy and Learning | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 30
Minimum Major GPA: 3.00

## M.S. in Music Education (Birth to Grade 12)

To teach music is to introduce children to an art form that is basic to all of humanity. But the benefits of music education go far beyond learning

to sing, play and appreciate music. Cognitive development, fine motor skills, cultural awareness and increased intellectual capacity all progress from the study of music. Music education combines the joy of artistic expression with the challenge and rewards of classroom instruction.

The Master of Science in Music Education prepares professional music teachers and leaders to work with children of all ages, from infants, toddlers and preschoolers to elementary, middle and high school students in New York State. The program includes a semester of student teaching in elementary and secondary schools as well as comprehensive coursework in the social and psychological aspects of teaching and modern educational methods and materials. Students who elect to waive student teaching are required to take an additional 6 credits in lieu of student teaching and pass a comprehensive examination.

A joint program of the LIU Post College of Education, Information and Technology and School of Visual and Performing Arts, the M.S. in Music Education offers two plans of study – a **42-credit plan for initial teaching certification** by the New York State Education Department (NYSED) and a **36-credit plan leading to professional certification**, for students with a significant background in education.

After you complete all degree requirements, successfully pass New York State Licensure tests (EAS, CST and edTPA) and you have completed all seminars listed below, you will be awarded Initial Teaching Certification by NYSED. If you are a certified teacher with three years of teaching experience, you will be eligible to apply for Professional Teaching Certification upon completion of the program.

- Child Abuse
- SAVE (Schools Against Violence Education Act)
- DASA (Dignity for All Students Act)
- Health and Substance Abuse

Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

**ADMISSION REQUIREMENTS**

Applicants to the Master of Science in Music Education must meet the following requirements for admission.

- Application for Admission
- Application fee (non-refundable)
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Have an undergraduate major in music or music education or must have a minimum of 36 credits in music classes
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study
- Appear before a faculty member or panel, either individually or as a participant in a group situation, for assessment of interpersonal and musicianship skills.
- Submit a current résumé
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

**Send application materials to:**

Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

## M.S. Music Education

*{Program Code: 26174}*

### Initial Certification: 42 Credits

**Required Music Education Courses**

**Graduate Music Teaching & Learning Seminar**

| | | | |
|---|---|---|---|
| MUS | 632 | Graduate Music Teaching & Learning Seminar | 1.00 |

**Classroom Methods**

| | | | |
|---|---|---|---|
| MUS | 634 | Ennhancing Literacy Through Teaching Music in Special Education | 3.00 |
| MUS | 651 | Teaching Music in the Elementary School | 3.00 |

**Conducting**

**2 credits from the following:**

| | | | |
|---|---|---|---|
| MUS | 630 | Conducting I | 2.00 |
| MUS | 679A | Studio Lessons: Advanced Conducting | 1.00 |
| MUS | 679B | Studio Lessons: Advanced Conducting | 2.00 |

**Keyboard and Musicianship Skills**

| | | | |
|---|---|---|---|
| MUS | 633 | Musicianship for Music Teachers | 2.00 |

**Music Technology**

| | | | |
|---|---|---|---|
| MUS | 673 | Technology and Music Education | 2.00 |

**Required Music Education Option Course**

**One of the following sets of courses:**

**Instrumental Music Option**

**5 credits from the following:**

| | | | |
|---|---|---|---|
| MUS | 635 | Brass Methods | 1.00 |
| MUS | 636 | Percussion Methods | 1.00 |
| MUS | 637 | Woodwind Methods | 1.00 |
| MUS | 638 | Instrumental Music Methods | 2.00 |
| MUS | 639 | String Methods | 1.00 |

**OR**

**Vocal Music Option**

**4 credits from the following:**

| | | | |
|---|---|---|---|
| MUS | 548 | Vocal Pedagogy | 2.00 |
| MUS | 662 | Secondary Choral Music Methods | 2.00 |

**Required Music Education Pedagogy Courses****

| | | | |
|---|---|---|---|
| EDI | 600 | Psychological Foundations of Education | 3.00 |
| EDI | 601 | Social Foundations of American Education | 3.00 |
| EDI | 610 | General Methods of Teaching | 3.00 |
| EDI | 643 | Education for Cultural Diversity | 3.00 |
| EDI | 652 | Methods and Materials of Teaching Music in Secondary Schools | 3.00 |
| EDI | 700 | Introduction to Educational Research | 3.00 |
| EDI | 711 | Supervised Student Teaching and Seminar in the Middle School | 6.00 |

****A grade of "B-" or higher is required for all education courses.**

**Required Teacher Certification Worksops**

| | | | |
|---|---|---|---|
| EDUX | 100 | PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act | 0.00 |
| EDUX | 200 | Preventing Child Abduction; Safety Education; Fire and Arson Prevention | 0.00 |
| EDUX | 300 | Preventing Alcohol, Tobacco, and Other Substance Abuse | 0.00 |
| CATX | 100 | Child Abuse Identification and Reporting | 0.00 |
| DASX | 100 | Dignity in Schools Act | 0.00 |

**Required M.S. Music Education Culminating Experience**

You can choose one of three culminating experiences:

- Final Project (0 credits), **required if applying for teacher certification**
- Comprehensive Exam (0 Credits)
- Thesis Seminar (3 credits)

**Required Thesis Course**

| | | | |
|---|---|---|---|
| EDI | 705 | Thesis Seminar | 3.00 |

Initial Certification: The minimum Music (MUS) GPA is 3.00

## M.S. Music Education

### Professional Certification: 36 credits

**Elective Music Education Courses**

**9 credits of the following:**

| | | | |
|---|---|---|---|
| MUS | 548 | Vocal Pedagogy | 2.00 |
| MUS | 630 | Conducting I | 2.00 |

| | | | |
|---|---|---|---|
| MUS | 632 | Graduate Music Teaching & Learning Seminar | 1.00 |
| MUS | 633 | Musicianship for Music Teachers | 2.00 |
| MUS | 634 | Ennhancing Literacy Through Teaching Music in Special Education | 3.00 |
| MUS | 635 | Brass Methods | 1.00 |
| MUS | 636 | Percussion Methods | 1.00 |
| MUS | 637 | Woodwind Methods | 1.00 |
| MUS | 638 | Instrumental Music Methods | 2.00 |
| MUS | 639 | String Methods | 1.00 |
| MUS | 651 | Teaching Music in the Elementary School | 3.00 |
| MUS | 662 | Secondary Choral Music Methods | 2.00 |
| MUS | 673 | Technology and Music Education | 2.00 |
| MUS | 679A | Studio Lessons: Advanced Conducting | 1.00 |
| MUS | 679B | Studio Lessons: Advanced Conducting | 2.00 |

**Required Music Education Pedagogy Courses**

| | | | |
|---|---|---|---|
| EDI | 603 | Advanced Topics in Psychology of Teaching | 3.00 |
| EDI | 606 | Contemporary Issues in American Education | 3.00 |
| EDI | 642 | Contemporary Philosophy Of Education | 3.00 |
| EDI | 643 | Education for Cultural Diversity | 3.00 |
| EDI | 677 | Curriculum Development for the Classroom Teacher | 3.00 |
| EDI | 700 | Introduction to Educational Research | 3.00 |

**Required M.S. Music Education Culminating Experience**

**You can choose one of three culminating experiences:**

- Final Project (0 credits), **required if applying for teacher certification**
- Comprehensive Exam (0 Credits)
- Thesis Seminar (3 credits)

**Required Thesis Course**

| | | | |
|---|---|---|---|
| EDI | 705 | Thesis Seminar | 3.00 |

Professional Certification: The minimum Music (MUS) GPA is 3.00

### Credit and GPA Requirements

Minimum Total Credits: 42

Minimum Major GPA: 3.00

## Summer Institutes and Workshops

The Department of Curriculum & Instruction offers institutes and workshops during the summer and throughout the academic year. Specialized offerings help in service classroom teachers, working professionals and graduate students understand new trends, strategies and developments within the teaching professions. Institutes are one week 3-credit graduate level courses offered during the summer. Offerings vary from year to year.

Examples of past programs include:
1. Teasing and Bullying (EDI 750)
2. Classroom Assessment in the Era of NCLB (EDI 750)
3. Math Minus Anxiety for Elementary School Teachers

Further information is available by contacting:
Department of Curriculum & Instruction
College of Education, Information and Technology
LIU POST
720 Northern Blvd
Brookville, NY 11548-1300
(516) 299-2374

## Education Courses

**EDI 550 Psychology of the Early Adolescent Student**
This course examines various aspects of early adolescent psychological development, including cognition, social relationships, stress, self-esteem, political and moral development. Considerable attention is given to gender, race, ethnicity, the special early adolescent and the "at-risk" student.The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 15 hours of fieldwork will be required.
*Credits: 3*
*Every Fall*

**EDI 551 Psychology of the Adolescent Student**
This course examines various aspects of adolescent psychological development, including cognition, social relationships, stress, self esteem and political and moral development. Considerable attention is given to gender, race, ethnicity, the special adolescent and the "at risk" student. The use of the technology as related to teaching and learning will be examined. This course will require a writing component. Also, 15 hours of fieldwork will be required.
*Credits: 3*
*Every Fall*

**EDI 554 Organizational and Ssocial Foundation of the Middle School**
Foundational aspects of middle school education are explored in this course which traces the development of the middle school, providing theoretical and practical examples of successful proposals and projects. Issues and problems relating to governance, structure, and middle school constituencies are studied. The use of technology as it relates to teaching and learning will be examined. This course will require a writing component. Also 15 hours of field work will be required.
*Credits: 3*
*Every Fall*

**EDI 555 Organizational and Social Foundation of the High School**
This course explores the foundational aspects of high school education. Various perspectives will aid the asking/answering of foundational questions, such as: How do philosophy and culture inform how students at the high school levels think about teaching and learning? What is the teaching-learning connection? Is learning the same as developing? By engaging in dialectical methods of critical inquiry, students will reexamine the philosophical, sociological, historical, political and cultural contexts of their educational pedagogy. To this effect, traditional definitions of race, class and gender will also be explored with emphasis on issues of ethnicity, sexual orientation, religious affiliation and the relationship between the public and the private notions of identity. This course will further examine the underpinnings of such belief structures and explore alternate ways of knowing. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 15 hours of field work will be required.
*Credits: 3*
*Every Fall*

**EDI 600 Psychological Foundations of Education**
This course is designed to introduce students to psychological theories and principles which affect teaching, learning and development. Students have the opportunity to observe student and teacher behavior as well as classroom environments in order to identify operative psychological theories and principles. The use of the technology and learning will be examined. This course will require a writing component. Also, 10 hours of fieldwork will be required.
*Credits: 3*
*Every Fall, Spring and Summer*

**EDI 601 Social Foundations of American Education**
This course introduces students to the social, economic, political and intellectual foundations of American education. It describes the development of the American school system in a rapidly changing environment, with emphasis on the relationship between education and society. Main topics to be explored are the structure and purposes of schooling, the professionalization of teaching, educational policy making and school social factors influencing teaching and learning, and the relationship between education and work. Class discussions are based upon both primary and secondary sources. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 10 hours of fieldwork will be required.
*Credits: 3*
*Every Fall, Spring and Summer*

**EDI 603 Advanced Topics in Psychology of Teaching**
This course is an analysis of how school conditions, including teachers and behavior, influence students' acquisition and subsequent application of information and abilities. Emphasis is on setting educational objectives and managing classroom variables to help students achieve them. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 10 hours of fieldwork will be required.
*Credits: 3*
*On Occasion*

**EDI 604 Early Child Development: Birth to Grade 2**
Scientific findings on the physical, intellectual, emotional and social development of young children, birth to grade two are examined. The integration of perception, cognition and the growth of the total personality are stressed, and their significance for teaching and guidance processes is emphasized. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 10 hours of fieldwork will be required.
*Credits: 3*
*Every Fall, Spring and Summer*

**EDI 606 Contemporary Issues in American Education**
The course offers analyses of selected contemporary issues in American education. The issues are considered in terms of their origin, present institutional manifestations and socio-economic policy implications for schooling or education at the district, state and national levels of American society. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 10 hours of fieldwork will be required.
*Credits: 3*
*On Occasion*

**EDI 608 Issues In Gender and Education**
This course investigates various issues and theories of gender, including such possible areas as how gender affects ways of thinking, cognitive and emotional development, ethics and moral development, learning, curriculum design and assessment. In all cases, there are considerations of how gender issues should affect classroom organization and teaching practice.The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also 10 hours of fieldwork will be required.
*Credits: 3*
*On Occasion*

**EDI 609 Gender & Language in the Classroom**
To raise awareness of the ways gender affects students and teachers in classrooms, this course examines the strategies and approaches female and male students use to process their learning through language. Specifically, the course focuses on the ways males and females speak, write and interpret what they read, participate in classroom discussions, and interact with male and female peers and teachers. The research, conducted primarily in U.S. and British classrooms, looks at different racial, socio-economic, age and ethnic learners.The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also 10 hours of fieldwork will be required.
*Credits: 3*
*On Occasion*

**EDI 610 General Methods of Teaching in Middle and High School**
Cross-listed as LIS 625
This course is a study of generic instructional

techniques in which the student begins to explore the development of a repertoire of methodologies and materials to match instructional purposes. Students are expected to demonstrate mastery in a variety of teaching methods. The use of technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 20 hours of fieldwork will be required.
*Prerequisite of EDI 551, 555, 643, 677 or EDI 551,555 are required. Students in Art Education MS and Music Education MS require prerequisites of EDI 600.*
*Credits: 3*
*Every Spring*

**EDI 612 Teaching Social Studies in Grades 1-6**
This course examines social studies curriculum development through examination of theory and current practices in the school. Inquiry approach, model development, organizational patterns and teaching strategies are examined through current research. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also 10 hours of fieldwork will be required.
*Prerequisite of EDI 600 and 601 are required.*
*Credits: 3*
*Every Fall, Spring and Summer*

**EDI 613 Teaching Mathematics in Grades 1-6**
Educational and psychological dimensions of learning and teaching mathematics in grades K-6 are examined in the context of current trends in mathematics education. The development of mathematics concepts and understandings is explored through relevant activities and materials. Model programs and teaching approaches are discussed in light of current recommendations for mathematics education. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also 10 hours of fieldwork will be required.
*Prerequisite of EDI 600 and 601 are required.*
*Credits: 3*
*Every Fall and Spring*

**EDI 614 Teaching Science in Grades 1-6**
This course is an examination of existing programs, materials and problems of science education in the light of current psychological and philosophical theories. Development of science activities with emphasis on the process of science, conceptual understanding, meeting individual differences, discovery approach and utilization of inexpensive, easily available materials for experiments and demonstrations are covered.The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also 10 hours of fieldwork will be required.
*Prerequisite of EDI 600 and 601 are required.*
*Credits: 3*
*Every Fall, Spring and Summer*

**EDI 615 Early Childhood Curriculum: Birth to Preschool**
Models, principles, curriculum and practices of developmentally appropriate infant, toddler and preschool care giving; emphasis on knowledge, skills and dispositions necessary to plan and facilitate development of infants, toddlers and preschoolers. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also 10 hours of fieldwork will be required.
*Prerequisite of EDI 600, 601 and 604 are required.*
*Credits: 3*
*Every Spring*

**EDI 616 Early Childhood Curriculum: Kindergarten to Grade 2**
Models, principles, curriculum and practices of developmentally appropriate kindergarten, first and second grade education; emphasis on knowledge, skills and dispositions necessary to plan and facilitate the development of school-age children. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also 10 hours of fieldwork will be required.
*Prerequisite of EDI 600, 601 and 604 are required.*
*Credits: 3*
*Every Fall*

**EDI 618 Creative Expression for Early Childhood**
Techniques for instructing young children to handle various art materials creatively and expressively are examined. Techniques of storytelling, creative dramatics and related language activities for use with young children are included in this course along with the integration of the creative arts into the total curriculum. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 10 hours of fieldwork will be required.
*Prerequisite of EDI 600, 601 and 604 are required.*
*Credits: 3*
*Every Spring*

**EDI 620 Practicum In TESOL**
TESOL Practicum.
*Credits: 3*
*Every Fall and Spring*

**EDI 625 Observation and Assessment in Early Childhood**
Developmental perspective on measurement and evaluation in early childhood years. Considers standardized tests, observations, checklists, rating scales, portfolios and teacher-designed tests and rubrics; their advantages and disadvantages for use with young children; and professional ethical issues pertaining to evaluating young children. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also 10 hours of fieldwork will be required.
*Prerequisite of EDI 600, 601 and 604 are required.*
*Credits: 3*
*Every Spring*

**EDI 630 Second-Language Literature Acquisition**
The core of literacy is the construction of meaning, either through the creation of one's own text or the interpretation of texts written by others. This course provides a theoretical and practical background in the issues related to the development of reading and writing for second language/bilingual children, adolescents, and adults in Pre-K to College settings. In particular, we will focus on: how and when to teach literacy skills in native languages; the question of transfer of reading skills from native to a second language; the cultural and socioeconomic dimensions of literacy, biliteracy and illiteracy; teaching and learning strategies affecting literacy acquisition from a native to a second language; and developing advanced literacy through the language arts and literature. We will begin by examining research on children's first and second language literacy acquisition in the settings of home, community and in schools. From there we will move on to what this means for daily work in classrooms with second language learners of various ages and linguistic, ethnic, cultural, and scoioeconomis backgrounds. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also 10 hours of fieldwork will be required.
*Prerequisite of EDI 600 and 601 are required.*
*Credits: 3*
*Every Spring*

**EDI 639 Play In the Curriculum**
Students will gain an understanding of the direct link between play and early childhood development. It will explore the connection between how play supports the curriculum and how the curriculum supports play. The focus will be on theories of play with the goal of developing the whole child. There will be a synthesis of theory and practice. 10 hours of fieldwork will be required. The use of the technology as it relates to teaching and learning will be integrated into the course work. This course will require a writing component.
*Prerequisite of EDI 600, 601 and 604 are required.*
*Credits: 3*
*Every Fall*

**EDI 642 Contemporary Philosophy Of Education**
This course is an overview of major contemporary philosophies of education. Considerable attention is given to the practical application of the various theories of reality, knowledge and value to the classroom situation. The student is encouraged to develop his or her own philosophy through dealing with educational problems he or she has encountered.The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also 10

hours of fieldwork will be required.
*Credits: 3*
*On Occasion*

**EDI 643 Education for Cultural Diversity**
The principles and practices of multicultural education are studied in this course, which provides a practical approach to implementation of a culturally diverse Curriculum and Instruction. Major issues covered include human rights, involvement of parents and the community, criteria for multicultural curricula, assessment and evaluation strategies, global issues in education, and formulating an agenda for educational and social action. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also 10 hours of fieldwork will be required.
*Credits: 3*
*Every Fall and Spring*

**EDI 650 Methods and Materials in Teaching English to Speakers of Other Languages or Dialects**
This is a basic course in the analysis of the teaching of grammar, pronunciation, reading and vocabulary development to students who speak other languages or nonstandard dialects of English, using the principles and application of descriptive linguistics and including problems of cross-cultural communication, and a survey of methods, materials, techniques and media appropriate for individual and group instruction on the elementary, secondary, adult and college levels. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 15 hours of fieldwork will be required.
*Prerequisite of EDI 600 and 601 are required.*
*Credits: 3*
*Every Fall*

**EDI 651 Methods and Materials of Teaching Art in Secondary Schools**
This course is a consideration of the principles and practices of Art Education. The elementary through high school curricula are examined and studied in relation to student needs and current Art curriculum standards. Methods, materials and teaching aids are considered for each developmental level. Each student is required to make 15 hours of observations of art classes in a public placement. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component.
*Credits: 3*
*Every Fall and Spring*

**EDI 652 Methods and Materials of Teaching Music in Secondary Schools**
This course will cover the insight that will be necessary to teach Music in the public schools. You will study the latest innovations in teaching music and develop a reservoir of lesson plans based on the New York State and National Standards for Art Education. You will review the latest assessment instrument developed by New York State Education and field test in volunteer public schools for the past three years. You will develop assessment instruments for the Music courses you will be teaching.
*Prerequisite of EDI 600 and 601 are required.*
*Credits: 3*
*Every Fall and Spring*

**EDI 654 Methods and Materials of Teaching Modern Languages in Secondary Schools**
This course is a study of the current methods of instruction in foreign languages. Curriculum materials and instructional devices for the effective teaching of foreign languages in the middle, junior and secondary schools are discussed, examined and appraised. Materials for co-curricular programs such as assemblies, club meetings and other activities are considered. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 20 hours of fieldwork will be required.
*Prerequisite of EDI 551, 555, 643, 677 or EDI 551,555 are required.*
*Credits: 3*
*Every Fall and Spring*

**EDI 655 Methods and Materials of Teaching Science in Secondary Schools**
Existing curricula, trends and issues in science instruction in grades 7-12 are examined in light of recent advances in science content and in teaching for process, planning instruction, assessment strategies, classroom management, and the use of easily available materials for laboratory activities. Demonstration lessons are taught by members of the class. The interaction of science and technology and the implication for the development of values and attitudes in today's youth are discussed. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 15 hours of fieldwork will be required.
*Prerequisite of EDI 551, 555, 643, 677 or EDI 551,555 are required.*
*Credits: 3*
*Every Fall and Spring*

**EDI 656 Curricula, Trends and Issues in Science Instruction: 7-12**
Existing curricula, trends and issues in science instruction in grades 7-12 are examined and evaluated in the light of the conceptual structures of the various science disciplines, recent advances in science content and in teaching-learning theories. The teaching of science as inquiry, conceptual understanding, individualizing instruction, diagnosis and evaluation techniques, and the use of inexpensive, easily available materials for laboratory activities are demonstrated. The nature and interrelationships of science and technology and implications for the development of values and attitudes in today's youth are discussed. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 20 hours of fieldwork will be required.
*Prerequisite of EDI 551, 555, 643, 677 or EDI 551,555 are required.*
*Credits: 3*
*On Occasion*

**EDI 658 Methods and Materials of Teaching English in Secondary Schools**
The course explores the scope and sequence of instruction in secondary English. Students have the opportunity to design and teach lessons, to videotape their teaching and to observe experienced teachers of English.The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 20 hours of fieldwork will be required.
*Prerequisite of EDI 551, 555, 643, 677 or EDI 551,555 are required.*
*Credits: 3*
*Every Fall and Spring*

**EDI 659 Method and Materials of Teaching Mathematics in Secondary Schools**
The psychological and educational dimensions of teaching mathematics as a secondary school subject are explored. Detailed analysis of the content of algebra I, algebra II, geometry, coordinate geometry, trigonometry and other branches of secondary school mathematics are explored.The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 20 hours of fieldwork will be required.
*Prerequisite of EDI 551, 555, 643, 677 or EDI 551,555 are required.*
*Credits: 3*
*Every Fall and Spring*

**EDI 660 Methods and Materials of Teaching Social Studies in Secondary Schools**
This course is designed to acquaint the student with the content areas which comprise social studies and to examine the methods relevant to its teaching. It is intended that the student becomes aware of a variety of approaches used in dealing with the subject and creates a method with which to present his or her competence. In addition, the course seeks to provide the understanding that the process of social studies is one of synthesis of the academic areas in the social sciences and that its teaching necessitates creativity. To that end, students are encouraged to enter the public schools for the purpose of observing of teaching styles. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 20 hours of fieldwork will be required.
*Prerequisite of EDI 551, 555, 643, 677 or EDI 551,555 are required.*
*Credits: 3*

*Every Fall and Spring*

**EDI 677 Curriculum Development for the Classroom Teacher**

This course examines principles of curriculum construction, planning, development and justification in relationship to historical, theoretical and practical considerations of purpose, content and the organization of educational experiences. Consideration is given to principles of curriculum research and evaluation. The course embraces concerns of the school and non-school settings for educational experiences.The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 10 hours of fieldwork will be required.

*Prerequisite of EDI 600 – Music Education only*

*Credits: 3*

*Every Fall and Spring*

**EDI 679 Advanced Methods and Evaluation in TESOL**

This course focuses on the application of ESL theory and techniques to the development of specific lesson plans, ESL curriculum and evaluation techniques. The use of testing instruments for diagnostic and evaluative purposes is studied. Observations of teachers working in the field are incorporated into the discussion and evaluation of teaching strategies. A microtaping with videotape is made of student performance.The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 15 hours of fieldwork will be required.

*Prerequisite of EDI 600 and 601 are required.*

*Credits: 3*

*Every Spring*

**EDI 680 Bilingual Education and ESL: Theory and Practice**

This course covers the history of bilingual education and ESL in the United States. The course is a study of present theories and practices and of available materials in these fields. Discussion of the different types of bilingual and ESL programs and the importance of a bicultural component are covered.

*Prerequisite of EDI 600 and 601 are required.*

*Credits: 3*

*Every Fall*

**EDI 689 TESOL in Content Areas: Science, Humanities and Social Science**

This course examines current principles, practices and materials in the use of TESOL in the specific content areas. The course includes the development and adaptation of science, humanities and social science curricula to meet the needs of the non-English speaking child.The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 20 hours of fieldwork will be required.

*Credits: 3*

*Every Spring*

**EDI 700 Introduction to Educational Research**

This course is designed to provide a broad understanding of the theories and practices of teacher action research in education. Students will be introduced to the theoretical background underlying teacher action research and engage in analytic and practical activities designed to demonstrate a systematic and reflexive inquiry into classroom practice. Components include (1) developing research questions, (2) designing and planning a meaningful research study, (3) collecting and analyzing data in ethical ways, (4) representing findings, and (5) incorporating the findings into practice. By the end of the course, students will know how to use action research in their educational practice.

*Prerequisite of 9 credits in EDI or a combination of EDI/EDS is required.*

*Credits: 3*

*Every Fall and Spring*

**EDI 705 Thesis Seminar**

This course is available only to those matriculated master's degree candidates electing to develop and write a thesis under the supervision of an approved faculty member. Registration must be approved by the student's departmental chairperson or designated representative.

*Credits: 3*

*Every Semester*

**EDI 706 Independent Study**

The course, Independent Study, involves in-depth development of a project idea as a result of study in a previous course. Permission to take this course would be based on particular criteria: (1) merit of proposed study; (2) needs and background of student; i.e., ability to carry out such a study. Permission to take this independent course would necessitate the signature of the faculty member conducting the study and the department chairperson and Dean of the School of Education. It is understood that the faculty member who would direct the project would be qualified in the area designated by the student and that the choice of faculty (with the previous stipulation) would be made by the student. Curriculum and Instruction Hours arranged with approval of instructor.

*Credits: 1 to 3*

*Every Semester*

**EDI 709 Supervised Student Teaching and Seminar in the Elementary School**

This course is the systematic, extended observation and student teaching experience under supervision in a selected private or public school. Half of the experience is in kindergarten through grade three, and the other half is in grades four through six. A weekly seminar integrates theory with practice and provides orientation to the teaching profession.

*Prerequisite of EDI 50, 600, 601, 612, 613, 614, 677, 643, 700, EDS 610, 611 & EDS 633.*

*Credits: 6*

*Every Fall and Spring*

**EDI 710 Supervised Student Teaching and Seminar for Childhood/Special Ed or Childhood/Literacy**

This course is the systematic, extended observation and student teaching experience under supervision in a selected private or public school. Half of the experience is in kindergarten through grade three, and the other half is in grades four through six. A weekly seminar integrates theory with practice and provides orientation to the teaching profession.

*Prerequisites of EDI 50, 600, 601, 677, 612, 613, 614, EDS 600, 610, 619, 640, 642 or EDS 600, 610, 617, 630, 631, 632, 633 and 624 are required.*

*Credits: 3*

*Every Fall and Spring*

**EDI 711 Supervised Student Teaching and Seminar in the Middle School**

Students preparing to qualify as school teachers are required to spend half of their student teaching experience in grades five to six, and the other half in grades seven to nine. Students are expected to participate in conferences, meetings, and extracurricular activities in the schools to which they are assigned. This is for a full semester, which is from 14 to 15 weeks. A weekly seminar integrates theory with practice and provides orientation to the teaching profession.

*Prerequisite of EDI 50, 550, 554, 557, 610, one of the following courses (EDI 654 or 655 or 656 or 657 or 658 or 659 or 660), 700 and EDS 641 are required.*

*Credits: 6*

*Every Semester*

**EDI 712 Supervised Student Teaching and Seminar Grades 7-12**

Students preparing to qualify as adolescence school teachers are required to spend half of their student teaching experience in grades seven to nine, and the other half in grades 10-12. Students are expected to participate in conferences, meetings and extracurricular activities in the schools to which they are assigned. This is for a full semester, which is for 14 to 15 weeks. A weekly seminar integrates theory with practice and provides orientation to the teaching profession.

*Prerequisite of (EDI 50, 551, 555, 610, 643, 677, 700, EDS 612, 641) or (EDI 551, 555, 610, 700, EDS 641 and 18 credits in subject area) and one of the following EDI 654 or 655 or 656 or 657 or 658o r 659 or 660 are required.*

*Credits: 6*

*Every Fall and Spring*

**EDI 713 Supervised Student Teaching and Seminar in Early Childhood Education**

The one semester student teaching experience provides an opportunity for the teacher candidate to integrate theory and practice through development and implementation of learning experiences for young children from birth to grade

2 in two settings. The teacher candidate will integrate theories of child development, family systems, theories of learning, content knowledge, and early childhood curriculum and pedagogy. The student teaching experience also provides the teacher candidate with opportunities to learn how to work in collaboration with field-site staff, to work as a member of an interdisciplinary team, and to reflect on their practice in collaborative relationships.
*Prerequisite of EDI 50, 600, 601, 604, 615, 616, 618,625,639,643, EDS 605 and 610 are required.*
*Credits: 6*
*Every Fall and Spring*

**EDI 714 Supervised Student Teaching and Seminar in the Elementary School in Bilingual Education**
This course is the systematic, extended observation and student teaching experience under supervision in selected public and private kindergarten and elementary grades. A minimum of 360 hours, with a minimum of 110 hours in teaching, and participation in appropriate staff and school activities are required. A weekly seminar integrates theory with practice and provides orientation to the teaching profession.
*Credits: 3*
*On Occasion*

**EDI 715 Supervised Student Teaching and Seminar in Elementary School of Bilingual Education**
This course is the systematic extended observation and student teaching experience under supervision in selected public and private elementary school settings. This course is designed for students who are already certified in another area and who are seeking certification in Bilingual Elementary Education. A minimum of 180 hours, with a minimum of 110 hours of teaching, and participation in appropriate staff and school activities is required. A weekly seminar integrates theory with practice and provides orientation to the teaching profession.
*Credits: 3*
*On Occasion*

**EDI 716 Supervised Student Teaching and Seminar in the Secondary School in Bilingual Education**
Students preparing to qualify as secondary school bilingual teachers are required to: (1) spend five complete days per week at an assigned secondary school for at least 15 weeks, or a total of 360 periods; (2) to spend at least 110 of these 360 periods in actual teaching, the balance given to related activities. Students are expected to participate in conferences, meetings and extracurricular activities in the schools to which they are assigned.
*Credits: 6*
*On Occasion*

**EDI 717 Supervised Student Teaching and Seminar in the Secondary School in Bilingual Education**
This course is designed for students who are already certified in another area and who are seeking certification in Bilingual Secondary Education. Students preparing to qualify as secondary school bilingual teachers are required to: (1) spend five complete days per week at an assigned secondary school for at least 15 weeks, or a total of 180 periods; (2) spend at least 110 of these 180 periods in actual teaching, the balance given to related activities. Students are expected to participate in conferences, meetings and extracurricular activities in the schools to which they are assigned.
*Credits: 3*
*On Occasion*

**EDI 721 Practicum Early Childhood Education**
Designed to give students a deeper understanding of the aspects of quality early childhood programs. Students will observe in a variety of early childhood settings and will analyze their findings in keeping with relevant research in the field. The physical, intellectual, sensual, creative, emotional and spiritual needs of young children in general education and inclusion settings will be explored in depth.
*Credits: 3*
*Every Fall and Spring*

**EDI 725 Advanced Seminar in Action Research in Early Childhood Education**
This culminating experience synthesizes student understanding of early childhood education. Taken in the final semester of the program, it enables students to conduct a field-based project in an early childhood setting, utilizing the body of knowledge gained in coursework, research and field experiences.
*Prerequisite of SPE 628, 633 is required.*
*Credits: 3*
*On Occasion*

**EDI 726 Supervised Student Teaching and Seminar in Teaching English to Speakers of Other Languages (K-12)**
This course is the systematic, extended observation and student teaching experience under supervision in selected public and private school settings. This course is designed for students who seek certification in teaching in grades kindergarten through 12 (K-12). A minimum of 360 hours with 110 hours in actual teaching under supervision of certified staff in classroom instruction and appropriate school activities are required. Students who qualify would spend half a semester student teaching on the elementary school level and the other half teaching their academic subject area on the secondary level in a TESOL setting. A weekly seminar integrates theory with practice and provides orientation to the teaching profession.
*Prerequisite of EDI 50, 600, 601, 630, 643, 650, 679,680,689,700, ENG 512 or LIN 512 are required.*
*Credits: 6*
*Every Fall and Spring*

**EDI 727 Seminar in TESOL**
Seminar in TESOL.
*Credits: 3*
*On Occasion*

## Educational Technology

**EDT 661 Transforming communities of practice: Technology-rich learning environments**
Education, public and private, at all levels of delivery is experiencing major changes directly related to the evolution and implementation of technology in teaching and learning practices. This course introduces concepts and principles for creating technology-rich learning environments. Current practice and trends are explored as students identify and test available tools for delivering learning in diverse ways with, and around, information technologies. Students learn to build a foundation for using technology based learning theory, studying practice and trends that are successful, and using state and national standards. Creating electronic portfolios are developed as a process for documenting student performance. Students produce technology rich, standards based learning activities in collaborative and individual projects. The final project includes a documented rationale for using technology as a form of content delivery. The course utilizes a mix of face-to-face and online/virtual instruction and serves as a model for student work.
*Credits: 3*
*On Occasion*

**EDT 662 Transforming communities of practice: Applications, technologies, & implementation**
Education, public and private, at all levels of delivery is experiencing major changes directly related to the evolution and implementation of technology in teaching and learning practices. This course provides students with the knowledge and skills necessary to critically assess and selectively incorporate 21st century learning tools into new learning environments. The focus is on Web 2.0 tools, second-generation Internet tools, that offer increased interactivity allowing teachers and students to easily create, communicate, collaborate, and share information, projects, and ideas. The course is delivered in a blended format mixing traditional face-to-face and online, asynchronous, learning experiences.
*Credits: 3*
*On Occasion*

**EDT 663 Technologies in the 21st century: Applying digital media and multimedia in teaching and learning**
Education, public and private, at all levels of delivery is experiencing major changes directly related to the evolution and implementation of

technology in teaching and learning practices. Digital media and multimedia provides teachers and students with powerful new ways of expressing, organizing, synthesizing, and evaluating ideas and information. This course provides students with the knowledge and skills necessary to create and use digital media / multimedia for educational purposes. The course will focus on developing skills in digital imaging, audio, and video production; and in combining media in new ways to present information and tell stories. We will examine ways that school based multimedia projects provide students with the opportunity to work collaboratively, engage in multiple modalities of learning and reflective thinking, and use a constructivist approach to learning. Students will work individually and in collaboration on class assignments and projects. The course is delivered in a blended format mixing traditional face-to-face and online, asynchronous, learning experiences.
*Credits: 3*
*Every Fall and Spring*

**EDT 701B Technology and Learning Conferencing: Attending Professional Conferences**
This course may be taken more than once. Each time it will have a new letter designation. For example, The National Educational Computing Conference (NECC) in 2003 might be EDT 701A Technology and Learning Conferencing: National Educational Computing Conference, Seattle, WA, June/July, 2003, while another conference in 2003, might be EDT 701B with its specifications. And so on.

This course creates an intensive learning experience for the student before, during, and after a major national conference with a strong focus on technology and learning. One dimension of the course is hearing renowned speakers, attending sessions, interacting directly with a broad base of presenters, interviewing exhibitors while exploring new technologies, and reading extensively in both peer-reviewed scholarly research papers and work on practical ideas for effective technologies used purposively in K-12 settings. Another is the work with the faculty mentor who provides a framework for planning, study, and initial research prior to the conference; team building with all taking the course; mentorship and discussions during the conference; and production including communications and presentation afterwards. Outcomes include discussions online before, during, and after the conference, e-mails with people around the country who have presented, and after the conference a reflective paper and the construction of an interactive, multimedia website for others to view. Together, these constitute a personal portrait of substantive learning based around the conference, in which students evidence learning in the T.E.A.M. program frameworks and each of the three vertical threads (technology, professional growth and scholarship, content/action).
*Education Technology majors only.*
*Credits: 3*
*On Occasion*

**EDT 706 Found. of Ed. Tech.: Learning Theories, Critical Thinking & Technologies for Teaching & Learning**
This course builds the foundation for each student who enters the program. Students document entry skills in each of the three vertical threads (technology, professional growth and scholarship, and content/action) and identify particular educational applications within their teaching/professional educational settings. Students study learning theories (with an emphasis on critical thinking and problem solving in constructivist learning environments) as the basis for knowledge acquisition and knowledge building and apply technology tools for productivity, building communication systems, and presentations. Students also examine literature in cognitive and developmental psychology that bears on design decisions related to educational technologies and their appropriate uses at different stages of development. From this foundation, working with a faculty mentor, students prepare personal contracts for the program. Based upon the contract, each student begins growth in technology, professional growth and scholarship, content/action via individualized and group instruction.
*Education Technology majors only.*
*Credits: 3*
*On Occasion*

**EDT 716 Developmentally Appropriate Educational Technologies to Improve Learning Communities and Systems**
This course examines systems thinking, organizational theory, and change theory for improving learning communities and learning systems. Through the course, learners apply these approaches to their own teaching, learning and technology development.
*Education Technology majors only.*
*Credits: 3*
*On Occasion*

**EDT 726 Found. of Ed. Tech. II: Fund. of Educational Research in Technology-Enriched Learning and Evaluation**
This course, usually offered in conjunction with EDT 736, introduces educational research for the assessment of learning in technology-enriched, constructivist environments. Students learn to use appropriate educational technologies for synthesizing, generating, and evaluating knowledge. Constructivism and Applied Constructivist theories as models for developing technology-enriched learning systems are explored.
*Education Technology majors only.*
*Credits: 3*
*On Occasion*

**EDT 736 Applying Educational Technologies for Building Learning Communities and Learning Systems**
This course, usually offered in conjunction with EDT 726, has learners extend their studies in knowledge acquisition and building by applying technologies to build virtual and in-person learning communities and systems using constructivist models. Students are taught to develop a "Long View" of teaching and learning from a systemic perspective and the possible roles that educational technologies could play in building and delivering those future systems.
*Education Technology majors only.*
*Credits: 3*
*On Occasion*

**EDT 746 Outcomes Assessment for Educational Technologists**
Students are introduced to the design and application of outcomes assessment in technology enriched learning environments. Moving from a rich theoretical and skills base, students begin to apply their knowledge to continue scholarly research that supports their personal or group focuses as they build greater understanding and apply learning in designing and evaluating models of learning systems in constructivist environments. This course emphasizes the critical importance of collaborative action and the value of working in teams.
*Education Technology majors only.*
*Credits: 3*
*On Occasion*

**EDT 756 The Role of Educational Technologies in Changing School Cultures, Organizations, and Communities**
In this course, usually offered in conjunction with EDI 746, students begin to apply their knowledge to build learning communities and systems. Change models are explored, school organization and cultures analyzed, and models for future systems developed. Students (individually and in teams) design action-based teaching and learning models and participate in technology-enriched projects supporting educational outreach to schools, museums, and other learning communities.
*Education Technology majors only.*
*Credits: 3*
*On Occasion*

**EDT 766 Design and Evaluate Assessment Plans for Technology-Enriched Learning Environments**
In this course, students apply learning theories and research understanding acquired in prior courses. They plan, design, develop, and practice innovative teaching and learning systems and design assessments of the effectiveness of various educational technologies.
*Education Technology majors only.*
*Credits: 3*
*On Occasion*

**EDT 776A Culminating Experience: Issues, Challenges, and Opportunities for Applying**

**Technologies in Learning**
In this course, students assess and diagnose opportunities for enhancing the effectiveness of learning systems through the selection, implementation, and ongoing evaluation of appropriate educational technologies. Students identify and address existing and potential impediments in conventional educational settings to the application of technologies for improving learning systems. Students also consider technology specific impacts and applications including digital plagiarism, digital divide, and copyright.

If 776, this is the final core course in the program. Students' capstone experience, begun in 766 is completed and presented in a professional online portfolio with evidence and reflection upon their learning through the entire program. The portfolio is presented to an audience of peers. If 776A, the packaging of this portfolio extends through the next course, 776B.
*Education Technology majors only.*
*Credits: 3*
*On Occasion*

**EDT 776B Culminating Experience: Actualizing Systemic Technology-Based Learning**
This course serves as the culminating experience for the core of the program, if nine cores are designed for the team. Students are expected to finish developing personal and group learning systems, professionally present and support those systems to peers and mentors, and synthesize their experience in the program. Mentors review program contracts with students. The capstone experience, the online professional portfolio is completed in this semester and presented to an audience of peers.
*Education Technology majors only.*
*Credits: 3*
*On Occasion*

**EDT 908B Assistive & Instructional Technologies for Individuals w/Disabilities: Current Research & Practice**
Assistive and instructional technologies refer to the application of technology to meet the needs of students throughout special education. IEP teams are now required to consider Assistive Technology for all children in Special Education This summer institute is designed to bring some of the leading researchers, developers and practitioners in this emerging area to Long Island University. Topics include: overview of assistive technology, applications with students with learning disabilities, recent research and development in multimedia applications for at-risk and mildly disabled students, applications for students with physical and/or speech impairments, and integrating assistive technology within the IEP and into the classroom.
*Education Technology majors only.*
*Credits: 3*
*On Occasion*

# DEPARTMENT OF EDUCATIONAL LEADERSHIP AND ADMINISTRATION

**Phone: 516-299-2244**
**Fax: 516-299-3312**
Chair: Dodge
Senior Professor: Lester
Professors: Kamler, Red Owl
Associate Professors: Dodge,
Adjunct Faculty: 15

The Department of Educational Leadership and Administration offers master's degrees and advanced certificates that enable talented educators and newcomers to the field to achieve positions of leadership in public and private school districts. The department's academic programs address the issues facing modern elementary and secondary education including: decision-making; curriculum-writing; human relations; adapting programs to keep up with emerging knowledge and changing social circumstances; the influence of politics and public policy on education; education law; and school business. The full-time and adjunct faculty of the department includes experienced school administrators who are former administrators, principals, chief financial officers and superintendents of schools.

Our graduates attain meaningful positions at every level of school administration, including principal, school district business leader and superintendent of schools. They bring to these roles the knowledge and skills required to navigate economic, political and social obstacles and deliver the education that will enable our children and our communities to prosper.

## M.S.Ed. in Educational Leadership

The 36-credit Master of Science in Educational Leadership equips today's educators with the skills they need to effectively balance six essential components of successful school district administration: human relations, leadership, school-community relations, research, school business, and technology. In addition to coursework in subject areas ranging from curricular concerns to supervision to school law, you will gain valuable insight from our outstanding team of professors - all of whom are active in their specialized fields.

Under the mentorship of a school administrator, students will complete a 400-hour, hands-on administrative internship. Upon completion of this program (and successful passage of the New York State School Leadership Assessment) students will be eligible for New York state certification as a School Building Leader and School District Leader. Candidates for this program must have a bachelor's degree, permanent or professional state certification in teaching or an educational specialty and satisfactory completion of three years of teaching.

**ADMISSION REQUIREMENTS**

Applicants to the M.S.Ed. must meet the following requirements for admission.

- Application for Admission.
- Application fee: (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Permanent or professional state certification in teaching or an educational specialty and satisfactory completion of at least three years experience under such certification.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

**Send application materials to:**
Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

### M.S. in Educational Leadership

*{Program Code: 28579}*

**(36 Credits)**

**Required Administration Core Coures**

| | | | |
|---|---|---|---|
| EDL | 630 | Administrative Core I | 6.00 |
| EDL | 631 | Administrative Core II | 3.00 |

**Required School Building Leader Courses**

| | | | |
|---|---|---|---|
| EDL | 632 | Curricular Concerns in Public School Administration | 3.00 |
| EDL | 635 | School Law | 3.00 |
| EDL | 637 | Supervisor In School Setting | 3.00 |

**Elective School District Leader Courses**
**Any four of the following courses:**

| | | | |
|---|---|---|---|
| EDL | 633 | School Business Administration | 3.00 |
| EDL | 634 | School Personnel Administration | 3.00 |
| EDL | 636 | Public School Finance | 3.00 |
| EDL | 640 | Seminar in Youth Problems, Curricular Innovation and the Administration of Innovative Programs | 3.00 |
| EDL | 641 | School District Administration: Problems and Issues | 3.00 |
| EDL | 643 | School Plant Planning | 3.00 |
| EDL | 644 | Collective Negotiations In Education | 3.00 |
| EDL | 646 | Special Education Law For School Administrators | 3.00 |
| EDL | 647 | Administration of Educational Programs for Exceptional Children | 3.00 |
| EDL | 648 | School Organization, Programming and Scheduling | 3.00 |
| EDL | 649 | Leadership and Administration in Multicultural School Settings | 3.00 |
| EDL | 652 | Seminar In School Business Office | 3.00 |
| EDL | 653 | Administration and Leadership at the Middle School Level | 3.00 |
| EDL | 704 | Degree Synthesis | 3.00 |
| EDL | 705 | Thesis Seminar | 3.00 |

**Required School Building Leader Internship Course**

| | | | |
|---|---|---|---|
| EDL | 650 | Internship in School Administration-Master's Level | 6.00 |

**Required Culminating Experience**
Portfolio within Internship

**Credit and GPA Requirements**
Minimum Total Credits: 36
Minimum Major GPA: 3.00

## M.S.Ed. in School District Business Leader

The 36-credit Master of Science in Education (M.S.Ed.) in School District Business Leader prepares graduates for the positions of assistant, associate or deputy superintendent for business. Course work includes 30 hours in school administration as well as a 400-hour supervised internship in a school business office. Courses include issues involving school finance, school business administration, the school budget process and school district administration. Students

without teaching experience may qualify for New York State certification as a School District Business Leader.

Candidates for this program must have a bachelor's degree, an appropriate career background and prior graduate work or anticipation of further graduate work. Upon completion of their coursework students must pass the New York State School Leadership Assessment in order to be certified as a school district business leader.

**Note:** New York State certification as a School District Business Leader requires a total of 60 graduate credits, including the master's degree. Consult the New York State Education Department (NYSED) for more information.

**ADMISSION REQUIREMENTS**

Applicants to the M.S.Ed. in School District Business Leader must meet the following requirements for admission.

- Application for Admission
- Application fee: (non-refundable)
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

**Send application materials to:**
Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

## M.S. in Education School District Business Leader

*{Program Code: 33399}*

**(36 Credits)**

**Required Administration Core Courses**

| | | | |
|---|---|---|---|
| EDL | 630 | Administrative Core I | 6.00 |
| EDL | 631 | Administrative Core II | 3.00 |

**Required School District Business Leadership Courses**

| | | | |
|---|---|---|---|
| EDL | 633 | School Business Administration | 3.00 |
| EDL | 635 | School Law | 3.00 |
| EDL | 636 | Public School Finance | 3.00 |
| EDL | 641 | School District Administration: Problems and Issues | 3.00 |
| EDL | 652 | Seminar In School Business Office | 3.00 |

**Elective School District Business Leadership Courses**

**Two of the following:**

| | | | |
|---|---|---|---|
| EDL | 634 | School Personnel Administration | 3.00 |
| EDL | 643 | School Plant Planning | 3.00 |
| EDL | 644 | Collective Negotiations In Education | 3.00 |

**Required School Building Leader Internship Course**

**Internship in School Administration- Master's level**

| | | | |
|---|---|---|---|
| EDL | 650 | Internship in School Administration-Master's Level | 6.00 |

### Credit and GPA Requirements

Minimum Total Credits: 36
Minimum Major GPA: 3.00

# Advanced Certificate in School District Business Leader

This 30-credit program prepares graduates for the positions of assistant, associate or deputy superintendent for business. Course work includes 24 core credits in educational administration and a 400-hour, hands-on internship in a school business office, enabling students to hone their business acumen. Courses explore public school finance, the school budget process and school district administration. Students without teaching experience may qualify for New York State certification as a School District Business Leader.

Candidates for this program must possess a master's degree and have an appropriate career background and aspirations. Upon completion of their coursework students must pass the New York State School Leadership Assessment.

**ADMISSION REQUIREMENTS**

Applicants to the Advanced Certificate must meet the following requirements for admission.

- Application for Admission.
- Application fee: (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

**Send application materials to:**
Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

## Advanced Certificate School District Business Leader

*{Program Code: 28582}*

(30 Credits)

**Administration Courses**

| | | | |
|---|---|---|---|
| EDL | 630 | Administrative Core I | 6.00 |
| EDL | 631 | Administrative Core II | 3.00 |

**School District Business Leadership Courses**

| | | | |
|---|---|---|---|
| EDL | 633 | School Business Administration | 3.00 |
| EDL | 636 | Public School Finance | 3.00 |
| EDL | 641 | School District Administration: Problems and Issues | 3.00 |
| EDL | 651 | Internship in School Administration-Advanced Certificate Level | 6.00 |
| EDL | 652 | Seminar In School Business Office | 3.00 |

**One of the following Elective Courses**

| | | | |
|---|---|---|---|
| EDL | 632 | Curricular Concerns in Public School Administration | 3.00 |
| EDL | 634 | School Personnel Administration | 3.00 |
| EDL | 635 | School Law | 3.00 |
| EDL | 637 | Supervisor In School Setting | 3.00 |
| EDL | 640 | Seminar in Youth Problems, Curricular Innovation and the Administration of Innovative Programs | 3.00 |
| EDL | 643 | School Plant Planning | 3.00 |
| EDL | 644 | Collective Negotiations In Education | 3.00 |
| EDL | 646 | Special Education Law For School Administrators | 3.00 |
| EDL | 647 | Administration of Educational Programs for Exceptional Children | 3.00 |

| | | | |
|---|---|---|---|
| EDL | 648 | School Organization, Programming and Scheduling | 3.00 |
| EDL | 649 | Leadership and Administration in Multicultural School Settings | 3.00 |
| EDL | 653 | Administration and Leadership at the Middle School Level | 3.00 |
| EDL | 704 | Degree Synthesis | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 30
Minimum Major GPA: 3.00

# Advanced Certificate in Educational Leadership

This 30-credit program prepares you for an administrative post in K-12 public and private school systems. Through an advanced curriculum you will receive the training and credentials needed to qualify for New York State certification as both a school building leader and a school district leader. Upon completion of the coursework, students must pass the New York State School Leadership Assessment.

Course offerings include topics in leadership, supervision, law and curricular concerns in public school administration, as well as district administrative problems and solutions. Under the mentorship of a school administrator, students will complete a 400-hour, hands-on administrative internship. Candidates for this program must possess a master's degree, permanent teaching certificate and three years of teaching under such certification.

**Admission Requirements**

Applicants to the Advanced Certificate must meet the following requirements for admission.

- Application for Admission.
- Application fee: (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Permanent or professional state certification in teaching or an educational specialty and satisfactory completion of at least three years experience under such certification.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

**Send application materials to:**

Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

## Educational Leadership Advanced Certificate Requirements

*{Program Code: 28581}*

**(30 Credits)**

**Required Administration Core Courses**

| | | | |
|---|---|---|---|
| EDL | 630 | Administrative Core I | 6.00 |
| EDL | 631 | Administrative Core II | 3.00 |

**Required Educational Leadership Courses**

| | | | |
|---|---|---|---|
| EDL | 632 | Curricular Concerns in Public School Administration | 3.00 |
| EDL | 635 | School Law | 3.00 |
| EDL | 636 | Public School Finance | 3.00 |
| EDL | 637 | Supervisor In School Setting | 3.00 |
| EDL | 641 | School District Administration: Problems and Issues | 3.00 |

**Required Educational Leadership Internship Course**

| | | | |
|---|---|---|---|
| EDL | 651 | Internship in School Administration-Advanced Certificate Level | 6.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 30
Minimum Major GPA: 3.00

# Educational Leadership and Administration Courses

**EDL 630 Administrative Core I**
This course presents a balanced viewpoint of theory and practice in analyzing current issues in administration. This sequence includes three interrelated areas within the field of school administration. They are: human relations, leadership and school-community relations.
*Credits: 6*
*All Sessions*

**EDL 631 Administrative Core II**
The goals of this course are to have students become wise consumers of educational research and develop the skills, knowledge, and abilities to understand data, incorporate analytical evidence in executive decisions, and communicate decisions to stakeholders. Core II may be taken before Core I.
*Credits: 3*
*All Sessions*

**EDL 632 Curricular Concerns in Public School Administration**
This course is a study of curricular concerns and administrator decision-making. Major topics include administering programmatic change, understanding theories of curriculum and instruction and addressing current curriculum issues related to regional, state and federal policy.
*Credits: 3*
*All Sessions*

**EDL 633 School Business Administration**
This course is a study of the basic areas of responsibility of the school business administrator. Major topics include the role of the school business administrator; budgeting; accounting; purchasing; insurance; operation and maintenance; transportation and food service.
*Credits: 3*
*All Sessions*

**EDL 634 School Personnel Administration**
This is a study of the skills, attitudes and knowledge essential for effective school personnel administration. Areas of concentration for the school personnel administrator include recruitment; certification; selection; assignment; load and transfer; orientation; salaries and scheduling; leaves of absence; tenure; in-service education; personnel records; morale; retirement; professional associations and collective bargaining.
*Credits: 3*
*All Sessions*

**EDL 635 School Law**
This course is a study of the major topics of law related to public schools. Areas of concentration include sources of the law; scope of the law; law and the organization for public education; pupils, employees and school law; school officers and the law; theory of governmental non-liability; liability and individual members of the board; and personal liability of school employees.
*Credits: 3*
*All Sessions*

**EDL 636 Public School Finance**
This course is a study of public school finance. Major topics include: the development of public school finance in the United States; principles of school finance; revenues; expenditures and indebtedness; fiscal problems; fiscal control; and school support formulas.
*Prerequisite of EDL 631 is required.*
*Credits: 3*
*All Sessions*

**EDL 637 Supervisor In School Setting**
This course is a study of the major components of school supervision. Areas of concentration include: the nature of the supervisory process; functions of the supervisor; principles of supervision; leadership styles of supervisors; procedures used by the supervisor; the supervision of teachers; and the evaluation of the supervisor.
*Credits: 3*
*Every Semester*

**EDL 640 Seminar in Youth Problems, Curricular Innovation and the Administration of Innovative Programs**
This course is a study of youth problems and innovation in the school setting. Major topics include the central role of the child; methods for determining needs; analysis of data; cooperative planning of innovative programs; continuous evaluation and feedback; measurement of growth; special problems involved with innovative programs, and creativity and innovation.
*Credits: 3*
*On Occasion*

**EDL 641 School District Administration: Problems and Issues**
This course is a study of the role and responsibilities of the school district administrator in a school system. Major topics include: organizational, professional and legal issues in school district administration; the school district administrator and organizational decision- making; emerging responsibilities in working relationships among school district administrators and the board and community; critical economic, political and social issues confronting educational leadership.
*Credits: 3*
*All Sessions*

**EDL 643 School Plant Planning**
This course is an analysis of needs and program determination for educational facilities. The course includes: the planning of functional and environmental aspects of school building design and utilization; demographic studies; and financing of school building construction and school building renovations. Also included is the use of abandoned school buildings and the implementation or development of reduction programs.
*Credits: 3*
*On Occasion*

**EDL 644 Collective Negotiations In Education**
This course is a study of the implementation and development of collective negotiations in the public schools. It includes principles and practices applied in public sector negotiations and the study of selected topics such as the bargaining process, impasse procedures, grievance machinery, the strike content of bargaining agreements, and the role of the administrator in negotiations.
*Credits: 3*
*On Occasion*

**EDL 646 Special Education Law For School Administrators**
This course is designed to acquaint the student with those public laws pertaining to the education of handicapped youngsters. Specifically, PL 94-142, Section 504, Article 89 of the New York State Education Law, the concept of mainstreaming, least restrictive environment, due process rights, and the role of the impartial hearing officer are discussed.
*Credits: 3*
*On Occasion*

**EDL 647 Administration of Educational Programs for Exceptional Children**
This course is an introduction to the organization, administration and supervision of special education programs,including: assessment of exceptional children and youth; program options and support services; pupil referrals; assessment eligibility and placement processes; individual educational programs; introduction to due process requirements; and funding, legislative and legal dimensions.
*Credits: 3*
*On Occasion*

**EDL 648 School Organization, Programming and Scheduling**
This is a survey course focusing on selected aspects of the school organizational process up to and including the building of a master schedule. Topics include: school organizational patterns; personnel and staffing decisions; budgeting and programming as they relate to use of pupil personnel services; planning and building an organizational schedule; exploring relationships that exist among curriculum and the programming/scheduling processes. Although the primary focus of this course is the middle, intermediate, junior and senior high school, attention is also given to elementary school, especially where departmentalization patterns emerge.
*Credits: 3*
*On Occasion*

**EDL 649 Leadership and Administration in Multicultural School Settings**
This course is designed to provide specific

preparation for supervisors in the management of operational policies which apply particularly in multicultural school settings. Recent national and local policy trends are explored for their effects upon traditional budget allocation practices, curriculum strategies, personnel management, program assessment, and shared management.
*Credits: 3*
*On Occasion*

**EDL 650 Internship in School Administration-Master's Level**
During the internship, the six major core areas are reintroduced, providing a synthesizing experience for the student. Practical applications of systematic observation and participation in administrative and supervisory activities are provided at the school building level.
*Prerequisites of EDL 630 & a Prerequisite or Co-requisite of EDL 631 are required.*
*Credits: 6*
*Every Fall and Spring*

**EDL 651 Internship in School Administration-Advanced Certificate Level**
During the internship, the six major core areas are reintroduced, providing a synthesizing experience for the student. Practical applications of systematic observation and participation in administrative and supervisory activities are provided at the school district level. Permission of the Chairperson of the Department of Educational Leadership and Administration is required to enroll in this course.
*Prerequisites of EDL 630 & a Prerequisite or Co-requisite of EDL 631 are required.*
*Credits: 6*
*Every Fall and Spring*

**EDL 652 Seminar In School Business Office**
This course provides the student with an in-depth knowledge and understanding of the roles and responsibilities of the district school business official. Topics include an overview of the school business office and responsibilities of the internal and external auditors and the district treasurer. In addition, the course focuses on fund accounting principles, the uniform system of accounts, fund balance management, extra classroom activity funds, tax rates and the budget process.
*Credits: 3*
*On Occasion*

**EDL 653 Administration and Leadership at the Middle School Level**
This course is a study of administrative leadership and decision-making at the middle school level. It includes a review of current educational research, theory and practice as they may apply to the operation of a middle level school. Topics include: understanding the middle school concept; examining administrative decision-making and the middle school curriculum; supervision at the middle school level; current issues in administering a middle school.
*Credits: 3*
*On Occasion*

**EDL 704 Degree Synthesis**
This course is a synthesizing experience, with eight hours of group study culminating in a two-hour written examination.
*Credits: 3*
*On Occasion*

**EDL 705 Thesis Seminar**
This course is available only to matriculated master's degree candidates electing to develop and write a thesis under the supervision of approved faculty. Registration must be approved by the student's departmental chairperson or designated representative.
*Credits: 3*
*On Occasion*

**EDL 706 Independent Study**
Independent Study
*Credits: 3*
*All Sessions*

**EDL 750 Institute**
Various institute topics of current interest are arranged for summer sessions.
*Credits: 3*
*On Occasion*

# DEPARTMENT OF SPECIAL EDUCATION AND LITERACY

**Phone: 516-299-2245**
**Fax: 516-299-3312**
Chair: Reinecke
Full Professors: Cohen, Feeley, Minge, Pierangelo, Sanacore
Associate Professors: Levitt, Vida
Assistant Professor: Reinecke
Adjunct Faculty: 33

The Department of Special Education and Literacy prepares students for New York State certification as special education teachers and literacy specialists. Student can select from three Master of Science degree programs: Literacy; Special Education; and Special Education with a Concentration in Autism. The Department also offers dual certification programs which prepare students to become certified in two specialty areas: Childhood Education (Grades 1 to 6) and Special Education or Literacy.

The mission of the Department of Special Education and Literacy is the generation, preservation, dissemination, and application of knowledge and research in the fields of special education and literacy for the benefit of students, public/private schools, and agencies in the Long Island and metropolitan New York community. The Department provides premier instructional, applied research, and public service programming in an open and welcoming environment. We fulfill our commitment to quality by using advanced instructional technologies, fostering lifelong learning, promoting cultural diversity, and working in partnership with our service communities.

The programs are accredited by the Council for the Accreditation of Education Preparation (CAEP), signifying they meet the highest standards of quality in preparing competent, caring and qualified professional educators who will teach and lead in pre-K through grade 12 schools.

The Special Education Program prepares students to create effective learning environments for students with a variety of disabilities and challenges in grades 1 to 6. Coursework includes classroom management, the diagnosis and correction of learning disabilities, and the use of inclusion techniques.

The Literacy Program leads to New York State certification as a Literacy Teacher and prepares students to work in schools and clinical settings as a literacy specialist. Students learn to teach reading and written communications, develop reading curricula, evaluate student progress, and identify students in need of corrective and remedial instruction. Participants develop skills and clinical experience for communicating with parents and the expertise to evaluate district-wide reading programs.

# M.S.Ed. in Literacy Birth-Grade 6

The 30-credit Master of Science in Education (M.S.Ed.) program leads to New York State certification as a Literacy Teacher for children from Birth to Grade 6, and prepares you to work in schools and clinical settings as a literacy specialist. The curriculum prepares you to teach reading and written communications, develop reading curricula, evaluate student progress, and identify students in need of corrective and remedial instruction. In addition, you will develop skills for communicating with parents and encouraging them to become intimately involved in their child's reading experience.

Students will gain clinical experience at our on-campus Literacy and Learning Development Center.

**ADMISSION REQUIREMENTS**

Applicants to the M.S.Ed. program must meet the following requirements for admission.

- Application: (https://apply.liu.edu/quickapp/)
- Application fee (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Applicants must have achieved at least a 3.0 in major and 3.0 overall cumulative GPA in a bachelor's program. Initial (or provisional) childhood teaching certificate is required. Special education applicants must hold provisional or initial certification in elementary, early childhood, or childhood education. A minimum grade point averageof B must be maintained for continuation in the program and eligibility for practicum experiences.
- International students please visit www.liu.edu/cwpost/admissions/international/FAQs for information.
- GRE
- Initial teacher certification required.

**Send application materials to:**
LIU Post
Admission Processing Center
15 Dan Road, Suite 102
Canton, MA 02021

## M.S. Ed. in Literacy - Birth-Grade 6

*{Program Code: 27541}*
**(30 credits)**

**Required Literacy Foundation Courses**

| | | | |
|---|---|---|---|
| EDS | 600 | Introduction to the Study of the Exceptional Child & Adolescent | 3.00 |
| EDS | 610 | Literacy Teaching and Learning: Birth-Grade 6 | 3.00 |
| EDS | 613 | Literacy and Children's Literature: Birth-Grade 6 | 3.00 |
| EDS | 619 | Literacy and Literature-based Reading Instruction: Birth-Grade 6 | 3.00 |
| EDS | 640 | Literacy in the Content Areas: Birth-Grade 6 | 3.00 |
| EDS | 642 | Literacy & Language Arts Instruction B - GR 6 | 3.00 |

**Required Literacy Practicum Courses**

| | | | |
|---|---|---|---|
| EDS | 615 | Practicum I. Literacy Assessment and Intervention:Birth- Grade 6 | 3.00 |
| EDS | 616 | Practicum II. Literacy Intervention:Birth-Grade 6 | 3.00 |
| EDS | 703 | Practicum III Overcoming Literacy Difficulties:Birth-Grade 6 | 3.00 |

**Required Culminating Experience Course**

| | | | |
|---|---|---|---|
| EDS | 622 | Contemporary Issues and Research in Literacy: Birth-Grade 6 (Culmination Experience) | 3.00 |

**Credit and GPA Requirements**
Minimum Total Credits: 30
Minimum Major GPA: 3.00

# M.S.Ed. in Special Education

## General Concentration

Teaching students with special needs in elementary school requires dedication and knowledge. The 30-credit Master of Science in Education in Special Education (M.S.Ed.) will prepare you to create effective learning environments for students with a variety of disabilities and challenges. Three areas of specialization are incorporated into one comprehensive program that covers grades 1 to 6, including students with intellectual, emotional and learning disabilities.

You will study classroom management and the diagnosis and correction of learning disabilities. You will learn about inclusion techniques - a trend toward keeping special education children in general education classes while also providing additional assistance in that setting. Elective courses include the use of technology in special education, understanding the neurologically impaired child, and the psychology and education of children with autism. Supervised student-teaching opportunities will give you real-world experience with this special population.

The M.S.Ed. in Special Education program is accredited by the Council for the Accreditation of Education Preparation (CAEP), signifying the program of study meets the highest standards of

quality in preparing competent, caring and qualified professional educators who will teach and lead in public and private schools.

**ADMISSION REQUIREMENTS**

Applicants to the M.S.Ed. in Special Education must meet the following requirements for admission.

- Application: (https://apply.liu.edu/quickapp/)
- Application fee (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Applicants must have achieved at least a 3.0 in major and 3.0 overall cumulative GPA in a bachelor's program. Initial (or provisional) childhood teaching certificate is required. Special education applicants must hold provisional or initial certification in elementary, early childhood or childhood education. A minimum grade point average of B must be maintained for continuation in the program and eligibility for practicum experiences.
- International students please visit www.liu.edu/CWPost/Admissions/International /FAQs for information.
- GRE.
- Initial teacher certification required.

**Send application materials to:**

LIU Post
Admissions Processing Center
15 Dan Road, Suite 102
Canton, MA 02021

## Autism / CASE Concentration

Autism is a complex developmental disability that typically appears in the first three years of life. The Centers for Disease Control estimate that as many as one out of every 110 children falls somewhere on the autism disorder spectrum. Helping these children and their families is the goal of the master's degree program in special education with a concentration in autism.

The 30-credit Master of Science in Education prepares highly specialized educators to work with children and adults with autism. It also prepares educators to work in teams with psychologists, social workers and families to respond to the special needs of this unique population. The program leads to New York State certification in Special Education for Grades 1-6, and includes three courses toward certification by the Behavior Analyst Certification Board.

As a student in this program, you will study the assessment and instruction of students with severe disabilities, behavior management for children with autism and developmental disorders, communication development and language disorders in children with autism and other subjects central to the education of children on the autism spectrum. Professors with extensive experience and expertise lead small classes, and the program places considerable emphasis on field study and practicum.

**ADMISSION REQUIREMENTS**

Applicants to the M.S.Ed. in Special Education: Concentration in Autism must meet the following requirements for admission.

- Application: (https://apply.liu.edu/quick app/)
- Application fee (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Applicants must have achieved at least a 3.0 in major and 3.0 overall cumulative GPA in a bachelor's program. Initial (or provisional) childhood teaching certificate is required. Special education applicants must hold provisional or initial certification in elementary, early childhood or childhood education. A minimum grade point average of B must be maintained for continuation in the program and eligibility for practicum experiences.
- International Students please visit www.liu.edu/CWPost/Admissions/International /FAQs for information.
- GRE.
- Initial teacher certification required.

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Canton, MA 02021

### M.S.Ed. Special Education

### Grades 1-6

*{Program Code: 27540}*

**Major Requirements (30 credits)**

**Special Education Core Course Requirements:**

| | | | |
|---|---|---|---|
| EDS | 600 | Introduction to the Study of the Exceptional Child & Adolescent | 3.00 |
| EDS | 617 | Literacy for Students with Disabilities:Birth-Grade 6 | 3.00 |
| EDS | 620 | Assessment and Diagnosis of Students with Disabilities | 3.00 |
| EDS | 630 | Curriculum-based Assessment and Instruction of Students with Mild Disabilities | 3.00 |

**General Concentration**

**Course Requirements:**

| | | | |
|---|---|---|---|
| EDS | 631 | Curriculum-based Assessment and Instruction of Students with Severe Disabilities at the Elementary and Secondary Levels | 3.00 |
| EDS | 632 | Instruction and Classroom Management for Children & Adolescents with Emotional and Behavior Problems | 3.00 |
| EDS | 633 | Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion) | 3.00 |
| EDS | 624 | Contemporary Issues and Research in Special Education/Culminating Experience | 3.00 |
| EDS | 702 | Supervised Practicum in Special Education at the Elementary and Secondary Levels | 3.00 |
| EDS | | Elective in Special Education - Students may choose a Special Education course as an elective | 3.00 |

**Autism/CASE Concentration**

**Course Requirements:**

| | | | |
|---|---|---|---|
| EDS | 629 | Curriculum-based Assessment and Instruction of Students with Severe Disabilities - Autism | 3.00 |
| EDS | 635 | Behavior Management for Learners with Autism & Developmental Disabilities | 3.00 |
| EDS | 750 | Institute | 3.00 |
| SPE | 681 | Language Disorders in Severe Developmental Disabilities and Autism | 3.00 |
| EDS | 625 | Contemporary Issues and Research in Special Education/Culminating Experience (Autism) | 3.00 |
| EDS | 704 | Practicum In Autism | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 30
Minimum Major GPA: 3.00

## M.S. in Childhood Education / Literacy, Birth-Grade 6

Literacy is an important part of a child's social, emotional and intellectual development. The stronger a child's reading and comprehension skills, the greater the child's potential for life-long success. The Master of Science in Childhood Education/Literacy explores the values of reading, writing and technology and will train you to become a New York State certified teacher of children from grades 1 to 6. This 48-credit

program will greatly expand your career opportunities by preparing you for dual certification – offered by New York State – in both childhood education and teaching literacy. The program is accredited by the Council for the Accreditation of Education Preparation (CAEP), signifying it meets the highest standards of quality in preparing competent, caring and qualified professional educators in public and private schools.

In your courses, you will explore basic principles of elementary education curricula as well as a full spectrum of instructional strategies and assessment methods. For example, "Social Foundations of American Education" looks at the development of the American school system in a rapidly changing environment, with emphasis on the relationship between education and society, while "Curriculum Development for the Classroom Teacher" examines historical, theoretical and practical considerations of the purpose, content and organization of educational experiences (including non-school settings).

Coursework in literacy covers reading comprehension, selecting appropriate literature for classroom learning, remedial instruction, and current trends in testing and reading techniques. Field work will enable you to work with individual children in classroom settings.

In service to our local community, the Department of Special Education and Literacy offers an on-campus clinic for children with reading challenges: the Literacy and Learning Development Center.

**ADMISSION REQUIREMENTS**

Applicants to the Master of Science program must meet the following requirements for admission.

- Application (https://apply.liu.edu/quickapp/)
- Application fee (non-refundable).
- Applicants must have achieved at least a 3.0 in major and 3.0 overall cumulative GPA in bachelor's program. A minimum GPA of B must be maintained for continuation in the program and for practicum experiences.
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- International students please visit www.liu.edu/CWPost/Admissions/International/FAQs for information.
- GRE.

**Send application materials to:**

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Canton, MA 02021

## M.S. in Childhood Education / Literacy - Birth-Grade 6

**Dual Certification, Leading to NYS Initial Certification**

*{Program Code: 26178}*

**(48 Credits)**

**Curriculum & Instruction Courses Requirements:**

| | | | |
|---|---|---|---|
| EDI | 600 | Psychological Foundations of Education | 3.00 |
| EDI | 601 | Social Foundations of American Education | 3.00 |
| EDI | 677 | Curriculum Development for the Classroom Teacher | 3.00 |
| EDI | 612 | Teaching Social Studies in Grades 1-6 | 3.00 |
| EDI | 613 | Teaching Mathematics in Grades 1-6 | 3.00 |
| EDI | 614 | Teaching Science in Grades 1-6 | 3.00 |
| EDUX | 200 | Preventing Child Abduction; Safety Education; Fire and Arson Prevention | 0.00 |
| EDUX | 300 | Preventing Alcohol, Tobacco, and Other Substance Abuse | 0.00 |
| EDI | 710 | Supervised Student Teaching and Seminar for Childhood/Special Ed or Childhood/Literacy | 3.00 |

**Curriculum & Instruction Culminating Experience:**

Student is required to take the Final Project or Comprehensive Exam or Thesis (3 credits)

**Thesis Course**

| | | | |
|---|---|---|---|
| EDI | 705 | Thesis Seminar | 3.00 |

**Literacy Courses Requirements:**

| | | | |
|---|---|---|---|
| EDS | 600 | Introduction to the Study of the Exceptional Child & Adolescent | 3.00 |
| EDS | 610 | Literacy Teaching and Learning: Birth-Grade 6 | 3.00 |
| EDS | 619 | Literacy and Literature-based Reading Instruction: Birth-Grade 6 | 3.00 |
| EDS | 640 | Literacy in the Content Areas: Birth-Grade 6 | 3.00 |
| EDS | 642 | Literacy & Language Arts Instruction Birth-Grade 6 | 3.00 |
| EDS | 615 | Practicum I. Literacy Assessment and Intervention:Birth- Grade 6 | 3.00 |
| EDS | 616 | Practicum II. Literacy Intervention:Birth-Grade 6 | 3.00 |
| EDS | 703 | Practicum III Overcoming Literacy Difficulties:Birth-Grade 6 | 3.00 |
| EDS | 622 | Contemporary Issues and Research in Literacy: Birth-Grade 6/Culminating Experience | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 48
Minimum Major GPA: 3.00

## M.S. in Childhood Education / Special Education

### General Concentration

This 48-credit Master of Science program prepares you for New York state certification in both Childhood Education and Special Education. You will learn to develop and teach innovative curricula for children in Grades 1 to 6, and to teach elementary school children with special needs, including intellectual disabilities, learning disabilities, emotional and behavioral disorders, developmental disorders and physical disabilities. In addition, you will explore the historical, social and legal foundations of special education and receive extensive clinical experience by working with children with special needs. You will learn to identify the characteristics of youngsters with varying levels of learning difficulties and adapt instructional strategies and materials to fit their needs.

In service to our local community, the Department of Special Education and Literacy houses two on-campus clinics for children with reading challenges and disabilities: the Literacy and Learning Development Center and the Center for Community Inclusion.

**ADMISSION REQUIREMETS**

Applicants to the Master of Science program must meet the following requirements for admission.

- Application: (https://apply.liu.edu/quickapp/)
- Application fee (non-refundable)
- Applicant must have achieved at least a 3.0 in major and 3.0 cumulative GPA in bachelor's program. A minimum GPA of B must be maintained for continuation in the program and eligibility for practicum experience.
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- International students please visit www.liu.edu/CWPost/Admissions/International/FAQs for information
- GRE

**Send application materials to:**

LIU Post

Admissions Processing Center
15 Dan Road, Suite 102
Canton, MA 02021

## Concentration in Autism

The 51-credit track leads to dual New York State certification in childhood education (grades 1 to 6) and special education with a concentration in autism. Courses include psychological and social foundations of education; math, science and social studies methods; and curriculum and assessment. In addition, students take specialized courses in developmental reading, study of the exceptional child, literacy for children with disabilities, behavior management for children with autism, diagnosis and treatment of autism, language disorders, and curriculum-based assessment. Professors with extensive experience and expertise lead small classes, and the program places considerable emphasis on field study and practicum. A minimum of 150 hours of field experience are required prior to student teaching.

**ADMISSIONS REQUIREMENTS**

- Application (https://apply.liu.edu/quickapp/)
- Application fee (non-refundable)
- Applicant must have achieved at least a 3.0 in Major and 3.0 cumulative GPA in Bachelor program. A minimum of B must be maintained for continuation in the program and practicum experiences.
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- International students please visit www.liu.edu/CWPost/Admissions/International/FAQs for information.
- GRE.

**Send application materials to:**

LIU Post
Admissions Processing Center
15 Dan Road, Suite 102
Canton, MA 02021

### M.S. in Childhood Education / Special Education

### Grades 1 - 6

### Dual Certification, Leading to NYS Initial Certification

*{Program Code: 26176}*

**(48-51 Credits)**

**Required Curriculum and Instruction Courses:**

| | | | |
|---|---|---|---|
| EDI | 600 | Psychological Foundations of Education | 3.00 |
| EDI | 601 | Social Foundations of American Education | 3.00 |
| EDI | 677 | Curriculum Development for the Classroom Teacher | 3.00 |
| EDI | 612 | Teaching Social Studies in Grades 1-6 | 3.00 |
| EDI | 613 | Teaching Mathematics in Grades 1-6 | 3.00 |
| EDI | 614 | Teaching Science in Grades 1-6 | 3.00 |
| EDI | 710 | Supervised Student Teaching and Seminar for Childhood/Special Ed or Childhood/Literacy | 3.00 |

**Culminating Experience:**

Student is required to do a Comprehensive Exam or Final Project or Thesis (with course).

**Thesis Course**

| | | | |
|---|---|---|---|
| EDI | 705 | Thesis Seminar | 3.00 |

**Special Education Core Course Requirements:**

| | | | |
|---|---|---|---|
| EDS | 600 | Introduction to the Study of the Exceptional Child & Adolescent | 3.00 |
| EDS | 610 | Literacy Teaching and Learning: Birth-Grade 6 | 3.00 |
| EDS | 617 | Literacy for Students with Disabilities:Birth-Grade 6 | 3.00 |
| EDS | 630 | Curriculum-based Assessment and Instruction of Students with Mild Disabilities at the Elementary and Secondary Levels | 3.0 |

**General Special Education Course Requirements:**

| | | | |
|---|---|---|---|
| EDS | 631 | Curriculum-based Assessment and Instruction of Students with Severe Disabilites at the Elementary and Secondary Levels | 3.00 |
| EDS | 632 | Instruction and Classroom Management for Children with Emotional and Behavior Problems | 3.00 |
| EDS | 633 | Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion) | 3.00 |
| EDS | 624 | Contemporary Issues and Research in Special Education/Culminating Experience | 3.00 |
| EDS | 713 | Supervised Student Teaching and Seminar in Special Education | 3.00 |

**Autism/CASE Requirements: (51-54 Credits)**

| | | | |
|---|---|---|---|
| EDS | 629 | Curriculum-based Assessment and Instruction of Students with Severe Disabilities - Autism | 3.00 |
| EDS | 635 | Behavior Management for Learners with Autism & Developmental Disabilities | 3.00 |
| SPE | 681 | Language Disorders in Severe Developmental Disabilities and Autism | 3.00 |
| EDS | 750 | Institute: Diagnosis/Treatment Autism | 3.00 |
| EDS | 625 | Contemporary Issues and Research in Special Education/Culminating Experience (Autism) | 3.00 |
| EDS | 712 | Supervised Student Teaching and Seminar in Special Education (Autism) | 3.00 |

**Required Teacher Certification Worksops**

| | | | |
|---|---|---|---|
| EDUX | 100 | PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act | 0.00 |
| EDUX | 200 | Preventing Child Abduction; Safety Education; Fire and Arson Prevention | 0.00 |
| EDUX | 300 | Preventing Alcohol, Tobacco, and Other Substance Abuse | 0.00 |
| CATX | 100 | Child Abuse Identification and Reporting | 0.00 |
| DASX | 100 | Dignity in Schools Act | 0.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 48 - 51
Minimum Major GPA: 3.00

## Advanced Certificate in Students With Disabilities (SWD) Grades 7-12 Generalist

The Department of Special Education and Literacy announces an Advanced Certificate in Students with Disabilities (SWD) (7-12) Generalist. This certificate requires 15 credit hours and will be offered to graduate students who already posess at least initial New York State Teachers Certification or currently meet the requirements for intitial New York State Teacher Certification. The certificate program has been State approved. This program alone will not qualify the candidate for New York State Professional Certification. A master's degree is required for Professional Certification in New York State. This program is geared towards

students who already posess initial New York State Certification in adolescent education. Applicant must have achieved at least a 3.0 in major and cumulative 3.0 GPA in bachelor's program. Minimum grade of B must be maintained for continuation in program.

## Advanced Certificate in Students With Disabilities (SWD) Grades 7-12 Generalist

*{Program Code: 35789}*

**Required Advanced Certificate Courses**

| | | | |
|---|---|---|---|
| EDS | 600 | Introduction to the Study of the Exceptional Child & Adolescent | 3.00 |
| EDS | 632 | Instruction and Classroom Management for Children & Adolescents with Emotional and Behavior Problems | 3.00 |
| EDS | 633 | Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion) | 3.00 |
| EDS | 702 | Supervised Practicum in Special Education at the Elementary and Secondary Levels | 3.00 |

**One of the following:**

| | | | |
|---|---|---|---|
| EDS | 630 | Curriculum-based Assessment and Instruction of Students with Mild Disabilities at the Elementary and Secondary Levels | 3.00 |
| EDS | 631 | Curriculum-based Assessment and Instruction of Students with Severe Disabilities at the Elementary and Secondary Levels | 3.00 |

**Electives**

Courses that are not being used to satisfy major or core requirements.

### Credit and GPA Requirements

Minimum Total Credits: 15

Minimum Major GPA: 3.00

## Special Education and Literacy Courses

**EDS 600 Introduction to the Study of the Exceptional Child and Adolescent**
A basic introduction to exceptionality. A consideration of emotional, neurological, and physically based etiologies as they relate to exceptionality. Specific reference will be given to an overview of disability and impairment and to a system of classification and criteria of classification.
Summer classes offered occasionally
*Prerequisite of EDI 600, 601, 612, 613, 614, 677 are required of all Childhood/Literacy and Childhood/Special Education majors only.*
*Credits: 3*
*Every Fall and Spring*

**EDS 605 Beginning Reading & Writing Emergent Literacy**
This course is designed for teachers who will learn about the teaching of language arts - reading, writing, listening and speaking in the early childhood classroom. This course will acquaint teachers with scientifically based research, theory, principles, practices, strategies, techniques and tools that are appropriate when considering literacy development in the early years (birth through second grade). The stages of child development and language acquisition will provide the framework for observing children's literacy development and determining appropriate approaches to literacy instruction.
LIU Post Campus
*Prerequisite of Early Childhood major required.*
*Credits: 3*
*Every Fall*

**EDS 610 Literacy Teaching and Learning: Birth-Grade 6**
A study of strategies and resources in childhood language acquisition and the teaching of literacy for elementary school children. The newest techniques and research findings will be discussed. Students will observe, plan and instruct sample literacy lessons.
Summer class offered on occasion.
*Prerequisites of EDI 600, 601, 612, 613, 614, and 677 with co-requisite of EDI 600 and 601 for Childhood Edu programs are required.*
*Credits: 3*
*Every Fall and Spring*

**EDS 611 Literacy Assessment for the Classroom Teacher: Birth-Grade 6**
This course will acquaint students with current assessment techniques that can be used to evaluate elementary school children within the general education classroom. An emphasis will be placed on current literacy practices, techniques,and strategies used in treating achievement problems of the elementary school child. Effective integration of technology in support of literacy within the classroom setting will be explored. Students will be involved in developing and discussing case studies.
*Prerequisite of EDI 600 and 601 are required.*
*Credits: 3*
*Every Spring*

**EDS 612 Literacy Teaching & Learning: Grades 5-12**
This course is designed to introduce the content and methods of literacy instruction for adolescent students. Beliefs and theories which have become the basis for instructional practices will also be discussed, as will the use of technologies which might offer new insight and opportunities for adolescent literacy instruction.
LIU Post Campus
*Prerequisite of Adolescent Education major are required.*
*Credits: 3*
*Cross-Listings: EDS 612, EDS 612*
*Every Spring*

**EDS 613 Literacy and Children's Literature:Brith-Grade 6**
A survey of the literature for the school child with emphasis on the quality and characteristics of reading materials suitable for various groups. The changing characteristics of children's reading interests and the presentation of books through various media will be included. A reading file will be developed for a particular age group.
Summer class offered on occasion.
*Prerequisite of EDS 610 is required*
*Credits: 3*
*Every Fall and Spring*

**EDS 615 Practicum I. Literacy Assessment and Intervention:Birth- Grade 6**
Lecture: The course will stress diagnostic procedures for reading disabilities; observation and interview procedures; diagnostic instruments; standardized and informal tests; report writing and materials of instruction in these areas. Causative factors contributing to specific reading problems will also be explored and discussed. Clinic: Students will develop case studies with individual clients.
Alternating locations.
*Prerequisistes of EDS 610, 613, 619, 640, 642 and co-requisite of EDS 610, 619, 640 ,642 are required.*
*Credits: 3*
*Every Fall, Spring and Summer*

**EDS 616 Practicum II. Literacy Intervention:Birth-Grade 6**
The course will stress corrective procedures, planning and management for children with reading disabilities. Major creative techniques and clinical remedial procedures will be included. Clinic: Students will work with individual clients for a minimum of 20 hours under clinical supervision.
Alternating locations.
*Prerequisite of 610, 613, 615, 619, 640, 642 are required.*
*Credits: 3*
*Every Fall, Spring and Summer*

**EDS 617 Literacy for Students with Disabilities:Birth-Grade 6**
This course covers theory, research and effective practices for teaching students with significant reading problems. Specifically, graduates will become immersed in the assessment of literacy problems and their use to provide effective instruction. Both formal and informal instruments will be discussed for determining individual strengths and needs. A variety of instructional approaches will be considered for developing reading strategies and skills in students with disabilities.
Summer class on occasion.
*Prerequisite or Co-requisite of EDS 600 or 610 is required.*
*Credits: 3*
*Every Fall and Spring*

**EDS 619 Literacy and Literature-Based Reading Instruction: Birth-Grade 6**
Included are the background and description of the various types of literature based reading programs. This course will be concerned with planning, developing and implementing such instruction. The assessment procedures used by the classroom teacher and the implication of literature-based reading instruction upon the total school program will also be discussed.
Summer class offered on occasion.
*Prerequisite or Co-requisite of EDS 610 is required*
*Credits: 3*
*Every Fall and Spring*

**EDS 620 Assessment and Diagnosis of Students with Disabilities**
An introduction to instruments and evaluation strategies used in assessing students with disabilities and the environmental conditions which contribute to their problems in learning. Practice in administration of tests and interpretation of results, with suggested remedial and therapeutic interventions, is an important facet of this course.
Summer class offered on occasion.
*Prerequisite or Co-requisite of EDS 600 is required*
*Credits: 3*
*Every Fall and Spring*

**EDS 622 Contemporary Issues and Research in Literacy: Birth-Grade 6 (Culmination Experience)**
This course involves the study of critical issues in literacy education. Theory, research and practice will be explored through a vast body of knowledge and field of inquiry related to the perspectives of psychology, sociology, linguistics, and other pertinent areas. Specifically, a wide variety of important topics will be addressed, including balanced reading instruction, phonemic awareness and phonics, multicultural perspectives, literacy learning, basal materials and literature- based

resources, traditional and invented spelling practices, process writing, emergent literacy, content literacy, struggling literacy learners, and literacy assessment. Within this context, a diversity of positions and opinions will be considered as students formulate their own views by engaging in activities that encourage critical analysis and independent thinking.
Class may be offered in summer on occasion.
*Co-requisite of EDS 615 or 616 or 703 and must be taken in last 9 credits are required.*
*Credits: 3*
*Every Fall and Spring*

**EDS 624 Contemporary Issues and Research in Special Education/Culminating Experience**
This course is an advanced seminar in current issues facing the field of special education, is designed to provide an opportunity for students to research, discuss and understand the topics that are impacting our field and its theoretical base.
Class may be offered in summer on occasion.
*Prerequisite of EDS 600, (610 or 620), 617, 630 and must be taken in the last 9 credits.*
*Credits: 3*
*Every Fall and Spring*

**EDS 625 Contemporary Issues and Research in Special Education/Culminating Experience (Autism)**
This course, an advanced seminar in current issues facing the field of special education, is designed to provide an opportunity for students to research, discuss and understand the topics that are impacting our field and its theoretical base.
*Prerequisite of (EDS 600, 620, 617, 630, 750 or (Childhood/Literacy and Childhood/Special Education EDS 600, 610, 630, 750 and taken in last 9crs are required.*
*Credits: 3*
*Every Fall and Spring*

**EDS 629 Curriculum-based Assessment and Instruction of Students with Severe Disabilities - Autism**
This course focuses on methodologies of: (1) assessment; (2) curriculum development;(3) individualized educational planning; and (4) instructional programming for children with severe developmental disabilities aged 6-12. Emphasis will be given to curriculum-based assessment as it relates to instructional planning. Assistive technology to support the learning process will be addressed. Accommodations to facilitate the successful inclusion of students with severe disabilities in general education classrooms will also be reviewed. Attention will be directed toward developing skill in task analysis, IEP preparation, and lesson planning. Case presentations will be utilized to highlight team building and interdisciplinary collaboration in educating children with severe disabilities. The course also includes 15 hours of field observation.
Field experiences are required.
*Prerequisite of EDS 600 is required.*
*Credits: 3*
*Every Fall and Spring*

**EDS 630 Curr-based Assess and Instr of Students with Mild Disabilities at the Elementary and Secondary Level**
The course will examine the complexity of the issues inherent in the teaching learning process with particular reference to students with mild disabilities in inclusive settings. The instructional dimensions that create the conditions of failure for students with learning problems will be characterized. A framework and practical strategies for the use of assessment procedures that focus on effective instructional planning and can reverse the cycle of failure for students with mild disabilities will be emphasized. An assessment model that generates information for the design of an instructional program and provides for the continuous monitoring of student progress in academic areas (such as reading, writing and math) and in content areas (such as social studies and science), will be outlined. Effective instructional strategies and elements of teaching practice that support the learning and growth of students with mild disabilities will also be addressed. The course also includes 15 hours of field observation.
Class may be offered in summer on occasion.
*Prerequisite or Co-requisite of EDS 600 is required*
*Credits: 3*
*Every Fall and Spring*

**EDS 631 Curr-based Assessment/Instruction of Severe SWD at the Elementary and Secondary Levels**
This course focuses on methodologies of: (1) assessment; (2) curriculum development; 3) individualized educational planning; and (4) instructional programming for children with severe developmental disabilities aged 6-12. Emphasis will be given to curriculum-based assessment as it relates to instructional planning. Assistive technology to support the learning process will be addressed. Accommodations to facilitate the successful inclusion of students with severe disabilities in general education classrooms will also be reviewed. Attention will be directed toward developing skill in task analysis, IEP preparation, and lesson planning. Case presentations will be utilized to highlight team building and interdisciplinary collaboration in educating children with severe disabilities. The course also includes 15 hours of field observation.
Field experiences are required.
Class may be offered in summer on occasion.
*Prerequisite or Co-requisite of EDS 600 is required*
*Credits: 3*
*Every Fall and Spring*

**EDS 632 Instr & Classroom Manage for Children and Adolescents with Emotional and Behavior Problems**
Focus in this course will be on program development which will include prescriptive remediation based on diagnostic assessment. A consideration of instructional techniques and resources will be of central focus. Fundamental skills in classroom management and in dealing with maladaptive behavior in both inclusive and non-inclusive educational settings will also be surveyed. The course also includes 10 hours of field observation.
Class may be offered in summer occasionally.
*Prerequisite or Co-requisite of EDS 600 is required*
*Credits: 3*
*Every Fall and Spring*

**EDS 633 Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion)**
Inclusion represents one of the most significant challenges facing education in recent years. It requires critical changes in attitudes and practice for both general and special educators. This course will explore the concept of inclusion, discuss it from both a theoretical and practical perspective, and present strategies necessary for it to be successful. Included will be discussions of historical and current perspectives, collaboration among professionals, practical classroom administration, instructional adaptations, etc. One specific mechanism to facilitate inclusion will be the use of assistive and instructional technologies with an emphasis on those that can assist in the integration of students with disabilities. The course also included 10 hours of filed observation.
Summer class may be offered on occasion.
*Prerequisite or Co-requisite of EDS 600 is required*
*Credits: 3*
*Every Fall and Spring*

**EDS 635 Behavior Management for Learners with Autism & Developmental Disabilities**
This course provides an introduction to the principles of applied behavior analysis (ABA) and their application for learners with autism and other developmental disabilities. Procedures applicable to both individuals and groups will be studied, with particular attention to the area of autism. Skill-building techniques and strategies will be covered with attention devoted to data collection for assessment, evaluation and record keeping. Procedures to improve skills and behaviors as well as to reduce maladaptive and/or stereotypic behaviors will be covered. Opportunities to implement ABA procedures will occur in class, as well as outside of class.
*Prerequisite of EDS 600 is required.*
*Credits: 3*
*Every Fall and Spring*

**EDS 640 Literacy in the Content Areas: Birth-Grade 6**
This course will review expository and narrative materials in the content areas as well as those skills unique to each content field. Readability of texts will be explored and means of adapting instruction

to a variety of levels in reading will be discussed. Schema development and direct instruction will be emphasized.
Class offered in summer on occasion.
*Prerequisite or co-requisite of EDS 610 is required.*
*Credits: 3*
*Every Fall and Spring*

**EDS 641 Literacy In Content Area 5-12**
In this course, significant issues concerning adolescent literacy across the curriculum will be highlighted. Specifically, information concerning literacy development in adolescents will be explored in the contextof varied philosophies, theories and practical applications. From this context, a range of viewpoints will be discussed and analyzed to provide a foundation for identifying and appraising a variety of perspectives on each issue concerning content are literacy for adolescents.
*Co-requisite of EDS 610 is required for all Childhood/Literacy and Childhood/Special Education plans only. No prerequisites for Adolescent plans.*
*Credits: 3*
*Every Fall*

**EDS 642 Literacy & Language Arts Instruction B - GR 6**
This course will enable teachers to develop a conceptual framework for the teaching of reading and written communication skills in our schools, focusing on composition, syntax, writing, spelling, and handwriting as interrelated elements of written expression. Instructional practices and materials will be presented, analyzed and evaluated for classroom implementation.
This class may be offered in summer on occasion.
*Prerequisite or co-requisite of EDS 610 is required.*
*Credits: 3*
*Every Fall and Spring*

**EDS 702 Supervised Practicum in Special Education at the Elementary and Secondary Levels**
The NYS Department of Education defines the practica as a structured, college- supervised learning experience for a student in a teacher education program through direct experiences with individual students or groups of students.
*Prerequisites of EDS 600, 620, 617, 630, 631, 632, 633 or EDS 600, 630, 631, 632, 633 are required.*
*Credits: 3*
*Every Fall and Spring*

**EDS 703 Practicum III Overcoming Literacy Difficulties:Birth-Grade 6**
(Open only to students in Literacy specialization.) Students will have full responsibility for diagnosis, correction and remediation of clients with various types of reading problems. Case studies will be developed and instruction will take place under supervision in the University clinic. A minimum of 30 contact-hours will be required in addition to weekly seminars.
Alternating locations.
*Prerequisites of EDS 600, 610, 613, 619, 640, 615, 616 are required.*
*Credits: 3*
*Every Fall, Spring and Summer*

**EDS 704 Supervised Practicum In Special Education - Autism**
The NYS Department of Education defines the practica as a structured, college- supervised learning experience for a student in a teacher education program through direct experiences with individual students or groups of students.
*Prerequisites of EDS 600, 610 or 620, 617, 629, 630, 750 and co-requisite of EDS 625 or 629 or 635 or SPE 681 are required.*
*Credits: 3*
*Every Fall and Spring*

**EDS 712 Supervised Student Teaching and Seminar in Special Education (Autism)**
Student Teaching in Special Education will require the student to spend a minimum of 175 hours working with students with disabilities at the childhood level in school settings. Student teaching will occur with ongoing supervision of a school based cooperating teacher (certified in special education), along with supervision by a member of the faculty. A weekly seminar will also be required in Special Education and Literacy which the student teaching experience will be discussed, along with current issues addressing preparation to enter into the profession.
LIU Post Campus
*Credits: 3*
*Every Fall and Spring*

**EDS 713 Supervised Student Teaching and Seminar in Special Education**
Student Teaching in Special Education will require the student to spend a minimum of 175 hours working with students with disabilities at the childhood level in school settings. Student teaching will occur with ongoing supervision of a school based cooperating teacher (certified in special education), along with supervision by a member of the faculty. A weekly seminar will also be required in Special Education and Literacy which the student teaching experience will be discussed, along with current issues addressing preparation to enter into the profession.
*Credits: 3*
*Every Fall and Spring*

**EDS 750 Institute**
Summer Institute available summer only.
*Credits: 3*
*Every Summer*

# DOCTORAL PROGRAM (Ed.D.) IN INTERDISCIPLINARY EDUCATIONAL STUDIES

**INTERDISCIPLINARY EDUCATIONAL STUDIES DOCTOR OF EDUCATION**
Phone: (516) 299-2244

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All other faculty in the College of Education, Information, and Technology support the Ed.D. Program and its students.

**Program Overview**

The program brings broad perspectives to important issues in education and focuses on the study of theory, practice and issues affecting the Pre-K-16 continuum and other education related domains (e.g. professional development, etc.). Minimum requirements include satisfactory performance in all coursework within the 10 year time frame, completion of the residency requirement, and a doctoral dissertation. This program leads to the granting of the Doctor of Education (Ed.D.) degree.

Success in the program depends in large part on each student's initiative. Students are strongly encouraged to read broadly, to actively consult, to interact with faculty and fellow students, and attend meetings related to their profession and areas of study.

At the completion of the program, graduates are expected to be better prepared to think across paradigms, broadening and deepening their perspectives regarding key issues. Applying different approaches to critical questions in education and related areas and contributing in a critical and meaningful way is the foundation for study in this program.

**Program Philosophy**

The Ed.D. Program is built on the belief that research needs to be conducted not only within the university, but also in the "laboratory of the everyday"—in classrooms, schools and communities, and other organizations and settings. In this program, the many complex factors that make up learning communities, as well as the responsibilities of leaders within those communities, will be examined. This is based on the conviction that educational research that fails to consider the context of schools and learning communities frequently misses the many variables inherent in cultures, communities, language, changes in state-level policies, advances in technology and more. Graduates of this program will produce research that addresses identified needs in particular communities of learners.

**Admission Requirements**

Applicants must hold a master's degree in education or a related field. Additionally, all applicants must have at least three years of successful teaching, leadership, or equivalent experience. Admission decisions will be based on the following factors: academic proficiency, professional accomplishments, proposed intellectual focus, and potential for completing a rigorous program.

Applicants must submit the following material by May 1st in order to insure admission prior to fall classes, but late applications may be considered.

1. A completed application form (available online).
2. A statement of purpose that describes their educational and professional goals and discusses what they hope to gain from doctoral study at Long Island University. The statement of purpose should be computer-generated and double-spaced.
3. A statement of research/inquiry describing the applicant's primary areas of research/inquiry interest. The statement should be 1 to 3 pages in length.
4. Two official copies of all undergraduate and graduate transcripts (from each college or university where courses leading to a bachelor's and/or master's degree were taken. Transcripts of all other coursework deemed relevant to the program should also be submitted.
Transcripts must be sent in sealed envelopes with the registrar's signature across the seal.
5. Three letters of recommendation. These letters should be written by persons who can comment from personal knowledge on academic and/or professional qualifications of the applicant for graduate study. Applicants to the Ed.D. in Interdisciplinary Educational Studies Program must submit one letter of recommendation from a current or former instructor or professor. An employer, school principal, or superintendent must write one other recommendation. Either an employer, former instructor, or professional colleague of status may write the third letter of recommendation.

**Residency and Registration Requirements**

All work for the doctoral degree must be completed within ten (10) years from the date of the start of the program. Due to the cohort format of the program and in consideration of the university resources available both for classroom study and research, students are required to maintain registration in every semester until and including the term in which the dissertation is approved by the doctoral program faculty and dean of the college.

Every student must fulfill a residency requirement, which will require the student to be registered for courses as a full time student for two consecutive semesters and for two consecutive summer sessions. The residency requirement will be fulfilled automatically for all students who follow the standard cohort plan. Students who miss courses scheduled for their entry cohort may be allowed to join a subsequent cohort when the missed coursework is offered.

**Academic Policies**

The academic policies are available on the university website.

**Candidacy for the Degree**

Upon admission to the program, students become "doctoral students" or doctorants and remain in that status until they have completed their digital portfolio, the comprehensive exams, and have successfully defended their dissertation proposal. At that time, they are advanced to the

status of “doctoral candidate” and may use the initials ABD (all but dissertation) as an indication of their advanced status in the doctoral program. That designation expires with any applicable statutes of limitation.

All students must be eligible for candidacy. To be eligible, students must successfully complete the following: the portfolio, the comprehensive exam, and the oral comprehensive exam. The following requirements provide the basis for doctoral candidacy.

**Digital Portfolios**

The Ed.D. Digital Portfolio will provide evidence of the doctoral student's intellectual development and achievement during the coursework phase of the doctoral program.

Each doctoral student will assemble a Digital Portfolio that includes: (a) a cover page and an index with hyper-links to all materials in the portfolio; (b) one paper or project from each doctoral course completed in the first two years (36 credits) of the program; and (c) a written personal reflection (of eight to ten pages) in APA style on the role and nature of Interdisciplinary studies in education with a special emphasis on the student's primary area of interest. All materials in the portfolio must be in an Internet-accessible digital format and should include such resources as Adobe PDF or Microsoft Word documents, websites, images, videos, or other digital media.

The portfolio should be developed with the guidance of the student’s dissertation committee chair who will also have the authority to approve the Digital Portfolio.

**Written and Oral Comprehensive Exams**

The Doctoral Program Executive Committee has developed an approach that fulfills the evaluative and assessment objectives of the comprehensive exams and also maximizes their value as an integral component of the learning experience for our students. The format of the comprehensives avoids unnecessary or redundant retesting of students' mastery of course content knowledge that would already have been assessed by individual course instructors. The design of the comprehensives is intended to advance students' progress toward their dissertation research. The comprehensive exams include a research précis that demonstrates the research methods, skills, and perspectives developed during the student’s core (covering research skills and methods) courses and reflects the knowledge they developed in their field.

**Research Précis**

The written portion of the comprehensive exams will be a research précis comprising three components:

• The first component is a preliminary literature review related to the student's proposed area of dissertation research and should reflect both an understanding of research and of the student's field of expertise [about 10 double-spaced pages plus references].

• The second component is a discussion of the proposed research methodology (including philosophical perspectives, analytic methods, sample, instruments, and measures) and its strengths and limitations [about five to seven pages plus references].

• The third component is a statement describing the interdisciplinary nature of the proposed research and of its benefits.

The written portion of the comprehensive exams will be assessed by the dissertation committee chair and one other member of the dissertation committee, as designated by the chair. In the event of a split judgment, the third member of the committee would be asked to break the tie. If two members of the committee find the exam not ready for approval, the committee will offer corrective advice to the student and ask that the research précis be revised and resubmitted.

**Orals**

The oral portion of the comprehensive exams will be achieved by having the student make an oral presentation of the research précis to the three-person dissertation committee. The members of the committee will use that presentation as an opportunity to explore the student's mastery of the content knowledge and understanding of theory and research in the student’s specialization, as it relates to the student’s planned dissertation topic.

**Dissertation Requirements**

Under the guidance of a dissertation committee as described in the Ed.D. Student Handbook, the student must develop and successfully defend a dissertation proposal and subsequently, develop and defend a final dissertation of scholarly and professional value.

**Curriculum**

Students must complete a minimum of 51 credits beyond the master’s degree, including eight core courses (24 credits), six field courses (18 credits), and a minimum of three courses of dissertation preparation (9 credits). In addition, students must successfully pass a written and oral comprehensive examination, a dissertation proposal defense, and a dissertation defense. The statutory limit for completion of all degree requirements is five years after a student passes the qualifying examination. Normal progression through the program is as follows:

1. Required doctoral level core courses (24 credits)
2. Required doctoral level field courses (18 credits)
3. Development and presentation of a working portfolio
4. Written comprehensive examination
5. Oral comprehensive examination
6. Dissertation proposal preparation
7. Dissertation proposal defense
8. IRB submission and approval
9. Dissertation research
10. Dissertation defense
11. Graduation

**Student Cohort Groups**

Each incoming class of students will enter the doctoral program as a cohort. Every cohort will travel together as an interdisciplinary group.

