
C.W. Post Campus Long Island University

2008-2010
Undergraduate Bulletin

*C.W. Post Campus/Long Island University
720 Northern Boulevard, Brookville, NY 11548-1300*

General Information: (516) 299-2000

Admissions: (516) 299-2900

Fax: (516) 299-2137

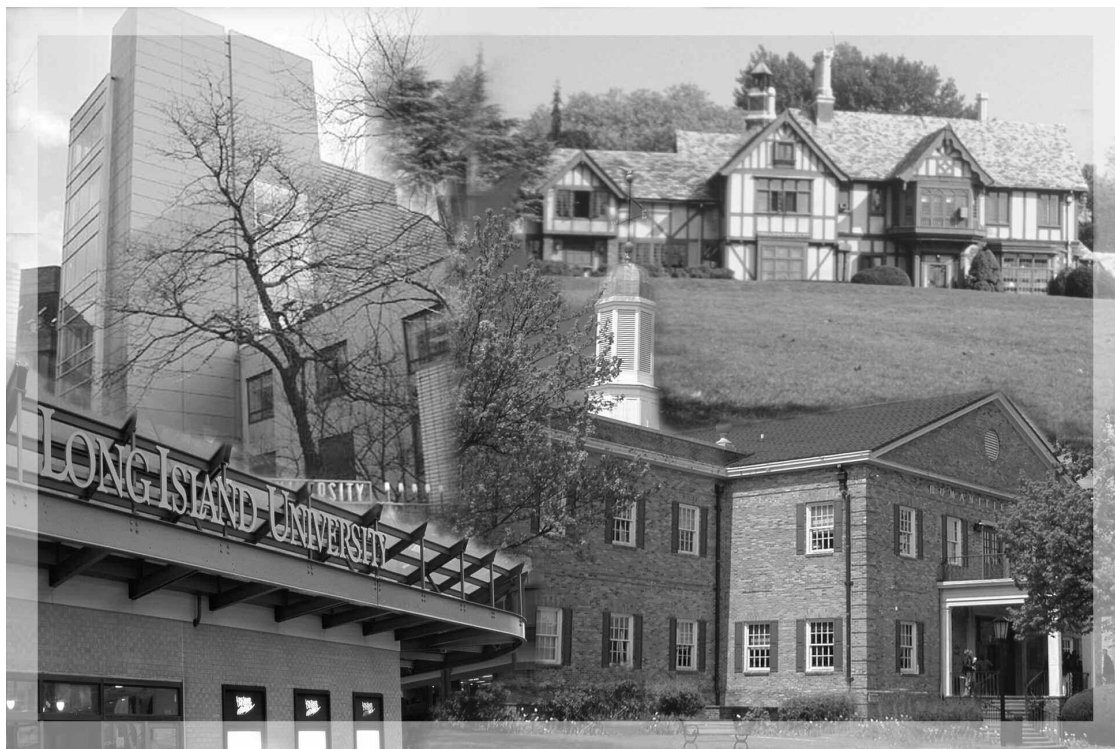
Web: www.liu.edu/cwpost

E-mail: enroll@cwpost.liu.edu

The C.W. Post Campus undergraduate bulletin is issued biennially and also is available on our Web site at www.liu.edu/cwpost/bulletin.

A schedule of classes is published by the office of the registrar for the fall, winter, spring and summer sessions and also is available on our Web site at www.liu.edu/course-schedule.

Notice to Students: Long Island University reserves the right to delete any course described in this publication for any reason and cannot guarantee enrollment into any specific sections of courses. The University also reserves the right to effect any other changes in curriculum, administration, tuition and fees, program offerings, or any other phase of school activity without 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 have knowledge of the faculties and campuses pertaining to his/her course of study. For further information or specific degree requirements, prospective students should call the admissions office and enrolled students should speak with their advisers.



LONG ISLAND UNIVERSITY

In its ninth decade of providing access to the American dream through excellence in higher education, Long Island University is a multicampus, diverse, doctoral institution of higher learning. One of the largest and most comprehensive private universities in the country, Long Island University offers over 550 undergraduate, graduate and doctoral degree programs and certificates, and educates over 24,000* credit-seeking and continuing education students in Brooklyn, Brookville (C.W. Post), Brentwood, Riverhead, Rockland, Westchester and Southampton. The Arnold & Marie Schwartz College of Pharmacy and Health Sciences prepares students for successful careers in the fields of pharmacy and health care. The University's Global College offers a wide range of study abroad options at overseas centers in China, Costa Rica, Japan and South Africa.

Long Island University's more than 650 full-time faculty members provide outstanding instruction, which is supplemented by internships and cooperative education opportunities. The accomplishments of nearly 167,000 living alumni are a testament to the success of its mission – providing the highest level of education to people from all walks of life. The University's NCAA Division I and II athletic teams, nationally renowned George Polk Awards in journalism, Tilles Center for the Performing Arts and the Long Island University Public Radio Network (WLIU-FM and WCWP-FM) provide enrichment for students and the community.

*This number includes high school students enrolled in one or more degree-credit courses.

The C.W. Post Campus is distinguished by... programs of excellence with small classes in business, education, computer science, public service, health professions and nursing, information studies, visual and performing arts, and liberal arts and sciences. The wooded suburban campus, only 20 miles from New York City, is home to the renowned Tilles Center for the Performing Arts, Hillwood Art Museum and WCWP-FM, a Long Island University Public Radio Network station. C.W. Post offers the Ph.D. in Information Studies and the Psy.D. in Clinical Psychology. The Campus also provides an array of health and fitness resources, including the ultra-modern Pratt Recreation Center.

C.W. POST CAMPUS UNDERGRADUATE BULLETIN 2008-2010

Table of Contents

Long Island University	ii	Double Majors	15	Undergraduate Tuition and Fees	27
Campuses of Long Island University ..	1	Cross-Referenced Courses	15	Room and Board Fees	28
Residential Campuses	1	Course Frequency	16	Financial Assistance	29
Regional Campuses	2	Advanced Placement	16	Application Process	29
Academic Calendars	3	Credit by Proficiency Examination ..	16	Monthly Installment Payment Plans ..	29
General Information	6	Credit for Life Experience	16	University Limited Deferred Payment Plan	29
Mission Statement	6	Long Island University Plan	16	C.W. Post Scholarship Programs	29
About C.W. Post	6	Expanded Academic and Personal Counseling	16	Adult Scholarships	37
Security Report	7	Academic Counseling Office	16	Part-Time Undergraduate Student Assistance Programs	37
Enrollment Services	7	Freshmen Counseling	16	Additional Scholarships	37
Summer Sessions	7	Freshmen Seminar Course	16	New York State Programs	38
Evening Programs	8	Transfer Counseling	17	Federal Programs	41
Weekend College	8	Pre-Law Counseling	17	Veterans Administration (VA) Educational Benefits	43
Adult Student Services	8	Pre-Health Professionals Committee	17	Other Federal Programs	44
Senior Adult Programs	8	Enhanced Academic and Career Opportunities	17	Continuing Education and Professional Studies	44
SCALE Program	8	Cooperative Education	17	Student Affairs	44
Winter Session	8	Co-op Articulation Agreement	17	Mission of Student Affairs	44
English Language Institute	8	Career Development	17	Arthur O. Eve Higher Education Opportunity Program	44
Admission	9	Study Abroad	18	Intercollegiate Athletics	45
General Information	9	Essential Literacies	18	International Student Services (ISS) ..	45
Freshman Admission	10	Earning While Learning	18	Learning Support Programs	45
Access Program	10	Academic Honor Societies	18	Public Safety	45
Early Admission	10	Honors Program and Merit Fellowship	21	Emergencies	45
High School Enrichment Program ..	10	The Honors Program	21	Recreational Sports	45
Program for Academic Success	10	Honors Program Society	22	Religious Life	45
Work-based Learning	10	Honors Program Explained	22	Residence Life	45
International Baccalaureate Credit ..	11	Core Equivalencies	22	Student Life and Leadership	46
Transfer Admission	11	Advanced Seminars	22	Student Health and Counseling	46
Admission Eligibility and Transfer Credit	11	Study Abroad	22	Other Resources for Students	47
Articulation Agreements	11	Independent Study	22	Web site for Students	47
Academic Residence Requirement	11	Honors Program Credit Distribution	22	Student Publications	47
Graduation with Honors	11	Merit Fellowships	23	Student Government Association	47
Readmission	11	Honors Program/Merit Fellowship Fact Sheet	23	Association for Campus Programming (ACP)	47
Academic Forgiveness	12	Registration	23	Student Health Insurance Policy	47
International Students	12	Course Registration	23	Development and Alumni Relations	48
Academic Policy	12	Audit Policy	23	Resources and Facilities	48
Undergraduate Degrees	12	Per Capita Classes	23	Library	48
Class Standing	12	Tuition Payment	23	Full-Time Library Faculty	49
Grading	13	Program Changes	24	Office of Information Technology	50
Grades	12	Visiting Student Authorization (VISA) ..	24	Psychological Services Center	50
Pass/Fail Option	13	Withdrawals	24	School of Visual and Performing Arts Media Lab	51
Quality Points and General Average	13	Leave of Absence	24	Music Technology Laboratory	51
Dean's and Honors Lists	13	Medical Leave of Absence	25	Jerrold Mark Ladge Speech and Hearing Center	51
Attendance	14	Maintenance of Matriculation	25	Human Performance Laboratory	51
Absence from Final Examination ..	14	Termination of Studies	25	Benjamin and Elizabeth Abrams Communication Center	51
Probation, Suspension, and Dismissal	14	Partial Cancellation and Withdrawals, Dropping Below 12 Credits	25		
Graduation and Diplomas	14	Course Numbers	25		
Academic Conduct	15	Graduate Courses Open to Undergraduates	25		
Related Curricular Matters	15	Transcript Requests	25		

Institute for Arts and Culture.....	51
Tilles Center for the Performing Arts....	52
Hillwood Art Museum	52
Pratt Recreation Center	52
Teaching and Learning Initiative	52
Winnick Student Center	52
C.W. Post Community Arboretum	53

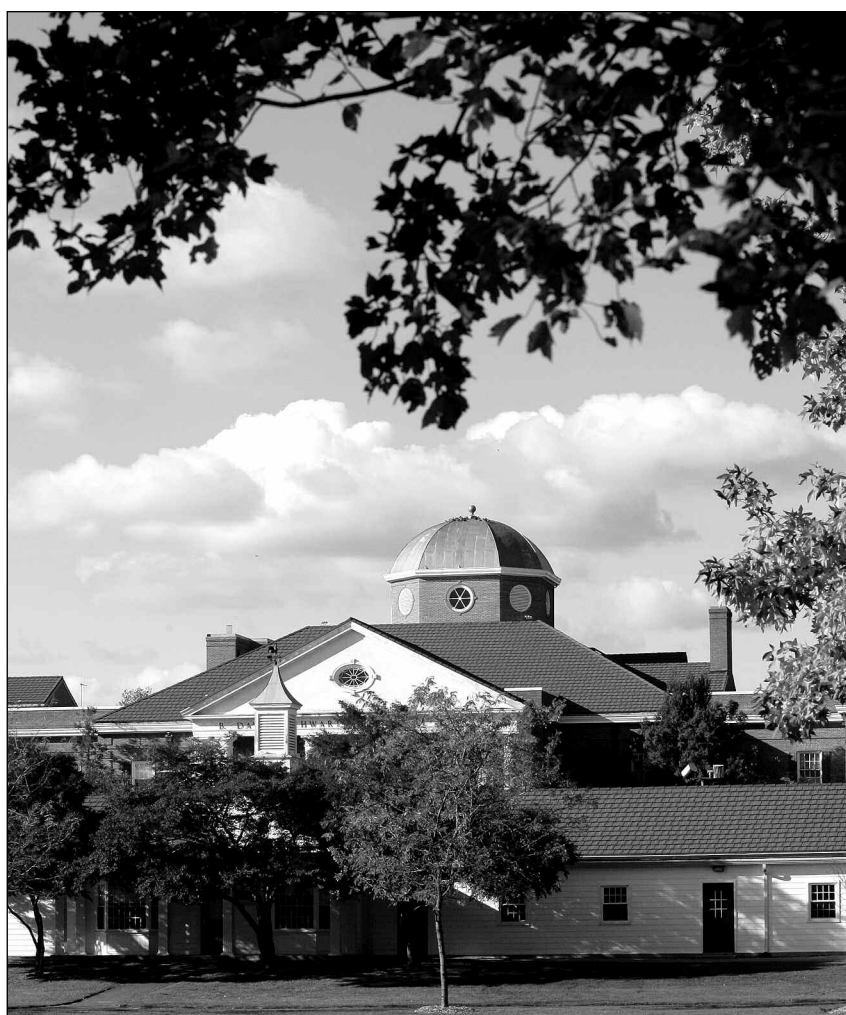
Core Curriculum	53
Writing Across the Curriculum.....	54
Cooperative Education.....	55

College of Information and Computer Science.....	56
Computer Science/ Management Engineering	57

College of Liberal Arts and Sciences.....	65
Biology	68
Chemistry	73
Earth & Environmental Science.....	78
Economics.....	88
English	92
Foreign Languages	98
History	110
Mathematics	118
Philosophy	124
Physics	127
Political Science/ International Studies.....	130
Psychology	138
Sociology and Anthropology	143
Interdisciplinary Studies.....	150

College of Management.....	152
School of Business.....	154
Business Administration	155
Finance	157
International Business	157
Management	159
Management Information Systems	160
Marketing	161
School of Professional Accountancy ...	163
Accounting	164
School of Public Service	166
Criminal Justice.....	167
Health Care and Public Administration	171
Social Work	175

School of Education	180
NYS Board of Regents Notice	183
Communication Sciences and Disorders	185
Curriculum and Instruction	188
Childhood Education	189
Adolescence Education.....	190
Early Childhood Education.....	192
Health, Physical Education, and Movement Science.....	196
Special Education and Literacy.....	203



School of Health Professions and Nursing.....	205
Biomedical Sciences.....	206
Forensic Science.....	214
Health Information Management.....	215
Nursing	217
Nutrition.....	219
Radiologic Technology	222
Preprofessional Programs.....	227
School of Visual and Performing Arts	229
Art	230
Media Arts.....	242
Music	251
Theatre	260
Dance Studies.....	266
Film.....	267
Arts Management.....	270

Approved Programs — C.W. Post Campus	273

C.W. Post Campus Full-Time Faculty.....	276

Administration — C.W. Post Campus	286

Long Island University Administration Board of Trustees	287
Officers.....	288
Administration	288

Index	290

Policy of Non-discrimination	293
Specialized and Professional Accreditations.....	295

C.W. Post Campus Map	296

Map of Long Island University's Six Campuses.....	297

CAMPUSES OF LONG ISLAND UNIVERSITY

The Residential Campuses

Brooklyn Campus

The Brooklyn Campus is distinguished by dynamic curricula reflecting the great urban community it serves. Distinctive programs encompass the arts and media, natural sciences, business, social policy, urban education, the health professions, pharmacy and health sciences, all on a pluralistic campus that draws insight and strength from differences. The Campus offers Ph.D. programs in clinical psychology and pharmaceuticals, the D.P.T. in physical therapy and the Pharm.D. in pharmacy. In the last five years, faculty and staff members have secured more than \$13 million in research and scholarly grants from the National Science Foundation, the National Institutes of Health and other federal agencies.

Founded in 1926, the Brooklyn Campus is the original unit of Long Island University and the only one in New York City. Its 11-acre site in downtown Brooklyn is convenient to all subway lines, many bus lines and the Long Island Rail Road.

The Brooklyn Campus offers 208, associate, undergraduate, graduate, doctoral and certificate programs. Serving 11,320 students, its academic units include the Richard L. Conolly College of Liberal Arts and Sciences; the School of Business, Public Administration and Information Sciences; the School of Education; the School of Nursing; the School of Health Professions; and the Arnold & Marie Schwartz College of Pharmacy and Health Sciences. It is known for its nationally recognized Honors Program.

In 2005, the Campus opened a \$40 million wellness, recreation and athletic center, and a new performing arts complex, which includes the 300-seat Kumble Theater. Both of these facilities serve the Campus and the community.

C.W. Post Campus

The C.W. Post Campus is distinguished by programs of excellence with small classes in accountancy, business, information and computer science, education, public service, health professions and nursing, visual and performing arts, and liberal arts and sciences. The wooded suburban campus, only 20 miles from New York City, is home to the renowned Tilles Center for the Performing Arts, Hillwood Art Museum and WCWP-FM, a Long Island University Public Radio Network station. C.W. Post offers the Ph.D. in information studies and the Psy.D. in clinical psychology.

The Campus was established on the former estate of cereal heiress Marjorie Merriweather Post in 1954 to accommodate the growing educational needs of Nassau County following World War II. Named for breakfast cereal creator Charles William Post, C.W. Post offers its 10,621 full-time, part-time and non-credit students a comprehensive range of 255 associate, undergraduate, graduate, and doctoral degree programs and certificates. In addition, the Campus offers college-credit courses to more than 2,000 high school students in area schools.

The Campus is recognized as one of the nation's most beautiful academic settings. Modern buildings range from an acclaimed student union to an elegant library. Beautiful red-brick academic buildings, including Humanities Hall, Pell Hall/Life Science and the Kahn Discovery Center, are outfitted with wireless classrooms, major-specific laboratories and computer centers. C.W. Post's award-winning cooperative education program is nationally respected for its extensive career counseling and job placement services.

Seventeen NCAA men's and women's sports teams take advantage of C.W. Post's 70 acres of playing fields. Clubs, fraternities and sororities provide many other outlets for student activities. C.W. Post's \$18 million Pratt 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.

Tilles Center for the Performing Arts, Long Island's premier concert facility, brings Carnegie Hall and Lincoln Center to the Campus with world-class jazz, rock, folk music, dance, mime, orchestral and chamber music performances.

The Regional Campuses

Brentwood Campus

The Brentwood Campus of Long Island University has been offering undergraduate and graduate programs to residents of Suffolk County, Long Island since 1959. The Campus, which serves a total enrollment of 930 graduate, undergraduate and non-credit students, is located on Second Avenue in Brentwood, on 172 acres of tree-lined property owned by the Sisters of St. Joseph.

The Brentwood Campus has been an innovator in developing Fast-Track Master's Degree programs for working professionals who wish to accelerate their studies. These programs offer a set schedule of courses and a reduced tuition rate. Qualified applicants enroll as a cohort and proceed to earn either the M.S. in Criminal Justice or the Master of Business Administration (M.B.A.).

The Campus also offers the M.S./M.S.Ed. in the areas of school counseling, mental health counseling, early childhood, childhood, childhood/special education, childhood/literacy, special education, literacy and school district administration.

Graduate courses are offered in conjunction with a number of different programs at the C.W. Post Campus, including library and information science, school business administration, health care administration and public administration. The Campus also offers an undergraduate program in criminal justice.

Classes are small and personalized. Students take advantage of a full range of computer and library facilities by networking with the University's mainframe systems. The Campus schedules most of its courses during late afternoons, evenings and on weekends.