## Doctoral Program (Ed.D.) in Interdisciplinary Educational Studies

*{Program Code: 32295}*

**Program Requirement Core (24 credits)**

| | | | |
|---|---|---|---|
| EDD | 1000 | Pro-Seminar in the Philosophy of Science and Interdisciplinary Approaches to Educational Studies | 3.00 |
| EDD | 1001 | Multiple Perspectives on Educational Policy Analysis and the History of Educational Reform | 3.00 |
| EDD | 1002 | Organizational Theory: Approaches to Studying and Analyzing School Organizations | 3.00 |
| EDD | 1003 | Psychological, Sociological and Cultural Aspects of Human Development | 3.00 |
| EDD | 1004 | School and Community: Policy and Practices | 3.00 |
| EDD | 1005 | Educational Research Methods I | 3.00 |
| EDD | 1006 | Educational Research Methods II | 3.00 |
| EDD | 1007 | Applied Research Design in Educational Studies | 3.00 |

**Field Courses from the Following: (18 credits)**

| | | | |
|---|---|---|---|
| EDD | 1101 | Collaborative Team Models in Education | 3.00 |
| EDD | 1102 | Facilitating Transitions Throughout the Educational Process | 3.00 |
| EDD | 1103 | Sociopolitical Contexts of Multicultural Education | 3.00 |
| EDD | 1104 | Bilingual and Second Language Acquisition | 3.00 |
| EDD | 1105 | Contemporary Issues in Assessement and Evaluation | 3.00 |
| EDD | 1106 | Technology-Enhanced Teaching and Learning | 3.00 |
| EDD | 1201 | Educational Reform: An Interdisciplinary Theoretical Perspective | 3.00 |
| EDD | 1202 | Perspectives on Leadership, Restructuring and Teacher Empowerment | 3.00 |

| | | | |
|---|---|---|---|
| EDD | 1203 | Seminar in Fiscal, Legal and Human Resource Issues in School Renewal and Reform | 3.00 |
| EDD | 1204 | Public and Community Relations: Creating an Environment Conducive to Educational Reform | 3.00 |
| EDD | 1205 | Critical Issues and Trends in Pre-K - 16 Education | 3.00 |
| EDD | 1206 | School Reform: Instructional Leadership in Pre-K - 16 Settings | 3.00 |

**Dissertation Courses (9 credits minimum)**

| | | | |
|---|---|---|---|
| EDD | 1008 | Dissertation Seminar I | 3.00 |
| EDD | 1009 | Dissertation Seminar II | 3.00 |
| EDD | 1010 | Dissertation Advisement | 3.00 |
| EDD | 1011 | Continuing Dissertation Advisement (repeated every semester while dissertation research is in progress) | 1.00 |

## Credit and GPA Requirements

Minimum Total Credits: 51
Minimum Major GPA: 3.00

## Interdisciplinary Education Studies Courses

**EDD 1000 Philosophy of Science & Interdisciplinary Approach to Educational Studies**
This foundational seminar must be taken in the first year of the Ed.D. program. It is designed to give students a meaningful context for the development of knowledge as part of a process growing out of their own experiences. It will examine the underpinnings of belief structures and paradigms, and will explore alternate ways of knowing. By deconstructing the assumptions and interests that limit and legitimize the very questions we ask as educators and scholars, students will explore the philosophical, political, sociological, psychological, and scientific basis of knowledge and approaches to problem-solving. Educators, educational leaders and students alike embody personal, cultural and socially-constructed beliefs and practices, concepts, and norms that strongly influence how they perceive and structure their educational experience. Using the School Development model created by Dr. James P. Comer and his colleagues at Yale as an exemplar of interdisciplinary approaches to the study and practice of education, students will explore the nature of interdisciplinary research and problem-solving. They will begin their development of interdisciplinary perspectives and methods as an approach to analyzing and
understanding the complex problems facing education.
*Credits: 3*
*Annually*

**EDD 1001 Multiple Perspectives on Educational Policy Analysis and the History of Education**
This course surveys the history of American education and focuses on multiple forces (social, intellectual, cultural, political, etc.) that have shaped education policy and practice. At the same time, the course analyzes important reform efforts since the beginning of public education in the United States and considers their intended and unintended consequences. The course also identifies different ways that education reform and policy define educational success, democratic education, and what it means to prepare citizens in an increasingly global world.
*Credits: 3*
*Annually*

**EDD 1002 Organizational Theory: Approaches to Studying and Analyzing School Organizations**
This course addresses multiple approaches to the study of organizations, organizational behavior, and practices of managing and leading people within the context of public schools. Students will learn how organizations are structured and shaped, know what features vary and how they vary, and will better understand how organization theory helps explain organizational structure and behavior. Students will better understand the dynamics of schools and school personnel, as well as the organizational culture that guides and defines public education. Emphasis will be placed on knowledge of principles and issues relating to fiscal operations of school management, school facilities, and the use of space, and to legal issues impacting school operations. With this knowledge, students will discuss conditions that influence leadership and will be better prepared to facilitate organizational change, to enhance their leadership styles, and to improve school effectiveness.
*Credits: 3*
*Annually*

**EDD 1003 Psychological, Sociological, and Cultural Aspects of Human Development**
The purpose of this course is to involve students in tracing the historical path leading to our current understanding of the way in which psychological, social, and cultural factors intersect and serve as the basis for human development. Field-based experiences will enable students to explore and analyze human interactions in educational settings from multiple perspectives.
*Credits: 3*
*Annually*

**EDD 1004 School and Community: Policy and Practices**
This course draws on the knowledge and understanding of policy analysis and effective change strategies, with a specific focus on the diverse social and cultural aspects of a community and those aspects¿ influence on goals for teaching and student learning. Students will develop interdisciplinary strategies for learning about and communicating with the greater community. The course will acquaint students with the political forces that propel and shape public education at the local, state, and national levels, and with the social issues that impact the operation of schools and school districts. Students will gain an understanding of community relations and will be able to employ collaborative strategies and processes of communication, in order to explore emerging issues and trends that potentially influence the school community.
*Credits: 3*
*Annually*

**EDD 1005 Educational Research Methods I**
Students will be introduced to the principles of multi-trait, multi-method, interdisciplinary research methodology. They will be encouraged to apply multiple methods in empirically-based, interdisciplinary research, requiring advanced skills in both qualitative and quantitative modes of inquiry. This course explores the fundamental elements of empirically-based, qualitative research methods, including: framing research questions, gaining access as a participant observer, interviewing techniques, journal keeping, data collection, coding and validity/reliability testing, and data analysis. Particular attention will be given to understanding the nature of qualitative research and to the notion that research methods influence observation and conclusions. Upon completion, participants will be able to demonstrate the ability to plan, carry out, and analyze a qualitative research project.
*Credits: 3*
*Annually*

**EDD 1006 Educational Research Methods II**
Building upon the perspectives and skills developed in Research Methods for Interdisciplinary Inquiry I, this course explores the application of parametric and non-parametric, multivariate statistics and other quantitative research techniques to the design of empirically-based, interdisciplinary, multi-method studies. A background in basic descriptive and inferential statistics is required. Emphasis will be placed on sampling design, data collection and coding, data transformations, distributional assumptions and the selection of appropriate statistical models, and the proficiency in using standard statistical software. As a result of this course, students will have the tools to plan and implement quantitative research components of empirically-based, multi-method, interdisciplinary research projects. Prerequisite: Completion of a recent graduate course in statistics is required or permission of instructor.
*Credits: 3*
*Annually*

**EDD 1007 Applied Research Design in Educational Studies**
This course provides students with the opportunity to plan and carry out a research project using a multi-method, interdisciplinary, theoretical framework, and the methods explored in previous courses. The research will utilize appropriate mixed models drawing on multiple research traditions and will include both qualitative and quantitative components. Students will be encouraged to select an area of study that focuses on contemporary educational issues.
*Prerequisite of EDD 1006 or permission of instructor is required.*
*Credits: 3*
*Annually*

**EDD 1101 Collaborative Team Models in Education**
Drawing on multiple disciplines and an interdisciplinary perspective, this course presents effective collaborative team models that facilitate the inclusion of diverse learners into general education at the elementary, middle and secondary school levels. Specific populations targeted include students with special needs, as well as those from varied cultural backgrounds. Roles of key players from differing disciplines are examined in relation to a trans-disciplinary team model. Case studies are utilized to illustrate the positive effects that

collaboration can have on students, educators, families and communities.
*Credits: 3*
*Annually*

**EDD 1102 Facilitating Transitions Throughout the Educational Process**
This course will examine, from an interdisciplinary perspective, effective ways that educators can facilitate the critical transitions that students experience throughout the educational process. Specific attention will be given to the following: cognitive changes, such as those in developmental stage and conceptual level; social functioning, such as transitions from family to institutional learning, community membership, culture; and preparing students for post-secondary experiences, such as vocational (career) and college.
*Credits: 3*
*Annually*

**EDD 1103 Sociopolitical Contexts of Multicultural Education**
This course will explore the constant and complex interplay and interactions among personal, social, political, and education factors in exploring the success or failure of students in schools. Research that contributes to the understanding of the complex process of education, and particularly multicultural issues in education, will be examined from an interdisciplinary perspective. Specific attention will be given to: the impact of racism on schooling; discrimination and expectations of students¿ achievement; structural factors such as school organization and educational policies and practices; and cultural and other differences such as ethnicity, race, gender, language, and class. A rationale for multicultural understanding in an interdisciplinary model will be developed as class members examine case studies about the home, school, and community experiences of successful students from various backgrounds, and come to understand how these factors influenced school achievement.
*Credits: 3*
*Annually*

**EDD 1104 Bilingual and Second Language Acquisition**
The purpose of this course is to establish a theoretical framework for understanding the process of acquiring a second language. Students will become familiar with and will evaluate research designs, issues, and theories in second language acquisition, and will consider their possible application to working with English-language learners in settings ranging from early childhood to secondary schools. Students will also explore alternative approaches by conducting original research that reflects the interdisciplinary nature of second language acquisition.
*Credits: 3*
*Annually*

**EDD 1105 Contemporary Issues in Assessment and Evaluation**
This course is designed to explore the ways in which assessment and evaluation can be constructed to address learners with diverse strengths and needs. An historical framework of testing and assessment/evaluation will be defined, and will be understood as a springboard from which current views and practices were developed. Current political and sociological factors impacting testing movements will be examined. Consideration for the restructuring of testing and assessment/evaluation will focus on: the needs of students; the link between instruction and assessment; the relationship between and among local classroom and building needs; district policies and practices; and State curricula, standards, and testing programs.
*Credits: 3*
*Annually*

**EDD 1106 Technology-Enhanced Teaching and Learning**
This course is designed to explore the unique possibilities to integrate educational technology with subject domain learning. Students will explore the research, theory, and applications from their investigations in the field of educational technology. They will integrate these findings with their understanding of the content and pedagogy of literacy education, to create an essential context for meaningful development of literacy-enhanced curriculum models. These models can effect dramatic change in how reading, writing, and critical thinking are taught and learned.
*Credits: 3*
*Annually*

**EDD 1201 Educational Reform: An Interdisciplinary Theoretical Perspective**
This course provides an analysis of reform and school leadership against the backdrop of educational administration theories. Emphasis will be placed on using different theoretical and interdisciplinary perspectives to analyze the causes of problems in schools. Students will come to understand how different theoretical frameworks lead policy analysts to look at problems differently, and will focus on a variety of types and sources of information concerning their possible causes.
*Credits: 3*
*Annually*

**EDD 1202 Perspectives on Leadership, Restructuring, and Teacher Empowerment**
This course provides a historical perspective of restructuring and empowerment. Emphasis will be placed on the key dimensions of empowering leadership. As a result, students will have the opportunity to examine, from an interdisciplinary perspective, various responses to the challenges of empowerment and restructuring. In addition, students will discuss the need to change the roles, culture, and norms within school organizations. The course will examine the leadership behaviors of principals in schools that are successfully experimenting with multi-grade, multi-age classrooms and other innovations that are part of restructuring and empowerment programs. Students will discuss strategies for changing the roles, culture, and norms within school organizations, and will evaluate results where empowering and restructuring programs have been implemented.
*Credits: 3*
*Annually*

**EDD 1203 Seminar in Fiscal, Legal and Human Resource Issues in School Renewal and Reform**
This seminar explores the fiscal, legal and human resource issues that confront change agents and school reformers in a school setting. Students will study and analyze current reform and school renewal movements in the public school environment. They will examine these movements in light of prevailing fiscal, legal and human resource trends. Seminar topics include: charter schools, tuition vouchers, school funding proposals, court decisions affecting educational personnel and financing decisions, restructuring of school curriculum and instruction in light of state efforts to raise standards and increase quality of public schools, social-political trends in finance, and course decisions influencing labor supply and demand in the public sector. The course aims at answering these questions: What are some of the educational outcomes the public expects from schools? What is the public interest in schools? What will schools look like in future decades? What national, state and local policies will help shape schools? What role do the local and state branches of government play in shaping and designing school renewal efforts? Students will be expected to be familiar with federal, state and local statutes and regulations that impact on school reform.
*Credits: 3*
*Annually*

**EDD 1204 Public and Community Relations: Creating Environments Conducive to Educational Reform**
This course introduces doctoral students to such topics as: building positive school-community relations; building credibility and accountability within the community; developing a communications plan; creating positive relations with the media; examination of communications in schools with the school or community that may be in crisis and turmoil; and use of electronic media, including the school's web site and the Internet, to create positive communication with the school community. In a media-conscious world, the modern school leader will need to be equipped with strong public relations skills, using many of the techniques already successfully being practiced by leaders in the corporate world.
*Credits: 3*
*Annually*

**EDD 1205 Critical Issues and Trends in Pre-K - 16 Education**
This course will explore some of the major paradigms and paradoxes of educational reform, and will evaluate contemporary issues in administration at the elementary, secondary and post-secondary levels. Using theories of organizational behavior and politics, chaos and complexity, and context and culture, types and definitions of change will be investigated. Management of conflict between professionals and the public over differing conceptions of good practice; and the interplay between federal, state, and local policies will be examined. This course will also encourage students to re-evaluate their conceptualizations and beliefs regarding issues and trends in educational reform, a key step in developing a personal framework for leadership. A major focus will be to investigate the influences of educational reform issues on the operation of schools and other educational organizations, and, most importantly, on teaching and learning.
*Credits: 3*
*Annually*

**EDD 1206 School Reform: Instructional Leadership in Pre-K - 16 Settings**
This course examines school reform through an interdisciplinary perspective and through the lens of building-level leadership in Pre - k - 16 context. It will include a study of the tasks, functions, and roles of the principal, assistant principal, department head, building coordinator, and other related leadership positions influencing change in schools and other educational organizations. It will expand student knowledge of research, theory current practice, and educational innovations in the following areas: leadership, curriculum, supervision, instructional competence, school organization, and personnel and management. It will explore the educational, political, economic, and social forces that shape the reform agenda, with a special emphasis on the working relationships among administrators, faculty, staff, parents, students, and community in the era of rapid change.
*Credits: 3*
*Annually*

## Dissertation Courses

**EDD 1008 Dissertation Seminar I**
This course integrates content from methods courses with the intent to equip students with the tools for developing a doctoral proposal that meets the Ed.D. program's policies and expectations. Students explore research trends in their areas and further develop the skills necessary to critically review literature, to frame research problems, and to design a research study using appropriate methodology. In this course, students are expected to choose a broad topic and develop a related research question, conduct an exhaustive literature review, and develop a pre-proposal.
3 credits
*Credits: 3*
*Annually*

**EDD 1009 Dissertation Seminar II**
The doctoral colloquium provides a forum for students to discuss their dissertation proposals and research with each other and with faculty members. Students will be guided through the research process as they develop their proposals, continue writing the research review, and describe the methodologies and analyses necessary for their projects. Students are expected to develop a dissertation proposal that could be presented and defended during the semester in which the colloquium is taken or in the semester immediately following enrollment in the colloquium. After the dissertation proposal is successfully defended and accepted by all members of their committees, students make the necessary arrangements to begin their investigations, including obtaining IRB approval. Once they have approval from the IRB, students begin their data collection process.
*Credits: 3*
*Annually*

**EDD 1010 Dissertation Advisement**
Students are required to continually enroll in three (3) credit hours of EDD 1010
each semester after completing Dissertation Seminar I. In this course students work closely with their dissertation advisors to continue and/or complete their research and writing for the dissertation. After completing the research and the final draft of the dissertation, and once a draft is approved by the advisor, students submit the work to their other committee members. Students then work closely with their dissertation advisors to develop their oral presentations and become prepared to orally defend their dissertations for the committee and any other interested individuals.
*Credits: 3*
*Annually*

**EDD 1011 Continuing Dissertation Advisement**
This is a one credit course given each semester (Fall and Spring semesters) for those students who have completed the required 51 hours of the Interdisciplinary Educational Studies Doctoral Ed.D. program, but have not yet successfully defended their dissertation. This course allows the doctoral students to continue in the program, allowing them to receive continued support of their dissertation committee members, and giving them access to other university services (e.g. technology and library services) until they successfully defend their dissertation. Students are required to enroll in one (1) credit hour of EDD 1011 after completing Dissertation Advisement until they have completed and successfully defended their dissertations.
*Credits: 1*
*Annually*

# PALMER SCHOOL OF LIBRARY AND INFORMATION SCIENCE

**Phone: 516-299-2866**
**Fax: 516-299-4168**
**E-mail: post-palmer@liu.edu**
Director: Walker
Administrators:
School Library Program: Baaden
Manhattan Program: Flynn
Program Effectiveness: Ranieri
Public Library Certificate Program: Nichols
Rare Books and Special Collections: Pena
Ph.D. in Information Studies:Hunter
Certificate of Advanced Studies in
Archives and Records Management: Hunter
Professors: Chu, Hunter
Associate Professors: Baaden, Byrne, Schneiderman, Zhang
Assistant Professors: Jank, Livoti
Instructor: Peña
Adjunct Faculty: 11

The Palmer School of Library and Information Science offers a Master of Science in Library and Information Science (M.S.L.I.S.), dual master's degrees that combine the M.S.L.I.S. and any one of approximately 50 master's degrees from New York University's Graduate School of Arts and Science (GSAS), an Advanced Certificate in Archives and Records Management, an Advanced Certificate in Public Library Administration, and a Ph.D. in Information Studies. Depending on the program of study, students may take courses in traditional classroom formats, online, or in blended formats that offer classroom interaction with some of the flexibility of online instruction. The degrees, coursework, and faculty are identical for all modes of delivery. Students in the M.S.L.I.S. may take classes in three locations: LIU Post in Brookville, Long Island; LIU Brentwood, Long Island; and at the Palmer site in Manhattan in the Bobst Library of New York University. Courses for the Advanced Certificate in Archives and Records Management and in Public Library Administration are offered both in classroom and online formats.
The Doctor of Philosophy (Ph.D.) Information Studies -- the only program of its kind in the New York metropolitan area -- prepares individuals to assume leadership positions in research, teaching and professional practice.

## M.S. in Library and Information Science

The 36-credit, ALA-accredited master's degree prepares information professionals with solid training through a vibrant and thorough curriculum of classes. The degree requires a total of 12 3-credit courses: 4 required core foundation courses, 1 management elective, 1 internship, and 6 electives that reflect individual interests and intended career paths. Students entering the program with other graduate degrees or may apply for a waiver of 6 credits off the M.S.L.I.S., resulting in a program of 30 required credits.

Students may folllow various areas of study, including: Archives and Records Management (certificate program), School Media Specialist (certificate program), Youth Librarianship: Children's and Young Adult Services, Public Librarianship, Rare Books and Special Collections, Academic and Special Librarianship, Digital Librarianship and Technical Service/Knowledge Organization.

The average length of time to complete the master's degree depends upon each semester's course load, but in general, it is possible to complete the program in one and a half to two years.

**INTERNSHIP PROGRAM**

One of the most valuable aspects of the M.S.L.I.S. is the Internship Program. Every student is provided an opportunity to participate in a capstone internship that provides marketable experience, valuable contacts within the field, and essential skills for a competitive job market. Currently, there are three internship types: 1) for general M.S.L.I.S. students and those in most specialized areas, including those in Archives and Records Management (690); 2) for students in the School Library Media Program (691); and 3) for students participating in the Gardiner Foundation program supporting the digitization of materials in historical societies (693).

**CAREER OPPORTUNITIES**

The M.S.L.I.S. prepares today's information professionals to assume leadership positions in many kinds of organizations and in a variety of functions. Graduates with this degree work in traditional academic, corporate, law, school, and public library settings, but also work for corporations, museums, government agencies, non-profits, and small businesses in areas such as marketing, strategic planning, web development, information architecture, competitive intelligence, mobile app development, database administration, and project management. Some graduates continue to advanced certificates or the Ph.D. and pursue more specialized careers, including research/teaching careers in higher education.

**ADMISSION REQUIREMENTS**

Students applying to the M.S. in Library and Information Science (if attending at LIU Post or in Manhattan, select Post; if attending in Brentwood, select Brentwood) should submit the LIU Online Application for Admission at https://apply.liu.edu/quickapp/. You will immediately receive an email thanking you for your application and letting you know that within 24 - 48 hours you will receive information about next steps. Once you receive your application acknowledgement email message you may upload your documents at this link: https://apply.liu.edu/quickapp/login.aspx by logging in with the email address you provided on your online application. Your temporary password will be your date of birth (DDMMYYYY Date-Month-Year). Please be sure to reset your password after you first log in.

Applicants to the Master of Science in Library and Information Science must submit:

- Application for Admission
- Non-refundable application fee
- Official copies of the undergraduate and/or graduate transcripts from any college(s) or universities attended.
- Applicants must have achieved at least a 3.0 grade point average. Applicants who have not completed their degrees prior to submitting the admission application should submit a transcript without the final semester's grades. These applicants may be accepted pending receipt of their final degree noted on the transcript.
- Applicants whose undergraduate average is below a 3.0 may be required to submit the results of the Graduate Record Exam or Miller Analogies Test taken in the last five years. Students already holding a master's degree or who can show successful completion of coursework in graduate school will not be required to take the GRE or MAT exams.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program
- A current résumé
- A written statement that describes the applicant's motivation for seeking the degree, special areas of interest, and career objectives in the profession (250-300 words).
- Students for whom English is a second language must submit the following:
  - Official score results of the Test of English as a Foreign Language (TOEFL) with a minimum score off 100 on the internet based test or 550 on the paper based test or 6.5 on the IELTS.
  - Original official transcripts of university work including degrees received.
  - Official certified translations are required if the records are in a language other than English.
  - Proof of financial support for I-20 issuance (tuition, room and board, and personal expenses).
  - Professional transcript evaluations may be required.

**LIMITED ADMISSION**

In rare instances, and at the discretion of the Palmer School Admissions Committee, applicants who do not meet the above minimum criteria may be considered for admission on a limited matriculation basis if it is determined that there is potential for success in the program and the field.

An unusally high GRE or MAT score, extensive and successful experience in the field, outstanding letters of recommendation for professionals in the field, or a personal interview that demonstrates that the applicant has attained the level of maturity and dedication necessary to pursue study at the master's level are some of the possible proofs of eligibility.

**REQUIRED TECHNOLOGY SKILLS**

Applicants to the program should have general capabilities in technology. Students should be comfortable with the following skills:

- Can perform basic functions of e-mail: compose, send, receive, delete, manage addresses, folders, etc.
- Are comfortable with the various functions of Microsoft Office Suite
- Can perform basic calendar operations and task management
- Can understand and use basic computer hardware (function of monitor, keyboard, etc.; can recognize removable storage devices like USB drives; can operate printer)
- Can understand and use the internet (understand basic structure of WWW; can use browsers; can use navigation buttons, scroll, add favorites, etc.; can download and save files including image, audio and video)
- Can use basic software features (menus, toolbars, taskbar, help menu; can open/close, maximize, scroll, print)
- Can create, open, save or delete files; can select, cut, copy, paste or delete text; can format and spell check documents; can use multiple windows simultaneously; run virus checks; empty trash or restore files from trash
- Can identify available printers, including local vs. networked; can adjust the set-up, preview print jobs and print

## M.S. Library & Information Science

*{Program Code: 26161}*

**Major Requirements (36 credits; applicants with other graduate degrees may apply for a waiver of 6 elective credits)**

### General Concentration

**Required Library and Information Science Courses**

| | | | |
|---|---|---|---|
| LIS | 510 | Introduction to Library & Information Science | 3.00 |
| LIS | 511 | Information Sources and Services | 3.00 |
| LIS | 512 | Introduction to Knowledge Organization | 3.00 |
| LIS | 514 | Introduction to Research in Library and Information Science | 3.00 |
| LIS | 690 | Internship/ LIS 691: Internship, School Library Media/ LIS 693: Gardiner Internship in Local History | 3.00 |

And one (1) of the following management courses is required:

| | | | |
|---|---|---|---|
| LIS | 513 | Management of Libraries & Information Centers | 3.00 |
| LIS | 622 | Management of the School Media Center | 3.00 |
| LIS | 713 | Rare Books and Special Collections Librarianship | 3.00 |
| LIS | 714 | Archives and Records Management | 3.00 |
| LIS | 741 | Public Libraries | 3.00 |
| LIS | 744 | Academic and Special Libraries | 3.00 |

**Elective Requirements: Choose Six (6) of the following courses:**

| | | | |
|---|---|---|---|
| LIS | 508 | Technology for Information Management | 3.00 |
| LIS | 513 | Management of Libraries and Information Centers | 3.00 |
| LIS | 516 | Collection Department | 3.00 |
| LIS | 517 | Emerging Web Technologies | 3.00 |
| LIS | 519 | Great Collections of New York City | 3.00 |
| LIS | 520 | Records Management | 3.00 |
| LIS | 529 | Map Collections | 3.00 |
| LIS | 606 | Information Literacy and Library Instruction | 3.00 |
| LIS | 610 | Readers Advisory | 3.00 |
| LIS | 611 | Film & Media Collections | 3.00 |
| LIS | 612 | Arts Librarianship | 3.00 |
| LIS | 616 | Contemporary Artists' Books | 3.00 |
| LIS | 618 | Online Information Retrieval Techniques | 3.00 |
| LIS | 620 | Instructional Design and Leadership | 3.00 |
| LIS | 622 | Management of the School Media Center | 3.00 |
| LIS | 624 | Introduction to Online Teaching | 3.00 |
| LIS | 626 | Teaching Methodologies for K-16 Librarians | 3.00 |
| LIS | 627 | Special Needs Students in K-12 Libraries | 3.00 |
| LIS | 628 | Collection Development for K-12 | 3.00 |
| LIS | 629 | Integrating Technology into the K-12 Curriculum | 3.00 |
| LIS | 650 | Web Design and Content Management Systems | 3.00 |
| LIS | 652 | Exhibitions and Catalogs: Library Meets Museum | 3.00 |
| LIS | 654 | Building Digital Libraries | 3.00 |
| LIS | 657 | Introduction to Preservation | 3.00 |
| LIS | 658 | History of The Book | 3.00 |
| LIS | 662 | Library Public Relations | 3.00 |
| LIS | 669 | Government Information Resources | 3.00 |
| LIS | 695 | Master's Project | 3.00 |
| LIS | 697 | Master's Thesis | 3.00 |
| LIS | 699 | Independent Study | 3.00 |
| LIS | 705 | Principles and Practices in Archival Description: DACS/EAD | 3.00 |
| LIS | 706 | Digital Preservation | 3.00 |
| LIS | 707 | Human-Computer Interaction | 3.00 |
| LIS | 709 | Principles and Practices of Rare Book Cataloging and Descriptive Bibliography | 3.00 |
| LIS | 710 | Rare Books School | 3.00 |
| LIS | 712 | Literacy for the K-12 Environment | 3.00 |
| LIS | 713 | Rare Books and Special Collections Librarianship | 3.00 |
| LIS | 714 | Archives and Manuscripts | 3.00 |
| LIS | 716 | Audio Preservation | 3.00 |
| LIS | 718 | Facilitating Online Learning | 3.00 |
| LIS | 721 | Appraisal of Archives and Manuscripts | 3.00 |
| LIS | 727 | Corporate Informatics & Knowledge Portals | 3.00 |
| LIS | 728 | K-12 Literature | 3.00 |
| LIS | 729 | Young Adult Sources and Services | 3.00 |
| LIS | 733 | Early Childhood and Children's Literature Sources and Services | 3.00 |
| LIS | 735 | Storytelling & Folk Literature | 3.00 |

| | | | |
|---|---|---|---|
| LIS | 737 | Serving Diverse Populations | 3.00 |
| LIS | 739 | Myth and the Age of Information | 3.00 |
| LIS | 740 | Copyright Law and Information Policy | 3.00 |
| LIS | 741 | Public Libraries | 3.00 |
| LIS | 744 | Academic and Speical Libraries | 3.00 |
| LIS | 749 | Health Sciences Libraries | 3.00 |
| LIS | 755 | Information Technologies and Society | 3.00 |
| LIS | 763 | Metadata for Digital Libraries | 3.00 |
| LIS | 765 | Knowledge Representation | 3.00 |
| LIS | 768 | Digital Information Representation | 3.00 |
| LIS | 770 | Information Systems & Retrieval | 3.00 |
| LIS | 773 | Comparative Bibliography | 3.00 |
| LIS | 774 | Information Seeking Behavior | 3.00 |
| LIS | 775 | Technical Services Operations & Systems | 3.00 |
| LIS | 781 | WISE Consortium | 3.00 |
| LIS | 785 | Mentoring Experience | 4.00 |
| LIS | 901 | Special Topics | 3.00 |

**Capstone Courses: LIS 690 or LIS 695**

| | | | |
|---|---|---|---|
| LIS | 690 | Internship | 3.00 |
| LIS | 695 | Master's Project | 3.00 |

### Rare Books and Special Collections Area of Study

**Required Library and Information Science Courses**

| | | | |
|---|---|---|---|
| LIS | 510 | Introduction to Library & Information Science | 3.00 |
| LIS | 511 | Information Sources and Services | 3.00 |
| LIS | 512 | Introduction to Knowledge Organization | 3.00 |
| LIS | 514 | Introduction to Research in Library and Information Science | 3.00 |

**Rare Books and Special Collections Required Courses**

| | | | |
|---|---|---|---|
| LIS | 658 | History of The Book (or other course designated as a history of the book) | 3.00 |
| LIS | 713 | Rare Books and Special Collections Librarianship | 3.00 |

**Two of the following are strongly suggested as part of the remaining elective credits:**

| | | | |
|---|---|---|---|
| LIS | 519 | Great Collections of NYC | 3.00 |
| LIS | 529 | Map Collections | 3.00 |
| LIS | 652 | Exhibitions and Catalogs: Library Meets Museum | 3.00 |
| LIS | 657 | Introduction to Preservation | 3.00 |
| LIS | 709 | Rare Book Cataloging and Descriptive Bibliography | 3.00 |
| LIS | 714 | Archives and Manuscripts | 3.00 |
| LIS | 901 | Collecting and Managing Ephemera | 3.00 |
| LIS | 901 | Reference and Instruction in Special Collections | 3.00 |

**Must take 3 General Elective Courses and 1 Capstone Course**

### Credit and GPA Requirements

Minimum Total Credits: 36
Minimum Major GPA: 3.00

## M.S. in Library and Information Science, School Library Media Specialist

### Overview

The 36-credit M.S. in Library and Information Science (M.S.L.I.S.) / School Library Media will prepare you for careers in a world transformed by the Internet. More information reaches people today than ever before. The tremendous value of information is now widely recognized by every for-profit and not-for-profit sector, including corporations, industry, schools, organizations and government agencies. As a result, those who can find, analyze and present information are highly valued by employers. People who hold M.S.L.I.S. degrees are uniquely suited to help individuals and organizations find and use the information they need.

Information professionals are assuming leadership positions in such areas as marketing, strategic planning, web site development and information architecture, in addition to traditional library settings.

Accredited by the American Library Association, the 36-credit master's degree fuses traditional library science with information science and state-of-the-art technology. The program comprises 12 courses. Five required core courses provide the foundation upon which students add the electives that will best prepare them for the career path they choose.

Fifteen credits of required coursework include "Introduction and Information Science," "Information Sources and Services," "Introduction to Knowledge Organization," "Introduction to Research in Library and Information Science" and an internship. An additional 21 credits of electives can be taken from a broad array of courses that are tailored to suit your individual career objectives.

The average length of time to complete the master's depends on the course load each students takes. Full-time students (9 credits/semester) can expect to finish the program in one academic year and a summer session. Students who attend part-time usually complete the degree in two and a half years.

**Certification**

The School Library Media specialization has the following required courses in addition to the core courses for students entering the program with NYS Teacher Certification or equivalent:

- LIS 620 Instructional Design & Leadership
- LIS 622 Management of the School Media Center
- LIS 626 Teaching Methodologies for the School Media Center
- LIS 629 Integrating Technology into the School Media Center
- LIS 691 Internship/Student Teaching.

Also one (1) of the following:

- LIS 729 Young Adult Sources and Services
- LIS 733 Early Childhood and Children's Literature Sources and Services
- LIS 728 K-12 Literature for School Media Specialists.

Students entering the program without New York State Teacher Certification or equivalent will be required to take LIS 627 and LIS 712 .

To qualify for initial New York State Certification as a School Media Specialist, students must also complete or obtain the following:

1. A two-hour child abuse seminar
2. Violence prevention workshop
3. DASA & Preventing Child Abduction; Safety Education; Fire and Arson Prevention
4. Qualifying scores on edTPA, EAS, ALST and CST
5. New York State fingerprint clearance

Following two years of successful employment in a school library media center, a candidate may apply to the state for professional certification.

**Internship Program**

Perhaps the most valuable aspect of the Palmer School education is the Internship Program. Every student is offered the opportunity to participate in a capstone internship that will provide them with marketable experience and essential skills for a competitive job market.

### Admission Criteria and Procedures

All students entering the School Media Program will be subject to a Transcript Evaluation to determine whether or not they meet the requirements set forth by New York State Department of Education. Please see the

Admission Criteria and Procedures section of the M.S. Library and Information Science in the previous section of this bulletin for additional information on admission criteria and procedures.

**Academic Policies**

A student must maintain minimum grade point average of 3.0 in the M.S. Library and Information Science Program for continuation in the program and eligibility for practicum experiences. Any student whose cumulative grade point average falls below 3.00 will be evaluated by the Director of the School Library Program, issued a letter of warning, and placed on probation. A student on probation who fails to bring his or her average up to 3.00 in the succeeding semester may be dropped from the program. In addition, a student who receives grades below B in two graduate courses is considered to have an academic deficiency. A third grade below B, after the student receives a formal warning of the deficiency, may cause the student to lose matriculated status or be dropped from the program.

## M.S. Library & Information Science / School Library Media

*{Program Code: 26160}*

**Initial Certification**

**Required Courses (18 credits)**

| | | | |
|---|---|---|---|
| LIS | 510 | Introduction to Library & Information Science | 3.00 |
| LIS | 511 | Information Sources and Services | 3.00 |
| LIS | 512 | Introduction to Knowledge Organization | 3.00 |
| LIS | 514 | Introduction to Research in Library and Information Science | 3.00 |
| EDS OR | 610 | Literacy Teaching and Learning: Birth-Grade 6 | 3.00 |
| LIS | 712 | Literacy for K-12 Environment | 3.00 |

**School Library Media Required Courses**

| | | | |
|---|---|---|---|
| LIS | 620 | Instructional Design and Leadership | 3.00 |
| LIS | 622 | Management of the School Media Center | 3.00 |
| LIS | 626 | Teaching Methodologies for K-16 Librarians | 3.00 |
| LIS | 629 | Integrating Technology into the K-12 Curriculum | 3.00 |

**Special Education Requirement:*

| | | |
|---|---|---|
| EDS | 600 | or EDS 633 or LIS 627 |

***Special Education Requirement:**

EDS 600 or EDS 633 or LIS 627

**Elective Courses: Choose one of the following (3 credits)**

| | | | |
|---|---|---|---|
| LIS | 728 | K-12 Literature | 3.00 |
| LIS | 729 | Young Adult Sources and Services | 3.00 |
| LIS | 733 | Children's Sources & Services | 3.00 |

**Capstone (3 credits)**

| | | | |
|---|---|---|---|
| LIS | 691 | Internship - School Media Specialist | 3.00 |

**Required Teacher Certification Worksops**

| | | | |
|---|---|---|---|
| EDUX | 100 | PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act | 0.00 |
| EDUX | 200 | Preventing Child Abduction; Safety Education; Fire and Arson Prevention | 0.00 |
| EDUX | 300 | Preventing Alcohol, Tobacco, and Other Substance Abuse | 0.00 |
| CATX | 100 | Child Abuse Identification and Reporting | 0.00 |
| DASX | 100 | Dignity in Schools Act | 0.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 36
Minimum Major GPA: 3.00

# Dual Master's (M.S. and M.A.) with NYU

**M.S. in Library and Information Science from LIU's Palmer School and the M.A. or M.S. from New York University's Graduate School of Arts and Science (GSAS) or specific programs from within the Steinhardt School (see below).**

**The Program**

This unique dual master's degree program prepares subject specialists or scholar-librarians for professions in academic and research institutions and in the information industry. Offered by two of the most prestigious schools in the country, the program grants an ALA-accredited Master of Science in Library and Information Science from LIU's Palmer School of Library and Information Science and a Master of Arts (in a 50 subject concentrations) from the Graduate School of Arts and Science at New York University or from the Media, Culture and Communication or Costume Studies or Food Studies programs at NYU's Steinhardt School. Each NYU department has different curricula requirements. For further information see the Field of Study Descriptions on NYU's GSAS website at http://gsas.nyu.edu/page/programs#ma and for the Steinhardt School: www.steinhardt.nyu.edu.

**The Training**

Integrating subject expertise with education and training in library and information science provides dual-degree graduates with a competitive edge in the growing market for information professionals. Central to the program is a 160-hour mentoring arrangement, in which subject specialists from NYU Libraries work with candidates to introduce them to the requirements of the field, offering the opportunity for hands-on experience within a theoretical framework. If the mentor and student feel it's appropriate, in addition to the time spent in the mentorship, dual degree students may participate in internships in many of the cultural and research organizations in the New York Metropolitan area. All Library and Information Science courses are taught in Manhattan at NYU's Bobst Library. Students enrolled in the dual degree program take approximately 13 fewer credits than would be required if they pursued each master's degree separately.

**Career Opportunities**

There is a need for subject specialists in academic libraries, research and cultural institutions and the corporate sector. Our approach to integrating subject expertise with education and training in library and information science provides dual-degree graduates with the opportunity to acquire the skills and knowledge they need for a variety of positions. Graduates of the dual degree program have gone onto work in academic, research, and cultural institutions throughout the United States.

**Curriculum**

Students who enroll in the dual-degree program will earn two master's degrees for a total of 52-59 credits, depending upon the NYU program. For the Master of Science in Library and Information Science (M.S.L.I.S.), the Palmer School requires students to complete 28 credits, which includes core courses, elective courses and the mentorship. The Palmer School has elective courses in information technology, rare books and special collections, subject reference, organization of information, web architecture, digital libraries, information retrieval, metadata, collaborative technologies, archives and management.

**Admission Requirements**

Students interested in the Dual Degree Program at NYU and LIU apply separately for admission to each school. A student must be admitted to NYU and LIU's Palmer School before being considered for the dual degree program. Please consult the NYU website (www.nyu.edu) for admission requirements. NYU departments each have individual admission applications deadlines. The Palmer School admits throughout the year. For admission requirements to the Palmer School's M.S. in Library and Information Science degree program, visit http://www.liu.edu/CWPost/Admissions/Graduate. Once admitted to both universities, students must complete a separate application for the program itself. Students are asked to indicate their area of interest and their goals so that they are paired with the appropriate dual degree mentor. Details about the dual degree program and the application process can be found on the Palmer site: http://palmerblog.liu.edu/dual-degree/new-dual-degree-students/. Please note that students who

have completed more than 6 Palmer credits (2 courses) are no longer eligible to apply for this program; this maximum does not, in most cases, apply to the NYU programs. Students are advised to speak with a Director of Graduate Study in the intended NYU department before completing their NYU application.

**Orientation**

Dual Degree Program students must participate in a one-week intensive orientation to the program. This orientation is offered only at the start of the fall semester. Incoming dual degree students are interviewed by a committee of NYU librarians and assigned a mentor. Students work with their mentors throughout the course of the degree program to gain valuable work experience in areas of their professional interests. NYU's thesis and internship requirements vary by department. For specific information, please see the Field of Study Descriptions at www.gsas.nyu.edu/object/grad.scholarly.masters and www.steinhardt.nyu.edu for Steinhardt School Program information.

**Location and Class Schedules**

While students may take courses at any campus of the Palmer School, all NYU courses are taught in NYU's Washington Square Campus in Manhattan. The Palmer School offers all courses for the Master of Science in Library and Information Science (M.S.L.I.S.) at our NYU Bobst Library location. Weekday courses meet after 4:30 p.m. Weekend courses and summer sessions are offered.

**Graduation**

After completing 12 credits at NYU and after completing 12 credits at the Palmer School, students in the dual-degree program:

*****Transfer 8 credits from their *NYU* program to complete the dual-degree requirements for Palmer.

*Transfer 8-12 credits from their *Palmer School* program to complete the dual-degree requirements for NYU.

Students are responsible for applying for this transfer of credit and should do so once 12 credits are completed at either institution.

Students who complete the required credits, mentoring program, and additional thesis or departmental requirements from NYU will graduate with an American Library Association accredited M.S.L.I.S. from LIU and a subject Master's degree from NYU. This background is generally required for librarians in most major academic and research institutions. Students have access to the NYU Wasserman Career Center and to LIU Career Services. In addition, the mentors and faculty work very successfully with students in networking and professional preparation.

# Advanced Certificate in Archives and Records Management

The dynamic field of archives and records management is at your fingertips. LIU Post's Certificate of Advanced Studies in Archives and Records Management can help you launch a rewarding career as an archivist or records manager who can expertly handle and process vast amounts of information and maintain accessible records.

The Archives and Records Management Certificate program is offered as part of the Master's degree in Library and Information Science or as a separate post-master's certificate. In order to attain the certificate, students must complete the program concurrently with the Library Science master's or must hold a previously completed master's degree in any discipline. The Certificate of Advanced Studies in Archives and Records Management may be earned at LIU Post, in Manhattan or completely online.

**CAREER OPPORTUNITIES**

Because all types of institutions create and maintain records, there are career opportunities for both archivists and records managers in a variety of settings, such as corporations, government agencies, libraries of all types, museums, historical societies, and non-profit organizations and associations. The certificate program covers content areas included in certification examinations administered by the Academy of Certified Archivists (ACA) and the Institute of Certified Records Management (ICRM).

**ADMISSION REQUIREMENTS**

Students who wish to obtain a certificate concurrent with the M.S. degree must comply with Admission Requirements for the master's degree program in Library and Information Science.

For admission to the Archives and Records Management program only, applicants must submit:

•LIU Application for Admission

•Official transcript indicating completion of a master's program

•Two letters of recommendation

For the Certificate in Archives and Record Management, whether taken as a Post Master's Certificate or as part of an M.L.I.S. degree, the following courses are required: (totaling 18 credits)

## Advanced Certificate in Archives and Records Management

*{Program Code: 22418}*

**Required Courses**

| | | | |
|---|---|---|---|
| LIS | 520 | Records Management | 3.00 |
| LIS | 690 | Internship | 3.00 |
| LIS | 714 | Archives and Manuscripts | 3.00 |

**Elective Courses**

Students must choose an additional three courses from the electives listed below. Occasionally offered Special Topics classes may also meet a requirement.

| | | | |
|---|---|---|---|
| LIS | 611 | Film and Media Collections | 3.00 |
| LIS | 657 | Introduction to Preservation | 3.00 |
| LIS | 705 | Principles and Practices in archival Descriptions: DACS/EAD | 3.00 |
| LIS | 706 | Digital Preservation | 3.00 |
| LIS | 713 | Rare Books and Special Collections Librarianship | 3.00 |
| LIS | 721 | Appraisal of Archives and Manuscripts | 3.00 |
| LIS | 755 | Information Technologies and Society | 3.00 |
| LIS | 763 | Metadata for Digital Libraries | 3.00 |
| LIS | 765 | Knowledge Representation | 3.00 |
| LIS | 770 | Information Systems & Retrieval | 3.00 |

Special Topics and WISE classes may be approved for Certificate elective credit on a case-by-case basis.

### Credit and GPA Requirements

Minimum Total Credits: 18

Minimum Major GPA: 3.00

# Advanced Certificate in Public Library Administration

The challenges faced by today's public library administrators require a solid foundation of training and experience. The Palmer School's post-Master's Certificate of Advanced Studies in Public Library Administration is designed to develop and enhance the management skills and credentials of professional librarians working within the public library sector and to train the leaders of tomorrow.

The program offers students interested in public library administration a comprehensive education based on practical experience in the critical aspects of managing a public library.

This program is open to librarians with a minimum of two years professional experience and has been designed to:

- Update librarians on new management principles and organizational structures;
- Integrate these concepts and illustrate their practical application within the public library setting;
- Explore current issues and trends in public library management and improve leadership skills within the workplace;
- Provide a forum where important management issues germane to public librarians can be discussed in light of the theoretical constructs covered within this program.

**CAREER OPPORTUNITIES**

The growing complexity of public institutions has forced governing boards to become far more selective in choosing their administrators. A working understanding of law, human resources, finance and facilities is now a fundamental requirement for public library administrators as directors or middle managers. The certificate program of the Palmer Institute covers all content areas required in the New York State Public Library Director civil service examination series. The program has been recognized by the New York State Education Department as a formally approved N.Y.S. Certificate of Advanced Studies.

**CURRICULUM**

The Certificate of Advanced Studies in Public Library Administration encompasses five required courses, generally taken in succession as a cohort. The courses are offered in a seminar format and limited to a maximum of 25 students per class. Each course carries three graduate credits. Students completing the program (15 credits) are awarded a Certificate in Advanced Studies in Public Library Administration. The specific courses are:

- LIS 700 Principles of Public Library Organization and Management 3.00
- LIS 701 Legal Issues in Public Library Administration 3.00
- LIS 702 Human Resources Administration in the Public Library 3.00
- LIS 703 Financial Management of Public Libraries 3.00
- LIS 704 Administration of Public Library Facilities and Technology 3.00

**ADMISSION**

Entrance to the Certificate of Advanced Studies in Public Library Administration is limited to working professionals who either hold, or aspire to, executive management positions in the public libraries. All applicants should hold a relevant master's degree (the Master of Science in Library and Information Science – M.L.S. or M.S.L.I.S.) and a minimum of two years experience in public libraries. The Public Library Administrator's Certificate is designed as a post-M.L.S. "cohort" program, where students register with the intent to complete all five courses as a group. The program is often coordinated with regional public library organizations acting as partners with the Palmer School to assure a focused and meaningful educational experience for the participants.

**PROGRAM SITES**

The Certificate of Advanced Studies in Public Library Administration is offered at public library systems throughout the state of New York, including Queens Library, Westchester Library System, Mid-Hudson Library System, Buffalo & Erie County Public Library, Nassau Library System and the Suffolk Cooperative Library System.

## Advanced Certificate in Public Library Administration

*{Program Code: 29149}*

**Required Courses**

| | | | |
|---|---|---|---|
| LIS | 700 | Principles of Public Library Organization & Management | 3.00 |
| LIS | 701 | Seminar In Legal Issues & the Regulatory/Governance Environment of the Public Library | 3.00 |
| LIS | 702 | Human Resources Administration in the Public Library | 3.00 |
| LIS | 703 | Financial Management of Public Libraries | 3.00 |
| LIS | 704 | Public Library Facilities, Automation Systems and Telecommunications | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 15
Minimum Major GPA: 3.00

# Ph.D. in Information Studies

The Doctor of Philosophy in Information Studies – the only one of its kind in the New York metropolitan area – prepares individuals to assume leadership positions in research, teaching and in practice. Graduates of the program contribute to theoretical and operational research in existing and new fields, and are equipped to fill the expanding need for information managers, researchers and faculty members in the broad, interdisciplinary field of information studies. Taught by faculty of the prestigious Palmer School of Library and Information Science, the 60-credit Ph.D. in Information Studies utilizes a strong interdisciplinary approach because solutions to the problems of organizing, storing and retrieving vast amounts of information require the combined knowledge of computer scientists, management specialists, educators, psychologists, librarians and others. Approximately 15 students from across the United States are admitted each year; current students in the program hold master's degrees in 17 different disciplines.

This program offers two main areas of study – **Information Access and Systems** and **Information Studies and Services** – and includes research into such subjects as human-computer interaction and systems analysis and design. The program is structured to accommodate part-time students who are already working in the information field or in related professions. During the first-year of the program, courses are held on Tuesday and Thursday evenings from 6 to 9 p.m.

The two main knowledge areas are composed of the following courses:

**INFORMATION ACCESS AND SYSTEMS**

Principles of information organization and retrieval as well as the information systems that support both activities.

- Knowledge Organization
- Information Retrieval
- Information Systems
- Human-Computer Interaction

**INFORMATION STUDIES AND SERVICES**

The relationship of information technologies to individuals, organizations, and society in general.

- Information and Society
- Information Policy
- Information Services
- Organization Information Management

**PROGRAM GOALS**

Current and emerging information technologies present both challenges and opportunities. Realizing the benefits of information technologies requires individuals who can:

- Represent information and organize knowledge for efficient, timely access and effective use
- Design, test and evaluate information retrieval systems and methodologies
- Improve human computer interaction as the basis for designing ever more usable, effective information systems and environments
- Investigate and understand information needs and information-seeking behaviors of individuals, groups and organizations in a variety of task and technology environments, including the Web
- Investigate the effectiveness, relevance and

evolution of societies' information provision agencies and organizations such as libraries, museums, publishers and the media; and
- Analyze information policy and ethics at national and international contexts

**ADMISSIONS REQUIREMENTS**

Incoming students are admitted to the Ph.D. in Information Studies at LIU Post each fall semester only, with a maximum of 15 students accepted. Applicants must hold a master's degree which can be in any discipline. Work experience is an asset but is not required. The program is structured to accommodate those who are already working in the information field or in related professions.

Admission decisions will be based on the following factors: academic proficiency, professional accomplishments, proposed intellectual focus, and potential for completing a rigorous program. Applicants whose master's degrees are not from English-language institutions must provide proof of a TOEFL examination score of 600 or more.

This deadline for receipt of completed application forms is March 1. All of the following application materials must be received by the deadline date:
- Complete the LIU Online Application for Admission
- Application fee: (non-refundable)
- Official transcripts for all undergraduate and graduate course work
- Three letters of recommendation
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- A statement of research/inquiry outlining the reasons for pursuing a doctoral degree, and a description of the proposed area of study and research
- A writing sample of a published work or other scholarly writing
- A full curriculum vitae/resume

**Send application materials to:**

LIU Post
Graudate Admissions Processing Center
15 Dan Road, Ste. 102
Canton, MA 02021

The Palmer School encourages applications from members of under-represented groups in the information professions and is committed to equal-opportunity acceptance of candidates into the program in order to offset the shortage of under-represented groups in the information professions.

For more information about admission requirements or the application process, please contact Dr. Gregory S. Hunter at 516-299-2171 or email ghunter@liu.edu or contact the Graduate Admissions Office at 516-299-2900 or email carol.zerah@liu.edu.

## Ph.D. Info Studies Required Courses

*{Program Code: 20857}*

**Area/Content Courses**

| | | | |
|---|---|---|---|
| DIS | 801 | Knowledge Organization and Access | 3.00 |
| DIS | 803 | Information Studies and Services | 3.00 |

**Research Method Courses**

| | | | |
|---|---|---|---|
| DIS | 805 | Research Methods I | 3.00 |
| DIS | 807 | Research Methods II | 3.00 |

**Elective Courses (36 credits total)**

Students will choose electives in conjunction with the major advisor and possibly the external advisor. Prior education, experience and research plans will be considered in making decisions about what is to be taken in the field of Information Studies and in co-related areas.

Students complete 18 credits of elective doctoral courses; 9 credits of advanced masters' level courses, independent study credits, or additional doctoral level electives; and 9 credits of co-related courses outside of the field of information studies.

**a. Elective Doctoral Courses: 18 credits from the following:**

| | | | |
|---|---|---|---|
| DIS | 810 | Knowledge Organization | 3.00 |
| DIS | 812 | Information Retrieval | 3.00 |
| DIS | 815 | Information Systems: Theories, Paradigms, and Method | 3.00 |
| DIS | 816 | Human-Computer Interaction | 3.00 |
| DIS | 820 | Information Policy and Services | 3.00 |
| DIS | 822 | Information and Society | 3.00 |
| DIS | 824 | Information Services | 3.00 |
| DIS | 826 | Organizational Information Management | 3.00 |

There are no distribution requirements between two major areas of study. Knowledge Organization and Access and Information Studies and Services. Doctoral students may take any of the above as doctoral level electives, but students must pass the comprehensive examinations in both areas, since one of the objectives of the program is to produce individuals with abroad understanding of the field. It is expected that students will take electives that complement their own strengths and experience.

**b. Electives from related master's level courses, doctoral level electives, or Independent Study (9 credits)**

Advanced master's courses at the 700 level in the Palmer School may be used as electives.

LIS 901, Special Topics, may only be used as an elective in the Ph.D. Program with prior written approval from the faculty advisor. Students are required to receive approval from their faculty advisor before registering for any of the LIS 901 sections.

DIS 899, Independent Study, requires the student to complete an application that is approved by the major advisor, the faculty member who will supervise the independent study, the director of the doctoral program, and the director of the Palmer School. Up to 9 credits be taken as independent study.

**c. Electives from co-related courses (9 credits)**

Students must identify a co-related field of study outside of the field of information studies. Students will incorporate knowledge from their co-related fields of study in answers to questions on the comprehensive examinations and in the dissertation. These courses must be graduate courses at the doctoral level or master's courses approved as appropriate for doctoral level study. They may be taken at the LIU Post campus or at other institutions. The selection of courses in the co-related area must be approved by the major advisor prior to registration.

If the courses are taken outside of LIU after a student is admitted to the information studies doctoral program, the Permission to Take Courses at Another Institution form must be completed in advance of registering for the course. It is submitted to the major advisor who processes the request through the required levels of approval. When a course is completed at another institution, the student must request that an official transcript be sent to the Palmer School. However, the grade earned for the off-campus course does not count towards the calculation of the Palmer GPA.

Students have the opportunity to select co-related doctoral level courses from the other doctoral programs on the LIU Post campus (e.g., clinical psychology, education), subject to the approval of the major advisor and the director of the other co-related doctoral program.

In addition, there are master's-level courses available in the College of Arts and Science, School of Education, College of Management, School of Health Professions, and the School of Visual and Performing Arts that may be used as co-related electives by doctoral students in information studies.

**Dissertation Research (12 credits)**

After passing the comprehensive examination, students must maintain their candidacy status by registering for DIS 880 (Dissertation Research) for at least 1 credit in each Fall and Spring semester. Candidates are required to take a minimum of 12 credits of DIS 880. After registering for 12 credits of DIS 880, students may register for Maintenance of Matriculation.

**RESIDENCY AND REGISTRATION REQUIREMENTS**

Students must take six credits of required courses in each of their first two semesters. After the first academic year (fall and spring semesters), continuous registration must be maintained in the program. Summer semesters are excluded. The number of credits that are taken per semester after the first year can vary but may not be less than three until the 48 credits of course-work have been completed.

Doctoral students who would like to maintain their matriculation without taking classes may

register for Maintenance of Matriculation.

Upon completing all required Ph.D. courses (48 credits) and successfully passing the Comprehensive Examination, students may apply for and be awarded the Master of Philosophy in Information Studies (M.Phil.). This degree is awarded in recognition of completion of the Ph.D. milestones only and is not accessible to students outside the doctoral program.

Maintenance of Matriculation permits students to continue under the requirements in effect when admitted and prevents the need to reactivate through admissions. Students must be aware that their financial aid status may be affected by Maintenance of Matriculation. International students may have additional credit requirements and should consult with the Immigration Services Office before registering for courses at 516-299-1451 or by email at post-international@liu.edu.

## Credits & GPA Requirements

Minimum Total Credits: 60
Minimum Major GPA: 3.00

# Library and Information Science Courses

**LIS 510 Introduction to Library & Information Science**
Overview of the field. Introduction to the history, purpose, functions, and processes of the field, its place in society, practice of the profession in various types of settings, and current issues and trends.
*Credits: 3*
*Every Semester*

**LIS 511 Information Sources and Services**
Philosophy, process, and techniques of information services. Overview of information access and delivery, types of resources and formats used in information services, evaluation and measurement of sources and services, and information seeking processes and behaviors.
*Credits: 3*
*Every Semester*

**LIS 512 Introduction to Knowledge Organization**
Basic principles of bibliographic control and knowledge organization systems. Emphasizes an understanding of catalogs and cataloging, discovery systems and databases, and the organizational structures that underlie them. Introduction to bibliographic utilities, web site organization, RDA,FRBR, descriptive standards, classification systems, tagging, and metadata schemas such as controlled vocabularies, subject headings, authorities, thesauri, and taxonomies.
*Prerequisite or Co-requisite of LIS 510 is required.*
*Credits: 3*
*Every Semester*

**LIS 513 Management of Libraries and Information Centers**
Principles and techniques of management applicable to libraries and information service organizations. Focuses management theory on organizing for library and information services, collections, facilities management, and measurement and evaluation of services.
*Credits: 3*
*On Occasion*

**LIS 514 Introduction to Research in Library and Information Science**
Overview of both quantitative and qualitative research conducted in the field with a focus on gaining the ability to comprehend, evaluate and use the research literature. The scientific approach, from research design to major techniques for data collection and analysis, is discussed from the perspective of library and information science. Students learn and practice research proposal preparation.
*Prerequisite or Co-requisite of LIS 510 is required.*
*Credits: 3*
*Every Semester*

**LIS 516 Collection Development**
Students will examine the principles, issues and best practices related to the development of a library collection serving an academic or research community in a college, university, public or special library environment. This course will consider methods for identifying the needs of a user community, designing a collection policy, selecting and acquiring library materials in all formats, making decisions related to a collection's management and preservation, and evaluating the quality and appropriateness of an existing collection.
*Credits: 3*
*On Occasion*

**LIS 517 Emerging Web Technologies**
With the advent of the new web technologies, an explosion of new social software tools has emerged enabling users to create, organize, share and collaborate in an online space. Today's Web users are organizing their favorite bookmarks, collaborating on shared documents, cataloging their personal collections and sharing their information with others. This course will explore the features and functionality of emerging web technologies such a blogs, wikis, RSS, social bookmarking, media sharing, tagging, folksonomies and more. This course will look at how libraries are implementing these various tools as well as their potential uses.
*Credits: 3*
*On Occasion*

**LIS 519 Great Collections of New York City**
Introduces students to issues surrounding the management and curation of special collection libraries through guided visits to significant cultural institutions in New York City. Students meet with the institutions' curators and librarians, examine and discuss examples of unique materials in these collections, and develop an understanding and appreciation of the diversity of approaches to collection care, preservation, and services in rare book and special collections settings.
*Prerequisite of LIS 510 or permission of instructor is required.*
*Credits: 3*
*Rotating Basis*

**LIS 529 Map Collections**
Exposes students to current issues in managing map and cartographic collections. Students learn about the history and use of maps, atlases, globes, and other current cartographic tools, including geographic information systems (GIS); cartographic information services and related reference sources; and issues in map librarianship, including reference services, storage and handling, conservation, and collection development.
*Pre requisite of LIS 510 is required*
*Credits: 3*
*Rotating Basis*

**LIS 520 Records Management**
Introduction to the systematic management of business records. Topics covered include: inventorying records, preparation of retention schedules, space management for inactive records, micrographics and digital imaging systems, protection of vital records, and file organization concepts.
*Credits: 3*
*Rotating Basis*

**LIS 606 Information Literacy and Library Instruction**
This course is intended to introduce information literacy and library instruction methods used in a variety of information systems including libraries, archives, and electronic environments. It will include an overview of theoretical and applied research and discusses relevant issues and concepts. The focus of the course is on the process of designing, implementing, and assessing instructional programming.
*Prerequisites of LIS 510 & 511 or permission of instructor are required.*
*Credits: 3*
*On Occasion*

**LIS 610 Reader's Advisory**
This course teaches both traditional reader's advisory skills and the use of print and electronic reader's advisory tools. This course will enhance the skills needed to match the book with the reader. Database such as Ebsco's Novelist, social cataloging tools such as Goodreads and social media e.g., Facebook and Pinterest will be evaluated.
*Pre requisite of LIS 510 is required*
*Credits: 3*
*Annually*

**LIS 611 Film and Media Collections**
An introduction to building and maintaining collections and services related to visual media, primarily moving images, sound and ephemera. Topics include: the history of film and media in library collections, collection development, access, equipment, copyright, emerging technologies and management of non-print formats.
*Prerequisites of LIS 510 & 511 or permission of instructor are required.*
*Credits: 3*
*Rotating Basis*

**LIS 612 Arts Librarianship**
Students will be introduced to all aspects of art librarianship, with an emphasis on reference and collection development issues. Field trips will supplement in-class lectures, exercises, and hands-on practice with print sources and databases for art, architecture, and design research.
*Credits: 3*
*On Occasion*

**LIS 616 Contemporary Artists' Books**
The course will investigate the world of artists books and what it means to build a collection in this genre. Historical precedents and contexts in the art world will be explored. The practical side of the

field will be examined: the marketplace, dealers and business ethics. Also, the logistics of stewardship over this special genre of books: housing, preservation cataloging, promotion and access.
*Credits: 3*
*On Occasion*

**LIS 618 Online Information Retrieval Techniques**
A survey of the design and use of computerized information retrieval systems and services, including online catalogs, commercial database searches, and Internet-based search services and electronic resources. Emphasis will be on acquiring a practical understanding of these systems and services to aid in the development of advanced search, selection, and evaluation competencies. Course includes the application of search strategies and techniques to all types of formats of electronic resources, including bibliographic, full-text, and multimedia resources.
*Prerequisites of LIS 510 & 511 or permission of instructor are required.*
*Credits: 3*
*On Occasion*

**LIS 620 Instructional Design and Leadership**
(Same as EDU 980) Examines the curriculum consultant and instructional leadership roles of the school media specialist. Opportunities are provided for students to blend recent developments in curriculum and instruction with information literacy objectives and staff development strategies. Collaborative, interdisciplinary approaches to learning are emphasized. NOTE: There will be 25 hours of field experiences (observation)related to the coursework as part of the requirement in SED 52.21 (b)(3)(i). A total of 100 hours of observation must be completed prior to student teaching or practica (internship).
*Prerequisites of LIS 510 & 511 or permission of instructor are required.*
*Credits: 3*
*Every Semester*

**LIS 622 Management of the School Media Centers**
(Same as EDU 981) An examination of developments in the principles and strategies for managing information and school library media centers. This course examines philosophies and practices related to policy development, budgeting, personnel, resource organization, networking, public relations, and facilities planning, including discussion of school library facilities for children with disabilities and special needs. NOTE: There will be 25 hours of field experiences (observation) related to the coursework as part of the requirement in SED 52.21 (b)(3)(i). A total of 100 hours of observation must be completed prior to student teaching or practica (internship LIS 691).
*Prerequisites of LIS 510, 511, and 512 or permission of the instructor are required.*
*Credits: 3*
*Every Semester*

**LIS 624 Introduction to Online Teaching**
Students will learn about historical and current trends and learning theories in online learning. Students will explore the online learning environment through applying instructional design theories, designing online activities while applying best practices. Topics include instructional design, planning online activities, copyright and intellectual property, assessment of online learners, understanding social learning, collaboration tools,and classroom management
*Pre requisite of LIS 510 is required*
*Credits: 3*
*Alternate Semesters*

**LIS 626 Teaching Methodologies for School Media Specialists**
This course will present teaching strategies important for the school media specialist in the school library information center "classroom." Learn and practice techniques for using the school information center as a vital part of the instruction occurring within the school. Lesson planning, questioning strategies, and hands-on practice with important educational trends are integral components of this course.
*Prerequisites of LIS 510,511,512,620 and 622 or the permission of the instructor are required.*
*Credits: 3*
*Rotating Basis*

**LIS 627 Special Needs Students in K-12 Libraries**
This course will prepare students who plan to become school library media specialists, children's or Young Adult librarians for Education All Students Tests (EAS). It will also provide students with knowledge about the Dignity for All Students Act (DASA). This course will instruct the learner on assisting students with disabilities and other special learning needs.
*Prerequisite of LIS 510 or 511 or the Director's permission*
*Credits: 3*
*Annually*

**LIS 628 Collection Development for K-12**
Survey of nonfiction resources in support of the subject content areas in the modern school curriculum including non-fiction materials. Attention is given to new developments in the curriculum, with emphasis on policies related to collection with selection of library materials.
*Prerequisite of LIS 510 or 511 is required.*
*Credits: 3*
*On Occasion*

**LIS 629 Integrating Technology into the School Media Curriculum**
Students will examine software, hardware, Internet applications, and web sites to see how technology facilitate learning in K-12 libraries; they will also explore ways that hardware and software can be integrated in the curriculum, including the examination of age-appropriate technologies for children with disabilities and the use of adaptive technology. NOTE: There will be 25 hours of field experiences (observation) related to the coursework as part of the requirement in SED 52.21 (b)(3)(i). A total of 100 hours of observation must be completed prior to student teaching or practica (internship).
*Prerequisites of LIS 510,511,512,620 and 622 or the permission of the instructor are required.*
*Credits: 3*
*Every Semester*

**LIS 650 Basic Web Design**
This course introduces the development of content for web sites by using major content management system (CMS) applications. Students will learn using current CMS applications to instantly and dynamically update webpages and properties as new content becomes available so that every visit to a website is planning dynamic websites, developing CSS-controlled site templates, and creating database-driven websites through the planning and creation of their own topic-based sites.
*Credits: 3*
*Annually*

**LIS 652 Exhibitions and Catalogs: Library meets Museum**
Considers theoretical issues of conceptualization and criticism and provides practical, hand-on, experience with the steps necessary to create a successful exhibition of rare book and special collections material. Major topics include exhibition planning, implementation, evaluation, and documentation. The course is appropriate for students preparing for careers in rare books and special collections libraries.
*Prerequisite of LIS 510 or permission of instructor is required.*
*Credits: 3*
*Rotating Basis*

**LIS 654 Building Digital Libraries**
Designed especially for students intending to work with original research materials of cultural interest such as photographs, manuscripts, and printed ephemera, this course introduces the processes of digitizing these materials for wider public access. Topics include: definition of digital libraries in theory and practice, materials selection criteria, digitization and related technical issues, standards and best practices, copyright, and project management. Students will create fully functioning digital libraries.
*Pre requisite of LIS 512 is required*
*Credits: 3*
*On Occasion*

**LIS 657 Introduction to Preservation**
An introduction to the principles and practices of library and archives preservation. Topics include: the composition of paper, books, and non-book materials; current preservation methods; disaster planning and recovery; reformatting and digitization; collection maintenance and re-housing;

management of preservation efforts; and standards and professional ethics.
*Credits: 3*
*Rotating Basis*

**LIS 658 History of The Book**
Exposes students to current theoretical and historical approaches to understanding the impact of printing and the book in western culture. Students gain first-hand experience with the intellectual tools of the book historian's Trade, including vocabulary, bibliography in its various manifestations, sources, and major collections and related bibliographic institutions.
*Prerequisite of LIS 510 or 511 is required.*
*Credits: 3*
*Rotating Basis*

**LIS 662 Library Public Relations**
Examines the principles and practice of public relations; the library image; the news media; special events and programs; exhibits and displays; library publications; publicity; marketing techniques; and discussion of public relations as it applies to all, types of libraries.
*Prerequisite of LIS 510 or permission of instructor is required.*
*Credits: 3*
*On Occasion*

**LIS 669 Government Information Resources**
Study and evaluation of information products, services, and sources available at all levels of government. Topics include: the Depository Library Program, the Government Printing Office, Superintendent of Documents, and the operations of these services. Government information access at the federal, state, regional, and local levels will be examined, with discussion focusing on access protocol, privacy, and public policy. Intensive practice in searching, retrieving, organizing, and analyzing government documents will be provided.
*Prerequisites of LIS 510 & 511 or permission of instructor are required.*
*Credits: 3*
*Rotating Basis*

**LIS 690 Internship**
120 hours during a semester at an approved site, working under supervision of a professional in the field. Guided by a Learning Contract jointly approved by faculty and the site supervisor, students augment what they have been taught in formal courses, further their career objective, and enhance their skills, competencies, and abilities. For students with extensive library experience, LIS 695 (Masters Project) is available as an alternative to the internship, with permission from the student's advisor and Director. Prerequisite :Students should have completed all core requirements and most electives before enrolling; students should have completed at least 27 credits.
*Prerequsite of LIS 510, 511, 512, 514 and 15 units of electives are required.*
*Credits: 3*
*Every Semester*

**LIS 691 Internship/School Media Specialist (for School Library certification candidates)**
240 hours or 40 days is the required time for student teaching. This must be split between elementary school (120 hours or 20 days) and secondary school (120 hours or 20 days). Secondary school is defined as either a middle school or a high school. It is the student's responsibility to choose the sites, with the guidance of the Director of the School Library program. Sites must be approved by the Director. Student will develop a learning contract which will govern this experience and must have a formal teaching observation. Students will be expected to put the theory or principles they have learned during their coursework into practice.
*Pre requisite of LIS 510, LIS 511, LIS 512, LIS 514, LIS 620, LIS 622 and LIS 626 are required*
*Credits: 3*
*Every Semester*

**LIS 695 Master's Project**
Available for students with extensive library experience as an alternative to LIS 690 (Internship). Independent research, design, or development that may include one of the following: a research paper of publishable quality; an instructional or informational design program; a creative performance program. The student will be required to present a proposal for approval as well as the completed results of the selected paper or program project to the faculty advisor, project supervisor and the Dean.
*Prerequisites of LIS 510,511,512,514, and Dean's Approval are required.*
*Credits: 3*
*Every Semester*

**LIS 697 Master's Thesis**
Independent research for the preparation, development, and presentation of a master's thesis under a faculty member's advisement and supervision. The completed thesis must be approved by the thesis advisor and the Director.
*Prerequisites of LIS 510,511,512,514, and Dean's Approval are required.*
*Credits: 3*
*Every Semester*

**LIS 699 Independent Study**
Through independent study, students may explore in depth areas in the field that are of particular interest. A student will be limited to two independent studies during their course of study. For further information, contact the Academic Counselor. Dean's approval.
*Prerequisites of LIS 510 LIS 511, LIS 512, and Dean's Approval are required.*
*Credits: 3*
*Every Semester*

**LIS 700 Principles of Public Library Organization & Management**
This seminar explores public library organization and management. Topics include principles of management and organization; the planning process, policy, decision making, and leadership principles. Issues such as assessing community needs, public and governmental relations,cooperative ventures, leadership and management systems, professional ethics, and censorship are also addressed.
*Prerequisite of Public Library Certificate majors only.*
*Credits: 3*
*On Occasion*

**LIS 701 Legal Issues in Public Library Administration**
This seminar focuses on the legal basis for the public library, sources of the public library's authority and the organizational framework that enables the library to function in society. Attention is given to the laws, rules and regulations on the local, state, and national level that affect public libraries. Other topics include the roles of the board of trustees and the library director; regulatory agencies and reporting requirements; insurance risk management and liability; library policies and their enforcement and the relationship of the public library to other agencies.
*Prerequisite of Public Library Certificate majors only.*
*Credits: 3*
*On Occasion*

**LIS 702 Human Resources Administration in the Public Library**
This seminar deals with issues involved in developing and implementing a human resources program in the public library. Topics include performance evaluation, job descriptions; salary administration; fringe benefits; human resources policies; contract and collective bargaining negotiations; recruitment and interviewing techniques; civil service issues; and all legal aspects of personnel supervision and administration.
*Prerequisite of Public Library Certificate majors only.*
*Credits: 3*
*Rotating Basis*

**LIS 703 Financial Management of Public Libraries**
This course is designed to provide library managers with an understanding of public finance and economic theory. Specific topics such as basic economic theory, public finance, community assessment, budget process and preparation, the audit function, taxation and capital funding are covered.
*Prerequisite of Public Library Certificate majors only.*
*Credits: 3*
*On Occasion*

**LIS 704 Public Library Facilities, Automation Systems and Telecommunications**
This seminar is designed to prepare the public library administrator to deal with the process and

problems of planning, managing and evaluating library facilities. Emphasis is placed on maintenance and operation of public facilities, including space planning and utilization; building and grounds maintenance; security; and branch library issues. The process of defining, specifying, evaluating and selecting automation and telecommunication systems, furniture and other equipment is covered in depth. Other topics include the basics of writing a facilities program, selection of an architectural firm, project manager and building contractor.
*Prerequisite of Public Library Certificate majors only.*
*Credits: 3*
*On Occasion*

**LIS 705 Principles and Practices in Archival Description: DACS/EAD**
Explores the principles of archival description as expressed in Describing Archives: A Content Standard and implementation of those principles through Encoded Archival Description (EAD) and MARC structures. Topics include: the history and development of archival description, authority and subject analysis, related standards, and description for special formats.
*Pre requisite of LIS 512 is required.*
*Credits: 3*
*Rotating Basis*

**LIS 706 Digital Preservation**
An introduction to the theoretical and practical aspects of the preservation of digital records. Topics include: issues facing institutions trying to preserve digital records, storage media and file formats, preservation initiatives underway worldwide, and practical considerations in implementing a digital preservation program.
*Credits: 3*
*Rotating Basis*

**LIS 707 Human Computer Interaction**
In this course you will learn about the human part of computing. It focuses on the design and evaluation of interactive systems from a user-centered perspective. You will learn about how people perceive, process, remember, utilize, share and communicate about information in the work and on-work situations; and you will learn how interaction technologies can take these human issues into account. You will become familiar with design principles and evaluation techniques in the field of human-computer interaction (HCI).
*Prerequisite of LIS 510 or permission of instructor is required.*
*Credits: 3*
*On Occasion*

**LIS 709 Principles and Practices of Rare Book Cataloging and Descriptive Bibliography**
Explores the principles of rare book cataloging as expressed in current rare book cataloging guidelines and related cataloging descriptive standards, thesauri, and controlled vocabularies. Other practices will include authority control, subject analysis, and form/genre headings relevant to rare books and related special collections material. Emphasis will be placed on the fundamentals of descriptive bibliography as it relates to rare book cataloging, to the history and development of bibliographic description, and to the mastery of technical vocabulary for describing printed books.
*Pre requisite of LIS 512 is required*
*Credits: 3*
*Rotating Basis*

**LIS 710 Rare Books School**
Intensive week-long courses taught by internationally renowned experts at the University of Virginia's Rare Books School (RBS). Students may take up to two (2) courses towards their MSLIS degree and the Palmer Rare Books Concentration, and option must be approved before the student enrolls in the RBS course. See the RBS website www.rarebookschool.org for current course selections.
*Credits: 3*
*Rotating Basis*

**LIS 712 Literacy for K-12 Environment**
This course will develop understanding of the complexity of literacy for K-12 learners. Linguistic aspects (vocabulary, grammar, genre and text structure), cognitive and metacognitive behaviors (reading strategies), and socio-cultural context (beliefs and attitudes of non-English Learners) will be examined as influences on a learner's development of literacy. This course will provide school and children's librarians with background knowledge of the various issues relevant to literacy instruction. Special emphasis will be given to strategies to use for students with disabilities. Reading motivation and strategies to incorporate technology into literacy learning will be discussed.
*Pre requisite of LIS 620 and LIS 626 for school media is required; LIS 510, 511, 512 and 514 for general/public librarians is required*
*Credits: 3*
*Rotating Basis*

**LIS 713 Rare Books and Special Collections Librarianship**
Examines the current issues, standards, and best practices in managing collections of rare books and other unique printed material. Topics covered include: the unique research value of printed materials, definitions of rarity, collection development, description and access, preservation and conservation, security, and outreach and promotion.
*Prerequisites of LIS 510 & 512 are required.*
*Credits: 3*
*Rotating Basis*

**LIS 714 Archives and Manuscripts**
An introduction to the identification, preservation, and use of archival materials. Topics include surveys and starting an archive; appraisal and accessioning; arrangement and description; reference and access; security and disaster protection; and audiovisual and digital records.
*Credits: 3*
*Rotating Basis*

**LIS 716 Audio Preservation**
The purpose of the course is to explore the issues related to the preservation of audio materials, both in legacy formats and in current of future or digital forms. Students will be able to identify audio formats found in a library or archive. They will be knowledgeable about the fragility and obsolescence issues pertaining to preservation and access of audio formats.
*Credits: 3*
*Alternate Semesters*

**LIS 718 Facilitating Online Learning**
Students will learn about concepts, strategies, and research for developing and facilitating an online learning community. Students will explore both asynchronous and synchronous tools while designing online activities based on best practices. Topics include understanding the role of the online facilitator, designing online coursework while creating a sense of presence, engaging learners in an online environment, constructing activities to engage online learners, and assessing online engaged learning.
*Credits: 3*
*Rotating Basis*

**LIS 721 Appraisal of Archives and Manuscripts**
An in-depth examination of appraisal, which has been called the archivist's "first responsibility." Topics include: classic archival appraisal theory, recent refinements to appraisal theory, international perspectives on appraisal, collecting manuscripts, and appraisal of audiovisual and digital records.
*Prerequisite of LIS 714 or instructor permission is required.*
*Credits: 3*
*Rotating Basis*

**LIS 727 Corporate Informatics and Knowledge Portals**
Examines the structure and operation of business knowledge portals and knowledge management systems in the support of competitive business operations. Strategic information sharing and collaborative social networks are examined in terms of their roles in corporate development.
*Credits: 3*
*Rotating Basis*

**LIS 728 K-12 Literature for School Media Specialists**
A survey course covering various genres, styles, authors, illustrators and trends with emphasis on the role of literature in the school library media center. Students will consider methods of selecting and evaluating children's and young adult literature in terms of readability and interest level and several ways in which the titles can be integrated as the

content and vehicle to master the Core Curriculum. Through class discussions and constructing lessons, students will explore a range of topics related to literature, including book talks, author studies, read-aloud techniques and book discussion groups.
*Credits: 3*
*Every Summer*

**LIS 729 Young Adult Sources and Services**
A survey of adolescents and their reading with special emphasis on books written especially for this age group (12-18). The readings will include materials emphasizing multi-cultural characters and settings, and bibliotherapy including stories of persons with disabilities and special needs. Students will attain skills in providing library services for the young adult population, including information and referral, programming, applying new technology advocacy, working with professional staff and administration, partnering with parents and community, school and public library cooperative projects, publicity, evaluation of literature and techniques for introducing literature to the adolescent population. The course requires reading of text, reading and discussion of a number of young adult titles in a variety of genres, small group presentations, oral presentations and bibliography.
*Prerequisite of LIS 510 and 511 are required.*
*Credits: 3*
*Annually*

**LIS 733 Early Childhood and Children's Literature Sources and Services**
Materials and resources for pre-K – elementary school age, with emphasis on selection, collection development, and programming. Discussion of underlying theories such as services and development of appropriate programs including presentation of inclusive, age appropriate material for this audience. Print and non-print resources ~ their selection, analysis, and presentation, with attention to other materials, including learning objects—will be covered.
*Prerequisite of LIS 510 and 511 are required.*
*Credits: 3*
*Annually*

**LIS 735 Storytelling & Folk Literature**
Analysis and evaluation of folk literature and epic tales as revelation of the culture of various people. This course emphasizes the art, techniques, and practices of oral presentation as a medium of communication and appreciation of literature.
*Prerequisite of LIS 510 and 511 are required.*
*Credits: 3*
*Rotating Basis*

**LIS 737 Serving Diverse Populations**
A seminar on services for multicultural populations and groups with special interests or needs: Sensory or mobility-impaired; learning disabilities; adult beginning readers; English as a second language; gifted and talented; latchkey children; homeless, aging, etc. Covers federal regulations, materials, professional attitudes, techniques, equipment and programs, at all levels and settings.
*Prerequisite of LIS 510 and 511 are required.*
*Credits: 3*
*On Occasion*

**LIS 739 Myth and the Age of Information**
A seminar on the role of myth and storytelling in modern settings within diverse contexts such as management, marketing, psychology, politics, anthropology, literature, broadcast media and popular culture, multicultural education and religion. Covers the benefits and pitfalls of using story in different types of settings and the role of the information-based institution.
*Credits: 3*
*Rotating Basis*

**LIS 740 Copyright Law and Information Policy**
Explores copyright law relevant to information professionals, and gives students a legal framework to analyze and take action on the copyright issues faced by librarians and cultural institutions. Topics include: copyright issues raised by the digitization of collections, electronic reference services and collecting born-digital material, fair use and the library exceptions, and recent copyright developments, including newly-filed lawsuits and proposed legislation.
*Credits: 3*
*Rotating Basis*

**LIS 741 Public Libraries**
A study of the philosophy, background, function and place of public libraries in contemporary society. Examines the principles and techniques of public library organization, planning, operation, resources, services and facilities, as well as how to identify and serve groups and organizations in a community. Study of present condition, trends and issues. Emphasis on public service orientation.
*Prerequisite of LIS 510 and 511 are required.*
*Credits: 3*
*Annually*

**LIS 744 Academic & Special Libraries**
Overview of the working, organization, operation, and management of both academic and special libraries, with emphasis on their unique characteristics. Comparative analysis of these library settings in all areas, including public services, technical services, systems, regulations, and scholarship. Organizational needs, services, personnel management, and budgeting will be examined within the context of such information functions as research and reference, teaching, and collection development.
*Prerequisites of LIS 510, 511, and 512 or permission of the instructor are required.*
*Credits: 3*
*On Occasion*

**LIS 749 Health Science Libraries**
An overview of the services and programs of health sciences libraries. The principles and techniques of administration and management will be discussed with emphasis on the selection and organization of collections, budgeting, facilities, staffing, and evaluation.
*Prerequisite of LIS 510 and 511 are required.*
*Credits: 3*
*Rotating Basis*

**LIS 755 Information Technologies and Society**
A study of information technologies and their impact on society. Topics include: the historical development of information technologies; the perspectives of different disciplines; and the social, economic, political and cultural effects of contemporary information technologies.
*Prerequisite of LIS 510 or permission of instructor is required.*
*Credits: 3*
*Rotating Basis*

**LIS 763 Metadata For Digital Libraries**
This course covers the application of standards and rules to the construction of tools for information retrieval, primarily Web resources and catalogs in library and information environments. The course includes an overview of metadata applications. Special problems in the organization of library materials in various forms, including books, serials, maps, music, sound recordings and different forms of material.
*Prerequisites of LIS 510 & 512 are required.*
*Credits: 3*
*Rotating Basis*

**LIS 765 Knowledge Representation**
Theoretical examination of the systems of both knowledge organization and classification. Examination and comparison of schemas for information organization, classification, taxonomy, and ontology. Detailed examination of such systems as LC, Dewey, LCSH, Sears, MESH, SuDocs, UDC, PRECIS, and the underlying structures of controlled vocabularies and authority control. Students will become conversant with the context and rationale of knowledge organization systems in a variety of library and information service centers.
*Prerequisites of LIS 510 & 512 are required.*
*Credits: 3*
*Rotating Basis*

**LIS 768 Digital Information Representation**
The course covers principles, concepts and techniques of information representation methods for the purpose of information retrieval in the digital environment. It includes preparation of abstracts, subject analysis and vocabulary control, thesaurus construction, index creation, tagging, and evaluation of information representation and retrieval (IRR) systems.
*Prerequisites: LIS 510 & LIS 512 or with instructor's permission*
*Credits: 3*
*Rotating Basis*

**LIS 770 Information Systems & Retrieval**
Fundamentals of information retrieval (IR) systems, including systems structure, design and implementation, are covered. Also discussed are language, information and query representation, techniques, approaches, the human dimension, and evaluation in IR along with a brief survey of advances and research in the field.
*Prerequisite of LIS 510 or permission of instructor is required.*
*Credits: 3*
*Rotating Basis*

**LIS 773 Bibliography and Publishing**
An introduction to the preparation, acquisition, and distribution of artifacts of recorded knowledge, including a survey of the techniques of enumerative, descriptive and analytical bibliography and bibliometric analysis. Included will be a study of the manifestation of formats of works, featuring examination of their publishing history. Students will construct analytical bibliographies of information products and artifacts.
*Prerequisites of LIS 510, 511, and 512 or permission of the instructor are required.*
*Credits: 3*
*Rotating Basis*

**LIS 774 Information Seeking Behavior**
An examination of the psychological factors influencing people and their use of information. Students will study the social, behavioral, and interaction components that exists between people and the information systems and services they access and use. Students will analyze established theory in the field via scholarly reading and case studies, and will examine empirical data on information seeking behavior. Students will also have the opportunity to observe information use in the field to develop a better understanding of the factors influencing information seeking.
*Credits: 3*
*Rotating Basis*

**LIS 775 Technical Services Operations and Systems**
An examination of library systems in terms of their strategic support of both public and technical services. Topics include acquisition systems, online collection building, bibliographic control, serials management, vendor contracts and licenses, and integrated library systems. Students will have the opportunity to examine back end aspects of library information systems from both a management and implementation perspective.
*A prerequisite of LIS 510 or LIS 511 or LIS 512 is required*
*Credits: 3*
*Rotating Basis*

**LIS 781 WISE Seminar**
WISE (Web-based Information Science Education), of which the Palmer School is a member, are online courses taught by faculty from WISE Consortium host schools using course management systems specific to their environment and academic calendar. WISE courses afford students the opportunity to take electives of interest at other WISE schools, exposing them to a wide array of faculty and students without having to transfer credits. Students should note the varying delivery methods and academic calendars among WISE schools. For more information visit the WISE website (http://www.wiseeducation.org).
*Credits: 3*
*Annually*

**LIS 785 Mentoring Experience**
Mentees are assigned a mentor from the NYU Libraries as soon as they are accepted into the dual degree program. Mentors and mentees will then work together to develop an initial learning contract which is reviewed each semester. On occasion, part of the mentorship may be completed at an off-site library approved by the mentor and members of the committee.
Only open to Dual-Degree Students
*Credits: 1 to 4*
*Every Semester*

**LIS 901 Special Topics**
A special topic not covered in the regular curriculum is explored in-depth. Students are limited to 6 credits of 901 courses.
*Credits: 3*
*Rotating Basis*

## Palmer School Ph.D. Courses

**DIS 801 Information Access and Systems**
Overview of the foundations, topics and issues in information organization and access, including current research in knowledge organization, information storage and retrieval, systems analysis and design, and human computer interaction.
*Credits: 3*
*Annually*

**DIS 803 Information Studies and Services**
This course is an overview of the foundations, topics and issues in information studies and services including current research in information and society, information policy, information services and organizational information management.
*Prerequisite of DIS 801 is required.*
*Credits: 3*
*Annually*

**DIS 805 Research Methods I**
Survey of principles of scientific inquiry. Emphasis on the overall research process and developing quantitative methodological skills, including the application of descriptive and inferential statistics in data analysis. Design of research projects and preparation of research report. Critical review of empirical research in information studies.
*Credits: 3*
*Annually*

**DIS 807 Research Methods II**
Examination of the qualitative paradigm of research. Examination of historical methods for research. Overview of meta analysis. Critical review of qualitative and historical research in information studies. Design and implementation of qualitative and historical research.
*Prerequisite of DIS 805 is required.*
*Credits: 3*
*Annually*

**DIS 810 Seminar in Knowledge Organization**
This course is the identification and study of problems in knowledge organization, with close attention to theory building through research. The emphasis in the course is on autonomous student investigation, writing and discussion. Students conduct original research and report the results in the class. The course also includes the historical context for bibliographic control; problems related to descriptive cataloging, classification and subject analysis, vocabulary control, authority control; and the design of bibliographic retrieval systems.
*Prerequisite of DIS 801, 803, 805, 807 is required.*
*Credits: 3*
*Annually*

**DIS 812 Information Retrieval**
Fundamentals and theories of information retrieval (IR) are examined, including retrieval language, query formation, IR models, approaches, techniques, IR systems, hypertext and multimedia IR and evaluation. Research in the field, with an emphasis on identifying additional topics for further study.
*Prerequisite of DIS 801, 803, 805, 807 is required.*
*Credits: 3*
*Annually*

**DIS 815 Information Systems: Theories, Paradigms, and Method**
Conceptual and paradigmatic foundations of information systems research and development throughout history, from Shannon and Weaver's mathematical, objectivist perspective and cybernetics, to today's neo-humanistic, ethnographically-oriented socio-cultural paradigm represented in the works of the proponents of distributed cognition and activity theory. The epistemological and ontological assumptions of these paradigms will be examined. Various information systems development and research methodologies will be reviewed, with an in-depth look at the issues surrounding each of these methodologies.
*Prerequisite of DIS 801, 803, 805, 807 is required.*
*Credits: 3*
*Annually*

**DIS 816 Human-Computer Interaction**
Examination of theoretical and methodological developments in HCI research and the application of research findings to the design and development

of information systems. Emphasis will be on various theoretical paradigms and cognitive frameworks assumed in HCI studies, as well as usability design and evaluation studies. Research in the field is discussed with an emphasis on identifying additional topics for further study.
*Prerequisite of DIS 801, 803, 805, 807 is required.*
*Credits: 3*
*Annually*

**DIS 820 Information Policy and Services**
This course is an investigation of historical context and current policy agenda with attention to social, political, and economic issues along with the policy implications of the electronic environment particularly the Internet, the World Wide Web and development of the National Information Infrastructure. In this course, the focus is on stakeholders in policy development and implementation; the economics of information and the valuing of information; new information technologies; the role of the legal system; federal, state, and municipal roles and responsibilities; and the international arena for information policy.
*Prerequisite of DIS 801, 803, 805, 807 is required.*
*Credits: 3*
*Annually*

**DIS 822 Information and Society**
The course covers the complexity of the interrelationship between information and information technologies and society. By utilizing the work of several of the classic thinkers of the 1930s, 40s and 50s (Mumford, Ellul and Gideon)and moving to more modern approaches such as the social constructivist approach of the Society for the History of Technology, the course will investigate the social effects of the use of technology and information, the economics of information and the social and political aspects of information.
*Prerequisite of DIS 801, 803, 805, 807 is required.*
*Credits: 3*
*Annually*

**DIS 824 Information Services**
This course addresses information services from the perspective of institutions dedicated to producing or sharing information; e.g., publishers, schools, libraries, museums, bookstores and research firms. The course covers the impact of electronic formats on all of these. The course provides a reexamination of traditional values and the reshaping of such services as the finding of information, publishing or providing access to it, and the teaching, editing and interpretation of ideas.
*Credits: 3*
*Annually*

**DIS 826 Organizational Information Management**
Exploration of the ways organizations manage information for decision-making and other purposes. Topics include: organizational structure and culture, archival management, record management, digital records, preservation, knowledge management, data warehousing and data mining.
*Prerequisite of DIS 801, 803, 805, 807 is required.*
*Credits: 3*
*Annually*

**DIS 880 Dissertation Research**
The course is the process of research, upon approval and the successful defense of the dissertation proposal. All students must register for one (1) to six (6) credits in each of Fall and Spring semesters in order to maintain their candidacy.
*Credits: 1 to 6*
*Annually*

**DIS 890 Special Topics**
A special topic not covered in the regular curriculum is explored in-depth.
*Prerequisite of DIS 801, 803, 805, 807 is required.*
*Credits: 3*
*Annually*

**DIS 899 Independent Study**
The course is an in-depth exploration of a subject that is not covered in the formal curriculum at the doctoral level. In case the subject is in the student's co-related area, the study may be conducted under the direction of an approved instructor outside of LIU. The study must include a comprehensive and analytical review of the literature.
*Prerequisite of DIS 801, 803, 805, 807 is required.*
*Credits: 3*
*Annually*

## COLLEGE OF LIBERAL ARTS AND SCIENCES

The College of Liberal Arts and Sciences is LIU Post's oldest, largest and most diverse academic unit. The liberal arts and sciences are the traditional core of LIU Post’s educational base and provide specialized learning in biology, criminal justice, earth science, English, environmental sustainability, genetic counseling, history, interdisciplinary studies, mathematics, political science, psychology, and Spanish. Through these comprehensive programs, the college fosters the expansion of knowledge, the excitement of creative thinking and the delight of intense intellectual exchange between students and faculty members.

The college's faculty includes more than 100 highly accomplished scholars, researchers and artists. What unites these humanists, scientists, social scientists and mathematicians is a dedication to excellence in teaching. Classes are small and highly personalized. Students experience academics in a broad range of subject areas, explore multiple analytical strategies, learn to present ideas clearly and persuasively, and graduate with a degree that enhances their position in the professional world.

If you have questions, please contact the dean’s office at 516-299-2233, or fax: 516-299-4140.

**Nathaniel Bowditch, Ph.D.**
Dean
nathaniel.bowditch@liu.edu

**Glynis Pereyra, Ph.D.**
Associate Dean
glynis.pereyra@liu.edu

# DEPARTMENT OF BIOLOGY

**Phone: 516-299-2481**
**Fax: 516-299-2484**
Chair: Associate Professor Brummel
Professors: Melkonian (Pre-Medical Sciences Advisor), Schutt, Tettelbach (Graduate Co-Director)
Associate Professors: Hatch, Santagata
Assistant Professors: Callender, Hanley, Snekser (Graduate Co-Director)
Adjunct Faculty: 18

The Department of Biology prepares its graduate students for primary responsibilities in research and teaching as well as for entry into graduate schools for specialization in medicine, dentistry, veterinary medicine and numerous other fields within the biological sciences. Graduate students work collaboratively with faculty on important research projects. Students have access to well-equipped research laboratories and teaching facilities and can take advantage of reduced tuition on travel courses to tropical locations such as Fiji and Jamaica. With a diverse interdisciplinary academic and clinical faculty, the department's graduate program in Genetic Counseling is geared toward students who desire to become certified genetic counselors. In addition to course work, these students also complete clinical genetics rotations at local area health care facilities and hospitals. The Department of Biology offers a Master of Science in Biology and a Master of Science in Genetic Counseling. The graduate program in Genetic Counseling is accredited by the American Board of Genetic Counseling. In addition, students who seek initial or professional New York State certification to teach biology in middle or secondary schools may pursue the Master of Science degree in Middle Childhood Education (Grades 5-9) or the Master of Science degree in Adolescence Education (Grades 7-12) with a concentration in Biology (offered in conjunction with the College of Education, Information and Technology).

## M.S. in Biology

The master's degree program in biology affords students the opportunity to engage in world-class research alongside acclaimed professors, with state-of-the-art facilities and challenging, dynamic curricula. The M.S. in Biology is designed to prepare you for research, teaching and other disciplines within biology, which may lead you toward entry into a medical, dental or veterinary school, as well as for a wide variety of rewarding careers. Students may choose either a thesis (30 credits) or non-thesis (36 credits) option as part of the degree requirements.

**ADMISSION REQUIREMENTS**

Apply to LIU Post at www.liu.edu/cwpost/onlineapp. Applicants to graduate programs at LIU Post must have a bachelor's degree or equivalent. Applicants must provide undergraduate transcripts, personal statement and application fee (non-refundable). For more information on the application process, visit the Office of Graduate Admissions at www.liu.edu/cwpost/admissions.

A candidate for admission must submit his or her credentials to the Graduate Admissions Office for review by the Biology Graduate Committee, which may, subsequently, require a personal interview. The applicant should have completed at the undergraduate level: six semesters of biology; one year of college calculus; one year of general chemistry, one year of organic chemistry; and one year of college physics. In addition, a minimum grade point average of 2.75 in the major is required. A candidate whose credentials satisfy all of the above requirements as well as university admissions requirements may be accepted as a fully matriculated student.

A student may be accepted on a limited matriculant basis if his or her credentials are deficient in not more than two areas. Limited matriculants may apply for full matriculant status after removal of all deficiencies. Deficiencies must be removed during the first year of graduate study. Courses taken to remove academic deficiencies must be passed with a grade of C- or better and will not be credited toward degree requirements. Courses may also be taken on a non-matriculant basis. A non-matriculant may apply for matriculant status after he or she completes at least 12, but no more than 18, graduate biology credits provided that his or her cumulative grade point average is 3.00 or better. At least half of these credits must be from among the foundation courses. Undergraduate coursework taken to fulfill a deficiency after the student has completed the bachelor's degree must be passed with a grade of C- or better.

**ACADEMIC POLICIES**

Upon acceptance into the biology graduate program, the student should make an appointment to meet with the Biology Department's graduate director. During this meeting, the student and counselor will discuss degree requirements and complete a tentative Plan of Study and registration forms.

As soon as possible after matriculation, a student planning on completing the thesis option should select a mentor to aid in choosing a thesis topic and completing a thesis which must consist of original research. Students choosing the thesis option and planning on going onto further graduate study are strongly urged to take an additional six credits of course work.

Each grade below B- is considered a deficiency. Two deficiency grades will result in probation. Three deficient grades will result in dismissal. It is the student's responsibility to bring any deficiencies to the attention of the graduate committee chairperson. Questions concerning the graduate program should be taken to the graduate director.

A maximum of six biology credits may be accepted as transfer credits from other schools, but these courses may not be applied toward the M.S. in Biology without prior written approval from the department chairperson. Limited modifications in the required courses may be made with the approval of the department chairperson and graduate director.

### M.S. in Biology

*{Program Code: 85058}*

**Students must choose a capstone option (Non-Thesis or Thesis).**

#### Non-Thesis Option Requirements

**Required Biology Seminar Course**

| | | | |
|---|---|---|---|
| BIO | 500 | Biology Graduate Seminar | 1.00 |

Students must complete at least 35 credits in Biology (at least 20 credits in Foundation Courses and the remainder in Elective Courses).

**Required Biology Foundation Courses**

**At least twenty credits of the following:**

| | | | |
|---|---|---|---|
| BIO | 500 | Biology Graduate Seminar | 1.00 |
| BIO | 501 | Population Ecology | 3.00 |
| BIO | 503 | Modern Concepts of Evolution | 3.00 |
| BIO | 505 | Sources in Biological Research | 3.00 |
| BIO | 506 | Experimental Behavioral Ecology | 4.00 |
| BIO | 510 | Molecular Biology | 4.00 |
| BIO | 513 | Biological Chemistry | 3.00 |
| BIO | 518 | Ecology | 4.00 |
| BIO | 520 | Cell Biology | 3.00 |
| BIO | 525 | Eukaryotic Genetics | 3.00 |
| BIO | 528 | Developmental Biology | 3.00-4.00 |
| BIO | 609 | Marine Ecology | 3.00 |

**Elective Biology Courses**

Remainder of 35 credits from all BIO courses excluding BIO 707 and 708

#### Thesis Option Requirements

**Required Biology Seminar Course**

| | | | |
|---|---|---|---|
| BIO | 500 | Biology Graduate Seminar | 1.00 |

Students must complete at least 23 credits in Biology (at least 14 credits in Foundation Courses and the remainder in Elective Courses) and 6 credits in thesis work.

**Required Biology Foundation Courses**

**At least fourteen credits of the following:**

| | | | |
|---|---|---|---|
| BIO | 500 | Biology Graduate Seminar | 1.00 |

| | | | |
|---|---|---|---|
| BIO | 501 | Population Ecology | 3.00 |
| BIO | 503 | Modern Concepts of Evolution | 3.00 |
| BIO | 505 | Sources in Biological Research | 3.00 |
| BIO | 506 | Experimental Behavioral Ecology | 4.00 |
| BIO | 510 | Molecular Biology | 4.00 |
| BIO | 513 | Biological Chemistry | 3.00 |
| BIO | 518 | Ecology | 4.00 |
| BIO | 520 | Cell Biology | 3.00 |
| BIO | 525 | Eukaryotic Genetics | 3.00 |
| BIO | 528 | Developmental Biology | 3.00-4.00 |
| BIO | 609 | Marine Ecology | 3.00 |

**Elective Biology Courses**

Remainder of 23 credits from all BIO courses excluding BIO 707 and 708

**Required Thesis Courses**

**All of the following:**

| | | | |
|---|---|---|---|
| BIO | 707 | Thesis Research | 3.00 |
| BIO | 708 | Preparation of Thesis | 3.00 |

### Credit and GPA Requirements

Minimum Total Credits: 36 (Non-Thesis Option), 30 (Thesis Option)
Minimum Major GPA: 3.00

## M.S. in Genetic Counseling

Director: Fischer
Adjunct Faculty: 5

As genetic testing becomes more available and patients gain unprecedented access to information about birth defects and the likelihood of diseases and medical conditions, the need for professionals who can help them understand and act on genetic test results is increasing rapidly.

The 46-credit Master of Science program in Genetic Counseling is committed to developing a new generation of genetic counselors with the knowledge and skill to help patients make the best decisions. With a diverse, interdisciplinary academic and clinical faculty, the two-year program is geared toward students who desire a rigorous and comprehensive training in the field of clinical genetics. The program emphasizes the scientific, clinical and psychosocial aspects of genetic counseling. Skills learned through classroom-based didactics pave the way for students to enter their clinical rotations for "real-world" training. Additionally, a number of supplementary activities ensure that students will be exposed to non-traditional careers in genetic counseling along with traditional, clinic-based careers. Students must also complete a thesis.

The M.S. in Genetic Counseling is dedicated to training a diverse group of students to become leaders in the field of clinical genetics. We believe in embracing a supportive and collaborative atmosphere between our students and faculty. Our program is the first of its kind on Long Island and only the third in New York State. It is one of just 31 genetic counseling master's degree programs nationwide accredited by the Accreditation Council for Genetic Counseling.

**APPLICATION AND ADMISSION REQUIREMENTS**

Applications to the M.S. in Genetic Counseling are accepted for the fall semester for full-time study only. Applicants to the M.S. in Genetic Counseling must meet following requirements in order to be considered for admission:

- Bachelor's degree with an undergraduate GPA of at least 3.0. Higher GPAs are preferred.
- Competitive scores on the general Graduate Record Examination (Verbal Reasoning, Quantitative Reasoning, Analytical Writing). Scores cannot be more than five years old at the time of the application.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.
- Successful completion of the following course work is ***required***:
  - Biology, two semesters
  - Chemistry, two semesters
  - Organic Chemistry, two semesters OR Organic Chemistry, one semester and Biochemistry, one semester
  - Genetics, one semester
  - Statistics, one semester
  - Psychology, one semester
- Successful completion of the following course work is ***suggested***:
  - Medical Embryology
  - Calculus
  - Epidemiology
  - Physiology
- Advocacy and/or health care experience in a volunteer or paid position. This allows applicants to gain personal and professional insight into professions whose goals are to help people.
- An understanding of the genetic counseling profession. Many successful applicants have accomplished this by shadowing or meeting with a genetic counselor.

All application materials must be received by the January 15 deadline, including:

- LIU Post Online Application for Admission (including the Personal Statement) - to be completed online before forwarding additional application materials.
- Master of Science in Genetic Counseling Supplemental Admissions Application
- Undergraduate and/or graduate transcripts from any college(s) you have attended
- Three letters of recommendations
- Application fee: (non-refundable)
- GRE scores; scores cannot be more than five years old at the time of the application. For information about GRE Educational Testing Service visit http://www.gre.org, or call 1-800-GRE-CALL. LIU Post's Educational Testing Service Code is 2070.

A criminal conviction and/or the use of illegal drugs may impede or bar entry into your chosen field of study. You should be aware that clinical and hospital sites may reject a student, or remove a student from their site if a criminal record is found or if a positive drug test is noted. Inability to gain clinical or field work will result in the inability to meet program objectives and outcomes. Inability to meet objectives and outcomes may result in your failure to complete the program requirements, thus requiring your withdrawal from the program. In addition, the presence of a criminal conviction may also prevent your completion of the required state or federal licensure, certification or registration process.

You may have the transcript(s) sent directly to the Graduate Admissions Office at LIU Post, or you may wish to have them sent to you. In that case, you should submit the transcripts in the original sealed envelope. Transcripts and other application materials are to be mailed to:
Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, NY 11548-1300

Applications are evaluated in academic and non-academic areas. Academic factors include overall GPA and GRE scores as well as letters of recommendation. Non-academic factors include evidence of a commitment to public service and personal characteristics necessary to be a genetic counselor. Selected candidates for admission will be invited to an in-person half-day interview with program faculty. A subset of the interviewed students will be accepted into the program. The LIU Post Genetic Counseling Program will contact selected candidates directly to arrange this interview.

### M.S. in Genetic Counseling

*{Program Code: 33453}*

**Required Genetic Counseling Courses**

**All of the following:**

| | | | |
|---|---|---|---|
| ATCG | 600 | Issues Confronting Genetic Counselors: Principles, Theories and Practices | 3.00 |
| ATCG | 601 | Clinical Genetics in Practice I | 3.00 |
| ATCG | 602 | Clinical Genetics in Practice II | 3.00 |
| ATCG | 603 | Clinical Genetics in Practice III | 3.00 |

| | | | |
|---|---|---|---|
| ATCG | 604 | Clinical Genetics in Practice IV | 3.00 |
| ATCG | 610 | Cytogenetics | 2.00 |
| ATCG | 613 | Molecular Genetics | 3.00 |
| ATCG | 615 | Special Topics in Adult Genetics | 1.00 |
| ATCG | 628 | Human Development | 3.00 |
| ATCG | 668 | Genetics Counseling Pre-Practicum | 3.00 |
| ATCG | 669 | Genetic Counseling Practicum | 5.00 |
| ATCG | 701 | Design and Analysis in Genetics Research (taken twice) | 1.00 |

**Required Co-Related Courses**

**All of the following:**

| | | | |
|---|---|---|---|
| BIO | 514 | Biochemical Genetics | 3.00 |
| BIO | 530 | Clinical Genetics | 3.00 |
| BMS | 612 | Pathophysiology II | 3.00 |

**Required Clinical Genetics Rotations**

**Four of the following:**

| | | | |
|---|---|---|---|
| ATCG | 702 | Clinical Genetics Rotation | 0.00 |

**Required Thesis Course**

| | | | |
|---|---|---|---|
| ATCG | 708 | Thesis | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 46

Minimum Major GPA: 3.00

# Joint Programs with College of Education, Information and Technology

**M.S. Adolescence Education (Grades 7-12)**

The degree of Master of Science in Adolescence Education (Grades 7-12): Biology is offered by the College of Education, Information and Technology in conjunction with the Department of Biology. The student must take a minimum of 18 credits of Biology, maintain a cumulative GPA of 3.00 in Education and also in Biology. In addition, any student who receives grades below B- in two graduate courses is considered to have an academic deficiency. A student who earns a third grade below B- may lose his or her matriculated status or may be dismissed from the graduate program.

For information about this program, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and education course descriptions.