Rockland Graduate Campus

The Rockland Graduate Campus offers courses that are diverse and classes that are small. For nearly three decades, the Campus has been providing residents in the Lower Hudson Region and New Jersey with access to master's degrees and advanced certificates from Long Island University, a recognized and respected institution of higher education.

Conveniently located near the Palisades Parkway in Orangeburg, New York, just two miles from the New Jersey border, the Campus offers personalized instruction delivered by a full-time faculty and adjunct professors drawn from the top ranks of their professions. Most courses are offered nights and weekends to accommodate the busy schedules of working professionals.

The Rockland Graduate Campus library features an online catalog that lists holdings across the Long Island University campuses. In addition, access to Internet resources provide high-tech delivery of full-text databases. Information is instantly available through two IBM compatible Pentium computer labs, which are networked to the University's mainframe systems.

A bachelor's degree from an accredited institution is required for admission. Many of the graduate programs permit changes in major from undergraduate studies.

The Rockland Graduate Campus offers master's degrees and programs in business administration (M.B.A.), with majors in finance and management; health administration (M.P.A.); public administration (M.P.A.); gerontology (Advanced Certificate); mental health counseling (M.S.); school counselor (M.S.); education including adolescence education (M.S.Ed.), special education (M.S.Ed.), special education – autism (M.S.Ed.), literacy – birth-grade 6 (M.S.Ed.), childhood education – grades 1-6 (M.S.), childhood/childhood special education (M.S.), childhood/literacy – B-6 (M.S.), school building leader (M.S.Ed.; Advanced Certificate) and school district leader (Advanced Certificate); and pharmaceuticals (M.S.).

Long Island University at Riverhead

Long Island University at Riverhead offers high-quality graduate courses and programs to residents of Long Island's East End. Conveniently located on Suffolk County Community College's Eastern Campus, just 10 minutes from exit 70 on the Long Island Expressway, it provides working adults and recent baccalaureate graduates with the opportunity to pursue a private education during the evenings and weekends. Offerings include the M.S. in Childhood Education, the M.S. in Literacy Education, the M.S. in Teaching Students with Disabilities and an Advanced Certificate in Applied Behavior Analysis. In addition, an M.S. and an Advanced Certificate in Homeland Security Management are offered fully online. These unique programs feature comprehensive curricula designed by professionals for professionals. Faculty and guest lecturers include some of the top names in law enforcement, counterterrorism and government. All programs are accredited by the Commission of Higher Education of the Middle States Association of Colleges and Secondary Schools.

Westchester Graduate Campus

Since 1975, Long Island University has been offering graduate degree and certificate programs in Westchester County. The Westchester Graduate Campus is located in a state-of-the-art facility on the grounds of Purchase College of the State University of New York. The facility features high-tech classrooms designed for adult learners, technologically advanced library facilities, mainframe-networked computer labs and other resources.

Students enroll as degree candidates or as non-degree students who wish to pursue graduate courses for personal enrichment or professional advancement.

Most classes are held in the late afternoons, in the evenings and on weekends to meet the scheduling needs of working adults. Program offerings include business (M.B.A.); education (M.S.Ed. and/or Advanced Certificate) in the areas of childhood – grades 1-6, early childhood, middle childhood and adolescence – grades 5-12, special education, literacy, bilingual, TESOL, writing and reading, school counseling, and school psychology; marriage and family therapy (M.S.); and mental health counseling (M.S.).

These diverse courses are taught in small classes by distinguished full-time and adjunct faculty members who are committed to personalized instruction and bring practical experience to the classroom.

The C.W. Post Campus' Palmer School of Library and Information Science also offers graduate-level courses at the Westchester Graduate Campus.

ACADEMIC CALENDAR

Academic Calendar Fall 2008-Fall 2010

FALL SEMESTER 2008

Classes Begin September 2
Add/Drop and Late Registration September 2 - 15
Conferral of September Degrees September 19
Rosh Hashanah - No Classes September 29 - October 1
Yom Kippur - No Classes after 4:10 pm
(Make-up on 12/15) October 8
Yom Kippur - No Classes October 9 - 10
Registration Begins For Spring 2009 October 13
Columbus Day - No Holiday - Classes in Session October 13
Last Day to File For January 2009 Degrees October 17
Election Day - Holiday - No Classes November 4
Last Day to Opt P/F or W November 14
Make-up Day - Official Use Only November 26
Thanksgiving Recess - No Classes November 27 - 30
Monday Classes suspended Wednesday
Evening classes meet December 15
Final Examinations December 16 - 22
Term Ends December 22

WINTER SEMESTER 2008 - 2009

Classes Begin December 29
Late Registration & Add/Drop December 29
New Years Holiday No Classes December 31 - January 1
Classes End January 13

SPRING SEMESTER 2009

Classes Begin January 14
Add/Drop and Late Registration January 14 - 28
Martin Luther King Day - No Classes January 19
Conferral of January Degrees January 16
Last Day to File For May 2009 Degrees February 6
Presidents' Weekend - No Classes February 14 - 16
Monday Classes Meet, Tuesday Classes Suspended February 17
Registration Begins For Summer & Fall 2009 March 2
Spring Recess - No Classes March 9 - 15
Last Day to Opt P/F or W April 3
Passover/Easter - No Classes April 8 - 12
Study Day April 29
Final Examinations April 30 - May 6
Make-up Exams (Faculty use only) May 7
Term Ends May 8
Commencement May 10
Conferral of May Degrees May 15

SUMMER SESSION 2009

Summer Session I*

Undergraduate & Graduate Courses May 18 - June 19
Graduate Business, Graduate Health Care and
Public Administration, & Advanced
Undergraduate Accounting Courses May 18 - July 24
Graduate Accounting Courses May 18 - August 7
Undergraduate & Graduate Nursing May 18 - July 24
Late Registration Drop/Add May 18 - 19
Memorial Day - Holiday (Make-up 5/29) May 25
Make-up day for 5/25 May 29
Last Day to Opt P/F or W in Summer Session I June 12

Summer Session II*

Undergraduate Courses, Graduate Health Care and
Public Administration Courses, Graduate
& Education Courses June 22 - July 24
Graduate Education
& Palmer School Courses June 29 - July 31
Advanced Accounting Courses June 22 - August 21
Late Registration Drop/Add June 22 - 23
Independence Day - Holiday July 4 - 5
Last Day to File For September 2009 Degrees July 10
Last Day to Opt P/F or W in Summer Session II July 17

Summer Session III*

Undergraduate (except Mathematics & Sciences Courses) &
Graduate Courses,
Graduate Health Care and Public Administration
Courses July 27 - August 21
Undergraduate Mathematics &
Sciences Courses July 27 August 28
Graduate Education &
Palmer School Course August 3 - August 28
Late Registration Drop/Add July 27 - 28
Last Day to Opt P/F or W for Summer Session III August 14

*Late Registration and Program Change Period (Add/Drop) through second day of session. Last day to withdraw from a course or elect Pass/Fail option is: 5 week course - 1 week prior to end of session; 10 week course - 2 weeks prior to end of session; more than 10 weeks - 3 weeks prior to end of session.

WEEKEND COLLEGE 2008 - 2009

Session I, Fall 2008

A: September 13 - October 18
C: September 6 - 7; September 27 - 28; October 18 - 19
C - Off Campus: September 13 - 14; October 4 - 5;
October 25 - 26
D: September 6 - October 11
E: September 7 - October 12
F: September 6 - October 25
G: September 7 - October 26

Session II, Fall 2008 - 2009

A: November 8 - December 20
C: November 1 - 2; November 22 - 23; December 20 - 21
C - Off Campus: November 8 - 9; December 6 - 7;
January 3 - 4
D: November 1 - December 13
E: November 2 - December 14
F: November 1 - January 3
G: November 2 - January 4

NO CLASSES:

November 27 - November 30, ...Thanksgiving Recess
December 23 - 28, ...Christmas
December 31, - January 1, ...New Year's

Session III, Spring 2009

A: January 24 - March 7
C: January 17 - 18; February 21 - 22; March 7 - 8
C - Off Campus: January 24 - 25; February 28 - March 1; March 21 - 22
D: January 17 - February 28
E: January 18 - February 29
F: January 7 - March 21
G: January 8 - March 22

NO CLASSES:

February 14 - 16, ...President's Day Weekend
March 9 - 15, ... Spring Recess

Session IV, Spring 2009

A: April 18 - June 6
C: April 4 - 5; May 2 - 3; June 6. 7
C - Off Campus: April 18 - 19; May 16 - 17; June 13 - 14
D: April 4 - May 16
E: April 5 - May 17
F: April 4 - June 13
G: April 5 - June 14

NO CLASSES:

April 8 - 12, ...Passover, Good Friday, Easter
May 9 - 10, ...Commencement
May 23 - 25, ...Memorial Day Holiday

Session V, Summer 2009

A: July 11 - August 1
C: June 27 - 28; July 18 - 19; August 15 - 16
C - Off Campus: July 11 - 12; July 25 - 26; August 22 - 23
F: June 27 - August 25
G: June 28 - August 26

NO CLASSES:

July 4 - 5, July 4, ...Independence Day Holiday

FALL SEMESTER 2009

Classes Begin September 8
Add/Drop and Late Registration September 8 - 21
Rosh Hashanah - Individual Observance September 18
Rosh Hashanah - No Classes September 19 - 20
Yom Kippur - No Classes September 26 - 28
Conferral of September Degrees September 18
Columbus Day - No Holiday - Classes in Session October 12
Registration Begins For Spring 2010 October 12
Last Day to File For January 2010 Degrees October 16
Election Day - Holiday - No Classes November 3
Last Day to Opt P/F or W November 13
Thanksgiving Recess - No Classes November 25 - 29
Study Day/Snow Day December 15
Final Examinations December 16 - 22
Term Ends December 22