## Genetic Counseling Courses

**ATCG 600 Issues Confronting Genetic Counselors: Principles, Theories and Practices**
This course is designed to expose students to issues confronting genetic counseling from a counseling perspective. The student will explore the counseling contexts and situations that genetics counselors are likely to face. It is critical that students understand a historical overview of the profession as they learn the procedures for obtaining a pedigree, helping clients understand diagnoses, determining risks, assessing the need for psychosocial support and exploring diverse counseling theories. In consonance with these needs students will learn the skills that are necessary to gather an accurate and relevant family history. They will explore the genetic counselor's role in working with clients who are depressed, grieving, or suicidal.
*Credits: 3*
*Every Fall*

**ATCG 601 Clinical Genetics in Practice I**
This course is designed to explore the specific aspects of medicine that genetic counselors must confront in their clinical and/or laboratory careers. There are psychosocial and scientific aspects to every task a genetic counselor must perform. The focus of this course is on clinical knowledge and proper risk assessment for genetic counseling. Issues covered in this semester include prenatal genetics, infertility genetics, hematology genetics. genetic testing based on ethnicity, newborn screening and pediatric genetics. This course has a special fee.
*Credits: 3*
*Every Fall*

**ATCG 602 Clinical Genetics in Practice II**
This course is designed to explore the specific aspects of medicine that genetic counselors must confront in their clinical and/or laboratory careers. There are psychosocial and scientific aspects to every task a genetic counselor must perform. Focus in this course is on clinical knowledge and proper risk assessment for genetic counseling. Issues covered in this semester include adult cancer genetics, neurological genetics, cardiology genetics, pharmacogenetics and Bayesian risk calculations. This course has a special fee.
*Prerequisite of ATCG 601 is required.*
*Credits: 3*
*Every Spring*

**ATCG 603 Clinical Genetics in Practice III**
This course will focus on the legal and ethical issues in the practice of genetic counseling and clinical genetics. Genetic counselors often work as members of the health care team in making crucial medical decisions based on genetic test results. Often, these decisions are controversial and are surrounded by legal and ethical issues. This course will address some of the most common legal and ethical challenges face in genetic counseling. Specific topics include ethical principles in medicine, eugenics, legalities and ethics of dealing with confidentiality, elective pregnancy termination, pre-implantation genetic diagnosis and other assisted reproductive technologies, genetic discrimination, gene patenting regulation of genetic testing, appropriate use of new genetic technologies, human subjects in research and wrongful birth/wrongful life. This course has a special fee.
*Pre requisite of ATCG 602 is required.*
*Credits: 3*
*Every Fall*

**ATCG 604 Clinical Genetics in Practice IV**
This course deals with the current state of the genetic counseling profession including licensure, billing and reimbursement, professional relationships, professional organizations, supervision and non-traditional roles. It will also provide a means to discuss student thesis projects as a group and address presentation skills. Areas of discussion related to individual student research projects will include focus of research question, survey design, IRB submission, selecting a study population and participant recruitment. This course has a special fee.
*Pre requisite of ATCG 603 is required.*
*Credits: 3*
*Every Spring*

**ATCG 610 Cytogenetics**
This course will introduce topics of chromosomal structure and function, chromosome abnormalities and their clinical presentations, chromosomal basis of cancer and cytogenetic laboratory techniques.
*Credits: 2*
*Every Fall*

**ATCG 613 Molecular Genetics**
This class will emphasize understanding of the applications of the emerging techniques in molecular biology as they apply to genetics. Special emphasis will be given to topics important to biomedical applications and to those presenting ethical considerations. Due to the rapidly changing nature of this field, all class materials will be derived from primary, non-textbook literature.
Same as BIO 525.
*Credits: 3*
*Every Fall*

**ATCG 615 Special Topics in Adult Genetics**
This is a special topics course focusing on adult genetics. Class is taught in seminar/journal club format, and will cover topics such as cancer genetics, neurogenetics, adult cardiac genetics and pharmacogenetics. These issues are covered at an advanced level, and delve into more specific issues that those presented in ATCG 602.
*Credits: 1*
*Every Fall*

**ATCG 628 Human Development**
In this course, we will cover human development including gametogenesis, fertilization, implantation, gastrulation, neurulation, development of major organ systems, and molecular mechanisms controlling pattern formation. Special attention will be given to teratogens, diseases, and genetic conditions that cause particular developmental abnormalities during critical embryological periods. The main model animal systems presented in the laboratory will be avian (chicken) and mammalian (pig) embryos whose development reflects that of humans.
Same as BIO 528 without laboratory.
*Credits: 3*
*Every Fall*

**ATCG 668 Genetic Counseling Pre-Practicum**
Regardless of which theoretical orientation a counselor eventually chooses, it will rest upon some basic fundamental skills. Some essential conditions present in all types of counseling have their origin in the client-centered approach developed by Carl Rogers. The client-centered counseling approach stresses the critical importance of three basic conditions: accurate empathy, unconditional positive regard, and genuineness. In order to establish a successful counseling relationship these three core characteristics must be present. In genetic counseling it is imperative that counselors be both efficient and expedient in establishing a therapeutic alliance given the serious nature of the information that must be presented in a timely matter to the client. Therefore, it is critical that prospective genetic counselors develop the necessary skills to foster the all important therapeutic relationship necessary to effectively counsel individuals, couples, or families. This is an entry level counseling laboratory course designed to provide basic fundamental communication skills training to prospective counselors in the genetic counseling program. Students are expected to gain an understanding of the role of the genetic counselor and the counseling process itself and how to establish an effective therapeutic alliance and environment. Students will also develop fundamental foundation communication skills and basic counseling strategies. The main emphasis and focus of the course is on practical experience in a counseling environment. Students will participate in role-plays, audio taping of counseling sessions with a client, as well as, simulated practice counseling sessions.
*Pre requisite of ATCG 600 is required*
*Credits: 3*
*Every Spring*

**ATCG 669 Genetic Counseling Practicum**
This is an in-depth counseling practicum designed to provide supervised genetic counseling experience from a developmental, multicultural perspective. The main emphasis and focus of the course is on practice and development of practice based competencies in students. As a requirement of the Genetic Counseling Program, students obtain hands on experience working with individuals and family affected with a broad range of genetic

disorders in a variety of clinical settings. To complement these training experiences, a counselor-educator as part of this course will provide one hour per week of either individual or triadic supervision in class. An additional one and one half hours of weekly supervision will be provided in group format. Students will participate in role-plays and will audio tape counseling practice sessions. Students will participate in peer critique in a supervised and positive learning environment. The course prepares the genetic counselor trainee to be a reflective practitioner who will deliberate upon and practice the theoretical concepts essential to effective counseling.
*Pre requisite of ATCG 668 is required.*
*Credits: 5*
*Every Fall*

**ATCG 701 Design and Analysis in Genetics Research**
This course is designed to help students develop the background knowledge and skills needed to successfully complete the research project requirement for the genetic counseling program. The course will be offered in the spring of the first year and the fall semester of the second year of the program. In the spring semester, the following topics will be covered: research project requirements and timeline, the research process: identifying a project topic and mentor, genetic counselors' role in research, literature searches, approach to writing a literature review, RefWorks and technical writing. In the fall semester, the following topics will be covered: developing the research project: hypothesis, materials and methods, choosing your study population and sampling methods; approach to statistical methods, qualitative research design, survey design and presentation methods. This course can be repeated for credit.
*Credits: 1*
*Every Fall and Spring*

**ATCG 702 Clinical Genetics Rotation**
Field-based rotations in clinical genetics.
*Prerequisite of a major in Genetic Counseling M.S. program is required.*
*Credits: 0*
*Every Fall, Spring and Summer*

**ATCG 708 Capstone Project/Thesis**
This course is open only to matriculated students. Approval of department chairperson, program director and mentor is required. In this course, the student executes a proposed final project or thesis topic which the student completes under the supervision of a faculty member. Written and oral presentations are required.
*Pre requisite of ATCG 603 and co requisite of ATCG 604 is required.*
*Credits: 3*
*Every Spring*

## Biology Courses

**BIO 500 Biology Graduate Seminar**
This once-a-week seminar ranges over the entire spectrum of biological science. Invited speakers and departmental staff members speak earlier in the semester; later in the semester, each student enrolled in the course presents a short seminar based on library research on some topic in biology. Regular attendance and the submission of a thorough annotated bibliography on the student's seminar topic are required. This course may be taken as many as three times.
*Credits: 1*
*Every Fall and Spring*

**BIO 501 Population Ecology**
This course considers the ecology of populations with emphasis on structure, dynamics, demography and on the behavioral responses of organisms to variable environments.
*Credits: 3*
*On Occasion*

**BIO 502 Advanced Microscopy**
This course focuses on the study of microscopic technique including the theory and use of the scanning electron microscope, various types of light microscopy, technical drawing and photography through the microscope, and darkroom/digital micrograph image preparation for publication. Term project required.
Four hours lecture, two hours laboratory.
*Credits: 4*
*On Occasion*

**BIO 503 Modern Concepts of Evolution**
This is a presentation of evidence favoring theories of organic evolution with emphasis on biochemical evolution and population dynamics. Modern genetics and cytology are applied to an understanding of the nature of the evolutionary process.
*Credits: 3*
*On Occasion*

**BIO 505 Sources in Biological Research**
This course is centered on the development of a critical facility as active readers of the primary scientific literature. Historical materials are initially employed as a starting point for critiquing experimental design, assessing modes of data presentation, and analyzing conclusions drawn from experimental evidence. The course progresses to in-depth analyses of current primary-source research publications. Student presentations and original student-generated protocols and experimental design, with emphasis on the formulation of productive scientific questions, the internal logic of the experimental approach, and appropriate experimental design and controls, will constitute the final portion of the course. May be used to fulfill literacy requirement for Adolescence Education students at the M.S. level.
*Credits: 3*
*On Occasion*

**BIO 506 Experimental Behavioral Ecology**
This course focuses on active investigations of aspects of behavioral ecology including mate choice, intrasexual competition, territoriality, parental division of labor, aggression, foraging and communication. Students work in small research teams and learn to construct hypotheses, design experiments to test them and analyze data statistically to draw conclusions. Experiments are conducted over several class periods. Four research projects are conducted during the semester that concentrate on topics listed above, and make use of a variety of vertebrate and invertebrate animals. Students write research papers and review and critique peer-written research reports.
Four hours lecture, two hours laboratory.
*Credits: 4*
*On Occasion*

**BIO 508 Tropical Biology**
This is a multidisciplinary treatment of the complex interrelations between organisms and their physical and biotic environments in the American tropics. It provides an introduction to the special ecological characteristics of tropical plant and animal communities and offers field experience in the tropics. Length of course varies based on location. This course has special travel fees.
*Credits: 3*
*On Occasion*

**BIO 510 Molecular Biology**
Macromolecular structures including collagen and chromosome, DNA function including replication, information transfer including gene regulation, gene exchange and rearrangements including transposons are to be considered with special emphasis on recombinant DNA technology.
Three hours lecture, three hours laboratory.
*Credits: 4*
*On Occasion*

**BIO 511 Plankton**
Topics covered include the taxonomy, morphology and identification of the major zooplankton and phytoplankton groups with consideration of ecological and economic significance.
Three hours lecture, three hours laboratory/fieldwork.
*Credits: 4*
*On Occasion*

**BIO 512 Endocrinology**
This is an introduction to comparative morphology, physiology, histogenesis and biochemistry of the vertebrate endocrine glands. Emphasis is on the consideration of feedback regulatory mechanisms in man and the vertebrates and some invertebrates. Topics include steroid and protein hormones and the effects of environmental stress.
*Credits: 3*

*On Occasion*

**BIO 513 Biological Chemistry**
This course is an inquiry into the chemistry of amino acids, proteins and lipids. Enzymes and their role in cytoplasmic carbohydrate metabolism and fatty acid synthesis are discussed. The role of the mitochondrion, especially the Krebs cycle and oxidative phosphorylation, is explored.
Same as BMS 513.
*Prerequisite of Organic Chemistry is required.*
*Credits: 3*
*Every Spring*

**BIO 514 Biochemical Genetics**
Students will review metabolic pathways and the structure and function of nucleic acids, carbohydrates, lipids, amino acids and proteins. This course will focus on the biochemistry of genetic disorders resulting in metabolic problems with the processing and storage of amino acids, proteins, lipids, carbohydrates and nucleic acids.
*Credits: 3*
*Every Fall*

**BIO 515 Plant Anatomy**
The microscopic anatomy of representative vascular plants including disposition and composition of stem, root, leaf and floral tissues, and fine structure of individual cell types is covered. Emphasis is placed on developmental anatomy and taxonomic significance of anatomical structure. Free-hand and freezing techniques are used in preparation of fresh material. Standard procedures of micro-technique and photomicrography are stressed.
Four hours lecture, two hours laboratory.
*Credits: 4*
*On Occasion*

**BIO 517 Vascular Plants of Long Island**
This course involves summer field and laboratory studies of the local vascular flora including ferns, woody plants and herbaceous flowering plants. Field study sites include most of Long Island's major habitat types. Laboratory work emphasizes morphology, identification and preservation of field collected materials, and also examines the methods and tools of plant systematics investigations.
Three hours lecture, three hours laboratory/fieldwork.
*Credits: 4*
*On Occasion*

**BIO 518 Ecology**
This summer, field-oriented course studies organisms in their physical environments, natural communities, ecosystems and evolutionary ecology. Study sites range from beach dunes and salt marshes to mixed upland woods.
Three hours lecture, three hours laboratory.
*Credits: 4*
*On Occasion*

**BIO 519 Mammalogy**
The course is concerned with the biology of major groups of mammals including diversity, taxonomy, morphology, geographic distribution, behavior and evolutionary history. Identification of and environmental impact on local species are discussed with considerations of ecological and economic significance.
*Credits: 3*
*On Occasion*

**BIO 520 Cell Biology**
This course is an intensive survey of cellular life and function, emphasizing cellular organelle and function and its integrated role in total cell function.
*Credits: 3*
*On Occasion*

**BIO 521 Recombinant DNA**
This course studies DNA, its structure, replication and the repair principles underlying the recombinant DNA technique of gene manipulation including host-vector systems, gene construction and cloning. The potential benefits as well as the potential hazards are discussed.
Three hours lecture, three hours laboratory.
*Credits: 4*
*On Occasion*

**BIO 525 Eukaryotic Genetics**
This advanced study of genetics assumes a basic understanding of genetic principles. The course addresses some of the current issues in genetics gene mapping, gene regulation, genetic structure through reading of historical and current scientific literature. Students use statistical and computer methods of genetic analysis to map genes and analyze DNA sequences.
Same as ATCG 613.
*Credits: 3*
*Every Fall*

**BIO 528 Developmental Biology**
In this course, we will cover human development including gametogenesis, fertilization, implantation, gastrulation, neurulation, development of major organ systems, and molecular mechanisms controlling pattern formation. Special attention will be given to teratogens, diseases, and genetic conditions that cause particular developmental abnormalities during critical embryological periods. The main model animal systems presented in the laboratory will be avian (chicken) and mammalian (pig) embryos whose development reflects that of humans.
Same as ATCG 628 (lecture only).
Three hours lecture when offered for three credits; three hours lecture, three hours laboratory when offered for four credits.
*Credits: 3 to 4*
*Every Fall*

**BIO 530 Clinical Genetics**
This course will focus on genetics and genomics in human medicine. Content will include, but is not limited to: single gene and complex inheritance, clinical cytogenetic principles, chromosomal disorders, autosomal and sex-linked disorders, genetic population variation, risk calculation, behavioral and mental health disorders, cancer genetics, ocular genetics, pharmacogenetics and newborn screening. Students will learn about many individual genetic disorders as well as screening techniques, fundamental concepts of inheritance and screening techniques. Ethical issues in medical genetics will also be covered.
*Credits: 3*
*Every Spring*

**BIO 531 Ichthyology**
This course focuses on aspects of fish biology including systematics, structure/function, evolution, ecology, physiology and behavior. Lab and field work emphasize collection, identification, maintenance and preservation of specimens of mainly local freshwater, estuarine and marine fishes.
Three hours of lecture, three hours of laboratory/field work.
*Credits: 4*
*On Occasion*

**BIO 535 Advanced Topics in Biology**
This course is offered in the format that best suits the subject matter (lecture, seminar and/or laboratory). Topics are designed to aid students interested in research activities by stressing current topics, and the theory and practice of current methodologies. Different topics are covered each semester, and in subsequent semesters, different faculty members present the material. The specific topic will be announced in advance and the student may take the course more than once provided the topics differ.
Three hours lecture when offered for three credits; three hours lecture, three hours laboratory/fieldwork when offered for four credits.
*Credits: 3 to 4*
*On Occasion*

**BIO 537 Fisheries Biology and Aquaculture**
This course explores the commercial and biological aspects of fisheries with emphasis on the history, methods and potential of shellfish and finfish farming including methods of estimation of catch, productivity of fishing grounds, migration of fish and conservation methods.
*Credits: 3*
*On Occasion*

**BIO 540 Limnology**
This is an examination of freshwater biological communities and their associated environments. Attention is given to biological productivity and the chemical, physical and biological dynamics of freshwater systems with special consideration of planktonic and benthic organisms.
Two hours lecture, two hours laboratory.
*Credits: 3*
*On Occasion*

**BIO 572 General Entomology**
This course includes a survey of the insect orders, a study of their structure, biology and classification. It is an introduction to the study of insects as a major segment of the biological community. Laboratory exercises in the anatomy and biology of insects include practice in the techniques of insect identification.
Three hours lecture, three hours laboratory.
*Credits: 4*
*On Occasion*

**BIO 604 Biological Chemistry Laboratory**
This laboratory course illustrates the application of qualitative and quantitative chemical laboratory principles and procedures to biochemical experimentation. Laboratory procedures involve spectrophotometry, chromatography and radio-tracer methods among other techniques.
Four hours laboratory.
*Prerequisite of BIO 513 is required.*
*Credits: 3*
*On Occasion*

**BIO 609 Marine Ecology**
This course involves summer field studies in marine and estuarine ecology with consideration of sampling methods and data treatments.
Two hours lecture, two hours fieldwork.
*Credits: 3*
*On Occasion*

**BIO 614 Advanced Electron Microscopy**
Course content includes the theory and practice of advanced electron microscopic techniques. Biological material is examined by the methods of electron histochemistry, negative staining, shadow casting, replication and autoradiography. Laboratory practice includes detailed instruction on the use and maintenance of the transmission electron microscope. Training in the use of the scanning electron microscope is included.
Two hours lecture, two hour laboratory.
*Prerequisite of BIO 502 is required.*
*Credits: 3*
*On Occasion*

**BIO 625 Ecological Modeling**
This course examines the technique of synthesis of mathematical models in ecology and examination of selected current models with emphasis on their predictive properties and on applications. Models dealing with problems of ecoenergetics, population dynamics, spatial relationships and ecological diversity are considered.
*Credits: 3*
*On Occasion*

**BIO 626 Wildlife and Wilderness Resources**
This course examines the nature and current status of world wildlife resources and problems of wildlife conservation in relation to competing demands on wilderness and other wild land areas.
*Credits: 3*
*On Occasion*

**BIO 641 Advanced Microbiology**
This is an advanced study of microbes, their metabolism, symbiotic interactions and applications in industrial processes. The course includes studies of microbial ecology with an emphasis on the role of microorganisms in the environment.
Three hours of lecture, three hours of laboratory.
*Credits: 4*
*On Occasion*

**BIO 651 Comparative Animal Physiology**
This course presents selected topics in animal physiology to show the variety of physiological mechanisms in different animal groups and illustrates some of the trends in physiological adaptation to changing environments. Among the topics to be included are osmoregulation, excretory mechanisms, respiratory pigments, temperature regulation, movement and neural control.
*Credits: 3*
*On Occasion*

**BIO 700 Special Problems in Biology**
In this course, the student explores a research problem under the guidance of a member of the biology faculty. Research project requires approval of the Biology department chairperson and the mentor. Credits to be determined with approval of the Biology department chairperson and the research mentor.
*Credits: 1 to 3*
*Every Semester*

**BIO 701 Design and Analysis in Biological Research**
The class is intended to provide a broad understanding of the application of statistical procedures to the analysis of scientific data. The emphasis is on the scientific method and hypothesis testing, especially the relationship between experimental design and data analyses. The course is not intended to teach statistical procedures, but rather to help the student understand the relationships among experimental design, data distributions, and proper statistical treatments. The goal is for students to improve their ability to read, comprehend, and critically review relevant scientific literature in their field. Students planning to do research oriented theses will also gain the background required to design scientifically sound experiments. This course can be repeated for credit.
*Credits: 2*
*On Occasion*

**BIO 707 Thesis Research**
This courses is open only to matriculated students. Approval of department chairperson and mentor is required. In this course, the student selects a thesis topic which the student completes under the supervision of a faculty member.
*Credits: 3*
*Every Fall, Spring and Summer*

**BIO 708 Preparation of Thesis**
This courses is open only to matriculated students. Approval of department chairperson and mentor is required. In this course, the student selects a thesis topic which the student completes under the supervision of a faculty member.
*Credits: 3*
*Every Fall, Spring and Summer*

# DEPARTMENT OF CRIMINAL JUSTICE

**Phone: 516-299-2467**
**Fax: 516-299-2587**
Chair: Professor Kushner
Associate Professor: O'Connor
Assistant Professor: Valentine
Adjunct Faculty: 16

The graduate criminal justice program provides an ideal foundation for careers in the law and criminal justice. Our professors are renowned experts and published authors with real-world experience. They specialize in all areas of the criminal justice field, from terrorism to organized crime to women in policing.

The Master of Science degree in Criminal Justice is awarded upon successful completion of 36 credit hours of coursework. The curriculum is comprised of 21 credits of required coursework and 15 credits of electives. In addition to general criminal justice elective courses, elective courses may be chosen in two specific concentrations: Fraud Examination or Security Administration.

LIU Post alumni work in all areas related to the criminal justice system, including probation, parole, law enforcement, court administration, corrections, juvenile justice, diversionary programs and security management. Additionally, our program provides an excellent pathway toward the study of law.

## M.S. in Criminal Justice

The 36-credit Master of Science in Criminal Justice offers an in-depth, 21st century curriculum geared toward forensics, law and society, criminal behavior, cyber crime, terrorism and criminological theory. In addition to our core curriculum, specializations are available in Fraud Examination and Security Administration. All students must complete a thesis under faculty supervision. The program prepares students for modern-day careers in criminal justice, including cyberspace crime detection, law enforcement management systems and homeland security.

Courses are taught by a distinguished faculty that includes published authors, researchers and widely-consulted authorities on the American and world criminal justice systems. Adjunct faculty members are working professionals in the field and include attorneys, judges and law enforcements officials. Our professors will engage and inspire you to exceed your expectations.

Alumni of our program are employed in a wide variety of professional positions: law enforcement officers, federal agents, security officers, prosecutors, corrections counselors, judges, attorneys, private security professionals, homeland security agents, forensic technologists, crime lab technicians, emergency managers, FBI agents and social service representatives.

**ADMISSION REQUIREMENTS**

Applicants to the Master of Science in Criminal Justice must meet the following requirements for admission.

- Application for Admission
- Application fee: (non-refundable)
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Applicants must have a bachelor's degree in a related area with a minimum 3.0 undergraduate cumulative average. If a student does not have a background in a related area, he/she may petition the department chair for consideration.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer based or 550 paper-based) or minimum IELTS score: 6.5.

**Send application materials to:**
Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, NY 11548-1300

**MATRICULATION POLICY**

Students are fully matriculated into the Department of Criminal Justice when they meet all of the admission requirements for the M.S. degree program in Criminal Justice. In cases where any of the supporting documents specified are missing, an applicant may be admitted as a limited matriculant. Permission to enroll as a limited matriculant will be granted by the Chair of the Department of Criminal Justice only to those applicants who appear to meet the admission standards. Such students will be required to furnish these missing documents within the first semester of enrollment.

**RESIDENCE REQUIREMENTS AND TRANSFER CREDITS**

A degree candidate for the Master of Science in Criminal Justice must complete at least 24 credits in residence. Residency is defined as the completion of graduate courses offered by the department or by other graduate departments. Graduate courses taken at other institutions before admission, may, if approved by the department chairperson, be applied toward the master's degree. Transfer credit is limited to 12 semester hours of credit and granted only for grades of B or better.

**ACADEMIC POLICIES**

Students must take CRJ 699 the first semester they enroll, or when the course is first offered. Students must take CRJ 700 the first semester they enroll, or when the course is first offered. Students must register and complete CRJ 707 prior to registering for CRJ 708. An incomplete in CRJ 707 or CRJ 708 must be removed within 18 months and an incomplete for all other courses must be removed within six months from the start of the semester subsequent to the semester in which the incomplete was issued.

A student must maintain at least a 3.0 cumulative grade point average in the M.S. in Criminal Justice program. Any student whose cumulative grade point average falls below 3.00 will be evaluated by the Academic Standing Committee of the Department of Criminal Justice, issued a letter of warning, and placed on probation. A student on probation who fails to bring his or her average up to 3.00 in the succeeding semester may be dropped from the program. In addition, a student who receives grades below B in two graduate courses is considered to have an academic deficiency. A third grade below B, after the student receives a formal warning of the deficiency, may cause the student to lose matriculated status or be dropped from the program.

### M.S. in Criminal Justice

*{Program Code: 07078}*

**Required Criminal Justice Courses**

**All of the following:**

| | | | |
|---|---|---|---|
| CRJ | 555 | Technology and the Criminal Justice System | 3.00 |
| CRJ | 690 | Theories of Crime Causation | 3.00 |
| CRJ | 699 | Foundations of Scholarship | 3.00 |
| CRJ | 700 | Research Design and Methods | 3.00 |
| CRJ | 707 | Thesis Research | 3.00 |
| CRJ | 708 | Thesis Consultation | 3.00 |

**Students must choose from a concentration in General Criminal Justice Studies, Fraud Examination or Security Administration**.

### General Criminal Justice Concentration

**Required General Criminal Justice Concentration Course**

| | | | |
|---|---|---|---|
| CRJ | 675 | Critical Issues in Law and Society | 3.00 |

**Elective General Criminal Justice Concentration Courses**

**Five courses/fifteen credits of the following:**

| | | | |
|---|---|---|---|
| CRJ | 523 | Computers and the Criminal Justice System | 3.00 |
| CRJ | 525 | Teaching Criminal Justice | 3.00 |

| | | | |
|---|---|---|---|
| CRJ | 529 | Effectiveness of Prevention and Treatment Programs | 3.00 |
| CRJ | 530 | Victimology | 3.00 |
| CRJ | 536 | Introduction to Forensic Technology | 3.00 |
| CRJ | 540 | Employment Discrimination Law | 3.00 |
| CRJ | 552 | Communications and the Criminal Justice System | 3.00 |
| CRJ | 560 | Funding and Grant Evaluation | 3.00 |
| CRJ | 565 | Interpersonal Relations in Administration | 3.00 |
| CRJ | 570 | Seminar in Criminal Justice | 3.00 |
| CRJ | 577 | Police and Professionalism | 3.00 |
| CRJ | 582 | Psychiatry and the Law | 3.00 |
| CRJ | 585 | Seminar in Court Administration | 3.00 |
| CRJ | 600 | Advanced Standing Criminal Justice I | 3.00 |
| CRJ | 601 | Advanced Standing Criminal Justice II | 3.00 |
| CRJ | 630 | Forensic Psychology | 3.00 |
| CRJ | 631 | Seminar in Organized Crime | 3.00 |
| CRJ | 635 | The Mass Murderer and the Violent Criminal | 3.00 |
| CRJ | 640 | Seminar in the Administration of Juvenile Justice | 3.00 |
| CRJ | 647 | Forensic Investigation of Fire, Arson and Explosions | 3.00 |
| CRJ | 650 | Class and Social Structure | 3.00 |
| CRJ | 652 | Seminar on the Grand Jury and the Petit Jury | 3.00 |
| CRJ | 655 | Counseling in Criminal Justice | 3.00 |
| CRJ | 656 | Managerial Supervision | 3.00 |
| CRJ | 658 | Crisis Intervention in Criminal Justice | 3.00 |
| CRJ | 660 | Principles and Methods of Rehabilitation of Offenders | 3.00 |
| CRJ | 665 | Criminal Justice Response to Domestic Violence | 3.00 |
| CRJ | 670 | Narcotic Addiction, Alcoholism and Crime | 3.00 |
| CRJ | 680 | Graduate Internship | 3.00 |
| CRJ | 686 | Seminar in Justice | 3.00 |
| CRJ | 689 | Planning and Management | 3.00 |
| CRJ | 697 | Workload Management | 3.00 |
| CRJ | 698 | Crime and Criminality in Cinematography | 3.00 |
| CRJ | 734 | Forensic Homicide Investigation | 3.00 |
| CRJ | 760 | Terrorism | 3.00 |
| CRJ | 801 | Introduction to Fraud Examination | 3.00 |
| CRJ | 802 | Methods of Fraud Examination | 3.00 |
| CRJ | 803 | Auditing Principles in Fraud Examination | 3.00 |
| CRJ | 804 | Professional Accounting Standards in Fraud Examination | 3.00 |
| CRJ | 805 | Fraud Examination and the Law | 3.00 |
| CRJ | 806 | Ethics in Fraud Examination | 3.00 |
| CSA | 546 | Theories of Private Security and Loss Prevention | 3.00 |
| CSA | 571 | Private Security Administration | 3.00 |
| CSA | 581 | Security of Intellectual Property | 3.00 |
| CSA | 582 | Instructing Security Trainers | 3.00 |
| CSA | 583 | Security Law | 3.00 |
| CSA | 587 | Institutional Security Planning | 3.00 |
| CSA | 593 | Investigation Management | 3.00 |

## Fraud Examination Concentration

### Required Fraud Examination Concentration Courses

**All of the following:**

| | | | |
|---|---|---|---|
| CRJ | 801 | Introduction to Fraud Examination | 3.00 |
| CRJ | 802 | Methods of Fraud Examination | 3.00 |
| CRJ | 803 | Auditing Principles in Fraud Examination | 3.00 |
| CRJ | 804 | Professional Accounting Standards in Fraud Examination | 3.00 |
| CRJ | 805 | Fraud Examination and the Law | 3.00 |
| CRJ | 806 | Ethics in Fraud Examination | 3.00 |

## Security Administration Concentration Requirements

### Required Graduate Security Administration Concentration Course

| | | | |
|---|---|---|---|
| CRJ | 675 | Critical Issues in Law and Society | 3.00 |

### Elective Graduate Security Administration Concentration Courses

**Five courses from the following:**

| | | | |
|---|---|---|---|
| CSA | 546 | Theories of Private Security and Loss Prevention | 3.00 |
| CSA | 571 | Private Security Administration | 3.00 |
| CSA | 581 | Security of Intellectual Property | 3.00 |
| CSA | 582 | Instructing Security Trainers | 3.00 |
| CSA | 583 | Security Law | 3.00 |
| CSA | 587 | Institutional Security Planning | 3.00 |
| CSA | 593 | Investigation Management | 3.00 |

### Credit and GPA Requirements

Minimum Total Credits: 36 (all concentrations)
Minimum Major GPA: 3.00

## Criminal Justice Courses

**CRJ 523 Computers and the Criminal Justice System**
This course is an explanation of the application of basic computer technology in the criminal justice system. This course includes a discussion of more effective and efficient use of computer systems in various aspects of agency work.
*Credits: 3*
*On Occasion*

**CRJ 525 Teaching Criminal Justice**
This is a course designed primarily for secondary school teachers that surveys the component parts of the criminal justice system. Particular attention is given to law enforcement agencies, courts, corrections, probation, parole and rights of the accused.
*Credits: 3*
*On Occasion*

**CRJ 529 Effectiveness of Prevention and Treatment Programs**
This course is a review of the basic concepts and strategies in valuative research. Topics include topologies of treatment and prevention programs, what works, measuring effectiveness, types of valuative research designs and exemplary projects.
*Credits: 3*
*On Occasion*

**CRJ 530 Victimology**
The criminal justice system is discussed with emphasis on treatment of the victims as well as how criminal justice agencies hinder or encourage the victim in reporting a victimization and processing the crime.
*Credits: 3*
*On Occasion*

**CRJ 536 Introduction to Forensic Technology**
This course covers the technological aspects used by law enforcement in apprehension and prosecution of offenders. The course covers methods used including fingerprint discovery at crime scenes, ballistic identification, document examinations, serology, and hair and fiber analysis.
*Credits: 3*
*On Occasion*

**CRJ 540 Employment Discrimination Law**
This course is an overview of various laws that directly impact employers, managers and supervisors in both the public and private sector. The course covers diverse viewpoints regarding outstanding employment cases pertaining to personnel and discrimination issues.
*Credits: 3*
*On Occasion*

**CRJ 552 Communications and the Criminal Justice System**
This course is a discussion of the role of mass media in facilitating and hindering the functioning of the criminal justice system-exposing deviant behavior, communicating information for arrest and crime prevention, prejudicing court procedures, misrepresentation, libel and defamation.
*Credits: 3*
*On Occasion*

**CRJ 555 Technology and the Criminal Justice System**
This course is an analysis of high-tech society, the impact of advanced technology on the crime scene and its application in criminal justice management.
*Credits: 3*
*Annually*

**CRJ 560 Funding and Grant Evaluation**
This course is a survey of the sources for criminal justice funding. The criteria and standards for meaningful evaluation of grants and reporting responsibilities of both agencies and independent evaluators are examined.
*Credits: 3*
*On Occasion*

**CRJ 565 Interpersonal Relations in Administration**
This course is an analysis of group behavior in organizations, the dynamics of group membership and leadership as they relate to administration of business enterprise and contributions made by the behavioral sciences.
*Credits: 3*
*On Occasion*

**CRJ 570 Seminar in Criminal Justice**
The seminar focuses on the major components of the criminal justice system. Special attention is given to the functions and role of the police, correctional institutions, courts, probation and parole. Integration of agencies, bureaucratic structures and value systems is also studied.
*Credits: 3*
*On Occasion*

**CRJ 577 Police and Professionalism**
This course is an analysis of the concept of professionalism and its relation to social control with special reference to the police. Subject matter explores how professionalism may be functional or dysfunctional, the further accountability and ethical consideration in policy making, the control of police abuses and the self-regulation system.
*Credits: 3*
*On Occasion*

**CRJ 582 Psychiatry and the Law**
This course is an examination of the legal implications in psychiatric diagnosis, commitment and treatment; the utilization of psychiatric testimony by judge and jury in the criminal justice system.
*Credits: 3*
*On Occasion*

**CRJ 585 Seminar in Court Administration**
This course is an overview of the administration and management of the court system. The purpose and functioning of a criminal court jurisdiction and the management of intake and control of the participating parties is covered.
*Credits: 3*
*On Occasion*

**CRJ 600 Advanced Standing Criminal Justice I**
This course is an independent study in a selected area of criminal justice under the supervision and direction of a member of the criminal justice faculty.
*Credits: 3*
*Every Fall, Spring and Summer*

**CRJ 601 Advanced Standing Criminal Justice II**
This course is an independent study in a selected area of criminal justice under the supervision and direction of a member of the criminal justice faculty.
*Credits: 3*
*Every Fall, Spring and Summer*

**CRJ 630 Forensic Psychology**
This course examines the part that psychology plays with all facets of the police, courts, and corrections. The course probes the interaction of all components and the role of psychological interaction with these components.
*Credits: 3*
*On Occasion*

**CRJ 631 Seminar in Organized Crime**
This seminar traces the historical roots of organized criminality from circa 1850 to the present. Structural models are compared for understanding "emerging" group; in that context, international aspects and transnational characteristics are examined. Special attention is paid to dependencies and cooperation among ethnicities.
*Credits: 3*
*On Occasion*

**CRJ 635 The Mass Murderer and the Violent Criminal**
This course studies the biological, psychological, and environmental cases of the violent criminal. An in-depth study of individual offenders is made to analyze causation.
*Credits: 3*
*On Occasion*

**CRJ 640 Seminar in the Administration of Juvenile Justice**
This course is a comprehensive study of the juvenile justice system. The seminar deals with apprehension, adjudication, treatment and prevention as these relate specifically to the administration of juvenile justice.
*Credits: 3*
*On Occasion*

**CRJ 647 Forensic Investigation of Fire, Arson and Explosions**
A safe and systematic investigation and analysis of fire and explosion incidents. Specific procedures will be presented to assist in these investigations.
*Credits: 3*
*On Occasion*

**CRJ 650 Class and Social Structure**
This seminar examines American cultural pluralism and social structure and their impact on the criminal justice system.
*Credits: 3*
*On Occasion*

**CRJ 652 Seminar on the Grand Jury and the Petit Jury**
This course is a study of the grand and petit juries and the present-day statutory and constitutional mandates affecting those institutions. Consideration is given to the alternatives to a grand jury system, the possible elimination of the grand jury as presently constituted, the waiver of grand jury presentment, as well as the functions performed and the safeguards, if any, achieved by our present system.
*Credits: 3*
*On Occasion*

**CRJ 655 Counseling in Criminal Justice**
This course is a survey of individual and group counseling techniques for use in treatment-oriented criminal justice agencies. The different counseling techniques in probation, parole, corrections, and drug and alcohol treatment agencies are all explored.
*Credits: 3*
*On Occasion*

**CRJ 656 Managerial Supervision**
This course is a study of the theories, methods and practices in the administration of punishment. Among the topics covered are trends in punitive policy practices on the local, state and national levels.
*Credits: 3*
*On Occasion*

**CRJ 658 Crisis Intervention in Criminal Justice**
This course is a survey of the application of crisis negotiation techniques as they apply to probation, parole, corrections and law enforcement agencies.
*Credits: 3*
*On Occasion*

**CRJ 660 Principles and Methods of Rehabilitation of Offenders**
This course is an overview of the methods used in the rehabilitative process. The synthesis of theory with primary emphasis on social and cultural milieus is considered.
*Credits: 3*
*On Occasion*

**CRJ 665 Criminal Justice Response to Domestic Violence**
The course deals with the historic, social, and legal forces that have shaped the criminal justice response to domestic violence.
*Credits: 3*
*On Occasion*

**CRJ 670 Narcotic Addiction, Alcoholism and Crime**
This course is a survey of the multi-factorial causes of chemical abuse; primarily, addiction to narcotics and alcohol, the characteristics of the addict and abuser and the legal sanctions developed for its control.
*Credits: 3*
*On Occasion*

**CRJ 675 Critical Issues in Law and Society**
This course is an analysis of the ways laws evolve along with social change, the applicability of laws in relation to the criminal justice system and the structure of society and the viability of laws in relation to changing moral standards.
*Credits: 3*
*Annually*

**CRJ 680 Graduate Internship**
This course is a planned program of observation and participation in selected criminal justice agencies. It explores the gap between the development of criminological theory and the practical application of that theory.
*Credits: 3*
*On Occasion*

**CRJ 686 Seminar in Justice**
This course is a comprehensive examination of the organization and management of criminal justice agencies. Particular attention is paid to organization principles and practices, structure, supervision, administrative communications and the fiscal management of the criminal justice budget.
*Credits: 3*
*On Occasion*

**CRJ 689 Planning and Management**
This course is a systematic analysis of parole and probation management at the administrative, supervisory and line levels.
*Credits: 3*
*On Occasion*

**CRJ 690 Theories of Crime Causation**
This course is a survey of the theoretical implications of criminal acts in relation to behavioral systems. It is an analysis of sociogenic, psychogenic, economic, anthropological and physical-type theories.
*Credits: 3*
*Annually*

**CRJ 697 Workload Management**
This course examines the workload management for probation and parole staff at the administrative, supervisory, and line levels.
*Credits: 3*
*On Occasion*

**CRJ 698 Crime and Criminality in Cinematography**
This course is an overview of the various components of the criminal justice system as seen through the case studies presented through the medium of cinematography. Films dealing with court procedures, juries, police practices, prosecutorial problems, sentencing procedures, prisons, causes of crime and corrections are explored.
*Credits: 3*
*On Occasion*

**CRJ 699 Foundations of Scholarship**
This course must be taken in the student's first semester of attendance in order to develop tools for conducting research and for writing papers in the field of criminal justice. The course explores approaches to writing a research paper, forms of documentation, library resources, data sources and computer usage.
*Credits: 3*
*Annually*

**CRJ 700 Research Design and Methods**
This course must be taken in the student's first or second semester of attendance. It is a survey of research designs, analytical techniques and the preparation of research papers.
*Credits: 3*
*Annually*

**CRJ 707 Thesis Research**
This course is taken prior to CRJ 708. It is an advanced study of the scientific method in the discipline of Criminal Justice, together with the preparation of a master's thesis proposal and an outline of the thesis. CRJ 707 and CRJ 708 must be taken consecutively in the student's last two semesters of study after maintaining a 3.00 or better GPA.
*Prerequisite of CRJ 699 or CRJ 700 is required.*
*Credits: 3*
*Every Fall, Spring and Summer*

**CRJ 708 Thesis Consultation**
This course is the actual writing of the master's thesis. CRJ 707 and CRJ 708 must be taken consecutively in the student's last two semesters of study after maintaining a 3.00 or better GPA.
*Prerequisite of CRJ 699 or CRJ 700, and CRJ 707 are required.*
*Credits: 3*
*Every Fall, Spring and Summer*

**CRJ 734 Forensic Homicide Investigation**
Students gain knowledge of the crime regarded as the most heinous of all criminal acts. Investigative techniques used, the importance of the medical examiner's autopsy, and the time factors involved in the solution are discussed.

*Credits: 3*
*On Occasion*

**CRJ 760 Terrorism**
This course is a survey of terrorism within the United States. Topics include the threat of domestic and international terrorism, terrorist groups, and counter-terrorism strategies, among other related topics.
*Credits: 3*
*On Occasion*

**CRJ 801 Introduction to Fraud Examination**
This course is an analysis of the fraud problem and its impact, both economic and social, on America. Pertinent white collar crime laws and the various enforcement and prosecutorial agencies that deal with fraud are also discussed.
*Credits: 3*
*On Occasion*

**CRJ 802 Methods of Fraud Examination**
Various investigative and auditing techniques essential to the prevention, detection, resolution of fraud problems are examined in this course.
*Prerequisite or Co-requisite of CRJ 801 is required.*
*Credits: 3*
*On Occasion*

**CRJ 803 Auditing Principles in Fraud Examination**
This course studies the detecting of fraud through the use of auditing techniques, radio analysis, statistical methods application, and other pertinent accounting methods. The course includes controls to detect and prevent fraud.
*Prerequisite of CRJ 802 is required.*
*Credits: 3*
*On Occasion*

**CRJ 804 Professional Accounting Standards in Fraud Examination**
This course is the analysis of past and present professional accounting and auditing standards and their application to fraud problems. The changes occurring in the accounting profession and their implication on the growing threat of white collar crime are discussed.
*Prerequisite or Co-requisite of CRJ 803 is required.*
*Credits: 3*
*On Occasion*

**CRJ 805 Fraud Examination and the Law**
This course discusses the application of federal and state criminal and civil statutes and a detailed application of these laws to current and historical fraud cases. The rules of criminal and civil procedure are studied. The course includes a review of cases from the common law to decisions of the U.S. Supreme Court that frame the overall fraud discussion.
*Prerequisite of CRJ 804 is required.*
*Credits: 3*
*On Occasion*

**CRJ 806 Ethics in Fraud Examination**
This course analyzes the professional responsibilities and limitations of auditors, investigators, lawyers and fraud examiners. Ethical considerations of a consultancy and conduct as an expert witness are discussed. The confidential relationship between a fraud examiner and a client are studied.
*Prerequisite or Co-requisite of CRJ 805 is required.*
*Credits: 3*
*On Occasion*

**CSA 546 Theories of Private Security and Loss Prevention**
This course is an analysis of the operative principles in deterring business and industrial crime. The concept of defensible space, internal and external access control and psychological security barriers are all discussed.
*Credits: 3*
*On Occasion*

**CSA 571 Private Security Administration**
This course is the study of the organization, administration and management of security, plant protection, and loss prevention. Policy and decision-making, personnel, budgeting, safety and fire prevention programs in business, industry and government are covered.
*Credits: 3*
*On Occasion*

**CSA 581 Security of Intellectual Property**
This course is a discussion of the clarification and classification of intellectual property. Particular attention is paid to the use of management skills in stating and implementing company security policy safeguards.
*Credits: 3*
*On Occasion*

**CSA 582 Instructing Security Trainers**
This course covers instructional techniques for security trainers in the preparation and presentation of loss prevention and loss control knowledge and skills; and is a course in training the trainers.
*Prerequisite of CSA 581 is required.*
*Credits: 3*
*On Occasion*

**CSA 583 Security Law**
This course is a survey of the major legal issues in criminal and civil law impacting on the private security industry. The course is a discussion of self-incrimination, search and seizure, electronic eavesdropping, coerced confessions, right to counsel, illegal detention, use of deception devices, interrogation techniques and professional ethical responsibilities.
*Credits: 3*
*On Occasion*

**CSA 587 Institutional Security Planning**
This course is the comparative analysis of relevant security problems in public and private institutional settings.
*Credits: 3*
*On Occasion*

**CSA 593 Investigation Management**
This course is an examination of investigation techniques involved in hiring practices, loss control, crime and regulatory agency violations.
*Credits: 3*
*On Occasion*

# DEPARTMENT OF EARTH AND ENVIRONMENTAL SCIENCE

**Phone: 516-299-2318**
**Fax: 516-299-3945**
Chair: Professor Boorstein (Graduate Director)
Professors: Kennelly, Pires
Associate Professors: Carlin, DiVenere, Tanguay
Adjunct Faculty: 2

The curricula of the Department of Earth and Environmental Science spans the study of Earth's makeup and physical processes to human interactions with the environment and the flow of natural resources through our urban and suburban settings and the natural environment. Principal research and teaching interests of the faculty include sustainability, conservation of natural resources, meteorology, global climate change, geographic information systems, plate tectonics, sedimentology and coastal processes. Students have gone on to work for governmental agencies, environmental consulting firms, and school districts across Long Island, as well as to advanced graduate studies at universities in the U.S. and abroad.

The Department of Earth and Environmental Science offers the M.S. in Earth Science, the M.S. in Environmental Sustainability and the Advanced Certificate in Mobile GIS Applications Development. In addition, students who seek initial or professional New York State certification to teach earth science in middle or secondary schools may pursue the Master of Science degree in Middle Childhood Education (Grades 5-9) or the Master of Science degree in Adolescence Education (Grades 7-12) with a concentration in Earth Science (offered in conjunction with the College of Education, Information and Technology).

## M.S. in Environmental Sustainability

***Blended Learning - Onsite & Online***

The 33-credit Master of Science in Environmental Sustainability at LIU Post, the only degree of its kind on Long Island, is designed to educate and train professionals to develop environmentally sustainable solutions for society via multidisciplinary and interdisciplinary coursework integrating the physical and social sciences. The program centers on issues specific to the Long Island/New York metropolitan region while also considering the global context. Students in the Environmental Sustainability program will investigate the region's diverse Earth systems and constructed infrastructures. Students will be challenged to offer sustainable long-term solutions to a range of critical environmental issues. Our key challenge is to develop resource and energy systems that advance the region's long-term health and sustainability by developing solutions that can be implemented in partnership with government agencies, businesses, and non-profit organizations.

**ADMISSIONS REQUIREMENTS**

Applicants to the M.S. in Environmental Sustainability must meet the following requirements for admission.

- Application for Admission
- Application fee: (non-refundable)
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended. A bachelor's degree, preferably in a natural science, with a minimum GPA of 3.0. Students who do not meet these requirements are welcome to discuss their options for admission with the graduate advisor.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

**Send application materials to:**

Graduate Admissions
LIU Post
Admissions Processing Center
P.O. Box 805
Randolph, MA 02368-0805

**ACADEMIC POLICIES**

The student must maintain a cumulative GPA of 3.0 in Environmental Sustainability. The student is allowed only one grade below a B. Any student who receives grades below B (B-, C+, C, C-, F) in two graduate courses is considered to have an academic deficiency. The student may lose his or her matriculated status or may be dismissed from the program. A student with two grades below a B B (B-, C+, C, C-, F) in Environmental Sustainability will be required to take an additional course or take one over again, with permission of the department. The student must receive a B or better in that course. An exception to the requirement to take an additional course may be made, at the department's discretion, for a student who has two grades below B.

### M.S. in Environmental Sustainability

*{Program Code: 35034}*

**Required Environmental Sustainability Courses**

**All of the following:**

| | | | |
|---|---|---|---|
| ERS/ GGR | 501 | Mapping Environmental Data with GIS | 3.00 |
| EVS | 501 | Principles of Environmental Sustainability | 3.00 |
| EVS | 620 | Environmental Sustainability Seminar | 3.00 |

**Elective Environmental Sustainability Courses**

**Eight courses/twenty-four credits of the following:**

| | | | |
|---|---|---|---|
| ERS/ GGR | 502 | GIS Applications | 3.00 |
| ERS/ GLY | 529 | Global Climate Change | 3.00 |
| EVS | 520 | Sustainable Land Use and Transportation | 3.00 |
| EVS | 530 | Sustainable Energy Systems | 3.00 |
| EVS | 575 | Special Topics in Environmental Sustainability | 3.00 |
| EVS | 610 | Material and Energy Flow | 3.00 |
| EVS | 701 | Internship | 3.00 |
| GGR | 518 | Topics in Applied Conservation | 3.00 |
| GLY | 510 | Oceanography | 3.00 |
| GLY | 518 | Groundwater Geology | 3.00 |
| GLY | 523 | Environmental Geochemistry | 3.00 |
| GLY | 550 | Environmental Geology | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 33
Minimum Major GPA: 3.00

## Advanced Certificate in Mobile GIS Applications Development

Applications for mobile devices, often called "apps," have become essential for businesses, consumers and government. Geospatial technology – making geographic information available for commercial uses – is recognized by the U.S. Department of Labor as a high-growth industry. In response to the increasing demand for this state-of-the-art technology, LIU Post offers a 12-credit fully online Advanced Certificate in Mobile GIS Applications Development. The program specializes in the creation of mobile apps using location-based technologies.

Focusing on the intersection of two burgeoning industries -- geospatial technology and smartphone/web application development – the program will help students master the necessary

skills in geographic information systems, computer programming, geographic development for iOS or Android, and geographic web application development to become effective app developers.

Students benefit from a distance learning environment that allows students to participate in the program from their home computer, at work, while traveling or on a mobile device. The curriculum, specific to mobile GIS, uses the technical competencies defined both industry- and sector-wide.

**ADMISSIONS REQUIREMENTS**

Applicants to the Advanced Certificate in Mobile GIS Applications Development must meet the following requirements for admission.

- Application for Admission
- Application fee: (non-refundable).
- Official undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- A bachelor's degree with a minimum GPA of 3.0.
- Submit a statement of approximately 100 to 200 words which provides 1) a summary of educational, professional and personal experience with technology and 2) a summary of how the applicant hopes to use mobile GIS app development in their career or personal pursuits. You may submit this statement as part of the Online Application for Admission, or follow at a later date as a hard copy.
- Applicants who do not have a sufficient background computer science or technology may be required to complete additional coursework before gaining full matriculation.
- Interested students who do not meet all admission requirements will be advised by the program's directors of all options for matriculating.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

**Send application materials to:**

Graduate Admissions
LIU Post
Admissions Processing Center
P.O. Box 805
Randolph, MA 02368-0805

### Advanced Certificate in Mobile GIS Applications Development

*{Program Code: 35033}*

**Required Mobile GIS Applications Development Courses**

**All of the following:**

| | | | |
|---|---|---|---|
| GIS | 501 | Introduction to GIS | 3.00 |
| GIS | 502 | Introduction to Computer Programming | 3.00 |

**Elective Mobile GIS Applications Development Courses**

**Two of the following:**

| | | | |
|---|---|---|---|
| GIS | 503 | Mobile Geographic Application Development for iOS | 3.00 |
| GIS | 504 | Mobile Geographic Application Development for Android | 3.00 |
| GIS | 505 | Geographic Web Application Development | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 15
Minimum GPA: 3.00

## Joint Programs with College of Education, Information and Technology

**M.S. Adolescence Education (Grades 7-12)**

The degree of Master of Science in Adolescence Education (Grades 7-12): Earth Science is offered by the College of Education, Information and Technology in conjunction with the Department of Earth and Environmental Science. The student must take a minimum of 20 credits of Earth Science, maintain a cumulative GPA of 3.00 in Education and also in Earth Science. Required courses may be waived upon providing the graduate advisor with documentation indicating successful completion of these or equivalent courses.

In addition, any student who receives grades below B in two graduate courses is considered to have an academic deficiency. A student with two grades below a B (B-, C+, C, C-, F) in Earth Science will be required to take an additional course or take a course over again, with permission of the department. The student must receive a B or better in that course. An exception to the requirement to take an additional course may be made, at the department's discretion, for a student who has two B- grades. A student who earns a third grade below B may lose his or her matriculated status or may be dismissed from the graduate program.

Upon completion of required Earth Science courses, and before graduation from the program, each candidate must pass the Earth Science Comprehensive Examination consisting of questions pertaining to his or her course of study in the earth sciences. Students should take the Earth Science Comprehensive Examination no earlier than their final semester of coursework. Students who fail the Comprehensive Examination may, under special circumstances, take the examination again. Students who fail the examination a second time will not be awarded the master's degree. The Earth Science Comprehensive Examination is administered by the Department of Earth and Environmental Science as a requirement for the master's degrees Earth Science Education. It is in addition to other examinations administered by the School of Education and the New York State Department of Education (such as the Content Specialty Test required for teacher certification).

For information about this program, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

## Earth Science Courses

**ERS 501 Mapping Environmental Data with GIS**
This is a hands-on, introductory geographic information system (GIS) course on managing spatial data using a computer. The course is based on the National Center for Geographic Information and Analysis introductory curriculum using ArcView software. The course addresses GIS principles, creating and querying spatial views and themes, importing and exporting data, map projections, geocoding, attribute tabular data, charts, layouts and applications. The course is lecture and laboratory and is designed for the practitioner and as an introduction to practical GIS applications.
ERS 501 is cross-listed as GGR 501.
*Credits: 3*
*Every Fall*

**ERS 502 GIS Applications**
This course explores technical issues in Geographic Information Systems (GIS) and the application of GIS in addressing environmental problems. GIS applications for environmental science and management decision support may include forest resource inventory, water resources and modeling, coastal evolution and sediment-budget analysis, and urban planning and zoning.
ERS 502 is cross-listed as GGR 502.
*Prerequisite of ERS 501 or the equivalent or the instructors permission is required.*
*Credits: 3*
*On Occasion*

**ERS 513 The Earth Environment I**
This course is a study of the interrelationships that exist among various aspects of the natural environment. Topics covered include the Earth as a planet and Earth-Sun relationships as a basis for understanding the differential pattern of energy-receipt on the Earth; elements of meteorology; the geographical pattern of world climates; relationship of climate to the basic biogeographical resources-vegetation and soils; the impact of man upon weather, climate, soils, and vegetation, and the resultant problems of conservation. Students not in the Earth Science Adolescence Education program may opt to take the course for 3 credits without the laboratory.
Same as GGR 513.
Three hours lecture when offered for three credits; three hours lecture, one and one-half hours laboratory with supplementary assignments when offered for four credits.
*Prerequisite of Graduate status or permission of the department is required.*
*Credits: 3 to 4*
*Every Spring*

**ERS 514 The Earth Environment II**
Topics covered in this course include: constitution and formation of the rocks of the earth; large-scale geological structures and global tectonics; the evolution of surface landscapes in response to internal crustal agents and agents operating externally to the Earth's crust - weathering and erosion; and topographic maps and air photographs in the study of earth land-forms. Students not in the Earth Science adolescence education program may opt to take the course for 3 credits without the laboratory.
Same as GGR 514.
Three hours lecture when offered for three credits; three hours lecture, one and one-half hours laboratory with supplementary assignments when offered for four credits.
*Prerequisite of Graduate status or permission of the department is required.*
*Credits: 3 to 4*
*Every Fall*

**ERS 515 Principles of Meteorology**
This course considers atmospheric energy and the composition of the atmosphere; insulation and the heat-budget of the earth; and the geographical transference of heat-energy. The course considers moisture in the atmosphere and evaporation, condensation, and precipitation; adiabatic changes; atmospheric stability and instability. Also, included are motion of the atmosphere; controls on horizontal air-movements; global wind-belts and the general atmospheric circulation; air masses and fronts. Weather forecasting: traditional and modern methods, and the impact of man upon the weather are included.
Same as GGR 515.
*Prerequisite of ERS 513 or the equivalent or permission of the department is required.*
*Credits: 3*
*On Occasion*

**ERS 522 Natural Disasters**
This course examines how Earth processes when concentrated in space and time can become extreme events posing serious hazards to humans and their infrastructures. Emphasis is given to the fact that earthquakes, volcanoes, hurricanes, landslides, floods, and tsunamis are not disasters until a vulnerable group of people is exposed. Case histories describing emergency mitigation, preparation and recovery strategies will also be examined.
ERS 522 is cross-listed as GGR 522.
*Credits: 3*
*On Occasion*

**ERS 529 Global Climate Change**
This course will explore the issue of global climate change from the deep past through to the present and near future. Topics will include an introduction to the Earth's climate system, study or records of climate variations in the ancient past, more recent past, and ongoing natural variations, examination of the evidence as to whether humans may be inducing global warming today, projections for the amount of future temperature rise, and consequences of higher temperatures such as rising sea level and more intense tropical storms.
ERS 529 is cross-listed as GLY 529.
*Pre requisite of ERS 513 and ERS 514 are required*
*Credits: 3*
*On Occasion*

**ERS 535 Field Studies in Earth Science**
This course is designed for students who wish to participate in field-based, experiential learning opportunities in earth science in approved domestic or international locations. Enrollment in this course will be subject to the review and approval of the department of a specific course syllabus that is consistent with the area being studied.
*Credits: 1 to 3*
*On Occasion*

**ERS 700 Research Problems in Earth Science**
This detailed study of a chosen research topic or problem is presented under the guidance of an Earth and Environmental Science faculty member.
*Credits: 1 to 2*
*On Occasion*

**ERS 701 Special Topics in Earth Science**
This course covers current topics on advances, developments and issues in earth science not covered in existing courses. Student must receive permission from instructor and department chair to enroll. May be taken more than once.
*Prerequisites of ERS 513 and ERS 514, or permission of the department are required.*
*Credits: 3*
*On Occasion*

**ERS 707 Thesis Research**
Students will work with an advisor to prepare a thesis proposal and conduct the necessary research. Approval of faculty advisor and department chair is required.
*Credits: 3*
*Every Fall, Spring and Summer*

**ERS 708 Thesis**
Student will write and defend a thesis based on the research developed in ERS 707 as approved by the faculty advisor and two readers.
*Prerequisite of ERS 707 is required.*
*Credits: 3*
*Every Fall, Spring and Summer*

## Environmental Sustainability Courses

**EVS 501 Principles of Environmental Sustainability**
This course is designed to provide overarching context for students in the Environmental Sustainability Master's Program. The underlying philosophies, theoretical perspectives, and contemporary practices and challenges pertaining to sustainability are discussed. Among other topics, the course focuses on sustainability's emphasis on

identifying and understanding the complex interconnections between environmental, economic, and social systems. It also explores the methods of inquiry and analysis that social and physical scientists employ in their work on sustainability and the importance of striving for synthesis among these respective approaches. The course guides students to an understanding of sustainability's multiple dimensions and prepares them to approach remaining program coursework with an eye toward synthesis and integration. Must be taken during first or second semester in program.
*Credits: 3*
*Alternate Fall*

**EVS 520 Sustainable Land Use and Transportation**
Metropolitan regions are home to over 80 percent of the country's population and consume comparable levels of resources. Building sustainable cities will require redesigning buildings, neighborhoods, and entire metropolitan landscapes - but pricing signals must support these goals. This course reviews and evaluates the tools and criteria that urban professionals use to incrementally shift urban investments toward humane and sustainable systems. Specific topics include suburbanization and sprawl, smart growth, transit oriented development, political ecology, and case studies from the New York metropolitan region and other cities.
*Prerequisite or co-requisite of EVS 501 is required.*
*Credits: 3*
*On Occasion*

**EVS 530 Sustainable Energy Systems**
This course examines solar, wind, conservation, and efficiency from regional, national, and international perspectives - with an emphasis on electric systems. What are the strengths and weaknesses of different state and national frameworks for developing an economically successful electric energy system? What cultural contexts, administrative actions, legislation, and/or coalitions contribute to these successes? What scientific principles enable technological innovations in wind, solar, and other renewable energy systems?
*Prerequisite or co-requisite of EVS 501 is required.*
*Credits: 3*
*On Occasion*

**EVS 575 Special Topics in Environmental Sustainability**
Faculty members will cover different topics in sustainability in lecture and/or seminar format. Specific topics will be announced in advance. Students may repeat the course provided the topics (and guest speakers) are different.
*Prerequisite or co-requisite of EVS 501 is required.*
*Credits: 3*
*On Occasion*

**EVS 610 Material and Energy Flow**
Modern society draws enormous quantities of resources, uses them, and ultimately disposes of the wastes. This interdisciplinary course explores the flow of materials and energy from their sources, through the urban/suburban environment, to the resultant wastes. Topics will include conventional energy resources (coal, oil, natural gas, uranium), building materials (cement, asphalt, iron and other metals), food resources, and wastes (municipal waste disposal, industrial waste, mine waste, air pollution). Lectures will present the science of the acquisition, processing, usage, and disposal of each resource, followed by analyses of the economic (and, where relevant, political) dynamics of these geographic processes. Students will contrast existing resource flows with more sustainable alternatives. These analyses will provide a methodological framework for evaluating regional practices and policies.

**EVS 620 Environmental Sustainability Seminar**
This end-of-program capstone course focuses on practical problem solving for environmental sustainability with an emphasis on the New York/Long Island metropolitan region. Coursework involves the selection of specific issues and problems of concern to the region and the development of strategic approaches to manage, mitigate, and address them. Students are guided in the formulation of solutions that incorporate an interdisciplinary problem solving approach and that demonstrate an understanding of the complex multidimensional issues related to the specific problems under investigation.
*24 units of EVS required.*
*Credits: 3*
*Alternate Spring*

**EVS 701 Internship**
The internship will provide a professional training experience in advancing practices of environmental sustainability. The student will be directed by a competent professional in a national, state or local government agency or private organization. The faculty advisor will work with the student and the workplace supervisor to ensure that the work is academically rigorous, of sufficient duration, and advances the student's understanding and application of environmental sustainability principles and practices.
*Completion of at least 15 credits in Environmental Sustainability program is required.*
*Credits: 3*
*On Occasion*

## Geography Courses

**GGR 501 Mapping Environmental Data with GIS**
This is a hands-on, introductory geographic information system (GIS) course on managing spatial data using a computer. The course is based on the National Center for Geographic Information and Analysis introductory curriculum using ArcView software. The course addresses GIS principles, creating and querying spatial views and themes, importing and exporting data, map projections, geocoding, attribute tabular data, charts, layouts and applications. The course is lecture and laboratory and is designed for the practitioner and as an introduction to practical GIS applications.
ERS 501 is cross-listed as GGR 501.
*Credits: 3*
*Every Fall*

**GGR 502 GIS Applications**
This course explores technical issues in Geographic Information Systems (GIS) and the application of GIS in addressing environmental problems. GIS applications for environmental science and management decision support may include forest resource inventory, water resources and modeling, coastal evolution and sediment-budget analysis, and urban planning and zoning.
ERS 502 is cross-listed as GGR 502.
*Prerequisite of ERS 501 or the equivalent or the instructors permission is required.*
*Credits: 3*
*On Occasion*

**GGR 511 Economic Geography**
This course is a study of the human economic utilization of the physical world; the factors affecting economic development; the development and distribution of world patterns of economic activity, including problems of the "underdeveloped" world.
*Credits: 3*
*On Occasion*

**GGR 512 Political Geography**
This course examines the territorial organization of the earth into political credits; factors behind the existence and evolution of states; interrelationships between states; a consideration of political "problem areas."
*Credits: 3*
*On Occasion*

**GGR 513 The Earth Environment I**
This course is a study of the interrelationships that exist among various aspects of the natural environment. Topics covered include the Earth as a planet and Earth-Sun relationships as a basis for understanding the differential pattern of energy-receipt on the Earth; elements of meteorology; the geographical pattern of world climates; relationship of climate to the basic biogeographical resources-vegetation and soils; the impact of man upon weather, climate, soils, and vegetation, and the resultant problems of conservation. Students not in the Earth Science Adolescence Education program may opt to take the course for 3 credits without the laboratory.
Same as ERS 513.
Three hours lecture when offered for three credits; three hours lecture, one and one-half hours laboratory with supplementary assignments when offered for four credits.

*Prerequisite of Graduate status or permission of the department is required.*
*Credits: 3 to 4*
*Every Spring*

**GGR 514 The Earth Environment II**
Topics covered in this course include: constitution and formation of the rocks of the earth; large-scale geological structures and global tectonics; the evolution of surface landscapes in response to internal crustal agents and agents operating externally to the Earth's crust - weathering and erosion; and topographic maps and air photographs in the study of earth land-forms. Students not in the Earth Science adolescence education program may opt to take the course for 3 credits without the laboratory.
Same as ERS 514.
Three hours lecture when offered for three credits; three hours lecture, one and one-half hours laboratory with supplementary assignments when offered for four credits.
*Credits: 3 to 4*
*Every Fall*

**GGR 515 Principles of Meteorology**
This course considers atmospheric energy and the composition of the atmosphere; insulation and the heat-budget of the earth; and the geographical transference of heat-energy. The course considers moisture in the atmosphere and evaporation, condensation, and precipitation; adiabatic changes; atmospheric stability and instability. Also, included are motion of the atmosphere; controls on horizontal air-movements; global wind-belts and the general atmospheric circulation; air masses and fronts. Weather forecasting: traditional and modern methods, and the impact of man upon the weather are included.
GGR 515 is cross-listed as ERS 515.
*Prerequisite of ERS 513 or the equivalent or permission of the department is required.*
*Credits: 3*
*On Occasion*

**GGR 516 Urban Geography: Urban Land-Use Analysis**
This course covers the distribution of cities and their functions; social, political and economic activities and their effects on the internal structure of cities; problems of urban growth and decay; brief history of attempts to modify the urban environment and the application of theory to urban planning; new towns and urban renewal.
*Credits: 3*
*On Occasion*

**GGR 517 Geographical Concepts and Regional Planning**
This course is a study of the importance of regional analysis in planning and development; types of region-economic, social, political and physical; problems caused by overlapping of regions and possible ways of resolution. The course examines the aims of regional planning; relationship of the growth of the region to other regions and the nation; development of regional planning concepts, with examples of different strategies of regional planning.
*Credits: 3*
*On Occasion*

**GGR 518 Topics in Applied Conservation**
The application of geographic principles to the problems of environmental conservation is discussed. The course will include detailed studies of selected aspects of resource conservation. Students must demonstrate an ability to explain the various ways in which geographers and other environmental scientists organize knowledge and communicate the results of their research in their disciplines.
*Credits: 3*
*On Occasion*

**GGR 522 Natural Disasters**
This course examines how Earth processes when concentrated in space and time can become extreme events posing serious hazards to humans and their infrastructures. Emphasis is given to the fact that earthquakes, volcanoes, hurricanes, landslides, floods, and tsunamis are not disasters until a vulnerable group of people is exposed. Case histories describing emergency mitigation, preparation and recovery strategies will also be examined.
ERS 522 is cross-listed as GGR 522.
*Credits: 3*
*On Occasion*

**GGR 535 Field Studies in Geography**
This course is designed for students who wish to participate in field-based, experiential learning opportunities in Geography in approved domestic or international locations. Enrollment in this course will be subject to the review and approval of the department of a specific course syllabus that is consistent with the area being studied.
*Credits: 1 to 3*
*On Occasion*

**GGR 543 Geography of the United States: A Spatial Analysis of the Human and Physical Environments**
Analysis of the human and physical geography of the United States. The course will use a spatial perspective to study interactions among economic, social, political and physical environments.
*Credits: 3*
*On Occasion*

**GGR 701 Special Topics in Geography**
This course covers current topics on advances, developments and issues in geography not covered in existing courses. Student must receive permission from instructor and department chair to enroll. May be taken more than once.
*Prerequisites of ERS 513 and ERS 514, or permission of the department are required.*
*Credits: 3*
*On Occasion*

## Geographic Information Systems Courses

**GIS 501 Introduction to GIS**
This course will cover the basic concepts of geography and cartography, but tailored to the most recent technological advances in the field of GIS. Topics will include geospatial data formats, the geodatabase and its management, georeferencing and map projections, data collection and spatial sampling techniques, measures of uncertainty, geographic data modeling and scripting, spatial data analysis, cartographic techniques, and geovisualization.
*Credits: 3*
*Annually*

**GIS 502 Introduction to Computer Programming**
In this course, students learn the essentials of application development using an object-oriented programming language. The course addresses three main areas: coding with functions, objects, and data structures; learning application programming interfaces for GIS libraries; and accessing geographic databases using SQL and other query systems. Students complete frequent programming assignments that emphasize rudiments but mimic real GIS applications.
*Credits: 3*
*Every Fall*

**GIS 503 Mobile Geographic Application Development for iOS**
In this course, students transfer basic knowledge of geospatial data from GIS 501 and programming skills from GIS 502 into the Objective-C language, and develop a complete mobile application for the iPhone, iPad, or iPod Touch series of mobile devices. The students will use the skills learned in this course to create a mobile application that utilizes GPS information on the devices.
*Prerequisites of GIS 501 & 502 are required.*
*Credits: 3*
*Annually*

**GIS 504 Mobile Geographic Application Development for Android**
This course features the same underlying objectives and structure as GIS 503, but it explores a different platform and programming language. The Android operating system - based on Linux and the Java Virtual Machine - is used by many current smartphones, tablets, and other mobile devices.
*Prerequisites of GIS 501 & 502 are required.*
*Credits: 3*
*Annually*

**GIS 505 Geographic Web Application Development**
This course will address the fact that many mobile applications are backed by a server-side component

via ubiquitous networking. In addition, students will learn how many web sites (such as Google Maps) are GIS applications in their own right. This course explores the structure and development of web applications using server-side and browser technologies.
*Prerequisites of GIS 501 & 502 are required.*
*Credits: 3*
*Annually*

## Geology Courses

**GLY 502 History of the Earth**
A journey through 4.6 billion years of Earth's history guided by geologic theories, principles, and methodologies. Emphasis is on the remarkable events that have profoundly altered the Earth's continents, oceans, atmosphere and life as it has evolved through deep time to the present.
*Prerequisite of ERS 514 or Earth Science Milestone is required.*
*Credits: 3*
*On Occasion*

**GLY 510 Oceanography**
This course studies the geological, chemical, physical and biological aspects of the oceans. Topics include: crustal and sedimentary composition and processes, morphologic features and their origins, tides, waves, currents, coastal dynamics, ecosystems and the physical and chemical properties of water. Students must demonstrate an understanding of the development and organization of the discipline as well as an ability to communicate this understanding through the discursive conventions of the sciences.
*Credits: 3*
*On Occasion*

**GLY 511 Continental Drift and Plate Tectonics**
This course investigates the development of the modern theory of the Earth from the theory of continental drift in the 1920s, through the observations that led to the plate tectonic revolution in the 1960s, to recent discoveries of the Earth's internal dynamics. Topics will also include past supercontinents, modern tectonically formed regions and the influence of tectonics on past and present climate. Through reference to classic papers, students will explore how earth scientists have approached outstanding problems in the large-scale dynamics of the Earth. Students must demonstrate an understanding of the development of the scientific knowledge as presented in the literature.
*Prerequisite of ERS 514 is required.*
*Credits: 3*
*On Occasion*

**GLY 513 Marine Geology**
This course may be taken with or without the laboratory. Topics covered include the origin and nature of the crust and sediments of the ocean floor, and a survey of their exploration and exploitation.
Three hours lecture when offered for three credits; three hours lecture, three hours laboratory when offered for four credits.
*Credits: 3 to 4*
*On Occasion*

**GLY 514 Marine Sedimentary Environment**
In this course, processes and sedimentation in various siliciclastic, carbonate and evaporite coastal environments and deep water settings including deltas, estuaries, beaches, tidal areas, shelves, platforms, slope and rise, oceanic ridges, trenches and abyssal plains. The course examines the characteristics of biogenic, authigenic and terrigenous sediments in these environments. Topics are introduced as aims for learning. Students respond to the aims of each topic in a seminar discussion guided by a student leader and a workbook.
*Credits: 3*
*On Occasion*

**GLY 516 Physical Oceanography**
This course is a study of tides, waves, surface and deep currents and water movements in shallow areas of the ocean. Topics covered include the hydrodynamic equations used in calculating and describing the thermohaline circulation of the ocean and the transport of conservative and nonconservative water properties in the sea (heat, salinity, chemicals and elements).
*Credits: 3*
*On Occasion*

**GLY 517 Geomorphic Processes**
This course is an analysis of the processes of erosion and deposition with special emphasis on their effects on short-term changes in landforms. Topics include slope processes and slope stability, and the geologic work of streams, waves and wind.
*Prerequisite of ERS 514 is required.*
*Credits: 3*
*On Occasion*

**GLY 518 Groundwater Geology**
The course considers the factors controlling the occurrence and movement of groundwater, the hydrologic cycle, groundwater regimes, theories and models of groundwater flow and storage, porosity and permeability, the geologic work of groundwater, exploration for groundwater, problems of groundwater quality and contamination, and groundwater management techniques.
*Prerequisite of (GLY 1 or ERS 2) is required.*
*Credits: 3*
*On Occasion*

**GLY 519 Coral Reef Geology**
A coral reef field course, emphasizing coral reef facies, physical and chemical controls on carbonate sedimentation and diagenesis, coral reef ecology and paleoecology, Jamaica's stratigraphy and Caribbean tectonics. Two weeks of lectures, laboratory work and field trips to modern and ancient coral reefs: sediment and water quality surveys, snorkeling on coral reefs, examination of cave and shoreline environments, fault line orientation measurement, fossil, mineral and rock collection and identification. Accommodations, lectures and laboratory work at a marine laboratory on the north shore of Jamaica. SCUBA diving is optional for certified divers. This course has a special travel fee.
*Credits: 3*
*On Occasion*

**GLY 520 Sedimentary Geology**
The study of the classification, origin and interpretation of sediments and sedimentary rocks. The course is concerned with the physical, chemical and biological properties of sedimentary rocks, the process responsible for these properties and how these characteristics provide the basis for interpreting paleoclimatology, paleogeography and paleoecology. Students must demonstrate an understanding of how geologists discover and organize knowledge, as well as an ability to communicate this understanding through the discursive conventions of the discipline.
*Prerequisite of ERS 514 or ENV 601 or Earth Science Milestone is required.*
*Credits: 3*
*On Occasion*

**GLY 521 Stratigraphy**
This course studies sedimentary rock strata and their age relationships, succession of beds, local and worldwide correlation of strata, and stratigraphic order and chronological arrangement of beds in the geologic column. Students will learn how to apply the principles of magnetostratigraphy, seismic stratigraphy, sequence stratigraphy and chemostratigraphy (isotope stratigraphy) to stratigraphic problems. Students must demonstrate an understanding of how knowledge is sought and tested in geology, as well as an ability to communicate this understanding through the discursive conventions of the discipline.
*Prerequisite of ERS 514 or Earth Science Milestone is required.*
*Credits: 3*
*On Occasion*

**GLY 522 Structural Geology**
This course will cover the basic concepts of structural geology, stressing the relationship of stress to the deformation of rock formations in brittle and ductile manners. It will also introduce simple surface measurements that can be made in the field to subsurface structures of rock formations and the methods by which they have formed.
Four hours lecture, two hours laboratory/field work
*Prerequisite of ERS 514 or Earth Science Milestone is required.*
*Credits: 4*
*On Occasion*

**GLY 523 Environmental Geochemistry**
Study of the chemistry of the Earth with emphasis on the surficial geologic environment and human-environment interactions. Topics include the distribution of elements in the Earth, basic chemical principles applied to the surface geologic environment, the chemistry of natural waters and of soils, isotope geochemistry as a tracer of environmental and climate processes, natural bedrock-related hazards such as radon, and environmental pollution issues such as mine wastes, nuclear energy and radioactive waste, solid waste disposal, and challenges to ocean chemistry.
*Prerequisites of CHM 3 and (GLY 1 or ERS 2) are required.*
*Credits: 3*
*On Occasion*

**GLY 524 Methods of Mineral Identification**
This laboratory and field course deals with identification of minerals by their physical and chemical properties. Topics include optical methods such as special instruments and techniques, and evaluation and selection of mineral tests. The course is supplemented by field trips to select mineral collecting localities and is designed to assist teachers of earth science in the quick determination of minerals.
*Prerequisite of GLY 21 is required.*
*Credits: 3*
*On Occasion*

**GLY 526 Earth Materials**
A course studying the materials of the Earth's crust and surface, including the important rock-forming minerals; igneous rocks, igneous processes and igneous bodies; weathering, sediments and sedimentary rocks; metamorphic processes and metamorphic rocks. Minerals and rocks will be identified in hand specimen and under the microscope.
*Prerequisite of ERS 514 is required.*
*Credits: 3*
*On Occasion*

**GLY 529 Global Climate Change**
This course will explore the issue of global climate change from the deep past through to the present and near future. Topics will include an introduction to the Earth's climate system, study or records of climate variations in the ancient past, more recent past, and ongoing natural variations, examination of the evidence as to whether humans may be inducing global warming today, projections for the amount of future temperature rise, and consequences of higher temperatures such as rising sea level and more intense tropical storms.
ERS 529 is cross-listed as GLY 529.
*Pre requisite of ERS 513 and ERS 514 are required*
*Credits: 3*
*On Occasion*

**GLY 533 Methods of Field Geology for Earth Science Teachers**
The course is designed to provide field experience including geological mapping, field study of primary and secondary structures, and methods of collecting fossils.
*Prerequisites of (GLY 1 or ERS 2) and GLY 2 and instructor permission.*
*Credits: 3*
*On Occasion*

**GLY 535 Field Studies in Geology**
This course is designed for students who wish to participate in field-based, experiential learning opportunities in geology in approved domestic or international locations. Enrollment in this course will be subject to the review and approval of the department of a specific course syllabus that is consistent with the area being studied.
*Credits: 1 to 3*
*On Occasion*

**GLY 549 The Age of Mammals**
This course covers the history of mammals from the end of the Cretaceous period to the present as interpreted in the fossil record. Evolution, migration and extinction of various groups and faunas of mammals are related to changing environments and changes in the distribution of land and sea as inferred from the geologic record. The course is especially useful for teachers of science. Some knowledge of paleontology or zoology is helpful.
*Prerequisites of (GLY 1 or ERS 2) & 2 are required.*
*Credits: 3*
*On Occasion*

**GLY 550 Environmental Geology**
This course studies the geological foundations of environmental science. It examines natural geologic systems in relation to human concerns, with special attention paid to issues of relevance to Long Island and the New York metropolitan area. Topics include a detailed study of soil properties and soil mechanics, mass wasting, fundamental groundwater hydrology, analysis of stream flooding, earthquake seismology and risk assessment.
*Prerequisite of ERS 513 or the equivalent or permission of the department is required.*
*Credits: 3*
*On Occasion*

**GLY 701 Special Topics in Geology**
This course covers current topics on advances, developments and issues in geology not covered in existing courses. Student must receive permission from instructor and department chair to enroll. May be taken more than once.
*Prerequisites of ERS 513 and ERS 514, or permission of the department are required.*
*Credits: 3*
*On Occasion*

# DEPARTMENT OF ENGLISH

**Phone: 516-299-2391**
**Fax: 516-299-2997**
Chair: Associate Professor J. Lutz
Senior Professors: Miller
Professors: Bednarz, Digby (Director, Honors College), Fahy (Graduate Director), Hallissy, Hill-Miller, Nalbantian, Pahl, Ryden, Scheckter
Associate Professors: McDonald, Semeiks, Szekely
Assistant Professor: Ahern
Adjunct Faculty: 19

Through the systematic study of English, students discover the values underlying the great literature of the past and learn to distinguish and appreciate the contemporary literature most likely to endure. Students studying English learn to evaluate sensibilities both past and present, acquiring a profound knowledge of their own humanity and of the human condition in general. The study of English helps develop fluency of expression, skill in logical analysis, and facility in planning, organizing, and revising. Literature courses, no less than composition courses, give attention to writing to help students perfect their ability to communicate with others.

The graduate English programs are designed to enhance literary appreciation and insight and to foster mastery of the English language – goals which promote personal enrichment and which prepare the student not only for a career in teaching, but also for a wide range of positions in business and industry.

The Department of English offers a Master of Arts in English. In conjunction with the College of Education, Information and Technology, the Department also offers a Master of Science in Middle Childhood Education (Grades 5-9) and a Master of Science Adolescence Education (Grades 7-12) with a concentration in English. The Middle Childhood and Adolescence Education programs are for students who seek initial or professional New York State teacher certification to teach in middle or secondary schools.

# M.A. in English

The 36-credit Master of Arts in English curriculum combines in-depth study of diverse literary traditions in World Literature with a program emphasizing rigorous scholarly research and literary theory. As a student in this program, you will take eighteen credits of required courses that include seminars in research, literary theory, rhetoric or linguistics, texts in context and 6-credit sequence culminating in a thesis.

You will also choose six electives from among nine categories that include Classical/Early Literature and Language, the English Renaissance, the Restoration and Eighteenth Century, Romantic and Victorian British Literature, Seventeenth- to Nineteenth-Century American Literature, Twentieth- and Twenty-First Century Literature, Ethic and National Literatures, American and Cultural Studies and Pedagogy. With its emphasis on intensive mentoring and small seminars, the Master of Arts in English can provide a foundation for further graduate work or elementary and secondary education.

Through the systematic study of English, students discover the values underlying the great literature of the past and learn to distinguish and appreciate the contemporary literature most likely to endure. Students studying English learn to evaluate sensibilities both past and present, acquiring a profound knowledge of their own humanity and of the human condition in general. The study of English helps develop fluency of expression, skill in logical analysis, and facility in planning, organizing, and revising. In addition to teaching, a graduate degree in English is an excellent preparation for a career in business, law, journalism, public relations and many other fields.

**ADMISSION REQUIREMENTS**

Applicants to the Master of Arts in English must meet the following requirements for admission.

- Application for Admission
- Application fee: (non-refundable)
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.Applicants must have achieved at least a 3.0 cumulative grade point average or equivalent in a bachelor's program, a major grade point average of 3.5 and 24 credits in English. Students who lack any of these prerequisites may enter as non-matriculants or as limited matriculants.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study
- Academic writing sample
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer based or 550 paper-based) or minimum IELTS score: 6.5.

**Send application materials to:**
Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, NY 11548-1300

**ACADEMIC POLICIES**

A limited matriculant may apply in writing to the graduate academic counselor for a change of status to full matriculation upon removal of all deficiencies and upon completion of 12 credits of graduate English courses with a cumulative average of at least 3.00. Non-matriculants who decide to matriculate must reapply to the Graduate Admissions Office and then be reviewed by the department's graduate academic counselor. All applicants should meet with the graduate academic counselor to design a program of study. Limited matriculants are cautioned that courses that they complete before full matriculation is approved may not constitute an acceptable program.

A student must maintain a cumulative GPA of at least 3.00 in English courses. In addition, any student who receives grades below B (including grades of B-) in two graduate English courses is considered to have an academic deficiency. A student who receives a third such grade may lose matriculated status or may be dismissed from the graduate program.

## M.A. in English

*{Program Code: 07047}*

### Required English Courses

**All of the following:**

| | | | |
|---|---|---|---|
| ENG | 699 | Text(s) in Context | 3.00 |
| ENG | 706 | The Critical Tradition: An Introduction to Literary Theory | 3.00 |
| ENG | 710 | Research and Criticism | 3.00 |

### Elective English Courses

***Rhetoric/English Language***

**One of the following:**

| | | | |
|---|---|---|---|
| ENG | 781 | Classical Rhetoric | 3.00 |
| ENG | 782 | Theories of Persuasion: Ancient and Modern | 3.00 |
| ENG | 783 | Eighteenth-Century Writers on Writing | 3.00 |
| ENG | 784 | Structure of English | 3.00 |
| ENG | 785 | Linguistics of Contemporary English | 3.00 |
| ENG | 786 | Stylistics | 3.00 |
| ENG | 787 | Introduction to Linguistics | 3.00 |
| ENG | 788 | History of the English Language | 3.00 |
| ENG | 789 | Historical Linguistics | 3.00 |
| ENG | 790 | Sociolinguistics | 3.00 |
| ENG | 791 | Language Acquisition | 3.00 |
| ENG | 792 | Applied Linguistics | 3.00 |
| ENG | 793 | Language and Gender | 3.00 |
| ENG | 794 | Varieties of English | 3.00 |
| ENG | 795 | Pragmatics and Discourse | 3.00 |
| ENG | 799 | Cultural Linguistics | 3.00 |

**Six courses/eighteen credits from any of the following nine areas of study (maximum one course/three credits from each area):**
***Classical/Early Literature and Language***

| | | | |
|---|---|---|---|
| ENG | 709 | Classical Literature in Translation | 3.00 |
| ENG | 711 | Mythology | 3.00 |
| ENG | 712 | Chaucer | 3.00 |

***Literature of the English Renaissance***

| | | | |
|---|---|---|---|
| ENG | 713 | Literature of the English Renaissance | 3.00 |
| ENG | 714 | Shakespeare | 3.00 |
| ENG | 715 | Shakespeare's Late Plays | 3.00 |
| ENG | 716 | Jacobean and Caroline Drama | 3.00 |
| ENG | 717 | Metaphysical and Cavalier Poetry | 3.00 |
| ENG | 718 | Seventeenth-Century Prose Style | 3.00 |
| ENG | 719 | Milton | 3.00 |

***Literature of the Restoration and Eighteenth Century***

| | | | |
|---|---|---|---|
| ENG | 720 | 18th-Century Literature and Life | 3.00 |

***Romantic and Victorian British Literature***

| | | | |
|---|---|---|---|
| ENG | 721 | The Romantic Movement | 3.00 |
| ENG | 722 | Studies in Victorian Literature | 3.00 |
| ENG | 723 | Gerard Manley Hopkins | 3.00 |
| ENG | 724 | The Gothic | 3.00 |

***Seventeenth- to Nineteenth-Century American Literature***

| | | | |
|---|---|---|---|
| ENG | 725 | American Renaissance | 3.00 |
| ENG | 726 | Late 19th-Century American Literature | 3.00 |
| ENG | 727 | Hawthorne and James: From Romance to Realism | 3.00 |
| ENG | 746 | American Slave Narratives | 3.00 |
| ENG | 774 | American Colonial Literature | 3.00 |
| ENG | 775 | Naturalist Gothic and American Realism | 3.00 |

***Twentieth- and Twenty-First Century Literature***

| | | | |
|---|---|---|---|
| ENG | 729 | Modern Poetry | 3.00 |
| ENG | 730 | The Modern Novel | 3.00 |
| ENG | 731 | Modern Drama | 3.00 |
| ENG | 732 | Modern British Literature | 3.00 |
| ENG | 733 | Twentieth-Century American Literature I: 1900-1945 | 3.00 |
| ENG | 734 | Twentieth-Century American Literature II: 1945-2000 | 3.00 |
| ENG | 735 | Contemporary American Drama | 3.00 |
| ENG | 736 | Twenty-First Century Literature | 3.00 |
| ENG | 744 | Ibsen, Shaw, Chekhov: Makers of Modern Theatre | 3.00 |
| ENG | 745 | American Drama | 3.00 |
| ENG | 747 | African-American Literature in the Twentieth Century | 3.00 |

***Ethnic and National Literatures***

| | | | |
|---|---|---|---|
| ENG | 737 | Comparative Literature | 3.00 |
| ENG | 746 | American Slave Narratives | 3.00 |
| ENG | 747 | African-American Literature in the Twentieth Century | 3.00 |
| ENG | 748 | Drama in Ireland from the Irish Literary Revival to the Present | 3.00 |
| ENG | 749 | Native-American Literature | 3.00 |
| ENG | 750 | Other Shores: National Identity and Cultural Conflict in Nineteenth-Century Russian Literature | 3.00 |
| ENG | 751 | Postcolonial Literature and Theory | 3.00 |

***American and Cultural Studies***

| | | | |
|---|---|---|---|
| ENG | 733 | Twentieth-Century American Literature I: 1900-1945 | 3.00 |
| ENG | 734 | Twentieth-Century American Literature II: 1945-2000 | 3.00 |
| ENG | 735 | Contemporary American Drama | 3.00 |
| ENG | 745 | American Drama | 3.00 |
| ENG | 746 | American Slave Narratives | 3.00 |
| ENG | 747 | African-American Literature in the Twentieth Century | 3.00 |
| ENG | 749 | Native-American Literature | 3.00 |
| ENG | 761 | The Art of Melancholy | 3.00 |
| ENG | 762 | The Poetics of Time and Memory | 3.00 |
| ENG | 763 | Gender, Sexuality and Literature | 3.00 |
| ENG | 764 | Magic Realism | 3.00 |
| ENG | 765 | Staging Modernism: The Little Theatre Movement and Twentieth-Century American Culture | 3.00 |
| ENG | 766 | The Jazz Age: 1920s American Literature and Culture | 3.00 |
| ENG | 767 | Sex, Drugs and Rock 'n' Roll: 1950s American Literature and Culture | 3.00 |
| ENG | 768 | The Bloomsbury Group | 3.00 |
| ENG | 769 | American Nightmares: Film Noir and the Age of Uncertainty | 3.00 |
| ENG | 770 | Bodies on Display: Perspectives on the Body in American Culture from the 19th Century to the Present | 3.00 |
| ENG | 771 | In Cold Blood: Understanding Horror in Art and Culture | 3.00 |
| ENG | 772 | English Nonsense Literature | 3.00 |
| ENG | 773 | Erotica | 3.00 |
| ENG | 774 | American Colonial Literature | 3.00 |
| ENG | 775 | Naturalist Gothic and American Realism | 3.00 |

***Pedagogy***

| | | | |
|---|---|---|---|
| ENG | 700 | Drama in the Classroom | 3.00 |
| ENG | 701 | American Literature in the Classroom | 3.00 |
| ENG | 702 | Literature in English in the Classroom | 3.00 |
| ENG | 703 | Composition and Writing Pedagogy | 3.00 |
| ENG | 704 | European, English, and American Literature in the Classroom | 3.00 |

## Special Topic, Internship and Independent Study Elective Courses

Special topic, internship and independent study courses may be used to satisfy any of the above requirements. See graduate advisor for more information.

## Thesis track requires:

| | | | |
|---|---|---|---|
| ENG | 707 | Thesis I: Research | 3.00 |
| ENG | 708 | Thesis II: Writing | 3.00 |

## Publishing track requires:

| | | | |
|---|---|---|---|
| ENG | 661 | Copyediting | 3.00 |
| ENG | 743 | Internship | 3.00 |

**Social Advocacy track requires:**

| | | | |
|---|---|---|---|
| ENG | 763 | Gender, Sexuality and Literature *(or another course related to the form of social advocacy in question) | 3.00 |
| ENG | 743 | Internship | 3.00 |

**Global Connections track requires:**

| | | | |
|---|---|---|---|
| ENG | 743 | Internship (through LIU Global) | 3.00 |
| ENG | 743 | Internship (through LIU Global) | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 36
Minimum Major GPA: 3.00

# Joint Programs with College of Education, Information and Technology

**M.S. Adolescence Education (Grades 7-12)**

The degree of Master of Science in Adolescence Education (Grades 7-12): English is offered by the College of Education, Information and Technology in conjunction with the Department of English. The student must take a minimum of 18 credits of English, maintain a cumulative GPA of 3.00 in Education and also in English. In addition, any student who receives grades below B (including B-) in two graduate courses (in English or Education) is considered to have an academic deficiency. A student who earns a third grade below B (including B-) may lose his or her matriculated status or may be dismissed from the graduate program.

In addition to the above requirements, there is a comprehensive written essay examination covering the course work in English. Students who fail the comprehensive exam in English may retake it, after a three-month period. A second failure is final and subsequently no degree will be awarded.

For information about this program, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and education course descriptions.

# Advanced Certificate in Literature and Diversity

The global nature of contemporary societies increasingly requires sensitivity to the values and beliefs of diverse cultures. Knowledge of differences in ethnic and national identity has become important not only for educators in the classroom, but also for professionals in a wide variety of circumstances. Emphasizing the diverse cultural traditions found in the twenty-first century, the graduate certificate in diversity and literature will provide a theoretical foundation for meeting practical challenges related to diversity for educators as well as professionals in other fields.

If you want to move your career forward and enhance your professional credentials, consider enrolling in LIU-Post's Graduate Certificate in Literature and Diversity program. This twelve-credit program, designed for current teachers and professionals in related fields, is a focused study of diverse literature and cultures, which will allow you to raise your level of expertise in this developing area. The certificate courses will place you in the center of relevant dialogue in the field and will prepare you more fully to fulfill the New York State Common Core requirements.

Certificate courses are conveniently scheduled to fit the busy lifestyles of working professionals. Since these courses carry graduate credit, they may be applied to the M.A. in English, the M.S. in Middle Childhood Education: English, or the M.S. in Adolescence Education: English.

## Advanced Certificate in Literature and Diversity

*{Program Code: 36893}*

**Elective Literature and Diversity Courses**

**Four courses/twelve credits of the following:**

| | | | |
|---|---|---|---|
| ENG | 746 | American Slave Narratives | 3.00 |
| ENG | 747 | African-American Literature in the 20th Century | 3.00 |
| ENG | 748 | Drama in Ireland from the Irish Literary Revival to the Present | 3.00 |
| ENG | 749 | Native American Literature | 3.00 |
| ENG | 750 | Other Shores: National Identity and Cultural Conflict in 19th-Century Russian Literature | 3.00 |
| ENG | 751 | Postcolonial Literature and Theory | 3.00 |
| ENG | 763 | Gender, Sexuality and Literature | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 12
Minimum GPA: 3.00

# Advanced Certificate in Writing, Rhetoric and Language

The Advanced Certificate in Writing, Rhetoric and Language has been especially designed for high school teachers and graduate students in the field of education who want to supplement their knowledge of writing and rhetoric. This four-course, twelve-credit program will prepare teachers for the new emphasis on writing in digital environments and the analysis of informational texts in the New York State Common Core. The program will enable teachers to bring their expertise up to date with the new standards.

The four required courses will provide advanced research skills, training in detailed analysis of literary and non-literary texts, knowledge of contemporary theories of composing and writing, and a comprehensive survey of techniques of analysis and persuasion.

Certificate courses are conveniently scheduled to fit the busy lifestyles of working professionals. Since these courses carry graduate credit, they may be applied to the M.A. in English, the M.S. in Middle Childhood Education: English, or the M.S. in Adolescence Education: English.

## Advanced Certificate in Writing, Rhetoric and Language

*{Program Code: 36894}*

**Elective Writing, Rhetoric and Language Courses**

**Four courses/twelve credits of the following:**

| | | | |
|---|---|---|---|
| ENG | 710 | Research and Criticism | 3.00 |
| ENG | 782 | Theories of Persuasion: Ancient and Modern | 3.00 |
| ENG | 787 | Introduction to Linguistics | 3.00 |
| ENG | 797 | Theories of Composing and Writing Pedagogy | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 12
Minimum GPA: 3.00

# English Courses

**ENG 661 Tutoring Writers Across Contexts**
Tutoring writing one-on-one has professional application in a variety of private and institutional settings. In this course, students will explore theories of writing as a social and rhetorical process, as well as consider a range of practical strategies to effectively tutor writers with diverse linguistic, cultural, and other identities as they work across a range of disciplines and genres. Additionally, students will develop an understanding of the ways in which new knowledge is created in the field of writing center studies.
*Credits: 3*
*On Occasion*

**ENG 662 Structure of Modern English**
The course is a graduate-level introduction to the structures of Modern English—its words, phrases, clauses and sentences. Over the course of the semester you will develop your ability to analyze and describe naturally occurring language, including newspaper copy and student writing, in addition to creative texts—a crucial prerequisite for anyone engaging with the writing of others at the sentence level, including teachers, tutors, and copyeditors. Knowledge of the building blocks of English sentences will provide a backdrop for us to engage in a discussion about common prescriptive rules such as the split infinitive and preposition stranding. We will discuss the origins of such rules, to understand why certain structures have been deemed to be more correct than others that are also in common use, and on the basis of what authority. Why has the use of certain structures been held to constitute "good" or "bad" grammar, and how does correctness differ from grammaticality? We will also see how these standards have changed over time, as the language itself has changed. Topics will include sentence structure and phrase structure rules, style and register, word classes, constituency, parts of speech, sentence relatedness, and usage.
*Credits: 3*
*On Occasion*

**ENG 663 Copyediting**
Copyediting in publishing, journalism, marketing, management, education, and the sciences requires technical expertise, stylistic flair, and strong negotiating skills. In this course, students will develop their understanding of usage, rhetoric, and readability in order to edit writing in a variety of contexts. They will learn how to mark up manuscripts, navigate editorial policies, apply the appropriate level of editing, and prepare a manuscript for fact-checking. Attention will be given to strategies for preserving a writer's voice through the editing process, as well as how to negotiate changes with writers.
*Credits: 3*
*On Occasion*

**ENG 699 Text(s) in Context**
This course will provide an intensive examination of a small number of texts. It will consider some of the important literary, historical, and philosophical influences on these works and provide students with a richer understanding of their social and historical context.
*Credits: 3*
*On Occasion*

**ENG 700 Drama in the Classroom**
Ideally students would attend a performance of a play and respond to the dynamics of the performance, as well as the physical excitement of the theatre. However, most often our students experience plays in the classroom; the task for the educator, then, is to use all available resources to help students simulate the total theatrical experience. This course explores the possibilities of an enriched study of plays most commonly taught in the middle and high school curricula. Six plays will be studied intensively and will serve as models for the development of detailed study plans; students will then select similar types of plays and develop group projects to create interactive plans of study for the selected plays. Among possible selections for intensive study are: Oedipus Rex, Julius Caesar, Romeo and Juliet, Hamlet, Death of a Salesman, The Crucible and Who's Afraid of Virginia Woolf?.
*Credits: 3*
*On Occasion*

**ENG 701 American Literature in the Classroom**
American literature provides a primary basis for understanding our cultural identity. Many works of American Literature frequently appear in middle and high school curricula. This course will explore the cultural and philosophical foundations of American identity while examining multiple approaches to teaching works of American literature most commonly taught in high school. Several texts will be studied intensively and will serve as models for the development of detailed study plans. Among possible selections for intensive study are: Walden, Nature, Huckleberry Finn, The Scarlet Letter, The Great Gatsby, Of Mice and Men, The Catcher in the Rye, and The Things They Carried, The Bluest Eye.
*Credits: 3*
*On Occasion*

**ENG 702 Literature in English in the Classroom**
Literature written in English provides a primary foundation for understanding the complexity and diversity of cultures in the twenty-first century. While providing students with an appreciation of the richness of literature written in English, this course will examine multiple approaches to teaching those works of literature in English most commonly taught in high school. Several texts will be studied intensively and will serve as models for the development of detailed study plans. Among possible selections for intensive study are: Nineteen Eighty-Four, Brave New World, Dubliners, Things Fall Apart, A Tale of Two Cities, A Doll House, Ethan Frome, The Awakening, Heart of Darkness.
*Credits: 3*
*On Occasion*

**ENG 703 Composition and Writing Pedagogy**
This course will acquaint students with the history of writing studies and introduce some of the theoretical strands that inform the contemporary practice of teaching writing. The course will also treat practical implementation of composing theory and help students become aware of their own writing process and writing standards as well as the political and ethical dimensions of teaching and assessing writing and communication. This course will include such topics as the origin and history of composition and rhetoric and the process and postprocess movements, including the influence of rhetoric, WAC, ESL and linguistics, collaborative learning, expressionism, cognitivism, social constructivism, social epistemic, critical pedagogy, new media/digital literacy, and assessment.
*Credits: 3*
*On Occasion*

**ENG 704 European, English, and American Literature in the Classroom**
The course will involve extensive reading, lecture, and discussion. Works of all genres will be considered, and some attention will be given to difficulties of reading poetry aloud. Major texts will involve many of the following works: The Odyssey, Antigone, Romeo and Juliet, Macbeth, Jane Eyre, The Scarlet Letter, The Crucible, The War Horse, A Separate Peace, and Lord of the Flies. Short fiction will includes work by such authors as Poe, Maupassant, Melville, Dickens, Welty, Jackson, and Oates. Poetry will include work by such authors as Blake, Coleridge, Poe, Dickinson, Frost, and Hughes.
*Credits: 3*
*On Occasion*

**ENG 706 The Critical Tradition: An Introduction to Literary Theory**
This course provides students with a crucial background in the major literary approaches that have been developed to read the Western canon from antiquity to the present. In doing so, it provides a bridge between time-tested conventional and innovative contemporary methods of interpretation. The creation of great literature is usually paralleled by the presence of great literary criticism. I.A. Richards (one of the founders of New Criticism) wrote that "literature is inexhaustible to meditation," and the effort to make sense of literature, to explain its origins and effects, is equally unlimited. Anchored in a series of chronological readings drawn from the full breadth of the Western critical tradition, this course provides a broad survey of the evolution of literary criticism from classicism to postmodernism, from Plato and Aristotle to Michel Foucault and Homi

Bhabha. Its purpose is consequently to familiarize students with some of the principal critics and schools of criticism that have shaped the manner in which literature has been produced and received. It embraces such diverse contributions as those of Horace, Dante Alighieri, Sir Philip Sydney, John Dryden, Samuel Johnson, Immanuel Kant, William Wordsworth, Samuel Taylor Coleridge, John Keats, Percy Shelley, Karl Marx, Friedrich Nietzsche, Walter Pater, Henry James, Sigmund Freud, T. S. Eliot, Virginia Woolf, Mikhail Bakhtin, Cleanth Brooks, Northrop Frye, Jacques Derrida, Terry Eagleton, Stanley Fish, Elaine Showalter, and Stephen Greenblatt.
*Credits: 3*
*On Occasion*

**ENG 707 Thesis I: Research**
This course will help students prepare for writing the master's thesis. The student will work closely with an advisor and produce an annotated bibliography of secondary sources.
*Credits: 3*
*On Demand*

**ENG 708 Thesis II: Writing**
This course involves actual writing of the thesis under supervision. The completed thesis is evaluated by a three-member committee and is the subject of an oral examination.
*Prerequisite of taking 21 units of Graduate English is required.*
*Credits: 3*
*Every Fall, Spring and Summer*

**ENG 709 Classical Literature in Translation**
Beginning with the Iliad and the Odyssey written during the Eighth-century Renaissance in Greece, the classical tradition provides the foundation for many of the pervasive themes found in the western literary tradition. Characterized by an intense engagement with many of the archetypal myths of Greek oral culture that preceded them, Homer's epics had a profound impact upon the tragedies written in the fifth century in Athens and reflected a similar engagement with mythic tradition. By the same token, many of the themes reflected in epic and tragedy find expression in the original material generated by comedy and serve as a constant point of reference for the philosophical and rhetorical traditions also developing at the time. In addition, the presence of pervasive themes concerning all aspects of the human condition, in tandem with the literary forms generated during this period, extends well beyond the Greek world and can also be found in classical eastern texts producing their own unique genres. The literary forms generated in the era of classical Greece also came to have a profound influence on the literature generated in the Roman period. Either through a comparative analysis of eastern and western texts and/or an examination of Greek and Roman ones, this course will examine the literary forms and themes found in classical literature.
*Credits: 3*
*On Occasion*

**ENG 710 Research and Criticism**
This course will help you become a better researcher, critical thinker, and writer. We will explore various strategies for producing a well-written, substantive research paper, and this process will include assignments designed to strengthen your skills in public speaking and group collaboration. What are the most effective ways to research a topic? Where can you find useful secondary sources? How can a richer understanding of cultural history enhance your interpretation of literary texts? How do you craft and develop an original argument for a research paper? What are the most effective strategies for revision and rewriting? As the last question suggests, this course will emphasize the process of revision as central to the construction of effective writing. The assignments will also be geared toward professionalization within the field of literary studies and will include an annotated bibliography, a conference paper, and a journal-length essay.
*Credits: 3*
*Annually*

**ENG 711 Mythology**
This course will acquaint students with various approaches to myth (including the popular, literary, psychological, folkloric, and anthropological) and the theoretical conflicts and overlaps that exist among disciplines. Students will examine past and current trends in the study of mythology and consider the relevance of myth for ancient as well as contemporary peoples. Selected myths, legends, and folktales from within and outside of the Indo-European group will be considered.
*Credits: 3*
*On Occasion*

**ENG 712 Geoffrey Chaucer: A Writer and His World**
This course will introduce the social structure, art, theology, and educational theory of the twelfth to the fourteenth centuries in preparation for reading selected portions of the greatest work of the period's greatest author, The Canterbury Tales. A collection of tales in various narrative forms told by representative members of fourteenth-century English society, The Canterbury Tales is a literary ancestor of the modern short-story collection.
*Credits: 3*
*On Occasion*

**ENG 713 Literature of the English Renaissance**
The English Renaissance, covering the early modern period from Henry VIII to James I, was a crucial period of unparalleled genius in the development of English literature. A new fascination with self-examination, fueled by a driving interest in individuality and subjectivity, changed the way we view ourselves today. Attention to the natural world brought about a new conception of humanity. Epic, drama, poetry, and literary criticism established new standards of depth and eloquence. Writers such as Sir Thomas Wyatt, Sir Philip Sydney, Edmund Spenser, Christopher Marlowe, Sir Walter Raleigh, Michael Drayton, William Shakespeare, Francis Bacon, Ben Jonson and John Donne not only pioneered new methods for describing human experience, but also helped bring into being the concept of "literature" as we know it today. They were part of a new and highly self-conscious group of writers that gave new meaning to the humanities, and reading them today continues to yield important insights into the paradoxes, contradictions, and complexities of modern life.
*Credits: 3*
*On Occasion*

**ENG 714 Shakespeare**
This class provides a forum for exploring key issues in Shakespeare scholarship. Its aim is to foster an interest in discovering new approaches to the plays and poems. A write of unparalleled genius, Shakespeare is the world's best known and most respected dramatist and poet. As his eloquence makes us more sensitive to language, his uncanny insight into human experience enlarges our sense of self. Laced with wit and empathy, he embraces the full range of life from its violence and horror to its magic and charm. His work moreover articulates our most crucial intellectual and ethical dilemmas with extraordinary brilliance. Semesters are organized around specific approaches or themes, such as: Shakespeare's dual roles as dramatist and poet; his development and evolution as a playwright; his conceptual and linguistic creativity; the relation of his works to his literary models; and his attitudes toward literature, theatre, philosophy, and religion.
*Credits: 3*
*On Occasion*

**ENG 715 Shakespeare's Late Plays**
This course will explore the plays of Shakespeare's late period. These plays, called tragicomedies or romances, combine elements of tragedy and comedy in a fairy tale plot. Primary attention will be devoted to the three major plays The Winter's Tale, Cymbeline, and The Tempest, but some attention will also be given to the minor and collaborative plays Pericles, Two Noble Kinsmen, and Henry VIII. In addition to literary values and sources, the special stage conventions of this unusual combined form will be examined closely.
*Credits: 3*
*On Occasion*

**ENG 716 Jacobean and Caroline Drama**
This course will explore the characteristics of the dramatic literature of Shakespeare's later contemporaries and successors, noting enhanced theatrical techniques, changes in fashion, and responses to the increasingly volatile political climate. Particular attention will be given to the nature of Jacobean revenge tragedy (in such writers

as Thomas Middleton, John Webster, and John Ford) and to the development of a new form of tragicomedy by the writing team of Francis Beaumont and John Fletcher from the romance form in which Shakespeare was working at the end of his career in the theater. The new form deals with serious, life threatening situations just as tragedy does, but it ends on a happy note with a marriage celebration arrived at through surprise and arbitrary reversals of fortune.
*Credits: 3*
*On Occasion*

**ENG 717 Metaphysical and Cavalier Poetry**
This course studies the development and artistry of two schools of lyric poetry in the earlier seventeenth century. Ben Jonson and "The Sons of Ben," including Robert Herrick worked in a lyric mode that endured for centuries while John Donne and such followers as George Herbert and Richard Crashaw developed a mode that found a synthesis of new ideas and old. While this second school fell out of favor later in the century, it was rediscovered in the early twentieth century and is a force continuing today. Andrew Marvell is a culminating figure combining elements of both schools.
*Credits: 3*
*On Occasion*

**ENG 718 Seventeenth-Century Prose Style**
The earlier seventeenth century is unique as a period of English literature in its paucity of fictional prose narratives, but it is a period rich in other sorts of imaginative prose, works remarkable for style rather than story. There is the beginning of the essay with Sit Francis Bacon and the beginning of literary biography. There are remarkable spiritual autobiographies by John Donne, Sir Thomas Browne, John Bunyan, and Thomas Traherne; there are sermons by Donne and Launcelot Andrewes; there is the allegorical Pilgrim's Progress by Bunyan; there are a spirited Life of her husband by Lucy Hutchinson and a variety of other essays and letters.
*Credits: 3*
*On Occasion*

**ENG 719 Milton**
John Milton is the author of the great epic poem of the English language, Paradise Lost, which will receive major attention. In addition, the course will cover some of the minor poetry of Milton's early years, prose works from his middle period, and perhaps one of the works from his last years, the closet drama Samson Agonistes and the brief epic Paradise Regained.
*Credits: 3*
*On Occasion*

**ENG 720 Eighteenth-Century Literature and Life**
Eighteenth-century English literature is virtually a mirror image of eighteenth-century London: a thriving, bustling city – the largest and richest in Europe, a hub of finance and commerce, as well as fashion, culture, aristocratic social life and theatres and galleries. But London was also home to hundreds of thousands of people living in extreme poverty, often dying of starvation. Samuel Johnson, one of the strongest voices in the literature of the age, once wrote, "When a man is tired of London, he is tired of life." Thus the writing of the period was varied and energetic, encompassing all that was important to Londoners and, by extension, to all eighteenth-century Englishmen. Writings include satirical attacks on the establishment, fanciful tales of exotic lands, successful strategies for young lovers, plays glorifying criminals, and serious discussions of what constitutes genuine happiness. Readings will include selections from Jonathon Swift, John Gay, Alexander Pope, Susannah Centlivre, and Samuel Johnson.
*Credits: 3*
*On Occasion*

**ENG 721 The Romantic Movement**
An exhilarating period of experimentalism, rebellion, and the radically new, the Romantic era brought a revolution in writing. The Romantic poets believed that poetry itself was so powerful that it was revolutionary. Romantics felt that the self was capable of anything: the individual imagination could reach the infinite. Anyone could strive like a god. Many Romantic writers questioned traditional ideas such as the inferior position of women in society, the social hierarchy as a natural and just practice, and the existence of god. Themes that will be explored in this class include the linkage of sex and death and of ecstasy and pain; nature as a means to transcendence; states of trance, dreams, nightmares, and sublimity; the femme fatale and the homme fatale; the Gothic; the outsider, the self-exiled, and the wanderer; and spiritual homelessness. Authors covered will include Wollstonecraft, Mary and Percy Bysshe Shelley, Blake, Wordsworth, Keats, Coleridge, Shelley, Byron and Austen.
*Credits: 3*
*On Occasion*

**ENG 722 Studies in Victorian Literature**
Moved by the social and aesthetic concerns of their time, authors of the Victorian period worked to represent in their writing the minutia of what it meant to be alive in 19th-century Britain. Literature moved from the concerns of the Romantics with sublimity and the apocalypse to a realism interested in such matters as class, money, morals, and manners. In this course the works of the major novelists and poets of the time will be read closely, but they will also be explored in light of the vast and exuberant changes that were influencing these authors' lives and those of everyone around them. This course will revolve around such topics as the modern city and industrialization, gender and sexuality, and religion and science. Authors read will include Tennyson, Browning, Arnold, Hopkins, the Rossettis, George Eliot, Dickens, the Brontes, Conrad, and Wilde.
*Credits: 3*
*On Occasion*

**ENG 723 Gerard Manley Hopkins**
Gerard Manley Hopkins is an important poetic innovator in the late Victorian period. Indeed his work could not find an audience in his own age, but when it was finally printed in the twentieth century, it had an immediate impact on the development of modernism. He is famous for introducing the poetics of "sprung rhythm," a metrical system that provides an alternative to the one in place between the middle ages and the twentieth century. The four units of the course will focus on the famous lyrics, the long poem The Wreck of the Deutschland, the "terrible sonnets," and the prose works.
*Credits: 3*
*On Occasion*

**ENG 724 The Gothic**
Recently we have seen a revival of all things Gothic: an interest in supernatural haunting and communion with the dead; a depiction of the attraction of the villain, the demon lover, the vampire; a reveling in the sublime of altered states of consciousness such as nightmares, drug-induced fantasies, and hysterical episodes. In this course we will study Gothic movements from the late 18th century to the present, in the realms of literature, architecture, painting, and music. We will seek to understand the fascination with mystery, corruption, and evil throughout the ages and why we are still held in their grip today. We will be attentive to the way the Gothic novel of the late 18th century influenced and was influenced by Romanticism, and we will explore the Victorian Gothic and the slow movement of the genre toward its contemporary status as, for the most part, created by and for women. Our investigation will extend to 20th- and 21st-century manifestations of the Gothic: in romance, in cinema, on television, in music, and in fashion.
*Credits: 3*
*On Occasion*

**ENG 725 American Renaissance**
In this course, we will examine writings representative of the American Renaissance. We will begin with the writings of Emerson, Thoreau, and Fuller - all of whom represent the mid-nineteenth-century Transcendentalist movement. After examining their perspectives on freedom and individualism, we will compare their writings to the Gothic works of Poe, Hawthorne, and Melville, who embrace a darker view of the individual and the possibilities of attaining freedom in a society influenced by the legacy of Puritanism and the spirit of capitalism. We will see, in other words, how these American writers commented on, responded to, and "revised" the ideas of those who preceded them. Finally, we will read literature that further challenges traditional notions of American freedom and identity and that does so in either socially conscious or intensely personal ways. These

works include slave narratives by Douglass and/or Jacobs and the poetry of Whitman and Dickinson.
*Credits: 3*
*On Occasion*

**ENG 726 Late Nineteenth-Century American Literature**
In this course we will focus on selected narratives of American realism, paying close attention to how they address in critical ways an earlier tradition of romanticism, and, in the process, attempt to tell more explicitly "historical" tales of America's post-Civil War period. In reading works by Henry James, Mark Twain, Edith Wharton, Stephen Crane, Frank Norris, Harold Frederic, Charles Chesnutt, and Mary Wilkins Freeman, we will explore various kinds of realism in order to see how the authors tried to represent distinct aspects of late nineteenth-century American culture. How, we will ask, do the writing reflect the great social and economic developments that took place during the Gilded Age, during that time in the nation's history when increased industrialization and commercialism led to what the cultural critic Alan Trachtenberg refers to as the "incorporation of America?" In what sense do these works speak to the ways in which America, with its rapidly changing social landscape, was redefining itself in spite of attempts on the part of dominant classes (such as the "old money") to hold on to cherished ideals and traditions? We will discuss, among other things, the confrontation between the genteel culture and the "vulgar" forces of commerce; the wealthy elite and their relation to "how the other half lives;" the role of the New Woman and the kind of gender trouble that ensued from her presence on the cultural scene; the competing sensibilities of the "feminine" artist and the "masculine" businessmen' immigration and the refiguring of the American "race;" the increased importance of scientific discourse and its connection to character types; the life of slaves in the aftermath of slavery; and the conflict between the "pure art" movement and the socially engage writer.
*Credits: 3*
*On Occasion*

**ENG 727 Hawthorne and James: From Romance to Realism**
A concentrated analysis of the points of contact between two major American writers, Nathaniel Hawthorne and Henry James. Two representative works that speak to each other "Rappaccini's Daughter" and "Daisy Miller" are introduced to show the difference between Hawthornian romance and Jamesian realism. After examining Hawthorne's Puritan-oriented works (such as "Young Goodman Brown" and The Scarlet Letter), as well as his novel about transcendentalism, The Blithedale Romance, the course examines how James's more realistic novels, such as Washington Square and The Portrait of a Lady, take up where Hawthorne left off. We see how they represent not only the deeper psychology, but also issues related to nineteenth-century feminism and consumer capitalism. The moral, social, and aesthetic views of both writers are explored, and James' novellas such as The Beast in the Jungle and The Aspern Papers are read in order to demonstrate the intersecting interests of the writers: how the realist and cosmopolitan literature James produced never escaped the influence of Hawthorne's more provincial romances.
*Credits: 3*
*On Occasion*

**ENG 728 The English Novel**
The rise of the novel in the 18th century is traced in such authors as Defoe, Richardson, Fielding and Sterne. Issues of gender, class, economy, ideology and narrative strategy are explored in the development of the novel as the great middle-class art form in the 19th century in such authors as Austen, Dickens, Eliot and the Brontës. The questioning of traditional values emerges as a theme in the works of such later authors as Hardy, Conrad, Woolf, Joyce and Lawrence. Some consideration will also be given to fiction as a criticism of life, tension between nature and civilization, technical developments in point of view, and the representation of consciousness.
*Credits: 3*
*On Occasion*

**ENG 729 Modern Poetry**
This course will focus on the twentieth century as a period of rethinking the nature of poetry in England and America, a period when poets had to grapple with the common understand that they were living in a "modern" world and that new things were expected of them. After a consideration of some early indications, modern authors from World War I (for example, Wilfred Owen) and the Irish Renaissance (for example, William Butler Yeats) will be considered. There will be an exploration of the modernist movement from thematic and linguistics complication (as in T. S. Eliot, Wallace Stevens) toward simplicity (as in Robert Frost, Theodore Roethke, William Carlos Williams). Confessional and narrative poetry will be considered (as in John Berryman, Stephen Dunne, and Langston Hughes) as a way of validating feelings. And nonsense (as in E. E. Cummings, Dorothy Parker, and Anthony Hecht) will be noted as a way of reviving poetic form while avoiding the seriousness perceived in traditional poetry. Finally, we will consider post-modernism and the new formalism as movements displacing modernism and surviving into the twenty-first century.
*Credits: 3*
*On Occasion*

**ENG 730 The Modern Novel**
First emerging in the unstable and traumatic historical period immediately preceding World War I and following it, the modern novel decidedly broke with the realist genre preceding it through challenging and often breathtaking experiment with narrative form. Frequently presenting the reader with bewildering shifts in time and narrative perspective and exhibiting a preference for the interior psychological landscapes of its characters, modern novels often possess and emotional intensity and haunting lyricism that testifies to the widespread fragmentation and alienation techniques like stream of consciousness and fragmented narratives, modern novels defy the expectations generated by traditional narrative even as they give us some of the most memorable characters in literature. Possible authors covered in the class include: Conrad, Joyce, Woolf, Lawrence, Faulkner, Kafka, and Rhys.
*Credits: 3*
*On Occasion*

**ENG 731 Modern Drama**
What caused the major revolution in playwriting that occurred in the second half of the nineteenth century? Audiences were both shocked and fascinated to find that, instead of watching lavish musical revues and broadly comic farces, they were now peering into the homes of stage characters whose lives and problems resembled their own experiences. Henrik Ibsen, a Norwegian, focused attention on self-definition of characters who were wrestling with subjects never before staged, such as commercial fraud, sexually transmitted disease, and the day-to-day role-playing that characterizes many marriages. Other playwrights from different countries followed, among them August Strindberg, Oscar Wilde, George Bernard Shaw and Anton Chekhov. Each of them added distinctive elements, each forging his own artistic signature. And the presentation of dramatic situations close to real-life experiences continued to develop through the first half of the twentieth century, expressed in different styles in the works of Eugene O'Neill, Arthur Miller and Tennessee Williams. Readings include the major works of the period as students explore the variety of philosophical approaches and their relationship to the anatomy of the plays, as well as different staging and performance practices.
*Credits: 3*
*On Occasion*

**ENG 732 Modern British Literature**
At the beginning of the twentieth century, Great Britain was the richest and most powerful nation on earth and had experienced remarkable stability and peace for many decades. Yet revolutionary change was coming: England would fight two catastrophic wars within the next twenty-five years, its empire world begin to collapse, its wealth would disintegrate, and its young would question every inherited value, including articles of religious faith, traditional institutions, and customary perspectives. The literature written during this century reflects these changed realities, and it is rich, provocative, challenging and disturbing. It performs distinctly modern experiments with some of the traditional components of view, and the reordering of form. This course will explore the value of the past and

the collapse of traditional sources of meaning and authority; changing gender roles and family structures; the bitter legacy of World War I (the first war of mass destruction); sex as a liberating - yet sometimes destructive - force; and the brutal exploitation that colonialism and capitalism engendered. We will see the shock of the new in this literature, as well as both the terror and excitement of change.
*Credits: 3*
*On Occasion*

**ENG 733 Twentieth-Century American Literature I: 1900-1945**
This course will examine some of the social, cultural, and artistic forces that shaped American literature throughout the first half of the twentieth century. In readings works by Gertrude Stein, Ernest Hemingway, F. Scott Fitzgerald, William Faulkner, Willa Cather, Jean Toomer, Nathanael West, Zora Neale Hurston, Carson McCullers, and others, we will discuss the ways that literature responded to the radical technological, social, and economic changes of the period. For instance, how did American fiction capture the cultural changes brought on by the Great Migration, women's suffrage, and the Great Depression? How did jazz, avant-garde painting, photography, and architecture shape literature experimentation? How was "highbrow" literature in dialogue with popular culture? We will not only make connections across the boundaries of social class, gender, and race, but we will also interrogate the notion of "American" literature itself.
*Credits: 3*
*On Occasion*

**ENG 734 Twentieth-Century American Literature II: 1945-2000**
This course will examine significant trends in American literature in the second half of the twentieth century. We will explore the artistic and socio-cultural concerns that shaped the Beat movement, historiographic metafiction, new journalism, minimalism, and other postmodern experimentation. How do these works engage with issues of gender, sexual, racial, and ethnic difference? How are they challenging our notion of history and American identity? In what ways are they responding to media culture and technology? Some of the authors will include Allen Ginsberg, Tennessee Williams, Flannery O'Connor, Vladimir Nabokov, Thomas Pynchon, John Barth, Amiri Baraka, Ann Beattie, Raymond Carver, Barbara Kingsolver, Maxine Hong Kingston, Toni Morrison, Sherman Alexie, Don DeLillo, and Jhumpa Lahiri.
*Credits: 3*
*On Occasion*

**ENG 735 Contemporary American Drama**
This course is a study of plays and other dramatic presentations from the mid-20th century to the present. It is designed to introduce students to the temper and forms of recent American drama and to familiarize them with significant changes that developed in the genre. Readings include works by playwrights Hansberry, Albee, Shepard, Baraka, August Wilson, Marsha Norman, Wasserstein, Mamet, Lanford Wilson, Kushner and others. Non-traditional dramatic forms like the musical, the monologue and the performance piece are considered.
*Credits: 3*
*On Occasion*

**ENG 736 Twenty-First Century Literature**
This course presents a critical examination of several facets of contemporary world literature in verse and prose. The authors will vary from semester to semester, but will include one or two writers of experimental fiction, at least one figure of international stature, and several contemporary poets.
*Credits: 3*
*On Occasion*

**ENG 737 Comparative Literature**
Comparative literature is a field of study that explores the literature of two or more different linguistic, cultural or national groups or the relationship between literature and other disciplines. Although it sometimes focuses on works in different languages, comparative literature is also often practiced on works in the same language. Comparative literature makes use of an interdisciplinary approach that rejects an exclusive literary perspective in favor of a method that embraces disciplines in the arts, philosophy, history, the social sciences, the sciences and religion. This course will provide an overview of the critical methods of the comparative literature discipline and apply a comparative approach to a particular set of literary works and/or disciplines.
*Credits: 3*
*On Occasion*

**ENG 738 Seminar in a Major Author**
This course is designed to provide an intense engagement with a major figure who has inaugurated a unique literary tradition or genre, reshaped an existing tradition in an innovative way, or made a significant contribution to an established genre or period. In addition to examining many of the major works of the author, this course will provide an assessment of the various critical traditions that have grown up around the author, the author's relationship to other figures in his or her tradition, and an overview of the cultural/historical forces shaping the author's work. The course will focus on the author's philosophical preoccupations, thematic concerns, and ideological attitudes with the aim of providing a comprehensive understanding of his or her contribution to literature.
*Credits: 3*
*On Occasion*

**ENG 739 Special Literary Topics**
In a given term, the course consists of a close study of a genre, idea or literary circle designated by the faculty member offering the course. It may be taken more than once if content is different.
*Credits: 3*
*On Occasion*

**ENG 741 World Drama**
Drama has long been seen as an index to the values, attitudes and aspirations of its people. The course will consider the dramatic tradition as it has developed in different countries and in different ages. It will capture both the starkness and the raucousness of medieval drama, the glories of the Spanish Golden Age with Lope de Vega, the richness of the Jacobean stage, the sheer comedy of Moliere, the cleverness and wit of English Restoration comedies and the soul-touching romanticism of Goethe. Readings and discussions will focus on the intent of each of these plays to entertain and enrich its audience by heightening the unique characteristics of its own culture.
*Credits: 3*
*On Occasion*

**ENG 742 Independent Study**
This independent study research course is taken under the guidance of a professor of English, with the approval of the department chairperson. It may be taken more than once if content is different. May be taken only after completing 21 credits in English.
*Prerequisite of taking 21 units of Graduate English is required.*
*Credits: 3*
*Every Fall, Spring and Summer*

**ENG 743 Internship**
This is a career-oriented course with placement and supervised work in a professional setting in law, publishing, public relations, or the like to provide direct practical experience in the application of skills from academic course work. This course is not a regular classroom course. A student must arrange through the Department Chair to work with a particular faculty member before registering for this course.
*Credits: 3*
*On Occasion*

**ENG 744 Ibsen, Shaw, Chekhov: Makers of Modern Theatre**
Modern theatre derives its essential character from the groundbreaking efforts of three distinctively different playwrights, Henrik Ibsen, George Bernard Shaw, and Anton Chekhov. The three were as diverse as their national backgrounds; each had his unique vision and each had a signature style of writing plays, but they all had an inner mandate to create drama that was personally relevant to the theatergoer. Ibsen created lifelike situations that mirrored the day-to-day experiences of his audience; Shaw provoked them by asking outrageous

questions and challenging them to answer and Chekhov sympathized with their feelings of discouragement and, even, futility. Audiences were engaged, bemused, irritated, and comforted - but, most of all, they were entertained by intriguing plots and both gentle and hilarious comedy. The course will focus on the major plays of each of the playwrights and will conclude with the reading of selected plays by contemporary playwrights in order to trace influences of Ibsen, Shaw and Chekhov, truly the makers of modern theatre.
*Credits: 3*
*On Occasion*

**ENG 745 American Drama**
The soul of America is in its drama, with plays reflecting the nation's struggles, values and incredible creative vitality. From colonial days onward, the American stage celebrated sparkling comedies of manners, sensational melodramas, and heartrending domestic dramas. During the eighteenth and nineteenth centuries, American playwrights created, within these forms, memorable Native American characters and addressed topics of particular national interest, such as poverty and slavery, while engaging and entertaining their audience. The American egalitarian spirit also fostered the creation of a new type of vaudeville, as well as tent shows. But it was the twentieth century that witnessed the full flowering of American dramatic and theatrical talent in the plays of Eugene O'Neill, Arthur Miller, Tennessee Williams and others, as well as the emergence of regional theatres and the development of performance art. Readings and discussions will focus on the American essence of representative plays.
*Credits: 3*
*On Occasion*

**ENG 746 American Slave Narratives**
An examination of narratives concerning African-American slaves - some autobiographical, some fictional. How, we will ask, did various representations of slaves not only serve abolitionist goals but also address changing attitudes toward race, gender, law, property, and national identity? The course also considers the literary-rhetorical aspects of the writings and analyzes the blending of literary and historical discourse, leading to questions about what role the "construction" of the African-American past plays in acts of collective memory. Readings may include the following: The Interesting Narrative of the Life of Olaudah Equiano, The Narrative of the Life of Frederick Douglass, Jacobs's Incidents in the Life of a Slave Girl, Stowe's Uncle Tom's Cabin, Melville's "Benito Cereno," Twain's Huckleberry Finn, Chesnutt's Conjure Woman tales, and Morrison's Beloved.
*Credits: 3*
*On Occasion*

**ENG 747 African-American Literature in the Twentieth Century**
For African Americans, the twentieth century began with an exodus from the South in the hopes of finding greater opportunity and freedom. Yet this journey was shaped by an ongoing struggle against racism, violence, and socio-economic disenfranchisement. In part, this course examines the artistic response to the social conditions facing African Americans in the twentieth century. With a specific emphasis on the Harlem Renaissance, the Black Arts Movement, and Black Feminism, this class investigates the impact of African-American literature on American culture more broadly. How do these movements relate to and differ from other artistic and cultural trends at the time? How do African-American writers interrogate notions of race and ethnicity? Through texts, visual arts, and music, these works challenge us to evaluate the role that racism continues to play in contemporary American culture. Readings will include works by Jean Toomer, Nella Larsen, Zora Neale Hurston, Ralph Ellison, LeRoi Jones (Amiri Baraka), Toni Morrison, and Ntozake Shange.
*Credits: 3*
*On Occasion*

**ENG 748 Drama in Ireland from the Irish Literary Revival to the Present**
At the beginning of the twentieth century, Irish playwrights such as John Millington Synge, Lady Augusta Gregory, William Butler Yeats, and Sean O'Casey used their art as a means of criticizing, and therefore encouraging dramatic changes in, the social and political status quo at the time in Ireland. As the century progressed, the revivalists' political goals were achieved, but the project of developing a uniquely Irish theater continued with the works of such playwrights as Samuel Beckett, Brian Friel, Conor McPherson, and Martin McDonagh. The course will study the theatre of the Irish Literary Revival and its influence on these later dramatists.
*Credits: 3*
*On Occasion*

**ENG 749 Native-American Literature**
This course will examine works by Native Americans from the 1970s to the present. We will look at how writers and artists construct personal and collective identities, how they relate to specific events and general trends in North American history, and how they interact with dominant European-American cultures and other groups. We will also explore what "native" now means and how it coincides with the changing definitions of "nation" and "culture." The class will also look at the changing field of literature in general and how literature and literary study are affected by other media, including film and video, music recording, radio and television, and above all, the internet. The political dimension of the works sometimes seems inescapable, but the results are often unpredictable, well balanced, funny, and remarkably beautiful.
*Credits: 3*
*On Occasion*

**ENG 750 Other Shores: National Identity and Cultural Conflict in Nineteenth-Century Russian Literature**
The economic, political, and cultural upheavals taking place in the nineteenth century in Russia produced a rich body of literature preoccupied with the question of Russia's national and cultural identity. Partly as a result of official censorship, social critics were compelled to express their ideas in the form of literature and literary criticism. Through a close reading of several novels and some literary criticism spanning the nineteenth century, we will explore how the problem of Russian identity finds unique expression in the literary aspirations of many of its most influential authors. Issues addressed in the class will include: the struggle to abolish serfdom and its legacy in Russian life, the Russian intelligentsia's flirtation with populism, anarchism, and nihilism, the influence of Western ideals and literary traditions on Russian cultural achievements, and the philosophical foundations of Russia's literary achievements. Authors covered in class will include: Lermontov, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekov.
*Credits: 3*
*On Occasion*

**ENG 751 Postcolonial Literature and Theory**
Through a close reading of both European and non-European literary and theoretical works, this course will explore the central economic, political, and psychological problems left in the wake of the period of decolonization in the third quarter of the twentieth century. Issues addressed in the class will include: the impact of colonialism upon the psyches of colonizer and colonized alike, the representation of colonized cultures in European consciousness along with challenges to those representations, the instrumental role of paradigms of gender in patterns of colonial domination, the interrelationship between racial, sexual, and economic forms of oppression, and the issue of cultural authenticity as it relates to language and emergent postcolonial identities.
*Credits: 3*
*On Occasion*

**ENG 761 The Art of Melancholy**
What is the bittersweet emotion known as melancholy? What is its relationship to inspiration, art, mourning, and death? This has been a subject for rumination since at least the 17th century, when Robert Burton published the voluminous Anatomy of Melancholy and linked the "disposition" to psychology, physiology, astronomy, and theology. In the 19th century, melancholy became allied with the artist - it signaled an ability to feel more deeply, to be inspired by the sadness of the world. It was also seen as a kind of wasting disease - the condition of never being able to get over the past, of profound nostalgia. Freud argued that the melancholy person never stopped mourning the loss of someone or something. Today melancholy is often confused

with depression. In this course, we'll explore melancholy from literary, cinematic, artistic and psychological angles, and we'll also consider its relation to attitudes towards death and grieving in 19th- and 20th-century Britain and America. Postmortem photography, painting, and casts will come under discussion, as will 19th-century mourning jewelry and dress. We'll also bring memoirs of grief and despair into our investigation. Authors read will include Philippe Ariès; Roland Barthes; Walter Benjamin; Sigmund Freud; William Styron; W.G. Sebold; Joan Didion; John Keats; Alfred, Lord Tennyson; Rainer Maria Rilke; and Anne Carson. We will study paintings by Odilon Redon, Henry Wallis, John Everett Millais, and Dante Gabriel Rossetti. Movies considered will include The Eternal Sunshine of the Spotless Mind, La Jetée, and Sans Soleil.
*Credits: 3*
*On Occasion*

**ENG 762 The Poetics of Time and Memory**
In this course we consider the ways that time can work magically: loop, repeat, fall away in sublimity. Our memories carve out time and seem also to link to spaces in the past. What does it mean for memories to be revised or erased? Do our memories constitute who we are? Is it worth dwelling in the past, living an examined life? In this class we will think about what it means to live, as we all must, embedded in time. Our works will include parts of Proust's In Search of Lost Time and a tale or two from the Arabian Nights. Film will be a major discipline for this class, as so many splendid films have worked through these topics: La Jetee, Donnie Darko, Groundhog Day, The Eternal Sunshine of the Spotless Mind, Mothlight, Sacrifice, Memento, Don't Look Now, Silent Light, and The Matrix in particular.
*Credits: 3*
*On Occasion*

**ENG 763 Gender, Sexuality and Literature**
Gender and sexuality are - and always have been - culturally constructed. This means that our ideas of what a "woman" is, or a "heterosexual," have changed drastically throughout history. Our understanding of these identities has everything to do with forces in our society and next to nothing to do with the bodies we are born in. Literature plays an important role in exploring how gender has been constructed historically, and certain seminal texts have themselves caused cultural shifts in what these terms mean. To serve as a foundation, this course will consider a range of theoretical approaches, from psychoanalysis to queer studies to performance studies and beyond. Works by such authors as Mary Wollstonecraft, Oscar Wilde, Virginia Woolf, Anaïs Nin, Jean Genet, Radcliffe Hall, Audre Lorde, Jeannette Winterson and others will also be studied.
*Credits: 3*
*On Occasion*

**ENG 764 Magic Realism**
Originally used by the German art critic Franz Roh to characterize painting that exhibited an altered representation of reality, the term "magic realism" has come to be associated with literature with fantastic elements that defy rational explanation. Other salient qualities of magical realist fiction include: the deadpan presentation of fantastic events, the extensive use of symbolism and sensuous detail, the disruption of linear time, and the use of implausible events to provide social and political commentary. Through a close reading of several representative works from the tradition, we will explore the unique blend of realism and fantasy that gives magical realism its distinctive signature. Some major themes addressed in the course will include: the social construction identity as it pertains to human sexuality and political power, the epistemological instability generated by the representation of fantastic events, the presentation of utopian alternatives to oppressive political systems, and the use of the supernatural to represent the inner psychic landscape of human experience. Authors covered in the class will include: Marquez, Rushdie, Okri, Allende, Morrison, Rhys, and Roy.
*Credits: 3*
*On Occasion*

**ENG 765 Staging Modernism: The Little Theatre Movement and Twentieth-Century American Culture**
At a time when mainstream American culture was promising most people (particularly whites) access to greater wealth and a higher social status, the Little Theatre Movement began producing plays that emphasized realism. These works tried to offer audiences greater insights into everyday life, not escapist fantasies, and in some cases, these insights focused on the messages of mass culture itself. With a particular emphasis on the Provincetown Players, the class will examine early twentieth-century theatre's contributions to American drama and its relationship to modernism and American popular culture. Readings include plays by Susan Glaspell, George Cram Cook, Eugene O'Neill, Edna St. Vincent Millay, E. E. Cummings, Djuna Barnes, and John Dos Passos.
*Credits: 3*
*On Occasion*

**ENG 766 The Jazz Age: 1920s American Literature and Culture**
The course examines the "Jazz Age," a term coined by F. Scott Fitzgerald to designate the 1920s as a rowdy decade of parties, social rebellion, sexual freedom, and creative energy. Gender roles and sexuality became more fluid. African-American culture achieved greater prominence as a result of the Harlem Renaissance. And technology - from mass produced automobiles to kitchen appliances - radically transformed daily life in the United States. Literature participated in and responded to these changes as well, providing rich insight into a decade marked by the achievement of women's suffrage, National Prohibition, and a burst of prosperity that, despite its cultural prominence, did not reach all American citizens and could not compensate for post-World War I trauma. Fictional readings will be supplemented by historical material such as advertisements, jazz lyrics, and films as well as contemporary arguments on bobbed hair, consumerism, and birth control. Some authors will include Fitzgerald, Ernest Hemingway, Willa Cather, Nella Larsen, Anita Loos, and others.
*Credits: 3*
*On Occasion*

**ENG 767 Sex, Drugs and Rock 'n' Roll: 1950s American Literature and Culture**
Just as 1950s seemed to embrace homogeneity, prosperity, and conformist values, it was also a period characterized by profound anxiety and uncertainty. The maniacal efforts of McCarthyism encouraged a culture of fear. The success of Playboy magazine, the popularity of Marilyn Monroe, and the shocking findings of Kinsey's report on female sexuality undermined the images of female domesticity as popularized on television sitcoms. The Civil Rights Movement demanded radical changes in American racial hierarchies. And rock 'n' roll deepened the generational divide, suggesting to many a crumbling of traditional moral values. This course will examine the contradictory impulses of this era through literature, film, and television. Some of the literary texts will include James Baldwin's Giovanni's Room, Vladimir Nabokov's Lolita, Ralph Ellison's The Invisible Man, Flannery O'Connor A Good Man Is Hard to Find and Other Stories, and Jack Kerouac's On the Road.
*Credits: 3*
*On Occasion*

**ENG 768 The Bloomsbury Group**
Virginia Woolf wrote that "in or about December 1910, human character changed." Although Woolf was writing about Roger Fry's hugely influential Post-Impressionist art exhibition, she was also thinking of her own literary practice, and of the patterns of behavior exhibited by the artists, writers and lovers who "belonged" to the Bloomsbury Group, that iconoclastic collection of people who lived in and around the Bloomsbury section of London in the early days of the twentieth century. This course will trace the ideas and experiments - visual, literary, sexual - enacted by figures such as Virginia Woolf, Lytton Strachey, E.M. Forster, Roger Fry, Vanessa Bell, Clive Bell, Duncan Grant and some of their many other London and Cambridge associates.
*Credits: 3*
*On Occasion*

**ENG 769 American Nightmares: Film Noir and the Age of Uncertainty**
Film noir first emerged out of the economic and social conditions of the 1930s, and not surprisingly, these films marked a significant shift in the

thematic and visual landscape of American cinema. Characterized by gritty realism, film noir depicts a world characterized by criminality, ruthless self-interest, stoicism, and moral ambivalence. This class will examine several examples of classic film noir alongside the fiction that inspired it. In addition to considering the various influences on this genre, we will situate these works in their social and historical context, consider the challenges of adaptation, and examine lighting and other filmic techniques that define noir. Some of the writers will include Dashiell Hammett, James M. Cain, Raymond Chandler, and Ernest Hemingway.
*Credits: 3*
*On Occasion*

**ENG 770 Bodies on Display: Perspectives on the Body in American Culture from the 19th Century to the Present**
This course seeks to explore some of the rich historical materials treating aspects of the human body as it has been viewed, exhibited, analyzed, and objectified in the nineteenth and twentieth centuries. We will examine some key primary works, fiction, film, photography, and a selection of interpretive studies that consider the social and cultural construction of bodies in America. The readings in this course are intended not to add up to some neat thesis but to raise questions of interpretation and meaning. Whether blackface minstrels, freaks, turn-of-the-century body builders, flappers, or presidents like FDR and John F. Kennedy, these figures challenge us to think about some of the forces that have shaped - and continue to shape - the ways in which we think about and interpret the body.
*Credits: 3*
*On Occasion*

**ENG 771 In Cold Blood: Understanding Horror in Art and Culture**
Why do we enjoy being scared? What attracts us to the disturbing and horrifying? How can we be frightened by something that we know is false? Or, as Stephen King puts it in his nonfiction study Danse Macabre,"why are people willing to pay good money to be made extremely uncomfortable?" These types of philosophical questions have been raised since gothic fiction laid the foundation for the horror genre in eighteenth-century England. Many scholars consider Horace Walpole's The Castle of Otranto (1764) the starting point of horror. Along with the works of Ann Radcliffe, Mary Wollstonecraft Shelley, Edgar Allan Poe, and others, these writers established the conventions that continue to shape horror fiction, film, and television. This course will investigate the philosophical themes and underpinnings of this genre. In addition to studying several novels and films, we will also read a range of criticism that explores the impressive scope and versatility of the horror genre: philosophy, psychoanalytic criticism, feminism, queer theory, film studies, and literary and cultural studies. Texts include Mary Shelley's Frankenstein, short fiction by Edgar Allan Poe and Washington Irving, Bram Stoker's Dracula, Truman Capote's In Cold Blood, Alfred Hitchcock's Psycho, and Patrick Süskind's Perfume.
*Credits: 3*
*On Occasion*

**ENG 772 English Nonsense Literature**
Nonsense is a kind of humorous fantasy literature that operates within a framework of undisguised rules circumscribing an alternative reality that illuminates the absurdities and limitations of everyday life. This course will examine nonsense as a literary mode in a variety of genres, focusing on nineteenth-century British material. It will cover such issues as what liberties of form and expression distinguish nonsense from work in more conventional genres and from other fantasy writing, what nonsense tells us about freedom in the real world, and why there was a particular flowering of writing of this sort during the Victorian Era. After a consideration of the much earlier John Taylor the Water Poet and short poetic forms like limericks, clerihews, and double dactyls, we will consider the mathematical fantasy novella Flatland by Edwin A. Abbott and move on to the major works of the most famous nonsense writer, Lewis Carroll: the children's book Alice's Adventures in Wonderland, the philosophical fantasy Through the Looking-Glass, the strange hybrid work Sylvie and Bruno and Sylvie and Bruno Concluded, and the mock epic poem "The Hunting of the Snark." The late Victorian comic operettas of W. S. Gilbert and Arthur Sullivan and farces of Oscar Wilde will be examined for content and performance values. And finally we will look at a twentieth-century comic novel by P. G. Wodehouse and some contemporary material.
*Credits: 3*
*On Occasion*

**ENG 773 Erotica**
This course will explore the stigmatized phenomenon of erotica by examining such once scandalous works that now seem perfectly acceptable as John Cleland's Memoirs of a Woman of Pleasure and Gore Vidal's Myra Breckinridge. The course will explore the growth in sexual explicitness in modern literature (for example in Nicholson Baker) and consider such questions as whether a writer like Philip Roth can be funny and erotic at the same time, why feminist critics have failed to criticize Anaïs Nin for things that they object to in Vladimir Nabakov, and why it is that works in French to a greater extent than works in English have been accorded mainstream acceptance despite depicting specialized sexual practices. The course will also consider whether men like Aaron Travis writing about men erotically for other men and women like Zane and Pat Califia (if she is a woman) writing erotically for other women have an identifiable style. Some attention will be given to poetry.
*Credits: 3*
*On Occasion*

**ENG 774 American Colonial Literature**
This course examines writing in America before 1800 (roughly the period between the European "discovery" and the first products of an officially independent United States). We will examine the written evidence to find who the settlers were, what they expected or wanted or demanded, how they reacted to what they found, and what models of expression they developed to record their experiences. Readings will emphasize the variety of viewpoints that described America life and the terrific energy that writers brought to their tasks. We will also examine critical models of interpretation in both historical and contemporary forms.
*Credits: 3*
*On Occasion*

**ENG 775 Naturalist Gothic and American Realism**
At first glance, naturalist gothic might seem like a contradiction. While the gothic mode is known for its sensational effects, the doctrines of late nineteenth century naturalism, as they attempted to move away from the aesthetics of sentimentality, stressed sobering, mechanistic views of reality steeped in scientism and the determinism of market and biology. But what binds the two concepts together is a shared pessimism – the belief that reality is dark and hides something fearful that must be revealed. Indeed it seems that in many naturalist works, reality is so horrific that it can only be depicted through gothic tropes that prefigure the alienation and despair of modernism. In this course, we will examine American literature from the late nineteenth and early twentieth centuries, to explore how realism and naturalism intersect with the gothic. The course will emphasize close reading of selected texts within historical and theoretical contexts.
*Prerequisite of ENG 10 required for all English majors. Prerequisite of ENG 1 & 2 required for all non-majors.*
*Credits: 3*
*On Occasion*

**ENG 781 Classical Rhetoric**
This course acquaints students with the history of ancient rhetorics in order that they may gain a clearer understanding of the influence of ancient rhetorical theory within Western culture and the history of Western education. The course focuses on several major rhetoricians (Plato, Aristotle, Cicero, Quintilian) as exemplars of this historical period. Through close readings of primary texts, students will develop a literacy about key figures, events, and concepts. Besides developing a deeper understanding of classical rhetoric, students will also learn how to write persuasively in different rhetorical situations.
*Credits: 3*
*On Occasion*

**ENG 782 Theories of Persuasion: Ancient and Modern**
This course examines the different theories of persuasion from ancient times to early twentieth century. Throughout the semester students learn how to write persuasively using the ethical and emotional techniques of classical Greece, the theological strategies of the Middle Ages, the psychological techniques of the Enlightenment, and the stylistic and grammatical techniques of the early twentieth century.
*Credits: 3*
*On Occasion*

**ENG 783 Eighteenth-Century Writers on Writing**
This course acquaints students with the theory and practice of writing in the eighteenth century. The first half of the course is devoted to examining different theories of writing and its relationship to philosophy, science, and literary criticism of the Enlightenment. In the second half of the course, students use these theories as lenses to examine modern discourse practices, including political speeches, literary texts, advertisements, and food packaging.
*Credits: 3*
*On Occasion*

**ENG 784 Structure of English**
An advanced course in English grammar and syntax for writers, teachers and others who need an in-depth understanding of the structures of the language. Topics will include sentence structure and phrase structure rules, style, word classes, constituency, parts of speech, sentence relatedness, and usage. Some attention will be given to style and discourse analysis of longer texts.
*Credits: 3*
*On Occasion*

**ENG 785 Linguistics of Contemporary English**
This course is an introduction to the linguistic analysis of modern English, including its structures, sounds, history, variation and use. We will explore its affinities with languages such as German, Dutch and French and examine the differences between the varieties of English that exist within the U.S. and around the world, the so-called Global Englishes. We will also consider English in diverse contexts of use to see how speakers draw inferences in conversation and how our use of the language speaks to our attitudes toward class, gender and other sociocultural variables. Finally, the course will consider the ways in which specialized knowledge of the English language can be drawn upon by educators, creative writers and scholars of literature.
*Credits: 3*
*On Occasion*

**ENG 786 Stylistics**
Stylistics is the linguistic analysis of texts - the study of style in language. In this course we will analyze a variety of literary and non-literary texts in order to explain how language creates meaning, style and effect. Topics include language structure, discourse, narrative and conversation structure, sound patterns, rhythm, variation, speech and thought presentation, and politeness strategies. The course will be useful to writers, teachers, students of English literature and anyone who wishes to develop a richer knowledge of the language.
Same as LIN 511.
*Credits: 3*
*On Occasion*

**ENG 787 Introduction to Linguistics**
This course is an introduction to the scientific study of language. We will cover the fundamentals of linguistic structure: phonetics, morphology, syntax, semantics, and pragmatics, as well as aspects of language as a human neurocognitive system, including first language acquisition, psycholinguistics, and neurolinguistics. We will also study language change and variation in terms of both the cognitive and social significance of language.
Same as LIN 512.
*Credits: 3*
*On Occasion*

**ENG 788 History of the English Language**
The course presents a historical and linguistic study of the development of our language from the Anglo-Saxon period to the present.
*Credits: 3*
*On Occasion*

**ENG 789 Historical Linguistics**
This course is a historical survey of language study giving special attention to the classical origins, the extensive development in the nineteenth century, and the current understanding of the classification of languages into families. Topics include how languages change by analogy, how the sounds of language change over time, and how borrowing occurs.
Same as LIN 514.
*Credits: 3*
*On Occasion*

**ENG 790 Sociolinguistics**
This course explores the relationship between language and society, with emphasis on language variation in and across speech communities. Topics include language and dialect interaction, bilingualism and multilingualism, language and gender, language planning, and sociolinguistic field methods.
Same as LIN 515.
*Credits: 3*
*On Occasion*

**ENG 791 Language Acquisition**
This course is an introduction to how languages are learned. It will cover modern theories of both first and second language acquisition and discuss implications for the classroom.
Same as LIN 516.
*Credits: 3*
*On Occasion*

**ENG 792 Applied Linguistics**
This introduction to applied linguistics will examine several ways that scholars and educators use linguistics and related sciences to identify and address such issues as problems in language and culture as language and literacy, cross-cultural communication, language education and academic development, foreign language education, language proficiency assessment, bilingual and vernacular language education, language policy and planning and linguistic public policy.
Same as LIN 517.
*Credits: 3*
*On Occasion*

**ENG 793 Language and Gender**
In this course, we will look at the ways in which our use of language reflects and sustains our cultural attitudes about gender. We will begin by looking at how linguistic phenomena are linked to social ones, and go on to consider how gender roles are enacted through our use of and attitudes toward language - for example, in how we organize our conversations, the degree to which we use indirectness or politeness strategies, and the amount of talking time we occupy and how we do so. We will consider a number of different ways of analyzing and interpreting our data, and debate the merits of each based on our own experiences as English speakers.
*Credits: 3*
*On Occasion*

**ENG 794 Varieties of English**
This course will look into the ways in which varieties of the English language differ and will consider the reasons for these differences. Using Standard American English as a starting point, we will look at the important differences in structure, sound and vocabulary between American English and varieties such as African-American English, Appalachian English, Standard British English, Belfast English, Singapore English, Australian English, South-African English and others. As we go, we will address important questions such as: Is one variety of English "better" than the others? How do different varieties come into existence? What have been the effects of the gradual spread of English on indigenous languages?
*Credits: 3*
*On Occasion*

**ENG 795 Pragmatics and Discourse**
Pragmatics is the study of language use, and of how context - such as utterance, discourse, social and cultural context - affects meaning. This course will introduce the fundamental concepts and phenomena of pragmatics, including context, speech acts, presupposition, discourse coherence, implicature, politeness, conversation analysis, and the cooperative principle. We will bring this background to the analysis of a variety of written and spoken texts and conversations, including advertisements, naturally occurring speech,

television dialogue and literary texts.
*Credits: 3*
*On Occasion*

**ENG 796 Theories of Academic Literacy**
The purpose of this seminar is to enable students to become informed of writing theories and tutoring practices. Students will study the needs of students from a range of cultures, language backgrounds and life experiences who want to succeed at writing for a variety of audiences and purposes. By the end of the semester, students will be able to theorize from experiences about the intersections of language, culture, disciplines and academic literacies.
Pass/No Pass only.
*Credits: 0*
*Every Semester*

**ENG 797 Theories of Composing and Writing Pedagogy**
This course will acquaint students with the history of writing studies and introduce some of the theoretical strands, including overlaps and controversies that inform the contemporary practice of teaching writing. The course will also treat practical implementation of composing theory. It will help students become aware of their own writing process and writing standards as well as the political and ethical dimensions of teaching and assessing writing and communication. This course will include such topics as the origin and history of composition and rhetoric and the process and post-process movements, including the influence of rhetoric, WAC, ESL and linguistics, collaborative learning, expressionism, cognitivism, social constructivism, social epistemic, critical pedagogy, new media/digital literacy, and assessment.
*Credits: 3*
*On Occasion*

**ENG 798 Composition for International Graduate Students**
This course is an introduction to academic writing in the American university for international students at the graduate level. Students will read and analyze academic discourse of various forms and from a number of disciplines in order to develop an awareness of writing conventions that govern the organizational structure and language of these texts. They will practice using linguistic forms and vocabulary that are appropriate for particular purposes, such as summary, critique, data commentary and analysis. They will also develop research skills, learning to gather credible sources and document them using the citation style appropriate to their discipline. They will analyze assignments from a number of disciplines to recognize and respond to reader expectations for a variety of assignment types. There will be numerous opportunities for students to practice their speaking and listening skills and to develop confidence participating in an American classroom setting. The course will emphasize process-oriented writing and revision, allowing students to gain editing skills as well as the opportunity to respond to the writing of their peers.
*Credits: 3*
*On Occasion*

**ENG 799 Cultural Linguistics**
This course will explore language as a matrix of culture with discussion of cultural assumptions that go beyond verbalization. Particular topics discussed will include the Sapir-Whorf Hypothesis, experiences of adult language learners, the implications of kinship terminology, and cultural differences between languages. Same as LIN 518.
*Credits: 3*
*On Occasion*

# DEPARTMENT OF FOREIGN LANGUAGES

**Phone: 516-299-2385**
**Fax: 516-299-2997**
Chair: Professor DeVivo
Professors: Codebò, Rosario-Velez
Associate Professors:  Frouman-Smith,Gunther
Adjunct Faculty: 11

The mastery of a foreign language enables students to deepen their understanding of another culture while learning to appreciate diverse influences on American culture. The study of a foreign language develops communication skills, heightens cultural awareness, improves career opportunities and encourages precision in thought and expression.

The Department of Foreign Languages offers a graduate degree program Spanish teacher education, the Master of Science in Middle Childhood Education (Grades 5-9) or the Master of Science Adolescence Education (Grades 7-12) with a concentration in Spanish in conjunction with the College of Education, Information and Technology. The Middle Childhood and Adolescence Education programs are for students who seek initial or professional New York State teacher certification to teach in middle or secondary schools.

## Joint Programs with College of Education, Information and Technology

**M.S. Adolescence Education (Grades 7-12)**

The degree of Master of Science in Adolescence Education (Grades 7-12): Spanish is offered by the College of Education, Information and Technology in conjunction with the Department of Foreign Languages. The student must take a minimum of 18 credits of Spanish, maintain a cumulative GPA of 3.00 in Education and also in Spanish. In addition, any student who receives grades below B in two graduate courses is considered to have an academic deficiency. A student who earns a third grade below B may lose his or her matriculated status or may be dismissed from the graduate program.

Successful completion of a comprehensive examination in Spanish is also required. Graduate students may take the comprehensive examination no more than twice. A second failure is final and subsequently no degree will be awarded. The comprehensive exam may not be taken until the student is enrolled in his/her last six (6) credits.

For information about this program, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and education course descriptions.

## Linguistics Courses

**LIN 511 Syntax and Stylistics**
An advanced course in English grammar and syntax for writers and others who need a theoretical and technical knowledge of the field. The course will introduce students to various modern theories of grammar through intensive analysis of the language of English sentences. Some attention will be given to style and discourse analysis of longer texts.
ENG 786 is cross-listed as LIN 511.
*Credits: 3*
*On Occasion*

**LIN 512 Descriptive Linguistics**
This course is an overview of descriptive linguistics through the study of such components of language as phonemics, morphology, grammar and semantics.
ENG 787 is cross-listed as LIN 512.
*Credits: 3*
*On Occasion*

**LIN 514 Historical Linguistics**
This course is a historical survey of language study giving special attention to the classical origins, the extensive development in the nineteenth century, and the current understanding of the classification of languages into families. Topics include how languages change by analogy, how the sounds of language change over time, and how borrowing occurs.
ENG 789 is cross-listed as LIN 514.
*Credits: 3*
*On Occasion*

**LIN 515 Sociolinguistics**
In this course, topics covered include basic sociolinguistic concepts, social stratification of language and dialect interaction, stable and unstable bilingualism, language planning, sociolinguistic field methods.
ENG 790 cross-listed as LIN 515.
*Credits: 3*
*On Occasion*

**LIN 516 Psycholinguistics**
The course explores linguistic aspects of biology and physiology, speech and language rehabilitation, optimum age for language study, psychology of learning and motivation in the foreign language, the human ability to recognize and reproduce speech sounds, and the pathology of language.
ENG 791 is cross-listed as LIN 516.
*Credits: 3*
*On Occasion*

**LIN 517 Applied Linguistics**
This introduction to applied linguistics will examine several ways that scholars and educators use linguistics and related sciences to identify and address such issues and problems in language and culture as language and literacy, cross-cultural communication, language education and academic development, foreign language education, language proficiency assessment, bilingual and vernacular language education, language policy and planning and linguistic public policy.
ENG 792 cross-listed as LIN 517.
*Credits: 3*
*On Occasion*

**LIN 518 Cultural Linguistics**
This course is an exploration of human communication in its cultural context including the origins of language, the creation of new language, sign and symbols, nonverbal communication, and contemporary issues in language and culture.
*Credits: 3*
*On Occasion*

## Spanish Courses

**SPA 512 Intermediate Syntax and Stylistics**
This course is a study of syntactical structures and analysis of literary styles. The course includes a review of problematic grammatical structures. This is the first part of a two-semester sequence (SPA 512-513).
*Credits: 3*
*On Occasion*

**SPA 513 Advanced Syntax and Stylistics**
This course is a study of syntactical structures and analysis of literary styles and the examination of stylistic devices characteristic of several Spanish literary masterpieces. (Credit for this course may be applied toward the M.S. in Spanish: Adolescence Education (7-12) and toward the M.A. in Spanish only with permission of the Foreign Language graduate advisor).
*Credits: 3*
*On Occasion*

**SPA 514 Current Spoken Spanish: Phonetics and Practical Applications I**
The course covers recent developments in spoken Spanish and includes discussion of articles from newspapers and magazines. This is the first part of a two-semester sequence (SPA 514-515).
*Credits: 3*
*On Occasion*

**SPA 515 Current Spoken Spanish: Phonetics and Practical Applications II**
In this course, the most recent developments in spoken Spanish, presented through phonetic analysis, are examined. The course is recommended for candidates for certification. The permission of the advisor to the Spanish Graduate Program is required.
*Credits: 3*
*On Occasion*

**SPA 516 Literary Translation (Spanish-English)**
This course is the study of the theory and the practice of the art of translation. Problems in literary translation will be addressed.
*Credits: 3*
*On Occasion*

**SPA 523 Spanish Literature of the 20th Century I**
This course is a concentrated study of the literary developments of the 20th century and is devoted to the authors of the Generation of 1898.
*Credits: 3*
*On Occasion*

**SPA 524 Spanish Literature of the 20th Century II**
This course is a survey of writers from the Generation of 1914 to 1927.
*Credits: 3*
*On Occasion*

**SPA 525 Spanish Literature of the 20th Century III**
This course is a survey of literary movements in Spain since the end of the Spanish Civil War.
*Credits: 3*
*On Occasion*

**SPA 536 Medieval Spanish Literature**
This course is a comprehensive study of Spanish poetry, theater and prose from their origins through the 14th century. Major stress is placed on the epic of Cantar de Mio Cid and the literary criticism concerning it.
*Credits: 3*
*On Occasion*

**SPA 538 The Spanish Theatre of the Golden Age**
This course is a study of the Spanish theatre of the Golden Age from Lope De Vega to Calderon and includes consideration of Cervantes, Alarcon and Tirso de Molina.
*Credits: 3*
*On Occasion*

**SPA 541 Introduction to Spanish Linguistics**
This course is an introduction to the linguistic structure of contemporary Spanish phonology, morphology and syntax. Some coverage of historical developments and dialectology is included.
*Credits: 3*
*On Occasion*

**SPA 547 Latin-American Women Poets**
This course introduces students to the feminist discourse of women poets in Latin American from 1900 to 1940. Students will interpret and apply gender theory in order to analyze critically the development of a new feminist voice in poetry. Topics include social construction of gender, patriarchy, traditional versus new woman, motherhood, and sexuality. Students will also learn how to decode poetry and language devices, and how to integrate both approaches in writing. The course studies poets such as Delmira Agustini, Gabriela Mistral, Alfonsina Storni, Juana de Ibarbourou, Clara Lair and Julia de Burgos.
*Credits: 3*

*On Occasion*

**SPA 548 Latino Writers and the New/Old Homeland**
This course studies Latino writers who address and question the evolution of Latino identity in the United States. Topics include: biculturalism, immigration, bilingualism, Latinos as foreigners, assimilation, old and new country roots, social mobility, generational differences, national pride, the American dream, nostalgia and homeland. Representative authors are: Richard Rodríguez, Julia Alvarez, Sandra Cisneros, Esmeralda Santiago, Junot Díaz, Nilo Cruz, Cristina García, Rodolfo Anaya.
*Credits: 3*
*On Occasion*

**SPA 551 Spanish Romanticism**
This course is a study of the evolution of the Spanish Romantic Movement in theatre, poetry and prose.
*Credits: 3*
*On Occasion*

**SPA 552 The Spanish Novel of the 19th Century**
This course is a study of the Spanish novel of the 19th century from romanticism to realism and naturalism and includes Larra, Alarcon, Espronceda, Gil y Carrasco, Pereda and Valera, and continues with Galdos, Clarin, Palacio Valdes, Pardo Bazan and Blasco Ibanez.
*Credits: 3*
*On Occasion*

**SPA 560 Colonial Spanish-American Literature**
This course is a study of the poetry and prose of Spanish America through the 16th, 17th, and 18th centuries and covers cronistas plus the early poets Sor Juana Ines de la Cruz, El Inca Garcilaso, Rodriguez Freile, etc.
*Credits: 3*
*On Occasion*

**SPA 561 The Novel in Spanish America I**
This course covers the evolution of the novel in Spanish America through the periods of romanticism, realism and naturalism.
*Credits: 3*
*On Occasion*

**SPA 562 The Novel in Spanish America II**
This course covers the novel in Spanish America from modernism to the present.
*Credits: 3*
*On Occasion*

**SPA 563 The Short Story in Spanish America**
This course is a study of the evolution of the short story in Spanish America from the colonial period to the present.
*Credits: 3*
*On Occasion*

**SPA 567 Civilization and Culture of Spain**
This course covers the civilization and the culture of Spain from the days of the Iberos to the present and includes the culture of the Romans, the Visigoths, the Arabs, Medieval Spain, the Spanish Empire, etc., up to and including the Civil War and its social and cultural consequences.
*Credits: 3*
*On Occasion*

**SPA 568 Civilization and Culture of Spanish America**
This course is a study of the civilization and culture of Spanish America from pre-Columbian times to the present. Among the topics discussed are the Indian cultures, the colonial society, the baroque, the 17th century and the independence movement leading to the creation of the present day republics.
*Credits: 3*
*On Occasion*

**SPA 569 The Caribbean: Its Hispanic People and its Culture**
The course is intended to prepare teachers and supervisors in communities with large groups of Caribbean Hispanics to gain insight into the social and cultural backgrounds. The course studies Caribbean Hispanics through their history and sociology by focusing on problems arising from living in another culture.
*Credits: 3*
*On Occasion*

**SPA 572 The Spanish-American Boom**
This course is a study of the major works and writers of the Boom period including Carlos Fuentes, Julio Cortazar and Garcia Marquez.
*Credits: 3*
*On Occasion*

**SPA 574 The New Novel in Latin America**
This course is a study of the major works and writers of the 1970s and 1980s. This course studies writers such as Manuel Puig, Mario Vargas Llosa, Isabel Allende and Rosario Ferre.
*Credits: 3*
*On Occasion*

**SPA 605 Cervantes and His Epoch**
This course is a comprehensive study of the complete works of Cervantes with particular attention to Don Quixote.
*Credits: 3*
*On Occasion*

**SPA 621 Federico Garcia Lorca**
This course is an intensive study of Lorca's drama and poetry.
*Credits: 3*
*On Occasion*

**SPA 624 The Modernist Movement**
This course examines the modernist movement in Spanish America with an emphasis on the poetry of Ruben Dario. The course covers the impact of this movement on the literature of Spain.
*Credits: 3*
*On Occasion*

**SPA 626 Spanish-American Poetry of the 20th Century**
This course is a study of the major figures and trends in Spanish American poetry since Modernism. The course includes poets such as Gabriela Mistral, Cesar Vallejo, Pablo Neruda, Octavio Paz and Rosario Castellanos.
*Credits: 3*
*On Occasion*

**SPA 664 Seminar in Spanish Literature: Special Topics**
This course is a study of a major author, genre or literary movement as determined by the instructor. The course may be taken more than once if the topic is different.
*Credits: 3*
*On Occasion*

**SPA 665 Seminar in Spanish-American Literature: Special Topics with Disciplinary Literacy in Spanish**
This course is a study of major author, genre or literary movement as determined by the instructor. The course may be taken more than once if the topic is different. The course introduces students to the special ways of looking at texts characteristic of the target language and gives the skills to communicate to others fundamental concepts of reading, writing, listening and speaking in Spanish. Applications will pertain to original works, inherently multicultural.
*Credits: 3*
*Annually*

## World Literature Courses

**WLT 565 Dante and Divine Comedy**
This course is an in-depth study of the sources, structure and form of The Divine Comedy with some reference to Dante's impact on Western literature, Dantean bibliography and a comparison of some noteworthy English and American translations.
*Credits: 3*
*On Occasion*

**WLT 566 Medieval Literature**
This course covers the main currents and genres, the outstanding figures and the enduring masterpieces of medieval literature with particular emphasis on its continental evolution.
*Credits: 3*
*On Occasion*

**WLT 567 Masterpieces of Classical Literature**
This course examines the enduring masterpieces of Greek and Roman literatures up to the time of Seneca.
*Credits: 3*
*On Occasion*

# DEPARTMENT OF HISTORY

**Phone: 516-299-2407**
Chair: Associate Professor Attie
Associate Professors: Diehl (Graduate Director), Hiatt, Tambor
Adjunct Faculty: 10

The study of history is a fascinating journey into the enormous variety of human experiences. In a world becoming ever more complex, we help students understand their place in contemporary society by exploring how the individuals, ideas and social conflicts in the past created historical change. A faculty of accomplished historians introduces students to the histories of America, Europe, Latin America and the Ancient world. We also offer thematic courses on historical subjects that transcend geographic and chronological boundaries, including: the history of science and medicine, ethnicity and migrations, cultural history, religious history, urban history, and the history of women, the family and sexuality. In all of our courses we emphasize the importance of asking questions, analyzing evidence and evaluating conflicting interpretations. As a history student, you will develop skills in reading, research writing, and communication that will equip you to succeed in all professional careers and to engage the world in meaningful ways.

The Department of History graduate degrees include the Master of Arts in History and the Master of Science in Middle Childhood Education (Grades 5-9) and a Master of Science in Adolescence Education (Grades 7-12) with a concentration in Social Studies in conjunction with the College of Education, Information and Technology. The Middle Childhood and Adolescence Education programs are for students who seek initial or professional New York State teacher certification to teach in middle or secondary schools. Non-matriculated students who wish to enroll in graduate history courses on an ad-hoc basis must give evidence of satisfactory completion of appropriate preparatory coursework in history on the undergraduate level, and secure the permission of the graduate advisor.

## M.A. in History

The 30-credit Master of Arts in History is designed for those who plan to pursue a new career as a social study teacher; practicing social studies teachers who need to fulfill their master's requirement, professionals considering new careers options, as well as those who wish to deepen their knowledge of history. It also provides a springboard for those who plan to enter doctoral programs in history. The master's degree program places emphasis on learning to think with rigor, to assess evidence, interpret historical events and write with clarity and precision. Graduate courses are structured as seminars that meet once a week in which students discuss readings in depth and develop literacy in recent scholarship. Graduate history courses cover a range of historical subjects including: "Ancient and Medieval Economic," "The Atlantic World," "America During the Civil War and Reconstruction," "Historical Myth and Popular Memory," and "Latin America." All M.A. students are required to take HIS 601 (Historiography) which examines different theories of historical thought and models of historical methods. Students may choose to complete a thesis, comprehensive exam or practicum in public history or policy.

Graduates of the Master of Arts in History program are ideal candidates for positions as researchers, educators, journalists, museum curators, and public service professionals. A number of our graduates go on to doctoral programs to become professional historians.

**ADMISSION REQUIREMENTS**

Applicants to the Master of Arts in History must meet the following requirements for admission.

- Application for Admission
- Application fee: (non-refundable)
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Bachelor's degree with at least a 3.0 cumulative grade point average in undergraduate work. A student whose undergraduate major was not history must have at least a 3.0 cumulative grade point average and a cumulative 3.0 average in any undergraduate history courses he or she may have taken. Students who lack sufficient undergraduate preparation should expect to make up deficiencies by taking up to 24 credits of undergraduate coursework in history, the credits for which will not be applied toward the Master of Arts degree requirements.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer based or 550 paper-based) or minimum IELTS score: 6.5.

**Send application materials to:**
Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, NY 11548-1300

**ACADEMIC POLICIES**

Any student who receives a grade less than B in a History course will be placed on probation. Probationary students may take no more than one course in History. A student who receives three grades below B will be dropped from the program. A student whose GPA in History courses is below a 3.0 will be ineligible to take the Comprehensive Exams and will be dropped from the program.

Students may choose to complete a comprehensive examination in History is as part of their degree requirements. Graduate students may take the comprehensive examination no more than three times. A third failure is final and subsequently no degree will be awarded.

### M.A. in History

*{Program Code: 07085}*

**Required Historiography Course**

| | | | |
|---|---|---|---|
| HIS | 601 | Historiography | 3.00 |

**Elective History Courses**

Seven courses/twenty-one credits from all HIS courses excluding HIS 708.
Students must choose a capstone option (Comprehensive Exam, Public History Internship or Thesis).

### Comprehensive Exam Option Requirements

**Additional Elective History Courses**

Two additional courses/six credits from all HIS courses excluding HIS 708

**Required Comprehensive Exam**

Students must pass a comprehensive exam administered by the History Department.

### Public History Internship Option Requirements

**Additional Elective History Course**

One additional course/three credits from all HIS courses excluding HIS 708

**Required Public History Internship Course**

| | | | |
|---|---|---|---|
| HIS | 705 | Practicum in Public History or Public Policy | 3.00 |

### Thesis Option Requirements

**Required Thesis Courses**

**All of the following:**

| | | | |
|---|---|---|---|
| HIS | 707 | Thesis Seminar | 3.00 |
| HIS | 708 | Thesis | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 30 (all options)
Minimum Major GPA: 3.00

## Joint Programs with College of Education, Information and Technology

**M.S. Adolescence Education (Grades 7-12)**

The degree of Master of Science in Adolescence Education (Grades 7-12): Social Studies is offered by the College of Education, Information and Technology in conjunction with

the Departments of History and Political Science. The student must take a minimum of 18 credits of History, maintain a cumulative GPA of 3.00 in Education and also in History. Based on previous course work and with approval of the graduate advisor, students may substitute History courses with courses from Political Science. In addition, any student who receives grades below B in two graduate courses is considered to have an academic deficiency. A student who earns a third grade below B may lose his or her matriculated status or may be dismissed from the graduate program.

Successful completion of a comprehensive examination in Social Studies is also required. Graduate students may take the comprehensive examination no more than three times. A third failure is final and subsequently no degree will be awarded.

For information about this program, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and education course descriptions.

## History Courses

**HIS 501 Ancient Historians**
In the study of the ancient world, no sources are more essential than the historical narratives written by ancient authors. Using these sources, however, is complicated. Ancient narratives are not mere recordings of events, but representations of human society, crafted by their authors to fulfill various agendas. Discussions do not focus on actual events. Rather, students read a wide range of narratives and consider how the authors presented their subjects and themselves, how they claimed the authority to write history, and how their narratives were shaped by their social, cultural, and religious context.
*Credits: 3*
*On Occasion*

**HIS 502 Roman Politics**
Between the 5th century B.C. and the 5th century A.D., the Roman state was transformed from a minor city-state to a Mediterranean-wide empire, from a republic to a monarchy, and from a polytheist to a Christian organization. During that time it produced institutions and ideologies which continue to influence the modern world. This research seminar will cover such topics as the Roman republic as a governing system, the political impact of Roman conquest, the Augustan Revolution, the early Imperial regime, the Christianization of Roman government, the development of Roman law, and the fragmentation of the Roman empire.
*Credits: 3*
*On Occasion*

**HIS 503 Ancient and Medieval Economic Life**
This seminar looks at the sources and scholarship on a series of issues critical to understanding the way people in the classical and medieval Mediterranean made their living and acquired wealth and social status. The course examines the nature of the Roman-era economy, specifically the debate between those who focus on the differences between ancient and modern economic values, and those who focus on the development of ancient trade. Topics include: ancient agricultural methods, slavery, economic gender roles, the effects of Roman imperial institutions, and the impact of new religious communities (e.g. the Christian church). Course will explore economic aspects of Islamic conquest, the development of feudal relationships, and the effects of urbanization and long-distance trade.
*Credits: 3*
*On Occasion*

**HIS 504 The Rise of Christianity**
Of all the changes brought on by Roman rule, no development had a greater social and cultural impact than the spread of new religious communities, especially Christianity. This course will look at the big question: How and why did Christian churches, and other large-scale religious communities, form and spread? After surveying the work of modern scholars , including confessional (i.e. religiously identified) approaches, psychological and anthropological methodologies, explanations based on political or cultural changes, and quantitative techniques, including comparative studies of the spread of Judaism and that of Islam.
*Credits: 3*
*On Occasion*

**HIS 505 Saints and Heretics in Late Antiquity**
During the Roman and post-Roman period, Mediterranean societies underwent a strange cultural trend. Across virtually all religious communities, people developed a new interest in holiness ~ manifestations of divine power. This course examines this development by focusing on the literary sources which reveal it most: religious biographies. As an exercise in cultural studies, this course sets aside issues surrounding the factuality of religious literature. Rather the class uses religious texts to examine perceptions of holiness and unholiness and to explore the massive impact of such perceptions of Mediterranean society. Specifically, the course covers Greek and Roman worship of heroes and kings, later polytheistic visions of holy people, biblical images of prophets, Jewish views of holy teachers, Christian views of Jesus and the apostles, Christian veneration of martyrs and ascetics, and notions of unholy people in Christian and non-Christian religious traditions. All along, students examine the role of class, gender, political structures, religious rivalries, and authorial agendas in shaping the way holiness is presented.
*Credits: 3*
*On Occasion*

**HIS 506 Medieval Europe**
Course will introduce students to the history and culture of Medieval Europe, both West and East between 410 and 1500. Topics will include: Charlemagne's empire, agrarian and commercial revolutions, the Crusades, and the rise of European monarchies.
*Credits: 3*
*On Occasion*

**HIS 507 Medieval European Communities**
A broadly conceived introduction to the problem of community and group-identity in the Middle Ages that includes detailed examinations of the ways in which political, social, religious, and economic communities were organized and operated between 900 and 1300. Topics to be covered include the "feudal" debate and issues of lordship and government, urban and agrarian communities, lay and monastic religious movements, and the structure of families.
*Credits: 3*
*On Occasion*

**HIS 509 The Ottoman Empire**
A study of the formation of Ottoman Empire from its rise in the 13th and 14th centuries to its collapse in the wake of World War I. Course traces the history of the empire and its evolution as an increasingly complex society, the impact of European imperialism, the sources of Ottoman weaknesses and the legacies of its dissolution.
*Credits: 3*
*On Occasion*

**HIS 510 Sex, Gender and Family in the Ancient Mediterranean**
In modern societies few topics attract more cultural interest than sexuality and family life. The same was true in the ancient Mediterranean. Writers and ordinary citizens argued over the meaning of love and sexual desire, the value of marriage and homosexual relations, the characteristics and duties of men and women, the relationship between parents and children, the role of distant relatives and domestic servants, and even the very definition of family. This course examines notions of sexuality, gender roles and family life in Ancient Greek poleis, the Roman Empire, and religious communities of late antiquity (rabbinic Judaism and Christianity).
*Credits: 3*
*On Occasion*

**HIS 511 Medieval Monasticism**
Monastic communities were among the most important institutions of medieval Europe. In this course we will examine the social and cultural lives of monastic communities, focusing on their institutional structure, relationships between lay and monastic communities, the nature of monastic spirituality, and the role of gender in the religious life. Students will produce a piece of original scholarship based on the work with primary sources as part of this class.
*Credits: 3*
*On Occasion*

**HIS 512 The Reformation**
This course is designed to introduce graduate students to current historiographical debates on Reformation Europe, with an emphasis on recent developments in social and cultural history and the diverse approaches used by early modern historians. It will begin by focusing on Germany, the cradle of the Protestant movement, but the course will be pan-European in scope. It will examine the religious movements begun by Luther, Zwingli, Calvin, Henry VIII and others. The principal focus is on Protestantism, but there will be comparison with Catholic reform as well.
*Credits: 3*
*On Occasion*

**HIS 513 The Written Word in Medieval Europe**
This course takes an interdisciplinary approach to the history of the written word, exploring the various roles it fulfilled in medieval European society up to and including the invention of printing. Topics to be covered include the nature of literacy, the various forms assumed by writing,

changes in the nature of reading, and the different means of interacting with the written word as we grapple with the question as to why and how writing and literacy became markers of progress and civilization.
*Credits: 3*
*On Occasion*

**HIS 520 Renaissance Europe**
An exploration of intellectual and cultural changes that define Renaissance Europe, an era of enormous intellectual awakening and achievement. This course will cover explorations of "New World," the centralization of nation-states, and the lives of ordinary people.
*Credits: 3*
*On Occasion*

**HIS 523 Seventeenth-Century Europe**
This course examines the political, economic, social and cultural structures of Europe during the "long 17th century" of 1589-1715. Topics include religious developments, the Scientific Revolution, the creation of absolute monarchy in France, and the solidification of a constitutional monarchy in England.
*Credits: 3*
*On Occasion*

**HIS 525 The Enlightenment**
Topics covered in the course include the social, political, cultural, and economic structures of eighteenth-century Europe; the philosophers Montesquieu, Voltaire, Diderot, Rousseau, Condorcet, and Kant, as well as "grub street" authors of political libels and pornography; and the nature of the relationship between the Enlightenment and the French Revolution.
*Credits: 3*
*On Occasion*

**HIS 526 The French Revolution**
This course examines the many political, economic, social and cultural causes of the French Revolution as well as the reasons for the Revolution's increasing radicalization, the de-Christianization campaign and the Reign of Terror. The class will analyze the impact of the Revolution on France's colonial possessions and the slave trade and consider why the Revolution ended with the rise of an emperor.
*Credits: 3*
*On Occasion*

**HIS 527 Early Modern France**
This course examines the political, cultural and social history of France from 1515 to 1789, from the French Renaissance to the outbreak of the History French Revolution. The emphasis of this course will be on recent historiographical debate over methods and approaches to studying the past. Each week's discussion will involve analysis of the methods of the historian as well as a discussion of the events the authors describe.
*Credits: 3*
*On Occasion*

**HIS 528 Religion and Society in Early Modern Europe**
This course examines religion in European society from the Protestant Reformation to the de-Christianization campaigns of the French Revolution. Along with studying the dominant Catholic and Protestant churches, and their interactions with Judaism, the class also looks at alternative religious movements such as the Radical Reformation, Jansenism, Methodism and groups that challenged prevailing religious opinion.
*Credits: 3*
*On Occasion*

**HIS 530 Edible Conflicts: Food in History**
This seminar seeks to explore conflicts emerging from the production and consumption of food from prehistoric to modern times. The course will begin and end with an examination of food in a global perspective; in the middle weeks, we will focus on the European context as a locus of modernizing technologies and patterns of consumption. Students will consider the development of settled agriculture in the history of food; ideologies of social status and 'taste' as they have influenced European food consumption; the impact of knowledge about health and hygiene on European dietary habits; changing modes of production of major food commodities; the place of drink in diet and social life of the nineteenth century; and changes in transport and technology in the development of consumer culture and food commodities.
*Credits: 3*
*On Occasion*

**HIS 535 Women in America**
This course offers graduate students in a broad survey of the history of women who have lived in what is now the United States from 1600 to the present. We will discuss women of diverse backgrounds, and will consider questions of women's relative autonomy and power; shifts in discourses of gender, race and class; the value and variety of women's labor; women's engagement with the politics and social reform; sexuality and reproductions; and philosophical and spiritual commitments.
*Credits: 3*
*On Occasion*

**HIS 537 Race, Class and Ethnicity in American History**
This seminar explores the intersections of race, class and ethnicity in nineteenth- and twentieth-century America. It will look at the development of race as an ideology in defense of slavery, antebellum scientific racism, and in the development of racism through the eras of emancipation, Reconstruction, segregation and immigration. It will explore changes in "American" national identity and citizenship from the late 19th century to the present, examining scholarly debates over the concept of "whiteness" and how immigrant groups were accorded varied "racial" attributes as they attempted to assimilate into American society. The course will examine the varieties of racist and racialist ideas as they applied to African Americans, European immigrants, Asian-Americans, and Latino-Americans, and how these were mediated through class and the dynamics of gender politics.
*Credits: 3*
*On Occasion*

**HIS 538 Modern European Communities**
This course will survey major texts in Modern European history and historiography by exploring the theme of communities. Through detailed examinations of the ways in which political, social, religious and economic communities were organized and operated in the nineteenth and twentieth centuries, the course encourages students to consider recent European history through the developments that cut across private and public spheres in the lives of Europeans. This course's approach is intended to complement and reflect the seminar on Medieval European Communities; students will be able to build a coherent study of major development over the "longue durée."
*Credits: 3*
*On Occasion*

**HIS 540 Nineteenth-Century Europe**
This course investigates the 19th century as the founding age of what we have come to think of as modern Europe. It examines the origins and development of major nineteenth-century concepts, ideologies, and institutions that are commonly regarded as the foundations of twentieth-century European society and politics, such as the nation state, the welfare system, capitalism, social democracy, communism and nationalism. It aims to make students aware of the ambiguities inherent in the notion of progress commonly associated with the nineteenth century. If we consider that many nineteenth-century developments did not reveal their full implication until the calamitous twentieth century, can we really call the nineteenth the "age of progress"?
*Credits: 3*
*On Occasion*

**HIS 542 Twentieth-Century European Intellectual History**
The course examines major ideological developments and schools of thought, such as totalitarianism, existentialism, feminism, environmentalism, postmodernism and the Third Way, placing them in specific socio-political and cultural contexts. Discussions will focus on key texts by Friedrich Nietzsche, Sigmund Freud, Lenin, Jose Ortega y Gasset, Albert Camus, Hannah Arendt, Jean-Paul Sartre, Simone de Beauvoir, Karl Popper, Isaiah Berlin and Michel Foucault.
*Credits: 3*
*On Occasion*

**HIS 543 Imperialism and Colonialism**
Course explores the rise of European imperialism, varieties of colonial systems, cultural representation of empire, and ways that Europeans employed ideologies of race and gender to rule colonial subjects. Will examine imperialism and colonialism as systems of political domination and economic exploitation as well as forms of colonial resistance.
*Credits: 3*
*On Occasion*

**HIS 544 Europe, 1914-1945**
This course is a study of Europe's domestic affairs and international relations from the beginning of World War I to the end of World War II.
*Credits: 3*
*On Occasion*

**HIS 545 World War II and Postwar Europe**
The course examines the Second World War as a global conflict which profoundly altered the course of world history. The focus will be on the conflict's long-term consequences, such as the creation of Israel, the Cold War, the transition to post-colonial rule, the fate of displaced communities from Eastern Europe, and the foundation of international peacekeeping and defense organizations.
*Credits: 3*
*On Occasion*

**HIS 551 The Early Modern Atlantic World, 1450-1800**
In this world history course, students will study the interrelated histories of Europe, Africa, the Caribbean and North and South America from the age of exploration through the late eighteenth-century democratic revolutions. The methodology is comparative. Topics will include conquest and colonization, merchant capitalism and coercive labor systems, interactions with the natural world, and political transformations.
*Credits: 3*
*On Occasion*

**HIS 552 America in the Seventeenth and Eighteenth Centuries**
This course is an investigation of selected problems in the history of colonial America such as Puritanism, the beginnings of slavery, the origins of evolution of communities, witchcraft at Salem, the Great Awakening, and early American politics.
*Credits: 3*
*On Occasion*

**HIS 553 Birth of the American Republic**
This course offers a survey of salient issues in the historical interpretation of the American Revolution and the establishment of the United States. Students will read historians' treatment of such topics as interactions between Britain and its North American colonies before 1776, the Revolution as both a military and an ideological conflict, the effect of the war on different social groups, the political and imaginative development of a separate nation, and the initial experiences of nationhood.
*Credits: 3*
*On Occasion*

**HIS 554 History of American Thought**
This course explores American thought and culture by examining the ideas of key thinkers and history of intellectual movements.
*Credits: 3*
*On Occasion*

**HIS 555 Jacksonian America, 1815-1850**
The election of Andrew Jackson in 1828 signaled the shift toward American democracy. With the election of the first president to come from humble origins and passage of universal white manhood suffrage laws, the period is also known as the "era of the common man." Course will cover Jackson's leadership in the Nullification Crisis, the expulsion of Cherokees, and the Bank War. This seminar will investigate the spread of industrial capitalism and commercialized agriculture, the rise of wage labor, the factory system, the expansion of slavery, the rise of scientific racism, feminism and new ideologies of gender.
*Credits: 3*
*On Occasion*

**HIS 556 America in the Era of the Civil War and Reconstruction**
This seminar will cover America during the era of its most cataclysmic event - the Civil War - and its most radical experiment in equality and democracy - Reconstruction. The course will investigate the forces that led to war: the expansion of slavery; the South's relationship to the industrializing North; the emergence of ideologies of reform, abolitionism, and free labor; and the Southern defense of slavery. It will analyze the ultimate failure of compromises over slavery that defined American politics from the ratification of the Constitution to the secession crisis. It will explore the changing military, political and social character of the Civil War, the process of emancipation, the nature of the Union that emerged from war and the triumphs and failures of Reconstruction.
*Credits: 3*
*On Occasion*

**HIS 557 Capitalism and its Discontents: 1870-1919**
This course covers U.S. history from the Gilded Age through the Progressive Era. This period saw the rise of large-scale manufacturing, growing inequalities of wealth, large-scale immigration, and a host of radical and reform movements to address the inequities and corruption that were pervasive. Topics include the agrarian Populist movement, anarchism, socialism and the labor movement. This course will investigate Progressivism as a middle-class effort to stave off class war, and the varieties of Progressivism from "clean government" campaigns, antitrust legislation, settlement houses to prohibition. This course will explore the changing definitions of rights, liberty and citizenship in the era of Jim Crow, imperialism, eugenics and the growth of a new consumer identity.
*Credits: 3*
*On Occasion*

**HIS 558 Modern America**
An examination of the emergence of modern America, from the late nineteenth century, during which the country developed from an industrializing, urbanizing society to its 20th-century formation as a mass society. It will focus our attention on themes related to the tension between progress and resistance in America from 1880-1945, including technology and society; race relations; immigration; urbanization; and politics and society.
*Credits: 3*
*On Occasion*

**HIS 559 America Since 1945**
Even though by 1945 the United States had assumed many of the contours of what we think of as modern America, the decades since have been a time of dramatic change on numerous fronts in the domestic arena - for example, in the status of blacks in American society (from civil rights struggle to civil enfranchisement to African-Americans occupying top political positions); or in the roles of women (from life in a sharply circumscribed and often separate sphere of social and economic activity to nearly full social and economic enfranchisement and opportunity); or in mass communication (from radio to TV to the Internet). We will focus on one or two themes that will vary from semester to semester, such as: technology and society; family, gender and sexuality; politics and society; and race, ethnicity and immigration.
*Credits: 3*
*On Occasion*

**HIS 560 African-American History**
African-American history from the origins of slavery to the present. Course will cover the nature of African-American slavery, the struggle to destroy slavery, construction of "race" and rise of racism, the black experiences in the Civil War and Reconstruction, the Jim Crow system, disfranchisement, lynchings and anti-lynching campaigns, the Great Migration, the Harlem Renaissance, the Civil Rights movement, black nationalism and the Black Power movement, black urban culture and politics. The course will pay special attention to the ways in which diasporic Africans have shaped American culture and the ways in which racism has shaped African-American lives and American society.
*Credits: 3*
*On Occasion*

**HIS 562 Myth and Memory in America**
This course is an examination of the collective memories and historical myths that Americans have constructed about themselves and their past. This

course examines how historical memories are expressed in (and created by) public monuments, historic sites, museum exhibits, textbooks, world's fairs and preservation projects. The course also reviews how public remembrances of wars became lightning rods for competing political ideologies, the differences between memory and history, and the relationship of political economic power to the shaping of memories.
*Credits: 3*
*On Occasion*

**HIS 563 War, Militarism and American Society**
A history of militarism in America that explores war from political, economic, social and cultural perspectives. Will examine the intersection between society and military institutions, technology and military ideologies from the 18th century to the present.Will examine changing styles of warfare, definitions of a "just war," and defensive and offensive wars. Topics may include the concept of Manifest Destiny, conquest, settlement, Indian wars, foreign wars, world wars, the Cold War, the "Vietnam Syndrome," empire, recruitment, the draft and resistance movements.
*Credits: 3*
*On Occasion*

**HIS 565 The American West**
Course will examine the West as a place of conquest and migrations, from the 16th century to the present, and as a concept as it has played out in American culture, politics and imagination.Will address issues including cultural contact and conflict, human interactions with nature, relationship of western states and the federal government, tourism and the shifting debates about frontiers and borders.
*Credits: 3*
*On Occasion*

**HIS 567 New Deal America**
An exploration of the Great Depression, the growth of the labor movement, critiques of American capitalism, and the solutions attempted by F.D.R.'s government. Will analyze the impact of World War II on domestic policies and foreign priorities.
*Credits: 3*
*On Occasion*

**HIS 569 The Cold War**
The seminar seeks to familiarize graduate students with some of the latest historical scholarship on the Cold War, to expose them to differing analytical and interpretive approaches to this period, and to provide a corpus of in-depth knowledge about the era, including key events, decision makers and their policies, the cultural milieu, and significant documents. We will be examining both the domestic and international dimensions of the era, reading works that deal with such diverse themes as nuclear weapons theorists and theories, McCarthyism, the complex nature of US-West European relations, the roles of non-Western states and actors vis-à-vis the superpower competition, and American culture as a factor during the Cold War.
*Credits: 3*
*On Occasion*

**HIS 571 American Popular Culture**
This course will focus on analyses of primary documents and examine both the domestic and international aspects of what is arguably the most significant endeavor of modern/contemporary America: the production and dissemination of popular culture.
*Credits: 3*
*On Occasion*

**HIS 575 U.S. Foreign Relations Since 1900**
This seminar will expose students to a variety of themes, monographs and selected documents covering United States foreign relations since the turn of the 20th century. Over the course of the semester, students will have the opportunity to read widely across an historiography that encompasses traditional diplomatic history and analyses of cultural, gender, and race/civil rights dimensions of foreign relations (and thus helping to establish a broad definition of the term). We will also view and integrate into our discussion several relevant American film satires that are particularly illuminating about the time in which they were released.
*Credits: 3*
*On Occasion*

**HIS 582 East Asian Civilizations**
An examinations of the civilizations of China, Korea, and Japan. Will cover forms of government authority, philosophical disputes, religious beliefs and practices. Will analyze debates about the paths to East Asian modernity.
*Credits: 3*
*On Occasion*

**HIS 583 Modern Latin America**
Will cover major events of modern Latin American history including independence movements against colonial rule, revolutions, and the construction of modern nation-states. Will examine development of nationalism, social movements, populism, as well as the politics and cultures of indigenous peoples.
*Credits: 3*
*On Occasion*

**HIS 584 Political Violence, "Dirty Wars," and Truth Commissions in Latin America**
This seminar examines political violence and human rights violations in Latin America in the twentieth century. Police and military forces frequently used violence against left-wing or communist "subversion," often with the state's approval. This disproportionate response often resulted in "dirty wars" that left hundreds of thousands of civilians dead. Especially after 1970, large-scale investigations or truth commissions researched and reported on these violent internal conflicts and civil wars as a way to promote healing and reconciliation. The seminar situates political violence within a broader history of human rights, particularly tensions between individuals and collectivities in the modern nation-state.
*Credits: 3*
*On Occasion*

**HIS 585 Disease and History**
From the Black Death to AIDS, diseases have dramatically affected the course of people's lives. Simultaneously, diseases are also human constructions, for people's actions shape the emergence and spread of diseases. In this course we will study selected examples of diseases outbreaks in different times and places, with particular attention to distinctive social histories of disease and distinctive cultural interpretations of illness and healing.
*Credits: 3*
*On Occasion*

**HIS 587 History of Modern Iran**
While surveying a comparatively brief moment within Iran's millennium-long metamorphosis, this course presents a rigorous analysis of the theme of revolution from the rise of Qajar dynasty at the end of the 18th century to the declaration of the Islamic Republic at the end of the 20th century. The class intends to provide students with both a concise overview of the land's modern history and introduce them to several key works in the field of Iranian studies.
*Credits: 3*
*On Occasion*

**HIS 589 History of Borderlands**
We live in a world seemingly defined by very hard borders. Our neighborhoods, cities and nations are often portrayed as divided along strict categories of identity (ethnicity, class, culture, etc.). This perception (real or imaginary) is grounded in the creation of the modern nation-state. Yet whether one looks at politics and society in places as different as San Diego, Palermo, Singapore, or the Northwest Territories of Pakistan, communal and political borders were historically more gray than black and white. This course approaches the process by which national and communal borders were forcibly ossified. This course offers an introduction to the construction and consolidation of nations and their borders. We will view this process through a long lens and approach issues of nationalism, state-building and resistance in such diverse places as Macedonia, the North Caucasus, the Sudan, southern China, and Los Angeles. As a course based in global history, students will be treated to a wide variety of historical methodologies.
*Credits: 3*
*On Occasion*

**HIS 592 History of American Woman**
This course is an examination of the experiences and identities of women over the course of American history. Course will analyze shifting ideologies about gender relations and the

consequences for the economic, political and social life of the nation. It will cover concepts of womanhood, female citizenship, family, sexuality and the growth of feminist thought.
*Credits: 3*
*On Occasion*

**HIS 599 Topics in History**
Courses on different historical topics that will be announced under relevant subtitles.
*Credits: 3*
*On Occasion*

**HIS 601 Historiography**
An introduction to the variety of interpretive stances taken by historians in the past century and a half. Education in history at the master¿s level concentrates on how history is Interpreted, rather the facts of history themselves. All historians work with factual information, but historians vary widely in the questions they ask, in the kinds of evidence they attend to, and the ways in which they explain what happened. We will study a variety of approaches, including history influenced by Marx, the Annales school, structuralist and post-structuralist anthropologists, Habermas, Foucault, Hayden White, feminists, and Kuhn. Students will write a significant study of the historiography of some historical topic, demonstrating that they have developed a critical understanding of modes of historical interpretation.
*Credits: 3*
*Every Spring*

**HIS 705 Practicum in Public History or Public Policy**
Designed as one option for successful completion of the degree, this course provides opportunities for M.A. students to develop a significant project intended either to present an aspect of history to the public or to research the historical background for a current issue of public policy. Students will work independently with a faculty member to design and carry out a project tailored to their specific career objectives.
*Credits: 3*
*Every Fall and Spring*

**HIS 707 Thesis Seminar**
Required of matriculated master's students following Plan I. In the first semester, student will work with thesis advisor to define thesis subject, identify primary and secondary sources, produce an outline, an annotated bibliography, and conduct research.
*Credits: 3*
*Every Fall and Spring*

**HIS 708 Thesis**
Required of matriculated master's students pursuing thesis option. In the second semester, student will complete research and write the thesis, presenting portions to advisor(s) in stages for critique and revision.
*Prerequsite of HIS 707 is required.*
*Credits: 3*
*Every Fall and Spring*

# INTERDISCIPLINARY STUDIES

**Phone: 516-299-2233**
**Fax: 516-299-4140**
Director: Pereyra (Associate Dean)

Graduate students who have special interests and needs that cannot be met by LIU Post's current list of majors and minors may develop an individual interdisciplinary major, in consultation with their academic advisors. Interdisciplinary studies programs incorporate courses from all academic departments at LIU Post. These programs are designed to promote the ability to recognize connections between different areas and kinds of knowledge; to discover previously unsuspected relationships; and to negotiate confidently among differing approaches to understanding ourselves and our world.

LIU Post awards the following degrees in Interdisciplinary Studies: Master of Arts or Master of Science (36 credits).

## M.A. or M.S. in Interdisciplinary Studies

LIU Post offers both the Master of Arts and Master of Science in Interdisciplinary Studies. The Interdisciplinary Studies program (IDS) is designed for those students whose career or educational goals are not reflected in one of LIU Post's established graduate programs. An individual course of study, subject to the approval of the IDS Faculty Committee, will be developed by the student with the assistance of appropriate departmental graduate advisors and the IDS program coordinator. Students may incorporate courses from any of the five LIU Post colleges and schools. The student's plan of study must be approved before full matriculation is granted.

In addition to designing a unique interdisciplinary degree, students can also elect to follow several other interdisciplinary concentrations: American Studies, Social Studies, Liberal Arts, Museum Studies, Environmental Studies, Public History (Archival or Non-Profit Management) and Literacy Studies among others. While the course work for these concentrations will be individualized according to the goals of the student, the IDS program offers sample plans of study to help guide the selection of courses.

A total of 36 credits is required for either degree, of which 6 credits are in thesis work.

### M.A. in Interdisciplinary Studies Major Requirements

*{Program Code: 78472}*

With approval of the Interdisciplinary Studies Faculty Advisory Committee, students may follow an individualized plan focused on a combination of disciplines not presently offered. Students must also complete an Interdisciplinary Thesis (IDS 707 and 708). Interested students should see the Interdisciplinary Studies faculty advisor.

#### Credit and GPA Requirements

Minimum Total Credits: 36
Minimum Major GPA: 3.00

### M.S. in Interdisciplinary Studies Requirements

*{Program Code: 78473}*

With approval of the Interdisciplinary Studies Faculty Advisory Committee, students may follow an individualized plan focused on a combination of disciplines not presently offered. Students must also complete an Interdisciplinary Thesis (IDS 707 and 708). Interested students should see the Interdisciplinary Studies faculty advisor.

#### Credit and GPA Requirements

Minimum Total Credits: 36
Minimum Major GPA: 3.00

## Interdisciplinary Courses

**IDS 707 Interdisciplinary Thesis Research**
This course is open only to matriculated students in the interdisciplinary studies program. The course covers the preparation of an interdisciplinary thesis under supervision.
*Credits: 3*
*Every Fall, Spring and Summer*

**IDS 708 Interdisciplinary Thesis Seminar**
This course is open only to matriculated students in the interdisciplinary studies program. The completed thesis is evaluated by a three-member committee chosen from the appropriate interdisciplinary fields and is the subject of an oral examination.
*Prerequisite of IDS 707 is required.*
*Credits: 3*
*Every Fall, Spring and Summer*

**SCI 601 Science Research Workshop for High School Teachers**
This workshop is focused on developing skills for mentoring high school students in scientific research.
*Credits: 1 to 3*
*On Occasion*

# DEPARTMENT OF MATHEMATICS

**Phone: 516-299-2447 or 2448**
**Fax: 516-299-4049**
Chair: Professor Rothman
Senior Professor: Borde
Professors: Losonczy, Zeinalian
Associate Professor: Ahdout, Cleopa
Assistant Professor: Redden (Graduate Director)
Adjunct Faculty: 11

A mathematics degree is an excellent foundation for a promising future in practically any profession or discipline. The Department of Mathematics provides numerous graduate-level courses that will enable you to master the mathematical methods and sophisticated reasoning and problem-solving skills essential to a wide variety of fields. The department draws upon the intellectual expertise and talent of a distinguished faculty whose interests include topological groups, probability theory, differential geometry, number theory, dynamical systems and computer graphics, real analysis, numerical analysis, abstract algebra, combinatorics, algebraic topology and the history of mathematics.

The Department of Mathematics offers several graduate programs of study, including the Master of Science in Applied Mathematics (with concentrations in Classical and Computer Mathematics). The Mathematics Department also offers degrees in teacher education: the Master of Science: Middle Childhood Education (5-9) and the Master of Science: Adolescence Education (7-12) with a concentration in Mathematics in conjunction with the College of Education, Information and Technology. The Middle Childhood and Adolescence Education programs are for students who seek initial or professional New York State teacher certification to teach in middle or secondary schools.

## M.S. in Applied Mathematics

The 37-credit Master of Science degree program in Applied Mathematics offers specializations in either Classical Mathematics or Computer Mathematics. Classical Mathematics focuses on the foundations of modern mathematical theory, covering linear algebra, numerical methods and complex analysis. Computer Mathematics combines the fields of mathematics and technology through courses such as logic and information, applications of analysis, linear programming and statistics. Students must complete either a thesis or a prepare a topic in mathematics and deliver a lecture on that topic.

The faculty members in the Department of Mathematics are experts in areas such as topological groups, probability theory, differential geometry, number theory, dynamical systems and computer graphics, real analysis, numerical analysis, abstract algebra, combinatorics and history of mathematics.

Many of our graduates have gone on to receive Ph.D.'s from prestigious institutions. LIU Post graduates also are qualified for rewarding positions in actuarial science, insurance, finance, engineering, manufacturing and education.

**ADMISSION REQUIREMENTS**

Applicants to the Master of Science in Applied Mathematics must meet the following requirements for admission:

- Application for Admission.
- Application fee: (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- A bachelor's degree, including an undergraduate calculus sequence with grades of B or better is required for admission. A student who does not meet the minimum entrance requirements may be accepted on a limited matriculant basis.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer based or 550 paper-based) or minimum IELTS score: 6.5.

**Send application materials to:**
Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, NY 11548-1300

**Academic Policies**

At the start of graduate studies, each student prepares a program of courses with a graduate academic counselor.

MTH 631 and 632 may be waived for a student who has previously earned credit in equivalent courses. Six approved elective credits will be substituted.

A student cannot have more than one grade lower than a B- in mathematics courses that applied toward the degree. This requirement can be satisfied by retaking a course if necessary. Students with two or more of such grades must see an advisor before registering for additional courses.

### M.S. in Applied Mathematics

*{Program Code: 07062}*

#### Required Applied Mathematics Courses

**All of the following:**

| | | | |
|---|---|---|---|
| MTH | 615 | Linear Algebra I | 3.00 |
| MTH | 631 | Foundations of Analysis | 3.00 |
| MTH | 632 | Applications of Analysis | 3.00 |

#### Required Applied Mathematics Capstone Option

**One of the following options:**

| | | | |
|---|---|---|---|
| MTH | 707 | Research Methods and Thesis Seminar | 4.00 |

**OR one additional course/three credits from all MTH courses excluding MTH 707 and 709 AND**

| | | | |
|---|---|---|---|
| MTH | 709 | Oral Presentation | 1.00 |

Students must choose either a concentration in Classical Mathematics or Computer Mathematics.

### Classical Mathematics Concentration Requirements

#### Required Classical Mathematics Courses

**All of the following:**

| | | | |
|---|---|---|---|
| MTH | 543 | Ordinary Differential Equations and Special Functions | 3.00 |
| MTH | 553 | Fourier Methods and Boundary Value Problems | 3.00 |
| MTH | 616 | Linear Algebra II | 3.00 |
| MTH | 627 | Complex Analysis I | 3.00 |
| MTH | 681 | Numerical Methods I | 3.00 |

#### Elective Mathematics Courses

Three courses/nine credits from all MTH courses excluding MTH 707 and 709

### Computer Mathematics Concentration Requirements

#### Required Computer Mathematics Courses

**All of the following:**

| | | | |
|---|---|---|---|
| MTH | 512 | Mathematical Logic and Information | 3.00 |
| MTH | 521 | Linear Programming | 3.00 |
| MTH | 568 | Mathematical Statistics | 3.00 |

#### Elective Mathematics Courses

Five courses/fifteen credits from all MTH courses excluding MTH 707 and 709

#### Credit and GPA Requirements

Minimum Total Credits: 37 (both concentrations and capstone options)
Minimum Major GPA: 3.00

## Joint Programs with College of Education, Information and Technology

**M.S. Adolescence Education (Grades 7-12)**

The degree of Master of Science in Adolescence Education (Grades 7-12): Mathematics is offered by the College of Education, Information and Technology in conjunction with the Department of Mathematics.

The student must take a minimum of 18 credits of Mathematics, maintain a cumulative GPA of 3.00 in Education and also in Mathematics. In addition, any student who receives grades below B in two graduate courses is considered to have an academic deficiency. A student who earns a third grade below B may lose his or her matriculated status or may be dismissed from the graduate program.

The student is required to take a comprehensive written examination that tests the student's knowledge of the main concepts studied in MTH 511, 513, 514 and 631. This exam will be given once per semester as announced.

For information about this program, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

## Mathematics Courses

**MTH 501 Mathematics for Elementary School Teachers I**
This course is an intensive study of: the structure of the number systems and systems of enumeration including bases other than 10; the set concept and those set operations pertinent to the elementary school curriculum; the fundamental operations of arithmetic; useful topics from number theory, including a study of divisibility, primes, the fundamental theorem of arithmetic, finite and infinite decimal series.
*Credits: 3*
*On Occasion*

**MTH 502 Mathematics for Elementary School Teachers II**
This course covers work in finite arithmetic, modulo systems, topics in logic for the elementary school, a look into two- and three-dimensional geometry for the grades including topics in basic measurements, surface areas and volumes of geometric figures, experiments in geometry and topology, set theory and its relation to the languages of geometry, and finally, a look into some probability as applied to fifth and sixth grade mathematics.
*Credits: 3*
*On Occasion*

**MTH 511 Set Theory**
This course covers sets, Cartesian products, relations, functions, binary operations, finite and infinite cardinal numbers and its application to the development of mathematical systems.
*Credits: 3*
*Every Spring*

**MTH 512 Mathematical Logic and Information**
Topics covered in this course are the propositional and predicate calculus, binary arithmetic and coding, error-correcting codes, information and entropy.
*Credits: 3*
*Alternate Spring*

**MTH 513 An Introduction to Abstract Algebra**
This course is not open to students who have had an upper-level undergraduate course in algebraic structures. This course is a study of the basic properties of the natural numbers. Construction of the integers, rational numbers, real numbers and complex numbers is included. In the process of these constructions there arise the basic algebraic structures: groups, rings, fields. Also included are equivalence relations and isomorphisms.
*Credits: 3*
*Every Fall*

**MTH 514 Euclidean Geometry**
This course is a careful study of the foundations of Euclidean geometry contrasting the metric and synthetic approaches. This course includes ruler and compass construction. Different strategies involving reading, writing, talking and listening will be used to make sense of mathematics and to develop insight into how these strategies can help students of varying ability levels become active participants in learning mathematics. Thus, participating students will not only improve their own abilities at learning with texts, but will also learn how to adapt the techniques to pre-college learning environments. The course will actively engage students in learning mathematics with texts varying in level of content background and difficulty. This course satisfies the literacy requirement in the discipline for the Master of Science in Adolescence Education: Mathematics.
*Credits: 3*
*Every Spring*

**MTH 521 Linear Programming**
This course covers elementary linear algebra, convex geometry, linear programming problems, the simplex method. Also included is Tucker and Dantzig tableaux, duality, sensitivity analysis, solutions of the transportation and the assignment problems, and computational considerations.
*Credits: 3*
*Alternate Fall*

**MTH 524 History of Mathematics**
This course covers the development of mathematical concepts and methods from ancient times to the present. The course includes the interaction of mathematics and the physical sciences and the evolution of the abstract point of view.
*Credits: 3*
*On Occasion*

**MTH 543 Ordinary Differential Equations and Special Functions**
This course examines the properties of solutions of ordinary differential equations, existence and uniqueness, series solutions of linear differential equations near regular and singular points. The course is a study of special functions: Bessel, Legendre and hypergeometric.
*Co-requisite of MTH 631 is required.*
*Credits: 3*
*Alternate Fall*

**MTH 553 Fourier Methods and Boundary Value Problems**
This course covers partial differential equations of physics and the Fourier series and integrals with applications to initial and boundary value problems. The course includes orthogonality and completeness, series of Bessel functions, Legendre polynomials and convergence.
*Co-requisite of MTH 631 is required.*
*Credits: 3*
*Alternate Spring*

**MTH 568 Mathematical Statistics**
Topics include classification of data, experimental design, hypothesis testing, unbiased and maximum likelihood estimators, nonparametric statistics, regression and correlation.
*Credits: 3*
*Alternate Fall*

**MTH 584 Automata Theory**
The course includes the theoretical basis of computer science, including discussion of finite automata, context-free grammars, pushdown automata, Turing machines, computable functions, the halting problem, incompleteness and unsolvability, and Godel numbering.
*Prerequisite of MTH 512 or permission of Dept is required.*
*Credits: 3*
*On Occasion*

**MTH 613 Number Theory**
This course includes the Euclidean algorithm, the Fundamental Theorem of Arithmetic, Euler's function, linear Diophantine equations, congruence and modular arithmetic, Gauss's and Euler's theorems, quadratic residues and reciprocity law, and homogeneous binary forms.
*Credits: 3*
*On Occasion*

**MTH 615 Linear Algebra I**
This course includes the study of real vector spaces, linear dependence and independence and bases. Linear transformations, matrices, determinants and linear equations are also included.
*Co-requisite of MTH 631 is required.*
*Credits: 3*
*Alternate Fall*

**MTH 616 Linear Algebra II**
This course covers quadratic forms, eigenvalues and eigenvectors, diagonalization, canonical forms; also, the applications to differential equations including small oscillation theory.
*Prerequisite of MTH 615 or permission of Dept is required.*
*Credits: 3*
*Alternate Spring*

**MTH 617 Abstract Algebra**
This course studies groups, rings, fields, vector spaces and their mappings, and Galois Theory.
*Prerequisite of MTH 513 or permission of Dept is required.*
*Credits: 3*
*On Occasion*

**MTH 621 Topology**
This course is the study of elementary point set topology including notions of open, closed, compact and connected sets. Continuous maps, homeomorphisms, metrics, completeness and induced topology are studied. Some aspects of algebraic topology are briefly introduced.
*Credits: 3*
*On Occasion*

**MTH 623 Algebraic Computing**
This course is an applied study of integer and polynomial arithmetic, including Euclid's algorithm, mod m inverses, Chinese remainder and interpolation algorithms, computation by single and by multiple homeomorphic images, and fast Fourier transform algorithms.
*Prerequisite of MTH 513 or permission of Dept is required.*
*Credits: 3*
*On Occasion*

**MTH 625 Operations Research**
This course includes nonlinear programming; steepest ascent and the branch and bound algorithms; quadratic programming and the Thiel and Van der Panne algorithm; and nondifferentiable problems including dynamic programming; finite and infinite stage problems and the theory of queues: stochastic processes (Markov and Poisson); single, multiple and infinite channel queues; and non-Markov queues.
*Prerequisite of MTH 521 & 568 is required.*
*Co-requisite of MTH 631 & 615 or permission of Dept is required.*
*Credits: 3*
*On Occasion*

**MTH 627 Complex Analysis I**
This course covers the algebra and geometry of complex numbers, analytic functions, Taylor and Laurent series, Cauchy integral theory and applications, residue calculus.
*Prerequisite of MTH 631or permission of Dept is required.*
*Credits: 3*
*Alternate Fall*

**MTH 628 Complex Analysis II**
This course covers applications of complex analysis to potential theory, ordinary differential equations, Fourier transforms and Laplace transforms.
*Prerequisite of MTH 631or permission of Dept is required.*
*Credits: 3*
*Alternate Spring*

**MTH 631 Foundations of Analysis**
This course is an in-depth study of functions, continuity, limits, differentiation, sequences and series and the Riemann integral, Euclidean spaces and metric spaces.
*Credits: 3*
*Every Fall*

**MTH 632 Applications of Analysis**
This course is a study of functions of several variables, including maxima and minima, Lagrange multipliers, implicit function theorem, Jacobians, vector algebra and calculus, and Green, Gauss and Stokes theorems. Applications from geometry and physics are considered.
*Prerequisite of MTH 631or permission of Dept is required.*
*Credits: 3*
*Every Spring*

**MTH 661 Projective and Related Geometries**
This course is an algebraic and synthetic approach to projective, affine, Euclidean and non-Euclidean geometries, including finite geometries.
*Credits: 3*
*On Occasion*

**MTH 667 Probability Theory**
This course covers the fundamentals of probability theory, discrete and continuous random variables, the binomial, normal, and Poisson laws. Moments and characteristic functions, derived and multivariate distributions, and the law of large numbers and central limit theorem are examined. Illustrative applications to the physical sciences is included.
*Credits: 3*
*On Occasion*

**MTH 672 Topics in Mathematics**
This course is a detailed treatment of some topic in analysis, algebra, geometry, number theory or topology not covered by an existing course.
Note: This course may be taken more than once only with the expressed approval of the chairperson.
*Credits: 3*
*On Occasion*

**MTH 673 Calculus of Variations with Applications**
The classical theory of the variational calculus along with weak solutions, Euler-Lagrange equations, Hamilton's principle, multiplier methods, fixed and variable end-point problems, direct and semi-direct procedures for the solution of extreme problems including Raleigh-Ritz, Galerkin, and Kantorovich methods with applications to continuum mechanics are examined.
*Prerequisite of MTH 632 or permission of Dept is required.*
*Credits: 3*
*On Occasion*

**MTH 675 Differential Geometry**
This course deals with the geometry and analysis of manifolds. Topics include the inverse function theorem, implicit function theorem, transversality, curvature and the morse lemma.
*Prerequisite of MTH 631 & 615 or permission of Dept is required.*
*Credits: 3*
*On Occasion*

**MTH 681 Numerical Methods I**
The algorithms for numerical solution of linear and nonlinear equations, approximation of functions by polynomials and numerical integration are examined.
*Co-requisite of MTH 631 is required.*
*Credits: 3*
*Alternate Spring*

**MTH 682 Numerical Methods II**
This course examines the numerical solution of differential and difference equations, error analysis, and Monte Carlo methods.
*Prerequisite of MTH 681or permission of Dept is required.*
*Credits: 3*
*Alternate Fall*

**MTH 687 Digital Computer Programming for Teachers**
This course covers computer programming as applied to the secondary school mathematics curriculum. Programs related to matrices, systems of equations, linear programming and calculus are considered. The student develops programming skills in conjunction with these applications. The language employed depends on the current needs of secondary school teachers.
*Credits: 3*
*On Occasion*

**MTH 707 Research Methods and Thesis Seminar**
These courses include the use of the literature, the selection of a thesis topic and writing the thesis. For the Master of Science degree, the thesis usually consists of a detailed and scholarly exposition on some topic in mathematics. An oral defense of the thesis is required. These courses are open only to matriculated students.
*Credits: 4*
*On Occasion*

**MTH 709 Oral Presentation**
Under the guidance of a faculty member, the student prepares and presents a lecture on an approved mathematical topic to a faculty/student audience.
*Credits: 1*
*Every Fall and Spring*

**MTH 710 Research and Oral Presentation for Mathematics Education**
Under the guidance of a faculty members, the student prepares and presents a lecture on an approved mathematical topic appropriate to the graduate mathematics education program to a faculty/student audience.
*Credits: 1*
*Every Fall and Spring*

# DEPARTMENT OF POLITICAL SCIENCE / INTERNATIONAL STUDIES

**Phone: 516-299-2408**
**Fax: 516-299-3943**
Chair: Professor Freedman (Director, International Studies Program)
Professors: Klein, Muslih, Soupios
Associate Professors: Buchman (Pre-Law Advisor), Grosskopf (Graduate Director)
Adjunct Faculty: 7

The Department of Political Science and International Studies offers the Master of Arts in Political Science that can incorporate courses from four areas: American government, comparative government, international relations, and political theory. LIU Post's graduate degree program in political science prepare students for success in a broad range of rewarding fields, including government, public service, law, education and politics.