WINTER SEMESTER 2009 - 2010

Classes Begin December 28
Late Registration & Add/Drop December 28
New Years Holiday No Classes December 31 - January 3
Classes End January 12

SPRING SEMESTER 2010

Classes Begin January 19
Add/Drop and Late Registration January 19 - February 1
Conferral of January Degrees January 15
Last Day to File For May 2010 Degrees February 12
Presidents' Weekend - No Classes February 13 - 15
Monday Classes Meet Tuesday Classes Suspended....February 16
Registration Begins For Summer & Fall 2010 March 8
Spring Recess - No Classes March 29 - April 4
(Passover, Good Friday, Easter)
Last Day to Opt P/F or W April 9
Study Day/Snow Day April 28
Final Examinations April 29 - May 5
Make-up Exams (Faculty use only) May 6 - 7
Term Ends May 7
Commencement May 9

SUMMER SESSION 2010

Summer Session I*

Undergraduate & Graduate Courses May 24 - June 25
Graduate Business, Graduate Health Care and
Public Administration, & Advanced
Undergraduate Accounting Courses May 24 - July 30
Graduate Accounting Courses May 24 - August 13
Undergraduate & Graduate Nursing May 24 - July 30
Late Registration Drop/Add May 24 - 25
Memorial Day - Holiday - No Classes
(Make-up 6/4) May 31
Make-up day for 5/31 June 4
Last Day to Opt P/F or W in Summer Session I June 18

Summer Session II*

Undergraduate Courses, Graduate Health Care and
Public Administration Courses, Graduate
& Education Courses June 28 - July 30
Late Registration Drop/Add June 28 - 29
Independence Day Weekend - Holiday - No Classes July 3 - 5
Make-up day for 7/5 July 9
Last Day to File For September 2010 Degrees July 16
Last Day to Opt P/F or W in Summer Session II July 23

Summer Session III*

Undergraduate & Graduate Courses,
Graduate Health Care and Public Administration
Courses August 2 - August 26
Late Registration
Drop/Add August 2 - 3Last Day to Opt P/F or
W for Summer Session III August 20

*Late Registration and Program Change Period (Add/Drop)
through second day of session. Last day to withdraw from a
course or elect Pass/Fail option is: 5 week course - 1 week prior
to end of session; 10 week course - 2 weeks prior to end of ses-
sion; more than 10 weeks - 3 weeks prior to end of session.

WEEKEND COLLEGE 2009 - 2010

Session I, Fall 2009

A: October 3 - November 7
C: September 12 - 13; October 17 - 18; November 7 - 8
C - Off Campus: October 3 - 4; October 24 - 25; November
14 - 15
F: September 12 - November 14
G: September 13 - November 15

NO CLASSES: September 19 - 20, Rosh Hashanah
September 26 - 28, Yom Kippur

Session II, Fall 2009 - 2010

A: December 5 - January 23
C: November 21 - 22; December 19 - 20; January 23 - 24
C - Off Campus: December 5 - 6; January 9 - 10; January
30 - 31
F: November 21 - January 30
G: November 22 - January 31
NO CLASSES:
November 25 - November 29, ...Thanksgiving Recess
December 23 - 27, ...Christmas
December 31 - January 3, ...New Year's

Session III, Spring 2010

A: February 20 - March 27

C: February 6 - 7; March 6 - 7; March 27 - 28

C - Off Campus: February 20 - 21; March 13 - 14;
April 10 - 11

F: February 6 - April 10

G: February 7 - April 11

NO CLASSES

February 13 - 15, ...President's Day Weekend

March 29 - April 4, ...Spring Recess

Session IV, Spring 2010

A: April 24 - June 12

C: April 17 - 18; May 15 - 16; June 12 - 13

C - Off Campus: April 24 - 25; May 22 - 23; June 19 - 20

F: April 17 - June 19

G: April 18 - June 20

NO CLASSES:

May 8 - 9, ...Commencement Weekend

May 29 - 31, ...Memorial Day Holiday

Session V, Summer 2010

A: July 17 - August 21

C: July 10 - 11; July 31 - August 1; August 21 - 22

C - Off Campus: July 17 - 18; August 7 - 8; August 28 - 29

F: July 10 - August 28

G: July 11 - August 29

FALL SEMESTER 2010

Classes Begin September 13

Add/Drop and Late Registration September 13 - 24

Yom Kippur - Individual Observances September 17

Yom Kippur - No Classes September 18 - 19

Award of September Degrees September 26

Registration Begins For Spring 2011 October 11

Columbus Day - No Holiday - Classes in Session

Monday Classes Suspended Friday Classes Meet October 11

Last Day to File For January 2011 Degrees October 15

Election Day - No Holiday - Classes in Session

Tuesday Classes Suspended

Thursday Classes Meet November 2

Last Day to Opt P/F or W November 19

Thanksgiving Recess - No Classes November 24 - 28

Final Examinations December 16 - 22

Term Ends December 22

WINTER SEMESTER 2010 - 2011

Classes Begin December 27

Late Registration & Add/Drop December 27

New Years Holiday No Classes December 31 - January 2

Classes End January 10

C.W. POST MISSION STATEMENT

At its core a liberal arts institution, the C.W. Post Campus of Long Island University is dedicated to meeting the needs and expanding the horizons of all our students, whether in the arts and sciences or in our professional schools. We, at C.W. Post, are committed to providing highly individualized educational experiences in every department and program from the freshman year through advanced doctoral research in selected areas. The emphasis on the student learner is evident in our faculty's devotion to excellence in teaching, our intensive advisement system and our encouragement of experiential learning through cooperative education, internships, practica, community service, study abroad, research projects and artistic performance.

Our students also benefit from the fact that the Campus is part of one of the nation's largest private university systems and from our ability to draw on the unparalleled cultural and professional resources of New York City and Long Island. Graduates of C.W. Post will have developed strong critical and expressive abilities, civic responsibility and a mature understanding of the ideas, events and forces shaping the modern world.

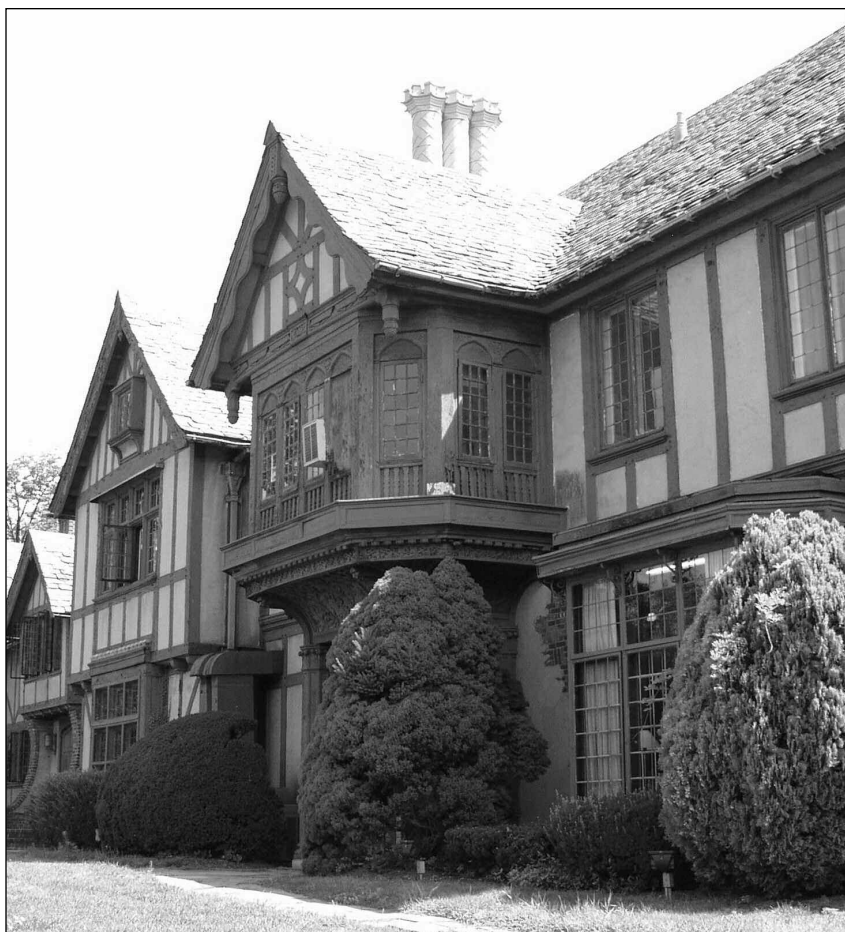
GENERAL INFORMATION

C.W. Post Campus

The C.W. Post Campus was founded by Long Island University in 1954 to accommodate the educational needs of Nassau County residents and workers.

Today, C.W. Post enrolls 8,500 full- and part-time students from all over the globe and offers a comprehensive range of undergraduate, graduate and certificate programs in accountancy, business, computer science, education, health professions and nursing, liberal arts and sciences, library and information science, public service, and the visual and performing arts. Doctorates are offered in clinical psychology and information studies.

To meet the needs of students with busy lives, courses are offered year-round during the day, evenings and weekends. The Campus offers the traditional fall



semester (begins in September) and spring semester (begins in January), plus a winter session and three summer sessions.

With its tree-lined paths, rolling green lawns and historic buildings, the 307-acre Brookville campus is recognized as one of the most beautiful in the nation. The C.W. Post Campus is located in Nassau County, Long Island, an area that combines metropolitan sophistication with suburban beauty and convenience. It is less than an hour by automobile or train from Manhattan.

The Campus is formed by three notable estates from Long Island's famed "Gold Coast" era and includes the former homes of financial wizard E.F. Hutton and Marjorie Merriweather Post, daughter of breakfast cereal creator Charles William Post. The Campus is named for Mrs. Post's father, who, in building his cereal empire, embodied ingenuity, determination and courage – qualities that are living inspirations for the University's faculty and students.

Modern campus buildings range from an award-winning student union to an elegant library. Most classes are conducted in eight major academic buildings on campus: Humanities Hall, Kahn

Discovery Center, Pell Hall/Life Science, Hoxie Hall, Roth Hall, Lorber Hall, Fine Arts and the B. Davis Schwartz Memorial Library.

To provide students with a high-tech learning experience, C.W. Post has more than 500 computer workstations throughout the Campus and wireless capabilities in the library, student centers and outdoors, on the Great Lawn. The Campus boasts several major-specific computer laboratories in such disciplines as accountancy, music, multimedia arts, journalism and computer science. Many academic buildings feature "smart classrooms" with multimedia capabilities, laptop connections and Internet access.

Every residence hall room is wired with two Internet access ports and all students receive free e-mail accounts.

The C.W. Post Campus has an extensive academic advisement system and offers excellent career counseling and placement services. The C.W. Post Cooperative Education program has garnered national awards for its stellar reputation and high job placement rates for graduating students.

From the world-renowned Tilles Center for the Performing Arts and

Hillwood Art Museum to the Hutchins Gallery and award-winning Post Theatre Company, C.W. Post provides a rich selection of on-campus cultural events, with more than 1,000 activities 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 Campus serves the general public through exceptional community outreach programs, including the Long Island Women's Institute, the Center for Gifted Youth, the Center on Aging, the Psychological Services Center, the J.M. Ladge Speech and Hearing Center, the C.W. Post Community Arboretum, the Hutchins Gallery and Tilles Center for the Performing Arts.

Dining facilities and food service areas are available in several locations. The Arnold S. Winnick Student Center, located in the Residence Hall Quadrangle, contains an all-you-care-to-eat cafeteria and a banquet hall called the Gold Coast Room. Hillwood Commons offers a full-service cafeteria as well as a Subway sandwich shop, a hot grilled food station and a gourmet coffee shop called Java City. The Ocelot, located on the lower level of Pell Hall/Life Science and the Bookmark Café in the Library offers snacks, prepackaged food and light lunch throughout the day and evening hours. The Grab & Go snack bar in Humanities Hall offers sandwiches, snacks and beverages.

Visits to the C.W. Post Campus

Visitors and prospective new students are welcomed to tour the C.W. Post Campus. Appointments for campus tours, or to discuss undergraduate or graduate admissions and financial assistance may be made by contacting the Office of Admissions. Visits may be scheduled most weekdays between 10 a.m. and 4 p.m. and a number of select Saturday mornings at 10 a.m. In addition to campus visits, the University sponsors special visit programs throughout the year for prospective new freshmen, transfer and graduate students.

Call 516-299-2900 or 800-LIU-PLAN or send an e-mail to enroll@cwpost.liu.edu to arrange a campus visit.

Visit us online at www.liu.edu/cwpost.

Faculty

Students at C.W. Post are served by 355 full-time faculty members and a varying number of visiting professors. Of the full-time faculty, approximately 87% possess the highest degrees in their field. C.W. Post is primarily a teaching institution in which classroom instruction has priority.

The faculty who deliver the curriculum include many accomplished scholars and artists. Research and publication by faculty members are encouraged and supported through a program of research grants, sabbaticals, travel allowances and assistance in writing grant proposals to private and government sources of funding.

Various programs at C.W. Post also employ adjunct or part-time faculty in a number of capacities:

1. In professional areas such as business, accountancy, computer science, education, journalism, media arts, communications and criminal justice, where full-time experience and active participation in the field are desirable qualifications.
2. In fine arts such as music, painting, sculpture, theatre and film, where again, a faculty member is practicing as well as teaching his/her specialty.
3. In such departments as English or mathematics, where a large staff is needed to serve the number of students enrolled in required courses.

Security Report

A copy of the C.W. Post Campus of Long Island University'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 C.W. 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. You can obtain a copy of this report by contacting: Admissions Office, C.W. Post Campus, Long Island University, 720 Northern Blvd., Brookville, NY 11548 or by accessing the following Web site: www.cwpost.liu.net.edu/cwis/cwp/stuact/secure/index.html

ENROLLMENT SERVICES

The Center for Enrollment Services provides assistance and support for new and continuing undergraduate and graduate students. The Center attempts to identify, assist and retain students who wish to enroll at C.W. Post to pursue their educational and academic goals. In this role, the offices of Admissions, Academic Counseling, Adult Student Services, the Transfer Center, Bursar, English Language Institute, English as a Second Language (ESL), Financial Assistance, Registrar and Retention, the S.C.A.L.E. and A.C.E. Programs, Summer Sessions, Weekend College and the Winter Session are a part of the Center for Enrollment Services.

The office of the Associate Provost for Enrollment Services is located in the Administration Building, (516) 299-3230. e-mail: cwpost@liu.edu

Summer Sessions

The Summer Sessions include undergraduate and graduate course offerings by all schools/colleges at C.W. Post.

The College of Management's graduate courses meet for one 10-week period and the School of Professional Accountancy's graduate courses meet for one 12-week program. In addition, graduate programs from the other schools of study at C.W. Post are offered over three summer sessions, one Weekend College session, and through other special summer learning experiences. The courses are equivalent in content and credits to courses offered during the regular academic year.

Opportunities are available for students to accelerate their program of study or to take special courses to supplement their regular programs. In addition, various areas are highlighted each summer in the form of special intensive institutes and workshops.

For further information, contact the Office of Summer, Evening, Winter and Weekend Programs at (516) 299-2431 or visit www.liu.edu/cwpost/summer.

Evening Programs

One of the main functions of the Evening Programs is to provide educational opportunities for students preferring late afternoon, evening and summer courses that are compatible with their work and/or family responsibilities. C.W. Post schedules classes from 8 a.m. until 9 p.m. on most weekdays in an effort to accommodate special student needs.

For further information, contact the Office of Summer, Evening, Winter and Weekend Programs at (516) 299-2431 or e-mail study@cwpost.liu.edu.

Weekend College

Weekend College is an intensive educational program offered through Enrollment Services and is designed for students who are unable to attend classes during the week, or who prefer the weekend format. Courses offered are the equivalent in content and credits to the courses offered during the regular academic year. The intensive classroom format, combined with independent study and individual consultations, provides students with an educational challenge that has proved to be beneficial and rewarding.

There are Weekend College schedules designed to meet individual needs: – six Saturdays; three intensive weekends; eight consecutive Saturdays; and eight consecutive Sundays.

Weekend College also provides the opportunity for concentrated study in selected academic areas, course work for certification and in-service training for educators and professionals.

For further information, contact the Office of Summer, Evening, Winter and Weekend Programs at (516) 299-2040.

Winter Session

The C.W. Post Winter Session is a popular 10-day session that is ideal for students who wish to accelerate, enrich or begin their college studies. Winter Session usually runs from late December to early January and includes several undergraduate and graduate courses from a variety of disciplines. Courses are offered during the morning, afternoon and evenings. Most course offerings are 3-credits and can be applied to undergraduate core requirements, major and minor requirements, or serve as elective courses.

Graduate students have the opportunity to fulfill major or elective requirements.

For more information please contact the Winter Sessions Office at (516) 299-2431 or visit www.liu.edu/cwpost/winter.

Adult Student Services

Designed to meet the special needs of adults, the Office of Adult Student Services provides individualized counseling and transition support services for new or returning undergraduate adult students, age 25 and over. Although the Office of Adult Student Services serves as the initial point of contact for many adults, students must apply through the Office of Admissions. Students may elect one or more courses per semester and have a choice of day, evening or weekend schedules. Transition support services include: orientation programs; Return-to-Learning workshops; and special seminars for adult students. In addition, application for Life Experience Credits (for undergraduate courses only) can be made through this office, applicants will be referred to the Coordinator of Life Experience. For further information, contact the Office of Adult Student Services at (516) 299-2445, e-mail: adult_services@cwpost.liu.edu.

Senior Adult Programs

Please note: you must be 65 years or older prior to the beginning of the term for which you wish to enroll.

The Office of Adult Student Services coordinates educational programs and services for senior citizens. Please note that senior citizens may not submit registration until one week before classes begin. These registrations will be processed on the first day of classes if there are seats available. Senior Citizens pay 1/2 tuition for credit courses and 1/4 tuition for audit courses. The special senior citizen tuition rate is not applicable to institutes, workshops, continuing education programs, per capita classes, individualized courses of instruction, or studio art classes. Senior Citizens are not eligible for awards that further reduce the tuition rate.

Please note that while special course fees such as laboratory fees and art fees still apply as indicated, the following fees are waived: application, registration and activity fees.

For further information and tuition, contact the Office of Adult Student Services at (516) 299-2445, e-mail: adultservices@cwpost.liu.edu.

S.C.A.L.E. Program

The S.C.A.L.E. Program (Secondary Collegiate Articulated Learning Experience) and A.C.E. Program (Accelerated College Entry) offered by the Enrollment Services Office is a cooperative program between C.W. Post and selected secondary schools in the New York area. This program enables qualified high school seniors to enroll in regularly accredited C.W. Post courses and to earn college credits while remaining in their high school setting. Applicants should have a minimum cumulative unweighted average of 80 in core academic areas (English, Mathematics, Science, Social Studies, languages other than English).

The Programs seek to avoid duplication in secondary and post-secondary programs, to provide qualified students with the opportunity to accelerate their academic pursuits and to provide enriched instruction in the secondary school. S.C.A.L.E. students are eligible to participate in most campus activities and events and have full use of most facilities and resources on Campus. S.C.A.L.E. students are provided with a C.W. Post identification card valid through the entire academic year. In addition, upon completion of the senior year in high school, students may apply to continue their degree study at any campus of Long Island University by submitting a S.C.A.L.E. or A.C.E. application provided by C.W. Post.