Students examine worldwide political systems, economic systems and social organizations from a variety of perspectives. They engage in lively intellectual debates, learn how to develop persuasive arguments and articulate their convictions with confidence and poise. Students gain skills in research, analysis and critical thinking to ensure their marketability and success. Faculty members are widely recognized political analysts who have published on a variety of topics, from medieval political thought to constitutional law to contemporary world politics.

The Department of Political Science and International Studies includes seven full-time faculty members and distinguished visiting professors representing major core areas of the United Nations. Since a number of students are interested in teaching social studies, the Department includes courses which can be taken as part of graduate programs that lead to initial or professional certification in Social Studies. LIU Post also offers an extensive Pre-Law Advisement Program to help students select a curriculum that prepares them for admission to law school.

## M.A. in Political Science

The American system of self-government and political participation is one of the great stories of world history. From town and city councils to the Congress and the presidency, the institutions, political factions and social forces that drive our collective decision-making impact all of society and every individual. The Master of Arts degree in Political Science examines domestic and foreign governments, the legislative process, the Constitution, government functions, and the role of governments and their impacts on people. In addition, students must complete either a thesis or comprehensive exam.

The graduate program offers courses from four different areas: American Government, Comparative Government, International Relations and Political Theory. Courses in each of these areas afford the student an in-depth examination of the fundamental forces, institutions and functions of public policy and governance. This program is ideal preparation for a wide range of careers or for doctoral study.

**ADMISSION REQUIREMENTS**

Applicants to the Master of Arts in Political Science must meet the following requirements for admission.

- Application for Admission
- Application fee: (non-refundable)
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Bachelor's degree in Political Science or related social science field with at least a 3.0 cumulative grade point average in undergraduate work.
- In addition to satisfying the general requirements for admission to graduate studies, applicants may be required to take the Graduate Record Examination (both the aptitude test and the advanced political science or government test).
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer based or 550 paper-based) or minimum IELTS score: 6.5.

**Send application materials to:**
Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, NY 11548-1300

**ACADEMIC POLICES**

Each grade below B is considered a deficiency. Two deficiency grades will result in probation. Three deficient grades will result in dismissal. It is the student's responsibility to bring any deficiencies to the attention of the graduate committee chairperson.

Students may choose to complete a comprehensive examination in Political Science as part of the non-thesis track M.A. degree requirements. Graduate students may take the comprehensive examination no more than three times. A third failure is final and subsequently no degree will be awarded.

### M.A. in Political Science

*{Program Code: 07089}*

**Required Political Science Course**

| | | | |
|---|---|---|---|
| POL | 700 | Political Science: Approaches and Methods | 3.00 |

**Elective Political Science Courses**

Seven courses/twenty-one credits from all POL courses excluding POL 706, 707 and 708
Students must choose a capstone option (Comprehensive Exam or Thesis).

### Comprehensive Exam Option Requirements

**Additional Elective Political Science Courses**

Three additional courses/nine credits from all POL courses excluding POL 706, 707 and 708

**Required Comprehensive Exam**

Students must pass a comprehensive exam administered by the Political Science Department.

### Thesis Option Requirements

**Required Political Science Thesis Courses**

**All of the following:**

| | | | |
|---|---|---|---|
| POL | 706 | Thesis Seminar I: Thesis Research | 3.00 |
| POL | 707 | Research Methods | 3.00 |
| POL | 708 | Thesis Seminar | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 33
Minimum Major GPA: 3.00

## Joint Programs with College of Education, Information and Technology

**M.S. Adolescence Education (Grades 7-12)**

The degree of Master of Science in Adolescence Education (Grades 7-12): Social Studies is offered by the College of Education, Information and Technology in conjunction with the Departments of History and Political Science. The student must take a minimum of 18 credits of History, maintain a cumulative GPA of 3.00 in Education and also in History. Based on previous course work and with approval of the graduate advisor, students may substitute History courses with courses from Political Science. In addition, any student who receives grades below B in two graduate courses is considered to have an academic deficiency. A student who earns a third grade below B may lose his or her matriculated status or may be dismissed from the graduate program.

Successful completion of a comprehensive examination in Social Studies is also required. Graduate students may take the comprehensive examination no more than three times. A third failure is final and subsequently no degree will be awarded.

For information about this program, please see the College of Education, Information and Technology section for a complete degree description, admission requirements, degree requirements and Education course descriptions.

## Political Science Courses

**POL 500 American Constitutional Development and Interpretation**
This course covers the problems involved in the process of writing and developing a constitution, the meaning and interpretation of various approaches to constitutional theory and practice, the substance and meaning of constitutional phraseology, the historical and legal development of constitutional ideology, and the tests that must be made of the materials which may or may not find their way into a constitution.
*Credits: 3*
*On Occasion*

**POL 501 The Theory and Practice of Federalism**
This course covers the theory of federalism and the experience in federalism in the United States, with some reference to other federal systems.
*Credits: 3*
*On Occasion*

**POL 502 American Political Parties**
This course examines the nature and operation of American national, state and local party systems and politics related to the broad setting of the governmental system and prevailing political values. Special emphasis is given to substantive and procedural problems.
*Credits: 3*
*On Occasion*

**POL 503 Interest Groups and Lobbies in American Politics**
This course is an analysis of group theory: nature and function of interest groups, pressure groups and lobbies; organization, functions and behavior of political interest groups; techniques and goals of lobbying.
*Credits: 3*
*On Occasion*

**POL 507 Changes and Reforms in Current American Politics**
This course is a study of recent procedural and substantive changes in American politics against a background of continuity in American political institutions. Special attention is given to the areas of public opinion, political parties, the presidency, the Congress and focusing on the effects that change and reform have on governmental policy.
*Credits: 3*
*On Occasion*

**POL 508 Redesigning the U.S. Constitution**
This course will simulate a 21st-century constitutional convention, in which we will reconsider the United States Constitution from the ground up. Students will revisit the choices made by the framers of the Constitution and will determine how the document should be updated to reflect the needs of modern-day governance and lessons learned from historical controversies surrounding constitutional interpretation.
*Credits: 3*
*On Occasion*

**POL 509 Women in Politics and Administration**
This course is an analysis of the various roles women have played in the academic and professional development of politics and public administration. In addition, the course is concerned with the concept of women's rights and the role of the public sector both as an inhibition and a contribution.
*Credits: 3*
*On Occasion*

**POL 510 The American Legislative Process**
This course is an intensive study of the American legislative process - its organization, function and behavior. Special emphasis is given to substantive and procedural problems.
*Credits: 3*
*On Occasion*

**POL 511 Public Policy and Public Choice**
This course is a detailed study of selected problems in public policy determination within the American political system.
*Credits: 3*
*On Occasion*

**POL 517 Institute on Practical Government and Politics**
This course is a nonpartisan seminar in which governmental and political leaders meet to discuss practical political issues. The seminar is organized as a dialogue between the guests and the students.
*Credits: 2*
*On Occasion*

**POL 522 Concepts of the American Presidency**
This course is designed to introduce students to the study of permanent and changing factors in the American presidency.
*Credits: 3*
*On Occasion*

**POL 531 The Supreme Court as a Political Institution**
This course is the history and present status of the United States Supreme Court as a political instrumentality, and how it affects political, social and economic changes in American society.
*Credits: 3*
*On Occasion*

**POL 532 Current Problems in Constitutional Law**
This course is the analysis, possible synthesis and ultimate evaluation of Supreme Court approaches to 21st-century problems of constitutional law concerning jurisdiction and judicial review, federalism, separation of powers, commerce, taxing and spending powers, war powers and civil liberties.
*Credits: 3*
*On Occasion*

**POL 541 Teaching Civil Liberties**
This course is designed for improving the teaching of constitutional freedom in public and private schools. Materials and methods for teaching the Constitution and the Bill of Rights are presented. The course is primarily for secondary school teachers.
*Credits: 3*
*On Occasion*

**POL 551 Metropolitics**
Governments and politics of metropolitan regions: development, governmental structures and functions, interest and power relations, politics and problems of cities and metropolitan areas are considered.
*Credits: 3*
*On Occasion*

**POL 561 Intergovernmental Relations**
This course is an examination of the relationships and cooperative functions between governmental units of the federal, state and local levels with particular emphasis on New York State.
*Credits: 3*
*On Occasion*

**POL 570 Defense Policy**
This course is an analysis of the military and its relationship to both domestic and foreign policy. Special consideration is given to the United States. The areas surveyed include nuclear strategy, the concept of the limited war, guerrilla warfare, the military as a political force, and war as a policy tool.
*Credits: 3*
*On Occasion*

**POL 581 Research and Field Work on Problems in American Government I**
Teaching by several members of the department stresses the areas of public opinion, national, state and local governments as well as methodology. The approach is behaviorally oriented. This semester is on a seminar basis and students are required to choose a topic of interest from which they can construct a research design.
*Credits: 3*
*On Occasion*

**POL 582 Research and Field Work on Problems in American Government II**
Students go into the field to write a paper in accordance with their design. In as many cases as possible, students are placed in voluntary internship programs with local or national governments or political party organizations. The student works under the professor of his or her choice and any member of the department is available for help.
*Prerequisite of POL 581 is required.*
*Credits: 3*
*On Occasion*

**POL 600 British Political Theory and Practice**
This course is an analysis of the nature of the British constitution, the crown, the ministry and

cabinet, parliament and elections, the party system, law and the courts, local government.
*Credits: 3*
*On Occasion*

**POL 612 Comparative Legal Systems**
Systems to be considered are the Anglo-American system, the Islamic system, the judicial system of the former U.S.S.R., and civil law systems from the point of view of their structure, function and philosophical base.
*Credits: 3*
*On Occasion*

**POL 622 Problems in Comparative Government**
This course is a thorough study and analysis of specific issues in government as treated by selected world powers.
*Credits: 3*
*On Occasion*

**POL 635 Political Power in Contemporary China**
This course is an analysis of the major political ideas, institutions and groups in contemporary China and their impact on political decision-making.
*Credits: 3*
*On Occasion*

**POL 636 Political Systems in Developing Areas: Regional Analysis**
One semester is devoted to each region. Political modernization of the developing areas; process of transition from traditionalism to modernism; developing political institutions and changing political processes to be considered in the following specific regions: South and Southeast Asia, East Africa, the Middle East, Africa south of the Sahara, North Africa, and Latin America.
*Credits: 3*
*On Occasion*

**POL 637 Seminar in the Political Problems of Asia**
This course is advanced research in selected problems of Asian political institutions and is primarily intended for graduate students specializing in the regional studies of Asia.
*Credits: 3*
*On Occasion*

**POL 639 Seminar in the Political Problems of Africa**
This course is advanced research in selected problems of African political institutions and is primarily intended for graduate students specializing in the regional studies of Africa.
*Credits: 3*
*On Occasion*

**POL 640 The Dynamics of Revolution**
This course covers the backgrounds and causes of revolutions and the assessment and prediction of revolutionary threat or potential. The types and stages of revolution and the techniques of revolutionary action; the planning, organization, and conduct of revolution as a conflict instrument in; and the prevention and suppression of revolution are examined.
*Credits: 3*
*On Occasion*

**POL 644 Political Development and Modernization**
This course is a comparative examination of the cultural, social and ideological forces that produce political and social change with special emphasis on the role of political leadership, the interrelationships between political development and nation-building and the preconditions for the modernization revolution.
*Credits: 3*
*On Occasion*

**POL 646 Russian Government and Politics**
This course is a study of Russian politics and political culture from the Imperial period through the period of the Soviet regime to the present. Emphasis is placed on continuity and change in political thought and practice within Russia.
*Credits: 3*
*On Occasion*

**POL 652 Institute on Asian Problems**
This course covers the political, economic, social and cultural aspects of the Asian area with emphasis on current problems. Participation by representatives of the area is stressed.
*Credits: 3*
*On Occasion*

**POL 653 Institute on African Problems**
This course covers the political, economic, social and cultural aspects of the African area with emphasis on current problems. Participation by representatives of the area is stressed.
*Credits: 3*
*On Occasion*

**POL 654 Institute on European Problems**
This course covers the political, economic, social and cultural aspects of the European area with an emphasis on current problems. Participation by representatives of the area is stressed.
*Credits: 3*
*On Occasion*

**POL 655 Institute on Middle East Problems**
The political, economic, social and cultural aspects of the Middle East area with an emphasis on current problems are examined. Participation by representatives of the area is stressed.
*Credits: 3*
*On Occasion*

**POL 656 Institute on Latin-American Problems**
The political, economic, social and cultural aspects of the Latin-American area with an emphasis on current problems are examined. Participation by representatives of the area is stressed.
*Credits: 3*
*On Occasion*

**POL 675 The Politics of International Information and Cross Cultural Communications**
This course is a study of culture-based perceptions of the media in both developed and developing countries with particular emphasis on the influence of politics on the ownership, control and performance of the media. The mandate structure and function of the U.N. Department of Public Information are examined.
*Credits: 3*
*On Occasion*

**POL 700 Political Science: Approaches and Methods**
This course is a study and analysis of the approaches and methodologies used by political scientists in examining the issues and problems of their discipline. Students develop research designs using varied approaches and methodologies discussed in class. POL 700 should be taken during a student's first semester in the program.
*Credits: 3*
*Annually*

**POL 701 Quantitative Analysis of Empirical Data in Political Science**
This course is a comprehensive introduction to the major concepts and methods of contemporary empirical research and data analysis in political science. Statistical techniques and the use of computers as tools for political analysis are emphasized.
*Credits: 3*
*On Occasion*

**POL 703 Political Science: The Development of the Discipline**
This course examines the development of the discipline of political science and includes a survey of the works of the chief writers in the present scope of political science.
*Credits: 3*
*On Occasion*

**POL 704 Special Problems in Political Science**
This course covers research on a special problem in political science not covered in existing courses conducted under the guidance of a faculty member. Approval of the department chair is required.
*Credits: 3*
*On Occasion*

**POL 706 Thesis Seminar I: Thesis Research**
In this course, a thesis supervisor develops and directs an in-depth student research project on an advanced topic in political science that is suitable for a M.A. thesis. The aim is to produce an annotated bibliography of sufficient quality and quantity for an M.A. thesis project.
This course is open only to matriculated students pursuing the thesis option and must be taken concurrently with POL 707.

*A co requisite of POL 707 is required*
*Credits: 3*
*Every Fall, Spring and Summer*

**POL 707 Research Methods**
In this course, advanced study of the scientific method in the discipline of political science, together with the preparation of a master's thesis proposal and an outline of the thesis, is presented. This course is open only to matriculated students pursuing the thesis option and must be taken with POL 706.
*A co requisite of POL 706 is required.*
*Credits: 3*
*Every Fall, Spring and Summer*

**POL 708 Thesis Seminar II: Thesis Writing**
In this course, the actual writing of the thesis is covered. This course is open only to matriculated students pursuing the thesis option.
*Prerequisites: POL 706 and POL 707*
*Credits: 3*
*Every Fall, Spring and Summer*

**POL 710 Seminar in Political Science**
This course is a seminar designed to facilitate the integration of general principles, procedures and areas offered in the Master of Arts program. The topic or topics of the seminar vary from semester to semester, dependent on the decision of the department. This seminar may be taken only once.
*Credits: 3*
*Annually*

**POL 720 Theories of International Relations**
This course is an examination of the problems raised by the study of international relations along with the functions and types of empirical theory such as "political realism," "peace through law," equilibrium, strategic defense, policentrism, social communication.
*Credits: 3*
*On Occasion*

**POL 721 Current Strategies and Global Politics**
This course is an examination of the development of strategic theories and their impact on the foreign policies of major states in the contemporary world.
*Credits: 3*
*On Occasion*

**POL 722 The United Nations and World Stability**
The goal in this course is to examine the role that the United Nations plays in promoting stability within and among nations. The course evaluates the success and failure of various tools available to this organization ranging from the use of military forces to humanitarian assistance, and the existing constraints and possible directions for the future.
*Credits: 3*
*On Occasion*

**POL 731 The Sources of International Law**
This course is a historical and analytical study of the documentary sources of international law and the community of nations.
*Credits: 3*
*On Occasion*

**POL 732 Public International Law**
This course studies the substantive rules of the law of nations pertaining to the relations of how public policy is formulated, applied, and enforced in administrative organizations; also, procedural law for the settlement of international disputes.
*Credits: 3*
*On Occasion*

**POL 742 Problems in International Organization**
This course examines special topics of international organization, particularly those pertaining to the present scene.
*Credits: 3*
*On Occasion*

**POL 760 Demography, Populations and Politics**
This course is a study of domestic and international population problems and their influence on the formation and implementation of public policy.
*Credits: 3*
*On Occasion*

**POL 761 Diplomacy**
This course examines the nature and formulation of diplomatic traditions. It is a study of the evolving role of diplomacy in international relations.
*Credits: 3*
*On Occasion*

**POL 762 Foreign Policy in Contemporary World Politics**
This course is the research and discussion of selected topics in foreign policy techniques and decision-making processes since World War II.
*Credits: 3*
*On Occasion*

**POL 764 Politics of Multilateralism**
This course is a study of the theory and practice of multilateralism in the contemporary international system. Particular attention is devoted to international organizations involved with peace keeping, reactive and preventive diplomacy, conflict resolution and conflict prevention.
*Credits: 3*
*On Occasion*

**POL 772 Institute on the United Nations**
This course is a study of the United Nations and its related agencies and commissions. Students will visit the United Nations and benefit from the participation by representatives of this international organization and its agencies.
*Credits: 3*
*On Occasion*

**POL 782 International Relations**
This course is a systematic approach to specific problems in international relations such as political nationalism, geography, population and food, natural resources, imperialism, international law and organization, and collective security.
*Credits: 3*
*On Occasion*

**POL 783 Teaching of International Relations**
This course consists of lectures, readings and discussions of fundamental concepts, principles and problems of international relations with current applications. This course is primarily for secondary school teachers.
*Credits: 3*
*On Occasion*

**POL 800 Basic Problems of Legal Philosophy**
This course is an examination of selected problems of legal philosophy conducted through the study of representative works of major schools of legal thought.
*Credits: 3*
*On Occasion*

**POL 801 Political Thought from Plato to the 16th Century**
This course is an analysis of the evolution of Western political thought from ancient Greece to the 16th century.
*Credits: 3*
*On Occasion*

**POL 802 Modern Political Thought: N. Machiavelli to J.S. Mill**
This course is an investigation of the evolution of Western political thought from Niccolo Machiavelli to John Stuart Mill.
*Credits: 3*
*On Occasion*

**POL 803 Contemporary Political Ideologies**
This course is a comparative study of major political ideologies and their relationship to political events.
*Credits: 3*
*On Occasion*

**POL 811 American Political Theory**
This course is an advanced historical and analytical examination of government theories in the United States.
*Credits: 3*
*On Occasion*

**POL 815 Law and Political Theory in Ancient China**
This course is a critical study of selected writers and issues in the development of traditional Chinese political and legal thought.
*Credits: 3*
*On Occasion*

**POL 822 Studies in Constitutionalism**
This course is an analysis of the rise of constitutionalism in medieval and early modern Europe and focuses a particular emphasis on the revival of Roman law, the impact of Aristotelianism, and the development of the conciliar movement.
*Credits: 3*

*On Occasion*

**POL 823 Democracy and Dictatorship**
This course is a discussion and evaluation of traditional and contemporary interpretations of democracy and dictatorship and takes into consideration both political and nonpolitical factors.
*Credits: 3*
*On Occasion*

**POL 951 Seminar on Public Opinion**
This course covers research in the theory and history of public opinion. Included are techniques in the measurement of public opinion and issues in the philosophy of public opinion.
*Credits: 3*
*On Occasion*

# DEPARTMENT OF PSYCHOLOGY

**Phone: 516-299-2377**
**Fax: 516-299-3105**
Chair: Professor Frye (Graduate Director)
Professors: Feindler (Director, Clinical Psychology Doctoral Program), Keisner, Knafo, Rathus, Rossi
Associate Professors: Campbell, Diener, Goodman, Neill, Ortiz, Tepper, Vidair
Adjunct Faculty: 17

The Department of Psychology offers the Master of Arts in Psychology, the Master of Arts in Behavior Analysis, the Advanced Certificate in Applied Behavior Analysis and the Psy.D. in Clinical Psychology. Rigorous coursework encompasses child and adult psychology, abnormal behavior, therapy and psychological testing. The curricula explores the sciences of psychology – learning, perception, behavioral neuroscience, developmental processes, and normal and abnormal processes – and their practical application. Your education in psychology will teach you critical reasoning and research skills.

The faculty's expertise spans many areas, including marriage and family, hypnosis, sexuality, adolescent behavior, neuroscience, psychotherapy, developmental disabilities and learning and memory.

In addition to classroom studies, you can gain hands-on experience at community youth centers, hospitals, human resource departments or private counseling practices.

Many psychology students become psychologists or enter related professions, but many others work in unrelated fields. Their knowledge of human behavior and development, learned as part of a broad-based education, makes them excellent candidates for careers in a wide range of fields such as business, education and government.

## M.A. in Psychology

In earning this 36-credit Master of Arts degree in Psychology you will strengthen your research, writing and critical-thinking skills while broadening and deepening your knowledge of human behavior. The core curriculum provides a thorough grounding in such topics as statistics, experimental methods, behavior analysis and learning, perception and cognition, and the neuropsychological bases of behavior. Each student must complete a thesis.

In designing a program to fit your own interests and needs, you will have an opportunity to choose from a full menu of electives, including "Social Psychology," "Personality," "Developmental Psychology," "Psychopathology," "Psychopharmacology" and "Theory and Practice of Psychotherapy." In addition to paving the way for further study on the graduate level, the M.A. in Psychology will prepare you for a wide range of positions in treatment, education, industrial organization, management training and human resources.

**Admission Requirements**

Applicants to the Master of Arts in Psychology must meet the following requirements for admission. This program admits for the Fall only. To ensure attention to individual growth, the number of students is limited. Most have undergraduate degrees in psychology. However, we are prepared to provide appropriate support for students with degrees in other disciplines who are now exploring psychology as career option. Applications are processed as they are received. However, we strongly encourage application by August 1 for students who wish to be considered for assistantships.

- Application for Admission.
- Application fee: (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Submit the results of the General Graduate Record (GRE) Exam.
- Applicants must have achieved at least a 3.0 overall grade point average or equivalent in a bachelor's program. Students who do not meet this requirement are welcome to discuss their options for admissions with the graduate advisor.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer based or 550 paper-based) or minimum IELTS score: 6.5.

**Send application materials to:**
Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, NY 11548-1300

**ACADEMIC POLICIES**

Each grade below B is considered a deficiency. Two deficiency grades will result in probation. Three deficient grades will result in dismissal. It is the student's responsibility to bring any deficiencies to the attention of the graduate committee chairperson.

### M.A. in Psychology

*{Program Code: 07073}*

**Required Experimental Psychology Courses**

**All of the following:**

| | | | |
|---|---|---|---|
| PSY | 606 | Statistics in Psychology | 3.00 |
| PSY | 607 | Experimental Methods in Psychology I | 3.00 |
| PSY | 608 | Experimental Methods in Psychology II | 3.00 |
| PSY | 651 | Behavior Analysis and Learning | 3.00 |
| PSY | 652 | Perception and Cognition | 3.00 |
| PSY | 703 | Neuropsychological Bases of Behavior | 3.00 |

**Elective Psychology Courses**

**Four of the following:**

| | | | |
|---|---|---|---|
| PSY | 614 | Social Psychology | 3.00 |
| PSY | 616 | Personality | 3.00 |
| PSY | 653 | Developmental Psychology | 3.00 |
| PSY | 655 | Psychopathology | 3.00 |
| PSY | 657 | Applied Behavior Analysis | 3.00 |
| PSY | 658 | Ethics and Professional Development in Applied Behavior Analysis | 3.00 |
| PSY | 661 | Psychological Assessment | 3.00 |
| PSY | 664 | Theory and Practice of Psychotherapy | 3.00 |
| PSY | 666 | Psychopharmacology | 3.00 |
| PSY | 704 | Advanced Issues in Psychology I | 3.00 |
| PSY | 705 | Advanced Issues in Psychology II | 3.00 |
| PSY | 711 | Play Therapy | 3.00 |
| PSY | 712 | Advanced Play Therapy | 3.00 |

**Required Thesis Courses**

**All of the following:**

| | | | |
|---|---|---|---|
| PSY | 707 | Thesis Tutorial I | 3.00 |
| PSY | 708 | Thesis Tutorial II | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 36
Minimum Major GPA: 3.00

## M.A. in Behavior Analysis

The field of behavior analysis consists of two interrelated components. Experimental analysis is designed to investigate the fundamental principles

of behavior and applied behavior analysis is designed to apply those principles to solving socially important problems of human behavior. The program is designed to give students the training needed to understand these fundamental principles and to apply them to the solution of human problems.
The degree, along with the hours of required supervised clinical experience, can qualify students to take the Board Certified Behavior Analyst (BCBA) examination. This national credential attests to an individuals' expertise in Applied Behavior Analysis.

The M.A. in Behavior Analysis requires the completion of 36 credits which includes 21 credits of required courses, 9 credits of electives and 6 credits of thesis research.

**Admission Requirements**

Applicants to the Master of Arts in Behavior Analysis must meet the following requirements for admission. This program admits for the Fall only. To ensure attention to individual growth, the number of students is limited. Most have undergraduate degrees in psychology. However, we are prepared to provide appropriate support for students with degrees in other disciplines who are now exploring psychology as career option. Applications are processed as they are received. However, we strongly encourage application by August 1 for students who wish to be considered for assistantships.

- Application for Admission.
- Application fee: (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Submit the results of the General Graduate Record (GRE) Exam.
- Applicants must have achieved at least a 3.0 overall grade point average or equivalent in a bachelor's program. Students who do not meet this requirement are welcome to discuss their options for admissions with the graduate advisor.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer based or 550 paper-based) or minimum IELTS score: 6.5.

**Send application materials to:**
Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, NY 11548-1300

**ACADEMIC POLICIES**

Each grade below B is considered a deficiency. Two deficiency grades will result in probation. Three deficient grades will result in dismissal. It is the student's responsibility to bring any deficiencies to the attention of the graduate committee chairperson.

## M.A. in Behavior Analysis

*{Program Code: 36182}*

### Required Behavior Analysis Courses

**All of the following:**

| | | | |
|---|---|---|---|
| PSY | 606 | Statistics in Psychology | 3.00 |
| PSY | 607 | Experimental Methods in Psychology I | 3.00 |
| PSY | 608 | Experimental Methods in Psychology II | 3.00 |
| PSY | 610 | Behavioral Assessment | 3.00 |
| PSY | 651 | Behavior Analysis and Learning | 3.00 |
| PSY | 657 | Applied Behavior Analysis | 3.00 |
| PSY | 658 | Ethics and Professional Development in Applied Behavior Analysis | 3.00 |

### Elective Behavior Analysis Courses

**Three of the following:**

| | | | |
|---|---|---|---|
| PSY | 653 | Developmental Psychology | 3.00 |
| PSY | 655 | Psychopathology | 3.00 |
| PSY | 660 | Current Issues in Applied Behavior Analysis | 3.00 |
| PSY | 664 | Theory and Practice of Psychotherapy | 3.00 |
| PSY | 704 | Advanced Issues in Psychology I | 3.00 |
| PSY | 705 | Advanced Issues in Psychology II | 3.00 |

### Elective Thesis Courses

**All of the following:**

| | | | |
|---|---|---|---|
| PSY | 707 | Thesis Tutorial I | 3.00 |
| PSY | 708 | Thesis Tutorial II | 3.00 |

### Credit and GPA Requirements

Minimum Total Credits: 36
Minimum Major GPA: 3.00

# Advanced Certificate in Applied Behavior Analysis

This program is designed for individuals who wish to receive a formal background in the theory and practice of Applied Behavior Analysis. Behavior analysis is used most widely with clinical populations in the area of developmental disabilities, including but not limited to clients diagnosed as mentally retarded and/or autistic.

The program requires the completion of 18 credits, and is designed so that all requirements can be met within one calendar year (fall semester, spring semester and summer session). The curriculum consists of 9 credits in basic courses in behavior analysis, 6 credits in advanced courses and 3 practicum credits. Applications are accepted until August 1.

The Behavior Analyst Certification Board, Inc. has approved the advanced certificate's course sequence as meeting the course work requirements for eligibility to take the Board Certified Behavior Analyst Examination. Applicants will have to meet additional requirements to qualify for board certification.

For more information about Behavior Analyst Certification, visit the BACB Web site at bacb.com.

**ADMISSION REQUIREMENTS**

Applicants to Advanced Certificate in Applied Behavior Analysis must meet the following requirements for admission. This program admits for the Fall only. Application for Admission.

- Application fee: (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Applicants must have achieved at least a 3.0 overall grade point average or equivalent in a bachelor's program. Students who do not meet this requirement are welcome to discuss their options for admissions with the graduate advisor.
- One professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer based or 550 paper-based) or minimum IELTS score: 6.5.

Send application materials to:
Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, NY 11548-1300

**ACADEMIC POLICIES**

Each grade below B is considered a deficiency. Two deficiency grades will result in probation. Three deficient grades will result in dismissal. It is the student's responsibility to bring any deficiencies to the attention of the graduate committee chairperson.

Students enrolled in the CASE (Concentration in Autism and Special Education) program can also complete the requirements for the Advanced

Certificate in Applied Behavior Analysis by taking PSY 607, 651, and 657. These courses are taken in addition to the education courses required to complete the CASE program. In order to complete the 18 credits in the Advanced Certificate in Applied Behavior Analysis, 9 credits in Education courses would substitute for the corresponding Psychology courses as follows:

EDS 625 Contemporary Issues & Research in Autism Spectrum Disorders substitutes for PSY 658 Ethics, Professional Development and Practicum in Applied Behavior Analysis. EDS 625 is an advanced seminar in current issues facing the field of special education.

EDS 629 Curriculum-based Assessment and Instruction of Students with Severe Disabilities/Autism substitutes for PSY 704 Advanced Issues in Psychology I: Autism. EDS 629 focuses on methodologies of: (1) assessment; (2) curriculum development; (3) individualized educational planning; and (4) instructional programming for children with severe developmental disabilities and autism.

EDS 635 Behavior Management for Children with Autism and Developmental Disorders substitutes for PSY 705 Advanced Issues in Psychology II: Development of Behavior Intervention Programs. EDS 635 provides an introduction to the principles of applied behavior analysis (ABA) and its application for children with autism and other developmental disabilities.

### Advanced Certificate in Applied Behavior Analysis

*{Program Code: 27308}*

**Required Applied Behavior Analysis Courses**

**All of the following:**

| | | | |
|---|---|---|---|
| PSY | 607 | Experimental Methods in Psychology I | 3.00 |
| PSY | 651 | Behavior Analysis and Learning | 3.00 |
| PSY | 657 | Applied Behavior Analysis | 3.00 |
| PSY | 658 | Ethics and Professional Development in Applied Behavior Analysis | 3.00 |
| PSY | 704 | Advanced Issues in Psychology I | 3.00 |
| PSY | 705 | Advanced Issues in Psychology II | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 18
Minimum GPA: 3.00

## Clinical Psychology Doctoral Program

**Phone: 516-299-2090**
Director: Professor Feindler
Professors: Frye (Affiliated), Keisner, Knafo, Rathus, Rossi (Affiliated)
Associate Professors: Goodman, Ortiz, Diener, Vidair
Adjunct Faculty: 9

The Clinical Psychology Doctoral Program (Psy.D.) trains students who want to practice as clinical psychologists with a strong interest in traditionally underserved populations. In addition to mastering a rigorous core curriculum, Psy.D. students gain special competencies in one of three areas: Applied Child, Developmental Disabilities, Family Violence and Serious Mental Illness. Our highly experienced faculty provides clinical and theoretical training in the two major orientations in the field today: cognitive behavioral and psychoanalytic. As a result, our graduates are prepared to practice with one or both models, affording considerable flexibility in a professional world of constantly changing demands and opportunities.

After the first year, students balance course work with clinical training as externs in approved patient-care institutions. Second-year students train at the LIU Post Psychological Services Center, which offers low-cost preventative and clinical mental health services to community members. Third- and fourth-year students complete closely supervised externships at one of more than 50 training sites in the New York-New Jersey metropolitan area, including inpatient, outpatient and community mental health facilities.

The Clinical Psychology Doctoral Program is accredited by the American Psychological Association. In 2009, the APA awarded the Program with accreditation until 2016, the longest possible period of accreditation. Approximately 20 students from across the United States are admitted each year; most have an undergraduate degree in psychology and some clinical experience. The program requires a full-time, year-round commitment in each of the four years of residency. The fifth year is spent in a full-time clinical internship at an American Psychological Association-approved facility. As a culminating experience, students design and conduct a significant research project, and write a doctoral dissertation under the direction of the Program faculty. The program is 115 credits, including the clinical practicum.

**PRACTITIONER-SCHOLAR TRAINING MODEL PROGRAM**

**Program Competencies, Goals and Objectives**

The term practitioner-scholar best describes the primary educational model at the LIU Post Clinical Psychology Doctoral Program. The professional practice of psychology is the primary focus of the training program. However, this practice is informed by scholarly inquiry.

All program requirements are consistent with a redefinition of a science-practice relationship that includes "the productive interaction of theory and practice in a primarily practice based approach to inquiry" (Hoshmand and Polinghorne, 1992). In addition, because our program focuses on two theoretical orientations, psychodynamic and cognitive-behavioral, our students are presented with different models of clinical knowledge. Students are encouraged to use the scientific method in clinical thinking and to critically assess their clinical practice. The program also employs a developmental training approach, where expectations of minimum competency gradually increase as students proceed through the sequence of coursework, supervised clinical practice and the completion of other requirements. The program is designed so that student's assume increased responsibility and independence as they progress from the first year to completion.

Upon completion of the program, graduates are expected to be able to function as competent and ethical psychologists providing psychological services to various individuals, groups and organizations. Graduates are also expected to have specialized knowledge and experience with at least one of four populations: children with cognitive and behavior problems, people with developmental disabilities, victims of family violence and people with serious mental illness. These advanced concentration areas represent one facet of our public interest mission. The competencies promoted in the program are based on a blended version of the National Council of Schools and Programs of Professional Psychology Educational Model proposed by Peterson, Peterson, Abrams and Stricker (1997) and the Competencies in Professional Psychology model outlined by Kaslow (2004). This blended version reflects the generally accepted competencies in professional psychology training and the unique mission of the LIU Post Clinical Psychology Doctoral Program. The goals and objectives determine the policies, curriculum, training experiences and environment of the program and are designed to promote foundational competencies, core competencies and specialty competencies (Kaslow, 2004). These competencies are:

***Foundational***

1. Ethics
2. Individual and cultural diversity,
3. Professional Development

***Core***

4. Research and evaluation
5. Assessment,
6. Intervention,
7. Consultation and supervision and

***Advanced Training Electives***

8. Elective concentration

This last competency takes the form of at least one

of the three advanced training electives: Applied Child, Developmental Disabilities, Family Violence and Serious Mental Illness.

**Foundational Competencies, Goals and Objectives**

**1. Ethical competence** includes the following components: knowledge of ethical codes, standards and legal regulations and case law relevant to professional practice. In particular ethical behavior requires knowledge of an ethical decision making model and the ability to apply that model in the various roles enacted by a professional psychologist (Kaslow, 2004)

**Goal #1:** To provide a training experience so that program graduates will become professional psychologists able to exhibit ethically sound relationship skills with diverse populations.

Objective 1: Students will demonstrate the knowledge necessary to treat clients and other professionals in an ethical and legal manner.

Objective 2: Students will behave in an ethical manner when interacting with clients and other professionals.

**2. Individual and cultural diversity competence** "requires self awareness of one's own attitudes, biases, and assumptions and knowledge about various dimensions of diversity and appropriate professional practice with persons from diverse groups" (Daniel, Roysircir, Abeles and Boyd). This can also be identified as multicultural competence. It requires an understanding of the need to consider and include individual and cultural differences in clinical work, possession of the knowledge necessary to conduct culturally competent practice and the attitudes and values consistent with such professional activities.

**Goal #2:** To provide a training experience so that program graduates will have the knowledge and skills to provide professional services to organizations and individuals from diverse backgrounds.

Objective 3: Students will demonstrate respect for others who represent culturally diverse backgrounds and experiences.

Objective 4: Students will demonstrate the ability to integrate their knowledge of diversity into their professional practice.

**Core Competencies, Goals and Objectives**

**1. Research and Evaluation Competency** includes the capacity to grasp psychological inquiry and research methodology via qualitative, quantitative or theoretical study of psychological phenomena relevant to clinical issues. It includes a desire to investigate local and/or individual psychological phenomena using a systematic mode of inquiry. This competency area also involves problem identification and the acquisition and interpretation of information concerning the problem in a scientific manner.

**Goal #3:** To provide a training experience that presents students with knowledge, skills, and attitudes required for a scholarly approach to a) understanding the results of clinical research, b) effectively applying information from clinical research to practice, c) conducting clinically relevant research to generate new knowledge about clinical phenomena, d) and evaluating the validity and utility of their own scholarly activity. Students should be able to apply these skills to the resolution of individual and group problems of a psychological nature.

Objective 5: Students will demonstrate their understanding of quantitative and qualitative research methods as well as the case study approach to clinical questions.

Objective 6: Students will demonstrate appropriate levels of knowledge in the following content areas: Biological, developmental, cognitive-affective, social, and cultural bases of behavior, learning and the history of psychology.

Objective 7: Students will be able to evaluate and utilize research literature.

Objective 8: Students will be able to formulate a research question, write and defend a proposal, conduct the research project as proposed and communicate the purposes, procedures, outcomes, and implications orally and in writing.

**2. Assessment Competence** requires the ability to "describe, conceptualize, characterize, and predict relevant characteristics of a client" (Peterson, Peterson, Abrams and Stricker, 1997, p.380) This involves the development of assessment, diagnostic, and clinical interviewing skills in cognitive, personality, and behavioral domains and the ethical use of these assessment instruments and methods.

**Goal #4:** To provide a training experience so that program graduates will successfully employ appropriate professional assessment instruments and methodologies, including psychological tests and interview strategies. They will also be skilled in integrating and communicating their findings.

Objective 9: Students will successfully administer and evaluate instruments designed to assess cognitive functioning.

Objective 10: Students will successfully administer and evaluate personality assessment instruments.

Objective 11: Students will successfully administer and evaluate behavioral assessment methodologies.

Objective 12: Students will successfully employ interview methods for assessment purposes.

Objective 13: Students will successfully integrate and communicate information from a variety of assessment sources in developing reports and case conceptualizations.

**3. Intervention Competence** is expected in the following areas: Intervention skills related to psychodynamic psychotherapy, cognitive-behavioral therapy, and applied behavior analysis with children, adolescents and adults in group as well as individual formats. These skills include the formulation and conceptualization of clinical cases, the development and implementation of treatment plans, the assessment of treatment progress and outcome, the performance of treatment consistent with ethical principles and relevant legal guidelines and the ability to effectively communicate to clients the methods to be used.

**Goal #5:** To provide a training experience so that program graduates can successfully employ intervention approaches appropriate to the person and the situation.

Objective 14: Students will apply theory and research when formulating a plan for helping clients to resolve their interpersonal difficulties, to reduce psychological problems and to increase effective use of coping strategies.

Objective 15: Students will successfully employ at least two theoretical approaches to intervention: psychodynamic and cognitive-behavioral or applied to evaluate levels of competence with the help of psychologists from the community who are independent of the program core faculty.

**4. Consultation and Supervision Competence** involves "the planned collaborative interaction between the professional psychologist and one or more clients or colleagues, in relation to an identified problem area or program" (Peterson, Peterson, Abrams and Stricker, 1997, p. 380) and the capacity to exercise supervisory skills, which include knowledge of the ethical codes, laws, regulations and values that determine an ethical approach to psychological practice. The ability to teach others to develop competent clinical intervention skills is also part of the competency.

**Goal #6:** To provide training experiences so that all graduates will possess the skills necessary to conduct effective clinical supervision and consultation with other professionals.

Objective 16: Students will possess the necessary skills to conduct clinical supervision and professional consultation.

**5. Professional Development Competence:** Peterson, Peterson, Abrams and Stricker (1997) identified relationship competence as including "a) intellectual curiosity and flexibility, b) openmindedness, c) belief in the capacity for change in human attitudes and behavior, d) appreciation of individual and cultural diversity, e) personal integrity and f) belief in the value self-awareness." Kaslow (2004) refers to a similar competency as professional development. The emphasis on professional development has the advantages of being more inclusive and consistent with a developmental approach to training. She includes a)"interpersonal functioning operationalized as "social and emotional intelligence, the capacity to relate effectively with others, developing one's own professional approaches and persona, internalizing professional standards, seeing one's self as a cultural being, and understanding the impact of one's own culture on interactions with others". b) "Critical thinking implies thinking like a psychologist, that is assuming a psychological and scientific approach to problem solving and c) "self-assessment, or the capacity for self-reflection, possessing an accurate assessment and awareness of one's own level of knowledge and skill, and using this information to

gauge one's readiness to provide psychological services in specific areas of practice" (Kaslow 2004, pp 776-777). Students and graduates should be aware of their own biases, limitations, and distress signals and be capable and desirous of creating and maintaining safe and effective environments when providing psychological services. Our program focuses not only on the application of professional development competency with clinical populations, but also on how such change impacts on relationships with colleagues, supervisors and community professionals. In addition, an important aspect of professional development, or a central skill necessary for successful clinical practice is what Schon (1983) as described in Hoshmand and Polinghorne (1992), called "reflection-in-action", or a "capacity to keep alive, in the midst of an action, a multiplicity of views of the situation".

**Goal #7:** To provide training experiences so that all graduates will possess "emotional and social intelligence" and have the "capacity to relate effectively with others" and for "selfassessment" (Kaslow, 2004).

Objective 17: Students will demonstrate evidence of professional development as it is operationalized in Goal #7 to effectively carry out all clinical responsibilities.

Objective 18: Students will demonstrate professional development as described in Goal#7 to effectively develop and maintain successful contacts with their colleagues.

**6. Specialty Competence (Elective Concentration Competence)** includes the development of advanced knowledge, skills and attitudes in at least one of three elective concentration areas; Applied Child, Developmental Disabilities, Family Violence and Serious Mental Illness.

**Goal #8:** To provide a training experience so that program graduates will have the knowledge, attitudes and skills to provide professional services to individuals and groups involved in applied child, developmental disabilities, family violence and serious mental illness.

Objective 19: Students will demonstrate knowledge of the theoretical and research literature in at least one of the concentration areas.

Objective 20: Students will possess advanced clinical knowledge and skills in at least one of the concentration areas.

Following successful completion of the program and all experience requirements, graduates of the program are eligible to sit for the New York State licensing examination. Each candidate should consult the Psychology Handbook (New York State Education Department, 1990) as soon as possible in order to become familiar with training and experience requirements as well as regulations and laws that relate to the independent practice of psychology. Copies of the Handbook are available in the Program Office.

The professional placement and satisfaction of our graduates are two critical outcome measures of program success. Therefore, graduates can expect to be contacted on a regular basis in order to complete program outcome evaluations which will include information about employment and professional development. The program and APA are regularly monitoring these outcome measures.

**Program Requirements**

The program requires a full-time [year-round] commitment in each of the four years of residency. The fifth year is spent in completion of a full-time clinical internship. Students are regularly evaluated by the faculty and clinical supervisors. Evaluations reflect continued broadening of knowledge, personal and emotional development, and an ability to employ increasingly sophisticated clinical procedures. Steady development in each area is required for the student to progress in the program.

**Specific requirements for the degree are:**

• satisfactory completion of 89 credits in general, clinical, professional, and elective concentration courses;
• evaluations that reflect appropriate development of professional skills and judgment;
• satisfactory completion of a clinical competency evaluation consisting of a case presentation, analysis, and defense;
• satisfactory completion of year-long externships in the second, third and fourth years, and the full-time internship in the fifth year of the program
• completion of an acceptable doctoral dissertation usually in the student's elective concentration area, including an oral presentation of findings and conclusions.

Once an applicant is accepted for admission, every effort is made to assist the candidate in the successful and timely completion of the program. Each student is provided with a faculty and peer advisor. Student support groups, instructors, and supervisors are available to help integrate the stresses and challenges of doctoral training into professional growth. Continued and reasonable expansion of professional knowledge, skills and values is the basic guidepost of a student's successful evaluation.

**CURRICULUM**

The Clinical Psychology Doctoral Program requires four years of full-time residence. The total number of credits required to graduate is 115. Of these credits 89 are for academic courses and 26 credits are for practica/externships/supervision courses. There are five basic competency areas, each of which includes a sequence of comprehensive courses. Area one deepens the students' knowledge of basic psychological concepts and principles. There are six required courses in this first area. Area two is the clinical core, which consists of courses in assessment, psychopathology, psychotherapy and ethics. This area, the largest, includes twelve required courses designed to train students in the basic understanding of psychopathology, methods of assessment with different groups, and the approaches for intervening with people who have problems in living. The courses address different populations, modalities and theoretical models. Area three is the research core. Three courses in statistics and research methodology prepare students for understanding the role of research in clinical practice and two independent courses are designed to help the student complete a doctoral dissertation. Area four is a series of six seminars which focus on issues of professional development, including learning about clinical psychology in the public interest, professional socialization, clinical supervision and the "psychological life of mental health organizations". The fifth area is a series of two courses where the student receives beginning level training in the application of his or her clinical knowledge and skills to specific client populations and their problems. The three elective concentrations are applied child, developmental disabilities, family violence and serious mental illness. In addition, students may choose to take elective courses, such as marital therapy or family therapy (usually offered during summer sessions).

**Clinical Orientations**

Although the practice of clinical psychology is informed by a number of theoretical approaches, students in this program receive substantial didactic and practical training in two major orientations, cognitive-behavioral and psychoanalytic. One or both of these orientations influence most academic courses and both orientations are a critical part of each student's clinical experience. For example, all second year students placed in the program's Psychological Services Center, receive psychotherapy supervision from at least two supervisors, one psychoanalytic and the other cognitive-behavioral. As a result of this experience, our graduates have the background and tools to practice with one or both models. This provides them with considerable professional flexibility, necessary in the world of changing demands and possibilities.

**CLINICAL TRAINING**

The clinical externships in the second, third and fourth years are critical to the training of every candidate. Sixteen hours per week are required in the second, third and fourth years of training. Students receive a total of fourteen credits for externship work. The second year placement is fulfilled on campus at the Psychological Services Center. Externship sites are available in the three elective concentration areas, as well as in more general clinical areas. The program is currently affiliated with more than 50 externship sites in a variety of settings, including inpatient, outpatient, and community mental health facilities.

**OTHER PROGRAM REQUIREMENTS**

**Workshops**

**Project S.A.V.E.:**

Students must complete before beginning PSC Practicum Placement. Available through LIU Post's School of Continuing Education

**Child Abuse Identification & Reporting:**
Available through LIU Post's School of Continuing Education

**H.I.V. Workshop for Psychologists:**
Offered every 2-3 years by the LIU Post Clinical Psychology Doctoral Program

**CLINICAL AND DISSERTATION MILESTONES**

**Clinical Competency Evaluation**
Must be scheduled by the student by June 15 of his/her fourth year. Students must pass their CCE before applying for internship that fall for the following academic year.

**Dissertation Proposal**
Completed, generally, in the fall of student's fourth year.

**Dissertation Defense (associated courses: PSY 838, 839 and 842)**
Students must defend their dissertations and hand in a bound copy, with the signatures of their dissertation committee members, to the program in order have this requirement considered complete.

**PSYCHOLOGICAL SERVICES CENTER**

The Psychological Services Center (PSC) is a private, nonprofit mental health facility operated by the Clinical Psychology Doctoral Program at LIU Post. The clinic operates with the objectives of providing diverse psychological services to all members of the local community as well as serving as a training facility for the LIU Post Clinical Psychology Doctoral candidates.

The PSC is staffed by second-year graduate students earning their doctoral degrees in clinical psychology. The graduate student-therapist's work is closely supervised by licensed clinical psychologists who are faculty members of the Department of Psychology, as well as licensed clinical psychologists from the Long Island community who serve as Adjunct Clinical Supervisors.

The Psychological Services Center is located in Lodge A on the LIU Post campus, 720 Northern Boulevard, Brookville, New York, 11548-1300. See the campus map. The phone number is 516-299-3211.

**ADMISSIONS REQUIREMENTS AND PROCEDURES**

An applicant's eligibility for admission to the Doctoral Program in Clinical Psychology is based on evidence of intellectual aptitude, personal maturity and commitment to psychology in the public interest. Applicants must hold at least a bachelor's degree in psychology or a related field from an accredited college or university and have some clinical experience. In addition, applicants must have a minimum of 18 credit hours of psychology, including courses in Statistics, Research Design or Methods, Personality, and Abnormal Psychology, and competitive GRE scores in each of the aptitude subtests & the Advanced Psychology test. Admission decisions will be based on the following factors: academic proficiency, professional accomplishments, proposed intellectual focus, potential for completing a rigorous program, as well as a desire to work with underserved communities. After an initial review of applications and supporting documents, some applicants will be invited for a personal interview with at least two faculty members.

Applications to the Psy.D. program are accepted for the fall semester only. All application materials must be received by the January 15 deadline, including transcripts, letters of recommendation, statement of purpose, statement of research/inquiry, writing sample, Graduate Record Examination (GRE) test scores, a c.v./resume and non-refundable application fee. All requested materials should be submitted to the Graduate Admissions Office. The Psy.D. Program does not accept applications for the Spring semester admission.

**1. Required Admissions Application**

Applicants to the Psy.D. Program must complete the LIU Online Application for Admission at www.liu.edu/cwpost/onlineapp.

- For the field "Campus", select "LIU Post"
- For the field "Admit type", select "Graduate" or "International Graduate" as appropriate
- For the field "Admit term", select "Fall"
- For the field "I'll be applying as", select "full time"
- For the field "Intended major", select "Psychology-Clinical PSY.D."

**2. Application Fee**

Mail a non-refundable application fee by either check or money order (made payable to LIU) or contact the Bursar to submit fee via credit card. Please write your name on the check or money order. International applicants must pay the fee in U.S. dollars by sending an international money order or check. You can also pay by credit card by printing the Credit Card Authorization form on the Bursar website at www.liu.edu/cwpost/bursar or by calling 516-299-2323. Cash, international postal money orders or Eurochecks are not accepted.

**3. Transcripts**

Request one official copy of your undergraduate and graduate transcript(s) from any college(s) you have attended. You may have the transcript(s) sent directly to the Graduate Admissions Office at LIU Post, or you may wish to have them sent to you. In that case, you should submit the transcripts in the original sealed envelope as part of your application packet. Photocopies or student copies are not considered official.

**4. Letters of Recommendation**

Three letters of recommendation are required. These letters should be written by persons who can comment from personal knowledge on the academic and/or professional qualifications of the applicant. Applicants to the Psy.D. Program must submit one letter of recommendation from a current or former instructor or professor. Employers, former instructors or professional colleagues of status may write the second and third letters of recommendation.

**5. Personal Statement**

Write a statement describing your personal educational and professional goals and discuss what you hope to gain from doctoral study at LIU Post. You may submit your Personal Statement as part of the online application. The statement should be one to three pages in length.

The statement should be one to three pages in length, typed and double-spaced. We prefer double-sided if possible. Be sure to include your full name and page numbers in the upper-right-hand corner of each sheet and include the heading "Personal Statement" on the top of each page. Because our Doctoral program is specifically geared to training clinical practitioners, your personal statement should address each of the following:

1. Your specific goals in applying to the Doctoral Program in Clinical Psychology.
2. The scope and nature of any prior clinical experience.
3. In addition to general training in the practice of clinical psychology, the LIU Post doctoral program emphasizes training in the program's current specialty concentration areas: Applied Child, Developmental Disabilities, Family Violence and Serious Mental Illness. Please elaborate any interest you may have in one of these three concentration areas. This statement is a preference, not a commitment. Students make a formal commitment to one of the areas in the spring of the second year in the program.

**6. Statement of Research/Inquiry**

Write a statement describing your primary areas of research or inquiry interest. The statement should be one to three pages in length. You may submit your statement as a hard copy.
Be sure to include your full name and page numbers in the upper-right-hand corner of each sheet. Include the heading "Statement of Research/Inquiry" on the top of the page.

**7. Curriculum Vitae/Résumé**

Submit a curriculum vitae or résumé that includes clinical experience. Be sure to include your full name and page numbers in the upper-right-hand corner of each sheet.

**8. Graduate Admissions Test**

Applicants are required to submit scores for the general test (verbal, quantitative and written) of the Graduate Record Examination (GRE) and the subject GRE in Psychology. It is the applicant's responsibility to request that the Educational Testing Service (ETS) forward official copies of GRE scores directly to the LIU Post Graduate Admissions Office. Inquiries concerning this testing program and application to take the tests should be addressed to the Graduate Record Examinations, Educational Testing Service at http://www.gre.org, or call 1-800-GRE-CALL. LIU Post's Educational Testing Service Code is 2070.

**9. Sample of Scholarly Work**

A sample of a published work or other

scholarly writing (Not required, but strongly suggested; limited to 10 pages; this can be a portion of any academic or clinical writing you have done). Be sure to include your full name and page numbers in the upper-right-hand corner of each sheet. Include the heading "Sample of Scholarly Work' on the top of each page.

**10. International Students – Degree Requirements**

International applicants must complete the LIU Online Application for Admission at www.liu.edu/cwpost/onlineapp (select "International Graduate" in the field 'Admit Type" and select "Psychology-Clinical PSY.D." in the field "Intended Major.") Applicants who do not have a master's degree from a U.S. institution must also submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 100 Internet-based (250 computer based or 600 paper-based) or minimum IELTS score: 7.5. International students whose native language is English, or who have received a degree from an accredited college or university where the **only** medium of instruction is English, may have the English Language proficiency requirement waived. The waiver is determined on an individual basis following a review of the student's application.

Send application materials to:
Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, NY 11548-1300

**Personal Enrichment**

Program graduates may take courses in the Program provided that they:

• Complete and submit a "Personal Enrichment/Visiting Student" application to the Program, along with an application fee; and,
• Meet with the Program Director and Instructor of the course for approval

Unfortunately, the program cannot accommodate visiting students enrolled in other graduate or doctoral programs into its required curriculum courses. Visiting students may apply to take the elective courses, given that there is room in the course and on the approval of the instructor.

**Transfer Credits and Advanced Standing**

Because of the unique nature of the program, a maximum of 12 transfer credits will be granted judiciously. If a student wishes to be considered for transfer credit, those credits must be in graduate courses taken within the last five years with at least a grade of B. All applications for transfer credits must be submitted to the program by the spring of the 1st year.

Other advanced standing status requests may be considered. Note that financial aid from the program will not be available to students who receive Advanced Standing status. Contact the program directly for information on applying for Advanced Standing.

**Financial Aid**

Students in the first three years of the program can be expected to receive between $10,000 and $25,000 in financial aid. In rare exceptions, students in the 4th year of the program can receive up to $10,000 in financial aid. The department funds doctoral students in three main ways (Work scholarships, Teaching Assistantships, and Fellowships). In addition, the department, the University, and individual students supplement these funds from a number of other sources. All students expecting aid from the program must complete the Free Application for Federal Student Aid (FAFSA), regardless of whether or not they will be requesting federal monies.

**PsyD Scholarship:** As a research assistant, you will assist a professor with his or her research for six hours a week during the academic year. These assistantships pay $10,000 and up per academic year (September-May).

**Teaching Assistantship:** Students teach their own section of Introduction to Psychology to undergraduates at LIU Post. These positions pay $10,000 and up per academic year (i.e. for teaching two sections of an Introduction to Psychology course).

**Fellowships to Reduce Mental Health Service Disparities:** The purpose of this funding program is to encourage our students to work with certain groups (low SES, African Americans, Hispanics, immigrants, people with physical disabilities, and gay/lesbian/bisexual/transgendered people) after they graduate from our program by providing a financial incentive to gain experience and expertise with these groups while a doctoral student at LIU Post. In order to be eligible for this fellowship, a student must plan to devote a significant percentage of his/her career to working with members of at least one of these groups. To apply, a student does not have to belong to one of these groups. He or she must simply want to work with clients from at least one of these groups upon graduation. These Fellowships pay $22,000 per academic year and are renewable for the first three years, as long as the student remains in good standing.

**Safe Zone Coordinator Fellowship:** Each year, the coordinator of the Safe Zone Project will receive a fellowship equivalent to the size of the fellowships intended to reduce mental health disparities.

**Research Grant Funding:** Faculty and students in the doctoral program regularly apply for funding to conduct research. Such funding may include payment for graduate research assistants.

**Other Sources of Funding:** Program and practice assistantships are often available through external organizations which are associated with the program and/or with which program faculty collaborate. These are typically offered through a separate application process with the organization.

**Supplementary Departmental Financial Aid Based on Need, Merit, & Under-represented Ethnic Minority Status:** The department will provide between $3,000 and $6,000 per year to students who demonstrate a high degree of need, to students who are particularly high performing, and to students who are from underrepresented ethnic-minority groups.

**Student Health Insurance**

Commuter Student Health Insurance is available to all first-year students. In the second, third, fourth, and fifth years (while the student is in clinical placement settings), all students must have health insurance. Compulsory health insurance will be applied to each student’s bill every fall, but can be waived by the end of October of each academic year.

**Program Governance**

The Doctoral Training Committee (DTC) is the main governing body of the Clinical Psychology Doctoral Program. Its members include: the Program Director, all core faculty, the Psychological Service Center Director, the Psychology Department Chairman, one Psychology faculty representative, one student representative from every student group, and one student representative for every class year.

**Student Progress Evaluation**

Further elaboration of the program's policies on academic standing and policies are available in the Student Handbook, accessible on our Web site and handed out to all incoming first year students.

**Academic Performance**

The time limit for completing the Clinical Psychology Doctoral Program is seven years from the date of enrollment. Students may, in the spring of their 7th year, request an extension via a formal letter to the DTC. Students cannot take more than 8 years to complete the program.

**Academic Evaluation**

The grading scheme for all doctoral courses can be found on individual instructors' syllabi. The grading scheme is standard across all courses. Students are also rated using the Academic Competency Evaluation form, which rates all foundational competencies as well as the relevant core competencies (which varies by course). Evaluation of students' dissertation progress is monitored by the committee chair and the program director. Dissertation defenses are evaluated on the basis of competencies.

**Clinical Work Evaluation**

Student externs and interns are evaluated bi-annually by the extern/internship supervisors. All evaluations are reviewed by the Director of Clinical Training and the students' advisor. The Clinical Competency Evaluation is one of the required milestones for all students completing their 3rd year externship. The CCE must be passed before students are allowed to apply for internship.

**Academic Conduct**

Academic irregularities or dishonesty, such as plagiarism and cheating, may result in an automatic failure in a course and dismissal from the program.

**Unsatisfactory Academic Performance**

A student whose academic performance is

below competency level (i.e., a B in course grades and a 2 on all relevant competency ratings) will be placed on probation and be required to formulate a remediation plan with their advisor and one faculty member. Remediation can be the result of poor grades, lower than expected competencies, ethical issues, or failures to meet required deadlines. Other relevant policies are discussed in the Student Handbook, given to all students in their first year.

**Unsatisfactory Clinical Work Performance**

A student whose clinical work is rated as below the expected competency level will be required to meet with the Director of Clinical Training and their faculty advisor. Other relevant policies are discussed in the Student Handbook, given to all students in their first year.

**Leave of Absence**

A student requesting a leave of absence must write a formal letter to the Program Director stating reasons for the request, an estimated return to study date, and a plan for completion of the program. Leaves are granted on a caseby- case basis. If granted, the time away will not count towards the 7-year limit.

**Student Groups**

The **Doctoral Student Association (DSA)** is the student organization for the program that meets on a monthly basis to discuss the needs, concerns and various areas of interest of the doctoral students. This organization seeks to enhance the students' professional development and training. Membership is open to all fulltime doctoral students in the program.

**Peer-Advisement System:** All first year students are assigned upper-class students who serve as peer advisors.

**Students for Multiculturalism Awareness in Research & Training (S.M.A.R.T.)** is an organization maintained and run by the program's doctoral students. Its primary aim is to promote and advocate for continued education and training in issues pertaining to diversity and under-served populations within the doctoral program in clinical psychology at LIU Post. Our interests include, but are not limited poverty, ethnic/cultural diversity, race, sexual orientation, identity, and disability, to name a few. SMART committee members organize activities and outings to provide an atmosphere for learning and discussion. Previous activities have included obtaining a grant enabling us to invite renowned psychologists to provide colloquium lectures to the department, movie nights, and international pot luck dinners.

**SafeZone**

The Safe Zone Project is a diversity training program that was adapted by the LIU Post Clinical Psychology Doctoral Program to increase the doctoral students' sensitivity, awareness and knowledge of important issues that concern lesbian, gay, bisexual and transgender (LGBT) individuals. In an effort to provide clinical doctoral students with training that will help foster LGBT-affirmative attitudes and engender LGBT-sensitive psychologists, the program provides a Safe Zone training that is mandatory for all entering students enrolled in the program. By bearing some of the responsibility of training individuals to competently and ethically work with LGBT individuals and related issues, the Safe Zone Project is an integral part of the program's effort to respond to the American Psychological Association's call to clinical training programs for the promotion of knowledge and training in human diversity. Although the Safe Zone Project does not provide comprehensive clinical training for treating those with LGBT-specific problems, or sexual and gender identity/orientation issues, the training does prepare a new generation of students to be more informed, sensitive, and ultimately better clinicians to the LGBT community. The Safe Zone Project offers the opportunity for a dialogue about diversity and endorses the program's provision of an atmosphere that respects all individuals, regardless of sexual orientation, ethnic background, age, ability, and gender.

**Alumni Council**

Formed in 2007, the Alumni Council is made up of alums from the first graduating class to the latest graduating class. The group meets bi-annually and as needed.

**Program Publications**

The program publishes *The Participant Observer* on a bi-annual basis. This publication includes doctoral student, faculty, and alumni submissions. *Get a Grip:* the weekly e-newsletter of the Clinical Psychology Doctoral Program at LIU Post which keeps the program community informed of program events, outside conferences, and job opportunities.

## Psy.D. in Clinical Psychology

*{Program Code: 90219}*

### Required First-Year Courses

**All of the following:**

| | | | |
|---|---|---|---|
| PSY | 803 | Cognitive and Neuropsychological Assessment | 3.00 |
| PSY | 803L | Cognitive and Neuropsychological Assessment Laboratory | 0.00 |
| PSY | 804 | Personality Assessment | 3.00 |
| PSY | 804L | Personality Assessment Laboratory | 0.00 |
| PSY | 806 | Advanced Adult Psychopathology | 3.00 |
| PSY | 807 | Behavioral Assessment | 3.00 |
| PSY | 810 | Clinical Psychology in the Public Interest | 3.00 |
| PSY | 820 | Behavior Analysis | 3.00 |
| PSY | 824 | Developmental Psychology: Lifespan | 3.00 |
| PSY | 826 | Clinical Interviewing | 3.00 |
| PSY | 851 | Assessment of Children | 3.00 |
| PSY | 851L | Assessment of Children Laboratory | 0.00 |
| PSY | 861 | Child and Adolescent Psychopathology | 3.00 |

### Required Second-Year Courses

**All of the following:**

| | | | |
|---|---|---|---|
| PSY | 801 | Psychological Statistics I | 3.00 |
| PSY | 802 | Psychological Statistics II | 2.00 |
| PSY | 805 | Integrating Test Findings and Report Writing | 3.00 |
| PSY | 805L | Integrating Test Findings and Report Writing Laboratory | 0.00 |
| PSY | 811 | Ethical Practice in Clinical Psychology | 3.00 |
| PSY | 821 | Cognition, Perception and Cognitive Therapy | 3.00 |
| PSY | 822 | Individual Intervention: Psychodynamic | 3.00 |
| PSY | 830 | Professional Development Seminar: Case Supervision I | 3.00 |
| PSY | 837 | Introduction to Clinical Research | 3.00 |
| PSY | 840 | Professional Development Seminar: Case Supervision II | 3.00 |
| PSY | 865 | Treatment of Children and Adolescents | 3.00 |
| PSY | 878 | Family/Group Intervention Supervision I | 3.00 |
| PSY | 879 | Family/Group Intervention Supervision II | 3.00 |
| PSY | 891 | Psychological Clinic Practicum I | 3.00 |
| PSY | 892 | Psychological Clinic Practicum II | 3.00 |
| PSY | 893 | Psychological Clinic Practicum III | 3.00 |

### Required Third-Year Courses

**All of the following:**

| | | | |
|---|---|---|---|
| PSY | 844 | Biological Basis of Behavior | 3.00 |
| PSY | 850 | Professional Development Seminar: Benefiting from Supervision | 3.00 |
| PSY | 853 | Group Psychotherapy | 3.00 |

| | | | |
|---|---|---|---|
| PSY | 860 | Professional Development Seminar: Preparation for the Clinical Competency Exam (CCE) | 3.00 |
| PSY | 894 | Clinical Externship I | 1.00 |
| PSY | 895 | Clinical Externship II | 1.00 |
| PSY | 896 | Clinical Externship III | 1.00 |

**Required Fourth-Year Courses**

**All of the following:**

| | | | |
|---|---|---|---|
| PSY | 897 | Clinical Externship IV | 1.00 |
| PSY | 898 | Clinical Externship V | 1.00 |

**Required Third- or Fourth-Year Courses**

**All of the following:**

| | | | |
|---|---|---|---|
| PSY | 852 | Social and Community Psychology | 3.00 |
| PSY | 862 | History and Systems of Psychology | 3.00 |
| PSY | 864 | Cultural Issues in Psychology and Psychotherapy | 3.00 |
| PSY | 880 | Supervision and Management of Mental Health Professionals | 3.00 |

**Required Capstone Courses**

**All of the following:**

| | | | |
|---|---|---|---|
| PSY | 838 | Doctoral Dissertation I | 3.00 |
| PSY | 839 | Doctoral Dissertation II | 3.00 |
| PSY | 841 | Full-Time, Year-Long Internship | 0.00 |

**Students must choose a concentration in Applied Child, Developmental Disabilities, Family Violence or Serious and Persistent Mental Illness.**

## Applied Child Concentration Requirements

**Required Applied Child Courses**

**All of the following:**

| | | | |
|---|---|---|---|
| PSY | 849 | Consultation in Multicultural School Settings | 3.00 |
| PSY | 859 | Evidence-Based Psychological Interventions in Schools | 3.00 |

## Developmental Disabilities Concentration Requirements

**Required Developmental Disabilities Courses**

**All of the following:**

| | | | |
|---|---|---|---|
| PSY | 848 | Concentration: Theory and Research in Developmental Disabilities | 3.00 |
| PSY | 858 | Concentration: Clinical Applications in Developmental Disabilities | 3.00 |

## Family Violence Concentration Requirements

**Required Family Violence Courses**

**All of the following:**

| | | | |
|---|---|---|---|
| PSY | 846 | Concentration: Theory and Research in Family Violence | 3.00 |
| PSY | 856 | Concentration: Clinical Applications in Family Violence | 3.00 |

## Serious Mental Illness Concentration Requirements

**Required Serious and Persistent Mental Illness Courses**

**All of the following:**

| | | | |
|---|---|---|---|
| PSY | 847 | Concentration: Theory and Research in Serious Mental Illness | 3.00 |
| PSY | 857 | Concentration: Clinical Applications in Serious Mental Illness | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 115

Minimum Major GPA: 3.00

# Psychology Courses

**PSY 606 Statistics in Psychology**
A graduate-level treatment of descriptive and inferential univariate statistics. Data analysis using SPSS will be studied in conjunction with the theoretical material.
*Credits: 3*
*Every Spring*

**PSY 607 Experimental Methods in Psychology I**
The major focus of this course is on the design, execution and evaluation of single-case research designs. Topics to be considered include a discussion of the history and philosophy of behavior analysis, a discussion of experimental control, and single-case research techniques and examples from both experimental and applied behavior analysis. Data presentation methods including the use of Microsoft Excel will also be discussed.
*Credits: 3*
*Every Fall*

**PSY 608 Experimental Methods in Psychology II**
This course covers the design, execution, and evaluation of psychological research using group designs. Representative topics include between and within group designs, random assignment, and questionnaire construction. Data collection via the Internet is emphasized.
*Prerequisite of PSY 607 is required.*
*Credits: 3*
*On Occasion*

**PSY 610 Behavioral Assessment**
Behavioral assessment is designed to identify, specify, and measure specific behaviors and client goals, and to design intervention strategies for individual clients relative to these behaviors and goals.
*Credits: 3*
*On Occasion*

**PSY 614 Social Psychology**
This course is a discussion of fundamental issues in contemporary social psychology, together with an evaluation of theory, experimental methods and research trends.
*Credits: 3*
*On Occasion*

**PSY 616 Personality**
The theories of personality are examined from a dual viewpoint: the historical development of theories of behavior and a critical evaluation of these theories in the light of current research.
*Credits: 3*
*On Occasion*

**PSY 640 Introduction to Play Therapy**
This is a basic introduction to play therapy with a review of its origin, history, cultural diversity issue related to play and treatment, and a variety of theoretical approaches that form its basis. This course is designed to provide students with definitions of play therapy, instruction in understanding the importance of play in development, and its use as a therapeutic tool for helping to treat emotional problems.
*Credits: 3*
*On Occasion*

**PSY 645 Advanced Play Therapy**
This course is designed to provide students with advanced instruction in the therapeutic method and techniques of play therapy. It will include didactic, hands-on play therapy techniques and in-depth review of play therapy sessions (video, audio, or detailed process notes) supplied by the students. Format will also include training through professionally produced videotapes and small group discussion. Limit setting, countertransference, and other critical issues and situations that arise within sessions will be discussed.
*Credits: 3*
*On Occasion*

**PSY 651 Behavior Analysis and Learning**
This course provides (1) an introduction to the major theories dealing with conditioning and learning, and (2) a systematic analysis of the current data obtained from animal learning experiments in the areas of reinforcement theory, stimulus control and aversive control.
*Credits: 3*
*Every Fall*

**PSY 652 Perception and Cognition**
An examination of the principles of perception and cognition, with a focus on their interaction.
*Credits: 3*
*Every Spring*

**PSY 653 Developmental Psychology**
This course explores major theories, developmental norms and experimental research on development throughout the life span. The focus is on the psychosocial development of the self in the historical, sociocultural and physical environmental contexts. Special attention is given to ethnic and cross cultural similarities and differences, the impact of the information age, and to the active role of the individual in his/her developmental journey.
*Credits: 3*
*On Occasion*

**PSY 655 Psychopathology**
The etiology, symptomatology and dynamics of major mental disorders are discussed. Neuroses and psychoses, and the classification and systematic presentation of organic and nonorganic clinical patterns are presented. A discussion of current literature is included.
*Credits: 3*
*Every Spring*

**PSY 657 Applied Behavior Analysis**
This course examines the theory and practice underlying the application of principles of classical and operant conditioning to the analysis and treatment of problems in human behavior.
*Credits: 3*
*Every Spring*

**PSY 658 Ethics and Professional Development in Applied Behavior Analysis**
This class has two primary purposes: First, the course will consist of a discussion of ethical issues related to the practice of applied behavior analysis. In this context, students will be expected to demonstrate an understanding of the Behavior Analyst Certification Board Guidelines for Responsible Conduct for Behavior Analysts. Secondly the class is designed to discuss professional issues related to applied behavior analysis. These issues may include a discussion of certification and licensing, the use of punishment, and the evaluation of new procedures in applied behavior analysis.
*Credits: 3*
*Annually*

**PSY 659 Practicum in Applied Behavior Analysis**
This course is an optional elective which is designed to enable students to complete the clinical supervision required by the Behavior Analyst Certification Board. Students will spend at least 10 hours per week in clinical situations designing, conducting and collecting data on applied behavior analysis techniques. They will receive supervision by Board Certified Behavior Analysts.
*Only open to students in the Applied Behavior Analysis Advanced Certificate program.*
*Credits: 1*
*On Occasion*

**PSY 660 Current Issues in Applied Behavior Analysis**
This course is designed to provide information about the current issues facing behavior analysts. Topics may include ethical issues in providing ABA services, state and local licensing of behavior analysts, discussion of evidence-based treatment, and the role of punishment in behavior analysis.
*Prerequisite of PSY 657 is required.*
*Credits: 3*
*On Occasion*

**PSY 661 Psychological Assessment**
This course deals with the theories of intelligence, the history of the intelligence testing movement, and the administration, scoring, interpretation and reporting on the major tests of intelligence for all ages. Emphasis is placed upon the Stanford-Binet Intelligence Scale, WPPSI, WISC and WAIS. The use of specialized tests of intelligence for select handicapped populations (blind, deaf, etc.) is explored. The course includes supervised practical experience.
*Credits: 3*

*On Occasion*

**PSY 664 Theory and Practice of Psychotherapy**
This course is a survey of major theories of individual intervention and includes an introduction to basic techniques used in a one-to-one counseling situation.
*Credits: 3*
*Every Fall*

**PSY 666 Psychopharmacology**
This course is a study of the neuropharmacological and behavioral effects of psychoactive drugs including stimulants and antidepressants, anti-anxiety agents, antipsychotics, hallucinogens or psychotomimetics, cannabis preparations and the opiates.
*Credits: 3*
*Every Spring*

**PSY 703 Neuropsychological Bases of Behavior**
A systematic study of the neuroanatomical and neurophysiological mechanisms mediating behavior. Emphasis is placed on sensory systems and on mapping these systems within the brain. Neurological and psychological disorders are discussed with respect to the affected brain. Methods and techniques used in the investigation of neural correlates of behavior are demonstrated in the laboratory.
*Credits: 3*
*Every Fall*

**PSY 704 Advanced Issues in Psychology I**
This course is the advanced treatment of topics of current theoretical interest.
*Credits: 3*
*Every Spring*

**PSY 705 Advanced Issues in Psychology II**
This course is the advanced treatment of topics of current theoretical interest.
*Credits: 3*
*Annually*

**PSY 707 Thesis Tutorial I**
Student receives guidance on the selection of problem and execution of the thesis experiment, followed by an oral defense of the thesis.
*Credits: 3*
*Every Fall, Spring and Summer*

**PSY 708 Thesis Tutorial II**
Student receives guidance on the selection of problem and execution of the thesis experiment, followed by an oral defense of the thesis.
*Prerequisite of PSY 708 is required.*
*Credits: 3*
*Every Fall, Spring and Summer*

## Clinical Psychology Doctoral Courses

**PSY 801 Psychological Statistics I**
This is the first course in a two-course sequence on research and statistical methods. The curriculum includes basic information about descriptive and inferential statistics. Year 2 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Every Spring*

**PSY 802 Psychological Statistics II**
This course is the continuation of the study of research and statistics that was begun in PSY 801. We cover multiple regression, logistic regression, factor analysis, PCA, meta analysis, and ANCOVA. Year 2 course.
*Open to students in the Psy.D. plan only.*
*Credits: 2*
*Every Summer*

**PSY 803 Cognitive and Neuropsychological Assessment**
This course consists of three principal areas: 1) professional standards and test theory in psychological assessment; 2) preparation for administration, scoring and interpretation of objective test instruments (emphasizing intellectual assessment); and 3) general introduction to clinical neuropsychology. Lectures, demonstrations, and supervised practice in administration/interpretation of select testing instruments are included. Laboratory: 3 hours weekly. Year 1 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Every Fall*

**PSY 803L Cognitive and Neuropsychological Assessment Laboratory**
Required laboratory for PSY 803. Meets for 3 hours weekly. Year 1 course.
*Open to students in the Psy.D. plan only.*
*Credits: 0*
*Every Fall*

**PSY 804 Personality Assessment**
This course emphasizes the administration and clinical interpretation of both projective tests and self-report inventories of personality and psychopathology. Supervised practice in administration and analysis of test findings supplements lecture and in-depth examination of select case studies. Another major focus is the integration of findings from several tests and communication of results in preparing coherent reports. Laboratory: 3 hours weekly. Year 1 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Every Spring*

**PSY 804L Personality Assessment Laboratory**
Required laboratory for PSY 804. Meets for 3 hours weekly. Year 1 course.
*Open to students in the Psy.D. plan only.*
*Credits: 0*
*Every Spring*

**PSY 805 Integrating Test Findings and Report Writing**
This course focuses on advanced clinical interpretation of psychological tests of intelligence, cognitive functioning and personality. Attention is directed toward integrating findings from test batteries, formulating clinical inferences about adaptive functioning, and describing personality functioning in depth. Laboratory: 3 hours weekly. Year 2 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Every Fall and Spring*

**PSY 805L Integrating Test Findings and Report Writing Laboratory**
Required laboratory for PSY 805. Meets for 3 hours weekly. Year 1 course.
*Open to students in the Psy.D. plan only.*
*Credits: 0*
*Every Fall and Spring*

**PSY 806 Advanced Adult Psychopathology**
This course introduces the students to concepts of normality and abnormality. It covers basic theoretical models in conceptualizing how and why symptoms are formed and maintained, as well as the different etiological pictures entailed in various diagnostic categories (neuroses, character disorder, mood disorders, psychoses, trauma, psychosomatic disorders, and perversions). Psychopathology is considered from an historical perspective (ways in which different cultures define metal health and foster specific defensive structures, and how cultural factors enter into diagnosis and misdiagnosis of pathology). Year 1 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Every Spring*

**PSY 807 Behavioral Assessment**
This course provides both theoretical and practical knowledge of behavioral assessment. Distinction between traditional and behavioral assessment, psychometric principles, diagnostic considerations and treatment evaluation issues are included. Major behavioral assessment methods are reviewed and practiced.
Year 1 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Every Summer*

**PSY 810 Clinical Psychology in the Public Interest**
Students are familiarized with the program's mission through readings and discussions. Questions are raised and discussed about: how to

define the public interest; the role of psychotherapy in clinical psychology; whether managed care is in the public interest; and how clinical psychotherapy fits into history and the cultural context. Also, it is in the first semester that candidates begin to examine and address how their own values and biases enter into their relationships with clients, supervisors and staff. Special attention is paid to factors like gender, age, ethnicity and social/economic statuses which often enter in to each candidate's treatment of others. Year 1 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Every Fall*

**PSY 811 Ethical Practice in Clinical Psychology**
This course is devoted to the development of ethical and responsible clinical practice. Students learn to be sensitive to ethical decision-making models in the normal course of professional practice, and are exposed to various ethical decision-making models. General ethical principles, such as nonmaleficence, beneficence, justice, fidelity and autonomy, through processing of ethical dilemmas, are a central part of the course. Comparisons are made among ethical, regulatory, civil and criminal issues and violations. Learning how to integrate ethical guidelines with good clinical practice is the basic objectives of the course. Year 2 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Every Fall*

**PSY 820 Behavior Analysis**
The purpose of this course is to introduce students to the theory, principles and research strategies in the study of animal and human learning as well as the application of behavior analysis in clinical practice. Year 1 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Every Spring*

**PSY 821 Cognition, Perception and Cognitive Therapy**
The course will review basic findings, theories and methodologies in the study of perception, cognition, and emotions in normal and abnormal behavior. Students will also be introduced to cognitive therapy conceptualization and the practice of empirically supported cognitive therapies. Year 2 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Every Fall*

**PSY 822 Individual Intervention: Psychodynamic**
This course is designed to educate students in the theory and practice of psychoanalytic psychotherapy. Basic concepts, such as transference, resistance, countertransference, working alliance, termination and interpretation, are examined through readings, presentations and examinations. Students are introduced to object relational, interpersonal and self-psychology approaches to Freudian treatment. Modification due to patient psychopathology and time limitations is also considered. Year 2 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Every Spring*

**PSY 824 Developmental Psychology: Lifespan**
Provides students with both theoretical and practical knowledge about the human lifespan including an in-depth understanding of the bio-psychosocial contributions in the development of the self. The course will familiarize students with the many challenges and opportunities that individuals confront at various ages in the lifespan and provide sensitivity training about the contributions that and individual's multicultural identity has on their unique personal development. Through supervised case presentations, students will be prepared to conduct interviews utilizing developmental theories and research, which are appropriate to the development level and stage of life of the individual. Year 1 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Every Fall*

**PSY 825 Synthesizing Psychotherapy Models**
This is an advanced doctoral course for students who have already taken the basic individual intervention (psychotherapy) courses. The course focuses on the philosophical, theoretical and practical similarities and differences between the psychodynamic and cognitive-behavioral approaches, the "common-factors" issues, integration or eclectic models, and other approaches to psychotherapy.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*On Occasion*

**PSY 826 Clinical Interviewing**
This course introduces the beginning doctoral student to the basic elements of the psychological interview. The course begins with the topics such as the first meetings, listening, note-taking and establishing rapport. Later topics include history taking, mental status exams, special patients, recommendations and communicating findings. Year 1 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Every Fall*

**PSY 830 Professional Development Seminar: Case Supervision I**
This seminar will aim to facilitate candidate confidence and skill as clinicians. It uses lecturing, reading materials, case materials from formal student presentations and informal student participation to accomplish its goals. The seminar demonstrates the use of a psychoanalytic lens in the conceptualization of patient issues, the formulation of treatment process, and the recognition of therapy as an intrapsychic/interactive process between patient and therapist. Year 2 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Every Fall*

**PSY 837 Introduction to Clinical Research**
In this course students apply the critical thinking and rigorous methodologies of science to the practice of clinical psychology. The course will focus on research design as well as research strategies relevant to practitioners, and will provide a foundation of research and evaluation competencies that will help prepare students to complete the doctoral dissertation, as well as to consume and conduct research as psychologist. The course will cover both quantitative and qualitative methods. Year 2 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Every Fall*

**PSY 838 Doctoral Dissertation I**
Student must have dissertation committee chair chosen. Year 3 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Every Spring*

**PSY 839 Doctoral Dissertation II**
Student must have dissertation topic and dissertation committee members (2) chosen. Year 4 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Every Fall*

**PSY 840 Professional Development Seminar: Case Supervision II**
This seminar will aim to facilitate candidate confidence and skill as clinicians. It uses lecturing, reading materials, case materials from formal student presentations and informal student participation to accomplish its goals. The seminar demonstrates the use of a psychoanalytic lens in the conceptualization of patient issues, the formulation of treatment process, and the recognition of therapy as an intrapsychic/interactive process between patient and therapist. Year 2 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Every Fall*

**PSY 841 Full-Time, Year-Long Internship**
The fifth year of the program is spent at a full-year, full-time clinical internship. Various sites are available and most often students choose a site in their concentration area. Student must apply to internships sites, which vary in deadline and acceptance rate. Students must be accepted to and complete an internship program accredited by the American Psychological Association or listed as a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). PSY 841 is a requirement for completion of the program

and receipt of the degree. Internships generally begin in June of the fourth year or September of the fifth year. Year 4 or 5 course. Students must register for this course three times. This course has a special fee.
*Open to students in the Psy.D. plan only.*
*Credits: 0*
*Every Fall, Spring and Summer*

**PSY 842 Dissertation Supervision Continuation**
During the spring of the fourth year and fall of the fifth year, students are required to register for dissertation supervision continuation. If a student successfully defends his/her dissertation before the fall semester of his/her fifth year, this course will be waived. A bound copy of the dissertation must be submitted to the program. This course may be taken only twice. This course has a special fee.
Year 4 (spring) and Year 5 (fall) course
*Open to students in the Psy.D. plan only.*
*Credits: 0*
*Every Fall and Spring*

**PSY 843 Dissertation Completion Maintenance**
If a student has not successfully defended his/her dissertation by the end of the fifth year and all other program requirements are completed, he/she must register for dissertation completion maintenance in each subsequent fall and spring semester. May be repeated into Years 6 and 7 if needed. This course has a special fee.
Year 5 (spring), Year 6 (fall) course
*A pre requisite of PSY 838, PSY 839 and PSY 842 are required.*
*Credits: 0*
*Every Fall and Spring*

**PSY 844 Biological Basis of Behavior**
The purpose of this course is to study the brain through the examination of the nerve cell. Structure and function of the nervous system will be covered, along with neurotransmission and clinically relevant brain anatomy. Methods and techniques are used in the investigation of neural pharmacological aspects of mental health practice. Year 3 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Every Fall*

**PSY 846 Interventions with High-Risk Families**
This course will cover theory, research, prevention, and treatment approaches for families "high risk." The course will begin with an overview and introduce assessment issues and methods, and then will examine victims and perpetrators and a range of "at-risk" conditions including physical abuse, sexual abuse, child neglect, child psychological maltreatment, child witness to domestic violence, dating violence, and sibling violence. We will also cover special topics such as intergenerational transmission of aggression, issues of diversity in family violence (e.g., age, gender, race), exposure to trauma and loss and bereavement issues for families. Year 3 or 4 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Alternate Fall*

**PSY 847 Concentration: Theory and Research in Serious Mental Illness**
The seriously mentally ill represent a unique category of patients suffering from exceptionally long episodes of suffering and adjustment difficulties. These difficulties stem from the intensity of the illness, both psychological and biological, and are manifested in social, interpersonal, family and community problems. Many such patients are treatment refractory and await the continued integration of science and clinical care for hopes of improvement. This course examines the psychology of serious mental illness, exploring etiological, treatment, outcome, and mental health policy issues. Year 3 or 4 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Alternate Fall*

**PSY 848 Concentration: Theory and Research in Developmental Disabilities**
The purpose of this concentration seminar is to provide solid background in theory, research and practice with people who are developmentally disabled. Topics in this first course include definitions, classifications, and epidemiology of developmental disabilities, models of intelligence, diagnostic procedures, strategies for research and research outcome in developmental disabilities. Year 3 or 4 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*On Occasion*

**PSY 849 Concentration: Consultation in Multicultural School Settings**
In this course, students will study theories of mental health consultation and organizational change as they apply to instructional settings. They will learn to analyze a school's culture and organization in order to act as a positive change agent. They will also study ways of developing consultative relationships with colleagues, parents and community agency personnel in order to develop intervention plans for children in schools. Skills crucial to effective consultation and ethical guidelines for practice will be identified and used. Students will learn about issues pertaining to consultation in multicultural settings. Year 3 or 4 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Alternate Spring*

**PSY 850 Professional Development Seminar: Benefiting from Supervision**
This course is designed to provide a link between the doctoral program and the first semester for external field placement experiences (externships). Structured exercises and assignments are designed to produce productive discussions about the externship experience including adjusting to new work environments, new administrative structures and requirements, new patient populations, and new supervisory styles. Students are also guided through the process of selecting potential clients to be the focus of their Clinical Competency Evaluation (CCE). Year 3 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Every Fall*

**PSY 851 Assessment of Children**
This course will cover theory and application in child assessment. In a combination of classroom and laboratory (applied) settings, students learn the principles of assessments with children, and become familiar with the content and administration of techniques of a range of standard child assessment tools. Students will administer, score and write a report for one child testing case. Laboratory: 3 hours weekly. Year 1 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Every Spring*

**PSY 851L Assessment of Children Laboratory**
Required laboratory for PSY 851. Meets for 3 hours weekly. Year 1 course.
*Open to students in the Psy.D. plan only.*
*Credits: 0*
*Every Spring*

**PSY 852 Social and Community Psychology**
An examination of small group processes and social problems in contexts that include issues of gender, disability, racism, homelessness, health psychology, adoption, terror management, environmental psychology, and media influences on aggression, race, and the psychotherapeutic profession. Year 3 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Every Summer*

**PSY 853 Group Psychotherapy**
This course presents a historical orientation to group psychotherapy. The student will learn about large and small group dynamics - both within the clinic and in society at large. Concepts covered include group-as-a-whole, containment, holding, cohesiveness, leadership (and co-leadership), prejudice and scapegoating, identification and individuation. Year 3 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Annually*

**PSY 854 Introduction to Dialectical Behavior Theory (DBT)**
Dialectical Behavior Theory (DBT) is an evidence-based cognitive behavioral mental health intervention initially designed to treat highly suicidal, complex, difficult to treat individuals with co-morbid disorders and now expanding to also treat Axis I disorders (such as depression, anxiety,

eating disorders, substance abuse, oppositional disorder). The treatment's flexibility and ease of use lead to it also being used across a variety of populations: children, adolescents, adults, the elderly, families, and correctional populations. DBT is intended to increase clients' behavioral capabilities, motivation to behave skillfully, generalization of skillful behaviors, environmental support of new behavior, and therapists' capability and motivation to work with such challenging clients. The first part of the course will covertheory, research, treatment stucture and modes, treatment targets, dialectics, communication strategies, commitment strategies, validation, and behavior therapy. The focus will be on individual therapy, consultation team, and telephone consultation. The second part of the course will cover the teaching strategies and content of DBT skills modules of Mindfulness, Emotion Regulation, Distress Tolerance, Interpersonal Effectiveness, and Walking the Middle Path.
On Occasion, Year 3 or 4
*Credits: 3*
*On Occasion*

**PSY 855 Assessment and Treatment of Substance Use Disorders (SUD)**
This course outlines approaches to diagnose, assessment, and treatment for substance use disorders. Several theoretical views of the etiology and maintenance of substance use disorders will be covered. Students will be familiarized with the evolution of diagnostic criteria for substance use disorders along with a variety of methods for assessing these disorders. A number of treatment approaches will be covered, including motivational interviewing, cognitive-behavioral therapy, psychodynamic theory, and the transtheoretical approach to therapy.
On Occasion, Year 3 or 4
*Credits: 3*
*On Occasion*

**PSY 856 Concentration: Clinical Applications in Family Violence**
Builds on theoretical foundations acquired in PSY 846 and emphasizes psychotherapeutic interventions for offenders, victims and witnesses of family violence. Students learn various methods of clinical assessment used in family violence treatment and learn methods of intervention from cognitive-behavioral, psychodynamic and family therapies. Through the use of hypothetical and actual case presentations, students implement and evaluate available therapies. Year 3 or 4 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Alternate Spring*

**PSY 857 Concentration: Clinical Applications in Serious Mental Illness**
The aim of this course is to familiarize students with psychotherapeutic understanding and techniques for the treatment of serious mental illness. The first part of the course addresses key concepts - e.g., projective identification, attacks on linking, psychic retreats and autism, and regression - in the treatment of primitive or regressed states of mind, regardless of diagnostic category. Part one of the course also carefully examines the importance of appreciation and use of countertransference in these treatments. Part two of the course addresses psychotherapy techniques that are designed to treat specific diagnostic categories including: narcissistic, schizoid, and borderline personality disorders, psychosis, trauma and addiction, severe depression, and perversions. Year 3 or 4 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Alternate Spring*

**PSY 858 Concentration: Clinical Applications in Developmental Disabilities**
An introduction to intervention strategies with people who have developmental disabilities and their families. The relationship between applied behavioral research and treatment is emphasized. The course focuses on the role of the clinical psychologist in providing services to individuals and small groups of clients as well as the families of people with developmental disabilities. Year 3 or 4 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*On Occasion*

**PSY 859 Concentration: Evidence-Based Psychological Interventions in Schools**
This course will provide an overview of school-based psychological intervention strategies and programs designed to improve the emotional, behavioral and social functioning of children and adolescents. Evidence-based interventions will be emphasized. Service delivery at the individual, group, and systems level, as well as indicated, selective and universal prevention programs will be addressed. Implementation issues specific to school settings will be examined. Year 3 or 4 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Alternate Fall*

**PSY 860 Professional Development Seminar: Preparation for the Clinical Competency Exam (CCE)**
This semester is a continuation of PSY 850 culminating in a written and oral case presentation to a panel of three professional psychologists (including on full-time faculty member). Students are evaluated on such factors as treatment plans and progress, ethical issues, difficulties with the case and sensitivity to human diversity. Year 3 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Every Spring*

**PSY 861 Child and Adolescent Psychopathology**
Provides a historical perspective and conceptual models of child and adolescent psychopathology and emphasizes an integration of major developmental issues. The course focuses on specific diagnostic classifications pertinent to children and adolescents and covers clinical symptomatology, epidemiology, etiologic considerations, course and prognosis, familial patterns, and influences and differential diagnosis. Year 1 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Every Fall*

**PSY 862 History and Systems of Psychology**
This course covers the philosophical and historical roots of contemporary psychology. Topics include: 1) the question of psychology as science, 2) examples of myths that have permeated our discipline, 3) the prominent schools and systems of psychology, 4) the history of clinical psychology, 5) the role of gender, ethnicity and social issues in the history of psychology and 6) major ethical issues that are part of the history of psychology. Primary readings and letters exchanged by prominent philosophers and psychologists are discussed. Year 3 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Every Spring*

**PSY 863 Family Therapy (Elective)**
This course provides a survey of a wide range of issue related to families. Basic theories regarding family functioning are discussed and a review of major family therapy modalities is presented. Throughout the course, attention is paid to the impact of social class, race, gender, ethnicity, physical disability and sexual orientation on the structure and function of families. Students have the opportunity to conceptualize the use of family therapy in their own concentration, to focus on a topic of particular interest, and to being to evaluate the impact of their own family experiences on their development and their work. Year 1 or 2 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*On Occasion*

**PSY 864 Cultural Issues in Psychology and Psychotherapy**
This course is designed to help students work more effectively with clients from different racial, ethnic or cultural backgrounds. The lectures and readings provide an introduction to aspects of non-European cultures such as African American, Asian American and Latino in order to help students to better understand their clients' experiences, values and world view. Throughout the course, students will be introduced to clinical concepts that are central to the challenges of cross-cultural client work. Year 3 or 4 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Annually*

**PSY 865 Treatment of Children and Adolescents**
Examines the psychodynamic and cognitive-behavioral approaches to dealing with various childhood disorders. Developmental psychopathology, childhood assessment and diagnosis, and consultation with school and families are included. Year 2 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Every Fall*

**PSY 870 Professional Development Seminar: Internship Preparation**
This professional development seminar is the next in the series of courses designed to help students achieve a more advanced level of competence in professional psychology. This seminar is designed to support students through the internship application process. The seminar addresses site selection, essay development, calculating hours, categorizing clinical data, writing a C.V., writing cover letters, selecting supplementary materials, interviewing, ranking sites, the matching algorithm, match day and the Clearinghouse. The format of the class is an open discussion, in which students will have the opportunity to discuss all aspects of applying for an internship. Further consideration in the field relative to the development and monitoring of internship training experiences will be explained. Students will be able to understand the current issues in training and the implications of recent changes for the future of clinical psychology.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Every Summer*

**PSY 871 Clinical Issues in Psychology I**
This course covers advanced treatment of current issues in psychology chosen by the instructor. Registration by permission of the instructor and program director only. Topics can include: self psychology, personality disorders and neuropsychology.
*Open to students in the Psy.D. plan only.*
*Credits: 1 to 3*
*On Occasion*

**PSY 872 Clinical Issues in Psychology II**
This course covers advanced treatment of current issues in psychology chosen by the instructor. Registration by permission of the instructor and program director only. Topics can include: self psychology, personality disorders and neuropsychology.
*Open to students in the Psy.D. plan only.*
*Credits: 1 to 3*
*On Occasion*

**PSY 876 Special Topic Elective**
Consideration of a topic in clinical psychology not covered in other courses, such as neuropsychological testing, psychopharmacology, relational approaches to personality development, autism, language and thought disorders, feminist psychology, psychotherapy with difficult patients, psychology and law, and psychology of addictions, Dialectical Behavioral Theory (DBT), object relations theories, unconscious fantasies, dreams, free association, creativity, couples therapy, play therapy and advanced play therapy.
*Open to students in the Psy.D. plan only.*
*Credits: 1 to 3*
*On Occasion*

**PSY 877 Special Topic Elective**
Consideration of a topic in clinical psychology not covered in other courses, such as neuropsychological testing, psychopharmacology, relational approaches to personality development, autism, language and thought disorders, feminist psychology, psychotherapy with difficult patients, psychology and law, and psychology of addictions, Dialectical Behavioral Theory (DBT), object relations theories, unconscious fantasies, dreams, free association, creativity, couples therapy, play therapy and advanced play therapy.
Same as PSY 876 with Pass/No Pass grading.
*Open to students in the Psy.D. plan only.*
*Credits: 1 to 3*
*On Occasion*

**PSY 878 Group Intervention Supervision I**
All clinical psychology doctoral students are required to develop and lead two time-limited psychoeducational or psychotherapeutic groups during their second year in the doctoral program. This course provides for supervision of the first group leadership experience by faculty who are licensed psychologists. Students will meet weekly with co-leader(s) and faculty supervisor for the duration of the groups. Year 2 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Every Fall*

**PSY 879 Group Intervention Supervision II**
All clinical psychology doctoral students are required to develop and lead two time-limited psychoeducational or psychotherapeutic groups during their second year in the doctoral program. This course provides for supervision of the first group leadership experience by faculty who are licensed psychologists. Students will meet weekly with co-leader(s) and faculty supervisor for the duration of the groups. Year 2 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Every Spring*

**PSY 880 Supervision and Management of Mental Health Professionals**
Focuses upon supporting advanced students in developing their skills as clinical supervisors and managers of psychologists as well as of professional and administrative staff in mental health and other disciplines. The structure includes a combination of didactic and experiential learning with readings encompassing issues of specific technique, interpersonal relatedness, authority and responsibility, ethics and organizational development. Year 4 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Alternate Spring*

**PSY 891 Psychological Clinic Practicum I**
This course offers the opportunity for Graduate Student Therapists (GST) at the LIU Post Psychological Services Center (PSC) to receive supervised experience in the delivery of a variety of psychological services including individual and group psychotherapies, marital and family therapy, psychoeducation, prevention and wellness counseling and psychological assessment. In addition to weekly individual supervision by both faculty and community licensed psychologists, the GST participate in weekly group therapy supervision, clinic administrative meetings and educational seminars. Year 2 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Every Fall*

**PSY 892 Psychological Clinic Practicum II**
Continuation of PSY 891. Year 2 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Every Spring*

**PSY 893 Psychological Clinic Practicum III**
Continuation of PSY 892. Year 2 course.
*Open to students in the Psy.D. plan only.*
*Credits: 3*
*Every Summer*

**PSY 894 Clinical Externship I**
Supervised training in clinical psychology at program-approved externship sites for two days per week. Year 3 course.
*Open to students in the Psy.D. plan only.*
*Credits: 1*
*Every Fall*

**PSY 895 Clinical Externship II**
Continuation of PSY 894. Year 3 course.
*Open to students in the Psy.D. plan only.*
*Credits: 1*
*Every Spring*

**PSY 896 Clinical Externship III**
Continuation of PSY 895. Year 3 course.
*Open to students in the Psy.D. plan only.*
*Credits: 1*
*Every Summer*

**PSY 897 Clinical Externship IV**
Continuation of PSY 896. Year 4 course.
*Open to students in the Psy.D. plan only.*
*Credits: 1*
*Every Fall*

**PSY 898 Clinical Externship V**
Continuation of PSY 897. Year 4 course.
*Open to students in the Psy.D. plan only.*

*Credits: 1*
*Every Spring*

**PSY 899 Clinical Externship VI**
For students continuing externship beyond requirement and before internship: supervised training in clinical psychology at program-approved externship sites for two days per week. Year 5 course.
*Open to students in the Psy.D. plan only.*
*Credits: 0*
*Every Fall, Spring and Summer*

# COURSE DESCRIPTIONS

The following graduate courses are, if approved by a program's director, available electives.

## Anthropology

**ANT 500 General Anthropology - Physical Anthropology and Archaeology**
This course is a comprehensive survey of the two of the four sub-fields of anthropology. Emphasis in the physical anthropology portion is placed on basic concepts of human developments and variation in the past, in the present and in the future. The archaeological relatedness to physical anthropology as well as its own unique methods, theories, and goals in the field of pre-history are also explored.
*Credits: 3*
*On Occasion*

**ANT 501 General Anthropology - Cultural Anthropology and Linguistics**
Based on the previous semester's work, this course investigates the approaches employed by cultural anthropology and linguistics in the study of man. The structure, processes and theory of culture is analyzed and cultural systems are to be explored with the view of solving adaptive problems in the technological and social areas. The linguistic focus is on interrelatedness to culture theory and culture concepts.
*Credits: 3*
*On Occasion*

**ANT 532 Area Studies**
This course is an analysis of selected sociocultural systems and social problems in developing countries of Africa, Latin America and the Middle East.
*Credits: 3*
*On Occasion*

**ANT 533 Contemporary Asia**
This course is an exploration of the social structure and cultural systems of Asian societies - China, India, Japan, Southeast Asia - by analyzing their effects on human behavior and personality. Further emphasis is given to an investigation of social change brought about by East-West cultural contact.
*Credits: 3*
*On Occasion*

**ANT 541 Archaeology of the Old World**
This course is a concurrent lecture series in old world archaeology combined with a five-week intensive program in field archaeology at selected sites. This seminar
investigates problems in pre-history with particular emphasis on the Mediterranean region and covers the Paleolithic through the Neolithic periods. Simultaneously, archaeological survey, excavation and interpretation techniques are studied and applied in connection with the sites being investigated. Students are expected to contribute original thinking on problems of typology, interpretation and methods as they are encountered in the excavations.
Offered for 4 credits when special field work is included.
*Credits: 3 to 4*
*On Occasion*

## Economics

**ECO 612 Economic Environment of Business**
The determinants of national income, employment and price levels are considered. Particular attention is given to the relationship of the national economy to private enterprise. The role of private investment, the relations between government and business (antitrust and labor legislation), and the use of national income accounts in short-run economic forecasting are reviewed. Topics covered include national income accounting, fiscal and monetary policy and their impact on business, and the determination of full employment goals.
*Credits: 3*
*On Occasion*

**ECO 615 The Economics of Management Decisions**
This course is designed to set the foundation for the effective integration of economic theory and administration. Topics discussed include demand analysis, cost determination and pricing in varying market conditions, from perfectly competitive to monopolistic. Strategies for competing in oligopoly markets are investigated. Quantification of economic models is stressed through instruction in basic econometrics.
*Credits: 3*
*On Occasion*

**ECO 620 Econometrics**
This course is an introduction to the use of mathematical and statistical techniques for the solution of economic problems. The course includes analysis of micro- and macroeconometric models and their use for design making and simulation.
*Prerequisite of ECO 612 is required.*
*Credits: 3*
*On Occasion*

**ECO 627 Economics of the City**
This course is an analysis of the principal problems of the modern American city such as transportation, housing, the ghetto, environmental pollution, education, fiscal problems. The course is an exploration of feasible economic adjustments to these problems.
*Credits: 3*
*On Occasion*

**ECO 630 Labor Economics**
This course is an analysis of problems and issues concerning employment in an industrial society. Stress is placed on the development of industrial relations and practices, and their impact on workers, management and the public. Attention is also given to underlying economic factors and other problem areas.
*Prerequisite of ECO 612 is required.*
*Credits: 3*
*On Occasion*

**ECO 631 Government and the Economy (Economic Policy)**
This course covers the role of government in the market economy with special reference to the United States and includes the following topics: maintenance of competition; conservation of resources and control of environmental pollution; protection of the consumer; problems of poverty and affluence; monetary and fiscal policies to promote economic growth.
*Prerequisite of ECO 612 is required.*
*Credits: 3*
*On Occasion*

**ECO 636 Public Finance and Fiscal Policy**
This course is a study of the impact of governmental fiscal operation on recourse allocation and income distribution. Special attention is given to the relationship of government expenditures and taxation to employment and price levels, and alternative choices available to influence the rate of economic activity.
*Prerequisite of ECO 612 is required.*
*Credits: 3*
*On Occasion*

**ECO 641 History of American Business**
This course covers the evolution of the American industrial system with emphasis given to developments since 1870. Consideration is given to such factors as changing entrepreneurial functions, the relationship of government to business, employment and labor conditions, and changes in political and social attitudes.
*Prerequisite of ECO 612 is required.*
*Credits: 3*
*On Occasion*

**ECO 646 Environmental Economics**
This course is an economic analysis of environmental issues as problems in resource allocation among competing uses. The course deals with the inherent externalities of environmental degradation and the cost-belief aspects of environmental quality.
*Credits: 3*
*On Occasion*

**ECO 660 Business Conditions Analysis and Forecasting**
Forecasting techniques, including time series analysis, patterns of statistical relationship and econometric models that can be used to provide estimates of future overall activity for given components of the economy are examined. The use of forecasting methods to help decision-making or production planning for particular industries and

tests to verify forecasts is considered.
*Prerequisite of ECO 612 is required.*
*Credits: 3*
*On Occasion*

## Philosophy

**PHI 510 Issues in Contemporary Aesthetics**
A critical examination of current questions in aesthetic theory such as the nature of aesthetic experience, the relation of the fine arts to the decorative arts, to craft, and to the popular and folk arts, interpretation, representation, institutional theory, and the end of art. The practice and problems of different methodologies is also examined including phenomenology, hermeneutics, deconstruction and philosophical analysis.
*Credits: 3*
*On Occasion*

**PHI 511 The Interrelations of the Arts**
An examination of historical and applied classifications of the arts, and a comparative study of the various arts from the standpoint of their materials and media, their technologies, their products and their experiences.
*Credits: 3*
*On Occasion*

**PHI 512 The History of Aesthetics**
A study of the literature in the history of aesthetics, from the classical period through the rise of modern aesthetics in the 18th century and the romantic theories of the 19th century to the present.
*Credits: 3*
*On Occasion*

**PHI 513 Creativity in the Arts**
An inquiry into the nature of creativity in the arts and its relationship to creativity in other fields. Attention is given to the differences, if any, between creativity and such things as originality, fashion and style.
*Credits: 3*
*On Occasion*

**PHI 514 The Aesthetic Dimensions of the Arts**
This course focuses on a single art which is examined in-depth, with attention to its history, its materials and techniques, its meaning and experience, and its critical literature. The course may be taken more than once on different arts.
*Credits: 3*
*On Occasion*

**PHI 515 Criticism in Art**
A study of various theories of aesthetic criticism.
*Credits: 3*
*On Occasion*

**PHI 688 Issues in the History of Aesthetics**
A detailed examination of a particular issue or movement or of a major work in the history of aesthetics. The course may be taken more than once if the content is different.
*Credits: 3*
*On Occasion*

## Astronomy and Physics Courses

**AST 501 Spherical and Elliptical Astronomy**
The course is devoted to an advanced study of astronomical concepts, especially the motions of the Earth and other bodies in the solar system and the physical phenomena to which they give rise. Topics include the Celestial Sphere, the Sun, Precession of the Equinoxes, the Observer-Based Celestial Sphere, Diurnal Motion, the Celestial Meridian, the Solar System, Planetary Orbits and Motions, the Moon and Eclipses.
*Credits: 3*
*On Occasion*

**PHY 501 Introduction to Theoretical Physics I**
This course covers the application of the principles of physics to a wide variety of topics, including dynamics, thermodynamics, kinetic theory and statistical mechanics.
*Credits: 3*
*On Occasion*

**PHY 601 Classical Mechanics I**
Review of elementary principles; variational principles; Lagrange's and Hamilton's equations of motion; motion of rigid bodies.
*Credits: 3*
*On Occasion*

**PHY 603 Classical Electromagnetic Theory I**
This is the first half of a one-year course in classical electromagnetic theory. Among the topics covered in PHY 603 are the electrostatic field; special relativity; the magnetic field; and Maxwell's equations.
*Credits: 3*
*On Occasion*

**PHY 604 Classical Electromagnetic Theory II**
This is the second half of a one-year course in classical electromagnetic theory. Among the topics covered in PHY 604 are wave equations; waves in unbound media; cavity resonators; wave guides; Lagrangian and Hamiltonian formation of the electromagnetic field; electron theory.
*Credits: 3*
*On Occasion*

**PHY 605 Geometrical and Physical Optics I**
Lens theory, mirrors, theory of stops, ray tracing, lens aberrations. Electromagnetic theory of light, reflection and refraction of plane waves, interference, Fraunhofer and Fresnel diffraction, absorption, scattering and dispersion, polarization.
*Credits: 3*
*On Occasion*

**PHY 609 Atomic Theory I**
Atomic spectra and structure; Schrödinger, Pauli, and Dirac wave mechanics; the theory of one-, two-, and multi-electron atoms; the theory of elastic collisions.
*Credits: 3*
*On Occasion*

## Science Research

**SCI 601 Science Research Workshop for High School Teachers**
This workshop is focused on developing skills for mentoring high school students in scientific research.
*Credits: 1 to 3*
*On Occasion*

## Sociology

**SOC 500 Topics in Sociology**
This graduate course examines in-depth select topics in Sociology. The student's particular topic will be determined in consultation with faculty and with approval by the chair. May be taken more than once if topic is not the same.
*Credits: 3*
*On Occasion*

## COLLEGE OF MANAGEMENT

Committed to access and excellence, the College of Management offers innovative, practice-based, engaged learning and promotes relevant and impactful scholarship to empower students with the functional competencies, critical thinking, global knowledge, and ethical values to become successful professionals in enterprise and society. Graduates of the College should possess professional accountability and social responsibility along with the functional skills and professional capabilities to contribute in meaningful ways as members of today's technology-based economy in public companies, private organizations and nonprofit entities.