For further information, please contact the S.C.A.L.E. and A.C.E. Office at (516) 299-2211, e-mail: scale@liu.edu.

Intensive English Program for International Students

The Intensive English Program, part of the C.W. 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.

Prospective international students lack extensive English skills but, meet academic requirements for a graduate

degree program, may be considered for conditional enrollment. In these cases, students with strong academic records (from prior secondary and collegiate institutions) may be eligible to enter the University, complete the Intensive English Program, and then continue in their chosen field of study.

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 Thursday schedule
- 20 hours of class per week of Intensive English instruction
- State-of-the-art computer and Internet equipped laboratories
- Experienced, dedicated instructors

For more details contact the Intensive English Program office at (516) 299-4002 or send an e-mail to:

ELI@cwpost.liu.edu. Visit our Web site at www.liu.edu/cwpost/ELI.

ADMISSIONS

Admissions Procedures

Requests for an undergraduate admission application and related correspondence concerning admission to undergraduate programs should be directed to:

Admissions Office
C.W. Post Campus
Long Island University
720 Northern Boulevard
Brookville, New York 11548-1300
Telephone: (516) 299-2900
Online application:
www.liu.edu/postapp
e-mail: enroll@cwpost.liu.edu
Web site: www.liu.edu/cwpost
AOL Instant Messenger:
cwpostadmissions

General Information

The Admissions Office invites applications from motivated candidates dedicated to participating in and learning from the many educational opportunities available at the C.W. Post Campus of Long Island University. Through the application review process, the Admissions Committee seeks evidence that applicants are academically and intellectually prepared to pursue college-level work in a liberal arts setting.

Each applicant is considered individu-

ally through the careful review of transcripts, curriculum, grades, standardized test scores, personal statement and teacher recommendations.

Admitted students are required to provide proof of successful completion of high school or its equivalent prior to the first day of classes. Applicants are expected to have completed the following minimum academic requirements while in high school:

Subject	Credits
English	4
Social Studies	4
Mathematics	3
Laboratory Science	3
Foreign Language	2
Total	16

Applicants who have not completed a traditional secondary school program may submit GED (General Equivalency Diploma) scores and a copy of the diploma for admissions consideration. Applicants who enroll in college courses prior to completing high school are subject to the above-mentioned requirements.

Freshman and transfer candidates may apply for Fall, Spring, Winter or Summer admission as full-or part-time degree seeking students. Classes are offered during the day, evening and on weekends. Non-degree option (for a student not enrolled in a degree program) is available to visiting students, winter or summer-session only students and adult students. Non-degree option is generally not an option for undergraduate applicants who have been denied admission. Students enrolled in day, evening and weekend degree programs are all subject to the same graduation requirements. In order to meet all requirements for certain majors, evening and weekend students may find it necessary to enroll in some courses during the day.

Notification of Application Status

All students are notified promptly of the receipt of their applications and are advised which, if any, of their credentials have not been received by the Office of Admissions. After all required credentials are received, the applications are reviewed, and the applicants are advised of their status, which will be one of the following:

- 1) Acceptance: For students whose credentials meet admissions standards of C.W. Post and for whom a place is available.
- 2) Pending: For students who have to submit additional information before a decision can be made.
- 3) Denial: For students whose admission cannot be approved.

When a candidate has been offered admission, he or she is encouraged to accept the offer as soon as possible, particularly if scholarships have been offered or on-campus housing accommodations are required. An applicant is asked to notify C.W. Post of acceptance of an offer of admission by returning a nonrefundable, tuition deposit of \$200. The deposit deadline is May 1 or two weeks from date of acceptance, whichever is later.

Entering C.W. Post students will be admitted in one of the following categories:

- a) Standard Admit: A student who has satisfied all admission requirements and has been officially accepted into a degree program.
- b) Standard Admit or Restricted Admit with academic deficiencies: A student may be admitted with a deficiency in one or more academic credits (e.g., in college prep mathematics or foreign language). The student is required to complete the necessary coursework prior to the completion of 30 credits.
- c) Restricted Admit with academic restrictions: A student may be admitted whose academic record indicates below average achievement. Academic restrictions, including but not limited to a maximum of 13 credits per semester, will be in place until such time as the student meets the conditions for good academic standing and the policies regarding probation as noted in the section on "Probation, Suspension, Dismissal" (see index for page number).
- d) Non-traditional and adult students who submit official credentials and who do not meet admission requirements may apply as Personal Enrichment and enroll for a maximum of nine credits per semester. Personal Enrichment students are not permitted to continue beyond 30 semester hours and may apply to a degree program upon completion of 24 credits in academic residence with a cumulative G.P.A. of 2.0. Students not submitting transcripts may enroll as Personal Enrichment for no more than nine credits in total.
- e) Visiting Students: Students are advised to obtain permission from the college or university at which they are enrolled prior to enrolling at C.W. Post. Visiting students are permitted to register for only one semester unless they have authorization for extended enrollment from the C.W. Post Director of Admissions.

Freshman Admission

Application and Notification Dates

The Admissions Office accepts and reviews applications on a rolling basis, allowing candidates to submit applications at any time during the cycle.

However, to ensure consideration for all available departmental and merit-based scholarships and on-campus housing opportunities, it is strongly suggested that applications be submitted by November 1 for Fall admission and by October 1 for Spring admission. Scholarship deadlines range from February 1 to March 1, depending on the individual scholarship program. All deadline dates are subject to change. At the time of application, please check with the Admissions Office or Financial Assistance Office for current information.

Freshman candidates will be notified of admission decisions beginning December 1 for Fall admission and October 1 for Spring admission, and continuing until admission is closed.

Applications are welcome after the recommended submission dates and will be considered on an ongoing (rolling) basis until admission is closed or classes begin.

Application Process

In order to be considered for admission, candidates should submit the following:

1. C.W. Post Undergraduate Application (paper or online).
2. \$30 non-refundable application fee (check/money order payable to C.W. Post)
3. High school transcript: Applicants must have official secondary school transcripts on file.
4. SAT or ACT Test Scores: Applicants must take either the College Board SAT or the American College Testing Program ACT exam, and have the scores forwarded directly to the C.W. Post Admissions Office. Information about these exams is available through the high school guidance office or by contacting the testing programs directly:
 - a) College Board (SAT)
Box 592 Princeton, New Jersey 08540
www.collegeboard.com
 - b) American College Testing Program (ACT)
Box 168
Iowa City, Iowa 52243-0168
www.act.org
5. Personal Statement
6. Teacher recommendation: A teacher recommendation is optional, but is strongly recommended.

7. Personal Interview: An interview is not required for admission. However, informational interviews provide an excellent opportunity to visit the campus to discuss goals with an admissions counselor. To schedule an appointment for a personal interview, call (516) 299-2900, or e-mail: enroll@cwpost.liu.edu. The Admissions Office reserves the right to request an interview with any applicant.

Mail all application materials to:
Office of Admissions
C.W. Post Campus
Long Island University
720 Northern Blvd.
Brookville, NY 11548-1300

Early Admission Program

Highly qualified, academically motivated and mature high school Juniors who wish to accelerate their education may apply to C.W. Post through the Early Admissions Program. Early Admission students are considered as full-time matriculated students who register for full academic programs and are subject to all requirements of enrolled C.W. Post students.

Early Admission students are carefully reviewed by the Admissions Committee on an individual basis. The following general criteria are considered in assessing candidates for early admissions:

1. Superior scholastic achievement as indicated by the high school records and Junior year SAT or ACT scores.
2. Seriousness of purpose and readiness for the college experience.
3. Teacher and counselor letters of recommendation.

Interested students must have approval from their high school principal to participate before contacting the Director for Freshman Admissions in the Admissions Office, (516) 299-2900, for an application and further information.

High School Enrichment Program

High school students may obtain a preview of college life and earn college credits simultaneously by attending day, evening, Weekend College, and Summer Sessions at C.W. Post. Students who have approval from their high school principal or guidance counselor may enroll for one or more Freshman course(s) while they are completing high school. In certain cases, it may be possible to use college courses to complete high school requirements. Further information is available from the Office of Admissions by calling (516) 299-2900, or e-mail at: enroll@cwpost.liu.edu.

Program for Academic Success

The Program for Academic Success was created to assist students, who do not qualify for regular acceptance, achieve academic success. The goal of this one-year academic program is to help the students become matriculated without restriction by providing a reduced course load, smaller size classes, support services, and continuous evaluation during the freshmen year.

In order to be considered for admission into the Program for Academic Success (PAS), students must submit a regular application for undergraduate admission and an official high school transcript and aptitude test scores (either the ACT or SAT) directly to the Admissions Office.

Only the Admissions Committee can refer appropriate candidates to the Program for Academic Success. Candidates cannot be considered unless they possess one of the following: 1) a minimum 80 unweighted high school average, or 2) a minimum score of 480 Critical Reading or 440 Math on the SAT. All Program for Academic Success candidates are required to attend an information/interview session (given by the Director of PAS) before acceptance can be considered. For information call (516) 299-3057.

Work-based Learning

C.W. Post recognizes the value of work-based learning and will consider successful participation in programs such as cooperative education when making admission decisions. A high school student entering C.W. Post, who is working in a co-op position related to his/her major and/or career goals, will be given the opportunity to continue co-op employment upon meeting with a cooperative education coordinator in the office of Professional Experience and Career Planning (PEP).

Access Program

Students who are undecided about which major to pursue, can receive academic and career guidance through C.W. Post's Access Program. This program helps "undeclared" students to identify their strengths, interests and talents, explore different career possibilities and choose coursework that introduces them to a variety of interesting fields.

Each student in the Access Program is assigned an academic advisor through the Campus's Academic Counseling Center and a career counselor through the Professional Experience and Career Planning office. These counselors work with students on an individual basis.

Program participants take a variety of courses, gain experience and insight through carefully chosen internships, participate in interest and skills assessment activities, and attend career-planning workshops. Students have access to a network of more than 300 career mentors, many of whom are successful C.W. Post alumni. This multi-faceted approach helps undergraduates select a major by the time they reach their Junior year.

The program is offered through the Academic Counseling Center and the Professional Experience and Career Planning Office (PEP). Interested students should contact these departments for more information or visit www.liu.edu/access.

International Baccalaureate Credits

C.W. Post will award academic credits to students who have completed the International Baccalaureate curriculum at the high school level. The International Baccalaureate program is a challenging curriculum of six courses offered to juniors and seniors at participating high schools. Subjects include English (or native language), second language, individuals and societies, mathematics and computer science, experimental sciences and the arts. In addition to passing I.B. exams in these subjects, students are required to write an extended essay of independent research, complete 150 hours of creative, action, and service activities and participate in a critical thinking course. C.W. Post will award six credits for each score of 4 or higher on I.B. Higher Level examinations. Once we receive an official International Baccalaureate transcript, we will award credits and provide course equivalents.

Transfer Admission

Admission Eligibility and Transfer Credits

C.W. Post welcomes applications from students who wish to transfer from accredited four-year and two-year colleges. Transfer credit's generally are awarded for equivalent academic courses that have been successfully completed with grades of C- or better at accredited colleges or universities. Students transferring from non-accredited institutions must consult with the Transfer Center to determine eligibility for transfer credits.

For admission as a transfer student, the Admissions Committee generally considers a minimum cumulative GPA of 2.0 on the college record. It should be noted, however, that many academic departments have special criteria for admission and may require a higher GPA, an audi-

tion or portfolio review. Transfer applicants must satisfy special admission requirements mandated by the major departments to which they are applying. The Admissions Office weighs all available information about the candidate, and evidence of achievement is recognized in all academic areas.

Transfer students are evaluated primarily on the basis of their college work. However, students with fewer than 24 credits of previous college work, or those who enrolled in college courses prior to completing high school, must be prepared to submit secondary school records and test scores from either the SAT or ACT.

Upon acceptance, transfer students receive an official transfer credit evaluation and a preliminary outline of how their credits apply to their chosen major program. Students transferring directly to C.W. Post from two-year institutions can receive a maximum of 72 credits (including grades of D when an associate's degree is awarded). Those transferring from four year institutions can receive a maximum of 96 transfer credits.

The Transfer Center assists transfer students in their transition to C.W. Post and works closely with the Academic Counseling Center to provide transfer students with individual counseling. Transfer credits' applicability and actual length of time required to complete a bachelor's degree are finalized when new students meet with their academic counselor. Questions concerning transfer credits should be directed to the Transfer Center at (516) 299-3222.

Application and Notification Dates

The Admissions Office accepts and reviews transfer applications on a rolling basis for Fall, Spring and Summer admission, allowing candidates to submit applications at any time during the cycle. For earliest consideration, however, and to ensure consideration for all available departmental and merit-based scholarships and on-campus housing opportunities, it is strongly suggested that applications be submitted as early as possible.

Transfer scholarship deadline dates are July 1 for Fall candidates and November 1 for Spring entry. All deadline dates are subject to change. Please check with the Admissions Office or the Financial Assistance Office for current information.

Transfer candidates will be notified of admission decisions beginning December 1 for Fall admission and October 1 for Spring admission, continuing until admission is closed. Applications are welcome after the recommended submission dates and will be considered on an

ongoing (rolling) basis until classes begin or admission is closed.

Articulation Agreements

C.W. Post has developed articulation agreements with Nassau Community College, Suffolk County Community College, LaGuardia Community College, Queensborough Community College and other institutions in the greater New York area. These agreements enable qualified students to benefit from automatic admission and guaranteed transfer credits toward their bachelor's degree at C.W. Post. For further information, contact the Transfer Admissions Office at (516) 299-2900 or visit www.liu.edu/cwpost/transfer.

Academic Residence Requirements

In order to complete a bachelor's degree, students must be in academic residence at C.W. Post for at least the final 32 credits; 9 of those credits must be completed in the student's major concentration. Exceptions include Business Administration and Accountancy, each of which requires that 50% of the credits in the major field be completed in residence.

For further information, refer to the College of Management section in this Bulletin.

Graduation with Honors – Transfer Students

For those students who have earned an A.A. or A.S. degree and have transferred 72 credits, the minimum requirement to be considered for graduation with honors is 56 credits in residence (not including Pass/Fail or Life Experience credits).

Summa cum laude requires an average of 3.90 or higher; magna cum laude, 3.70- 3.89; cum laude, 3.50-3.69.

Readmission

Students who stopped attending C.W. Post and wish to return must file an application for readmission. Applications can be obtained from the Office of Admissions. If readmission is approved, students return subject to the academic requirements as posted in the Undergraduate Bulletin in effect at the time of readmission.

Students who have been academically suspended must observe the following procedure when seeking readmission:

- Submit an application for readmission to the Office of Admissions.
- Provide a formal statement of permission from the chair of their major department or program indicating their eligibility to pursue that major.
- Submit a letter of appeal to the C.W. Post Academic Standing Committee.

Students who are granted readmission on probation are generally directed to immediately repeat all courses in which they have received the grade of F. They are further directed to limit their registration to 12 credits if full-time, 6 credits if part-time; to refrain from taking any courses on a Pass/Fail basis; and to raise their cumulative and major averages to the minimum specified in the requirements of the Campus and their major by the time they have completed 12 credits. Failure to comply with any of these directives will result in academic dismissal. Students who have been dismissed on academic grounds are not eligible for readmission unless they appeal to the Admissions Committee for consideration.

Academic Forgiveness

Students who have not enrolled for at least five years have the option to be readmitted with the following provisions:

1. The student must follow the Bulletin in effect at the time they were readmitted.
2. All courses and grades received prior to the date of readmission will remain on the student's permanent record, but will not be computed into the student's academic average.
3. Only courses completed prior to readmission in which a "C" or better was earned will count toward the student's graduation requirements. However, these grades will not be computed into the student's academic average.
4. Courses completed prior to readmission in which a "C-" or lower was earned will not count toward graduation requirements nor will they be included in the computation of the student's academic average.
5. This option, once chosen, cannot be rescinded.

International Admissions International Students

All international student applicants must submit an application for International Admission and the following supporting documents to the Admissions Office by June 1 for September admission or by November 1 for January admission.

1. Original official records of all secondary school and university work, including matriculation certificate or equivalent. Official certified translations in English are required if the records are in a language other than English.
2. Official course descriptions, in English, for all work completed at a previous school, college, or university may be required.

3. The Test of English as a Foreign Language (TOEFL) scores.
4. Statement of field of interest or intended major subject.

Language Proficiency

An international student who demonstrates an insufficient level of English language proficiency may be granted conditional acceptance if his/her TOEFL score is at least 425. In this case, he or she must successfully complete the C.W. Post Intensive English Program. Once his or her language ability demonstrates the required proficiency level, he or she will be offered full acceptance and will be eligible to enroll in C.W. Post Campus academic courses. For more information, visit www.liu.edu/cwpost/ELI.

Immigration Requirements

Those applicants who wish to apply for an F-1 student visa must also submit a "Financial Affidavit of Support" and supporting documentation showing that the student or sponsor is willing and able to undertake the approximate costs of education and living expenses. Upon acceptance eligible students are 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.

ACADEMIC POLICY

Undergraduate Degrees

The C.W. Post Campus awards the following undergraduate degrees: Associate in Arts, Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science. These degrees are earned through programs within the College of Liberal Arts and Sciences, the College of Management, the College of Information and Computer Science, the School of Education, School of Health Professions and Nursing, and School of Visual and Performing Arts.

Three-quarters of the work for the Bachelor of Arts degree (96 credits) must be in liberal arts and sciences; one-half of the work for the Bachelor of Science degree and for the Bachelor of Science in Education degree (64 credits) must be in the liberal arts and sciences; one-quarter of the work for the Bachelor of Fine Arts and Bachelor of Music degree (32 cred-

its) must be in liberal arts and sciences. C.W. Post offers a 64-credit Associate's degree (A.A.) program.

Students must fulfill the Core Curriculum and competency requirements, and at least 48 of the credits earned must be in the liberal arts and sciences.

Dual Degrees

The C.W. Post Campus awards the following dual degrees: Bachelor of Arts/Masters of Arts, Bachelor of Science/Masters of Public Administration, Bachelor of Arts/Masters of Public Administration, Bachelor of Science/Masters of Science, Bachelor of Arts/Master of Science, Bachelor of Arts/Masters of Business Administration, Bachelor of Science/Masters of Business Administration, Bachelor of Science/Masters of Science in Education, Bachelor of Science/Masters of Arts.

These dual degrees are earned through programs within the College of Liberal Arts and Science, the College of Management, the College of Information and Computer Science, the School of Education and the School of Health Professions and Nursing.

Entrance requirements may vary depending upon the academic program. Generally a cumulative grade point average of 3.00 is required (Consult the Undergraduate Bulletin for additional GPA requirements for specific program requirements) of students enrolled in a dual degree. Some programs may require a higher GPA along with GMATs for students enrolling in College of Management programs.