The College is distinguished by AACSB-accredited degrees in accountancy and business administration. AASCB-accredited accelerated (dual-degree) programs with master's degrees in accountancy, business administration (MBA) and taxation are also available.

A number of engaged learning opportunities have been introduced beginning in 2015 and have already been recognized by AACSB for their excellence. LIU-*iQ* Student Consulting, LIU-*iF* Student Investmnet Fund and LIU-*iBL* Institute for Branding and licensing are examples where students can take classses for credit and then apply what they have learning in real-world settings.

The College of Management comprises three schools: the School of Business, the School of Professional Accountancy, Finance and Fintech and the School of Computer Science, Innovation and Mangement Engineering, where at the undergraduate level, the bachelor of science degree in Computer Science are offered. A new department within CSIME is being launched in Fall 2017 as the Department of Data Science, Business Analytics and Innovation which looks to house the new major in Sports Management as well as Fashion Merchandising. This demonstrates the College's committment to embracing disruption where student capabilities must be cultivated to meet market demands.

Across the College, courses of study are taught by a distinctively credentialed faculty and practicing professionals who provide students with the discipline area skills, knowledge, professional abilities and personal attributes that can form the basis for success in their professional lives.

Please direct your questions to the dean's office at 516-299-3017, email: liupostbiz@liu.edu or fax: 516-299-3131.

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# Master of Business Administration (M.B.A.)

The Master of Business Administration (M.B.A.) degree is a comprehensive, integrated, 36-to-48 credit program, which combines the highest levels of academic rigor and real-world relevance. Ethics is imbedded throughout the program. Accredited by AACSB International, the M.B.A. Program offers several flexible options to support individual interests, career objectives and busy schedules.

Students may pursue their education on a full or part-time basis in the Campus Program with all classes conveniently offered during weeknights and some classes offered on Saturdays or online. The M.B.A. is a general business degree, with electives available in the areas of business law, finance, management, marketing and international business.

The M.B.A. Program includes the joint J.D./M.B.A. Program offered in conjunction with Touro Law Center in Central Islip, N.Y. and the Corporate M.B.A. Program, where classes are presented on-site at sponsoring corporate offices. In addition, LIU Post's Accelerated B.S./M.B.A. and B.A./M.B.A. programs allow qualified students to complete their Bachelor of Science or Bachelor of Arts degree and M.B.A. in only five years.

**ADMISSION REQUIREMENTS**

The College of Management Business Program has established the following criteria as the most critical in the evaluation of candidates for graduate study:

- Scholastic achievement and a desire to excel as evidenced by previous academic work.
- Aptitude for graduate study as indicated by scores on the Graduate Management Admissions Test (GMAT), Graduate Record Examinations (GRE), or the LAW School Admissions Test (LSAT).
- Motivation, leadership potential and maturity as evidenced by prior work experience and extracurricular activities.

Applicants to the Master of Business Administration (M.B.A.) must submit the following items for admission.

- Application for Admission
- Non-refundable application fee
- A bachelor's degree with a minimum GPA of 2.75 from an accredited college or university. Students who do not meet these requirements are welcome to discuss their options for admission with the graduate advisor. No specific undergraduate major is required for application. Applicants who are in their senior year at an undergraduate institution may apply for admission to the College of Management, but acceptance will be made contingent upon submission of final grades and receipt of the bachelor's degree. Applicants who have attended institutions outside the United States must hold a degree equivalent to a U.S. bachelor's degree.
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- The GMAT (or GRE equivalent) is required for admission. LIU Students wishing to pursue Dual-degree options that maintain a 3.5 or better GPA, have the GMAT requirement waived. The GMAT is not required if a student has taken the LSAT Exam within the past five (5) years and has received a minimum score of 141 or the GRE exam and has received an equivalent score of a 400 GMAT Exam. Those students holding CPA license, JD degree, doctorate degree, or a Master's degree in Engineering also are exempt from the GMAT or GRE (Graduate Record Examinations). Students who have not yet taken the GMAT, GRE, or LSAT, or did not earn a qualifying score, are invited to enroll in the Personal Enrichment Program as non-matriculated students and take up to two (2) 500-level M.B.A. core courses. The student is expected to successfully pass the GMAT/GRE/LSAT Exam no later than the completion of the second course.
- Two professional and/or academic letters of recommendation on company letterhead that address the applicant's potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- A current résumé.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 75 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.0.

## Master of Business Administration (M.B.A.)

*{Program Code: 79096}*

**Required Core Courses**

| | | | |
|---|---|---|---|
| GBA | 520 | Economics for Business Decisions | 3.00 |
| GBA | 521 | Financial Accounting and Reporting | 3.00 |
| GBA | 522 | Financial Management | 3.00 |
| GBA | 523 | Management in a Global Society | 3.00 |
| GBA | 524 | Marketing Management | 3.00 |
| GBA | 525 | Statistics For Management | 3.00 |

**Required Management Perspective Courses**

| | | | |
|---|---|---|---|
| MBA | 620 | Managing Information Technology and e-Commerce | 3.00 |
| MBA | 621 | Financial Markets and Institutions | 3.00 |
| MBA | 622 | Competitive Marketing Strategy | 3.00 |
| MBA | 623 | Organizational Behavior | 3.00 |
| MBA | 624 | Operations Management | 3.00 |
| MBA | 625 | Global Business: Environment and Operations | 3.00 |

**Required Capstone Course**

| | | | |
|---|---|---|---|
| MBA | 820 | Business Policy | 3.00 |

**Elective Courses**

Students must complete 3-5 elective courses taken from BLW 701, TAX 726, or any 700 level FIN, IBU, MAN, MIS, MKT courses.
Total credits required ranges from 36-48, depending on the amount of core course waivers and elective credit requirements.

**Credit and GPA Requirements**

Minimum Total Credits: 36-48
Minimum Major GPA: 3.00

# B.A. Economics / Master of Business Administration (M.B.A.)

See LIU Post Undergraduate Bulletin, College of Liberal Arts & Sciences, Department of Economics for program description and requirements.

# B.F.A. Arts Management / Master of Business Administration (M.B.A.)

See LIU Post Undergraduate Bulletin, School of Visual & Performing Arts, Department of Theater, Film, Dance and Arts Management for program description and requirements.

# B.A. International Studies / Master of Business Administration (M.B.A.)

See LIU Post Undergraduate Bulletin, College of Liberal Arts & Sciences, Department of Political Science / International Studies for program description and requirements.

## Graduate Business Courses

**FIN 704 Financial Reports Analysis**
This course provides a survey of analytical tools and techniques used to evaluate financial statements. Financial and corporate reports are analyzed for solvency, quality of earnings, investments, and forecasting implications. Emphasis is placed on ratio and trend analysis for the detection and interpretation of strengths, weaknesses, and problem areas of the business.
Cross-listed with ACC 742
*Prerequisites of GBA 520, 522, MBA 621 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**FIN 705 Securities Analysis - Equities**
This course focuses on security markets and investment opportunities. Students are exposed to the concepts of market efficiency and risk and return in the context of valuation of equities, fixed income securities, and derivative securities. The objective is to provide a systematic method of analyzing investment portfolios and the effects of diversification and risk management.
*Prerequisites of GBA 520, 522, MBA 621 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**FIN 708 Financial Engineering**
This course covers the creation of derivative securities to meet financing needs. This course will explore the rapid growth of strategic financial product innovation and securitization precipitated by environmental and intra-firm factors. Chiefly as a solution to risk management, financial engineering will be explored from both the corporate treasurer's perspective and from the investor's and speculator's perspectives. Recent debt, equity, equity- related and derivative innovations will be examined.
*Prerequisites of GBA 520, 522, MBA 621 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**FIN 710 Corporate Mergers and Restructuring Strategies**
The aim of the course is to provide understanding of the decisional dynamics and valuation consequences of financial, business, and organizational restructuring by corporate credits. The course prepares students to plan, evaluate, and execute corporate restructuring activities.
*Prerequisites of GBA 520, 522, MBA 621 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**FIN 716 International Finance**
This course presents an analysis of the financial opportunities and risks resulting from global market investment. Topics include determinants of foreign exchange rates and international capital flows; balance of payments analysis techniques; foreign exchange risk management, especially hedging and speculation strategies; the reasons and impact from official intervention; and elements of country-risk analysis.
Cross-listed with IBU 702
*Prerequisites of GBA 520, 522, MBA 621 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**FIN 717 Investment Analysis Fixed Income and Derivatives**
This course analyzes the activities of the financial intermediaries in the marketplace. The course presents a rigorous quantitative and qualitative analysis of the money and capital markets, concentrating on the Fixed Income and Derivatives markets. It focuses on the risks and returns associated with investments in those markets, and on how these instruments can be optimally allocated to yield successful portfolio management performance. This course, when combined with FIN705, presents a complete overview of the global capital markets.
*Prerequisites of GBA 520, 522, MBA 621 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**FIN 722 Real Estate Investments**
This course covers the theory and measurement of return and risk on real estate loans and equity investments, investment decision making and financing alternatives, techniques of real estate investment financing, evaluation of investment risk and credit quality on selected types of properties and loans. Topics include: site selection, income properties, office buildings, shopping centers, industrial properties, condos and co-ops, leasing valuation and marketing.
*Prerequisites of GBA 520, 522, MBA 621 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**FIN 725 Money, Banking, and Capital Markets**
This course's main objective is to analyze and understand the principal forces that are shaping the U.S. and world money and capital markets. Money creation, the demand for money, and the relation of money to inflation and financial flows are each examined. Interest rates are analyzed in the context of portfolio choice and their behavior is carefully examined. Emphasis is also placed on the changing role of competitive financial institutions and the effects of these changes on the flow of funds and monetary policy.
*Prerequisites of GBA 520, 522, MBA 621 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**FIN 726 International Corporate Finance**
This course is an analysis of the financial opportunities, risk, and decision-making processes associated with international operations. Topics include management of translation, transaction and economic exposure; taxation issues; multinational capital budgeting and current asset management; complexities of international performance evaluation and control systems; comparative financial statement analysis; cost of capital; and international financing options. The case method is utilized.
Cross-listed with IBU 708
*Prerequisites of GBA 520, 522, MBA 621, and (FIN 716 or IBU 702) or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**FIN 727 Global Economic Environment of Business**
The main goal of this course is to analyze and understand the global economy in which business operates today. Attention centers on the key policy issues and major economic forces that affect business activity and on the tools necessary to evaluate these issues and forces. The tools of analysis include the portfolio approach, post-Keynesian and modern monetarist approaches, rational expectations, and state-of-the-art analysis of saving and investment. The course also explores the role played by U.S. and world financial markets in influencing the domestic and global economic environment. Material in the text will be heavily supplemented by, and integrated with, current events.
*Prerequisites of GBA 520, 522, MBA 621 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**FIN 732 Securities Analysis and Student Investment Fund**
Students in this course will build on the theoretical concepts learned in undergraduate finance courses, to put these theories into practice. Students will have the opportunity to propose investment ideas and collectively build a portfolio of investments in listed U.S. equities. Students will take responsibility for stock market sector coverage and make formal written and oral investment proposals. Students will develop, implement and follow investment policies. Students will conceptualize and formulate portfolio

reporting culminating in a presentation of portfolio composition and performance to an outside board of advisors and to trustees, alumni and donors, who have invested the funds to be managed through this engaged learning initiative. Graduate students will gain an understanding of portfolio construction approachs and third party manager selection. Graduate students in the course will perform a company valuation using discounted cash flows or dividends as appropriate.
*Credits: 3*
*Every Spring*

**FIN 750 Seminar In Finance**
This seminar investigates advanced and timely topics in finance that influence corporate and investor decision making. It also explores major issues that affect financial markets and intermediaries. Topics analyzed will vary according to financial conditions and developments, but may include: systemic risks to the financial system; value at risk; corporate governance; financial engineering; and portfolio rebalancing strategies.
*Prerequisites of GBA 520, 522, MBA 621 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**GBA 520 Economics for Business Decisions**
Key micro and macro economic concepts and issues are used to equip students to analyze economic problems and appreciate the implications of global economic events. The course develops key microeconomic concepts, such as the construction of supply and demand curves, elasticity and marginal analysis. The course then develops key macroeconomic concepts and tools to examine key policy issues as: National Income Accounting, the aggregate supply and demand curve, the supply and demand for money, fiscal and monetary policy, international trade, and the impact of changes in exchange rates.
*MBA Students only.*
*Credits: 3*
*Every Fall and Spring*

**GBA 521 Financial Accounting and Reporting**
This course examines basic accounting concepts and methods and their significance to management and other users of financial statements. Topics include an introduction to fundamental accounting concepts; the measurement and reporting of income, financial position, and cash flows; and the measurement and reporting of assets, liabilities, and stockholders' equity. Ethical issues are considered throughout this course.
*MBA Students only.*
*Credits: 3*
*Every Fall and Spring*

**GBA 522 Financial Management**
This course focuses on wealth maximization and managerial decision making in a global market setting. Basic principles by which the modern corporation manages its assets, controls its liabilities and raises new capital are addressed. Topics include the time value of money, valuation and rates of return on securities, financial statement analysis, capital budgeting techniques, as well as cost of capital, capital structure, and leverage considerations.
*Prerequisite or co-requisite of GBA 521 or its equivalents is required.*
*Credits: 3*
*Every Fall and Spring*

**GBA 523 Management in a Global Society**
This course addresses contemporary global management challenges stemming from changing organizational structures, complex environmental conditions, new technological developments, and increasingly diverse workforces. Highlighted are critical management issues involved in planning, organizing, controlling, and leading an organization. The course focuses on leadership and addresses the complex issue of business ethics inherent in decision making. Students will apply theoretical management concepts to organizational situations with the use of current business headlines and case studies. This synergy of theory and practice will help students gain analytical skills for professional assessments. Students will also make research-based oral presentations to further develop their communications skills.
*MBA Students only.*
*Credits: 3*
*Every Semester*

**GBA 524 Marketing Management**
This course is an analysis of the operations of marketing systems. It familiarizes students with marketing principles and enables them to adapt marketing operations to opportunities in for-profit and non-profit organizations. Focus is placed upon the principal decision components that include market segmentation, marketing research, consumer behavior, product development, promotion, pricing and distribution. International and ethical issues are discussed.
*MBA Students only.*
*Credits: 3*
*Every Semester*

**GBA 525 Statistics For Management**
The course is designed to give a fundamental knowledge of the principles, concepts, and techniques involved in the application of probability and statistics to business research and managerial decisions. The range of applications covers various functional areas such as finance, marketing, accounting, management, economics and production. Topics covered include descriptive statistics, probability concepts and techniques applicable in risk assessment and decision theory, statistical inference (estimation and hypothesis testing), and some basic forecasting models including regression.
*MBA Students only.*
*Credits: 3*
*Every Semester*

**IBU 702 International Finance**
This course presents an analysis of the financial opportunities and risks resulting from global market investment. Topics include determinants of foreign exchange rates and international capital flows; balance of payments analysis techniques; foreign exchange risk management, especially hedging and speculation strategies; the reasons and impact from official intervention; and elements of country-risk analysis.
Cross-listed with FIN 716
*Prerequisite of MBA 625 or its equivalents is required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**IBU 703 International Trade and Competition**
The main goal of this course is to analyze and understand competitive issues in the global trading system from a business perspective. The course reviews and utilizes traditional theories of trade, but emphasizes modern concepts of dynamic competitive advantage, the role of firm strategies, the role of location, country factors, and public policies in the context of the evolving system of world trade. Critical business issues concerning trade and competition arising out of the World Trade Organization (WTO) system, the regional trading arrangements such as the European Union (EU), and the North American Free Trade Association (NAFTA), as well as the trade regulations and industrial policies of major trading countries are examined.
*Prerequisites of GBA 524, MBA 622, 625 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**IBU 704 Management of International Business**
This course focuses on the management of multinational enterprises across national borders. The course examines the nature and directions of business investments conducted by multinational enterprises under the given economic, technology, social and regulatory conditions. The strategy formulation and execution for international business operations are highlighted. Emphasis is on establishing a new business venture via global configurations for sustainable revenues/profits in a dynamic global market.
*Prerequisite of MBA 625 or its equivalents is required. Student must be in acceptable plan of study.*
*Credits: 3*
*Annually*

**IBU 705 International Marketing**
This course is an analysis of both marketing strategy and marketing management in the international marketplace. It provides students with an

understanding of the global marketing environment and how the environment impacts the applicability of the marketing strategies. Students will learn theoretical foundations of international marketing and apply them to international marketing campaigns based on the similarities and differences of international markets in terms of cultural, economic, regulatory and competitive forces. Country market selection, market entry modes and ethical issues are discussed.
*Prerequisite of MBA 625 or its equivalents is required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**IBU 707 Multinational Business in Emerging Markets**
This course is an analysis and discussion of the opportunities and problems of operating multinational firms in developing nations. Consideration is given to marketing opportunities, national customs and mores, natural resource policies, tax policies, governmental economic nationalism, economic liberalization and similar concepts and problems of operating in emerging economies.
*Prerequisite of MBA 625 or its equivalents is required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**IBU 708 International Corporate Finance**
This course is an analysis of the financial opportunities, risks, and decision-making processes associated with international operations. Topics include management of translation, transaction and economic exposure; taxation issues; multinational capital budgeting and current asset management; complexities of international performance evaluation and control systems; comparative financial statement analysis; cost of capital; and international financing options. The case method is utilized.
Cross-listed with FIN 726
*Prerequisites of GBA 520, 522, MBA 621, and (FIN 716 or IBU 702) or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**IBU 710 IT Management in a Multinational Business Environment**
This course focuses on worldwide IT environments, national infrastructures and regulatory regimes, global IT applications, global IS development strategies, global management support systems, and global IT management strategies. It inculcates an in-depth understanding of managing information resources across national borders, time zones, cultures, political philosophies, regulatory regimes, and economic infrastructures. The course emphasizes the critical role and issues of IT and Electronic Commerce (EC) in contributing to the success of global finance, marketing, manufacturing, trade and accounting practices.
*Prerequisite of MBA 625 or its equivalents is required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**IBU 750 International Business Seminar**
This course is an analysis of the decision-making processes and methods for defining, analyzing and resolving contemporary international financial and trade problems. Emphasis is on assessing international developments and trade relating to business.
*Prerequisite of MBA 625 or its equivalents is required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**MAN 702 Theories Of Organization**
This course is a survey of organizational theories with particular emphasis on goal setting, assessment, achievement and displacement. Topics include: the relationship of authority, role responsibility, organizational structure, design and culture. Students diagnose organizational functions, analyze deficiencies, and determine ways of adapting organizational structure to realize goals.
*Prerequisites of GBA 523 and MBA 623 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**MAN 703 Project Analysis and Program Management**
This course provides a comprehensive analysis of projects in contemporary organizations. The course addresses the basic nature of managing all types of projects: public, business, engineering, information systems, and so on as well as the specific techniques for project management. Topics include: the organization's strategy and project selection, project leadership, project planning, uncertainty and risk management, project budgeting and cost estimation, project scheduling, resource allocation,conflict and negotiation, project monitoring and controlling, project auditing,and project evaluation and termination.
*Prerequisites of GBA 523 and MBA 623 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**MAN 705 Management Decision Theory**
This course introduces the basic principles and techniques of making decisions in managerial situations. Students will learn to develop decision models for improving the quality of decisions; sharpen their ability to structure problems and to perform logical analyses; translate descriptions of decision problems into formal models, and investigate those models in an organized fashion; identify settings in which models can be used effectively and apply modeling concepts in practical situations. Emphasis will be placed on model formulation and interpretation of results in diverse industries and functional areas, including finance, operations, and marketing.
*Prerequisites of GBA 523 and MBA 623 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**MAN 707 Small Business & New Venture Management**
This course examines the role of a small business in a dynamic, free enterprise economy. The course is designed to stimulate a creative approach to the problems of a small firm by entrepreneurs. Emphasis is placed upon: establishing new enterprises, financing, organizing, planning, operating, marketing, growth and acquisitions.
*Prerequisites of GBA 523 and MBA 623 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**MAN 722 Human Resources Management**
This course is a review of the major areas of personnel administration. Topics include: selection and replacement, compensation, training and development, labor relations, and employee services. These activities are viewed from the position of both the large and small firm.
*Prerequisites of GBA 523 and MBA 623 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**MAN 723 Behavior Concepts Applied to Management**
This course covers the application of behavioral concept techniques to the problems of managers and supervisors in large and small enterprises. Topics include: approaches to personnel assessment, the development and motivation of managers, and the fundamentals of executive performance.
*Prerequisites of GBA 523 and MBA 623 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**MAN 725 Work, People, and Productivity**
This course is an analysis of the problems of the occupational environment in small and large enterprises. Emphasis is placed upon practical problem solving of immediate concern to the participants. Topics include: survey of new approaches to motivation, attitudes, job

satisfaction, job enrichment, monotony, fatigue, working conditions and conflict resolution, quality circles, and productivity.
*Prerequisites of GBA 523 and MBA 623 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**MAN 731 Negotiation & Strategy**
Negotiation is a central part of personal career and organizational strategy. Through the study and practice of negotiation, students develop strategic thinking, learn about the psychology of bargaining, explore their decision making and psychological biases, broaden their ability to convey important points of view with respect to analyzing complex positions and ultimately develop their ability to apply the totality of learning through their educational experience. The class is experiential helping students build advanced interpersonal and communication skills, presentation skills, constructive conflict resolution skills (personal and in-team) through the use of business-specific, knowledge intensive exercises and role-plays. The course develops students' strategic thinking as well as their ability to conduct circumspect situational-analysis with ethical emphasis. Consequently students build a comprehensive set of skills necessary for a business career. The course is highly beneficial to students in the management major and would also be a strong elective to complement any major.
*Prerequisites of GBA 523 and MBA 623 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*Annually*

**MAN 734 Supply Chain Management**
The function of supply chain management is to design and manage the processes, assets, and flows of material and information required to satisfy customers' demands. Supply logistics related costs account for 20-25% of a typical firm's total cost. On the revenue side the supply chain decisions have a direct impact on the market penetration and customer service. Globalization of economy and electronic commerce has heightened the strategic importance of supply chain management and created new opportunities for using supply chain strategy and planning as a competitive tool. Electronic commerce has not only created new distribution channels for consumers but also revolutionized the industrial marketplace by facilitating inter-firm communication and by creating efficient markets through trading communities. Moreover combination of enterprise information infrastructure and internet has paved the way for a variety of supply chain optimization technologies. In line with these developments, this course focuses on management and improvement of supply chain processes.
*Prerequisites of GBA 523, 525 MBA 624 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*Annually*

**MAN 745 Business Consulting**
This course covers the complete process of business consulting, from developing business proposals and mobilizing a consulting team, to producing deliverables and deploying solutions. The course is designed to provide MBA students with the background and skills needed to pursue a career in consulting. The course discusses specific applications in such consulting fields as strategy consulting, training, organizational development, technical and business development consulting. Specific and practical concepts, tools, techniques and frameworks are covered that can be used in all forms of consulting and any area of consulting application.
*Prerequisites of GBA 523 and MBA 623 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*Annually*

**MAN 750 Management Seminar**
The problems of organizational management are considered from a multi-disciplinary point of view. Concepts and research from management studies are applied to specialized problems of management. Theory and technique are integrated by using group and individual study projects. The course is designed to enhance general management skills related to superiors, subordinates, staff specialists and peers.
*Prerequisites of GBA 523 and MBA 623 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**MBA 620 Managing Information Technology and e-Commerce**
This course is devoted to the management of information resources in an organization. It will emphasize management concepts and strategies essential for the selection, development, design, implementation, use, and maintenance of information and e-Commerce technologies and information systems in today's organizations. Business cases will be extensively utilized to facilitate classroom discussion.
*Prerequisite or Co-requisite of GBA 520, 521, 524, 525 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*Every Semester*

**MBA 621 Financial Markets and Institutions**
This course provides the student with knowledge of global financial markets; the institutions that operate in those markets and the manner in which various markets and institutions interrelate. Topics covered include: types of markets and of financial institutions; determinants of interest rates; the risk and term structure of interest rates: money markets and capital markets; asset-backed securities; forwards, futures, options, swaps, and other derivatives; equity markets; the role of central banks in the creation of money and in the conduct of monetary policy; and an examination of some recent developments in global finance.
*Prerequisite of GBA 522 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*Every Semester*

**MBA 622 Competitive Marketing Strategy**
The course focuses on marketing planning processes, concepts, methods and strategies with a global orientation at the product level as well as at the corporate level. It emphasizes the relationship between marketing and other functions and draws upon perspectives from industrial economics, corporate finance and strategic management literature. Competitive marketing strategies and practices of contemporary firms are discussed as they relate to industrial and consumer products and services. The overall objective of the course is to help students incorporate and apply the skills, methods and insights they have acquired in prior marketing and other business courses in the design and implementation of marketing strategies.
*Prerequisite of GBA 524 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*Every Semester*

**MBA 623 Organizational Behavior**
This course examines the important behavioral issues facing individuals within organizations. Initially, focus is placed on the organizational factors that influence behavior. Next, the course examines the individual differences that influence behavior. Topics in this section include motivation, reward systems, and values and ethics. The course then focuses on the development of effective work groups to explore communications, negotiations, teams, and the learning organizations. Selected topics in leadership conclude the course of study.
*Prerequisite of GBA 523 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*Every Semester*

**MBA 624 Operations Management**
Operations Management is concerned with the efficient and effective transformation of resources into goods and services. This course is designed to develop the ability to analyze and improve the performance of operations processes in organizations. Topics to be discussed include operations strategy, product/service selection and design, capacity planning, quality management, facility location and layout, inventory management,

business process reengineering, and supply chain management.

*Prerequisite of GBA 525 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*Every Semester*

**MBA 625 Global Business: Environment and Operations**
This course introduces the student to the discipline of international business. It demonstrates the uniqueness of the international business environment and focuses on aspects of business necessary to compete in the global arena. The first half of the course focuses on: the environmental context in which international firms operate, country-specific factors (socio-cultural, political, legal and economic factors), the global trade, investment environment and the global monetary system. Theories and concepts associated with these factors are surveyed and the forces of regionalization and globalization are discussed, including the facilitating institutions. The second half of the course examines the strategies and structures that firms adopt, and explains how firms can perform their key functions: production, marketing, R & D, finance, human resource management and compete successfully in the international business environment.
*Prerequisite of GBA 520, 521, 522, 523, 524, 525 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*Every Semester*

**MBA 820 Business Policy**
Business policy is an integrating course that prepares students for pulling together the diverse disciplines involved in organizational decision making. The course explores formal and informal aspects of policy formation, its application, and consequences. Students deal with formal decision theory and practice, organizational theory and practice, marketing and personnel policies and social conditions as they impinge upon and require new organizational thinking. This course develops students' capabilities in strategic decision making in a changing world. Issues include the ranking and the definition and measurement of organizational objectives; the concept of organizational strategy; mission; the formulation and evaluation of alternatives; the interrelationships between quantitative and qualitative analytical techniques; the roles of personal values, ethics, and political power; product life cycle; capital allocation; and acquisitions and divestitures. A computer-based simulation, cases, lectures, and group analyses are employed.
*Prerequisite of GBA 520, 521, 522, 523, 524, 525, MBA 620, 621, 622, 623, 624, 625 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*Every Semester*

**MBA 821 Business Applications**
This course provides an opportunity for students, in particular international students, to gain business experience in US companies and apply the knowledge learned in the program to the real-world business problems. Students take this course in the form of internship or consulting projects developed by the College of Management. To register for the course, students need to provide a letter from the employer explaining the nature of the intern job, or a description of the consulting projects. Students will be under supervision of the instructor assigned by the college. At the end of the course, students are required to submit a report, which will be evaluated by the instructor.
*Credits: 1 to 3*
*On Demand*

**MIS 710 IT Management in a Multinational Business Environment**
This course focuses on worldwide IT environments, national infrastructures and regulatory regimes, global IT applications, global IS development strategies, global management support systems, and global IT management strategies. It inculcates an in-depth understanding of managing information resources across national borders, time zones, cultures, political philosophies, regulatory regimes, and economic infrastructures. The course emphasizes the critical role and issues of IT and Electronic Commerce (EC) in contributing to the success of global finance, marketing, manufacturing, trade and accounting practices.
*Prerequisites of GBA 523, MBA 620 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**MKT 701 Marketing Communication and Advertising**
This course covers the role of mass and personal communication and sales promotion in marketing management and its social and economic implications. Research findings in communication theory, behavioral sciences, and comprehensive models of buyer behavior are particularly stressed. The course surveys the planning, implementation and measurement of effectiveness of marketing communication activities. Students are required to develop integrated promotional campaigns based on actual marketing information.
*Prerequisites of GBA 524, MBA 622, or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**MKT 702 Marketing Research**
This course emphasizes the role of information in marketing decisions. Given the sheer variety and quantity of information available in today's environment, the ability to assess the quality of information is more important than ever before. This course will provide students with the tools and techniques that are essential to developing this ability. The course takes a very applied, hands-on approach to the subject, at the same time ensuring that students are exposed to the theoretical concepts that are relevant. It covers two broad areas: research design and data analysis and interpretation. Ethical issues are incorporated throughout the course. A variety of examples, cases and assignments will be used to illustrate the application of different research methodologies and to provide an understanding of how research can be used to make better decisions.
*Prerequisites of GBA 524, MBA 622, or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**MKT 703 Sales Management and Forecasting**
This course emphasizes the management of selling activities and the outside sales force as one major phase of marketing management. The course includes discussion of the administrative activities of sales force managers from the district manager up to the top level sales executive in the firm. Organization of the sales department, operating the sales force, planning sales force activities, and the analysis and control of sales operations are covered. Major emphasis is given to determining market and sales potentials, forecasting sales, preparing sales budgets, and establishing territories and quotas. Cases are used to stress practical applications.
*Prerequisites of GBA 524, MBA 622, or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**MKT 705 Consumer Behavior**
This course uses the multi-disciplinary approach to understanding consumer behavior in the marketplace by integrating the contributions of cultural anthropology, psychology, sociology and economics. This course reviews the role of the behavioral sciences in marketing in such areas as determination of product choice, brand loyalty and switching, and company loyalty policies. Topics include: learning theory, motivation, diffusion of innovation, reference group theory, roleplaying, perception, and attitude formation. Managerial implications are examined using case studies.
*Prerequisites of GBA 524, MBA 622, or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**MKT 706 Product Strategy**
The course provides a comprehensive presentation of the product planning and development process

and examines strategies over the product's life cycle. Topics include idea generation, concept development, screening criteria, concept testing, commercialization and the development of marketing plans. Marketing mix decisions over the product life cycle are also covered. The product/brand manager organizational structure as well as ethical considerations is also examined.
*Prerequisites of GBA 524, MBA 622, or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**MKT 707 Marketing Distribution Systems**
This course is an analysis of the competitive struggle for channel command, and the utilization of economic, analytical tools and behavioral models. The growth of, and innovation in, vertical systems is examined with regard to social, economic and legal constraints. The course also surveys the objectives and decision-making processes of individual members at various channel levels. Case studies that are used stress practical applications.
*Prerequisites of GBA 524, MBA 622, or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**MKT 712 Direct Marketing**
The direct response techniques, an increasingly important component of the marketing efforts of companies of all sizes, are studied in this course in detail. Direct marketers have developed a sophisticated awareness of the exact relationship of their marketing effort to sales and profits. This course familiarizes students with the entire range of direct marketing, media, and fulfillment strategies with special emphasis on scientific database management.
*Prerequisites of GBA 524, MBA 622, or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**MKT 715 Marketing High Technology in a Global Business Environment**
Innovation of new products and services is expensive to produce and inexpensive to reproduce. As a result, high-technology firms that invest heavily in R & D often have difficulty in appropriating the fruits of their innovative efforts. Legal protection of intellectual capital by means of patents, copyrights and trade secrets do not work well in practice. "Inventing around" patents is a common practice that can often be accomplished at a relatively modest cost. Moreover, markets for high-tech products and services suffer from high degree of uncertainty. The course examines the unique problems faces by the high-technology firms - with focus on ICT and pharmaceutical sectors - and marketing strategies that help mitigate these problems within the larger context of emerging global market for technology/know-how as opposed to products and services.
*A pre requisite of MBA 622 is required.*
*Credits: 3*
*On Occasion*

**MKT 716 Competing in the Global Trading System**
The main goal of this course is to analyze and understand competitive issues in the global trading system from a business perspective. The course reviews and utilizes traditional theories of trade, but emphasizes modern concepts of dynamic competitive advantage- the role of firm strategies, the role of location, country factors, and public policies in the context of the evolving system of world trade. Critical business issues concerning trade and competition arising out of the World Trade Organization (WTO) system, the regional trading arrangements-- such as the European Union (EU), and the North American Free Trade Association (NAFTA)--as well as the trade regulations and industrial policies of major trading countries are examined.
*A pre requisite of MBA 622 and MBA 625 is required.*
*Credits: 3*
*On Occasion*

**MKT 717 International Marketing**
This course is an analysis of both marketing strategy and marketing management in the international marketplace. It provides students with an understanding of the global marketing environment and how the environment impacts the applicability of the marketing strategies. Students will learn theoretical foundations of international marketing and apply them to international marketing campaigns based on the similarities and differences of international markets in terms of cultural, economic, regulatory and competitive forces. Country market selection, market entry modes and ethical issues are discussed.
*Prerequisites of GBA 524, MBA 622, 625 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**MKT 740 Social Entrepreneurship Consulting**
This course is designed to integrate previous courses in Management, Marketing, Finance and Accounting in the application of business skills and techniques in alleviating social problems. Students will be expected to develop a comprehensive Business Plan as well as assist external organizations which are focused on meeting societal needs. With the application of the business approach to meeting societal needs, students will gain further expertise in applying their skills to a real-world problem.
*Prerequisites of GBA 523 and MBA 623 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*Annually*

**MKT 750 Marketing Seminar**
This seminar offers advanced special topics in marketing that are relevant to increasing the effectiveness of marketing as an organizational function. Topics will vary according to advances in the field and the environment in which marketing operates. They include research methodology and techniques, impact of technology, ethics, and global marketing strategy. The course utilizes the expertise of guest speakers, when applicable.
*Prerequisites of GBA 524, MBA 622, 625 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

# SCHOOL OF PROFESSIONAL ACCOUNTANCY, FINANCE AND FinTech

**Accounting**

**Phone: 516-299-4193**

Fax: 516-299-3265

Email: liupostbiz@liu.edu

Acting Director, Dr. Rebecca L. Rosner

Professors: Abatemarco, Rosner

Associate Professor: Leopold-Persoff

Assistant Professors: Haq, Hoops, Leifer, Ren, Siraj

Adjuncts: 6

**Finance**

**Phone: 516-299-2308**

Fax: 516-299-3265

Email: liupostbiz@liu.edu

Chair: Carol Boyer

Professor: Dalvi

Associate Professors: Boyer, Sharma, Zhang

Adjunct Faculty: 3

Professors Emeritus: Ewald, Hiris & Smith

The LIU Post School of Professional Accountancy, Finance and FinTech holds the proud distinction of being the first autonomous school of professional accountancy in the nation. Founded in 1974, the school prepares students for careers in finance and as accountants, tax preparers and estate and financial planners. The curriculum qualifies students to sit for the Certified Public Accountant (CPA) examination in New York State. Graduate programs in accountancy and taxation are offered in the blended learning format, which combines the convenience of online learning with the benefits of live classroom discussion and interaction. The School is part of LIU Post's College of Management, which is accredited by AACSB International – the Association to Advance Collegiate Schools of Business.

All courses incorporate the latest technology and software applications in the digital accounting and taxation fields. Our faculty members possess an unsurpassed combination of experience and professional and academic credentials. An extensive internship program connects students with leading firms in the New York metropolitan area. Graduates are recruited by the "Big Four" global accounting firms as well as international, national, regional, and local accounting firms; corporations, and government agencies. In addition, student organizations regularly bring accounting professionals to campus to meet with accounting majors at formal and informal events.

## M.S. in Accountancy

**CONCENTRATION IN PROFESSIONAL ACCOUNTING**

***Blended Learning - Onsite & Online***

The 30-credit Master of Science in Accountancy with a concentration in Professional Accounting will prepare you for a career in public accounting, industry or government enterprises. This widely respected program offers a rigorous course of study taught by top tax and accounting professionals with expertise in a broad range of topics.

The program is offered in a blended learning format, which combines the convenience of online learning with the richness of live classroom discussion and interaction. Four courses are available online: "Not-for-Profit Entity Accounting," "Financial Statement Analysis," "Advanced Accounting Information Systems," and "Advanced Assurance Services and Computer Auditing." The remaining six courses are held in the headquarters of the School of Professional Accountancy, Lorber Hall, which is equipped with "smart" classrooms, computer labs, wireless Internet, and faculty and academic advising offices. The M.S. in Accountancy program is registered by the New York State Education Department to qualify for a one-year reduction of the experience requirement for CPA licensure.*

It is intended for those individuals who have completed an undergraduate degree in accounting at an accredited college or university and who wish to fulfill the 150-hour requirement. For those interested students who did not major in Accounting, prerequisite courses are necessary. Please consult College of Management 516-299 3017 email liupostbiz@liu.edu for further information.

**Program Goals.**

1. Demonstrate knowledge and understanding beyond accounting fundamentals
2. Demonstrate ability to analyze, synthesize, and apply accounting issues in domestic and international settings
3. Demonstrate effective oral and written communication skills
4. Use information technology for decision making and problem solving in business
5. Identify and apply regulatory requirements in business and accounting environments
6. Demonstrate ability to work effectively in teams

**The one-year reduction of the experience requirement applies only to candidates who have completed the required prerequisites (or their equivalent). The New York State Education Department 150-hour program requires that certain content areas be met in the areas of professional accountancy, general business, and liberal arts and sciences.*

**CONCENTRATION IN TAXATION**

The 30-credit Master of Science in Accountancy with a concentration in Taxation is designed to provide the student with the technical expertise needed to succeed as an accountant or business adviser with a specialization in tax issues. Combining a thorough education in accounting with a critical specialty in taxation and taught by expert professionals with excellent academic credentials, the M.S. in Accountancy with a concentration in Taxation is a degree of extraordinary value.

The program is offered in a blended learning format, which combines the convenience of online learning with the richness of live classroom discussion and interaction. Four courses are available online: "Not-for-Profit Entity Accounting," "Financial Statement Analysis," "Advanced Accounting Information Systems," and "Advanced Assurance Services and Computer Auditing." The remaining six courses are held in the headquarters of the School of Professional Accountancy, Lorber Hall, which is equipped with "smart" classrooms, computer labs, wireless connections, and faculty and academic advising offices.

The M.S. in Accountancy is registered by the New York State Education Department to qualify for a one-year reduction of the experience requirement for CPA licensure.* It is intended for those individuals who have completed an undergraduate degree in accounting at an accredited college or university and who wish to fulfill the 150-hour requirement.

For those interested students who did not major in Accounting, prerequisite courses are necessary. Please consult College of Management 516-299 3017 email liupostbiz@liu.edu for further information.

**The one-year reduction of the experience requirement applies only to candidates who have completed the required prerequisites (or their equivalent). The New York State Education Department 150-hour program requires that certain content areas be met in the areas of professional accountancy, general business, and liberal arts and sciences.*

**ADMISSION REQUIREMENTS**

Applicants to the Master of Science in Accountancy must meet the following requirements for admission.

- Application for Admission
- Non-refundable application fee
- Official copies of all transcripts from any college(s) or universities you have attended, including college level high school courses.
- Bachelor's degree from an accredited college with at least a 3.0 cumulative grade point average in undergraduate studies or successful completion of another master's degree. An applicant who attended institutions outside the United States must hold a degree equivalent to a U.S. bachelor's degree.
- An undergraduate major in accounting is required for the M.S. in Accountancy program. Those applicants who have not majored in Accountancy will need to take undergraduate prerequisite courses, which will be determined by the academic counselor after review of all the applicant's college/university transcripts. Please note that GBA 521 can be taken to satisify both ACC 11 and ACC 12

requirements.

- An applicant who is in his or her senior year at an undergraduate institution may apply for admission, but acceptance is contingent upon submission of final grades and receipt of a bachelor's degree. All previous coursework will be evaluated by the graduate accounting advisor. Students who have not taken necessary prerequisites may be admitted to the program subject to the completion of prerequisites with a B or better as part of their program of study. The following criteria have been established as the most critical in the evaluation of the application:
- Scholastic achievement and a desire to excel as evidence by previous academic work;
- Aptitude for graduate study as indicated by scores on the GMAT, GRE, or LSAT;
- Leadership potential and maturity as evidence by prior work experience, extracurricular activities, and responses to the application form questions.
- The GMAT (or GRE equivalent) is required for admission. LIU Students wishing to pursue Dual-degree options that maintain a 3.5 or better GPA, have the GMAT requirement waived. The GMAT is not required if a student has taken the LSAT Exam within the past five (5) years and has received a minimum score of 141 or the GRE exam and has received an equivalent score of a 400 GMAT Exam. Those students holding CPA license, JD degree, doctorate degree, or a Master's degree in Engineering also are exempt from the GMAT or GRE (Graduate Record Examinations). Applicants holding professional licenses or advanced degrees may be eligible for a waiver.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program
- Personal Statement that addresses the reason you are interested in pursuing graduate work in this area of study
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 75 Internet-based or minimum IELTS score: 6.0.

**Send application materials to:**

For US Students:
LIU Post
Admissions Processing Center
P.O. Box 805
Randolph, MA 02368-0805

For International Students:
Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, NY 11548-1300

## M.S. in Accountancy

*{Program Code: 06982}*

### Required Graduate Core Courses

| | | | |
|---|---|---|---|
| ACC | 750 | Advanced Accounting Information Systems | 3.00 |
| ACC | 742 | Financial Statement Analysis | 3.00 |
| TAX | 620 | Tax Accounting | 3.00 |

### Professional Accounting Concentration

**Required Graduate Accounting Courses**

Students must complete all of the following:

| | | | |
|---|---|---|---|
| ACC | 720 | Not-for-Profit Entity Accounting | 3.00 |
| ACC | 753 | Advanced Assurance Services & Computer Auditing | 3.00 |
| ACC | 754 | Fraud Examination | 3.00 |
| ACC | 790 | Seminar in Current Developments in Taxation | 3.00 |

**Elective Graduate Accounting & Taxation Courses**

Students must complete three of the following:

| | | | |
|---|---|---|---|
| ACC | 709 | Corporate Financial Reporting | 3.00 |
| TAX | 625 | Federal Taxation of Estates, Gifts and Trusts | 3.00 |
| TAX | 726 | Tax Strategies and Business Decisions | 3.00 |
| TAX | 729 | State & Local Taxation | 3.00 |
| TAX | 760 | Tax Research | 3.00 |
| TAX | 762 | Procedures and Practices in Federal Taxation | 3.00 |
| TAX | 771 | Corporate Taxation | 3.00 |
| TAX | 772 | Corporate Reorganizations and Consolidations | 3.00 |
| TAX | 773 | Consolidated Returns | 3.00 |
| TAX | 774 | Taxation of High Net Worth Individuals / Introduction to Personal Financial Planning | 3.00 |
| TAX | 775 | Partnerships and Limited Liability Entities | 3.00 |
| TAX | 776 | Subchapter S Corporations | 3.00 |
| TAX | 777 | Estate Planning | 3.00 |
| TAX | 778 | Advanced Partnerships and Limited Liability Entities | 3.00 |
| TAX | 779 | Tax Exempt Organization | 3.00 |
| TAX | 780 | Fundamentals of Qualified Employee Benefit Plans | 3.00 |
| TAX | 788 | International Taxation | 3.00 |
| TAX | 791 | Independent Study (Director's Permission) | 3.00 |

### Taxation Concentration

**Required Graduate Taxation Courses**

| | | | |
|---|---|---|---|
| TAX | 760 | Tax Research | 3.00 |
| TAX | 762 | Procedures & Practices in Federal Taxation | 3.00 |
| TAX | 771 | Corporate Taxation | 3.00 |
| TAX | 775 | Partnerships & Limited Liability Entities | 3.00 |

**Elective Taxation Courses**

Students must complete three of the following:

| | | | |
|---|---|---|---|
| ACC | 709 | Corporate Financial Reporting | 3.00 |
| ACC | 720 | Not-for-Profit Entity Accounting | 3.00 |
| ACC | 753 | Advanced Assurance Services & Computer Auditing | 3.00 |
| ACC | 754 | Fraud Examination | 3.00 |
| ACC | 790 | Seminar in Current Developments in Taxation | 3.00 |
| TAX | 625 | Federal Taxation of Estates, Gifts and Trusts | 3.00 |
| TAX | 726 | Tax Strategies and Business Decisions | 3.00 |
| TAX | 729 | State & Local Taxation | 3.00 |
| TAX | 772 | Corporate Reorganizations and Consolidations | 3.00 |
| TAX | 773 | Consolidated Returns | 3.00 |
| TAX | 774 | Taxation of High Net Worth Individuals / Introduction to Personal Financial Planning | 3.00 |
| TAX | 776 | Partnerships and Limited Liability Entities | 3.00 |
| TAX | 777 | Estate Planning | 3.00 |
| TAX | 778 | Advanced Partnerships and Limited Liability Entities | 3.00 |
| TAX | 779 | Tax Exempt Organization | 3.00 |
| TAX | 780 | Fundamentals of Qualified Employee Benefit Plans | 3.00 |

| | | | |
|---|---|---|---|
| TAX | 788 | International Taxation | 3.00 |
| TAX | 790 | Seminar in Current Developments in Taxation | 3.00 |
| TAX | 791 | Independent Study (Director's Permission) | 3.00 |

For scheduling purposes please note:
Generally offered in the Fall: ACC 754, TAX 771, TAX 776, TAX 778, TAX 788
Generally offered in the Spring: ACC 753, TAX 625, TAX 729, TAX 762, TAX 775

**Credit and GPA Requirements**

Minimum Total Credits: 30
Minimum Major GPA: 3.00

# Accounting, Taxation, and Business Law Courses

**ACC 709 Corporate Financial Reporting**
This course involves the study of authoritative pronouncements on accounting principles that guide reporting financial position, results of operations, and changes in cash flow. It includes case studies and analysis of published financial reports. The purpose of this course is to attempt to bring theory and practice closer together through application of concepts and methods of accounting.
*Credits: 3*
*On Occasion*

**ACC 720 Not-for-Profit Entity Accounting**
This course provides an in-depth study of the accounting for government and other nonprofit organizations. The course focuses on the various governmental funds and group of accounts of these public entities. In addition, attention is given to other nonprofit organizations such as colleges, universities, and hospitals.
*Credits: 3*
*Annually*

**ACC 742 Financial Statement Analysis**
This course provides a survey of analytical tools and techniques used to evaluate financial statements. Financial and corporate reports are analyzed for solvency, quality of earnings, investments, and forecasting implications. Emphasis is placed on ratio and trend analysis for the detection and interpretation of strengths, weaknesses, and problems areas.
*Credits: 3*
*Every Fall and Spring*

**ACC 750 Advanced Accounting Information Systems**
This course provides an advanced examination of accounting information systems (AIS). It includes issues relating to the design and development of AIS with emphasis on the software selection process, hands-on experience in designing accounting information systems using a database approach, various considerations during the systems development life cycle, and the impact of new and emerging technologies on AIS applications and controls.
*Credits: 3*
*Annually*

**ACC 753 Advanced Assurance Services and Computer Auditing**
This course provides an advanced review of assurance services and an in-depth analysis of computer auditing. Students study current and emerging applications of assurance services, including information systems assurance. The course also focuses on the collection and evaluation of evidence using statistical sampling techniques and hands-on computer assisted audit tools and techniques(CAATTs).
*Credits: 3*
*Annually*

**ACC 754 Fraud Examination**
The nature of fraud, elements of fraud, fraud prevention, fraud detection, fraud investigation, design and use of controls to prevent fraud, and methods of fraud resolution are examined in this course. The role of fraud examination to perform a variety of antifraud and forensic accounting engagements including, but not limited to, investigating suspected fraud, investigating assertions of fraud, developing fraud loss estimates and performing acquisition due diligence are also considered.
*Credits: 3*
*Annually*

**ACC 790 Accounting Seminar**
Current trends in accounting and the accounting profession are analyzed. A review of relevant pronouncements, exposure drafts and discussion memoranda issued in accounting and auditing is conducted. New developments are examined for their significance to the practicing accountant.
*Prerequisite of Completion of Accounting Core Courses is required.*
*Credits: 3*
*Annually*

**BLW 701 Law For Business Managers**
This course examines the current legal environment of business and how it affects the decision-making process for managers of business enterprises. The topics covered include ethics, contracts, torts, intellectual property, international transactions, employment agreements, real property, consumer protection, forms of business organizations, and debtor-creditor relations.
*Prerequisites of GBA 520, 521, 522, 523, 524, 525 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*Annually*

**GBA 521 Financial Accounting and Reporting**
This course examines basic accounting concepts and methods and their significance to management and other users of financial statements. Topics include an introduction to fundamental accounting concepts; the measurement and reporting of income, financial position, and cash flows; and the measurement and reporting of assets, liabilities, and stockholders' equity. Ethical issues are considered throughout this course.
*MBA Students only.*
*Credits: 3*
*Every Fall and Spring*

**TAX 620 Tax Accounting**
This course will provide the participant with an in-depth analysis of the Code, Regulations, Rulings and Cases governing tax accounting issues. Areas covered include accounting periods and methods (including cash, accrual and installment sales), inventory rules, debt-forgiveness, time-value of money concepts and required adjustments for changes in accounting methods. Materials are introduced via lecture, open class discussion and review of selected case studies.
*Credits: 3*
*Every Fall and Spring*

**TAX 625 Federal Taxation of Estates, Gifts and Trusts**
A detailed study of the gift and estate tax provisions of the Internal Revenue Code is covered. An introduction to the income taxation of trusts and estates is also provided.
*Credits: 3*
*Every Spring*

**TAX 726 Tax Strategies and Business Decisions**
This course includes an examination of how taxes impact the business environment and affect management decision making. Using a planning approach, students learn how to adapt to constantly changing tax rules and assess their future impact. The objective of the course is to provide the student with a framework to assess and predict how taxes affect business activities and participants, including customers, suppliers, employees, investors, and competitors. M.S. in Taxation students and M.S. in Accountancy students in the taxation concentration may not receive credit for this course.
*Prerequisite of GBA 520, 521, 522, 523, 524, 525, MBA 620, 621, 622, 623, 624, 625 or its equivalents are required. Student must be in acceptable plan of study.*
*Credits: 3*
*On Occasion*

**TAX 729 State & Local Taxation**
In-depth analysis of Nexus, Uniform Division of Income for Tax Purposes Act, the unitary principle, the multi-state taxes compact regulations and P.L. 86-272. Various landmark Supreme Court decisions pertaining to multi-state taxation are discussed. Emphasis is placed on New York State Income, Franchise and Sales Taxes for those entities doing business in New York State.
*Credits: 3*
*Every Spring*

**TAX 760 Tax Research**
Sources of Legislative, Administrative and Legal precedents are discussed. Utilization of IRS publications, tax reporters, and judicial and statutory authority is explained. An introduction to computer-based tax research tools and techniques is included. Several research projects using these materials are required. Written and oral techniques for presenting research results are discussed. The presentation of three written research papers is required. This course is taught primarily on a distance learning basis. Assignments are prepared on and submitted via the Internet and weekly discussion board questions are discussed. The participant must have access to a computer with

Internet access.
*Credits: 3*
*Every Fall and Spring*

**TAX 762 Procedures and Practices in Federal Taxation**
Among topics considered are preparation of tax returns, due dates and extensions, techniques for gathering information and preparation of returns, statute of limitations, tax examinations, appeals procedures in the IRS, request for rulings, collection matters, tax fraud, and professional responsibility of taxpayer's representatives.
*Credits: 3*
*Every Spring*

**TAX 771 Corporate Taxation**
This course reviews the tax aspects of corporate formations, including corporate characteristics, transfers to controlled corporations, corporate capital structure, the income tax calculations for corporate entities and elections. Topics covered include corporate stockholder relationships, corporate distributions, corporate redemptions and partial liquidation, accumulated earnings, and personal holding companies.
*Prerequisite of TAX 620 & TAX 760 is required.*
*Credits: 3*
*Every Fall*

**TAX 772 Corporate Reorganization and Consolidations**
Coverage includes reorganizations, recapitalization, acquisitions and disposal of assets, mergers, and divisive reorganizations as well as corporate tax attributes.
*Prerequisite of TAX 771 is required.*
*Credits: 3*
*On Occasion*

**TAX 773 Consolidated Returns**
This course deals with the principles and mechanics of consolidated returns including eligibility, computation of consolidated tax liability, inter-company transactions, inventory adjustments, basis of property, net operating losses, earnings and profits and separate return limitations.
*Prerequisite of TAX 771 is required.*
*Credits: 3*
*On Occasion*

**TAX 775 Introduction to Partnerships and Limited Liability Entities**
A study of the fundamentals of Subchapter K of the Internal Revenue Code and regulations pertaining to the Subchapter. Topics that will be covered are: choice of entity, partnership formations, operations, allocations, distributions, sales and exchanges of partnership interests, and transactions between a partner and a partnership. The tax ramifications of Limited Liability Companies (LLC) and Limited Liability Partnerships (LLP) are discussed.
*Prerequisite of TAX 620 & TAX 760 is required.*
*Credits: 3*
*Every Spring*

**TAX 776 Subchapter S Corporations**
This course is an in-depth study of the federal tax ramifications of operating the S Corporation. The election, operation, termination and special rules associated with the S Corporation status are examined. Tax planning for the S Corporation is also emphasized.
*Prerequisite of TAX 771 is required.*
*Credits: 3*
*Every Fall*

**TAX 777 Estate Planning**
In general, this course covers Estate planning techniques for the individual. The course includes study of the factors to be considered in planning an estate, including life insurance, trusts, specific legacies, provisions for protection of a going business, and estate and gift tax provisions of the Internal Revenue Code, especially with respect to marital deduction, powers of appointment, exemptions, and jointly owned property.
*Prerequisite of TAX 625 is required.*
*Credits: 3*
*On Occasion*

**TAX 778 Advanced Partnerships and Limited Liability Entities**
An in-depth study of certain advanced topics relating to partnerships and limited liability companies. Topics that will be covered include: a detailed analysis of partnership allocation regulations (704(b) and 704(c) regulations) and the sharing of partnership liabilities (752 regulations), the disguised sales rules and some of the more complex areas of Subchapter K (disproportionate distributions, retirement of a partner, etc.).
*A pre requisite of TAX 775 is required.*
*Credits: 3*
*Every Fall*

**TAX 779 Tax-Exempt Organizations**
In this course, the tax laws governing the creation and operation of tax exempt organizations are studied. Compliance requirements governed by the Internal Revenue Service are also reviewed.
*Prerequisite of TAX 620 & TAX 760 is required.*
*Credits: 3*
*On Occasion*

**TAX 780 Fundamentals of Qualified Employee Benefit Plans**
This course is an in-depth study of ERISA. The course is geared towards an understanding of the pension and profit-sharing rules required for plan qualification. Emphasis is placed upon the establishment of a qualified plan for both incorporated and unincorporated forms of business.
*Prerequisite of TAX 620 & TAX 760 is required.*
*Credits: 3*
*On Occasion*

**TAX 788 International Taxation**
This course covers the taxation of United States persons investing or doing business abroad and nonresident aliens and foreign corporations having nexus with the United States. Topics covered include, among others, the foreign tax credit, Subpart F income, controlled foreign corporations, tax treaties, sourcing rules and expatriate taxation.
*Prerequisite of TAX 771 is required.*
*Credits: 3*
*Every Fall*

**TAX 790 Seminar in Current Developments in Taxation**
Current trends in federal taxation are analyzed. Tax cases, rulings and new developments are examined for their significance to tax practitioners. Students are required to complete the required taxation core prior to taking this class.
*Prerequisites of TAX 620, 625, 760, 762, 771, 775 are required.*
*Credits: 3*
*On Occasion*

**TAX 791 Independent Study**
Directed independent reading and research projects in an area selected by the student with the approval of a faculty member sponsor. The student is expected to prepare a substantial integrative written report at the conclusion of the semester. Students must seek approval of the Director of the School of Professional Accountancy prior to taking this class.
*Credits: 3*
*On Occasion*

# SCHOOL OF COMPUTER SCIENCE, INNOVATION AND MANAGEMENT ENGINEERING

**Phone: 516-299-2293**
**Fax: 516-299-3131**
Chair: TBA (Direct inquiries to Office of the Dean)
Senior Professor: White
Professor: Dorchak
Associate Professors: Heim, Malinowski
Assistant Professors: Ponsford-Gullacci, Scovetta
Adjunct Faculty: 6

The Department of Computer Science and Management Engineering offers three programs leading to the Master of Science degree. The Management Engineering Program provides students with relevant skills and knowledge for practical technical management, specifically engineering and project management. The Information Technology Education Program prepares students to train and support various levels of users of computer-based technology. The Information Systems Program prepares students to analyze, develop and manage complex information systems in an enterprise environment *as* used in 98% of Fortune 500 companies.

These programs are designed for the working professional. All courses are taught in the evenings or on the weekends to accommodate the majority of students who hold full-time jobs. Graduate classes are small (average size is 15), which enables our students to get to know each other and to work together as they go through their programs of study.

## M.S. in Management Engineering

This program integrates engineering management and management science with technical (e.g. engineering) Project Management. The 36-credit Master of Science in Management Engineering program emphasizes formal and rigorous approaches to such areas as Risk Management, Quality Management and Resource Management with the objective of creating more efficient and effective technical leaders and managers.
MGE 503 may be waived and substituted by an elective if student has prior coursework .

**ADMISSION REQUIREMENTS**

Applicants to the M.S. in Management Engineering must meet the following requirements for admission.

- Application for Admission.
- Application fee: (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Applicants must have achieved at least a 2.5 grade point average or equivalent in an accredited bachelor's program that develops quantitative reasoning and scientific methodology. In general, most applicants will have completed undergraduate work in fields such as computer science, mathematics, the physical sciences, quantitative management or engineering at approved institutions qualify for admission. It is also suggested that the student have practical experience in engineering or a related technical field.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

**Send application materials to:**
Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

### M.S. in Management Engineering

*{Program Code: 07014}*

**Required Management Engineering Courses**

| | | | |
|---|---|---|---|
| MGE | 501 | Engineering Economic Analysis I | 3.00 |
| MGE | 521 | Management Principles | 3.00 |
| MGE | 523 | Quality and Process Improvement | 3.00 |
| MGE | 525 | Communications and Stakeholder Management | 3.00 |
| MGE | 611 | Engineering Cost Analysis | 3.00 |
| MGE | 505 | Statistics and Data Analysis for Engineers | 3.00 |
| MGE | 503 | Technical Communications | 3.00 |
| MGE | 629 | Human Resource Management & Administration | 3.00 |
| | | Four (4) approved electives | 12.00 |

**Required Management Engineering Capstone Courses**

**Management Engineering Thesis**

| | | | |
|---|---|---|---|
| MGE | 709 | Management Engineering Thesis | 3.00 |

**OR**

**Project Management Practicum**

| | | | |
|---|---|---|---|
| MGE | 695 | Project Management Practicum | 3.00 |

and Comprehensive Exam

**Credit and GPA Requirements**
Minimum Total Credits: 36 Credits
Minimum GPA: 3.0

## M.S. in Information Systems

The 36-credit Master of Science in Information Systems focuses on the integration of technology, people and strategy. It is designed to provide students with the knowledge and skills to develop and manage sophisticated information systems, as well as managing the people and processes involved in systems development. At the heart of the degree is the integration of technology into the business process. The knowledge and skills you will acquire in this program will open career options in a wide range of fields and locations.

The program gives students the fundamental knowledge and skills that are required at the project management level within the enterprise, including the technical foundations of information systems and the skills required to manage resources and to lead people. Throughout the program, courses are taught in a way that will enable you to learn to integrate all components of information system technology (hardware and software), people and business strategy into an efficient and effective resource that helps an organization fulfill its unique mission within the economy and society.

The program is well suited to those who want to change careers and/or gain marketable skills in a world that is becoming increasingly more reliant on the computerized collection, processing, distribution and accessibility of information.
MGE 503 required course may be waived and substituted with one (1) approved elective if student has acceptable prior course work.

**ADMISSION REQUIREMENTS**

Applicants to the M.S. in Information Systems must meet the following requirements for admission.

- Application for Admission
- Application fee: (non-refundable)
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Applicants are required to have a baccalaureate degree with a minimum cumulative grade point average of 3.0 or equivalent. To enter the program as a full matriculant, the student must have majored in either Computer Science or Information Systems or have equivalent professional experience. Any applicant who

lacks this required background will be admitted to the program on a conditional or limited matriculated basis until he or she completes the necessary **pre-core courses** described below. See "Conditional Admittance." Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.

- Personal statement (500 to 1,000 words) that describes your reason for pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: **79 Internet-based** (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

**Send application materials to:**
Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

**Conditional Admittance**

All applicants to the graduate Information Systems program must meet the criteria listed in the **Admission Requirements** section. Any applicant who lacks this required background will be admitted to the program on a conditional or a limited matriculated basis until he or she completes the necessary pre-core courses described below.

**Pre-Core Courses**

***(Required for individuals who have insufficient academic background to begin the master's program.)***

The pre-core courses can be completed in one year or less and they prepare a student to take the courses required for the graduate information systems program.

**Course (6 credits)**

CS 502 Computers and Programming (3)

### M.S. in Information Systems

*{Program Code: 79734}*

Students are expected to have a minimum undergraduate GPA of 3.0 and undergraduate coursework in the following areas: object-oriented programming, database, networks, operating systems, and systems analysis and design.

**Required Information Systems Courses**

| | | | |
|---|---|---|---|
| CS | 600 | Analysis for Database Design | 3.00 |
| CS | 540 | Foundations of Database | 3.00 |
| CS | 554 | Information Systems Development | 3.00 |
| CS | 622 | Management and Economics of Information Systems | 3.00 |
| | | Three (3) approved electives | |
| CS | 624 | Communicating with IS Stakeholders | 3.00 |
| CS | 634 | Computer Networks and Information Systems | 3.00 |
| CS | 650 | Human Computer Interaction | 3.00 |
| MGE | 503 | Technical Communications | 3.00 |
| CS MGE | 710 or 521 | Information Systems Project Management or Management Principles | 3.00 |

**Required Information Systems Capstone Courses**

**Information Systems Practicum**

| | | | |
|---|---|---|---|
| CS | 694 | Information Systems Practicum | 3.00 |

**OR**

**Thesis Course**

| | | | |
|---|---|---|---|
| CS | 708 | IS/ITE Thesis Writing | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 36 Credits
Minimum GPA.: 3.0

## M.S. in Technical Project Management (Online)

This fully online program will prepare students to lead and manage technology and engineering projects. Students will learn and apply knowledge and skills of formal Project Management frameworks to the Planning, Control, and Administration of such projects. The 30-credit Master of Science in Technical Project Management program emphasizes the transition of technical professionals into effective and efficient leaders and managers of multi-disciplinary technical projects. Students will enter the program as a cohort. The program will be presented across 12 contiguous months. Students may also complete the program on a part-time basis over 4 or 5 semesters.

### M.S. in Technical Project Management (Online)

*{Program Code: 37244}*

**Graduate Requirements:**

1. All coursework with a 3.0 GPA
2. No more than a single grade below B
3. Successful completion of comprehensive examination paper

| | | | |
|---|---|---|---|
| TPM | 521 | Project Management Principles | 3.00 |
| TPM | 523 | Quality and Process Improvement | 3.00 |
| TPM | 525 | Communication and Stakeholder Management | 3.00 |
| TPM | 627 | Project Risk Management | 3.00 |
| TPM | 629 | Human Resource Management | 3.00 |
| TPM | 693 | Special Topics in Technical Progect Management | 3.00 |
| | | Three (3) department approved electives | 9.00 |
| MGE | 503a | Technical Writing - A | 1.00 |
| MGE | 503b | Technical Writing - B | 1.00 |
| MGE | 503c | Technical Writing - C | 1.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 30 Credits
Minimun GPA: 3.0

# Computer Science, Innovation, and Management Engineering Courses

**CS 502 Computers and Programming**
This course introduces the computer and computer programming. Using a current high-level language, emphasis is placed on the application of software engineering principles to the programming process. Topics also include problem definition, algorithmic solutions, computer system structure, program structure and elementary data types. This course cannot be applied for credit in the M.S. Information Systems program.
Computer Usage Fee
*Credits: 3*
*Every Fall and Spring*

**CS 504 Intermediate Programming**
This course has an additional fee.This course applies and extends the programming concepts of CSC 502. The student will design and build programs of increased complexity and size. Topics include the software development life cycle; foundations of data structures and algorithms; abstract data types, inheritance, overloading and polymorphism, use of libraries and the development of reusable code, and unit and integration testing.
Note: This course cannot be applied for credit in the M.S. in Information Systems program.
Computer Usage Fee
*Prerequisite of CS 502 or equivalent is required.*
*Credits: 3*
*Every Fall and Spring*

**CS 506 Networking Systems Fundamentals**
This is a foundation course in networks and the multiple systems they connect. This course presents an overview of data communications by covering signals and their transmission and the hardware and protocols needed to create a network using these signals. An overview of what a network is and its various possibilities (WANs, MANs, LANs, Intranets and Extranets) are discussed.
Note: This course cannot be applied for credit in the M.S. in Information Systems program.
Computer Usage Fee
*Co-requisite of CS 502 or equivalent is required.*
*Credits: 3*
*Every Spring*

**CS 508 Computer Systems and Architecture**
This course facilitates an understanding of the organization and architecture of computer systems. Topics include operating systems (OS) fundamentals and the relationship between computer architecture and systems software. The student will develop an understanding of the "user view" of operating systems, including a variety of OS user interfaces.
*Prerequisite of CS 502 or equivalent is required.*
*Credits: 3*
*Every Spring*

**CS 512 C Programming and Its Application**
This course introduces the student to the C programing language and its application in the industrial programming environment. Topics cover both the syntax and the semantics of the language, advantages and the pitfall of C and future trends. Examples are provided from several application areas.
Computer usage fee
*Prerequisite of CS 504 or equivalent is required.*
*Credits: 3*
*On Occasion*

**CS 540 Foundations of Database**
This course covers fundamentals of modern database design and use. Specific topics include the transformation of system analysis products to entity relationship modeling, relational database design, introduction to normalization, SQL and an overview of implementation and administration issues. Note: This course cannot be applied for credit in the M.S. in Information Systems program.
*Prerequisite of CS 502 or equivalent is required.*
*Credits: 3*
*Every Spring*

**CS 552 Advanced Data Structures and Algorithms**
This course develops the student¿s ability to write and analyze programs through exposure to problems and their algorithmic solution. Topics include combinations, integer arithmetic, real arithmetic, polynomial arithmetic, random numbers, matrix operations, systems programming, artificial intelligence and domain independent techniques.
*Prerequisite of CS 504 or equivalent is required.*
*Credits: 3*
*On Occasion*

**CS 554 Information Systems Development**
This course presents an overview of the life cycle for information systems development. Topics include: information systems components (people, data, technology and procedures), project life cycles, requirements analysis, modeling methodologies, logical and physical design, implementation considerations, systems quality and testing, systems maintenance, and project organization and management.
Note: This course cannot be applied for credit in the M.S. in Information Systems program.
*Co-requisite of CS 502 or equivalent is required.*
*Credits: 3*
*Every Fall*

**CS 556 Programming Languages**
The central goal of this course is to bring together the various facets of language design and implementation within a single conceptual framework. The topics to be discussed in this course encompass the concepts in a variety of languages to allow the relationships among variants of the same concept to be clearly seen. The core of the course is to develop essential concepts in the areas of data representation, operations on data structures and program structures. Specific programming languages are chosen for analysis according to two major criteria: widespread use and diversity of concept.
*Prerequisite of CS 504 or equivalent is required.*
*Credits: 3*
*On Occasion*

**CS 558 Advanced Operating Systems and Computer Architecture**
This course continues the development of the material in CSC 508 with an emphasis on intra-system communications. The course includes a discussion of I/O and interrupt structure, addressing schemes and memory management. Topics include concurrent processes, name management, resource allocation, protection and advanced concepts.
*Prerequisites of CS 504 and CS 508 are required.*
*Credits: 3*
*On Occasion*

**CS 580 Methods and Tools for Technical Training**
This course addresses the analysis, design and implementation issues for the development of technical courses. The course objective is to teach students how to create and present quality technical training. Method topics include: training needs assessment, learning objective identification, lesson planning, performance and course evaluation, and alternative pedagogies. The course also covers the tools used by the trainer for presenting information and introduces students to the authoring tools used to develop computer training courseware.
*Credits: 3*
*On Occasion*

**CS 583 Special Topics**
The specific contents of these courses may vary each time they are offered. Topics and prerequisites are announced before the registration period begins.
*Credits: 3*
*On Occasion*

**CS 590 Computer User Support**
This course introduces a wide range of issues in the computer user support field. Topics include: customer service skills, computer problem trouble-shooting, help desk operation, product evaluation, user needs analysis and assessment, user reference and help materials and end-user system installation.
*Prerequisite of CS 506 & 508 is required.*
*Credits: 3*
*On Occasion*

**CS 600 Analysis For Database Design**
This course presents advanced issues and concepts of logical database design. Topics include data modeling and logical design and refinement, modeling tools, business rules and information needs determination and analysis.
*Prerequisite of CS 602 is required.*

*Credits: 3*
*Every Fall*

**CS 602 Database Implementation and Administration**
This course emphasizes the concepts and techniques involved with ensuring the integrity and operation of databases. Topics include: transactional integrity; concurrency control; back-up, disaster planning and recovery; security and authorization; performance analysis, tuning and troubleshooting; ODBC and other access strategies; and query tools and application generators.
*Prerequisite of CS 540 or equivalent is required.*
*Credits: 3*
*Every Spring*

**CS 604 Software Engineering with Ada**
This course explores the development of technically oriented systems using Ada as both a design and implementation language. Topics include: packaging, tasking of concurrent processes and real time programming systems.
*Prerequisite of CS 504 & 554 is required.*
*Credits: 3*
*On Occasion*

**CS 608 Introduction to Knowledge Engineering**
Topics covered in this course include concepts of Artificial Intelligence, rule based systems, inference engines, knowledge bases, user interfaces, methods for knowledge representation and applications to expert system development.
*Prerequisite of CS 504 or equivalent is required.*
*Credits: 3*
*On Occasion*

**CS 610 Application of Formal Methods**
This course provides an introduction to the theory of automata and formal languages and applications to program testing, formal verification and correctness. Topics include languages and grammars, finite automata, regular expressions, algorithm complexity and decidability.
*Prerequisite of CS 552 is required.*
*Credits: 3*
*On Occasion*

**CS 612 Compiler Design and Implementation**
This course introduces students to methods for constructing compilers. Topics include parsing methods, lexical analysis, symbol table construction, intermediate code generation and code optimization.
Computer usage fee
*Prerequisite of CS 610 is required.*
*Credits: 3*
*On Occasion*

**CS 614 Information Systems Analysis**
This course presents an in-depth look at information systems analysis within the context of a current modeling methodology. Topics include information gathering, analysis techniques, systems modeling, problem definition, alternatives generation and evaluation and formal specification composition.
*Prerequisite of CS 616 is required.*
*Credits: 3*
*Every Fall*

**CS 616 Information Systems Design and Implementation**
This course presents the tools and techniques used to design, implement, test and maintain information systems. Topics include translation of requirements specifications into logical and physical design models, human-computer interaction, reduction of design complexity, integration of system and data models, evaluation of design quality, black box and white box testing, information systems maintenance and software quality assurance.
*Prerequisite of CS 554 is required.*
*Credits: 3*
*Every Fall*

**CS 620 Administration of Information Systems Personnel**
This course introduces information systems concepts in organizations. Topics include relating systems and information to the organization, administration of the information systems function, selection and development of information systems personnel, the role of the information systems executive in the organization, computer center administration and the ramifications of individual and group behavior on information systems administration.
*Credits: 3*
*On Occasion*

**CS 622 Management and Economics of Information Systems**
This course deals with the management and economics of the information systems process and product. Topics include planning an organizational information system, management of information and application systems development, development of strategies, application software "make" or buy decisions and planning to accommodate change.
*Prerequisite of the IS pre-core courses are required (CS 502, 504, 506, 508, 540 and 554)..*
*Credits: 3*
*Every Fall*

**CS 624 Communication with IS Stakeholders**
This writing-intensive course pulls together the technical and organizational aspects of information systems. Documentation of the process and product of information systems development is stressed, including such areas as analysis and design specifications, conformation correspondence, RFP responses, walkthroughs and technical reviews, documentation standards, manuals and the role of documentation in the system quality function. Interpersonal communication is examined as it relates to the information systems development process.
*Prerequisite of MGE 503 is required.*
*Credits: 3*
*Every Spring*

**CS 630 Database Management Systems Internals**
This course presents a technical view of the internal workings of database management systems. It begins with a review of mass storage technology and sequential and indexed-sequential file organizations. It then goes on to explore sorting, indexed files, B and B+ tree indices, dynamic-hashing, concurrency and its control, two-phase locking protocol, database backup and recovery, commit protocols and an introduction to distributed databases.
*Prerequisite of CS 602 is required.*
*Credits: 3*
*On Occasion*

**CS 632 Theoretical Foundations of Information Systems**
This course explores the theoretical foundations of information systems topics, including set theory and formal data query languages such as relational algebra and relational calculus. Other concepts covered include normalization theory, functional dependencies, Armstrong deductive system, soundness and completeness of deductive systems, information preserving decompositions and normal forms.
*Prerequisite of CS 602 is required.*
*Credits: 3*
*On Occasion*

**CS 634 Computer Networks and Information Systems**
This course discusses the role of computer networks within enterprise-wide information systems. Topics include network specifications, protocols used in various types of computer based networks from centralized mainframe to distributed client/server, comparison of different topologies and arrangements and evaluation of telecommunications equipment.
*Prerequisite of the IS pre-core courses are required (CS 502, 504, 506, 508, 540 and 554)..*
*Credits: 3*
*On Occasion*

**CS 636 Enterprise Networks**
This course emphasizes the administrative concerns of the enterprise networks. Topics include creation of networks under different conditions, maintenance and management of the networks created and the effect these networks have on the enterprise's information system.
*Prerequisite of CS 634 is required.*
*Credits: 3*
*Every Fall*

**CS 640 Computer Simulation**
In this course, computer simulation techniques are used in the solution of system problems. Topics include: techniques for generating pseudo-random numbers and applicable statistical testing procedures, the formulation of a model for

computer simulation solution, data-gathering, parameter estimation, design of simulation experiments, variance reduction techniques, validation and analysis of simulation results.
*Prerequisite of CS 552 is required.*
*Credits: 3*
*On Occasion*

**CS 644 System Performance Evaluation**
Techniques for system analysis and program performance measurement are presented. Topics include: levels and types of system simulations, performance prediction and monitoring, and modeling of concurrent processes and the resources they share.
*Prerequisite of CS 558 & 554 is required.*
*Credits: 3*
*On Occasion*

**CS 648 Computer Science Mathematics**
This course surveys mathematical methods applied to computer science. Algorithms and special language structures of mathematical problems are analyzed.
*Prerequisite of CS 552 is required.*
*Credits: 3*
*On Occasion*

**CS 650 Human Computer Interaction**
This course provides an overview of Human-Computer Interface (HCI) design. HCI paradigms are examined in relation to the historical evolution of hardware and software. Topics include: techniques facilitating effective human-computer interaction; design principles, guidelines and methodologies for interactive systems that optimize user productivity, design issues such as user help facilities and error information handling; and strategies for evaluating human-computer interfaces. Application of techniques and principles using prototyping will be examined.
*Prerequisite of the IS pre-core courses are required (CS 502, 504, 506, 508, 540 and 554)..*
*Credits: 3*
*Every Spring*

**CS 670 E-Commerce**
This course emphasizes recent technologies for Web design and development as they are applied to E-Commerce on the Internet. Areas covered include: relationship management with the consumer, personalization and membership using Site Server and Commerce Server, LDAP, push and pull technology, multicasting and personalized mail.
*Prerequsite of IS pre-core courses and CS 600 are required.*
*Credits: 3*
*On Occasion*

**CS 690 Special Topics in IS/ITE**
The specific contents of these courses may vary each time they are offered. They reflect current research and practice in advanced areas. Topics and prerequisites are announced before the registration period begins.
Note: students are permitted to repeat these courses for additional credit provided that content is different.
*Credits: 3*
*On Occasion*

**CS 692 Special Topics in IS/ITE**
The specific contents of these courses may vary each time they are offered. They reflect current research and practice in advanced areas. Topics and prerequisites are announced before the registration period begins.
Note: students are permitted to repeat these courses for additional credit provided that content is different.
*Credits: 3*
*On Occasion*

**CS 694 Information Systems Practicum**
This course is a capstone course that applies and integrates the content of the entire program. Stress is on the analysis, design and development of dependable and secure systems. Students will relate their solutions to industry and academic literature.

Dept. Permission required
*Credits: 3*
*Every Fall and Spring*

**CS 700 IS/ITE Project**
This course is for students who wish to undertake an approved software project including design, implementation and documentation. The project is under the guidance of an advisor, and the topic must be approved jointly by the advisor, the graduate director and the department chair.
*Credits: 1 to 3*
*On Occasion*

**CS 706 IS/ITE Thesis Research**
The student researches and prepares for the master's thesis. Topics include critical evaluation of literature, problem statement formulation, literature review synthesis, research methods, and research writing requirements (content and format). The student must achieve a grade of B or better to move on to the Thesis Writing Course CS 708.
*Credits: 3*
*On Occasion*

**CS 708 IS/ITE Thesis Writing**
The student is responsible for preparing a completed master's thesis under the guidance of an advisor assigned by the department. A grade of B or better in the Thesis Research course CS 706 is required along with a completed literature review of the thesis problem. The completed thesis, usually following the five-chapter model is defended before a department faculty committee. A grade of B or better is required to pass the master's degree milestone requirement.
*Credits: 3*
*On Occasion*

**CS 710 Information Systems Project Management**
This course presents a detailed study of the integration of the qualitative and quantitative elements of information systems while applying project management techniques. Students work through and manage a complete project from conception through the various deliverables to termination. Stress is on the practical tools and application of problem definition, work breakdown structure, planning and scheduling, meeting quality specifications, project review and evaluation techniques and scope and risk management.
*Prerequisite or corequisite of CS 706 is required.*
*Credits: 3*
*Every Fall and Spring*

**MGE 501 Engineering Economic Analysis I**
This course discusses the development of quantitative foundations upon which engineering decisions are based. Topics include: engineering economic analysis, developing and evaluating cost effective programs, introduction to statistical decision-making and hypothesis testing. Systems are carried through to the preparation of financial statements as they relate to the technical project.
*Credits: 3*
*Every Spring*

**MGE 503 Technical Communication**
This course covers various forms of written and oral communications for technical practitioners and managers. Students are required to build a technical communication portfolio consisting of successful examples such as definitions, descriptions, procedures and specifications on the technical side and also will include memos, e-mails, reports and decision support research for the business related aspects of the technical manager's role. Students will be responsible for creating and presenting various technical and managerial topics.
*Credits: 3*
*Every Fall and Spring*

**MGE 505 Engineering Probability and Statistics**
Topics covered in this course include development of the logical probabilistic foundations upon which quantitative management engineering is based, development of the fundamentals of probability theory, commonly used probability distributions and set notation, introduction to statistical decision theory, sampling methods and hypothesis-testing.
*Credits: 3*
*On Occasion*

**MGE 509 Cost Fundamentals**
This course represents the fundamentals of industrial cost systems from a management engineering view including data sources, collection and recording; cost analysis and prediction; allocation of indirect and joint costs; and the preparation and use of budgets. Job order, process and standard cost systems are investigated. The systems are carried through to the preparation of financial statements.

*Credits: 3*
*On Occasion*

**MGE 521 Management Principles**
This course presents an overview of the basic principles of project management: planning, definition of work requirements, quality and quantity of work, definition of needed resources, progress tracking, comparison of actual to predicted outcomes, analysis of impacts and change management. Appropriate productivity software will be introduced.
*Credits: 3*
*Every Fall and Spring*

**MGE 523 Quality and Process Improvement**
This course addresses the identification, documentation and evaluation of the Project Management process, the metrics involved in that process and a discussion of various models of quality management. Emphasis will be on the integration of process and product improvement.
*Co-requisite of MGE 521 is required.*
*Credits: 3*
*Every Fall*

**MGE 525 Communications and Stakeholder Management**
This course examines the people side of the interdisciplinary project team: leadership; hiring, training, and evaluating of personnel; and technical communications within the project team, with the organization's managers, outside vendors, suppliers, and other project stake-holders.
*A pre or co requisite of MGE 503 and MGE 521 are required.*
*Credits: 3*
*Every Spring*

**MGE 541 Marketing in the Technical Environment**
This presentation of management techniques for marketing technical products and engineering services covers topics which include: the marketing system, strategic marketing, market opportunity analysis, market planning, product strategy formulation, the marketing mix, the marketing organization, marketing research, marketing information systems and sales force decisions.
*Credits: 3*
*On Occasion*

**MGE 591 Policy for the Management of Technical Firms**
This course examines policy setting and managerial decision-making and practices in technical firms by means of case studies and student role-playing. Emphasis is on state-of-the-art techniques for such decision-making.
*Credits: 3*
*On Occasion*

**MGE 593 Systems Methodology for Management Engineering**
This integrating course for management engineering emphasizes the set of systems-based methods used to define and intervene in technical problem and opportunity situations. Topics include: comparison of hard and soft systems thinking, practical applications using case studies, and principles of creative thinking used to develop research and development strategies.
*Prerequisite of MGE 521, 523, 525 is required.*
*Credits: 3*
*On Occasion*

**MGE 601 Engineering Economic Analysis II**
Quantitative methods and economic logic are interwoven to establish decision-making patterns for the industrial firm. Among the practical and analytical risk and uncertainty, forces of demand and pricing structures, problems of capital budgeting and engineering economic analysis, and cost-effectiveness studies.
*Prerequisite of MGE 501 is required.*
*Credits: 3*
*On Occasion*

**MGE 605 Engineering Statistics and Applications**
This course discusses the application of probability and statistical decision theory to the solution of management engineering problems. Topics include the uses and functions of random variables, probability distributions, point and interval estimation, hypothesis testing, regression, and techniques in the use of statistical decision theory for problem solving.
*Credits: 3*
*On Occasion*

**MGE 611 Finance for Engineering Cost Analysis**
This course explores the use of the basic cost system in constructing cost estimates and in reporting and controlling costs and the effect of cost studies on managerial decisions. Advanced topics in cost systems include: approaches to allocation, cost variance analysis, cost-volume profit relationships, responsibility accounting and management control, sales and production mix, capital budgeting, profit planning and applications of quantitative management science techniques.
*Credits: 3*
*Every Fall*

**MGE 617 Management of R & D**
This intermediate course applies principles of technical management to the particular problems of research and development. Discussion covers such areas as manager-engineer/scientist and engineer/scientist-technician relations, interdepartmental problems, planning and scheduling R&D, contract administration and the creative environment.
*A pre requisite of MGE 521 or MGE 629 is required.*
*Credits: 3*
*On Occasion*

**MGE 621 Project Planning and Control**
This course centers around the processes and procedures involved in planning a project (e.g., scope management, statement of work, requirements specification, work breakdown structure, allocation to sub-contractors, scheduling); managing the trade-offs involved in terms of cost, time and performance; monitoring the project's progress in terms of both scheduling and cost; and managing the changes that take place at various stages of the project life cycle. Appropriate productivity software will be introduced.
*Co-requisite of MGE 521 is required.*
*Credits: 3*
*Every Spring*

**MGE 623 Configuration Management**
Configuration management procedures and methods are studied for the establishment of technical documentation covering configuration identification, control and accounting for a complex weapons system or systems of other contract end items (Cel's). The study extends from the conceptual phase through the contract definition and acquisition/operation phases of the life cycle of a system.
*Credits: 3*
*On Occasion*

**MGE 625 Patents and Engineering Law**
Topics covered in this course are patentability; applications for patents infringement; litigations; procedures before the courts; various type of patents including utility patents, reissue, patents, design patents, and plant patents; ancillary matters including employment contracts, assignments, licenses, confidential relationships, trade secrets and antitrust; comparative foreign patent law; and an introduction to trademarks and copyright.
*Credits: 3*
*On Occasion*

**MGE 627 Project Risk Management**
This course explains how to identify, analyze, mitigate and monitor the various risks involved in any project. The different categories of risks associated with a project (technical, performance, scope, schedule, cost) will be examined. Also discussed are the particular risks involved in procurement and sub-contracting. Appropriate productivity software will be introduced.
*Prerequisite of MGE 621 is required.*
*Credits: 3*
*Every Fall*

**MGE 629 Human Resource Management**
This course examines the people side of the interdisciplinary project team. Topics include: development of a project human resource plan, team building, hiring, firing, development, personnel evaluation and organizational behavior.
*Credits: 3*
*Every Spring*

**MGE 631 Human Factors In Engineering Design**
This course discusses systems engineering approaches to equate human capabilities to

hardware for increasing the effective performance of man-machine systems. Topics include: the evaluation of visual and auditory information display, environmental effects, control and workplace design; and anthropometric data analysis for increasing operational effectiveness, accelerating training accomplishments, reducing accidents and increasing systems reliability.
*Credits: 3*
*On Occasion*

**MGE 633 Systems Engineering For Project Managers**
This course introduces the concepts of systems engineering, which are used to cope with the complexity of modern system development. The approach can be applied to a wide variety of developments from huge aerospace systems to mass-produced consumer electronics, pharmaceuticals and information systems. The course covers the following topics: systems engineering process, systems engineering management, user and system requirements, system architecture, system integration and test, the role of software in systems, prototyping, requirements tracking and dependability.
*Prerequisite of MGE 621 is required.*
*Credits: 3*
*Every Spring*

**MGE 635 Engineering Reliability and Maintainability**
The decision models of systems reliability and maintainability are developed. Engineering and managerial aspects of reliability programs are treated, including life testing, redundancy, trade-offs, systems design review and failure reporting. Discussions deal with reliability structures, hazard functions and Markov models.
*Credits: 3*
*On Occasion*

**MGE 651 Mathematical Programming**
This course explores the development of recursive optimization algorithms. Particular emphasis is given to the simplex algorithm used in linear programming (the optimization of a linear function subject to linear constraints). The "assignment" and "transportation" recursive procedures are also analyzed.
*Credits: 3*
*On Occasion*

**MGE 655 Operations Research I**
The objective in this course is to familiarize the students with deterministic and stochastic models in optimization techniques for organization operations. The students will learn to formulate, analyze, and solve various mathematical models using simplex algorithm and analytical techniques as well as through computer software. This course explores topics such as model formulation and graphical solution, computer solution and sensitivity analysis, modeling examples, transportation, transshipment and assignment problems, network flow models, CPM and PERT methods, multi-criteria decision-making, applicability of probability and statistics, decision analysis, queuing analysis, and simulation.
.
*Credits: 3*
*On Occasion*

**MGE 659 Operations Research II**
This course is a continuation of Operations Research I covering stochastic models and their application to efficiency and productivity of operations in technical/engineering based organizations.
*Prerequisiste of MGE 655 is required.*
*Credits: 3*
*On Occasion*

**MGE 665 Industrial Dynamics Systems Simulation**
This course covers design, construction and computer simulation models. Models constructed represent structure, policies and decisions in such areas as production and inventory, research and engineering, personnel policies and capital expenditures. Employing industrial dynamics concepts, the interaction of feedback in a dynamic management systems is tested and studied over a wide spectrum of time cycles. Students construct, run and analyze elementary models of their own choice.
*Credits: 3*
*On Occasion*

**MGE 681 Industrial Engineering Control Systems**
This course analyzes the operating characteristics of production, quality assurance and inventory control systems. It includes development of numerical methods for controlling systems performance at the decision-making level and problems in quality control, station balancing, economic order quantity, periodic and order point inventory control under uncertainty, network schedules, production planning and control systems. Activities of industrial engineering as a management system are developed.
*Credits: 3*
*On Occasion*

**MGE 685 Industrial Engineering Methods**
This comprehensive course covers effective plant location and layout, material handling, development and application of work measurement, value engineering techniques, process charting, work sampling, line balancing, learning curve theory and principles of work simplification. The justification of capital expenditures and determination of manufacturing product costs are also treated.
*Credits: 3*
*On Occasion*

**MGE 687 Production and Inventory Analysis**
This is a quantitative approach to problems in inventory and production control. Inventory models for fixed order and fixed interval systems, both deterministic and probabilistic, are discussed; also, the techniques of modifying the models for special conditions are considered. Other topics include low demand and fixed demand problems, the interrelationship of inventory control, and an introduction to production scheduling models.
*Credits: 3*
*On Occasion*

**MGE 691 Special Topics in Management Engineering and Management Science**
The specific contents of these courses may vary each time they are offered. They reflect current research and practice in advanced areas. Topics and prerequisites are announced before the registration period begins.
Note: students are permitted to repeat these courses for additional credit provided that content is different.
*Credits: 3*
*On Occasion*

**MGE 693 Special Topics in Management Engineering and Management Science**
The specific contents of these courses may vary each time they are offered. They reflect current research and practice in advanced areas. Topics and prerequisites are announced before the registration period begins.
Note: students are permitted to repeat these courses for additional credit provided that content is different.
*Credits: 3*
*On Occasion*

**MGE 695 Project Management Practicum**
This course is a capstone course that applies and integrates theory and implementation of qualitative and quantitative elements of project management. Stress is on the practical tools and application of planning, budgeting, staffing, scheduling, and operations research involved in complex engineering programs and projects.

Dept. Permission required
*Credits: 3*
*Every Fall and Spring*

**MGE 701 Management Engineering Projects**
This course is for students who wish to work on an approved project in management engineering and prepare a paper suitable for publication in a professional journal. Arrangements are made with the department chairperson.
*Credits: 3*
*On Occasion*

**MGE 707 Management Engineering Thesis**
The student researches and prepares for the master's thesis. Topics include critical evaluation of literature, problem statement formulation, literature review synthesis, research methods, and research writing requirements (content and format). The student must achieve a grade of B or better to

move on to the Thesis Writing Course MGE 709.
*Credits: 3*
*On Occasion*

**MGE 709 Management Engineering Thesis**
The student is responsible for preparing a completed master"s thesis under the guidance of an advisor assigned by the department. A grade of B or better in the Thesis Research course MGE 707 is required along with a completed literature review of the thesis problem. The completed thesis, usually following the five-chapter model is defended before a department faculty committee. A grade of B or better is required to pass the master's degree milestone requirement.
*Credits: 3*
*On Occasion*

**TEL 502 Telecommunications**
This course is an overview of the history and future of the telecommunications industry. Topics include telecommunications technology, regulatory environment, competitive structure, product and service offerings, and managerial and social implications of telecommunications.
*Credits: 3*
*On Occasion*

**TEL 504 Systems, Signals and Circuits**
This course is an introduction to electrical engineering topics fundamental to communications and computer systems. Topics include properties of systems in the time and frequency domains, control systems, signal and noise concepts, modulation, multiplexing, estimation, filtering and detection of signals, information theory, fundamental properties of electric circuits, the network model, equilibrium equations and dynamics, introduction to electronic devices and circuits.
*Credits: 3*
*On Occasion*

**TEL 600 Cyber Forensics for Information Systems**
This course discusses the use of cyber forensic techniques as employed in industry. Topics include: acquisition and analysis of retrieved data, "live system" analysis, and legal concerns.
*Credits: 3*
*On Occasion*

**TEL 614 Voice Communication and Basic Telephony**
This basic course in telephony covers topics that include the evolution of the switched networks: telephone, PBX, and other customer premise equipment, interoffice connection, signal methods and traffic problems. The analyzes of the technology and advantages of the principal transmission media and switching techniques, regulatory environment, competitive structure and managerial implications of voice communication are also covered.
*Prerequisite of TEL 502 & 504 is required.*
*Credits: 3*
*On Occasion*

**TEL 618 Data Communications**
This course introduces students to basic concepts in data communications. Topics include terminals and processing hardware and software, codes and protocols, network alternatives and architectures, packet switching, local area networks, regulatory environment, competitive structure and managerial implications.
*Prerequisite of TEL 614 is required.*
*Credits: 3*
*On Occasion*

**TEL 626 Telecommunications Management Issues**
This course integrates material from preceding telecommunications courses, presents additional selected topics, and analyzes issues, including strategies for planning and managing a telecommunications facility and marketing telecommunications products. Selected topics may include international communications, new telecommunication products, services and their applications; and regulatory policy and tariffs.
*Prerequisite of TEL 618 is required.*
*Credits: 3*
*On Occasion*

**TPM 521 Project Management Principles**
This course presents an overview of the basic principles of project management: planning, definition of work requirements, quality and quantity of work, definition of needed resources, progress tracking, comparison of actual to predicted outcomes, analysis of impacts and change management.
*Credits: 3*
*Every Fall*

**TPM 523 Quality and Process Improvement**
This course addresses the identification, documentation and evaluation of the Project Management process, the metrics involved in that process, and a discussion of various models of quality management. Emphasis will be on the integration of process and product improvement.
*Credits: 3*
*Every Fall*

**TPM 525 Communication and Stakeholder Management**
This course covers the management of project communications within the project team, the organization's managers outside vendors and suppliers and other project stakeholders. Interpersonal communication is examined as it relates to project stakeholder management. Topics also include development of a project communication planning, managing and control
*Credits: 3*
*Every Spring*

**TPM 627 Project Risk Management**
This course explains how to identify, analyze, mitigate and monitor the various risks involved in any project. The different categories of risks associated with a project (technical, performance, scope, schedule, and costs, etc.) will be examined. Also discussed are the particular risks involved in procurement and subcontracting
*Credits: 3*
*Every Summer*

**TPM 629 Human Resource Management**
This course examines human resource management of the interdisciplinary project team. Topics include: development of a project human resource plan, team building, hiring, firing, development, personnel evaluation and organizational behavior
*Credits: 3*
*Every Spring*

**TPM 693 Special Topics in Technical Project Management**
The specific contents of this course may vary each time it is offered. The course reflects current research and/or practice in advanced areas of technical project management. Topis and prerequisites will be announced before the registration period begins. Note: students are permitted to repeat these courses for additional credit provided that the content is different. or other approved MGE course. summer or by permission
*Credits: 3*
*Every Summer*

## SCHOOL OF HEALTH PROFESSIONS AND NURSING

The School of Health Professions and Nursing offers a wide range of accredited programs that lead to rewarding careers. Certificates, undergraduate and graduate degrees are offered in the departments of Biomedical Sciences, Health Care and Public Administration, Health Sciences, Nursing, Nutrition, and Social Work. Please refer to the departments for specific information on degrees and certificates.

Drawing from intense classroom studies, real-world internship opportunities, interprofessional learning experiences, research, laboratory-based courses and clinical experiences, you will develop the skills to serve others with competency and courage. You may take part in practica at hospitals, research laboratories, private clinical practices, community and governmental agencies, and senior citizen facilities. The school utilizes state of the art technology for the education of our students, including simulated and research laboratories. You will graduate with a comprehensive résumé and a respected degree, ready to take advantage of the many opportunities in the growing field of health care and human services.

The faculty are renowned experts in their areas of practice and education as evidence by their abilities in teaching, clinical practice, and scholarship.

If you have questions, please contact the dean’s office at 516-299-2485, email: Post-SHPN@liu.edu, or fax: 516-299-2527.

**Stacy Jaffee Gropack, PT, Ph.D., FASAHP**
Dean
stacy.gropack@liu.edu

**Paul Dominguez, Ph.D.**
Assistant Dean
paul.dominguez@liu.edu

## Grievance Policy

**Undergraduate Student Grievance Procedure**

The School of Health Professions and Nursing (SHPN) faculty members are committed to assist students with any academic difficulties. A student who wishes to submit a grievance has the right to do so by utilizing the following procedures:

1. A student must follow his/her department grievance policy first before proceeding to the SHPN policy.
2. Any academic conduct policy violation initiated by instructors/faculty members will follow the disciplinary/appeals processes as outlined in the LIU website. Students should refer to the following websites for the procedures and for their rights as a student.

LIU Post Academic Conduct
LIU Post Standards of Conduct
LIU Post Disciplinary Conduct
LIU Post Appeals
LIU Post Student Rights

**Graduate Student Academic Grievance Procedure**

1. Instructor/faculty member:

The student must first make an effort to resolve the matter with the course instructor/faculty member. The student must contact the instructor or faculty member within 10 business days of the issue. The instructor will meet with the student to discuss the grievance within 5 business days of being contacted. If there is no resolution, the student may file a formal written grievance (SHPN Grievance Form) with the chair/program director of the department within 10 business days after meeting with the instructor/faculty member.

2. Chair/Program Director:

The chair/director will schedule a meeting with the student within 5 business days of his/her receipt of the student grievance. At this time the chair/director may also consult with the faculty member/instructor to discuss the grievance and attempt to resolve the matter. The chair/director may consult other members of his/her department informally or as part of a departmental meeting/committee. Individual departments shall determine such procedures. The chair/director must advise the student in writing of his/her finding within 10 business days of the meeting with the student.

**Appeal Procedure**

For undergraduate students, follow the appeals link listed:

LIU Post Appeals

For graduate students:

1. Subject to the procedures outlined below, the student may appeal the decision to the dean of the School of Health Professions and Nursing within 10 business days of the issuance of the chair/director's decision. The student must submit a written appeal to the dean (Grievance Appeal Request Form) indicating (1) the basis of the appeal and (2) all methods used to date to resolve the problem.
2. The dean will review the case and, if she/he believes the appeal has merit, will refer the matter to the dean's Academic Standing Committee. A meeting of the Academic Standing Committee will be convened within 10 business days of receipt of the referral.
3. The Academic Standing Committee will hear statements from both the student and faculty/department.
4. The Academic Standing Committee will make a recommendation to the dean within 5 business days after the conclusion of its meeting.
5. The student will be notified by the dean in writing of the decision within 10 business days of the dean receiving the recommendation from the Academic Standing Committee.
6. The dean's decision is the final decision making body within the School of Health Professions and Nursing.

It is presumed that academic decisions result from consistent, fair, and equitable application of clearly articulated standards and procedures. Students appealing such decisions (to the dean) must demonstrate that the standards and procedures were not clearly stated or that they were not applied in a consistent, fair and equitable manner. The burden of proof of an appeal is on the student.

# DEPARTMENT OF BIOMEDICAL SCIENCES

**Phone: 516-299-3047**
**Phone: 516-299-3039 (Clinical Laboratory Sciences)**
**Fax: 516-299-3081**
**Email: Post-BioMed@liu.edu**
Chair: Dr. Seetha Tamma
Full Professors: Tamma, Vellozzi
Associate Professors: Capetandes
Assistant Professors: Bouklas
Program Director, Cardiovascular Perfusion: Mr. Richard Chan
Program Director, Clinical Laboratory Sciences: Dr. Anthony Capetandes
Adjunct Faculty: 20

The Department of Biomedical Sciences offers masters degrees that prepare competent and knowledgeable professionals dedicated to the highest standards of science and health care.

Graduate programs include the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) accredited M.S. in Clinical Laboratory Sciences (CLS) in which students are selected on a competitive basis for clinical rotations required for eligibility to take the ASCP certification exam and upon passing will acquire New York State licensure for CLS; this is required for employment in a clinical laboratory in NY.

M.S. candidates in Biomedical Sciences pursue courses that examine normal and diseased states of the human body. Students choose one of the specializations - Molecular Immunology and Cancer Biology or Microbiology/Infectious Diseases. A student specializing in any one of the above has to take 4 core courses and 2 electives. Students have the option to complete 36-credits with a thesis or non-thesis option to enhance their program of study.

The M.S. in Cardiovascular Perfusion, which is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in conjunction with the Department of Cardiovascular and Thoracic Surgery at Northwell Health Care System in Great Neck, New York.

Students with the M.S. in Biomedical Sciences majored in any of the 4 majors mentioned above have been accepted into Ph.D. programs, medical schools, dental schools, PA programs, health administration, pharmaceutical companies and into basic and clinical research laboratories. These students are trained in several areas of Biomedical Sciences, including Cancer Biology, Hematology, Immunology, Microbiology and Molecular Techniques.

The course work for CLS, MS and CVP programs offered by the department helps the students to choose different career paths such as Medical Technologists, basic and clinical researchers, and cardiovascular perfusionists. The Department of Biomedical Sciences has provided qualified and competent medical technologists to most of the hospitals in Long Island and New York for over 35 years.

## M.S. in Biomedical Sciences

Biomedical Sciences professionals produce the information necessary to diagnose, assess, prevent and treat disease states. With more than 70 percent of treatment decisions by physicians based on laboratory findings, medical biologists are vital cornerstones of modern health care.

**ADMISSION REQUIREMENTS**

Applicants to the Master of Science in Biomedical Sciences must meet the following requirements for admission.

- Application fee (non-refundable)
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Bachelor's degree with an undergraduate GPA of at least 3.0.
- Applicants should have completed at the undergraduate level: one year of biology; one year of college math (may include one semester of statistics); one year of organic chemistry or one semester of organic chemistry and one semester of biochemistry. Students who have not completed Biochemistry within the past 3 years, must take Biochemistry as part of their degree program. The minimum grade point average of 3.0 in the undergraduate major is required. A candidate whose credentials satisfy all of the above requirements as well as university admissions requirements may be accepted as a fully matriculated student.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.
- Two letters of recommendation, preferably from former science professors.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.

**ADDITIONAL REQUIREMENTS**

Admission to the Biomedical Sciences Program is highly competitive. Students are expected to have achieved a minimum grade point average a 3.0 out of a 4.0 (A grade).

A student may be accepted on a limited matriculant basis if his or her credentials are deficient in not more than two areas. Limited matriculants may apply for full matriculant status after removal of all deficiencies. Deficiencies must be removed during the first year of graduate study. Courses taken to remove academic deficiencies must be passed with a grade of B or better and will not be credited toward degree requirements. Courses may also be taken on a nonmatriculant basis. A non-matriculant may apply for matriculant status after completing at least 9, but no more than 12, graduate biomedical science credits provided their cumulative grade point average is 3.0 or better. At least half of these credits must be from among the core courses listed below. The student must also have removed any technical and/or academic deficiencies. Undergraduate coursework taken to fulfill a deficiency after the student has completed the bachelor's degree must be passed with a grade of C+ or better.

**Send application materials to:**
Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300
Fax: 516-299-2137
E-mail: post-enroll@liu.edu

**TRANSFER CREDITS**

Courses taken at another university after admission to a master's program at LIU Post may not be used for transfer credit unless prior written permission is obtained from the major department. Previous graduate credits earned at other institutions may be credited to a student's graduate degree if they are not used towards a degree in another institution. A request to transfer credits must be made to and approved by the chair of the Biomedical Sciences Department with the submission of official transcripts of all previous graduate work. Transfer credit is normally limited to six semester credit hours with an earned grade of (B) or better and must be from a USA university or college. Transfer credits are not recorded on a student's transcript unless he or she completes 15 semester credit hours in residence and is fully matriculated.

### M.S. in Biomedical Science

*{Program Code: 06403}*

The M.S. in Biomedical Sciences provides two options for students to achieve the degree that best meets their academic and professional goals. Students may opt to complete a 36-credit thesis or non-thesis option.

**Core Courses All Tracks (12 credits)**

**Required Courses**

| | | | |
|---|---|---|---|
| BMS | 520 | Pathophysiology I | 3.00 |
| BMS | 550 | Clinical Biochemistry | 3.00 |
| BMS | 612 | Pathophysiology II | 3.00 |
| BMS | 703 | Research Methods | 3.00 |

**Elective Courses (6 credits only)**

| | | | |
|---|---|---|---|
| BMS | 513 | Biochemistry | 3.00 |
| BMS | 540 | Biomedical Statistics | 3.00 |
| BMS | 549 | Resources Management | 3.00 |
| BMS | 561 | Hematology | 3.00 |
| BMS | 562 | Coagulation | 3.00 |
| BMS | 574 | Tissue Culture | 3.00 |
| BMS | 581 | Immunology | 3.00 |
| BMS | 585 | Immunohematology | 3.00 |
| BMS | 591 | Medical Microbiology | 3.00 |

| | | | |
|---|---|---|---|
| BMS | 594 | Mycology/Parasitology | 3.00 |
| BMS | 610 | Histopathology | 3.00 |
| BMS | 641 | Bioinformatics | 3.00 |
| BMS | 647 | Quality Management for the Clinical Laboratory | 3.00 |
| BMS | 650 | Advanced Clinical Biochemistry | 3.00 |
| BMS | 651 | Pharmacology | 3.00 |
| BMS | 655 | Toxicology and Therapeutic Monitoring | 3.00 |
| BMS | 656 | Diagnostic Techniques in Molecular Pathology | 3.00 |
| BMS | 661 | Advanced Hematology | 3.00 |
| BMS | 673 | Molecular and Cellular Biology of Cancer | 3.00 |
| BMS | 685 | Transfusion Medicine and Transplantation | 3.00 |
| BMS | 687 | Molecular Immunology | 3.00 |
| BMS | 691 | Infectious Diseases | 3.00 |
| BMS | 696 | Medical Mycology | 3.00 |
| BMS | 698 | Medical Virology | 3.00 |
| BMS | 704 | Clinical Research Thesis | 3.00 |
| BMS | 705 | Selected Topics in Medical Biology | 3.00 |
| BMS | 706 | Research Project | 3.00 |
| BMS | 707 | Introduction to Research | 3.00 |
| BMS | 708 | Experimental Research Thesis | 3.00 |

**STUDENTS SELECT ONE AREA OF CONCENTRATION FROM THE FOLLOWING SPECIALTIES:**

**Molecular Immunology and Cancer Biology Concentration**

**Specialty Courses (18 Credits Required)**

| | | | |
|---|---|---|---|
| BMS | 561 | Hematology | 3.00 |
| BMS | 581 | Immunology/Serology | 3.00 |
| BMS | 591 | Medical Microbiology | 3.00 |
| BMS | 656 | Molecular Diagnostics | 3.00 |
| BMS | 661 | Hematological Malignancies | 3.00 |
| BMS | 673 | Molecular & Cellular Biology | 3.00 |
| BMS | 687 | Molecular Immunology | 3.00 |

**Microbiology/Infectious Disease Concentration**

**Specialty Courses (18 Credits Required)**

| | | | |
|---|---|---|---|
| BMS | 581 | Immunology/Serology | 3.00 |
| BMS | 591 | Medical Microbiology | 3.00 |
| BMS | 594 | Mycology/Parasitology | 3.00 |
| BMS | 687 | Molecular Immunology | 3.00 |
| BMS | 691 | Infectious Diseases | 3.00 |
| BMS | 696 | Medical Mycology | 3.00 |
| BMS | 698 | Medical Virology | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 36

Minimum Major GPA: 3.00

# M.S. in Clinical Laboratory Science

The M.S. in Clinical Laboratory Science (CLS) Program in the Department of Biomedical Sciences at LIU Post is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). This 52-credit program includes a 6-month full-time clinical practicum. Students may begin as part-time but will require a full-time commitment in order to complete this graduate degree program. The M.S. CLS Program integrates didactic courses supported by laboratory instruction taught at LIU Post. The university-based courses are reinforced in the professional laboratory setting during the clinical practicum. CLS interns are trained on state-of-the-art instrumentation and manual laboratory methodologies at clinical affiliates contracted with LIU Post. The CLS interns are educated by certified and licensed clinical faculty at the contracted affiliates. CLS interns completing this program are eligible to take the national certification examination given by the American Society of Clinical Pathologists (ASCP). Graduates who pass the exam are certified CLS professionals. Graduates are eligible for New York state CLS licensure provided by NYSEDOP.

**ADMISSION REQUIREMENTS**

To be considered for the M.S. CLS Program, email your transcripts (unofficial is acceptable for initial review) as a pdf to the program director of CLS, anthony.capetandes@liu.edu. If you are an international student, also include a WES or Globe evaluation as a pdf. Upon approval from the program director, submit and on-line application to the M.S. CLS Program: https://apply.liu.edu/quickapp/. Applicants must submit to the processing center (address indicated on the on-line application) official transcripts from all colleges or universities attended, a degree denoted transcript demonstrating completion of a baccalaureate degree, and two letters of recommendations, preferably from former science professors. The program director evaluates all applications through the year on a competitive selection basis. The most competitive applicants to the M.S. CLS Program are contacted for a personal interview conducted by the program director. The program director renders decisions based on the strength of the interview, science aptitude and professionalism on a competitive selection basis. Admission to the Clinical Laboratory Science Program is highly competitive. Students are expected to have achieved a minimum grade point average for a 3.0 out of a 4.0 (A grade) in all pre-requisite courses.

The pre-requisite undergraduate courses for the Major include:

- 8 semester hours (12 quarter hours) of Anatomy and Physiology (with lab).
- 8 semester hours (12 quarter hours) of Organic Chemistry and Biochemistry (with lab)
- 1 semester of Statistics
- 1 semester of Genetics or Molecular Biology

International students are also required to achieve a minimum TOEFL score of 90 IBT (a minimum listening and speaking score of 25 is also required); 233 CBT; or 577 PBT. IELTS of 7.0 or above is also acceptable.

**ADDITIONAL REQUIREMENTS**

The technical (non-academic) standards established by the programs in this department are evidence of the "essential functions" that students must be able to accomplish in the program. Essential functions include requirements that students be able to engage during educational and training activities so that they will not endanger other students, the public at large, or patients.

- ***Vision Standard*** — The student must be able to read charts and graphs, read instrument scales, discriminate colors, read microscopic materials, and record results.
- ***Speech and Hearing Standard*** — The student must be able to communicate effectively and sensitively in order to assess non-verbal communication and be able to adequately transmit information to all members of the health care team.
- ***Fine Motor Functions Standard*** — The student must possess all skills necessary to carry out diagnostic procedures, manipulate tools, instruments and equipment. The student must be able to perform phlebotomy safely and accurately.
- ***Psychological Stability Standard*** — The student must possess the emotional health required for full utilization of the applicant's intellectual abilities. The student must be able to recognize emergency situations and take appropriate actions.

A criminal conviction and/or the use of illegal drugs may impede or bar your entry into your chosen field of study. You should be aware that clinical and hospital sites may reject a student, or remove a student from their site if a criminal record is found or if a positive drug test is noted. Inability to gain clinical or field work will result in the inability to meet program objectives and outcomes. Inability to meet objectives and outcomes may result in your failure to complete the program requirements, thus requiring your withdrawal from the program. In addition, the presence of a criminal conviction may also prevent your completion of the required state or federal licensure, certification or registration process.

**TRANSFER CREDITS**

Courses taken at another university after admission to a master's program at LIU Post may not be used for transfer credit unless prior written permission is obtained from the major department. Previous graduate credits earned at other institutions may be credited to a student's graduate degree. A request to transfer credits must be made to and approved by the Director of the CLS program with the submission of official transcripts of all previous graduate work. Credits utilized in a baccalaureate degree cannot be utilized again towards the M.S. in Clinical Laboratory Sciences.

Transfer credit is normally limited to six semester credit hours with an earned grade of (B) or better. Transfer credits are not recorded on a

student's transcript unless he or she completes 15 semester credit hours in residence and is fully matriculated.

## M.S. in Clinical Laboratory Science

*{Program Code: 33086}*

### Core Courses

**Required Clinical Laboratory Science Courses**

| | | | |
|---|---|---|---|
| BMS | 544 | CLS Certification Exam Seminar | 1.00 |
| BMS | 547 | Management, Supervision, Teaching and Professionalism Seminar | 2.00 |
| BMS | 551 | Clinical Chemistry I and Urinalysis | 3.00 |
| BMS | 562 | Theories of Blood Coagulation | 3.00 |
| BMS | 563 | Hematology and Body Fluids | 3.00 |
| BMS | 585 | Immunohematology | 3.00 |
| BMS | 587 | Clinical Immunology | 3.00 |
| BMS | 591 | Medical Microbiology | 3.00 |
| BMS | 609 | Laboratory Information Systems | 1.00 |
| BMS | 610 | Histopathology | 3.00 |
| BMS | 594 | Mycology/Parasitology | 3.00 |
| BMS | 652 | Clinical Chemistry II & Instrumentation | 3.00 |
| BMS | 656 | Molecular Diagnostics | 3.00 |
| BMS | 703 | Research Methods* | 3.00 |
| BMS | 706 | Research Project* (or BMS 710 - Advanced Topics in CLS) | 3.00 |

*NOTE: BMS 707/708 Research Methods/Experimental Research Thesis may substitute for BMS 703/706 with permission of the Program Director and the Department Chairperson.

**Required Clinical Laboratory Science Practicum Courses**

Clinical practicum are offered off-campus during over a 25 week period (January through June and July through December) done full-time only. Acceptance into the clinical practicum is competitive. A 3.0 GPA and successful interview are minimum requirements for consideration and do not guarantee placement into the practicum.

| | | | |
|---|---|---|---|
| BMS | 759 | Practicum in Clinical Chemistry/Urinalysis | 3.00 |
| BMS | 769 | Practicum in Hematology & Coagulation | 3.00 |
| BMS | 789 | Practicum in Immunohematology/ Clinical Immunology | 3.00 |
| BMS | 799 | Practicum in Microbiology | 3.00 |

### Credit and GPA Requirements

Minimum Total Credits: 52
Minimum Major GPA: 3.00

## M.S. in Cardiovascular Perfusion

The Master of Science program in Cardiovascular Perfusion combines the resources of two centers of exceptional health care education: the Department of Biomedical Sciences at LIU Post in Brookville, N.Y. and the Department of Cardiovascular and Thoracic Surgery at North Shore University Hospital (Northwell Health Care System) Manhasset, N.Y. As a student in the program, you will complete 27 credits at LIU Post and 27 credits taught at North Shore University Hospital. Upon completion of the program and successful passing of the certification board examination part I and part II, one will be qualified as an entry level cardiovascular perfusionist and will be qualified to apply for a permit and state license to practice cardiovascular perfusion.

A perfusionist is a highly skilled professional who controls the patient's physiological parameters using specialized equipment and medication during extracorpoeal circulation that supports or replaces patients' circulation, lung, and other organ functions. Working closely with physicians to select appropriate equipment and techniques, the perfusionist monitors vital parameters to ensure the safe management of physiologic functioning during open heart surgery. Furthermore, the perfusionist is educated in the administration of prescribed blood products, anesthetic agents and cardiovascular drugs via the extracorporeal circuit. The perfusionist is knowledgeable and competent in the use of a variety of techniques, including hypothermia, hemodilution, ECMO, cardioplegia, deep hyopthermia circulatory arrest, HIPEC, and procedures involving specialized instrumentation and advanced life support.

The perfusionist may also be responsible for administrative duties, purchasing, supply and equipment control, inventory, quality assurance and personnel management. Based on institutional factors and available facilities, the perfusionist may also be engaged in research of new products, development of surgical techniques and data analysis. At all times, the perfusionist must maintain the highest ethical and professional health care standards.

The M.S. in Cardiovascular Perfusion is a 24-month program integrating didactic and clinical courses with practica which provide the necessary entry level skills in cardiovascular perfusion. Students successfully completing the program will receive a certificate of clinical competency from the North Shore University Hospital School of Cardiovascular Perfusion. Recipients of the certificate of clinical competency having completed all academic course work with a minimal GPA of 3.0 are then awarded an M.S. in Cardiovascular Perfusion from LIU Post and may be eligible to sit for the certification board examination part I.

**NOTE:** Applicants to the M.S. in Cardiovascular Perfusion at LIU Post **must first be admitted to the Cardiovascular Perfusion Program at North Shore University Hospital** in Great Neck, N.Y. For more information or to apply, contact:
Richard Chan, CCP E, Program Director
NSUH-LIU-Post School of Cardiovascular Perfusion
225 Community Drive South Entrance
Great Neck, N.Y. 11021
516-918-4356
ehiscvp@aol.com

**ADMISSION REQUIREMENTS**

- Admission into the Cardiovascular Perfusion Program at North Shore University Hospital in Manhasset, N.Y.
- Once the applicant has been accepted by North Shore University Hospital, the completed application will be forwarded to the Department of Biomedical Sciences at LIU Post. No additional application is needed.
- Completion of a bachelor's degree from an accredited college/university with a minimum GPA of 3.0 on a 4.0 system.
- Undergraduate courses that must have been completed with a minimum grade of "B" (or 3.0 out of a 4.0 scale) in each include:
  — 2 semesters of college biology (8 credits)
  — 2 semesters of anatomy and physiology (8 credits)
  — 2 semesters of college chemistry (8 credits)
  — 2 semesters of college math (6 credits)
  — 1 semester of college physics (4 credits)
- Three letters of recommendation

Candidates are assessed for admission into the program based upon:

- Clinical experience with life support and cardiac patients are preferred but not required
- Letters of recommendation
- Academic performance
- Motivation to enter the field
- Insight into perfusion science and profession

**APPLICATION DEADLINE:** Deadline for application is March 31st every year for the fall enrollment of that year.

**For further information regarding the program contact:**
Richard Chan, CCP E, Program Director
NSUH-LIU-Post School of Cardiovascular Perfusion
225 Community Drive South Entrance
Great Neck, N.Y. 11021
Phone: 516-918-4356
Email: ehiscvp@aol.com
Dr. Seetha Tamma, Chair
Department of Biomedical Sciences
LIU Post
720 Northern Boulevard

Brookville, N.Y. 11548
Phone: 516-299-3047
Email: Post-BioMed@liu.edu

**ADVANCED STANDING INTO THE M.S. PROGRAM IN CARDIOVASCULAR PERFUSION AT LIU POST**

An experienced or practicing cardiovascular perfusionist with a CCP or with a state license who desires an M.S. in Cardiovascular Perfusion may apply for admission to this program. Their clinical expertise will be evaluated by North Shore University Hospital (NSUH) regarding individual competency in courses of surgery (6 credits); perfusion technology (6 credits); and three clinical practicums (I, II, III) - (5 credits each). The Director of the Cardiovascular Perfusion Program at the NSUH will assign the grades for these courses. The other admission criteria listed above must also be met. Students with advanced standing must take 27 credits of graduate course work in the Department of Biomedical Sciences at LIU Post.

## M.S. Cardiovascular Perfusion

*{Program Code: 22503}*

**Required Cardiovascular Perfusion Core**

| | | | |
|---|---|---|---|
| BMS | 520C | Pathophysiology I | 3.00 |
| BMS | 550C | Clinical Biochemistry | 3.00 |
| BMS | 612C | Pathophysiology II | 3.00 |
| BMS | 703C | Research Methods | 3.00 |

**Required Biomedical Sciences**

| | | | |
|---|---|---|---|
| BMS | 540C | Biomedical Statistics | 3.00 |
| BMS | 561C | Introduction to Hematology | 3.00 |
| BMS | 562C | Coagulation | 3.00 |
| BMS | 651C | Pharmacology | 3.00 |

**Required North Shore University Hospital**

| | | | |
|---|---|---|---|
| BMS | 800C | Surgery | 6.00 |
| BMS | 810C | Cardiovascular Perfusion Science & Techniques | 6.00 |
| BMS | 820C | Clinical Practicum I | 5.00 |
| BMS | 822C | Clinical Practicum II | 5.00 |
| BMS | 824C | Clinical Practicum III | 5.00 |

**Required Cardiovascular Perfusion Capstone**

Select one of the following research courses:

| | | | |
|---|---|---|---|
| BMS | 704C | Clinical Research Thesis | 3.00 |
| BMS | 706C | Research Project | 3.00 |
| BMS | 708C | Experimental Research Thesis | 3.00 |
| BMS | 709C | Clinical Management Project | 3.00 |

### Credit and GPA Requirements

Minimum Total Credits: 54
Minimum Major GPA: 3.00

## Biomedical Science Courses

**BMS 511 Biomedical Ethics**
This course is general survey of the ethical issues relevant to the human life cycle. Topics such as organ transplants termination of life, euthanasia, abortion, genetic control and medical experimentation are discussed. This course is geared primarily for individuals with a back ground or interest in the health and medical technologists, radiologic technologists, nurses, health care administrators and other professionals in the health field.
*Credits: 3*
*On Occasion*

**BMS 513 Biochemistry**
This course is an inquiry into the chemistry of amino acids, proteins and lipids. Enzymes and their role in cytoplasmic carbohydrate metabolism and fatty acid synthesis are discussed. The role of the mitochondrion, especially the Krebs cycle and oxidative phosphorylation, is explored. Same as BIO 513.
*Credits: 3*
*Every Spring*

**BMS 520 Pathophysiology I**
The course will be a study of the etiology, pathogenesis, epidemiology, diagnostic tools and management of certain infectious diseases and neoplasms affecting humans. Lectures in Pathophysiology I not only stress the molecular and cellular basis for immunity, but also introduce students to those disease states in which a basic knowledge of immunology is critical to an understanding of the disease. The course deals with the role of the immune system in health and disease, the expected and unexpected responses in fighting infections, allergy and hypersensitivity; Immune system's role in tissue transplantation, tissue graft rejection, immunosuppression, cancer, autoimmune diseases and congenital and acquired immune deficiencies including AIDS. The concepts of microbial infection pathogenesis with emphasis on the mechanisms employed by pathogenic microorganisms in establishing infection in the host and the response of the host to fight the infection will be discussed. Specific genetic, developmental and pediatric diseases and disorders of daily life and diet will also be covered.
*Credits: 3*
*Every Fall*

**BMS 520C Pathophysiology I**
The course will be a study of the etiology, pathogenesis, epidemiology, diagnostic tools and management of certain infectious diseases and neoplasms affecting humans. Lectures in Pathophysiology I not only stress the molecular and cellular basis for immunity, but also introduce students to those disease states in which a basic knowledge of immunology is critical to an understanding of the disease. The course deals with the role of the immune system in health and disease, the expected and unexpected responses in fighting infections, allergy and hypersensitivity; Immune system's role in tissue transplantation, tissue graft rejection, immunosuppression, cancer, autoimmune diseases and congenital and acquired immune deficiencies including AIDS. The concepts of microbial infection pathogenesis with emphasis on the mechanisms employed by pathogenic microorganisms in establishing infection in the host and the response of the host to fight the infection will be discussed. Specific genetic, developmental and pediatric diseases and disorders of daily life and diet will also be covered. Only open to students enrolled in the Cardiovascular Perfusion program.
*Open to Cardiovascular Perfusion students only.*
*Credits: 3*
*Every Fall*

**BMS 540 Biomedical Statistics**
This course covers the fundamentals of statistics as applied to medical and biological sciences, including measures of central tendency and variability, theory of sampling, theory of estimation, sample frequency functions, confidence limits, null hypothesis, linear regression and correlation, chi-squared test, t-Test, F-Test and analysis of variance, elements of sequential analysis, statistical techniques adapted to laboratory quality control and design of experiments. Use of statistical programs for analysis of data is integrated within the course.
*Credits: 3*
*Every Spring*

**BMS 540C Biomedical Statistics**
This course covers the fundamentals of statistics as applied to medical and biological sciences, including measures of central tendency and variability, theory of sampling, theory of estimation, sample frequency functions, confidence limits, null hypothesis, linear regression and correlation, chi-squared test, t-Test, F-Test and analysis of variance, elements of sequential analysis, statistical techniques adapted to laboratory quality control and design of experiments. Use of statistical programs for analysis of data is integrated within the course. Only open to students enrolled in the Cardiovascular Perfusion program.
*Open to Cardiovascular Perfusion students only.*
*Credits: 3*
*Every Spring*

**BMS 541 Computer Application in Health Sciences**
This course is an introduction to the use of computers in the various fields of the health sciences. Review of statistical applications for data analysis is also included. Term project required.
*Credits: 3*
*On Occasion*

**BMS 542 Epidemiology**
This course is an introduction to epidemiologic principles employed in the investigation of disease. A review of public health statistics in relation to disease rates and evaluation of community efforts toward the reduction of these rates is considered. The use of epidemiologic investigations of chronic physical and mental disease is discussed.
*Credits: 3*
*On Occasion*

**BMS 544 CLS Certification Exam Seminar**
This course is designed to provide CLS students the appropriate experience to answering in ASCP and NCA certification examination questions and in case study analysis. The major categories of hematology, chemistry, immunology, immunohematology (blood bank), and microbiology are addressed. The sessions are team taught by practicing professionals and program faculty. This course provides a concise study tool for certification and licensure.
*Pre requisite of BMS 591, BMS 563, BMS 551, BMS 562, BMS 585, BMS 587 and BMS 652 are required*
*Credits: 1*
*Every Spring*

**BMS 547 Management, Supervision, Teaching and Professionalism Seminar**
This seminar identifies the five components of Management in Laboratory Medicine: duties and responsibilities including "problem solving-decision making" processes; concepts of managerial leadership: communication skills; process of personnel administration: evaluation of employee performance; effective laboratory operations and principles of laboratory finance: cost containment. Additionally, information on teaching, professionalism, supervision, regulatory agency requirements, laboratory information systems, and the importance of continuing medical education are discussed. Case study assignments reflect typical laboratory problems encountered. Teaching principles include writing of objectives and educational methodology.
*Credits: 2*
*Every Spring*

**BMS 549 Resources Management**
Resources Management is a course which addresses important topics in two areas of Laboratory Management: physical and human resources, both of which are essential for maintenance and growth of clinical laboratory. Topics addressed in physical resources include: the accreditation process, certification and licensure of laboratory health professionals, laboratory policies and procedures, workload recording, budgets, purchasing and inventory control, laboratory design, space utilization and laboratory safety. Human resources topics involve the actual clinical laboratory organization, job descriptions, recruitment, hiring and orientation of laboratory personnel, their performance appraisal, staff development and those leadership qualities of management personnel.

Their course emphasis is to highlight those laboratory resource issues in management that professionals must address in their daily work environment to recognize the problems and formulate their solutions.
*Credits: 3*
*Every Fall*

**BMS 550 Clinical Biochemistry**
This course is the introduction to the analysis of analytes in body fluids. Emphasis is placed on describing normal and pathophysiologic changes in disease. Quality control, evaluation, interpretation and laboratory tests used in quantitation are presented. The biomedical significance of metabolic disorders of proteins, carbohydrates and lipids is discussed.
*Credits: 3*
*Every Fall*

**BMS 550C Clinical Biochemistry**
This course is the introduction to the analysis of analytes in body fluids. Emphasis is placed on describing normal and pathophysiologic changes in disease. Quality control, evaluation, interpretation and laboratory tests used in quantitation are presented. The biomedical significance of metabolic disorders of proteins, carbohydrates and lipids is discussed. Only open to students enrolled in the Cardiovascular Perfusion program.
*Open to Cardiovascular Perfusion students only.*
*Credits: 3*
*Every Fall*

**BMS 551 Clinical Chemistry I and Urinalysis**
This course introduces students to safety principles, quality control and laboratory math and the analysis, quantitation, the serum and urine specimen. Emphasis is based on the clinical correlations and analytical procedures commonly performed on serum to determine the quantity of carbohydrates, lipids, proteins, enzymes, and non-protein nitrogen substances and to assess cardiac, liver, renal, pancreatic and gastrointestinal function. Analysis of the physical, chemical and microscopic examination of urine (urinalysis) is also presented along with the disease processes that hinder kidney function.
*Credits: 3*
*Every Spring*

**BMS 555 Instrumentation for the Clinical Laboratory**
This course is a study of current principles of automated instrumentation analyses performed in the clinical setting. The course provides practical exposure to several commercially available systems.
*Credits: 3*
*On Occasion*

**BMS 561 Introduction to Hematology**
This course describes the erythroid, myeloid and lymphoid differentiation pathways from the pluripotent stem cell to mature cells; describes the pathophysiology of anemias, leukemias, lymphomas and pathways for blood coagulation and coagulopathies; emphasizes theory and procedures necessary for diagnosis of disease of blood-forming tissues.
*Credits: 3*
*Every Fall and Spring*

**BMS 561C Introduction to Hematology**
This course describes the erythroid, myeloid and lymphoid differentiation pathways from the pluripotent stem cell to mature cells; describes the pathophysiology of anemias, leukemias, lymphomas and pathways for blood coagulation and coagulopathies; emphasizes theory and procedures necessary for diagnosis of disease of blood-forming tissues. Only open to students enrolled in the Cardiovascular Perfusion program.
*Open to Cardiovascular Perfusion students only.*
*Credits: 3*
*Every Fall*

**BMS 562 Theories of Blood Coagulation**
This course covers the theoretical aspects of blood coagulation in normal and disease states, including laboratory methods which demonstrate various blood factors.
*Credits: 3*
*Every Fall*

**BMS 562C Theories of Blood Coagulation**
This course covers the theoretical aspects of blood coagulation in normal and disease states, including laboratory methods which demonstrate various blood factors. Only open to students enrolled in the Cardiovascular Perfusion program.
*Open to Cardiovascular Perfusion students only.*
*Credits: 3*
*Every Fall*

**BMS 563 Hematology and Body Fluids**
The formed elements of the peripheral blood, their precursors, function and structure - including basic methodologies for quantitation of cells and cellular components - are discussed. Normal and abnormal cellular morphologies, their clinical relevance in both the quantitative and qualitative assessment of disease in blood is also emphasized. Other body fluids are also addresses: cerebrospinal, synovial, pericardial, peritoneal, pleural, amniotic fluids and seminal fluid in terms of normal and abnormal findings, methods of collection and assessment.
*Credits: 3*
*Every Fall*

**BMS 574 Tissue Culture**
This course is a study of the theory, application, and techniques useful for propagating tissues in the research laboratory. This intensive laboratory course is designed to provide students with state-of-the-art practical, hands-on experiences in the area of cell and in vitro tissue culturing. This course will focus on both qualitative and quantitative analysis of fundamental cell behavior, including proliferation, differentiation, migration, and adhesion. Topics selected for study include sterile techniques, cell nutrition, media preparation, establishment and maintenance of callus and suspension cultures, growth measurement, morphogenesis, cell isolation, tissue and organ culture.
*Credits: 3*
*On Occasion*

**BMS 581 Immunology/Serology**
The topics covered in this course include innate and adaptive immune systems, Cells and organs of the immune system, types of antigens, antigen recognition by T and B cells at both the cellular and molecular levels, various cellular and autocrine and exocrine interactions that regulate immunity; aberrant Immune activation; cellular, molecular and immunochemistry techniques; humoral and effector mechanisms.
*Credits: 3*
*Every Fall and Spring*

**BMS 585 Immunohematology**
This course addresses the many aspects associated with transfusion medicine. Lecture and laboratory coursework are incorporated to address the theoretical aspects of Immunohematology supported by a technical emphasis on laboratory procedures performed in a hospital transfusion service.
*A pre requisite of BMS 587 is required.*
*Credits: 3*
*Every Fall*

**BMS 587 Clinical Immunology**
In addition to reviewing the cells and tissues of the immune system, specific and non-specific mechanisms of the immune response, the major histo-compatibility complex, hypersensitivities and tumor surveillance of the immune system, this course emphasizes immunologic techniques in the serologic identification of antigens and antibodies. Emphasis is made on measurement of the immune product or reaction which can yield significant information in the clinical differential diagnosis or monitoring the progress of a disorder / disease. Prerequisite course in Immunology is required.
*Open to M.S. Clinical Lab Sciences students or instructor permission is required.*
*Credits: 3*
*Every Spring*

**BMS 590C Hospital Communication and Culture Practicum**
This course prepares students for the dynamic hospital environment through the total immersion of the student in this setting thus preparing for a greater level of communication. The facets of culture distinct to a hospital and surgical room will be explored. An extensive terminology list will be developed by the student and preceptors to establish understanding and practice of diction for vocabulary commonly utilized in the hospital environment. Only open to students enrolled in the Cardiovascular Perfusion program.
*Open to Cardiovascular Perfusion students only.*

*Credits: 3*
*On Demand*

**BMS 591 Medical Microbiology**
This course serves three purposes: (1) as a refresher course to those who are in the field; (2) as a prerequisite for further study in microbiology; and (3) as preparation for professional board examinations. The delineation of microbial species: bacteria, fungi, algae, viruses, rickettsiae, chlamydia, protozoa, helminths and other animal parasites implicated in disease are presented. The course covers methods used in diagnostic microbiology as well as medical, clinical, epidemiological and nosocomial aspects of microbial disease states. Additionally, computerization, instrumentation, miniaturization, and DNA recombinant studies applicable to microbiology are covered.
*Credits: 3*
*Every Fall and Spring*

**BMS 594 Mycology/Parasitology**
This course examines host parasite relationships relative to disease transmission, pathology, immunology, epidemiology, survey and control. Emphasis on laboratory preparations and diagnosis of parasitic diseases includes those aspects of life cycles that are useful for clinical diagnosis.
*Pre requisite of BMS 591 is required.*
*Credits: 3*
*Annually*

**BMS 595 Zoonoses**
Diseases of feral and domesticated animals communicable to man, which include bacterial, mycotic, rickettisial, chlamydial, viral,protozoal and helminthic infections are examined. Vectors associated with zoonoses are reviewed. The public health and the epidemiology of the diseases and the procedures used to prevent and control humane and animal infection are stressed. Overpopulation of animals as a threat to health and the sociological implications of pet ownership are also discussed.
*Credits: 3*
*On Occasion*

**BMS 603 Biochemistry Lecture**
This course is an inquiry into the chemistry of biologically important compounds including amino acids, proteins, lipids, carbohydrates, acids, vitamins, biological oxidation, intermediary metabolism and enzyme systems.
*Credits: 3*
*On Occasion*

**BMS 609 Laboratory Information Systems**
This course describes the selection and evaluation of Laboratory Information Systems (LIS) to coordinate and interface departments of Clinical and Anatomical Pathology in the hospital setting. Problems concerning needs analysis, cost, value of the system and communication through computer technology are addressed. The usefulness of computer operations in charting, graphing, database analysis and on-line Internet services is also presented. Students identify criteria to be considered to evaluate the success of LIS systems, quality management and their competency. Prerequisite coursework in computers is required.
*Credits: 1*
*Every Spring*

**BMS 610 Histopathology**
This course will teach the student the histologic and cellular composition of tissues in different disease states as compared to normal tissue. Emphasis is on major changes observed in tissues undergoing pathologic processes such as: inflammation, degenerations, necrosis, growth disorders; those changes that occur that influence the health and function of normal tissues within various body systems. Examination of pathology slides is an essential course requirement.
*Credits: 3*
*Every Fall*

**BMS 612 Pathophysiology II**
At the end of the course, the student should have a comprehensive knowledge regarding various inflammatory, neoplastic, congenital and acquired disease states affecting various organ systems of human body and to answer questions related to the pathophysiology, diagnosis and prognosis of the disease entities.
*Credits: 3*
*Every Fall and Spring*

**BMS 612C Pathophysiology II**
At the end of the course, the student should have a comprehensive knowledge regarding various inflammatory, neoplastic, congenital and acquired disease states affecting various organ systems of human body and to answer questions related to the pathophysiology, diagnosis and prognosis of the disease entities.
*Open to Cardiovascular Perfusion students only.*
*Credits: 3*
*Every Spring*

**BMS 641 Bioinformatics**
This course provides a one semester introduction and overview to the fields of bioinformatics and genomics. The focus will be on providing a practical description of the topics, tools, issues and current trends in bioinformatics. Topics to be discussed include 1) introduction to the storage, representation, analysis, and retrieval of bioinformatics data; 2) introduction to genomics and related fields including proteomics, and pharmacogenomics; 3) description and use of nucleic acid, protein, structure, sequence motif, genome and other relevant databases and 4) overview and discussion of basic sequence manipulations and analyses including sequence assembly and editing, coding region identification, database searching, retrieval, and similarity analysis, multiple sequence alignment, restriction analysis, PCR primer design.
*Prerequisite of BMS 656 is required.*
*Credits: 3*
*On Occasion*

**BMS 647 Quality Management for the Clinical Laboratory**
This course addresses the implementation of quality improvement principles for the Clinical Laboratory. It begins with a discussion of the rational about continuous quality improvement, the group or teamwork approach to quality improvement, and the process of formulating flowcharts, matrices and quality control charts to analyze and quantitate quality improvements measures. It ends by discussing and responding to actual case situations by utilizing clinical practice guideline that help to understand the nature of disease processes and outcomes of early interventions.
*Credits: 3*
*Every Spring*

**BMS 648 Microbial Physiology**
This course examines the metabolic activities of bacteria and fungi. Emphasis is placed on the bacterial cell, enzymes, energy, respiration, fermentation, metabolism, synthesis, catabolic, anabolic and amphibolic pathways. Microbiological assays, spectrophotometry, complete fermentation study and other procedures utilizing basic and advanced techniques and equipment are included. Collateral readings and term report are required.
*Prerequisite of BMS 591 is required.*
*Credits: 3*
*On Occasion*

**BMS 650 Advanced Clinical Biochemistry**
This is an advanced course designed to provide in-depth understanding of the medical approach to evaluating disorders. Several topics are presented for review, analysis and discussion. This course also has a laboratory component which provides further emphasis about medically significant analytes.
*Prerequisite of BMS 550 is required.*
*Credits: 3*
*On Occasion*

**BMS 651 Pharmacology**
The purpose of this course is to understand the use of drugs and mechanisms of action states. The student develops and understanding of the pharmacodynamics and pharmocokinetics of drugs used to treat disease. The consequences and expectations of the drugs being administered (considering its pharmacodynamics, pharmaccognosy and pharmacokinetics) in that specific patient are presented.
*Credits: 3*
*Every Spring*

**BMS 651C Pharmacology**
The purpose of this course is to understand the use of drugs and mechanisms of action states. The student develops and understanding of the pharmacodynamics and pharmocokinetics of drugs used to treat disease. The consequences and expectations of the drugs being administered (considering its pharmacodynamics,

pharmaccognosy and pharmacokinetics) in that specific patient are presented. Open to Cardiovascular Perfusion students only.
*Open to Cardiovascular Perfusion students only.*
*Credits: 3*
*Every Spring*

**BMS 652 Clinical Chemistry II & Instrumentation**
This is an advanced course designed to provide in-depth understanding of the medical approach to evaluating disorders. Several topics are presented for review, analysis and discussion. This course also has a laboratory component which provides further emphasis about medically significant analytes.
*Prerequisite of BMS 551 is required.*
*Credits: 3*
*Every Fall*

**BMS 655 Toxicology and Therapeutic Monitoring**
This course covers the instrumental methods of assay. Toxicologic and pharmacologic action on and by the host organism are examined along with a review of major drug and toxin types. Special topics of interest are covered in the detection and identification of drugs in biological fluids.
*Credits: 3*
*Every Fall*

**BMS 656 Molecular Diagnostics**
Molecular diagnostics is the application of methods in molecular biology to the diagnosis of disease. Molecular biology examines what is going on inside the cell at the DNA/RNA/protein level. This course surveys some of the standard techniques used in molecular biology: cloning, blotting, cell extracts, polymerase chain reaction (PCR), DNA sequencing, and microarrays. Formal lectures are followed by experiments in a laboratory equipped to perform many of the aforementioned techniques. Most of these techniques represent transferable technologies that may be used in various fields; i.e., forensic pathology, clinical laboratory medicine and cancer screening.
*Credits: 3*
*Every Fall and Spring*

**BMS 661 Hematological Malignancies**
In-depth coverage of concepts of cell origin and differentiation, as well as the molecular concepts of disease and current trends in research are covered. Quality control experience in lab practice, marrow differential counts, histochemical and biochemical techniques are included in-depth.
*Prerequisite of BMS 561 is required.*
*Credits: 3*
*Annually*

**BMS 665 Experimental Hematopoiesis**
This course includes the development of techniques in experimental hematopoiesis, primarily on mammalian bone marrow. Instruction of students in techniques of altering hematopoiesis and evaluation of results is also included.
*Prerequisite of BMS 561 is required.*
*Credits: 3*
*On Occasion*

**BMS 673 Molecular & Cellular Biology of Cancer**
This course covers molecular biology of cancer, intrinsic and extrinsic factors that regulate cancer, cell cycle regulation, oncogenesis, tumor markers, angiogenesis, senescence, apoptosis, metastasis, immune and biotherapy. This course covers the assessment of the effects of various biological disciplines, i.e., genetics, biochemistry, virology, endocrinology, pathology, pharmacology, hematology and immunology, upon past and present efforts in cancer research.
*Credits: 3*
*Every Spring*

**BMS 685 Transfusion Medicine & Transplantation**
The course is a comprehensive overview on current knowledge related to laboratory and clinical practice in Transfusion Medicine. The topics will cover blood donation process, testing, safety of blood supply, preparation of blood components, storage requirements and appropriate use for the blood components. This course reviews the need for special blood products in unique situations and special patient populations such as neonates, requiring modification of blood products. The course will provide basic understanding of immunohematology related to pre transfusion computability testing, blood administration, immune hemolysis and adverse effects of blood transfusion; Transplantation related topics such as overview of HLA, stem cell collection for transplantation, solid organ transplantation and transfusion support during transplants will also be covered. The course will be particularly relevant and useful for those pursuing patient care - related careers such as Nursing, Medical Technologists, Perfusionists, Physician Assistants and Physicians.
*Pre requisite of BMS 561 or BMS 562 is required.*
*Credits: 3*
*On Occasion*

**BMS 687 Molecular Immunology**
This course examines immunology with emphasis on current areas of research. The course is designed to give a broad but thorough covering of Immunology with an emphasis on regulation of immunoglobulin gene rearrangement, B-cell and T cell differentiation, determination of self from non-self and antigen recognition by T and B cells at both the cellular and molecular levels; various cellular and autocrine and exocrine interactions that regulate immunity, receptor-mediated triggering of cellular responses via second messengers, the cellular, humoral and effector mechanisms; tumor immunology, immunotherapy and tumor vaccines.
*A pre requisite of BMS 581 or BMS 587 is required.*
*Credits: 3*
*Every Spring*

**BMS 688 Laboratory Techniques in Immunochemistry**
Lectures illustrate the quantitative and qualitative aspects of immunochemistry and state-of-the-art monoclonal developments. Laboratory exercises demonstrate molecular weight sieves, ion-exchange chromatography, affinity chromatography, gel precipitation reactions, enzymatic cleavage of antibodies, labeling of antibodies and enzyme immunoassay procedures.
*Prerequisite of BMS 580 or 581 is required.*
*Credits: 3*
*On Occasion*

**BMS 691 Infectious Diseases**
Isolation, identification and significance of microorganisms implicated in disease and as encountered in the clinical microbiology laboratory are covered in-depth. The significance of saprophytes found in the clinical specimen, unusual isolates and findings are discussed. Proficiency testing implemented as part of the practical microbiology, computerization, instrumentation, miniaturization and DNA recombinant studies applicable to microbiology are reviewed.
*Prerequisite of BMS 591 is required.*
*Credits: 3*
*Every Spring*

**BMS 696 Medical Mycology**
This course is a study of the classification, identification, life cycles morphology, physiology, biochemistry and immunology of fungi of medical and clinical significance. A discussion of the fungi as microbial entities and economic importance is included. The course employs the use of microbiological techniques in the elucidation of fungi implicated in disease as encountered in the clinical microbiology laboratory as well as the identification of other fungi. Proficiency testing is discussed and implemented as part of the practical aspects of the course.
*Prerequisite of BMS 591 is required.*
*Credits: 3*
*Alternate Spring*

**BMS 698 Medical Virology**
Isolation, identification and classification of the viruses in man and animals with application to disease states such as causes, diagnosis and prevention are examined. Prerequisite: Course in biochemistry or molecular biology.
*Credits: 3*
*Every Fall and Spring*

**BMS 699 Laboratory Techniques in Virology**
Production, purification and quantitation of viruses, with analysis of virion structure and investigation of steps in viral replication are covered in this course.
*Prerequisite of BMS 698 is required.*
*Credits: 3*
*On Occasion*

**BMS 700 Selected Problems in Laboratory Medicine**
This course examines a research problem under the guidance of a member of the Department of Biomedical Sciences faculty. Open only to matriculated students. Students may register only once for this course. Credit value is restricted to 1 or 2 credits and requires the approval of the chairperson, the Graduate Committee and the mentor. Open only to matriculated students.
*Credits: 1 to 2*
*On Occasion*

**BMS 700C Selected Topics In Lab Medicine**
This course examines a research problem under the guidance of a member of the Department of Biomedical Sciences faculty. Open only to matriculated students. Students may register only once for this course. This course requires the approval of the Director of the Cardiovascular Perfusion program and the Biomedical Sciences chairperson.
*Open to Cardiovascular Perfusion students only.*
*Credits: 1*
*On Occasion*

**BMS 703 Research Methods**
This is a course designed to provide practical tools for initiation and development of a research proposal. The scientific approaches to problem-solving, data collection and analysis are discussed.
*Credits: 3*
*Every Fall, Spring and Summer*

**BMS 703C Research Methods**
This is a course designed to provide practical tools for initiation and development of a research proposal. The scientific approaches to problem-solving, data collection and analysis are discussed. Only open to students enrolled in the Cardiovascular Perfusion program.
*Open to Cardiovascular Perfusion students only.*
*Credits: 3*
*Every Summer*

**BMS 704 Clinical Research Thesis**
This course is a clinical research project designed to develop and enhance research skills appropriate to the area of specialization chosen for the M.S. degree. The research data is obtained from a health care facility, academic setting, business or industry, community program or clinical research facility. The collected data is analyzed and a thesis is written and presented to the department. Open only to matriculated students with approval by department chairperson, Graduate Committee and mentor.
*Prerequisite of BMS 703 is required.*
*Credits: 3*
*Every Semester*

**BMS 704C Clinical Research Thesis**
This course is a clinical research project designed to develop and enhance research skills appropriate to the area of specialization chosen for the M.S. degree. The research data is obtained from a health care facility, academic setting, business or industry, community program or clinical research facility. The collected data is analyzed and a thesis is written and presented to the department. Open only to matriculated students with approval by department chairperson, Graduate Committee and mentor.
*Prerequisite of BMS 703 and a Cardiovascular Perfusion major is required.*
*Credits: 3*
*Every Semester*

**BMS 705 Selected Topics in Medical Biology**
This seminar course deals with current topics and critiques and evaluates techniques used in an area of specialization in Medical Biology. These include Medical Chemistry, Hematology, Immunology and Medical Microbiology. Different topics are offered during an academic year. Open only to matriculated students.
*Credits: 3*
*On Occasion*

**BMS 706 Research Project**
This course provides another option for successful completion of the Master of Science degree through the completion of a research project. Open only to matriculated students with approval by department chairperson, Graduate Committee and mentor.
*Prerequisite of BMS 703 is required.*
*Credits: 3*
*Every Semester*

**BMS 706C Research Project**
This course provides another option for successful completion of the Masters of Science degree through the completion of a research project. Open only to matriculated students with approval by department chairperson, Graduate Committee and mentor.
*Prerequisite of BMS 703 and a Cardiovascular Perfusion major is required.*
*Credits: 3*
*Every Semester*

**BMS 708 Experimental Research Thesis**
For experimental theses, the model system may be animals, tissue cells or microbial agents. The topic selection for experimental thesis is generally decided by the mentor. The student (with the help of the mentor) has to have logically defined objectives and a clear hypothesis. In this course the student has to carry out the experiments, review relevant literature, collect all research data, formulate graphs, figures or tables and write the results, discussion, summary, conclusions and defend the thesis with a PowerPoint presentation.
*Prerequisite of BMS 703 is required.*
*Credits: 3*
*Every Semester*

**BMS 708C Experimental Research Thesis**
For experimental theses, the model system may be animals, tissue cells or microbial agents. The topic selection for experimental thesis is generally decided by the mentor. The student (with the help of the mentor) has to have logically defined objectives and a clear hypothesis. In this course the student has to carry out the experiments, review relevant literature, collect all research data, formulate graphs, figures or tables and write the results, discussion, summary, conclusions and defend the thesis with a PowerPoint presentation. Only open to students enrolled in the Cardiovascular Perfusion program.
*Prerequisite of BMS 703 and a Cardiovascular Perfusion major is required.*
*Credits: 3*
*On Demand*

**BMS 709 Clinical Management Project**
This course is designed for the Clinical Laboratory Management M.S. degree candidate who will address a management problem within the clinical setting. Examples of some project topics include: motivation of co-workers, organization and communication improvements, measuring group effectiveness, selection criteria for employees, appraisals of laboratory personnel, staffing, development of educational activities, implementation of procedures, budgeting cost analysis, workloads, inventory management and cost-containment measures. Problems should be defined, solutions suggested and tested and a project paper (Thesis) written and defended. Open only to matriculated students with approval of department chairperson, Graduate Committee and mentor.
*Prerequisite of BMS 703 is required.*
*Credits: 3*
*Every Semester*

**BMS 709C Clinical Management Project**
This course is designed for Master of Science degree candidate who will address a management problem within the clinical setting. Examples of some project topics include: motivation of co-workers, organization and communication improvements, measuring group effectiveness, selection criteria for employees, appraisals of laboratory personnel, staffing, development of educational activities, implementation of procedures, budgeting cost analysis, workloads, inventory management and cost-containment measures. Problems should be defined, solutions suggested and tested and a project paper (Thesis) written and defended. Open only to matriculated students with approval of department chairperson, Graduate Committee and mentor.
*Prerequisite of BMS 703 and a Cardiovascular Perfusion major is required.*
*Credits: 3*
*Every Semester*

**BMS 759 Practicum in Clinical Chemistry/Urinalysis**
The student will work with assigned preceptors at assigned clinical sites learning the techniques, procedures, instrumentation, and rational of

routine and special chemistry tests. The rationale of clinical significance will be addressed. 40 hour week for 6 weeks = 240 hours. Routine urinalysis will be instructed for one week; special chemistry involving esoteric chemistry methodologies for one week. Enrollment Requirement: minimum GPA 3.0 in didactic courses in the program and successful interview. Program director permission required.
*Credits: 3*
*Every Spring*

**BMS 769 Practicum in Hematology, Coagulation, Histotechniques**
The students will work with assigned preceptors at assigned clinical sites to learn to perform and to troubleshoot with instrumentation routine and specialized tests in hematology and coagulation. The rationale of clinical significance will be addressed. Students will learn to perform techniques in the histology department. 40 hour week for 6 weeks = 240 hours. Special Hematology for one week and Coagulation for one week. Enrollment Requirement: minimum GPA 3.0 in didactic courses in the program and successful interview. Program director permission required.
*Credits: 3*
*Every Spring*

**BMS 789 Practicum in Immunohematology/ Clinical Immunology**
The students will work with assigned preceptors at the assigned clinical site learning routine and advanced techniques of blood banking procedures and techniques. All aspects of transfusion medicine will be addressed. Two weeks will be dedicated to the clinical immunology lab learning various molecular and immunological procedures and their associated clinical significance. 40 hour week for 6 weeks = 240 hours. Enrollment Requirement: minimum GPA 3.0 in didactic courses in the program and successful interview. Program director permission required.
*Credits: 3*
*Every Spring*

**BMS 799 Practicum in Microbiology**
The student will learn under the direction of preceptors at the assigned clinical sites to isolate, culture and identify bacterial, fungal, and parasitic pathogens. 40 hour week for 6 weeks = 240 hours. Enrollment Requirement: minimum GPA 3.0 in didactic courses in the program and successful interview. Program director permission required.
*Credits: 3*
*Every Spring*

**BMS 800C Surgery**
This graduate course reviews the anatomy, physiology and pathology of the heart, emphasizing disorders caused by circulatory shock, pericarditis, cardiac tamponade, endocarditis, corpulmonale and cardiac failure. The course also identifies cardiac surgical equipment and instruments used in cardiac surgical procedures. Surgeries on patients experiencing coronary artery disease, resection of left ventricular aneurysm, mitral and aortic valve repair, complex congenital cardiac malformations, hypoplastic left heart syndrome, malformations resulting in left to right to left shunts, aortic aneurysm and acute aortic transection are presented. First year (Modules I & II) of CVP Program taught through the School of Cardiovascular Perfusion, Department of Cardiovascular & Thoracic Surgery, North Shore University Hospital (Great Neck, NY). Only open to students enrolled in the Cardiovascular Perfusion program. (1152 hours Clinical Instrumentation)
*Open to Cardiovascular Perfusion students only.*
*Credits: 6*
*Every Fall*

**BMS 810C Cardiovascular Perfusion Science & Techniques**
This course combines clinical competency in perfusion techniques, didactic instruction with practical operating room experience and laboratory study of the extracorporeal circuit. The course begins with a discussion of the evolution of perfusion technology, describes the laboratory components needed, venous and arterial cannuli, flow limitations, and determination of Reynold's number. Included also are discussions of heater/cooler and heat exchanges; circulation, hypothermia, tubing, circuits, charting, pressure monitoring, arterial blood gas, electrolytes, cardiotomy reservoirs and suction systems, cardiopulmonary bypass and safety, and myocardiac protection delivery systems. The course teaches techniques, procedures, laboratory techniques, management and evaluation of the total perfusion process. First year (Module I & II) of CVP Program.
*Open to Cardiovascular Perfusion students only.*
*Credits: 6*
*Every Spring*

**BMS 820C Clinical Practicum I**
The Clinical Practicum Courses completed at North Shore University Hospital are designed to provide perfusion students with an intensive opportunity to develop, practice and master the skills required to perform safe extracorporeal circulation procedures. These clinical practice courses require directed hands-on use of equipment and techniques that constitute the cardiopulmonary bypass procedure. Under the direct supervision of a clinical instructor, the students are exposed to increasing levels of responsibility in the clinical conduct of perfusion. As the students' abilities permit, they assume expanding responsibilities with the ultimate goal of functioning independently as a practicing perfusionist. These clinical practice courses are taught in the operating room theater with special emphasis on developing technical skills in the extracorporeal procedure itself. Instruction will also include current adjunctive methods in autotransfusion, mycocardial preservation techniques, intra-aortic balloon support, and aseptic techniques. At course completion, the student will have:
1. Developed sufficient clinical competency about the rudiments of extracorporeal circuit, its components, design, assembly and operation of the equipment.
2. Under directed supervision, begun to successfully perform those technical manipulations that constitute the essential part of the extracorporeal circuit and other perfusion procedures
3. Been evaluated by the instructors supervising the clinical learning experiences. Students are evaluated by using an evaluation form titled "Perfusion Student Case Evaluation". Following the completion of Perfusion Clinical Practice courses, each student is required to perform clinical cases for clinical competency determination. In these Clinical Competency Cases, each student's ability to function independently as a clinical perfusionist is evaluated for his or her level of training. These clinical competency evaluations are performed utilizing the standard procedures for clinical student case evaluation. In addition, the clinical instructors evaluate the entry-level clinical competency skills as required by the American Board of Cardiovascular Perfusion. Second year (Module III & IV) of CVP Program. Only open to students enrolled in the Cardiovascular Perfusion program. (960 hours each; 288 hours total)
*Open to Cardiovascular Perfusion students only.*
*Credits: 5*
*Every Summer*

**BMS 822C Clinical Practicum II**
The Clinical Practicum Courses completed at North Shore University Hospital are designed to provide perfusion students with an intensive opportunity to develop, practice and master the skills required to perform safe extracorporeal circulation procedures. These clinical practice courses require directed hands-on use of equipment and techniques that constitute the cardiopulmonary bypass procedure. Under the direct supervision of a clinical instructor, the students are exposed to increasing levels of responsibility in the clinical conduct of perfusion. As the students¿ abilities permit, they assume expanding responsibilities with the ultimate goal of functioning independently as a practicing perfusionist. These clinical practice courses are taught in the operating room theater with special emphasis on developing technical skills in the extracorporeal procedure itself. Instruction will also include current adjunctive methods in autotransfusion, mycocardial preservation techniques, intra-aortic balloon support, and aseptic techniques. At course completion, the student will have:
1. Developed sufficient clinical competency about the rudiments of extracorporeal circuit, its components, design, assembly and operation of the equipment.
2. Under directed supervision, begun to successfully perform those technical manipulations that constitute the essential part of the extracorporeal circuit and other perfusion procedures

3. Been evaluated by the instructors supervising the clinical learning experiences. Students are evaluated by using an evaluation form titled "Perfusion Student Case Evaluation".
Following the completion of Perfusion Clinical Practice courses, each student is required to perform clinical cases for clinical competency determination. In these Clinical Competency Cases, each student¿s ability to function independently as a clinical perfusionist is evaluated for his or her level of training. These clinical competency evaluations are performed utilizing the standard procedures for clinical student case evaluation. In addition, the clinical instructors evaluate the entry-level clinical competency skills as required by the American Board of Cardiovascular Perfusion. Second year (Module III & IV) of CVP Program. Only open to students enrolled in the Cardiovascular Perfusion program. (960 hours each; 288 hours total)
*Open to Cardiovascular Perfusion students only.*
*Credits: 5*
*Every Fall*

**BMS 824C Clinical Practicum III**
The Clinical Practicum Courses completed at North Shore University Hospital are designed to provide perfusion students with an intensive opportunity to develop, practice and master the skills required to perform safe extracorporeal circulation procedures. These clinical practice courses require directed hands-on use of equipment and techniques that constitute the cardiopulmonary bypass procedure. Under the direct supervision of a clinical instructor, the students are exposed to increasing levels of responsibility in the clinical conduct of perfusion. As the students¿ abilities permit, they assume expanding responsibilities with the ultimate goal of functioning independently as a practicing perfusionist. These clinical practice courses are taught in the operating room theater with special emphasis on developing technical skills in the extracorporeal procedure itself. Instruction will also include current adjunctive methods in autotransfusion, mycocardial preservation techniques, intra-aortic balloon support, and aseptic techniques. At course completion, the student will have:
1. Developed sufficient clinical competency about the rudiments of extracorporeal circuit, its components, design, assembly and operation of the equipment.
2. Under directed supervision, begun to successfully perform those technical manipulations that constitute the essential part of the extracorporeal circuit and other perfusion procedures
3. Been evaluated by the instructors supervising the clinical learning experiences. Students are evaluated by using an evaluation form titled "Perfusion Student Case Evaluation".
Following the completion of Perfusion Clinical Practice courses, each student is required to perform clinical cases for clinical competency determination. In these Clinical Competency Cases, each student"s ability to function independently as a clinical perfusionist is evaluated for his or her level of training. These clinical competency evaluations are performed utilizing the standard procedures for clinical student case evaluation. In addition, the clinical instructors evaluate the entry-level clinical competency skills as required by the American Board of Cardiovascular Perfusion. Second year (Module III & IV) of CVP Program. Only open to students enrolled in the Cardiovascular Perfusion program. (960 hours each; 288 hours total)
*Open to Cardiovascular Perfusion students only.*
*Credits: 5*
*Every Spring*

# DEPARTMENT OF HEALTH CARE AND PUBLIC ADMINISTRATION

**Phone: 516-299-2716**
**Fax: 516-299-3912**
Chair: Professor Figliola
Associate Professor: Forman, Henderson
Assistant Professors: Mullins, Perez, Vila
Adjunct Faculty: 38

The Department of Health Care and Public Administration offers graduate degree programs that prepare students for positions in hospitals and nursing homes; county, city, town and village governments; school districts; and federal and state agencies. Taught by dedicated faculty, the curriculum stresses leadership, effective performance, problem-solving skills, ethical concerns, and program analysis and implementation in a student-centered environment.

Graduate programs offer a number of options reflecting real-world priorities: M.P.A. degrees in Health Care Administration or Public Administration; a dual J.D./M.P.A. in Health Care Administration (in conjunction with the Touro Law Center, Central Islip, N.Y.); and Advanced Certificates in Gerontology, Health Informatics or Nonprofit Management. The Master of Public Administration is the only program on Long Island accredited by the National Association of Schools of Public Affairs and Administration.

## M.P.A. in Public Administration

The M.P.A. in Public Administration prepares you for a wide range of managerial and leadership positions in local, state and national government, the law, and non-profit organizations. For administrators already employed in public service, this 42-credit program provides opportunities to improve your administrative skills, pursue a specific area of interest and prepare for increasing levels of responsibility and management.

Your plan of study is comprised of 18 credits of foundation courses, including: "Principles of Public Administration", "Organizational Theory and Behavior in the Public Sector", "Economic Environment abd the Public Sector", "Analytical Methods", "Computer-based Management Systems" and "The Policy Process in Health Care Administration".

The Advanced Core Curriculum (nine credits) explore various aspects of public sector administration, including "Human Resource Administration", "Fundamentals of Budgeting and Finance" and "Administrative Responsibility and the Legal Environment." Nine credits of electives and a thesis complete this comprehensive course of study.

The M.P.A. degree is accredited by the National Association of Schools of Public Affairs and Administration.

A specialization in Nonprofit Management is available.

**Admission Requirements**

Applicants to the M.P.A. Program must meet the following requirements for admission:

- Application for Admission.
- Application fee: (non-refundable)
- A bachelor's degree with a minimum GPA of 3.0 from an accredited college or university or successful completion of another master's degree. Students who do not meet these requirements are welcome to discuss their options for admission with the graduate advisor. Applicants who have attended institutions outside the United States must hold a degree equivalent to a U.S. bachelor's degree.
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

**Send application materials to:**
Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

### Master of Public Administration

*{Program Code: 07076}*

**Required Public Administration Courses**

**All of the following:**

| | | | |
|---|---|---|---|
| MPA | 501 | Principles of Public Administration | 3.00 |
| MPA | 502 | Organizational Theory and Behavior in the Health & Public Sectors | 3.00 |
| MPA | 503 | Economic Environment and the Public Sector | 3.00 |
| MPA | 505 | Analytical Methods | 3.00 |
| MPA | 506 | Performance Management & Information Systems | 3.00 |
| MPA | 507 | The Policy Process in Health Care and Public Administration | 3.00 |

**Required Public Administration Capstone Seminar Courses**

**All of the following:**

| | | | |
|---|---|---|---|
| MPA | 707 | Thesis Research Consultation | 3.00 |
| MPA | 708 | Thesis Research Consultation | 3.00 |

**Students must choose from a concentration in General Public Administration or Nonprofit Management**.

### General Public Administration Concentration

**Required General Public Administration Advanced Core Courses**

**All of the following:**

| | | | |
|---|---|---|---|
| PAD | 602 | Human Resource Administration in the Public Sector | 3.00 |
| PAD | 603 | Foundations of Budgeting and Finance in the Public Sector | 3.00 |
| PAD | 604 | Administrative Responsibility and the Legal Environment in the Public Sector | 3.00 |

**Elective General Public Administration Courses**

**Three courses/nine credits of the following:**

| | | | |
|---|---|---|---|
| PAD | 712 | Environmental Law and Administration | 3.00 |
| PAD | 714 | Seminar in the Politics of Environmental Control | 3.00 |
| PAD | 715 | Environmental Pollution | 3.00 |
| PAD | 716 | Coastal Zone Management | 3.00 |
| PAD | 717 | Environmental Impact Analysis | 3.00 |
| PAD | 725 | Governmental Regulation of Land Use | 3.00 |
| PAD | 729 | Environmental Planning | 3.00 |
| PAD | 748 | Managing Metropolitan Government | 3.00 |
| PAD | 780 | Current Issues in Public Administration | 3.00 |

### Nonprofit Management Concentration

**Required Nonprofit Management Core Courses**

**All of the following:**

| | | | |
|---|---|---|---|
| NPM | 650 | Introduction to Nonprofit Management | 3.00 |
| NPM | 651 | Fundraising and Development for Nonprofit Organizations | 3.00 |

| | | | |
|---|---|---|---|
| NPM | 652 | Human Resource Management in Nonprofit Organizations | 3.00 |
| NPM | 653 | Financial Management in Nonprofit Organizations | 3.00 |
| NPM | 654 | Legal, Ethical and Governance Issues in Nonprofit Organizations | 3.00 |

**Elective Public Administration Course**

**One course/three credits of the following:**

| | | | |
|---|---|---|---|
| MPA | 701 | Managerial Communications | 3.00 |
| MPA | 706 | Work, People and Productivity | 3.00 |
| MPA | 713 | Grant Writing and Administration | 3.00 |
| MPA | 721 | Quality Improvement and Strategies | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 42 (both concentrations)
Minimum Major GPA: 3.00

# M.P.A. in Health Care Administration

The 42-credit Master of Public Administration degree in Health Care Administration provides the comprehensive curriculum needed to succeed in a highly complex, competitive and ever-changing health care environment. Courses examine both practical and theoretical problems in the field and provide an understanding of a wide range of topics including organizational structures, administrative techniques, policy analysis and program management.

The plan of study is comprised of 18 credits of foundation courses, including: "Principles of Public Administration", "Organizational Theory and Behavior in the Public Sector", "Economic Environment and the Public Sector", "Analytical Methods", "Computer-based Management Systems" and "The Policy Process in Health Care Administration."

The Advanced Core Curriculum (nine credits) explores various aspects of public sector administration, including: "Human Resource Administration", "Fundamentals of Budgeting and Finance" and "Administrative Responsibility and the Legal Environment." Nine credits of electives and a Thesis round out the program.

A specialization in Gerontology is available.

Our M.P.A. degree is accredited by the National Association of Schools of Public Affairs and Administration.

**ADMISSION REQUIREMENTS**

Applicants to the M.P.A. in Health Care Administration must meet the following requirements for admission.

- Application for Admission.
- Application fee: (non-refundable)
- A bachelor's degree with a minimum GPA of 3.0 from an accredited college or university or successful completion of another master's degree. Students who do not meet these requirements are welcome to discuss their options for admission with the graduate advisor. Applicants who have attended institutions outside the United States must hold a degree equivalent to a U.S. bachelor's degree.
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

**Send application materials to:**

Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

## Master of Public Administration in Health Care Administration

*{Program Code: 79014}*

**Required Health Care Administration Foundation Courses**

**All of the following:**

| | | | |
|---|---|---|---|
| MPA | 501 | Principles of Public Administration | 3.00 |
| MPA | 502 | Organizational Theory and Behavior in the Health & Public Sectors | 3.00 |
| MPA | 503 | Economic Environment and the Public Sector | 3.00 |
| MPA | 505 | Analytical Methods | 3.00 |
| MPA | 506 | Computer Based Management Systems | 3.00 |
| MPA | 507 | The Policy Process in Health Care and Public Administration | 3.00 |

**Required Health Care Administration Advanced Core Courses**

**All of the following:**

| | | | |
|---|---|---|---|
| HAD | 602 | Human Resource Administration in the Health Sector | 3.00 |
| HAD | 603 | Foundations of Budgeting and Finance in The Health Sector | 3.00 |
| HAD | 604 | Administrative Responsibility and the Legal Environment in the Health Sector | 3.00 |

**Required Health Care Administration Capstone Seminar Courses**

**All of the following:**

| | | | |
|---|---|---|---|
| MPA | 707 | Thesis Research Consultation | 3.00 |
| MPA | 708 | Thesis Research Consultation | 3.00 |

**Students must choose from a concentration in General Health Care Administration or Gerontology**.

## General Health Care Administration Concentration

**Elective Health Care Administration Concentration Courses**

**Three courses/nine credits of the following:**

| | | | |
|---|---|---|---|
| HAD | 701 | Hospitals and Health Care Organizations | 3.00 |
| HAD | 702 | Epidemiology and Public Health | 3.00 |
| HAD | 709 | Legal Aspects in Health | 3.00 |
| HAD | 710 | Gerontology: Processes of Aging | 3.00 |
| HAD | 711 | Long-Term Care Administration | 3.00 |
| HAD | 712 | The Management of Senior Community Programs | 3.00 |
| HAD | 713 | Rehabilitation and Restorative Programs | 3.00 |
| HAD | 714 | Planning and Marketing in Health Care | 3.00 |
| HAD | 715 | Mental Health Administration | 3.00 |
| HAD | 723 | Economics of Health | 3.00 |
| HAD | 724 | Managed Care Administration | 3.00 |
| HAD | 725 | Financial Management of Health Care Institutions | 3.00 |
| HAD | 727 | Entrepeneurship in Gerontology | 3.00 |
| HAD | 780 | Current Issues in Health Administration | 3.00 |
| MPA | 701 | Managerial Communications | 3.00 |
| MPA | 704 | Intergovernmental Relations | 3.00 |

| | | | |
|---|---|---|---|
| MPA | 705 | Training and Development | 3.00 |
| MPA | 706 | Work, People and Productivity | 3.00 |
| MPA | 710 | Labor Relations in the Public Sector | 3.00 |
| MPA | 712 | Managing Diversity in the Workplace | 3.00 |
| MPA | 713 | Grant Writing and Administration | 3.00 |
| MPA | 721 | Quality Improvement and Strategies | 3.00 |
| MPA | 724 | Organizational Change and Development | 3.00 |
| MPA | 777 | Critical Issues in Health, Public and Private Sectors | 3.00 |
| MPA | 785 | Independent Study | 3.00 |
| MPA | 788 | Graduate Internship in Adminstration | 3.00 |

### Genontology Concentration

**Elective Gerontology Concentration Courses**

**Three courses/nine credits of the following:**

| | | | |
|---|---|---|---|
| HAD | 709 | Legal Aspects in Health | 3.00 |
| HAD | 710 | Gerontology: Processes of Aging | 3.00 |
| HAD | 711 | Long-Term Care Administration | 3.00 |
| HAD | 712 | The Management of Senior Community Programs | 3.00 |

**The Gerontology Concentration does not satisfy New York State Nursing Home Administrator licensure requirements, students must review current requirements with their Enrollment Services Counselor or Department faculty.**

**Credit and GPA Requirements**

Minimum Total Credits: 42 (both concentrations)
Minimum Major GPA: 3.00

## M.P.A. Health Care Administration / J.D. Law

**Dual Degree Program Offered by LIU Post and St. John's University School of Law**

The dual M.P.A./J.D. in Health Care Administration prepares you for a variety of challenging careers in hospitals, clinics and health care agencies. The Master of Public Administration (M.P.A.) degree, offered at LIU Post in Brookville, N.Y., ensures a strong grounding in the principles of health care administration. The Juris Doctor (J.D.) degree, offered by St. John's University School of Law (SJUSL), provides extensive training in both fundamental legal theory and development of practical skills. The dual degrees provide a comprehensive understanding of the interaction between the business and law fields.

The M.P.A. degree is accredited by NASPAA. The J.D. degree is accredited by the American Bar Association. The number of credits required is 110, and 9 credits from LIU can be transferred to the SJULS degree while 12 credits from SJULS can be transferred to the LIU degree. The M.P.A. and the J.D. degrees are awarded separately by their respective institutions upon the successful completion of requirements. Students must apply and be admitted to each institution separately.

The program's unique strengths include mastery of organizational processes and structures, administrative and management techniques, and policy analysis and creation. Earning the two degrees position you for leadership roles in the rapidly changing and integrating fields of health care administration and law.

**Admission Requirements:**

Students must secure admission to both LIU Post and the Law School.

The Law School requires for admission to the J.D. program an earned bachelor's degree, LSAT score, completed application form, and a minimum of two letters of recommendation. A video interview is optional. To be admitted to the dual degree, J.D. students must have completed the first year of courses with a minimum 3.0 GPA.

MPA students can be admitted to the dual degree program at any time as long as a GPA of 3.0 is maintained and the requirements for admission to the Law School are met.

Applicants to the Master of Public Administration (M.P.A.) at LIU Post must submit the following items for admission.

- Application for Admission.
- Application fee: (non-refundable)
- A bachelor's degree with a minimum GPA of 3.0 from an accredited college or university or successful completion of another Master's degree. Students who do not meet these requirements are welcome to discuss their options for admission with the graduate advisor. No specific undergraduate major is required for application. Applicants who are in their senior year at an undergraduate institution may apply for admission, but acceptance will be made contingent upon submission of final grades and receipt of the bachelor's degree. Applicants who have attended institutions outside the United States must hold a degree equivalent to a U.S. bachelor's degree.
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Two professional and/or academic letters of recommendation on company letterhead that address the applicant's potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study. **Please indicate you are interested in the J.D./M.P.A. Program.**
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 85 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

**Send application materials to:**
Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

### MPA Health Care Administration /JD Law (Dual Degree)

*{Program Code: 38097}*

**Required LIU Courses**

| | | | |
|---|---|---|---|
| MPA | 501 | Principles of Public Administration | 3.00 |
| MPA | 502 | Organization Theory and Behavior in the Health and Public Sectors | 3.00 |
| MPA | 503 | Economic Environment & the Public Sector | 3.00 |
| MPA | 505 | Analytical Methods | 3.00 |
| MPA | 506 | Performance Management & Information Systems in the Public Sector | 3.00 |
| MPA | 507 | The Policy Process in Health Care & Public Administration | 3.00 |
| MPA | 707 | Thesis Research | 3.00 |
| MPA | 708 | Thesis Writing | 3.00 |
| HAD | 602 | Human Resource Administration in the Health Sector | 3.00 |
| HAD | 603 | Foundations of Budgeting & Finance in the Health Sector | 3.00 |

**Required St. John's University School of Law**

Refer to St. John's course offerings for course descriptions and catalog numbers.

| | | |
|---|---|---|
| | Introduction to Law | 2.00 |
| | Constitutional Law I | 2.00 |
| | Contracts I | 3.00 |
| | Civil Procedure | 4.00 |
| | Legal Writing I | 2.00 |
| | Torts | 4.00 |
| | Lawyering | 2.00 |
| | Constitutional Law II | 3.00 |

| | | |
|---|---|---|
| | Contracts II | 2.00 |
| | Criminal Law | 3.00 |
| | Legal Writing II | 2.00 |
| | Property | 4.00 |
| | Professional Responsibility | 3.00 |
| | Health Law | 2.00 |
| | Bioethics | 3.00 |

**Electives**

An additional 39 credits of electives are taken at St. John's University School of Law

**Credit and GPA Requirements**

Minimum Total Credits: 110
Minimum Major GPA: 3.00

## B.A. Political Science / Master of Public Administration (MPA)

Please see LIU Post Undergraduate Bulletin, College of Liberal Arts & Sciences, Department of Political Science / International Studies for program description and requirements.

## Advanced Certificate in Gerontology

An increase in the older person population has created a need for professionals who can guide individuals, families, communities and institutions in dealing with the special needs of the elderly. With formal courses, lectures and case studies, the Department of Health Care and Public Administration offers instruction on an advanced level. Upon completion of this 15-credit program, LIU confers a graduate Advanced Certificate in Gerontology. The program requires successful completion of five courses. A matriculated Master of Public Administration student who pursues this certificate may transfer up to three courses from his or her M.P.A. curriculum. An Advanced Certificate in Gerontology candidate must have a bachelor's degree from an accredited institution, and an acceptable record in undergraduate and other studies as reflected on official transcripts. Each candidate must also meet admission criteria established for the M.P.A. degree program.

**ADMISSION REQUIREMENTS**

Applicants to the Advanced Certificate in Gerontology must meet the following requirements for admission.

- Application for Admission
- Application fee: (non-refundable)
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- A minimum overall GPA of 3.0
- International students are also required to achieve a minimum Test of English as a Foreign Language (TOEFL) score of 85 Internet-based (a minimum listening score of 22 is also required); 225 Computer-based; or 563 Paper-based. IELTS of 7.5 or above is also acceptable.

**Send application materials to:**

Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

### Advanced Certificate in Gerontology

*{Program Code: 83397}*

**Required Gerontology Course**

| | | | |
|---|---|---|---|
| *HAD | 710 | Gerontology: Processes of Aging | 3.00 |

**Elective Gerontology Courses**

**Four courses/twelve credits of the following:**

| | | | |
|---|---|---|---|
| *HAD | 602 | Human Resource Administration in the Health Sector | 3.00 |
| *HAD | 603 | Foundations of Budgeting and Finance in the Health Sector | 3.00 |
| *HAD | 709 | Legal Aspects in Health | 3.00 |
| *HAD | 711 | Long-Term Care Administration | 3.00 |
| HAD | 712 | The Management of Senior Community Programs | 3.00 |
| NTR | 501 | Principles of Nutritional Science | 3.00 |

*Required courses for New York State Nursing Home Administrator Licensure.

**Credit and GPA Requirements**

Minimum Total Credits: 15
Minimum GPA: 3.00

## Advanced Certificate in Health Informatics

The Advanced Certificate in Health Informatics is designed for those professionals in managerial and administrative positions responsible for providing the crucial direction and support to clinicians engaged in direct patient care. In addition, clinicians will also gain advanced skills by pursuing this advanced certificate. The projected institutional growth of hospitals, urgent care centers, long term care facilities rehabilitation facilities, and other health care facilities and governmental agencies will assure that candidates with health informatics education will be central to the increased success of these institutions. Admission to the Advanced Certificate in Health Informatics program requires a prior master's degree preparation in an area related to the health care and long term care industries.

**ADMISSION REQUIREMENTS**

Applicants to the Advanced Certificate in Non Profit Management program must meet the following requirements for admission.

- Application for Admission
- Application fee: (non-refundable)
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- A minimum overall GPA of 3.0
- International students are also required to achieve a minimum Test of English as a Foreign Language (TOEFL) score of 85 Internet-based (a minimum listening score of 22 is also required); 225 Computer-based; or 563 Paper-based. IELTS of 7.5 or above is also acceptable.

**Send application materials to:**

Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

### Advanced Certificate in Health Informatics

*{Program Code: 37137}*

**Required Health Informatics Courses**

**All of the following:**

| | | | |
|---|---|---|---|
| DHA | 791 | Analytics in Health Care | 3.00 |
| DHA | 792 | Information Systems for Health Care Management | 3.00 |
| DHA | 793 | Health Care Politics and Policy | 3.00 |

**Elective Health Informatics Courses**

**Two courses/six credits of the following:**

| | | | |
|---|---|---|---|
| LIS | 707 | Human Computer Interaction | 3.00 |
| LIS | 722 | Electronic Records | 3.00 |
| LIS | 737 | Serving Diverse Populations | 3.00 |
| LIS | 770 | Information Systems and Retrieval | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 15
Minimum GPA: 3.00

# Advanced Certificate in Non-Profit Management

The 15-credit Advanced Certificate in Nonprofit Management provides graduate students with an understanding of the issues unique to nonprofit organizations and the skills to supervise and manage in nonprofit settings. The certificate requires successful completion of five courses. Candidates who already have a Master of Public Administration degree may apply up to three courses (9 credits) toward the certificate. Candidates for the Advanced Certificate in Nonprofit Management must have a bachelor's degree from an accredited institution, and an acceptable record in undergraduate and other studies as reflected by official transcripts. Each candidate must also meet admission criteria established for the M.P.A. degree program.

**ADMISSION REQUIREMENTS**

Applicants to the Advanced Certificate in Non Profit Management program must meet the following requirements for admission.

- Application for Admission
- Application fee: (non-refundable)
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- A minimum overall GPA of 3.0
- International students are also required to achieve a minimum Test of English as a Foreign Language (TOEFL) score of 85 Internet-based (a minimum listening score of 22 is also required); 225 Computer-based; or 563 Paper-based. IELTS of 7.5 or above is also acceptable.

**Send application materials to:**

Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

## Advanced Certificate in Non-Profit Management

*{Program Code: 24731}*

### Required Non-Profit Management Course

| | | | |
|---|---|---|---|
| NPM | 650 | Introduction to Non-Profit Management | 3.00 |

### Advanced Non-Profit Management Courses

**Three courses/nine credits of the following:**

| | | | |
|---|---|---|---|
| NPM | 651 | Fundraising and Development for Non-Profit Organizations | 3.00 |
| NPM | 652 | Human Resource Management in Non-Profit Organizations | 3.00 |
| NPM | 653 | Financial Management in Non-Profit Organizations | 3.00 |
| NPM | 654 | Legal, Ethical and Governance Issues in Non-Profit Organizations | 3.00 |

### Elective Public Administration Course for Non-Profit Management

**One course/three credits of the following:**

| | | | |
|---|---|---|---|
| MPA | 701 | Managerial Communications | 3.00 |
| MPA | 706 | Work, People and Productivity | 3.00 |
| MPA | 713 | Grant Writing and Administration | 3.00 |
| MPA | 721 | Quality Improvement and Program Evaluation | 3.00 |

### Credit and GPA Requirements

Minimum Total Credits: 15
Minimum GPA: 3.00

# Health Care and Public Administration Courses

**HAD 602 Human Resource Administration in the Health Sector**
This course explores the theories and practices of human resource administration in health service organizations such as merit systems, unionism, bureaucratic trends, personnel recruitment, testing, and performance evaluations. Other topics include equal employment opportunity, employee rights and occupational safety.
*Prerequisites of MPA 501& 502 (or MSW gerontology concentration) are required.*
*Credits: 3*
*Annually*

**HAD 603 Foundations of Budgeting and Finance in the Health Sector**
This course familiarizes the student with the principles of budgeting and finance in the health sector. Topics include budgetary systems, methods, processes and cycles, preparation, justification and financial information systems. The course includes a survey of the federal prospective payment system and other current developments in reimbursement methods.
*Prerequisites of MPA 501 & 503 (or MSW gerontology concentration) are required.*
*Credits: 3*
*Annually*

**HAD 604 Administrative Responsibility and the Legal Environment in the Health Sector**
This course considers the authority and procedures utilized by health care agencies in the administration of their services. The course includes an analysis of problems of accountability and the reconciliation of the administrative process with medical, political, social, statutory and regulatory mandates.
*Prerequisites of MPA 501& 502 (or MSW gerontology concentration) are required.*
*Credits: 3*
*Annually*

**HAD 701 Hospitals and Health Care Organizations**
This course reviews the organization and management of hospitals within a regional context of primary care. Included are the elements of hospital structure and organization, and a focus on problem solving and development of administrative skills.
*Prerequisites of MPA 501& 502 (or MSW gerontology concentration) are required.*
*Credits: 3*
*On Occasion*

**HAD 702 Epidemiology and Public Health**
This course defines and reviews the concept and practice of public health administration in the United States. It clarifies the regulatory and monitoring function derived from public health policy with special emphasis on the application of epidemiological theories and methods to the study of disease in various human populations.
*Prerequisites of MPA 501& 502 (or MSW gerontology concentration) are required.*
*Credits: 3*
*On Occasion*

**HAD 709 Legal Aspects in Health**
This course applies legal principles to the health delivery system. Topics discussed include, but are not limited to: hospital code; consents; patients' rights; admission and discharge of patients; malpractice; liability of hospitals, physicians, and nurses; medical records; immunity of hospitals; medical staff rights and privileges; medical ethics issues relating to abortion, sterilization and artificial insemination.
*Prerequisites of MPA 501& 502 (or MSW gerontology concentration) are required.*
*Credits: 3*
*On Occasion*

**HAD 710 Gerontology: Processes of Aging**
This course is a survey of gerontology, including theories of aging, health and physiological aspects of aging, psychological and psychiatric problems, family and sex roles of the aged, the middle years, retirement, and institutional placement in long-term care facilities.
*Credits: 3*
*On Occasion*

**HAD 711 Long-Term Care Administration**
This course considers the unique organizational and administrative aspects of the various types of long-term facilities as distinct from acute-care hospitals. The course includes the special federal and local code requirements pertinent to facility construction, administration, medical-nursing care, and other numerous therapeutic modalities required by the geriatric and convalescent patient. Note: When HAD 602, HAD 603, HAD 709, HAD 710, HAD 711 are taken as part of the total Health Care Administration curriculum, program graduates should meet the educational requirements for eligibility to take the State Board Examination for a Nursing Home Administrator's license.
*Prerequisites of MPA 501& 502 (or MSW gerontology concentration) are required.*
*Credits: 3*
*On Occasion*

**HAD 712 The Management of Senior Community Programs**
The emphasis in this course is on the basic skills necessary to supervise and conduct programs for the majority of older adults who are community residents. Among these are workshops and seminars on issues of retirement, nutrition, general health, outreach, information and referral assistance, and related services. Governmental programs and relevant laws and regulations are integrated with each topic.
*Prerequisites of MPA 501& 502 (or MSW gerontology concentration) are required.*
*Credits: 3*
*On Occasion*

**HAD 713 Rehabilitation and Restorative Programs**
This course is a study of the functions of the various services and programs, both free-standing or in health facilities, that concern themselves with restoration from chronic disease, orthopedic disabilities, post-cardiovascular and other disabling conditions. The course includes familiarization with the workman's compensation system.
*Prerequisites of MPA 501& 502 (or MSW gerontology concentration) are required.*
*Credits: 3*
*On Occasion*

**HAD 714 Planning and Marketing in Health Care**
This course examines the issues pertinent to the role of the planning and marketing functions in a health organization. Principles of planning, the relationship between health planning and the development of a marketing plan, and action planning are explored as a means to provide coordination in meeting health needs and providing health services.
*Prerequisite of MPA 501,502 & MPA 503 are required.*
*Credits: 3*
*On Occasion*

**HAD 715 Mental Health Administration**
This course is designed to acquaint the health administrator with the organizational, legal and political issues affecting the delivery of mental health services.
*Prerequisites of MPA 501& 502 (or MSW gerontology concentration) are required.*
*Credits: 3*
*On Occasion*

**HAD 723 Economics of Health**
This course reviews health delivery as an economic activity. Determinants of demand for health services are analyzed and the supply of resources is examined, along with the various approaches to bring the two into equilibrium. Particular attention is given to public involvement in health services in the form of licensure, regulation, financing an planning.
*Prerequisite of MPA 501,502 & MPA 503 are required.*
*Credits: 3*
*On Occasion*

**HAD 724 Managed Care Administration**
This course analyzes various forms of managed care systems in terms of legislation, organization, administration, financing, marketing and legal aspects. An analysis of the essential ingredients in the success of prepaid systems is included.
*Prerequisites of MPA 501& 502 (or MSW*

*gerontology concentration) are required.*
*Credits: 3*
*On Occasion*

**HAD 725 Financial Management of Health Care Institutions**
This course is a description and analysis of financial issues on the institutional level. Topics include third party payment systems, managed care financing and the contracting with providers and systems of cost control.
*Prerequisites of MPA 503 & HAD 603 are required.*
*Credits: 3*
*On Occasion*

**HAD 727 Entrepreneurship in Gerontology**
This course analyzes entrepreneurial concepts in gerontology, integrating project planning and marketing of aging services. Students study methods used to achieve goals and objectives in a highly competitive, resource constrained elder care environment. The course explores the characteristics of both free and regulated public and private geriatrics markets and life extension implications.
*Prerequisites of MPA 501 & 503 (or MSW gerontology concentration) are required.*
*Credits: 3*
*On Occasion*

**HAD 780 Current Issues in Health Administration**
A special topics course exploring selected themes, current developments and emerging issues in health administration. Recent sections have focused on advanced computer application, quality assurance, death and dying, and program evaluation.
*Prerequisites of MPA 501, 502, 503, and 507 are required.*
*Credits: 3*
*On Occasion*

**MPA 501 Principles of Public Administration**
This course is a prerequisite or co-requisite for all other courses in the program. This course is an introduction to the field of Public Administration and includes organization and management concepts and the political process. The origin, growth and interrelationships within the public sector are discussed. This discussion falls within the broader context of public policy processes with special attention to the topics of bureaucracy and intergovernmental relations.
*Credits: 3*
*Every Semester*

**MPA 502 Organizational Theory and Behavior in the Health & Public Sectors**
This course examines and analyzes organizational theories with emphasis on the informal and formal aspects of the administrative process. Topics include individual behavior patterns, group dynamics, communication, motivation, decision-making, and leadership as they relate to the public health and nonprofit sector.
*Credits: 3*
*Every Semester*

**MPA 503 Economic Environment and the Public Sector**
This course examines the role of the public sector in economic decision-making. The nature of public goods is described as it relates to the allocation, stabilization, and distribution functions of the economic system. The role of private investment, the relations between government and business, and the use of national income accounts are examined. Opposing views about the reasons, methods and institutions influencing governmental regulation, fiscal and monetary policy and action are presented.
*Credits: 3*
*Every Semester*

**MPA 505 Analytical Methods**
This course is an introduction to the methods, tools and uses of applied research. The course surveys basic data gathering, analytical concepts and techniques as they apply to administrative problems. Skills and issues related to research are also considered.
*Prerequisite of MPA 501,502 & MPA 503 are required.*
*Credits: 3*
*Every Semester*

**MPA 506 Performance Management and Information Systems in the Public Sector**
This course is an introduction to current concepts in information systems design and management. The use of these systems and implications for managers are covered. Topics include the information systems life cycle and dimensions of computer-assisted management (e.g., office automation, electronic spreadsheets, data base management and word processing).
*Credits: 3*
*Every Semester*

**MPA 507 The Policy Process in Health Care and Public Administration**
This course is an analysis of the policy process in terms of the development and implementation of programs as they relate to the health care and public sectors. The impact of special interests is examined as an integral part of the process. A variety of timely subject/case studies are explored.
*Prerequisites of MPA 501& 502 (or MSW gerontology concentration) are required.*
*Credits: 3*
*Every Semester*

**MPA 701 Managerial Communications**
In this course, theory and practice in written and oral communication as applied to the public, health and nonprofit sectors are examined. Report writing, memo writing, correspondence and oral presentations are included.
*Prerequisites of MPA 501& 502 (or MSW gerontology concentration) are required.*
*Credits: 3*
*On Occasion*

**MPA 704 Intergovernmental Relations**
This course is an analysis of the vertical and horizontal relationships of the national, state and local governments. Topics include the theory of federalism, intergovernmental cooperation and conflict, municipal, state and regional relationships.
*Prerequisites of MPA 501& 502 (or MSW gerontology concentration) are required.*
*Credits: 3*
*On Occasion*

**MPA 707 Training and Development**
This course is devoted to the kinds of activities and problems encountered by an agency's director of training and development. Such items as the role of the training director in organizational development, the relationship with line managers, the relationship with the president, and the techniques of training are examined by case studies, lectures and outside speakers.
*Prerequisites of MPA 502 and HAD 602 and PAD 602 are required.*
*Credits: 3*
*On Occasion*

**MPA 708 Work, People and Productivity**
This course focuses on learning and practicing practical management and supervisory techniques for improving individual, group and organizational performance. Students learn the principles of behavioral management which they apply in a project at their own work place. They learn and practice giving effective positive and corrective feedback, and to manage inter-group and interpersonal conflict. Students learn to analyze their own work style, and the styles of others, and discuss how to allocate tasks based upon that knowledge. They learn how to conduct effective meetings, and how to lead work groups through a problem-solving process.
*Prerequisites of MPA 501& 502 (or MSW gerontology concentration) are required.*
*Credits: 3*
*On Occasion*

**MPA 710 Labor Relations in the Public Sector**
This course examines the interaction of the labor movement with management in the political setting of government. This course also examines collective bargaining in relation to public bodies, and the impact of bargaining on a fiscal budget. Other policy processes as well as the role of the administration are covered and include strategies of bargaining and the role of public opinion.
*Prerequisites of MPA 501& 502 (or MSW gerontology concentration) are required.*
*Credits: 3*
*On Occasion*

**MPA 712 Managing Diversity in the Workplace**
This course examines the role and function played

by diversity, civil and human rights, and administrative agencies at the federal, state and local levels. The course analyzes the governmental response to diversity issues. Topics include a review of current legislation and the respective agencies established to address the problems of discrimination.
*Prerequisites of MPA 501& 502 (or MSW gerontology concentration) are required.*
*Credits: 3*
*On Occasion*

**MPA 713 Grant Writing and Administration**
In this highly experiential course, students locate available federal, state, local and foundation sources of funding for a specific project, write a letter proposal to a foundation or private sector organization, and follow-up with a full grant proposal, following the request for proposal (RFP) guidelines to a federal, state or local agency. Topics addressed include effective research, creating a plan for the program, elements of a good proposal, components of the proposal package and strategies for getting a proposal read by a foundation or corporation officer. Administration, evaluation and reporting functions, as well as accountability are described and discussed.
*Prerequisites of MPA 501& 502 (or MSW gerontology concentration) are required.*
*Credits: 3*
*On Occasion*

**MPA 721 Quality Improvement and Strategies**
This course prepares students with the theory, knowledge and skills to implement program evaluation and quality improvement (e.g., Total Quality Management) strategies and measurements. The focus of the course is on applications in Health Care Human Services and Public Sector Organizations.
*Prerequisites of MPA 504 and 505 are required.*
*Credits: 3*
*On Occasion*

**MPA 724 Organizational Change and Development**
A detailed examination of organization development with a specialization in restructuring for a more efficient delivery system of policy progress.
*Prerequisites of MPA 501& 502 (or MSW gerontology concentration) are required.*
*Credits: 3*
*On Occasion*

**MPA 777 Critical Issues in the Health, Public and Private Sectors**
This course reviews critical issues facing the public and private sectors and their interrelationship. Noted figures from the public and private sectors present the issues from their perspective.
*Prerequisites of MPA 501 and 507 are required.*
*Credits: 3*
*On Occasion*

**MPA 785 Independent Study**
The student is expected to research one specific phase of a problem in considerable depth under the supervision of a faculty advisor, and to prepare a well-documented evaluative report expressing his/her own assessment of the impact and significance of both the problem and of one or more solutions.
*Credits: 3*
*Every Semester*

**MPA 788 Graduate Internship in Administration**
An opportunity for students without administrative experience to work in an organization based upon a plan approved by the head of the program and the agency. Students prepare a substantial research and/or analytical paper concerning their experience and participate in an internship seminar.
*Credits: 3*
*Every Semester*

**NPM 650 Introduction to Nonprofit Management**
This course introduces students to nonprofit management beginning with the history of philanthropy and the emergence of the nonprofit sector. Classical organizational theory and principles as well as current management and supervision practices are applied to the structure, resources and mission of the nonprofit organization. Special attention is focused on strategic planning.
*Prerequisite of MPA 501,502 & MPA 503 are required.*
*Credits: 3*
*On Occasion*

**NPM 651 Fundraising and Development for Nonprofit Organizations**
The course provides an overview of sources of funding for nonprofit organizations. It explains the fundraising manager's role in development planning and focuses on mechanisms for raising money, including donor profiles, foundation and corporate philanthropy, government grant and contract programs, special events, marketing and public relations functions, direct mail and membership campaigns, planned giving, major gifts and capital campaigns. Ethical and legal issues related to fundraising are also addressed.
*Prerequisite of MPA 501,502 & MPA 503 are required.*
*Credits: 3*
*On Occasion*

**NPM 652 Human Resource Management in Nonprofit Organizations**
The course examines methods of recruiting, developing, supervising, motivating and recognizing volunteers and staff, maximizing staff-volunteer relations, and communicating the mission effectively within the organization. Human resource management topics such as legal employment issues, recruiting and hiring practices, diversity in the workplace, compensation and benefits, performance appraisal, grievance mechanisms and discipline are also explored.
*Prerequisite of NPM 650 is required.*
*Credits: 3*
*On Occasion*

**NPM 653 Financial Management in Nonprofit Organizations**
This course addresses financial management concepts and techniques required for effective management of nonprofit organizations. Topics include nonprofit accounting, budget management, revenue forecasting, financial statements/reports, tax issues, grant compliance, internal expenditure control, audits, cash flow management, long-term planning, endowment management, and capital financing.
*Prerequisite of NPM 650 is required.*
*Credits: 3*
*On Occasion*

**NPM 654 Legal, Ethical and Governance Issues in Nonprofit Organizations**
This course examines the laws affecting the establishment and operation of nonprofit organizations, including incorporation and tax-exempt status, general liability, regulatory compliance/reporting, and contracts. The course explores the roles, responsibilities, processes and powers of boards of directors including issues of board liability. The nonprofit agencys advocacy responsibilities and opportunities and ethical issues are examined and discussed.
*Prerequisite of NPM 650 is required.*
*Credits: 3*
*On Occasion*

**PAD 601 Public Administration Policies and Regulatory Practices**
An analysis of regulating administration in terms of policy development and the monitoring of public sector progress.
*Prerequisite of MPA 501,502 & MPA 503 are required.*
*Credits: 3*
*On Occasion*

**PAD 602 Human Resource Administration in the Public Sector**
This course is an exploration of the theories and practices of human resource administration in the public sector, including the merit system, civil service and unionism. Bureaucratic trends, personnel, recruitment, testing, and performance evaluation are discussed. Other topics include equal employment opportunity, employee rights and occupational safety.
*Prerequisites of MPA 501& 502 (or MSW gerontology concentration) are required.*
*Credits: 3*
*Every Spring*

**PAD 603 Foundations of Budgeting and Finance in the Public Sector**
This course familiarizes the student with the

principles of budgeting, accounting and auditing in the public sector. Topics include budgetary systems, methods, processes and cycles, preparation and justification of financial information.
*Prerequisites of MPA 501 & 503 (or MSW gerontology concentration) are required.*
*Credits: 3*
*Annually*

**PAD 604 Administrative Responsibility and the Legal Environment in the Public Sector**
This course considers the authority and procedures utilized by government agencies in the administration of public affairs. It includes the analysis of problems of accountability and the reconciliation of the administrative process with constitutional, statutory, and regulatory mandates.
*Prerequisites of MPA 501, 502, 503 & 507 are required.*
*Credits: 3*
*Every Spring*

**PAD 712 Environmental Law and Administration**
This course is an analysis of federal, state and local government laws and regulations concerning the environment. Political and administrative problems concerning the implementation of such legislation, regulatory approaches, subsidies, and other governmental alternatives are examined.
*Prerequisites of MPA 501& 502 (or MSW gerontology concentration) are required.*
*Credits: 3*
*On Occasion*

**PAD 714 Seminar in the Politics of Environmental Control**
This course is an investigation of problems in the politics of environmental control, including: air, water and noise pollution; regional planning; transportation; population growth; and conservation of natural resources. Field studies in this area are included. Students produce research papers on different aspects of the man-environment relationship.
*Prerequisites of MPA 501, 502, & 507 are required.*
*Credits: 3*
*On Occasion*

**PAD 715 Environmental Pollution**
This course is a comprehensive review of the origin, detection, and control of pollutants in the surface and ground waters, atmospheres and terrestrial environments. Auditory and visual pollution are included. Conventional and advanced technologies are covered for water supply and wastewater treatment, air pollution control, and solid waste management.
Federal, state and local environmental standards are reviewed along with regulatory structures.
*Prerequisites of MPA 501& 502 (or MSW gerontology concentration) are required.*
*Credits: 3*
*On Occasion*

**PAD 716 Coastal Zone Management**
The course deals with the following: techniques for mapping coastal resources; wetland zoning problems; causes, consequences, and management of stormwaters and their runoffs; and erosion problems and their impact. Field work involves projects on such problems as Long Island coastal watershed mapping and the development of management guidelines; and the surveying of Long Island wetland resources and the preparation of management recommendations.
*Prerequisites of MPA 501& 502 (or MSW gerontology concentration) are required.*
*Credits: 3*
*On Occasion*

**PAD 717 Environmental Impact Analysis**
This course reviews federal and state laws specifying environmental impact statements, procedural elements, and means of compliance. The techniques for the evaluation of primary and secondary impact on all components of the natural and human environments with methods for mitigating significant adverse impact are discussed. Environmental ecosystems, water and air quality, noise, esthetics, historic/archaeological considerations, transportation, population and land use,employment, etc. are covered.
*Prerequisites of MPA 501& 502 (or MSW gerontology concentration) are required.*
*Credits: 3*
*On Occasion*

**PAD 723 Regional Planning Process**
An examination of the regional planning process with emphasis on zoning. Economic development and environmental concerns.
*Credits: 3*
*On Occasion*

**PAD 725 Governmental Regulation of Land Use**
This course examines various forms of governmental power (zoning, eminent domain, urban renewal) to regulate the use of land.
*Prerequisites of MPA 501& 502 (or MSW gerontology concentration) are required.*
*Credits: 3*
*On Occasion*

**PAD 729 Environmental Planning**
This is a survey course exploring the development, utilization and maintenance of natural and man-made resources. The planning function and its relationship to the environment are covered. Problems of air and water pollution, sewage, energy conservation, and noise levels are examined as they relate to planning.
*Prerequisites of MPA 501& 502 (or MSW gerontology concentration) are required.*
*Credits: 3*
*On Occasion*

**PAD 734 Administration in Local Government**
A detailed examination of local governments with emphasis on village, town and municipal. Course will also explore special districts and public authorities.
*Prerequisites of MPA 501, 503, and 507 are required.*
*Credits: 3*
*On Occasion*

**PAD 748 Managing Metropolitan Government**
This course examines the politics of changing constituencies and their impact on community participation and city management. This course surveys the management and organization of American metropolitan areas.
*Prerequisites of MPA 501, 503, and 507 are required.*
*Credits: 3*
*On Occasion*

**PAD 780 Current Issues in Public Administration**
This course is a special topic course exploring selected themes, current developments and emerging issues. Recent sections have focused on advanced computer application, quality circles, George Orwell, and Sunset Legislation.
*Prerequisites of MPA 501& 502 (or MSW gerontology concentration) are required.*
*Credits: 3*
*On Occasion*

**DHA 791 Analytics in Health Care**
The purpose of this course is to provide the student with the concepts and applications of health care information in the United States. It will examine: how organizational intelligence can improve patient treatment, explain how decisions support systems and dashboards streamline the information pipeline to fundamental areas of health care organizations. The course will also focus on data mining, knowledge management and the use of high end analytics to enhance diagnostic and treatment procedures.
*Credits: 3*
*On Occasion*

**DHA 792 Information Systems for Health Care Management**
The aim of this course is to provide the student with the essentials of health information. It will focus on the enormous changes in technology and its explosive growth and increase of information technology and its impact on organizational performance. At the same time, the concerns of assuring privacy and confidentiality of health care consumers will be examined. The course will be organized as a seminar requiring active participation of all students. Through a series of mini-lectures, case study reviews and discussions, the students will master the subject matter. A number of HMIS practices and cases will be examined throughout the course.
*Credits: 3*
*On Occasion*

**DHA 793 Health Care Politics and Policy**
This course will examine the current state of health care policy in the United States. It will focus on the Affordable Health Care Act, traditional Medicaid and Medicare issues and other contemporary developments. It will also focus on the issues of health care cost entitlements, medical malpractice and liability and the impact of technology on the field. Additionally, the impact of policy on public, private, institutional and nonprofit sectors will be examined.
*Credits: 3*
*On Occasion*

# DEPARTMENT OF NURSING

**Phone: 516-299-2320**
**Fax: 516-299-2352**
**Email: Post-Nursing@liu.edu**
Chair: Dr. Mary Infantino
Acting Director of Undergraduate Nursing Program: Dr. Laura Prager
Director of Family Nurse Practitioner (FNP) Program: Dr. Susan Marks
Acting Director of Family Nurse Practitioner (FNP) Program: Prof. Daniel Jacobsen
DirectorDirector Nursing Education Program: Dr. Waitline Williams
Clinical Field Coordinator, FNP Program: Prof. Daniel Jacobsen
Associate Professors: Infantino, Messina
Assistant Professors: Darcy, Jacobson, Marks, Olivieri, Prager, Williams
Emerita: Dr. Amy Wysoker
Adjunct Faculty: 20

The Department of Nursing in the School of Health Professions and Nursing offers two accredited graduate programs that prepare nurses to become strong, effective leaders who excel in clinical management and nursing education. The School offers Master of Science degrees in Family Nurse Practitioner (FNP), and Nursing Education (NED). Also offered is a post-master's advanced certificate in Family Nurse Practitioner. The Master of Science in Nursing Education is delivered in an innovative blended format whereby all the courses in the program are offered half online and half face-to-face. The Master of Science programs in Nursing are fully accredited by the Commission on Collegiate Nursing Education (CCNE).

The core curriculum for the M.S. degrees include coursework in nursing theory, issues in professional nursing for advanced practice nurses and nurse educators, and nursing research. As part of their admission requirement, students are required to complete a research proposal, 9 credits of core courses, and 24 credits of specialty courses.

We offer individualized attention and small classes to accommodate the needs of the Registered Nurse. Faculty members are available to answer questions and prospective students are encouraged to contact the Department of Nursing for further information about the programs of study.

# M.S. in Family Nurse Practitioner

In New York State, family nurse practitioners practice autonomously and have the authority to diagnose, manage, and prescribe medications for families within their scope of practice. LIU Post offers the Master of Science for the baccalaureate prepared registered nurse, who is interested in pursuing the role of a Family Nurse Practitioner (FNP). This 46-credit program is fully accredited by the Commission on Collegiate Nursing Education (CCNE) and is registered with the New York State Department of Education (NYSED). The program is open to BSN prepared Registered Nurses to complete a Master's of Science degree as a Family Nurse Practitioner with eligibility to sit for the national FNP board certification exams. The program is designed to be completed in five (5) semesters and two partial summers of part-time study. Graduates of the program are eligible for New York State Licensure as a FNP and are eligible for national board certification through the national certifying agencies (American Nurses Credentialing Center and American Academy of Nurse Practitioners Certification Program).

LIU Post also offers a post-master's Advanced Certificate in Family Nurse Practitioner for nurses who have a Masters of Nursing degree in other specialty areas. Candidates for this program are evaluated on an individual basis and plans of study range from 13 credits (for practicing adult nurse practitioners) up to the full 46 credits. This advanced certificate provides eligibility to sit for national board certification as well as New York State certification as a Family Nurse Practitioner.

**ADMISSION REQUIREMENTS**

Applicants to the M.S. in Family Nurse Practitioner must meet the following requirements for admission.

- Application for Admission (Application deadline for the following fall semester is July 1st)
- Application fee (non-refundable)
- Official copies of all undergraduate and/or graduate transcripts from any college(s) or universities attended
- A minimum overall GPA of 3.0
- A Baccalaureate degree in Nursing is required
- International students are also required to achieve a minimum Test of English as a Foreign Language (TOEFL) score of 85; Internet-based (a minimum listening score of 22 is also required); 225 Computer-based; or 563 Paper-based. An International English Language Testing System (IELTS) score of 7.5 or above is also acceptable.
- Required prerequisite undergraduate courses with a minimum grade of "B" include:
  *Statistics* - This course must be completed before the start of the program. *Research* - This course must be completed before the start of the graduate research course, which is offered in the second semester.
  *Health Assessment* - This course must be completed prior to the start of the second year of study.
- Possess a current New York State Registered Nurse license with current active registration.
- Preferred one-year recent experience in a clinical area requiring acute care skills, such as hospital setting, specialty office practices, family medicine, internal medicine, community clinics, or home care.
- A minimum of two letters of recommendation are required. These reference letters must be from a practicing Adult or Family NP, MD, or DO and address the applicants' clinical acumen. Letters from other professionals will be evaluated individually.
- A current resume and a personal statement describing their reason for becoming an FNP as well as their personal vision for their professional FNP practice.
- The Director of the Family Nurse Practitioner program or their designee will interview all applicants.

**Send application materials to:**

Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

## M.S. in Family Nurse Practitioner

*{Program Code: 20726}*

**Core Courses**

| | | | |
|---|---|---|---|
| NUR | 501 | Issues in Professional Nursing for Advanced Practice Nurses and Nurse Educators | 3.00 |
| NUR | 604 | Advanced Clinical Pathophysiology Across the Lifespan | 3.00 |
| NUR | 615 | Advanced Pharmacokinetics & Pharmacotherapeutics | 3.00 |
| NUR | 760 | Evidence-based and Translational Methods | 3.00 |
| NUR | 606 | Advanced Health Assessment Across the Lifespan (90 lab Hours) | 4.00 |
| NUR | 621 | Family Theory: Cultural, Social, Ethical and Policy Issues | 3.00 |

**Specialty Courses**

| | | | |
|---|---|---|---|
| NUR | 770 | Diagnostic and Clinical Reasoning (25 lab Hours) | 4.00 |
| NUR | 775 | Diagnostic and Clinical Reasoning Practicum (90 Hours) | 2.00 |
| NUR | 660 | Diagnosis & Management I:Adult-Geriatric Health | 3.00 |
| NUR | 665 | FNP Practicum I: Primary Care of Families (Adult-Geriatric Health) (180 Hours) | 4.00 |
| NUR | 670 | Diagnosis and Management II: Pediatric & Women's Health | 3.00 |

| | | | |
|---|---|---|---|
| NUR | 675 | FNP Practicum II: Primary Care of Families (Pediatrics & Women's Health) (180 Hours) | 4.00 |
| NUR | 780 | Diagnosis and Management III: Management of Chronic Complex Medical Conditions Across the Lifespan | 3.00 |
| NUR | 785 | FNP Practicum III: Management of Chronic Complex Medical Conditions Across the Lifespan (180 hours) | 4.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 46
Minimum Major GPA: 3.00
Students must receive a "B" or better in all courses to remain in good standing.

## M.S. in Nursing Education

***Blended Learning - Onsite & Online***

The Master of Science in Nursing Education qualifies graduates to teach in nursing programs at the LPN, associate, bachelor's and master's levels and to serve as staff educators in health care facilities. The program is open to nurses who need specific education courses to qualify for New York State certification as secondary school health education teachers.

The program is offered in a blended learning format, which combines the convenience of online learning with the benefits of live classroom discussion and interaction. Nearly half of each course in the M.S. in Nursing Education program is taught online, with the balance occurring in a traditional classroom setting. This provides you with the opportunity to meet personal and professional obligations, while fulfilling degree requirements.

The core curriculum for the M.S. degree includes coursework in nursing theory, issues in professional nursing for advanced practice nurses and nurse educators, and nursing research. As part of their admission requirement, students are required to complete a research proposal, 12 credits of core courses, and 21 credits of specialty courses.

The 33-credit program is designed to be completed in 6 semesters of part-time study.. Nurse educator candidates complete two semesters of preceptored teaching practice.
The program is accredited by the Commission on Collegiate Nursing Education.

**ADMISSION REQUIREMENTS**

Applicants to the M.S. in Nursing Education must meet the following requirements for admission.

- Application for Admission.
- Application fee (non-refundable)
- Possess a current New York State Registered Nurse RN license
- Baccalaureate degree in Nursing is required with a minimum overall GPA of 3.0
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Undergraduate courses in statistics and research (3 credits each) are required prerequisites for this program but do not preclude applicants from acceptance.
- A personal interview with the director of the Nursing Education Program or a designate; a current resume or CV needs to be submitted in advance.
- A minimum of one year recent RN experience in a clinical area requiring acute care skills, e.g., hospital setting, home care, long term care facility.
- Two professional letters of recommendation are required either from the applicant's superiors (i.e., manager, supervisor, staff educator) in the health care setting, or one from a superior and one from a former faculty member where the baccalaureate degree in nursing was completed.
- A minimum overall GPA of 3.0
- International students are also required to achieve a minimum Test of English as a Foreign Language (TOEFL) score of 90 Internet-based (a minimum listening score of 22 is also required); 225 Computer-based; or 563 Paper-based. IELTS of 7.0 or above is also acceptable.

**Send application materials to:**

Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

### M.S. in Nursing Education

*{Program Code: 30584}*

**Required Nursing Education Core Courses**

| | | | |
|---|---|---|---|
| NUR | 501 | Issues in Professional Nursing for Advanced Nurses and Nurse Educators | 3.00 |
| NUR | 601 | Theories and Conceptual Models of Nursing Theories and Conceptual Models of Nursing | 3.00 |
| NUR | 760 | Evidence Based and Translational Methods | 3.00 |
| NUR | 603 | Principles in Advanced Practice Nursing | 3.00 |

**Required Nursing Education Specialty Courses**

| | | | |
|---|---|---|---|
| NUR | 644 | Curriculum Devel In Nursing | 3.00 |
| NUR | 607 | Informatics for Nursing Education | 3.00 |
| NUR | 648 | Teaching Strategies for Educators | 3.00 |
| NUR | 650 | Assessment Evaluation in Nursing | 4.00 |
| NUR | 652 | Teaching Practicum I | 4.00 |
| NUR | 652S | Teaching Seminar | 0.00 |
| NUR | 654 | Teaching Practicum II | 4.00 |
| NUR | 654S | Teaching Seminar II | 0.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 33
Minimum Major GPA: 3.00
Students must receive a "B" or better in all courses to remain in good standing.

## Advanced Certificate in Family Nurse Practitioner

LIU Post also offers a post-master's Advanced Certificate in Family Nurse Practitioner for nurses who have a Masters of Nursing degree in other specialty areas. Candidates for this program are evaluated on an individual basis and plans of study range from 13 credits (for practicing adult nurse practitioners) to 40 credits. This advanced certificate provides eligibility to sit for national board certification as well as New York State certification as a Family Nurse Practitioner.

The program is designed in part-time study format. Candidates for the certificate will be required to complete course work in pharmacology, family theory and preceptored clinical practice in settings providing primary health care to families. Coursework in advanced pathophysiology, research, and advanced health assessment are required for admission.

The program is seeking accreditation by the Commission on Collegiate Nursing Education.

**ADMISSION REQUIREMENTS**

Applicants to the M.S. in Family Nurse Practitioner must meet the following requirements for admission.

- Application for Admission (Application deadline for the following fall semester is July 1st)
- Application fee (non-refundable)
- Official copies of all undergraduate and/or graduate transcripts from any college(s) or universities attended
- A minimum overall GPA of 3.0
- A Baccalaureate degree in Nursing is required
- International students are also required to achieve a minimum Test of English as a Foreign Language (TOEFL) score of 85; Internet-based (a minimum listening score of 22 is also required); 225 Computer-based; or 563 Paper-based. An International English Language Testing System (IELTS) score of 7.5 or above is also acceptable.
- Required prerequisite undergraduate courses

with a minimum grade of "B" include:
*Statistics* - This course must be completed before the start of the program. *Research* - This course must be completed before the start of the graduate research course, which is offered in the second semester.
*Health Assessment* - This course must be completed prior to the start of the second year of study.

- Possess a current New York State Registered Nurse license with current active registration.
- Preferred one-year recent experience in a clinical area requiring acute care skills, such as hospital setting, specialty office practices, family medicine, internal medicine, community clinics, or home care.
- A minimum of two letters of recommendation are required. These reference letters must be from a practicing Adult or Family NP, MD, or DO and address the applicants' clinical acumen. Letters from other professionals will be evaluated individually.
- A current resume and a personal statement describing their reason for becoming an FNP as well as their personal vision for their professional FNP practice.
- The Director of the Family Nurse Practitioner program or their designee will interview all applicants.

**Send application materials to:**
Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

## Advanced Certificate in Family Nurse Practitioner

*{Program Code: 20727}*

**Prerequisite Courses (typically completed prior to commencing specialty courses)**

| | | | |
|---|---|---|---|
| NUR | 604 | Advanced Clinical Pathophysiology Across the Lifespan | 3.00 |
| NUR | 606 | Advanced Health Assessment Across the Lifespan (90 lab Hours) | 4.00 |

**Core Courses**

| | | | |
|---|---|---|---|
| NUR | 615 | Advanced Pharmacokinetics & Pharmacotherapeutics | 3.00 |
| NUR | 621 | Family Theory: Cultural, Social, Ethical and Policy Issues | 3.00 |

**Specialty Courses**

| | | | |
|---|---|---|---|
| NUR | 770 | Diagnostic and Clinical Reasoning (25 lab Hours) | 4.00 |
| NUR | 775 | Diagnostic and Clinical Reasoning Practicum (90 Hours) | 2.00 |
| NUR | 660 | Diagnosis & Management I:Adult-Geriatric Health | 3.00 |
| NUR | 665 | FNP Practicum I: Primary Care of Families (Adult-Geriatric Health) (180 Hours) | 4.00 |
| NUR | 670 | Diagnosis and Management II: Pediatric & Women's Health | 3.00 |
| NUR | 675 | FNP Practicum II: Primary Care of Families (Pediatrics & Women's Health) (180 Hours) | 4.00 |
| NUR | 780 | Diagnosis and Management III: Management of Chronic Complex Medical Conditions Across the Lifespan | 3.00 |
| NUR | 785 | FNP Practicum III: Management of Chronic Complex Medical Conditions Across the Lifespan (180 hours) | 4.00 |

### Credit and GPA Requirements

Minimum Total Credits: 33
Minimum Major GPA: 3.00
Students must receive a "B" or better in all courses to remain in good standing.

## Nursing Courses

**NUR 501 Issues in Professional Nursing for Advanced Practice Nurses and Nurse Educators**
This course addresses the current professional and legal issues that influence advanced nursing practice, nursing education and the health care delivery system. Health care policy, changes in the economics of health care, and their impact on nursing will be considered.
*Credits: 3*
*Annually*

**NUR 600P Practicum**
Students who meet any of the following criteria will need to register for NUR 600P. Fee is equivalent to one credit per 100 practicum hours. 1) Students who require additional time beyond the academic semester to achieve the total required practicum hours. 2) Students who have a two semester lapse in time between any of the practicum graduate courses. 3) Students who are considered by faculty to be unsatisfactory. 4) Post Master's FNP Certificate Program students.
*Credits: 0*
*Annually*

**NUR 601 Theories and Conceptual Models of Nursing**
This course provides an in-depth exploration of theories and the utilization and application of theory to nursing. The relationships among philosophy, methods of inquiry and theory development are analyzed. The utilization of theoretical and conceptual models for nursing will be discussed.
*Credits: 3*
*Annually*

**NUR 602 Nursing Research I**
This course provides the student with the skills to analyze the steps of the research process and to formulate a research question related to advanced practice nursing or nursing education. Students are encouraged to work collaboratively with colleagues in the workplace to identify a research problem.
*Prerequisite of NUR 601 is required.*
*Credits: 3*
*On Demand*

**NUR 603 Principles in Advanced Practice Nursing**
This course will utilize a case study approach to explore advanced practice principles underlying the pathophysiology, health assessment data, and pharmacological management of the most prevalent diseases in society.
*A pre requisite of NUR 501 and NUR 601 are required.*
*Credits: 3*
*Annually*

**NUR 604 Advanced Clinical Pathophysiology Across the Lifespan**
The pathophysiology underlying diseases is studied to enable the student to form a basis for clinical judgment and diagnosis. The key principles and facts underlying present knowledge of tissue and organ systems, their specialized function and interrelationships will be studied.
*Credits: 3*
*Annually*

**NUR 605 Advanced Pharmacokinetics & Pharmocotherapies**
In order to prescribe medication appropriately and safely, the advanced practice nurse must have an understanding of pharmacology, the use of therapeutic agents in specific disease states, dosage, toxicity, and monitoring parameters. This course builds on previous nursing knowledge to provide the understanding necessary to safely and effectively prescribe drug therapy. Content also includes both state and federal laws, and regulations relating to prescribing drugs in a managed care environment.
*Credits: 4*
*On Demand*

**NUR 606 Advanced Health Assessment Across the Lifespan**
The student will build upon basic physical assessment skills in this course. Comprehensive physical examination of the client as well as psychosocial, spiritual developmental, occupational and cultural aspects of health assessment are studied in depth, in order to develop an evidence-based comprehensive health assessment and plan of care for clients, which includes the selection and interpretation of appropriate laboratory and other diagnostic tests. The promotion and maintenance of health management in the care of the client will be emphasized. Concurrently, students will complete a laboratory practicum where theoretical content will be integrated into the students' experience. A case study approach will be utilized.
*Prerequisites of NUR 604 & NUR 615 or equivalent*
*Credits: 4*
*Annually*

**NUR 607 Informatics for Nursing Education**
This course focuses on foundational concepts and skills for computer-based nursing education such as the application of computerized student information systems and educational software used in diverse educational venues including interactive learning resources, clinical simulation, virtual instruction modalities, synchronous and asynchronous interactive communication, dista11ce learning, research and collaboration.
*A pre requisite of NUR 601, NUR 601,NUR 603 and NUR 760 are required.*
*Credits: 3*
*On Demand*

**NUR 606L Advanced Health Assessment Practicum (90 hours)**
The laboratory practicum is designed to be taken concurrently with Advanced Health Assessment. The practicum experience provides the opportunity for advanced practice nursing students to integrate theoretical content into the clinical experience. Emphasis is placed on developing an evidence-based comprehensive and problem-oriented health examination of the client.
*Co-requisite of NUR 606 is required.*

**NUR 610 Clinical Nurse Specialist Theory**
Students will have the opportunity to synthesize, apply and build upon the knowledge and skills relevant to the process of advanced nursing practice that were acquired in previous specialty, foundation, research and elective courses. The traditional and emerging role of the CNS and selected functions, namely, change agent/leader, consultant/collaborator, educator, clinical expert and researcher will be explored in depth as they specifically relate to the roles and of the clinical nurse specialist. Perfecting leadership skills and knowledge of planned change will be a focus of the course.
*Prerequisite of NUR 606 and Co-requisite of NUR 632 & NUR 632S are required.*
*Credits: 4*
*On Demand*

**NUR 611 Diagnosis & Management I:Primary Care of the Adult**
The goal of this course is to integrate the theoretical knowledge of using evidence-based practice protocols in the assessment, diagnosis and management of common acute and common illnesses as well as chronic medication conditions of family members throughout the lifespan while applying these protocols practically in the clinical setting. Focus of this course will be the adult population. All students will be required to complete a Capstone project that incorporates the evaluation of a client with multiple chronic conditions while providing an in-depth examination of the interactions among these conditions. The student is required to take NUR622/622s-Primary Care Practicum and seminar (see course overview for NUR 622/622s) in conjunction with NUR611.
*Prerequisite of NUR 606 & Co-requisite of NUR 622 & 622S are required.*
*Credits: 4*
*On Demand*

**NUR 612 FNP Diagnosis & Management II: Primary Care of Families (Women and Children)**
This course focuses on the diagnosis and management of common acute and chronic health issues found in women (gynecologic / reproductive) and children in the primary care setting. Emphasis is placed on the reinforcement and synthesis of clinical knowledge from nursing and medical sciences as a foundation for critical thinking and

clinical reasoning in the management of both the pediatric patient and women in the primary care setting.
*Prerequisite of NUR 606 & 606L and Co-requisite of NUR 623 & NUR 623S are required.*

**NUR 615 Advanced Pharmacokinetics & Pharmacotherapeutics**
The focus of this course is to prepare Family Nurse Practitioner (FNP) students in the role of independent prescriber of pharmaceutical and non-pharmaceutical treatments for the myriad of illnesses and diseases found in the primary care environment. To this end, FNP students will be provided with:
• The principles of clinical pharmacokinetics and pharmacotherapeutics
• The scientific and practical basis of appropriate drug therapies
• Practical information on the clinical pharmacology of major drug classes and their use in the primary care environment
• The therapeutic objectives, strategies and evidence-based guidelines for managing both acute and chronic medical illnesses found in primary care
• The foundation to critically evaluate and effectively use pharmaceuticals from current evidence-based clinical pharmacology and therapeutics sources
*Open to FNP MS and CRT students only.*
*Credits: 3*
*Annually*

**NUR 621 Family Theory: Cultural, Social, Ethical and Policy Issues**
Through the exploration of family theory and the examination of cultural, social, ethical, legal, and family policy issues which impact upon the family, the student will develop a comprehensive view of issues which need to be considered in the delivery of quality health care to families.
*Credits: 3*
*Annually*

**NUR 622 FNP Practicum I: Primary Care of Families (Adult)**
This practicum is taken concurrently with NUR611. Students are assigned preceptors (a nurse practitioner or a physician) in a primary adult care setting. Students are introduced to practice protocols and essential competencies necessary to provide primary health care to a diverse adult client population across the lifespan. Comprehensive health management, including a holistic client approach, health promotion, disease prevention, and evidence-based decisions, is emphasized in this practicum.
*Co-requisite of NUR 611 & 622S is required.*
*Credits: 6*
*On Demand*

**NUR 622S Diagnosis & Management I Seminar**
The NUR 622 seminar is taken concurrently with the clinical practicum. The seminar provides a forum for students to discuss their clinical experiences and present case presentations under the supervision of the seminar professor. The students will also have the opportunity to participate in skills development such as electrocardiogram interpretation, chest x-ray interpretation, abdominal x-ray interpretation, pulmonary function testing and interpretation, hearing testing and interpretation, and minor suturing. Students will receive one clinical practicum hour towards their total practicum hours for each seminar class they fully participate in.
*Co-requisite of NUR 622 is required.*
*Credits: 0*
*On Demand*

**NUR 623 FNP Practicum II: Primary Care of Families (Women and Children)**
This is the second clinical course (270 hours) of the diagnosis and management sequence. The preceptored clinical experience in pediatrics takes place in a setting that provides the opportunity for the family nurse practitioner candidate to practice / refine their skills and develop essential competencies in diagnosing and managing common acute and chronic conditions as well as complete growth and development evaluations and physical examinations on infants, children and adolescents. The preceptored clinical experience in women's health takes place in a setting that focuses on women's health issues (gynecologic / reproductive) and provides additional experiences that are not included in the NUR 611 clinical practicum.
*Co-requisite of NUR 612 & 623S is required.*

**NUR 623S Diagnosis and Management II Seminar**
The family nurse practitioner student is provided with a review of practical knowledge and skills needed to succeed in both the women's health and pediatrics clinical settings. The students will attend a two-day (7hr/day) seminar prior to the start of NUR623.
*Co-requisite of NUR 612 and NUR 623 are required.*

**NUR 632 Clinical Nurse Specialist Practicum**
This practicum is to be taken concurrently with the CNS Theory Course (NUR610). The preceptored practicum experience (205 hrs) will provide the opportunity for the Clinical Nurse Specialist student to practice skills and develop competency in a selected clinical specialty of their choice. The traditional and emerging role of the CNS and selected functions, namely change agent/leader, consultant/collaborator, educator, direct care provider and researcher will be developed.
*Co-requisite of NUR 610 & 632S is required.*
*Credits: 4.50*
*On Demand*

**NUR 632S Clinical Nurse Specialist Seminar**
The seminar offers discussion between students and faculty members. The discussion is focused upon weekly clinical experiences with a focus on developing professional attributes and competencies inherent in the CNS role. The discussions should enable the students to gain additional information, insights and approaches to problem solving.
*Co-requisite of NUR 632 is required.*
*Credits: 0*
*On Demand*

**NUR 633 Clinical Nurse Specialist Practicum**
The preceptored practicum experience will provide the opportunity for the Clinical Nurse Specialist student to obtain an additional 205 hours to practice skills and to further develop competency in their selected clinical specialty of their choosing. The traditional and emerging role of the CNS and selected functions, namely, change agent/leader, consultant/collaborator, educator, direct care provider and researcher will be further developed.
*Co-requisite of NUR 633S is required.*
*Credits: 4.50*
*On Demand*

**NUR 633S Clinical Nurse Specialist Seminar**
The seminar provides an opportunity to dialogue with faculty members and other students. The discussion is based upon weekly clinical experiences with a focus on further developing professional attributes and competencies inherent in the CNS role. The seminar will enable students to gain additional information, insights and approaches to problem solving.
*Co-requisite of NUR 633 is required.*
*Credits: 0*
*On Demand*

**NUR 644 Curriculum Development in Nursing**
This course includes a study of the principles and processes of curriculum development for educational programs in nursing. The student will learn the roles and responsibilities of educators in developing curricula for various educational programs. The forces and issues that influence curriculum development will be explored. Critical thinking will be discussed as a guiding principle in curriculum development.
*Credits: 3*
*Annually*

**NUR 646 Technology for Nursing Education**
This course prepares students to incorporate technology into teaching and decision-making. Students will acquire hands-on skills in a variety of applications and techniques. Students will come to understand and learn these techniques within the context of sound pedagogical practice.
*Credits: 3*
*On Demand*

**NUR 648 Teaching Strategies for Educators**
This course focuses on teaching and learning strategies. The role of the nurse educator utilizing various teaching strategies both in academia and in a variety of practice settings will be explored and analyzed.
*Credits: 3*

*Annually*

**NUR 650 Assessment and Evaluation in Nursing**
This course focuses on assessment strategies and evaluation processes that are relevant to nursing programs in academe and in the practice setting. The student will learn how to plan for, construct and analyze classroom tests, and how to assess clinical performance in various learning environments. Strategies to assess learning and evaluate program outcomes will be explored.
*Credits: 4*
*Annually*

**NUR 652 Teaching Practicum I**
This is one half of a two semester practicum that provides the student with the opportunity to apply teaching and evaluation methods in a variety of practice settings including academic programs and various other learning environments. Traditional and nontraditional methods of teaching will be utilized by students as they meet the demands of various settings. Students will complete 180 hours of preceptored learning experiences.
*Prerequisites of NUR 644, 646, 648, 650 and Co-requisite of NUR 652S are required.*
*Credits: 4*
*Annually*

**NUR 652S Teaching Practicum I Seminar**
The seminar offers dialogue between students and faculty members in a blended online format. The discussion focuses on weekly clinical experiences with an emphasis on professional attributes and competencies inherent in the educator role. The discussions will enable the students to refine their approaches to teaching as they become competent educators.
*Co-requisite of NUR 652 is required.*
*Credits: 0*
*Annually*

**NUR 654 Teaching Practicum II**
This practicum pairs the student with a selected preceptor and provides the student with 180 hours of teaching/learning experience. The student applies various teaching and evaluation methods in the academic setting.
*Prerequisites of NUR 644, 646, 648, and 650 with co-requisite of NUR 654S required.*
*Credits: 4*
*Annually*

**NUR 654S Teaching Seminar II**
The seminar offers dialogue between students and faculty members in a blended online format. The discussion focuses on weekly clinical experiences with an emphasis on professional attributes and competencies inherent in the educator role. The discussions will enable the students to refine their approaches to teaching as they become competent educators.
*Co-requisite of NUR 654 is required.*
*Credits: 0*
*Annually*

**NUR 660 Diagnosis and Management I: Adult-Geriatric Health**
This is the first of three diagnosis and management courses that builds on the previous core courses providing the student the opportunity to integrate both advanced theoretical and practical (patient centered) knowledge in order to deliver safe, evidence-based care to the adult population, which includes the geriatric population. The main focus during this semester is the continued skill development in assessment, diagnosis and management of both acute and chronic conditions in the primary care setting in adult clients across their lifespan as well as utilization of primary, secondary and tertiary prevention techniques. Critical thinking, diagnostic reasoning, and use of evidence-based protocols will be developed throughout the course.
*A pre requisite of NUR 615, NUR 621 and a co requisite of NUR 665 are required.*
*Credits: 3*
*Annually*

**NUR 665 FNP Practicum I: Primary Care of Families (Adult-Geriatric Health)**
This practicum is taken concurrently with Diagnosis and Management I (NUR 660). Students are assigned preceptors (a nurse practitioner or a physician) in a primary care setting for their practicum experiences in adult health medicine. Students are introduced to practice protocols and essential competencies necessary to provide safe primary health care to a diverse adult client population across their lifespan. Comprehensive health management, including a holistic client approach, health promotion, disease prevention, and evidence-based decisions, is emphasized in this practicum. (180 hours)
*A co requisite of NUR 660 is required.*
*Credits: 4*
*Annually*

**NUR 670 Diagnosis and Management II: Pediatric & Women's Health**
This course focuses on two important segments of the population – specifically women's health and the pediatric population. In the first summer session, the assessment, diagnosis, management, and prevention strategies of common gynecologic conditions / illnesses found in women in the primary care setting will be discussed and reviewed (non-gynecologic women's health issues will be discussed in both NUR 660 and NUR 780). In the second summer session, the diagnosis and management of common acute and chronic diseases/conditions and preventative strategies within the pediatric population will be discussed and reviewed. Each area of focus will require students to use appropriate evidence-based practice protocols. The twelve-week summer session is utilized in order to provide enough time to complete both lectures and required clinical hours.
*A pre requisite of NUR 660 and a co requisite of NUR 675 is required.*
*Credits: 3*
*Annually*

**NUR 675 FNP Practicum II: Primary Care of Families (Pediatrics & Women's Health)**
This practicum is taken concurrently with Diagnosis and Management II (NUR 670). Students are assigned preceptors (a nurse practitioner or a physician) in both pediatric and women's health primary care office settings for their practicum experiences in pediatric and women's health medicine. Students are introduced to practice protocols and essential competencies necessary to provide safe primary health care to both pediatric and gynecology clients. Comprehensive health management, including a holistic client approach, health promotion, disease prevention, and evidence-based decisions, is emphasized in this practicum. The twelve-week summer session is utilized in order to provide enough time to complete both lectures and required clinical hours. (180 hours)
*A co requisite of NUR 670 is required.*
*Credits: 4*
*Annually*

**NUR 700P Research Proposal Advisement**
Faculty advisement for completion of the research proposal is required and may extend beyond the academic semester if the proposal is not completed in time. If additional proposal advisement is necessary, students must register for NUR 700P. The fee for NUR 700P is equivalent to one credit per semester.
*Credits: 0*
*On Demand*

**NUR 702 Nursing Research II**
This course provides the student with the opportunity to write a research proposal based on the research question that was identified in Nursing Research I. Particular emphasis will be placed on the quality and feasibility of the research design. Research proposal advisement will be provided for completion of the research proposal.
*Prerequisite of NUR 602 is required.*
*Credits: 3*
*On Demand*

**NUR 760 Evidence-Based and Translational Methods**
The emphasis for this course is on the elements of evidence-based practice. Focus is placed on the cyclical process of identifying clinical questions, searching and appraising the evidence for potential solutions/innovations, planning and implementing practice changes, evaluating the outcomes, and identifying additional gaps in knowledge. Integration of existing evidence with clinical judgement, patient preferences, inter-professional perspectives, and other resources forms the basis for the clinical decision-making process that is inherent in improving patient, population, and organizational outcomes. Processes for

leading/managing practice changes are explored.
*A pre requisite of NUR 501 and NUR 601 are required.*
*Credits: 3*
*Annually*

**NUR 770 Diagnostic and Clinical Reasoning**
This course is taken prior to students entering the three Diagnosis and Management didactic courses and practicum courses. During the course, students will integrate what has been learned in the previous courses of advanced pathophysiology, pharmacology and health assessment with the clinical skills and critical understanding required to provide competent care within the primary care clinical setting (adults, pediatrics, women's health, and geriatrics) as a licensed independent health care provider. In addition, the students will prepare for the role of the NP in the following skills and learning disciplines that are imperative to master for primary care practitioners:
• Information technology and use of Electronic Medical Records
• Use of coding and procedures for billing purposes
• Administrative issues in primary care, i.e., collaborating with various health care disciplines and insurance companies to provide the best care through advocating for patients
• Ordering and interpreting appropriate diagnostic tests, i.e., CXR, ECG, PFT, MRI, CT Scan, laboratory tests
• Utilizing evidence-based national guidelines for diagnosis and management of both acute and chronic medical conditions
• Acute care interventions, i.e., suturing
• Chronic care interventions, i.e., diabetes management
• Leadership issues, i.e., promoting nurse practitioners practice policy both locally and at the state level, advocates for improved access, quality and cost effective health care
Thus, this course provides a forum for students to start developing their critical thinking skills in diagnosing and managing diseases as well as developing strategies in understanding and utilization of the myriad of non-clinical requirements placed on nurse practitioners in the clinical setting.
*A pre requisite of NUR 615, NUR 621 or Department Consent and a co requisite of NUR 775 are required.*
*Credits: 4*
*Annually*

**NUR 775 Diagnostic and Clinical Reasoning Practicum**
This practicum course is taken in conjunction with NUR 770 and prior to students entering the three Diagnosis and Management didactic courses and practicum courses. During this practicum course, students will integrate what has been learned in the previous courses of advanced pathophysiology, pharmacology and health assessment with the clinical skills and critical understanding required to provide competent care within the primary care clinical setting (adults, pediatrics, women's health, and geriatrics) as a licensed independent health care provider. In addition, the students will prepare for the role of the NP in the following skills and learning disciplines that are imperative to master for primary care practitioners through practical experiences in:
• Information technology and use of Electronic Medical Records
• Use of coding and procedures for billing purposes
• Administrative issues in primary care, i.e., collaborating with various health care disciplines and insurance companies to provide the best care through advocating for patients
• Ordering and interpreting appropriate diagnostic tests, i.e., CXR, ECG, PFT, MRI, CT Scan, laboratory tests
• Utilizing evidence-based national guidelines for diagnosis and management of both acute and chronic medical conditions
• Acute care interventions, i.e., suturing
• Chronic care interventions, i.e., diabetes management
Thus, this practicum provides a forum for students to start developing their critical thinking skills in diagnosing and managing diseases as well as developing strategies in understanding and utilization of the myriad of non-clinical requirements placed on nurse practitioners in the clinical setting. (90 hours)
*A pre requisite of NUR 770 is required.*
*Credits: 2*
*Annually*

**NUR 780 Diagnosis and Management III: Management of Chronic Complex Medical Conditions Across the Lifespan**
This is the final course of the diagnosis and management courses that builds on the previous core courses and two diagnosis and management courses. This course, along with the practicum (NUR 785), focuses on clients with chronic complex medical conditions. It provides the student the opportunity to integrate both advanced theoretical and practical (patient centered) knowledge in order to deliver safe, evidence-based care and manage clients across the lifespan who have chronic complex medical conditions and who are in need of:
• Tertiary prevention strategies in addition to continued monitoring for primary and secondary prevention strategies;
• Treatment for acute medical conditions in addition to their chronic conditions; and,
• Treatment for new chronic conditions in addition to their current chronic conditions.
Thus, this course and practicum prepares the Family Nurse Practitioner student for independent practice as well as know when to refer patients to appropriate specialists due to the complexity of the patient's condition(s). Critical thinking, diagnostic reasoning, and use of evidence-based protocols will continue to be developed throughout the course.
*A pre requisite of NUR 670 and a co requisite of NUR 785 is required.*
*Credits: 3*
*Annually*

**NUR 785 FNP Practicum III: Management of Chronic Complex Medical Conditions Across the Lifespan**
This is the final practicum course of the diagnosis and management practicum courses that builds on the previous core courses and two diagnosis and management course practicums. This practicum, along with the course (NUR 780), focuses on clients with chronic complex medical conditions. It provides the student the opportunity to integrate both advanced theoretical and practical (patient centered) knowledge in order to deliver safe, evidence-based care and manage clients across the lifespan who have chronic complex medical conditions through practical hands-on experiences in their clinical practicums. Focus will those clients who are in need of:
• Tertiary prevention strategies in addition to continued monitoring for primary and secondary prevention strategies;
• Treatment for acute medical conditions in addition to their chronic conditions; and,
• Treatment for new chronic conditions in addition to their current chronic conditions.
Thus, this practicum and course prepares the Family Nurse Practitioner student for independent practice as well as know when to refer patients to appropriate specialists due to the complexity of the patient's condition(s). Critical thinking, diagnostic reasoning, and use of evidence-based protocols will continue to be developed throughout the course. (180 hours)
*A co requisite of NUR 780 is required.*
*Credits: 4*
*Annually*

# DEPARTMENT OF NUTRITION

**Phone: 516-299-2762**
**Fax: 516-299-3106**
**Email: Post-Nutrition@liu.edu**
Chair: Dr. Jerrilynn Burrowes
Professor: Burrowes, Shorter
Associate Professor: Isoldi
Assistant Professor: Pierce, Wright
Program Director, Didactic Program in Dietetics: Wright
Program Director, Dietetic Internship: Pierce
Adjunct Faculty: 18

Good health and nutrition are essential to an individual's quality of life. In fact, the importance of healthy eating, dietary planning and disease prevention are issues that most people talk about on a daily basis. To meet the demand for qualified nutritionists and registered dietitians, the Department of Nutrition offers a full range of undergraduate and graduate degree programs in nutrition, including an accredited Dietetic Internship (DI) leading to eligibility to the Academy of Nutrition and Dietetics of American Dietetic examination to become a Registered Dietitian Nutritionist (RDN). The DI is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). Rigorous academic programs are supplemented with extensive clinical experience that links theory and practice.

The Master of Science in Nutrition prepares students to assume leadership positions in the nutrition profession. The program is designed to enhance professional qualifications as a food and nutrition specialist. Challenging courses for the advanced study of nutrition with specializations in Clinical Nutrition, Nutrition and Exercise Physiology, and Geriatric Nutrition are provided. The student chooses one of these concentrations to complement a core curriculum of nutrition science, research methods, biomedical statistics as well as communications, education and counseling skills. A choice of challenging electives enables students to pursue individual interests. Students also complete a thesis as a culminating experience of the degree.

Graduates of our programs are skilled nutritionists and registered dietitians who work in a wide range of settings, including hospitals, extended care facilities, community health programs and public health agencies. In addition, exciting career opportunities exist in areas such as: advertising; food service, including manufacturing and distribution, restaurants and catering; pharmaceutical companies; sports programs; higher education in colleges and universities, teaching hospitals and medical schools; corporate; community and public health and wellness consultation.

# M.S. in Nutrition

The Master of Science in Nutrition prepares students to assume leadership positions in the nutrition field. The program is designed to enhance professional qualifications as a food and nutrition specialist. Challenging courses for the advanced study of nutrition with specializations in Clinical Nutrition, Nutrition and Exercise Physiology, or Geriatric Nutrition are provided. The student chooses one of these concentrations to complement a core curriculum of nutrition science, research methods, biomedical statistics as well as communications, education and counseling skills. A choice of challenging electives enables students to pursue individual interests. Students also complete a thesis as a culminating experience of the degree.

The M.S. in Nutrition program is 36 credits. For students who are accepted to the LIU Post Dietetic Internship, the department offers a 42-credit master's program which includes 6 credits of supervised practice. The M.S. in Nutrition is NOT a route to becoming a RDN. Applicants who are interested in becoming a RDN should refer to the B.S. in Nutrition and Dietetics program or the dual B.S./M.S. in Nutrition and Dietetics program.

**ADMISSION REQUIREMENTS**

Applicants to the Master of Science in Nutrition must meet the following requirements for admission.

- LIU Application for Admission
- Application fee: non-refundable
- Official copies of your undergraduate and/or graduate transcripts from any accredited college(s) or universities you have attended. Applicant must have a minimum GPA of 2.75.
- Applicants for admission must have completed the following courses at the undergraduate level: one (1) year of biology (to include Anatomy and Physiology) and four (4) semesters or a total of 16 credits in chemistry (to include General/Inorganic, Organic and Biochemistry*). In addition, students who have not completed an undergraduate major in nutrition must complete the following undergraduate courses or the equivalent as prerequisites to the M.S. program:
  NTR 100 Concepts in Nutrition
  NTR 101 Contemporary Nutrition Strategies
  NTR 211 Medical Nutrition Therapy I
  NTR 212 Medical Nutrition Therapy II
- Students who meet the standards for admission (including a 2.75 grade point average (GPA)) may be matriculated upon admission to the program. Other students, after fulfilling admission and undergraduate requirements and completing 12 graduate credits with an average of "B" or better, may apply through the academic advisor to the Graduate Admissions Office for matriculation status. No more that 12 graduate credits may be taken by limited matriculated students.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program. Letters of recommendation must be submitted on the institution's letterhead and signed by the letter writer.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study

*An undergraduate or graduate level biochemistry course must have been completed successfully within the last three years of enrollment in the program.

Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5. International applicants to the graduate program must include an original World Education Services (WES) evaluation with their application.

**Send application materials to:**

LIU Post Graduate Admissions Office
720 Northern Boulevard
Brookville, N.Y. 11548-1300
Fax: 516-299-2137
E-mail: post-enroll@liu.edu

## M.S. Nutrition

*{Program Code: 78394}*

### Core Nutrition Requirements (6 courses - 18 credits)

**Nutrition Required Courses (4 courses - 12 credits)**

| | | | |
|---|---|---|---|
| NTR | 540 | Biomedical Statistics | 3.00 |
| NTR | 609 | Advanced Nutrition I | 3.00 |
| NTR | 606 | Communication and Education Skills in Nutrition | 3.00 |
| NTR | 610 | Advanced Nutrition II | 3.00 |

**One of the following: (1 course - 3 credits)**

| | | | |
|---|---|---|---|
| NTR | 703 | Research Methods | 3.00 |
| NTR | 707 | Preparation of Thesis Proposal | 3.00 |

**One of the following: (1 course - 3 credits)**

| | | | |
|---|---|---|---|
| NTR | 704 | Clinical Research Thesis | 3.00 |
| NTR | 706 | Research Project | 3.00 |
| NTR | 708 | Experimental Research Thesis | 3.00 |

**Selection of one of the following Concentrations (9 credits):**

1. Clinical Nutrition
2. Geriatric Nutrition
3. Nutrition & Exercise Physiology

**Electives (9 credits)**

36 Credits is required for the M.S. in Nutrition

Degree

**Clinical Nutrition Concentration Requirements (9 credits)**

**Clinical Nutrition Required Courses**

| | | | |
|---|---|---|---|
| NTR | 602 | Nutrition Assessment | 3.00 |
| NTR | 603 | Diabetes Management | 3.00 |
| NTR | 604 | Nutrition In The Life Cycle | 3.00 |
| NTR | 607 | Clinical Nutrition | 3.00 |
| NTR | 616 | Dietetic Internship Clinical Seminar II | 3.00 |
| NTR | 625 | Renal Nutrition | 3.00 |
| NTR | 705 | Selected Topics in Nutrition | 3.00 |
| NTR | 705S | Selected Topics in Nutrition | 3.00 |

**Geriatric Nutrition Concentration Requirements (9 credits)**

**Geriatric Nutrition Required Courses**

| | | | |
|---|---|---|---|
| HAD | 710 | Gerontology: Processes of Aging | 3.00 |
| NTR | 605 | Nutrition In Geriatrics | 3.00 |

**One of the following:**

| | | | |
|---|---|---|---|
| HAD | 711 | Long-Term Care Administration | 3.00 |
| HAD | 712 | The Management of Senior Community Programs | 3.00 |

**Elective Nutrition and Biomedical Sciences Courses**

**Nutrition & Exercise Physiology Concentration Requirements (9 credits)**

**Nutrition & Exercise Physiology Required Courses**

| | | | |
|---|---|---|---|
| NTR | 617 | Weight Management | 3.00 |
| NTR | 618 | Advanced Energy & Exercise | 3.00 |
| NTR | 619 | Sports Nutrition and Exercise Physiology | 3.00 |

**Elective Requirements (9 credits)**

**Elective Nutrition and Biomedical Sciences Courses**

| | | | |
|---|---|---|---|
| BMS | 513 | Biochemistry | 3.00 |
| BMS | 520 | Pathophysiology I | 3.00 |
| BMS | 612 | Pathophysiology II | 3.00 |
| NTR | 503 | Recent Trends In Nutrition | 3.00 |
| NTR | 541 | Computer Applications in Health Sciences | 3.00 |
| NTR | 602 | Nutrition Assessment | 3.00 |
| NTR | 603 | Diabetes Management | 3.00 |
| NTR | 604 | Nutrition In The Life Cycle | 3.00 |
| NTR | 605 | Nutrition In Geriatrics | 3.00 |
| NTR | 606 | Communication and Education Skills in Nutrition | 3.00 |
| NTR | 607 | Clinical Nutrition | 3.00 |
| NTR | 608 | Field Experience in Nutrition | 3.00 |
| NTR | 612 | Enteral & Parenteral Nutrition | 3.00 |
| NTR | 617 | Weight Management | 3.00 |
| NTR | 618 | Advanced Energy & Exercise | 3.00 |
| NTR | 619 | Sports Nutrition and Exercise Physiology | 3.00 |
| NTR | 620 | Eating Disorders I | 3.00 |
| NTR | 621 | Eating Disorders II | 3.00 |
| NTR | 622 | Eating Disorders: Programs and Treatments | 3.00 |
| NTR | 625 | Renal Nutrition | 3.00 |
| NTR | 700 | Special Problems in Nutrition | 3.00 |
| NTR | 705 | Selected Topics in Nutrition | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 36-42
Minimum Major GPA: 3.00

## Advanced Certificate in Dietetics (Dietetic Internship)

The Dietetic Internship (DI) is a graduate-level advanced certificate program that prepares students to sit for the Registered Dietitian Nutritionist exam. Through coursework and supervised clinical experiences, students are equipped with the skills and knowledge to serve communities through the promotion of optimal nutrition, health and well-being. The need for dietetics practitioners is expected to increase as the health care community places a greater emphasis on the benefits of healthy eating, disease prevention and medical nutrition therapy.

The Dietetic Internship offers a Medical Nutrition Therapy emphasis and Health and Wellness emphasis, each of which comprises 14 credits: 6 graduate credits in the supervised practice and 8 graduate credits in classroom coursework for a total of 1200 hours. The DI is affiliated with more than 80 facilities in Long Island, New York City boroughs, and the surrounding area and includes a variety of experiences to give the intern a broad view of the field of dietetics. Sites include hospitals, community centers, long-term care facilities, ambulatory care units and food service organizations. Each intern will experience eight rotations that are tailored to individual preferences and past experiences. Graduate coursework that complement the supervised practice is also part of the program.

Students wishing to apply to the Dietetic Internship must have a baccalaureate degree and have completed a Didactic Program in Dietetics (DPD) that has been accredited by the ACEND of the Academy of Nutrition and Dietetics. Students with a degree in another discipline must satisfy the requirements of a DPD prior to application to the Dietetic Internship.

Students may choose to complete only the Advanced Certificate program and are not required to complete the M.S. degree in Nutrition.

The program is accredited by the ACEND of the Academy of Nutrition and Dietetics. Upon successful completion of the Dietetic Internship, a Certificate of Advanced Studies is awarded, and students are eligible to sit for the registration examination to become a Registered Dietitian Nutritionist. Upon passing the Registration Examination for Dietitians, a student will become a Registered Dietitian Nutritionist (R.D.N.).

**ADMISSION REQUIREMENTS**

Twenty students will be accepted to each Dietetic Internship (DI) class for the Fall semester only.

- Application deadline for Fall entry: February 15
- Dietetic Internship Application from the Dietetic Internship Centralized Application System (DICAS) is available at https://portal.dicas.org Application will be available sometime in December for the February deadline. There will be a non-refundable application fee for the first application and for each additional dietetic internship application. Submit all required documents to (DICAS). The following will be included as part of the DICAS application process:
  - Official copies of your undergraduate and/or graduate transcripts for proof of baccalaureate or master's degree and Didactic Program in Dietetics (DPD) requirements. Student must have maintained a minimum GPA of 3.0 in major courses (food and nutrition).
  - Three letters of recommendation (preferably two from student's undergraduate nutrition program, and one from a work employer).
  - One copy of the Declaration of Intent to complete the degree and minimal Academic Requirements or one copy of the Didactic Program in Dietetics Verification Statement.
  - Personal statement that addresses the reason you are interested in pursuing the DI.
  - Applicants must complete the computer matching process with D & D Digital online at www.dnddigital.com for a $55 fee.

Prospective students will also be required to

fulfill the following admissions criteria:

- LIU Application for Graduate Admissions.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

**DIETETIC INTERNSHIP ACADEMIC CALENDAR**

The Dietetic Internship (DI) of the LIU Post offers an emphasis in **Medical Nutrition Therapy (MNT)** and **Health and Wellness (H&W)**. The DI includes graduate coursework and supervised practice experiences that are completed in two academic semesters.

Dietetic Internship Certificate of Advanced Studies (14 credits)

| Course | Title | Credits |
|---|---|---|
| NTR 611 | Concepts for Nutrition Practice (Fall) | 1.0 |
| NTR 613 | DI Clinical I (Fall) – Supervised Practice | 3.0 |
| NTR 614 | DI Clinical II (Spring) – Supervised Practice | 3.0 |
| NTR 615 | DI Clinical Seminar I (Fall) | 1.0 |
| NTR 616 | DI Clinical Seminar II (Spring) | 3.0 |
| NTR 626 | Advanced Counseling Skills (Fall) | 3.0 |

At the beginning of the fall semester interns attend an orientation to the program for a review of the policies and procedures and receive the *DI Manual*. In addition to the orientation, the interns take an intense, one-credit course, NTR 611, *Concepts for Nutrition Practice* prior to the supervised practice experience. The interns also take NTR 626, *Advanced Counseling Skills* in the fall semester. The supervised practice experience is in addition to the graduate coursework and totals 1152 hours (32 hours per week for 36 weeks); 50 hours of simulated activities in the nutrition care process, nutrition support, and research are done in NTR 615 and 616, *DI Seminar I and II.* Rotations for each concentration are as follows:

| Emphasis: MEDICAL NUTRITION THERAPY | Emphasis: HEALTH and WELLNESS |
|---|---|
| **Medical Nutrition Therapy**<br>• Clinical/Hospital (12 weeks)<br>• Renal (2 weeks)<br>• Long Term Care (5 weeks)<br>• Counseling & Education (2 weeks) | **Medical Nutrition Therapy**<br>• Clinical/Hospital (11 weeks)<br>• Renal (2 weeks)<br>• Long Term Care (4 weeks) |
| **Food Service Systems Management**<br>• School Food Service (3 weeks)<br>• Institutional Food Service (4 weeks) | **Food Service Systems Management**<br>• School Food Service* – (part of campus rotation: 3 weeks)<br>• Institutional Food Service (4 weeks) |
| **Community**<br>• Community Agency (5 weeks) | **Health and Wellness**<br>• Campus Nutrition (12 weeks): Counseling and Education (4 weeks); Community (5 weeks) |
| **Research**<br>• Research (3 weeks) | **Research**<br>• Research (3 weeks) |

Sixteen interns participate in the **MNT emphasis**. The main strength in the MNT concentration is the varied experiences; each student rotates in a hospital, long-term care facility, renal dialysis unit and an outpatient setting. These sites allow the interns to have learning activities related to many conditions, but in a different situation. They are also able to collaborate with various of preceptors and other health professionals, and gain knowledge on a variety of ways to conduct medical nutrition therapy with an extensive array of patients from different age groups, cultures and with varied conditions. An extensive assignment for interns in this emphasis includes completing the Nutrition Care Process (NCP) and then evaluating the interventions with evidence-based guidelines using the *Nutrition Care Manual* and the *Evidence Analysis Library*. A culminating experience for this emphasis is completing a written and oral case study, along with summarizing the skills (i.e., clinical, efficiency, negotiation and assertiveness) attained during the hospital rotation.

Incoming interns request the **H&W emphasis** and four are chosen based on a good foundation of oral communication and potential for leadership, organizational skills, and the ability to be a self-starter. The interns who are part of the campus rotation learn to work as a team as well as individually. Interns in the Health and Wellness area will have extensive practice in counseling; they will be able to follow their clients weekly as needed, until the semester is complete; therefore, they can see the NCP all the way through and evaluate real outcomes and they are required to complete an outcomes assessment report. The intern will evaluate their own counseling skills and their peers' counseling, and meet with the RD advisor for discussion about facilitation of behavior changes with clients. Interns in this area will also conduct numerous presentations to groups on campus. In this concentration, the culmination will require the interns to put their outcomes data and achievements together into a streamlined presentation.

**Supervised Practice Rotations**:

**Clinical/Hospital Rotation** (384 hours, MNT Emphasis; 352 hours, H&W Emphasis): As an introduction to clinical care, the intern will learn about the role of a registered dietitian in a hospital and/or medical center. Emphasis will be placed on various medical conditions but not limited to cardiology, diabetes, gastroenterology and oncology, surgery, and nutrition support/critical care. The intern will be able to complete the nutrition care process, including appropriate chart documentation and implementation of nutrition intervention in an acute care setting.

**Renal Rotation** (64 hours): This experience will be a continuation of medical nutrition therapy in the specialized setting of a dialysis unit in an outpatient setting. Emphasis will be on nutrition care of clients diagnosed with end-stage renal disease. The intern will be able to complete the nutrition care process, including appropriate chart documentation and implementation of nutrition intervention for dialysis patients.

**Long-Term Care Rotation** (160 hours MNT Emphasis; 128 hours H&W Emphasis): This placement will provide the intern with exposure to the role of the dietitian in a long-term care skilled nursing facility highlighting the special needs of institutionalized individuals. The intern will be able to complete the nutrition care process, including appropriate chart documentation and implementation of nutrition intervention in sub-acute care, rehabilitation, day care and long-term care. The intern will distinguish the roles of each health care member and participate in interdisciplinary team meetings.

**Food Service Rotations** (224 hours): This experience will provide the intern with exposure to all aspects of the food service operation including daily procedures as well as the managerial functions of the Food Service Director in a hospital or long-term care setting (institutional food service) and school food service (school setting). The interns will operate in all areas of foodservice that includes menu planning, ordering, receiving, storage, delivery, production and management of providing foodservice for the clientele.

**Community Rotation** (160 hours): In this rotation, the intern will be exposed to the role of

the dietitian in the community setting with various populations and diverse cultures. Emphasis will be on nutrition education and communication skills. Interns will be able to recognize the nutritional needs of the population being served and be able to construct appropriate educational presentations and written materials to inform the target audience about nutrition. Some community sites include: WIC, senior centers, food banks, group homes for disabled adults, and cooperative extensions. Sites for the Health and Wellness emphasis: LIU Post Department of Health Services and the Department of Athletics.

**Counseling and Education Rotation** (64 hours, MNT Emphasis; 128 hours, H&W Emphasis): This experience will provide the intern with exposure to the role of the dietitian in an outpatient setting. Emphasis will be on nutrition counseling and education of individuals and groups. Interns will be able to practice counseling skills with diverse clients/patients and produce educational materials appropriate for the target audience. Some examples of settings for the Medical Nutrition Therapy emphasis include centers for diabetes, cardiac rehabilitation, private practices, and pediatrics. The site for the Health and Wellness emphasis: LIU Post Department of Health Services and the Department of Athletics.

**Research Rotation** (96 hours): The interns will work in groups to complete the research process. The rotation culminates with the groups completing a written report for publication and developing a poster session.

## Advanced Certificate in Dietetics (Dietetic Internship)

*{Program Code: 89098}*

### Dietetic internship Requirements

**Required Courses (14 credits)**

| | | | |
|---|---|---|---|
| NTR | 611 | Concepts For Nutrition Practice | 1.00 |
| NTR | 613 | Dietetic Internship Clinical Experience | 3.00 |
| NTR | 614 | Dietetic Internship Clinical Experience | 3.00 |
| NTR | 615 | Dietetic Internship Clinical Seminar I | 1.00 |
| NTR | 616 | Dietetic Internship Clinical Seminar II | 3.00 |
| NTR | 626 | Advanced Counseling Skills | 3.00 |

### Credit and GPA Requirements

Minimum Total Credits: 14
Minimum Major GPA: 3.00

# Nutrition Courses

**NTR 501 Principles of Nutritional Science**
This course examines the basic principles of nutrition, including a detailed look at the micro and macro nutrients and their application to daily living. For students with no previous nutrition course work. Not applicable to the M.S. degree in Nutrition.
*Credits: 3*
*On Occasion*

**NTR 503 Recent Trends In Nutrition**
Explores current concepts in nutrition, in particular the relationship of food and health. The role of nutrients is discussed with reference to current research issues. Focus is on developing skills necessary to make healthful food choices and to evaluate current research for validity and clinical application. Pre-requisite of NTR 501 or equivalent is required.
*Credits: 3*
*On Occasion*

**NTR 540 Biomedical Statistics**
Fundamentals of statistics as applied to medical and biological sciences. Measures of central tendency and variability; theory of sampling; theory of estimation; sample frequency functions; confidence limits; null hypothesis; linear regression and correlation; chi-square test; F-test and analysis of variance; elements of sequential analysis; statistical techniques adapted to laboratory quality control; design of experiments.
*Credits: 3*
*Every Spring*

**NTR 541 Computer Applications in Health Sciences**
Introduction to the use of computers in the various fields of health sciences. Review of statistical applications for data analysis is also included. Term project. This course is cross-listed as BMS 541 Computer Applications in Health Sciences.
*Credits: 3*
*On Demand*

**NTR 602 Nutrition Assessment**
This course is grounded in the nutrition care process with emphasis on the components of nutritional assessment. Dietary assessment methods including 24-hour recall, food records, food frequency questionnaires, and diet history are critiqued. Other methods germane to evaluating nutritional status are examined including clinical assessment (medical history and physical examination), anthropometric and body composition assessment, and biochemical assessment (laboratory values). Nutritional assessment methods are applied to evaluating nutritional status in both individual and population-based assessment.
*Prerequisite of NTR 212 or its equivalents are required.*
*Credits: 3*
*On Occasion*

**NTR 603 Diabetes Management**
The pathophysiology, complications and treatment modalities of Type 1, Type 2 and gestational diabetes are explored in this course. In addition, effective methods to educate individuals with diabetes are discussed.
*Prerequisite of NTR 212 or its equivalents are required.*
*Credits: 3*
*Alternate Years*

**NTR 604 Nutrition In The Life Cycle**
Changes in nutrition requirements during the human life cycle are examined, particularly as related to growth, development and aging. Psychosocial aspects of food intake are included. Current understanding of special needs, developmental characteristics and risks or issues common to various age groups are examined.
*Prerequisite of NTR 211 or its equivalents are required.*
*Credits: 3*
*Alternate Years*

**NTR 605 Nutrition In Geriatrics**
Physiological, psychological, environmental and sociological influences on nutrition among older persons. Emphasis on food intake and nutritional status of older persons in institutionalized and community settings. Geriatric field experience is required.
*Prerequisite of NTR 212 or its equivalents are required.*
*Credits: 3*
*Alternate Years*

**NTR 606 Communication and Education Skills in Nutrition**
This course will provide the student with interpersonal skills essential for effective nutrition practice. Addresses notable theoretical frameworks for health/nutrition education programs. Program components including needs assessment, performance objectives, implementation strategies, and evaluation. Includes interventions specific to small group patient education.
*Prerequisite of NTR 211 or its equivalents are required.*
*Credits: 3*
*Alternate Spring*

**NTR 607 Clinical Nutrition**
Examines the biochemical and medical background of a wide variety of clinical conditions with specific application to the theory of prevention, the nutritional treatment or management. The procedures followed for the nutritional assessment, planning, implementation and evaluation of the clients are presented.
*Prerequisite of NTR 212 or its equivalents are required.*
*Credits: 3*
*Alternate Years*

**NTR 608 Field Experience in Nutrition**
On-site clinical experience (75 hours) to be arranged by faculty, considering particular interest of the student. Department permission is required.
*Prerequisite of NTR 212 or its equivalents are required.*
*Credits: 3*
*On Occasion*

**NTR 609 Advanced Nutrition I**
A study of macronutrients: carbohydrate, fat, and protein and the interrelationships of these nutrients in human metabolism. Review of recently published research will be included.
*Prerequisites of CHM 71 and NTR 100 or its equivalents are required.*
*Credits: 3*
*Every Fall*

**NTR 610 Advanced Nutrition II**
A detailed discussion of the role of vitamins and minerals in human metabolism and health. A review of recently published research will be incorporated into the course.
*Prerequisites of CHM 71 and NTR 100 or its equivalents are required.*
*Credits: 3*
*Every Spring*

**NTR 611 Concepts For Nutrition Practice**
A course to bridge theory and practice for the dietetic interns as they prepare for clinical practice. Included will be application experiences in medical terminology, charting principles, assessment parameters, and menu preparation. Oral communications and writing guidelines will be reviewed with an emphasis on the integration of computer technology to enhance presentation style. Only open to DI students.
*Co-requisites of NTR 613 & 614 are required.*
*Credits: 1*
*Every Fall*

**NTR 612 Enteral & Parenteral Nutrition**
The specifics of enteral and parenteral nutrition for prevention and treatment of undernutrition. The theoretical components of nutrition support will provide a basis for the recommendation of appropriate feeding regiments for clients.
*Prerequisite of NTR 212 or its equivalents are required.*
*Credits: 3*
*Alternate Years*

**NTR 613 Dietetic Internship Clinical Experience**
A 1200-hour supervised practical experience to include responsibilities in the areas of clinical nutrition, food service management and community nutrition. Acceptance into the DI program in nutrition is required.
*Prerequisite of acceptance into DI program in nutrition is required.*
*Credits: 3*

*Every Fall*

**NTR 614 Dietetic Internship Clinical Experience**
A 1200-hour supervised practical experience to include responsibilities in the areas of clinical nutrition, food service management and community nutrition. Acceptance into the DI program in nutrition is required.
*Prerequisite of acceptance into DI program in nutrition is required.*
*Credits: 3*
*Every Spring*

**NTR 615 Dietetic Internship Clinical Seminar I**
A seminar supplementing the clinical experience provided in NTR 613/614. Only open to DI students.
*Co-requisite of NTR 613 or 614 is required.*
*Credits: 1*
*Every Fall*

**NTR 616 Dietetic Internship Clinical Seminar II**
A seminar supplementing the clinical experience provided in NTR 613/614. Only open to DI students.
*Co-requisite of NTR 613 or 614 is required.*
*Credits: 3*
*Every Spring*

**NTR 617 Weight Management**
In-depth review of energy metabolism and the dimensions of obesity, including etiology, appetite regulation, and endocrine factors, various methods of treatment, including behavioral approaches, counseling, and exercise.
*Prerequisite of NTR 211 or its equivalents are required.*
*Credits: 3*
*Annually*

**NTR 618 Advanced Energy & Exercise**
This course will identify the physiological role of the macronutrients in exercise: aerobic and anaerobic; and the energy systems required for physical activity will be reviewed. Nutrition and exercise prescriptions for athletes will be discussed, as well as techniques needed to conduct body composition and fitness testing.
*Prerequisite of C or better in NTR 100 is required.*
*Credits: 3*
*Annually*

**NTR 619 Sports Nutrition and Exercise Physiology**
To develop a comprehensive understanding of the role nutrients play in athletic training, exercise/recovery and performance. This class is designed to integrate current scientific knowledge of nutrition and sports with the physiology of exercise/training. Examined components will emphasize micronutrients (vitamin/mineral) and water as related to wellness, physical fitness and sports performance. Students learn optimum nutrition requirements for various sports. Exploration of current peer reviewed research will show sport specific improvement trends. Additionally, performance influencing ergogenic aids and their individual efficiency and effectiveness will be addressed.
*Prerequisite of C or better in NTR 100 is required.*
*Credits: 3*
*Annually*

**NTR 620 Eating Disorders I**
This course is designed to provide students with a comprehensive overview of the epidemiology, pathophysiology, prevention and treatment of eating disorders. The integration of nutritional, medical and psychological treatments in outpatient, day treatment, and inpatient settings will be emphasized. Current research findings will be incorporated into course work throughout the semester.
*Credits: 3*
*On Occasion*

**NTR 621 Eating Disorders II**
This course is designed to provide students with a didactic foundation in medical nutrition therapy, nutrition education, and nutrition counseling of patients with eating disorders. The role of the nutritionist in a multidisciplinary treatment team will be emphasized.
*Prerequisite of NTR 620 is required.*
*Credits: 3*
*On Occasion*

**NTR 622 Eating Disorders: Programs and Treatment**
This 3-credit course is designed to provide students with a comprehensive overview of the epidemiology, pathophysiology, prevention and treatment of eating disorders and disordered eating. The integration of nutritional, medical and psychological treatments of eating disorders in outpatient, day treatment, and inpatient settings will be emphasized. A didactic foundation in medical nutrition therapy (MNT), nutrition education and nutrition counseling of patients with eating disorders and disordered eating will be provided, with the role of the nutritionist in a multidisciplinary team emphasized.
*Prerequisite of NTR 211 or its equivalents are required.*
*Credits: 3*
*On Occasion*

**NTR 625 Renal Nutrition**
This course will review the basic anatomy, pathophysiology, and functions of the human kidney and the effects of kidney disease on nutrient metabolism. The nutrition assessment and management of various disease will be examined. Case studies will be incorporated into the course to strengthen clinical practical skills. Critical review of research articles in the format of a Journal Club will be instituted.
*Prerequisite of NTR 212 or its equivalents are required.*
*Credits: 3*
*On Occasion*

**NTR 626 Advanced Counseling Skills**
This course is designed to provide students with a conceptual basis for patient-centered nutrition counseling. Focus on developing non-verbal and verbal skills to understand nutrition-related problems from the patient's perspective and to engage the patient in problem-solving processes. Skill development progresses from paper and pencil exercises to simulated patient counseling sessions.
*Prerequisite of NTR 211 or its equivalents are required.*
*Credits: 3*
*Every Fall*

**NTR 700 Special Problems in Nutrition**
Research problem under the guidance of a member of the department faculty. Students may register only once for this course. One 1 or 2 credits, to be determined with the approval of the Department Chair, the Graduate Committee, and mentor. Open only to matriculated students.
*Credits: 1 to 3*
*Cross-Listings: NTR 700, NTR 700*
*On Demand*

**NTR 703 Research Methods**
Provides the students with practical tools for the initiation and development of a research proposal. The scientific approach to problem solving, data collection and analysis.
*Prerequisite of NTR 540 is required.*
*Credits: 3*
*Every Fall*

**NTR 704 Clinical Research Thesis**
A clinical research project designed to develop and enhance research skills appropriate to the area of specialization chosen for the MS degree. The research data will be obtained from a health care facility, academic setting, business or industry, community program, or clinical research facility. The collected data will be analyzed and a thesis will be written and presented to the department. Open only to matriculated students with approval by the Department Chair, Graduate Committee, and Mentor.
*Prerequisite of NTR 703 is required.*
*Credits: 3*
*Every Semester*

**NTR 705 Selected Topics in Nutrition**
This seminar course deals with current topics and critiques, and evaluates techniques used in an area of specialization in nutrition. Different topics are offered during an academic year. Open only to matriculated students.
*Prerequisite of NTR 212 or its equivalents are required.*
*Credits: 1 to 3*
*Cross-Listings: NTR 705, NTR 705S*
*On Occasion*

**NTR 705S Selected Topics in Nutrition**
This seminar course deals with current topics and critiques, and evaluates techniques used in an area of specialization in nutrition. Different topics are offered during an academic year. Open only to matriculated students.
*Prerequisite of NTR 212 or its equivalents are required.*
*Credits: 1 to 3*
*Cross-Listings: NTR 705, NTR 705S*
*On Occasion*

**NTR 706 Research Project**
This course provides another option for successful completion of MS degree in Nutrition through the completion of a library research project in the specialty. Open only to matriculated students with approval by the Department Chair, Graduate Committee and Mentor.
*Prerequisite of NTR 703 is required.*
*Credits: 3*
*Every Semester*

**NTR 707 Preparation of Thesis Proposal**
Open only to matriculated students with approval of the department chairperson, Graduate Committee and mentor.
*Credits: 3*
*Every Semester*

**NTR 708 Experimental Research Thesis**
Open only to matriculated students with approval of the department chairperson, Graduate Committee and mentor.
*Prerequisite of NTR 703 is required.*
*Credits: 3*
*Every Semester*

# DEPARTMENT OF SOCIAL WORK

**Phone: 516-299-3924**
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**Email: Post-SWK@liu.edu**
Chair: Dr. Ilene Nathanson
Program Director, BSW: Brodlieb
Professors: Giffords, Nathanson
Associate Professors: Barretti, Calderon
Director of Field Education: Prof. Pamela Brodlieb
BSW Field and Program Coordinator at LIU Brentwood: Dr. Lois Stein
Adjunct Faculty: 15

The Department of Social Work offers a Master of Social Work (M.S.W.) accredited by the Council on Social Work Education. The M.S.W. program offers five concentrations: gerontology, non-profit management, child and family welfare, alcohol and substance abuse, and forensic social work. Classroom instruction and internship placements are led by faculty who are locally and nationally recognized for their scholarly contributions to social justice and improving the human condition. Field work in varied settings, including schools, homeless shelters, child and family counseling centers, charitable organizations, senior citizen facilities, and social service agencies enhances academic learning and allows the student to make a real impact on a multi-cultural society. Social work as a profession is an exciting growth area that offers professional flexibility and personal satisfaction.

## Master of Social Work

The 60-credit Master of Social Work (M.S.W.) offers degree candidates five different concentrations – gerontology, nonprofit management, alcohol and substance abuse, child and family welfare or forensic social work. The program is a collaboration between the university's LIU Brooklyn campus and its LIU Post campus (Brookville), and courses are available at both locations. It is accredited by the Council on Social Work Education (CSWE), signifying that it meets the highest standards of academic excellence.

The program is integrated to provide a step-wise progression in student understanding of generalist and specialized practice. The first-year curriculum includes content in the eight foundation areas of policy, practice, human behavior, field, diversity, populations at risk, and promotion of social justice and values. It introduces the student to the components of generalist practice with systems of all sizes and provides an understanding of generalist practice that distinguishes between generalist and advanced content while supporting the integration of specialized knowledge and technologies into a generalist perspective. It also introduces the student to the principles of interdisciplinary collaboration, preparing them for work in interdisciplinary fields of practice.

The second-year curriculum builds upon the first year by deepening the student's understanding and demonstrated mastery of psychosocial assessment, administrative theory and practice, and diversity sensitive practice. Students select a specific area of concentration – non-profit management, substance abuse, gerontology, child and family welfare or forensic social work – for more specialized education in a particular area of practice. The research curriculum in the second year supports the concentrated study by demonstrating application of research methodology to the student's specialized area of concentration. Field experience in the second year provides an opportunity for the student to apply generalist and specialized knowledge in the selected area of concentration. The curriculum is consistent with program goals insofar as the student receives a generalist background that includes a conception of generalist practice, an eclectic knowledge base and an understanding of the relationship of values, diversity, populations at risk and promotion of social justice to the social work professional role with systems of all sizes.

**ADVANCED STANDING (33 credits only)**

Students who have successfully completed foundation coursework achieved under the auspices of an accredited baccalaureate program may be eligible for Advanced Standing status. The Advanced Standing program is 33 credits including SWK 614 (3 credits) and all second year courses (30 credits). This policy complies with the Council on Social Work Education's guidelines regarding advanced standing. Students are not expected to repeat coursework already covered in an accredited social work program; however, only those courses in which the student has received a "B" or better will be accepted for credit. Up to one full year of credit may be accepted.

**MASTER OF SOCIAL WORK – CONCENTRATIONS**

**Gerontology Concentration**

Students in the Gerontology concentration will show an intellectual mastery of and demonstrate the professional ability to competently respond to the physical, psychological, social and spiritual needs of older people and the major issues, concepts and theories related to late-age functioning. Students who choose this concentration may choose one of two tracks: direct client service through senior community service, or leadership in long-term care administration.

The senior community service track incorporates both clinical and administrative content areas. Students in this track will learn to plan and to develop community services for older adults; perform intervention, develop treatment plans and promote interdisciplinary solutions to clients' problems.

Those who take the long-term care administration track will gain an in-depth understanding of health care facility administration, health care financing, legal issues in health and personal management. The long-term care administration track meets most of the academic requirements for eligibility for the Nursing Home Administrator's licensing examination in New York State.

As an added benefit, graduates of either Gerontology track may also qualify for a New York State Advanced Certificate by taking just one additional course, which is offered by LIU.

**The Gerontology and Nonprofit Management concentrations are offered in collaboration with the Master of Public Administration (M.P.A.) programs at the LIU Post and LIU Brooklyn, both of which are accredited by the National Association of Schools of Public Affairs and Administration (NASPAA).*

**Nonprofit Management Concentration**

The concentration in Nonprofit Management provides students with the knowledge, the values and the skills to work effectively and to administer programs in virtually any segment of the social service community – from child welfare to health and mental health – and in a variety of programs that address a broad range of social issues from hunger and homelessness to women at risk. Upon completion of the concentration in Nonprofit Management, graduates may also qualify for an Advanced Certificate in Non-profit Management by taking just one additional course, which is offered by M.P.A programs.

**The Gerontology and Nonprofit Management concentrations are offered in collaboration with the Master of Public Administration (M.P.A.) programs at the LIU Post and LIU Brooklyn, both of which are accredited by the National Association of Schools of Public Affairs and Administration (NASPAA).*

**Alcohol and Substance Abuse Concentration**

The Alcohol and Substance Abuse concentration incorporates various methods and systems of practice to prepare students to work with individuals, families, groups and the community at large. This concentration prepares graduates to work in settings ranging from school to community-based organizations and from mental health clinics to the criminal justice system.

Graduates of this program will have the knowledge, the skills and the values to deliver alcohol and substance abuse counseling and to perform assessment; clinical evaluation; treatment planning; case management; and client, family and community education. In addition, they will become completely familiar with their professional and ethical responsibilities as well as the documentation process.

The Alcohol and Substance Abuse concentration has been designed in conjunction with the New York State Department of Education's requirements for the Certificate in Alcohol and Substance Abuse Counseling (CASAC). Students can complete the requirements for CASAC by fulfilling additional clinical hours

after completing the M.S.W. degree.

**Child and Family Welfare Concentration**

The Child and Family Welfare concentration will provide educational curriculum to students interested in working in an interdisciplinary context with children and their families. This concentration was developed with input from the Nassau County Department of Social Services, the Nassau County Coalition Against Domestic Violence, the Family and Children's Association and other community-based organizations' personnel. It incorporates the knowledge, values and skills that professionals need to effectively work with children and their families across a broad range of social issues and in multiple settings. After completing their first-year M.S.W. coursework, students will develop their understanding about policies and services specific to children and families, family violence across the lifespan, community-based practice with children and families, childhood psychopathology, and the relationship between child and family welfare systems and the criminal justice system.

**Forensic Social Work Concentration**

Forensic social workers perform a vital public service in guiding their clients through the daunting and ever-changing legal system. These professionals possess a firm grasp of the civil, criminal and juvenile justice systems, along with a profound understanding of how socioeconomic, cultural, religious, and other aspects of their clients' lives may impact access to legal services.

Graduates of the 60-credit Master of Social Work Program with the concentration in Forensic Social Work, will be exceptionally prepared to apply the principles of social work to the legal system, including applicable local, state and federal laws; civil and criminal courts and the juvenile justice system; law enforcement agencies; and correctional facilities. Forensic Social Work clients may be children or adults, individuals or families, organizations or communities. Their legal difficulties may involve child custody and parental rights issues due to domestic violence and neglect and crimes relating to mental illness and substance abuse. They may face arrest and incarceration, be imprisoned or hospitalized, or be on probation or parole.

The Forensic Social Work concentration prepares the student to serve all of these populations, by identifying societal issues and their impact on your clients; screening, assessing and counseling your clients; planning and implementing interventions; making client referrals; and otherwise serving as effective advocates for diverse and at-risk clients, who may range from individual children or adults to organizations or communities.

As an added benefit, graduates of the forensic social work track will qualify for a New York State advanced certificate in forensic social work, by taking one additional course which is offered by LIU. This advanced certificate is also offered to social work professionals who have already earned either their LMSW or LCSW.

**ADMISSIONS CRITERIA**

The admissions criteria reflect the program's goals and objectives and support LIU's mission of Access and Excellence. The program seeks students from varied backgrounds who reflect the diversity of the populations its graduates will serve, including the suburban population of Nassau County and the multiethnic, urban population of Brooklyn and Queens, as well as the greater tri-state area. Through direct care or leadership roles in the field of social work, students who apply to this program should be interested in working with populations at risk, including the elderly; immigrants and refugees; the physically and mentally challenged; gay, lesbian, bisexual and transgender (GBLT) individuals and groups; the suburban and urban poor; and other populations that are economically at risk.

The program seeks applicants who have a broad liberal arts education consisting of the humanities; the social and behavioral sciences; the natural sciences including biology and courses reflective of a basic interest in human services.

**ADMISSION REQUIREMENTS**

To be admitted to this program you must:

- Hold a baccalaureate of arts degree from a regionally accredited university or bachelor of science
- Have a minimum overall grade-point average of 2.8 or better
- Have a B average or better in courses taken during the final four semesters of undergraduate study
- Submit a minimum of three Letters of Reference
- Submit a personal narrative/autobiographical essay.
- Resumé
- Submit an undergraduate transcript from all colleges or universities previously attended
- Possess the personal characteristics and qualifications essential for professional work with vulnerable individuals and with populations at risk
- Submit an application to the Office of Admissions (visit the Office of Graduate Admissions at www.liu.edu/post/admissions.

**SUBMITTING AN APPLICATION FOR ADMISSION**

Students interested in the M.S.W. degree program may begin the application process by submitting an Admission Application to the LIU Post or LIU Brooklyn. Applications may be obtained by contacting the program administrators (LIU POST: 516 299-3924 & LIU BROOKLYN: 718 488-1025) or online..

- LIU Post Online Application at https://apply.liu.edu/quickapp/
- LIU Brooklyn Online Application at https://apply.liu.edu/new/UserLogin.aspx

**Note:** For the required personal statement in the online application, make sure to follow the specific guidelines for the essay by clicking on the appropriate link on the Admissions Criteria section of the site.

## Masters in Social Work

*(Program Code: 29207}*

**Required Social Work Foundation Courses (30 credits)**

| | | | |
|---|---|---|---|
| SWK | 601 | History and Philosophy of Social Work, Social Welfare Polices and Services (Policy I) | 3.00 |
| SWK | 602 | History & Philosophy of Social Work & Social Welfare Policies and Services (Policy II) | 3.00 |
| SWK | 611 | Social Work Practice I: Working with Individuals | 3.00 |
| SWK | 612 | Social Work Practice II: Working with Families | 3.00 |
| SWK | 613 | Social Work Practice with Organizations and Communities | 3.00 |
| SWK | 621 | Human Behavior in the Social Environment I: Birth Through Adolescence | 3.00 |
| SWK | 622 | Human Behavior in the Social Environment II: Young Adulthood Through Late Adult hood | 3.00 |
| SWK | 701 | Field Instruction I: Foundation | 3.00 |
| SWK | 702 | Field Instruction II: Foundation | 3.00 |
| SWK | 798 | Introduction to Social Work Research | 3.00 |

**Required Social Work Advanced Courses (18 credits)**

| | | | |
|---|---|---|---|
| SWK | 614 | Advanced Principles of Administrative & Clinical Practice within an Interdisciplinary Context* | 3.00 |
| SWK | 623 | Administrative Behavior | 3.00 |
| SWK | 650 | Psychopathology | 3.00 |
| SWK | 703 | Field Instruction III : Specialization | 3.00 |
| SWK | 704 | Field Instruction IV: Specialization | 3.00 |
| SWK | 790 | Capstone | 3.00 |
| SWK | 799 | Advanced Research Methods for Practice | 3.00 |

*This course is required for transfer students or students with advanced standing status. Students in the regular 60 credit M.S.W. Program are not requires to take SWK 614.

**Minimum 3.00 Major GPA Required**

STUDENTS SELECT 4 COURSES IN ONE AREA OF CONCENTRATION FROM THE FOLLOWING SPECIALTIES IN THEIR ADVANCED YEAR (12 credits):

### Gerontology - Long Term Care Administration Concentration Requirements

**Required Long Term Care Administration Courses**

| | | | |
|---|---|---|---|
| HAD | 710 | Gerontology: Processes of Aging | 3.00 |
| HAD | 711 | Long-Term Care Administration | 3.00 |

**Pick two of the following Health Care Administration Courses**

| | | | |
|---|---|---|---|
| HAD | 602 | Human Resource Administration in the Health Sector | 3.00 |
| HAD | 603 | Foundations of Budgeting and Finance in the Health Sector | 3.00 |
| HAD | 709 | Legal Aspects In Health | 3.00 |

**Gerontology - Long Term Care Administration Concentration GPA**

Minimum 3.00 Major GPA Required

### Gerontology - Senior Community Services Concentration Requirements

**Required Senior Community Services Courses**

| | | | |
|---|---|---|---|
| HAD | 710 | Gerontology: Processes of Aging | 3.00 |
| HAD | 726 | Interdisciplinary Assessment | 3.00 |

**Pick two of the following Senior Community Services Courses**

| | | | |
|---|---|---|---|
| HAD | 712 | The Management of Senior Community Programs | 3.00 |
| HAD | 729 | Bereavement: Psychological, Cultural and Institutional Perspectives | 3.00 |
| HAD | 728 | Financial Estate and Retirement Planning | 3.00 |

**Geronotology Senior Community Services Concentration GPA**

Minimum 3.00 Major GPA Required

### Nonprofit Management Concentration Requirements

**Required Nonprofit Management Courses**

| | | | |
|---|---|---|---|
| NPM | 650 | Introduction to Nonprofit Management | 3.00 |

**Pick three of the following Nonprofit Management Courses**

| | | | |
|---|---|---|---|
| NPM | 651 | Fundraising and Development for Nonprofit Organizations | 3.00 |
| NPM | 652 | Human Resource Management in Nonprofit Organizations | 3.00 |
| NPM | 653 | Financial Management in Nonprofit Organizations | 3.00 |
| NPM | 654 | Legal, Ethical and Governance Issues in Nonprofit Organizations | 3.00 |

**Nonprofit Management Concentration GPA**

Minimum 3.00 Major GPA Required

### Alcohol & Substance Abuse Counseling Concentration Requirements

**Required Alcohol & Substance Abuse Counseling Courses**

| | | | |
|---|---|---|---|
| SWK | 674 | Theories & Principles of Alcohol & Substance Abuse Counseling | 3.00 |
| SWK | 675 | Introduction to the Techniques of Substance Abuse Counseling | 3.00 |
| SWK | 677 | Sociological & Psychological Aspects Of Substance Abuse | 3.00 |
| SWK | 678 | Physical & Pharmacological Effects Subs Abuse | 3.00 |

**Alcohol & Substance Abuse Counseling Concentration GPA**

Minimum 3.00 Major GPA Required

### Child and Family Welfare Concentration Requirements

**Required Child and Family Welfare Courses**

| | | | |
|---|---|---|---|
| SWK | 660 | Families & Children:Policies & Services | 3.00 |
| SWK | 661 | Family Violence Across the Lifespan | 3.00 |
| SWK | 662 | Community Based Practice with Children & Families | 3.00 |
| SWK | 630 | Forensic Social Work & the Criminal and Juvenile Justice Systems | 3.00 |

**Child and Family Welfare Concentration GPA**

Minimum 3.00 Major GPA Required

### Forensic Social Work Concentration Requirements

**Required Forensic Social Work Courses**

| | | | |
|---|---|---|---|
| SWK | 630 | Forensic Social Work & the Criminal and Juvenile Justice Systems | 3.00 |
| SWK | 631 | Interviewing, Evaluating, and Offering Treatment as a Forensic Social Worker | 3.00 |
| SWK | 632 | Forensic Social Work with Drug and Alcohol Populations in the Criminal and Juvenile Justice Systems | 3.00 |
| SWK | 633 | Forensic Social Work and Domestic Violence – Legal, Cultural, Ethnic and Religious Issues | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 60
Minimum Major GPA: 3.00

## Advanced Certificate Forensic Social Work

### Advanced Certificate in Forensic Social Work

*{Program Code: 34760}*

**Advanced Certificate Requirements**

Forensic Social Work Courses (15 credits required)

| | | | |
|---|---|---|---|
| SWK | 630 | Forensic Social Work & the Criminal and Juvenile Justice Systems | 3.00 |
| SWK | 631 | Interviewing, Evaluating, and Offering Treatment as a Forensic Social Worker | 3.00 |
| SWK | 632 | Forensic Social Work with Drug and Alcohol Populations in the Criminal and Juvenile Justice Systems | 3.00 |
| SWK | 633 | Forensic Social Work and Domestic Violence – Legal, Cultural, Ethnic and Religious Issues | 3.00 |

**Choose one of the following:**

| | | | |
|---|---|---|---|
| BMS | 571 | Introduction to Criminalistics | 3.00 |
| SWK | 661 | Family Violence Across the Lifespan | 3.00 |

**Credit and GPA Requirements**

Minimum Total Credits: 15
Minimum Major GPA: 3.00

## Social Work Courses

**SWK 601 History and Philosophy of Social Work, Social Welfare Polices and Services (Policy I)**
This introductory policy class provides information about the development of social work as a profession; historical and contemporary social welfare policies, services and institutions; and examines how economic, political, and organizational systems influence how services are created and provided. These themes are discussed within a context of social issues and connect social welfare policy and social work practice. Students will gain historical and contemporary knowledge of the various forms and mechanisms of oppression and discrimination and their relationship to social and economic justice for society in general and at-risk/special populations.
*Credits: 3*
*Every Fall*

**SWK 602 History & Philosophy of Social Work & Social Welfare (Policy II)**
History & Philosophy of of Social Work & Social Welfare Provisions and a Framework for Policy Analysis (Policy II)
This course is the second class in the policy sequence. Students explore the modern welfare state from local, state, federal, and national perspectives and learn about those factors, which contribute to the existence of social problems. Students are introduced to a framework for policy analysis and related concepts such as the basis of social allocations, and the nature of social provisions. The course also provides students with the opportunity to develop a deeper understanding of the social work profession¡s role in advocacy and social action for policy change. Information about government benefits and programs including those that address income support, family and child welfare, disability, aging, substance abuse, and health care are also provided.
*Pre or co-requisites of SWK 601 & 621 are required.*
*Credits: 3*
*Every Spring*

**SWK 611 Social Work Practice I: Working with Individuals**
The first of three practice courses, this course provides a foundation for social work practice on micro and mezzo levels with diverse populations in a variety of settings. It provides an overview of the values, ethics and knowledge base upon which social work practice is based. The course provides a generalist problem solving approach to the understanding of social work practice with individuals and groups. Building upon the generalist model this course demonstrates the linkages between a generalist perspective and an integrated theoretical perspective for advanced practice with individuals and groups. The course includes historical content, person in-environment and systems perspectives, communication and relationship-building exercises, a walk-through of a clinical interview and the stages of treatment, an integrated clinical approach to individual and group practice and an application of generalist and advanced practice skills with groups in specific settings.
*Prerequisites of SWK 601, 602, 621 & 622 are required.*
*Credits: 3*
*Every Fall*

**SWK 612 Social Work Practice II: Working with Families**
The second of three courses in the Practice Sequence, this course focuses on working with families and the individuals within the family through the life span. Developing an understanding of the interplay between the developmental issues of the individual and the life stages of the family as a unit, through the life span will be a primary focus of the course. Another primary focus of the course is an exploration of the work of various family theorists and their varied methods of intervention. Special emphasis will be placed on psychodynamic systems and cognitive/behavioral theories and techniques of intervention.
*Prerequisite or co-requisites of SWK 602, 611, 621, 701, & 798 are required.*
*Credits: 3*
*Every Spring*

**SWK 613 Social Work Practice with Organizations and Communities**
This course will provide a generalist perspective of the role of the social worker in the organization and the community. The course presents a generalist problem solving approach to the understanding of practice with organizations and communities and the application of knowledge and skills with these two systems. The course includes content on the contexts in which macro practice occurs, i.e. communities and neighborhoods, organizations, and the legislative arena; and, the components of coalition building within an interdisciplinary theoretical framework.
*Prerequisite or co-requisites of SWK 601, 602, 611, 621, 622, 701, & 798 are required.*
*Credits: 3*
*Every Spring*

**SWK 614 Advanced Principles of Administrative & Clinical Practice Within an Interdisciplinary Context.**
The course is designed to orient advanced standing students to advanced practice knowledge introduced in the first year of the two year MSW program to close a knowledge gap between advanced standing students and regularly matriculated students. As such, the course provides a theoretical orientation to the interdisciplinary context of social work practice; identifies the components of role conflict resolution; and, explores strategies for promoting interdisciplinary collaboration. Building upon the generalist model, this course demonstrates the linkages between a generalist perspective and an integrated theoretical perspective for advanced clinical practice with individuals and groups. The course also explores commonalities and differences between a generalist perspective for working with families and more specialized approaches. Special emphasis is placed on psychodynamic systems and cognitive/behavioral theories and techniques of intervention with individuals, groups and families. [This course is required for Advanced Standing students.]
*Credits: 3*
*Annually*

**SWK 621 Human Behavior in the Social Environment I: Birth Through Adolescence**
This course, the first of two in this sequence focuses on understanding human behavior via assessing the interaction between developmental processes and environmental factors. The course covers biological, psychological, social and moral development and the acquisition of skills necessary to lead civil, moral, and fulfilling life. The course examines these developmental processes in the context of social structures such as the family, the school, the community and the culture. The course provides the theoretical and empirical support for several social work values and ethical standards. These values and standards include respect for the dignity and uniqueness of the individual, respect of a person's right to self-determination, and respect for spirituality and the religious beliefs of others. This course will also examine the interaction of Race, Gender and Ethnicity in the development from Birth through Adolescence.
*Credits: 3*
*Every Fall*

**SWK 622 Human Behavior in the Social Environment II: Young Adulthood Through Late Adult hood**
This course, the second of two in this sequence, focuses on understanding human behavior via assessing the interaction between developmental processes and environmental factors throughout adulthood and the latter part of life. The course covers biological, psychological, and social development, evaluating major theories such as psychosexual development, psychosocial development, learning theories and system theories. Developmental processes are examined in the context of social structures such as the family, the school, career choices, the community, and the culture. The course examines the interaction among theories of development and presents an integrated understanding of human behavior in the social environment. Each phase of life, from early adulthood to old-age, is carefully examined in light of the various developmental theories to provide a thorough understanding of the reciprocal relationship between individuals and their environment. In addition, the theoretical

frameworks of the course are evaluated in terms of their applicability to social work practice and interventions that are geared towards assisting clients of diverse background in making positive changes in their lives.
*Pre or co-requisites of SWK 601 & 621 are required.*
*Credits: 3*
*Every Spring*

**SWK 623 Administrative Behavior**
This course provides students with a conceptual framework for understanding human service organizations with a special emphasis on the social work field. It explores the role and function of the agency-based social work practitioner and manager through the study of organizational behavior and structure. Students also consider the function of human service organizations within the context of economic, political, social and technological factors and the ways in which these factors influence administration and service delivery. The course provides an overview of important management functions and tasks that are necessary to provide quality services to clients including how to manage information, finances, and people.
*Prerequisite of all SWK First Year courses and a co-requisite of SWK 703 are required.*
*Credits: 3*
*Every Fall*

**SWK 630 Forensic Social Work & the Criminal and Juvenile Justice Systems**
The course provides an overview of the specialty of forensic social work and its interface with the criminal justice system, from arrest to sentencing and conviction. Legal and ethical aspects of professional practice, including issues associated with competency of the accused as well as the preparation of the presentence forensic evaluation. The debate regarding punishment versus rehabilitation is explored along with a multi-systemic perspective on the causes and prevention of crime and juvenile misconduct. Their interface with sexual, religious, racial and other sub-group involvement will also be discussed and realized.
*Credits: 3*
*Every Fall*

**SWK 631 Interviewing, Evaluating, and Offering Treatment as a Forensic Social Worker**
The clinical overview leading to an accurate understanding of the underpinnings of the pathology which led to the involvement in the judicial system is a critical part to the successful practice of forensic social work. This course scrutinizes this vital component of the forensic social work process. The course also focuses on separating the various components associated with the forensic social work role, e.g. tasks and potential ethical conflicts. The principles of generalist and clinical practice are applied to the assessment and treatment of individuals charged with a range of criminal and juvenile offenses with special attention to the specific issues associated with sentencing, diagnosis, incarceration, and release. Macro tasks related to mediating the needs of individuals and the purposes of institutions are also addressed.
*Credits: 3*
*Every Fall*

**SWK 632 Forensic Social Work with Drug and Alcohol Populations in the Criminal and Juvenile Justice Systems**
The course focuses on the role of the Forensic social worker in drug and alcohol related treatment and crime. Heroin, cocaine, marijuana, prescription drugs, "club drugs" (i.e. MDMA, etc.), and alcohol will be placed under a clinical microscope. Different drugs are sought by different populations of people which generally lead to different types of criminal activity. The impact of drug and alcohol abusing offenders' behavior on their children will also be explored. The legal and ethical issues associated with the forensic social work population are explored. Attention is focused on the relationship and potential role conflicts between social work practice and 12 step self-help programs. The legal and ethical issues associated with the forensic social work population are explored. Attention is focused on the relationship and potential role conflicts between social work practice and 12 step self-help programs.
*Credits: 3*
*Every Spring*

**SWK 633 Forensic Social Work and Domestic Violence - Legal, Cultural, Ethnic and Religious Issues**
The course focuses on the role of the forensic social worker in understanding, assessing, preventing, and managing domestic violence. The cyclical nature of domestic violence and its association with alcohol and substance abuse is addressed with special attention to the needs of adult children of alcoholics who often perpetuate a pattern of violent behavior which leads to inter-generational involvement with criminal and juvenile justice systems. The course incorporates a multi-systemic perspective with an emphasis on assessing and treating the perpetrator, as well as the victims of domestic violence and also focuses on the forensic social worker's role in impacting the institutions associated with the efforts to reduce domestic violence.
*Credits: 3*
*Every Spring*

**SWK 650 Psychopathology**
This course provides a bio-psycho-social perspective to a range of Diagnostic and Statistical Manual (DSM) classified maladaptive behaviors that are exhibited by many social work clients. The course covers both DSM IV-TR and DSM 5 classification systems to help students transition from the former to the latter version of the DSM. It provides an in-depth study of the etiology, course, prognosis, and resolution of major psychological and psychiatric conditions. The Competency Based Assessment Model, which follows a "process of reviewing and understanding an individual's past in order to distinguish and interpret present concerns," (Zide & Grey 2001) is the theoretical and philosophical framework through which the course's information will flow. Student will become familiar with DSM diagnostic criteria and the empirical and epidemiological data that supports each diagnosis. The course will also look at the behaviors that are evaluated in the process of arriving at a differential diagnosis. The cultural context will play a major role in understanding these conditions. Finally, the course will examine evidence-based treatment modalities for various diagnoses and will provide the students with an opportunity to practice major treatment techniques via class activities such as role play.
*Prerequisite of all SWK First Year courses, SWK 623, 703, and 799 are required.*
*Credits: 3*
*Every Spring*

**SWK 660 Families & Children: Policies & Services**
This course teaches students how to use knowledge of social welfare policy and services to meet the needs of children and their families. It presents concepts, policies and practices which characterize child welfare services in American society. Looking at both a historical and legal perspective, the policies and programs for families and children will be examined at the federal, state and local levels with attention paid to the multiple systems that influence the life of children and their families. The course will explore current trends, as well as controversial and topical issues in child welfare and family services. The role of the social worker in an interdisciplinary model of practice as caseworker, advocate, policy maker, service provider, researcher and practitioner will be studied and challenged with respect to social work values, skills and knowledge.
*Credits: 3*
*Every Fall*

**SWK 661 Family Violence Across the Lifespan**
This course examines the problem and consequences of family violence across the lifespan and its impact on children. It presents theoretical, research, policy and practice issues involving interfamilial child abuse and neglect, intimate partner violence, child witnessing of intimate partner violence, sexual abuse, and elder abuse. It explores individual and group level interventions, structural influences on family violence, and policy implications in the field of social work. In addition, the course will emphasize rights to safety and safety planning for populations at-risk within the context of social justice with an emphasis of how interdisciplinary approach can assist in the empowerment of survivors of abuse.
*Credits: 3*
*Every Fall*

**SWK 662 Community Based Practice with Children & Families**
This course provides students with the opportunity to present actual case studies based utilizing a "case of the week" model. These cases provide students with the opportunity to (1) deliver clinical presentations based on family and children type cases. Cases will focus on prevention, child abuse and maltreatment, foster care and adoption substance abuse, physical and emotional disabilities, health and mental health. (2) Assume the roles of specific health, human and social service agency representatives in order to develop and contribute to a holistic and comprehensive understanding, analysis and offer treatment recommendations for each case presented, and (3) understand the necessity of approaching all case material from a multi-disciplinary perspective. Each case will consist of a client profile, history and initial bio-psycho-social assessment. Following the designated case leader's presentation, students will contribute specific disciplinary perspectives that will assist in determining discussion of the actual case outcome.
*Credits: 3*
*Every Spring*

**SWK 674 Theories & Principles of Alcohol & Substance Abuse Counseling**
This course will introduce students to the basic theories and principles of alcoholism and substance abuse counseling, as well as techniques for motivating the chemically dependent client to engage in treatment. Emphasis will be placed on the theories of vocational counseling and the relationship between work, self-esteem, and recovery.
*Prerequisite of all SWK First Year courses are required.*
*Credits: 3*
*Every Fall*

**SWK 675 Introduction to the Techniques of Substance Abuse Counseling**
This course will provide students with a foundation in basic and advanced techniques of counseling the substance abuse population. Students will receive a comprehensive overview of chemical dependency treatment and explore various counselor intervention methods. The qualities and professional skills necessary for competent and effective practice will also be thoroughly examined.
*Prerequisite of all SWK First Year courses are required.*
*Credits: 3*
*Every Fall*

**SWK 677 Sociological & Psychological Aspects Of Substance Abuse**
This course will offer students a comprehensive view of substance abuse from a historical perspective exploring what importance cultural and social views play in the treatment of such disorders. Students will utilize cultural attitudes, legal sanctions and normative values regarding substance use and will analyze what addiction is, and who is defined as an addict by various disciplines (i.e., medicine, sociology, psychology etc.) and systems (i.e., family, criminal justice, social service etc). Students will examine ethnicity and its role in substance abuse and counseling. Students should be prepared to think critically and engage in a dialogue regarding the complex bio-psycho-social issues that impact persons who are afflicted with the disease of addiction and how these complex issues impact treatment strategies.
*Prerequisite of all SWK First Year courses are required.*
*Credits: 3*
*Every Spring*

**SWK 678 Physical & Pharmacological Effects Subs Abuse**
This course will examine how the abuse of alcohol and other drugs affect the body with emphasis on the central nervous system, organ systems and general physical health. The physiological basis for the disease concept of addiction will be reviewed. Psychoactive drug categories will be explored in relation to the history of use, routes of administration and how the body processes licit and illicit substances. The effects of drugs and pharmacological interactions on metabolic processes and neuropsychological functioning will be discussed.
*Prerequisite of all SWK First Year courses are required.*
*Credits: 3*
*Every Spring*

**SWK 701 Field Instruction I: Foundation**
This is the first course in a four semester Field Instruction sequence in the Masters in Social Work program. The first two semesters of Field Instruction provide the Foundation and the second two semesters provide the Specialization. The Foundation prepares students 1) to function at a beginning level of competence in a social service delivery system 2) to develop generalist problem-solving and relationship-building skills, 3) and to integrate and apply knowledge from Practice, Policy, HBSE and Research to work with clients.
*Prerequisites of SWK 601, 602, 621 & 622 are required.*
*Credits: 3*
*Every Fall*

**SWK 702 Field Instruction II: Foundation**
This is the second course in a four semester Field Instruction sequence in the Masters in Social Work program and the final semester of Field Instruction in the Foundation year. Field Instruction II continues to prepare students 1) to function at a beginning level of competence in a social service delivery system 2) to develop generalist problem-solving and relationship-building skills, 3) and to integrate and apply knowledge from Practice, Policy, HBSE and Research to work with clients.
*Prerequisite or co-requisites of SWK 601, 602, 611, 621, 622, 701, & 798 are required.*
*Credits: 3*
*Every Spring*

**SWK 703 Field Instruction III : Specialization**
This is the third course in a four semester Field Instruction sequence in the Masters in Social Work program. The first two semesters of Field Instruction provide the Foundation and the second two semesters provide the Specialization. The Specialization year prepares students 1) to gain expertise in gerontology, nonprofit management, substance and alcohol abuse, child and family welfare, or forensic social work, 2) to function at an advanced level of competence in a social service delivery system, 3) to continue to practice problem-solving and relationship-building skills, 4) and to continue to integrate and apply knowledge from Practice, Policy, HBSE and Research to work with client systems.
*Prerequisite of all SWK First Year courses are required.*
*Credits: 3*
*Every Fall*

**SWK 704 Field Instruction IV: Specialization**
This is the fourth course in a four semester Field Instruction sequence in the Masters in Social Work program. The first two semesters of Field Instruction provide the Foundation and the second two semesters provide the Specialization. The Specialization year prepares students 1) to gain expertise in gerontology, nonprofit management or substance and alcohol abuse counseling, child and family welfare, or forensic social work 2) to function at an advanced level of competence in a social service delivery system 3) to continue to practice problem-solving and relationship-building skills, 4) and to further develop and integrate and apply knowledge from Practice, Policy, HBSE and Research to work with client systems.
*Prerequisites of all SWK First Year courses, SWK 623, & 703 are required.*
*Credits: 3*
*Every Fall*

**SWK 790 Capstone**
This seminar course is intended to provide students with the academic framework within which they design and implement the capstone project. This project is the culminating assignment for the Master of Social Work Program. It requires students to complete an individual paper with an emphasis on interdisciplinary collaboration and/or role theory/conflict with the field of social work. The Capstone is a scholarly paper written American Psychological Association (APA) style. Students have discretion over their choice of topic with an emphasis on interdisciplinary practice and/or role theory/conflict, within the context of students' second year field placement setting. Students may select a topic that focuses on identifying the factors associated with a perceived role conflict and general a "theory" regarding the incidence of the problem.

Alternatively, students may select to explore a mezzo or macro level conflict within an organizational or legislative policy context that may result in a role conflict for social workers. Students review their knowledge about role theory/conflict within an interdisciplinary setting that is related to their respective area of concentration study. Students then choose a topic related to the concentration area and design and carry out a project that examines role conflict within an interdisciplinary context of social work. Finally students analyze implications for reducing barriers to role consensus.
*Prerequisite of all SWK First Year courses, SWK 623, 703, and 799 are required.*
*Credits: 3*
*Every Spring*

**SWK 798 Introduction to Social Work Research**
Introduction to Social Work Research, the first research course in a sequence of two, is taught during the first semester of the foundation year. It provides the graduate generalist student with the basic knowledge and skills that are necessary in order to appreciate the transactional relationship between research and practice in the field of social work. This course introduces the students to basic qualitative and quantitative research designs and to the ethical and conceptual aspects of research.
*Prerequisites of SWK 601, 602, 621 & 622 are required.*
*Credits: 3*
*Every Fall*

**SWK 799 Advanced Research Methods for Practice**
Advanced Research Methods for Practice, the second course in this sequence, is taught during the fall semester of the advanced curriculum year. It builds upon the knowledge-base that was established in the Introduction to Social Work Research. Research II provides the specialist graduate student with knowledge and skills necessary to "use practice experience to inform scientific inquiry and use research evidence to inform practice" (CSWE, 2008).
Research II focuses on application and expansion of basic research skills that were taught in Research I. Ethical principles of research are reinforced throughout the course. Guided by ethical principles, and building on skills that they have acquired in Research I, students have the opportunity to propose a research project, focusing on investigating application of role theory (e.g., role conflict) in an interdisciplinary context of social work practice, policy, or organizational analysis, which they may then choose to expand on as the Capstone assignment during the spring semester. Students choose a topic that is unique and specific to their respective areas of concentration. Students learn how to apply research methods and how to collect and analyze data in order to generate knowledge about, and to systematically evaluate, the practice and policy of social work in their respective areas of concentration. Students also learn to consider ethical and multicultural issues as they design, or evaluate, assessment instruments for practice and policy and organizational analysis of social work, and as they learn how to derive conclusions from empirical data.
*Prerequisites of all SWK First Year courses (SWK 601, 602, 611, 612, 613, 621, 622, 701, 702, 798) are required.*
*Credits: 3*
*Every Fall*

# LIU POST APPROVED PROGRAMS

**New York State Education Department Inventory of Registered Programs**
Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

## College of Arts, Communications & Design

| Major | Hegis Code | Degree |
|---|---|---|
| Art | 1002 | BFA, MA |
| Art Education "B-12" | 0831 | BFA, MS |
| Art History & Theory / Museum Studies | 1003 / 1099 | BA / MA |
| Art Therapy | 1099 | BS |
| Arts Management | 1099 | BFA |
| Arts Management / Business Management | 1099 / 0506 | BFA / MBA |
| Broadcasting | 0605 | BFA |
| Clinical Art Therapy & Counseling | 1099 | MA |
| Dance Studies | 1008 | BFA |
| Digital Arts and Design | 1002 | BFA |
| Digital Game Design & Development | 1099 | BFA, BFA / MA, MA |
| Film | 1010 | BFA |
| Fine Arts & Design | 1001 | MFA |
| Instrumental Performance | 1004 | BM |
| Journalism | 0602 | BFA |
| Museum Studies | 1099 | MA |
| Music | 1004 | BS, MA |
| Music Education (Birth - Grade 12) | 0832 | BM, MS |
| Photography | 1011 | BFA |
| Public Relations | 0604 | BFA |
| Theatre | 1007 | MFA |
| Theatre Arts | 1007 | BA, BFA |
| Vocal Performance | 1004 | BM |

## College of Education, Information and Technology

| Major | Hegis Code | Degree |
|---|---|---|
| Adolescence Education (Grades 7-12) | 0803 | MS |
| Adolescence Education (Grades 7-12): Pedagogy Only | 0803 | MS |
| Adolescence Education: English / English | 1501.01/1501 | BS / MA |
| History / Adolescence Education: Social Studies | 0803/2205 | BA / MS |
| Adolescence Education: Mathematics / Applied Mathematics | 1701.01/1703 | BS / MS |
| Adolescence Education: Biology | 0401.01 | BS |
| Adolescence Education: Chemistry | 1905.01 | BS |
| Adolescence Education: Earth Science | 1917.01 | BS |
| Adolescence Education: English | 1501.01 | BS |
| Adolescence Education: French | 1102.01 | BS |
| Adolescence Education: Italian | 1109.01 | BS |
| Adolescence Education: Mathematics | 1701.01 | BS |
| Adolescence Education: Social Studies | 2201.01 | BS |
| Adolescence Education: Spanish | 1105.01 | BS |
| Archives & Records Management | 1699 | Adv.Crt. |
| Art Education (B-Grade 12) | 0831 | BFA, MS |
| Childhood Education (Grades 1-6) | 0802 | BS, MS |
| Childhood Education and Early Childhood Education (dual initial certification) | 0802 | BS |
| Childhood Education and Literacy (dual certification) | 0802/0830 | MS |
| Childhood Education and Special Education (dual initial certification) | 0802 | BS |
| Childhood Education and Special Education (dual certification) | 0802/0808 | MS |
| Childhood Education and TESOL (dual initial certification) | 0802 | BS |
| Clinical Mental Health Counseling | 2104.1 | MS, Adv.Crt. |
| Early Childhood Education | 0823 | BS, MS |
| Early Childhood and Childhood Education (dual certification) | 0823 | MS |
| Early Childhood Education and Special Education (dual initial certification) | 0823 | BS |
| Early Childhood Education and TESOL (dual initial certification) | 0823 | BS |
| Educational Leadership | 0828 | MSEd, Adv.Crt. |
| Educational Technology | 0899 | MS |
| Health Education and Physical Education (dual initial certification) | 0837 | BS |
| Information Studies | 0702 | Ph.D. |
| Interdisciplinary Educational Studies | 0899 | Ed.D. |
| Library & Information Science | 1601 | MS |
| Library & Information Science / various (dual degrees with NYU) | 1601 / various | MS / MA |
| Library and Information Science, School Library Media | 0899.01 | MS |
| Literacy (Birth-Grade 6) | 0830 | MSEd |
| Music Education (B-Grade 12) | 0832 | BM, MS |
| Physical Education | 0835 | BS |
| Public Library Administration | 1601 | Adv.Crt. |
| School Counselor | 0826.01 | MS |
| School District Business Leader | 0827 | MSEd, Adv.Crt. |

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|---|---|---|
| Special Education | 0808 | MSEd |
| Speech-Language Pathology and Audiology | 1220 | BS |
| Speech-Language Pathology | 1220 | MA |
| Students with Disabilities (SWD) (Grades 7-12) Generalist | 0808 | Adv Crt |
| TESOL (Teaching English to Speakers of Other Languages) | 1508 | MA |

## College of Liberal Arts and Sciences

| Major | Hegis Code | Degree |
|---|---|---|
| Adolescence Education (Grades 7-12): (Biology, Earth Science, English, Mathematics, Social Studies or Spanish) | 0803 | MS |
| Adolescence Education: Biology | 0401.01 | BS |
| Adolescence Education: Chemistry | 1905.01 | BS |
| Adolescence Education: Earth Science | 1917.01 | BS |
| Adolescence Education: English | 1501.01 | BS |
| Adolescence Education: English / English | 1501 / 1501 | BS / MA |
| Adolescence Education: French | 1102.01 | BS |
| History / Adolescence Education: Social Studies | 0803 / 2205 | BA / MS |
| Adolescence Education: Italian | 1109.01 | BS |
| Adolescence Education: Mathematics | 1701.01 | BS |
| Adolescence Education: Mathematics / Applied Mathematics | 1701.01 / 1703 | BS / MS |
| Adolescence Education: Social Studies | 2201.01 | BS |
| Adolescence Education: Spanish | 1105.01 | BS |
| Applied Behavior Analysis | 2099 | Adv.Crt. |
| Applied Mathematics | 1703 | MS |
| Behavior Analysis | 2099 | MA |
| Biology | 0401 | BA, BS, MS |
| Chemistry | 1905 | BA |
| Clinical Psychology | 2003 | Psy.D. |
| Criminal Justice | 2105 | BA, BA / MS, MS |
| Economics | 2204 | BA |
| Economics / Business Administration | 2204 / 0506 | BA / MBA |
| English | 1501 | BA, MA |
| Environmental Sustainability | 0115 | MS |
| Forensic Science | 1999.2 | BS |
| Genetic Counseling | 0422 | MS |
| Geology | 1914 | BA |
| History | 2205 | BA, MA |
| Interdisciplinary Studies | 4901 | BA, BS, MA, MS |
| International Studies | 2210 | BA |
| International Studies / Business Administration | 2210 / 0506 | BA / MBA |
| Literature and Diversity | 1502 | Adv. Crt. |
| Mathematics | 1701 | BA, BS |
| Mathematics and Physics | 1799 | BS |
| Mobile GIS Applications Development | 0799 | Adv. Crt. |
| Philosophy | 1509 | BA |
| Physics | 1902 | BA |
| Political Science | 2207 | BA, BA / MA, MA |
| Political Science / Public Administration | 2207 / 2102 | BA / MPA |
| Psychology | 2001 | BA, BS, MA |
| Sociology | 2208 | BA |
| Spanish | 1105 | BA |
| Writing, Rhetoric and Language | 1502 | Adv. Crt. |

## College of Management

| Major | Hegis Code | Degree |
|---|---|---|
| Accountancy | 0502 | BS, BS / MS, MS |
| Accountancy | 0502 / 0506 | BS/MBA |
| Business Administration (Finance, International Business, Management or Marketing) | 0506 | BS, BS / MBA. |
| Business Administration | 0506 | MBA |
| Arts Management / Business Management | 1099 / 0506 | BFA / MBA |
| Computer Science | 0702 | BS |
| Economics / Business Administration | 2204 / 0506 | BA / MBA |
| Fashion Merchandising | 0509 | BS |
| Information Management & Technology | 0799 | BS |
| Information Systems | 0702 | BS, BS / MS, MS |
| International Studies / Business Administration | 2210 / 0506 | BA / MBA |
| Management Engineering | 0913 | MS |
| Technical Project Management | 0799 | MS |

## School of Health Professions and Nursing

| Major | Hegis Code | Degree |
|---|---|---|
| Biomedical Science: Clinical Lab Science - Generalist | 1299 | BS |
| Biomedical Sciences | 1299 | MS |
| Biomedical Technology | 1299 | BS |
| Cardiovascular Perfusion (with North Shore University Hospital / Northwell Health) | 1223 | MS |

| | | |
|---|---|---|
| Clinical Laboratory Science | 1299 | MS |
| Dietetics (Dietetic Internship) | 1306 | Adv.Crt. |
| Family Nurse Practitioner | 1203.1 | MS |
| Family Nurse Practitioner | 1203.12 | Adv.Crt. |
| Food, Nutrition & Wellness | 1306 | BS |
| Forensic Social Work | 2104 | Adv.Crt, |
| Gerontology | 2299.1 | Adv.Crt |
| Health Care Administration | 1202 | BS, BS / MPA, MPA |
| Health Care Administration / Law (with St. John's University School of Law) | 1202 / 1401 | MPA / JD |
| Health Informatics | 1201 | Adv.Crt. |
| Health Information Management | 1215 | BS |
| Health Information Management | 5213 | Crt. |
| Health Sciences | 1201 | BS |
| Nursing (4 year Generic) | 1203.1 | BS |
| Nursing (for RNs only) | 1203.1 | BS |
| Nursing Education | 1203.1 | MS |
| Non-Profit Management | 2102 | Adv.Crt. |
| Nutrition and Dietetics | 1299 | BS |
| Nutrition and Dietetics | 1299 / 0424 | BS / MS |
| Nutrition | 0424 | MS |
| Political Science / Public Administration | 2207 / 2102 | BA / MPA |
| Public Admlinistration | 2302 | BS, BS / MPA, MPA |
| Radiologic Technology | 1225 | BS |
| Social Work | 2104 | BS, MSW |

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