Class Standing

Full-time students in good academic standing may carry 12-19 credits during each Fall and Spring semester (Weekend College, Winter Session and Summer Session programs are subject to different credit allowances). A student taking 20 or 21 credits in the regular semester must be in good academic standing and obtain the signature of his/her academic counselor and major department chair on the registration card; a student taking 22 credits or more must be in good academic standing and obtain the signature of his/her academic counselor and the dean of his/her major school. In accordance with University regulations, only students who have been admitted to the University, have formally registered, and made arrangements for payment of tuition and fees, may attend classes. To be considered a Sophomore, a student must have earned 28 credits; a Junior, 60 credits; a Senior, 90 credits.

Grading

Credits are granted for courses completed with the grade of A excellent, A- very good, B+ very good, B good, B- good, C+ above average, C average, C- Below average, D below average, or P passed. The grade of F signifies failure. A grade of incomplete (INC) indicates that some of the course requirements have not been completed. W indicates a student initiated withdrawal from a course after the change of program period though the last day for grade change options (as noted in each semester's Schedule of Classes), UW indicates an unauthorized withdrawal.

Students who receive grades of W (withdrawal), UW (unauthorized withdrawal), INC (incomplete) or Pass/Fail in the Fall or Spring semester are not eligible for inclusion on the Dean's or Honor's List for that academic year.

A permanent grade of INC will remain on a student's transcript if the work is not completed by the end of the following full semester. If an unusual extension of time becomes necessary to complete the work, the grade change must be approved by the faculty member, the chairperson and the dean. The grade "I" is printed on the transcript along with the final earned grade and the date the work was completed. Students with an excessive rate of unexcused absences may receive a grade of F or UW for the semester. Except as noted below, any grade may be removed from the student's cumulative average by repeating the course at C.W. Post.

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 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, except with the prior approval of the Academic Standing Committee. If a course is taken more than twice, all grades after the first will be computed into the student's G.P.A. To be considered for graduation with honors, the student's average shall include only the grade given to that student the first time he or she has taken any specific course.

Grades of P will not be computed into the student's overall G.P.A. and major average, but will count toward graduation credits. The grade of F will be com-

puted in the student's overall G.P.A. and major average. Grades for courses taken at another college or university do not enter into the computation of either the cumulative or major averages. All Long Island University courses taken at any branch campus will be computed into the student's cumulative and major averages. The average grade in the major field is computed from all of the courses the student has taken in the major.

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. The Academic Standing Committee will evaluate the status for any student who fails the same required course twice.

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

Pass/Fail Option

Students may take a maximum of two courses on the Pass/Fail (P/F) basis per academic year (which includes Winter and Summer Sessions and Weekend College sessions, and all other newly created sessions, for a total of not more than 24 credits in a student's resident undergraduate program). This restriction does not apply to courses offered only on the P/F basis. A grade of "P" will be posted on the student's transcript only if the actual grade earned is a "D" or better. Only elective courses may be taken on a Pass/Fail basis. Core courses may not be taken on a Pass/Fail basis.

Courses in a student's major or minor and co-related courses may not be taken as P/F without the written permission of the major or minor department chair or program director.

Students in Early Childhood and Childhood Education degree programs may not be allowed to take any courses in their academic concentrations (30-credit liberal arts concentrations in the College of Liberal Arts and Sciences) pass/fail.

Students who opt for a Pass/Fail during the Fall or Spring semester are not eligible for inclusion on the Dean's or Honor's List for that academic year.

Students may choose the P/F option up to three weeks before the last day of classes as specified in the academic calendar. Changes will not be considered after the deadline date.

To graduate with honors, a student must take at least 56 credits at C.W.

Post, not including courses taken Pass/Fail or Life Experience credits. Students in the Program for Academic Success may not take courses on a Pass/Fail basis.

Quality Points and General Average

Each student must satisfactorily complete at least 129 credits for a baccalaureate degree (except those transfer students exempted from 1 credit of College 101); in some departments more credits are required. The student must achieve an overall grade point average (G.P.A.) of 2.00, and in some departments requirements may be higher (see departmental requirements). In the major area, the student must achieve an average of at least 2.25; in certain programs the minimum major average may be higher.

A credit is defined as 55 minutes of classroom work per week, completed on 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: 4.00 for grade A, 3.67 for grade A-, 3.33 for grade B+, 3.00 for grade B, 2.67 for grade B-, 2.33 for grade C+, 2.00 for grade C, 1.67 for grade C-, 1.0 for grade D.

For courses in which the grade of F has been earned, no quality points are assigned. To derive the quality point ratio, divide the total number of quality points by the total number of credits, including those of failed courses. The grades W, UW and P are not counted in the G.P.A. computation nor are the grades for courses taken at another college or university.

For example:

A student earns an A in a 4-credit Biology course ($4 \times 4 = 16$), a B- in a 3-credit English I course ($2.67 \times 3 = 8.01$), a B in a 3-credit History II course ($3.00 \times 3 = 9$), a C in a 3-credit Math IV course ($2 \times 3 = 6$), and an F in a 3-credit Art I course ($0 \times 3 = 0$).

The student has received 39.01 quality points, divide 39.01 by 16 (credits taken) and the cumulative average for the semester is 2.44.

Dean's and Honor's Lists

Eligibility for the Dean's and Honor's lists is determined by grades earned in the regular academic semesters (Fall and Spring). Summer Session grades are not considered. Students who receive grades of Incomplete (INC or I), Failure (F), Withdrawal (W), Unauthorized Withdrawal (UW) or Pass/Fail (P/F) in either semester are not eligible. In addition, students repeating courses are not

eligible. An average of 3.50 in 24 or more completed credits is required for inclusion on the Dean's List. An average of 3.50 for part-time students who have completed 12 to 23 credits in an academic year is required for inclusion on the Honor's List. Students are not eligible for inclusion on the Dean's or Honor's List if they have any grade of W, INC, UW or P/F in either the Fall or Spring semester.

Attendance

It is expected that students will attend all class sessions scheduled for the courses in which they are enrolled. Regulations concerning attendance in a particular course are at the discretion of the instructor. Responsibility for class attendance rests with the student.

Absences from classes or laboratories may affect the final grade. Ordinarily, the work missed through absence must be made up. However, permission to make up such work is not automatic, and is given at the discretion of the instructor.

When a student's attendance in classes is unsatisfactory to his/her instructors or to the Dean, the University reserves the right to exclude the student from an examination, course or program.

Absence from a Final Examination

Students who are absent from a final examination must:

1. notify their professor or department chair within 24 hours of the reason for the absence, and
2. request permission from the professor to take a deferred final examination.

The deferred final examination is granted as a privilege, not as a right. It may be permitted only to a student who complies with the notification regulations indicated above, whose work during the semester has been satisfactory, and whose reason for missing the scheduled examination is deemed acceptable.

Probation, Suspension and Dismissal

Students will be placed on academic probation in any one of the following circumstances:

1. the student's cumulative average (Long Island University courses only) falls below 2.00 (higher cumulative average required in some programs);
2. the student's major average falls below the minimum required by the major department or program. The minimum major average is typically 2.25 (see individual programs for exceptions; i.e., Education, Social Work, Accountancy);
3. the student's semester average falls below 2.00;



4. the student does not complete at least half of the credits for which he or she originally registered in any given semester.

A student who remains on probationary status for two semesters may be disqualified from further attendance by the Academic Standing Committee. Students on probation must comply with the following stipulations:

1. they may not register for more than 12 credits; or for 13 credits if one of the courses includes a laboratory science, or is College 101;
2. they may register for only three credits per Summer session;
3. they may not receive a grade of UW or F in any courses;
4. they must raise their major and cumulative averages to at least the required minimum by the time they have completed 12 more credits. A student with an unsatisfactory academic record may be suspended after a review by the Academic Standing Committee.

Students who have attempted 24 credits, and achieve a GPA of 1.0 or below, will be suspended from the University

Generally, the Academic Standing Committee will determine suspensions and dismissals after the Spring semester. Students may appeal their suspension or dismissal to the Academic Standing

Committee. Students who are suspended at that time may not attend Summer sessions or the following Fall semester at C.W. Post, and must observe the following procedure when seeking readmission:

- a) Submit an application for readmission to the Office of Admissions.

- b) Provide a formal statement of permission from the chair of their major department or program indicating their eligibility to pursue that major.
- c) Submit a letter of appeal to the C.W. Post Academic Standing Committee.

If readmitted, they will be permitted to return to C.W. Post for one semester on probation.

Any student who is readmitted on probation after suspension must comply with the stipulations outlined by the Academic Standing Committee to return to good standing. Failure to comply with these stipulations will result in the student's academic dismissal from the institution.

Graduation and Diplomas

Students who meet all requirements for their degrees in September or January are considered to be in the graduation class of the following May. Diplomas are dated three times a year: September, January and May. Candidates for graduation are required to notify the Records

Office of their intended date of graduation by filing a degree application at least three months in advance. Please consult the Academic Calendar, which is available on the campus Web site at www.liu.edu/cwpost for deadline dates.

Assuming they clear for graduation, students who file their degree application after the specified graduation deadline will automatically have their degree awarded at the following conferral, regardless of the date of completion of requirements.

The final 32 hours of credit must be earned in academic residence (regular attendance), 9 of those 32 hours being in the student's major program. A minimum of 9 credits of the requirements for a minor must be completed at C.W. Post. Full-time students should complete degree requirements within five years.

The Academic Standing Committee is the final arbiter of all matters of academic standing, such as waivers of and substitutions for graduation requirements.

General Requirements for Graduation

- 2.00 cumulative average (higher in some areas)
- 2.25 minor subject average (higher in some areas) if attempted
- core and major requirements fulfilled, and minor requirements if attempted
- 128 credits (more in some departments 129, credits including Freshman Seminar)
- core and major requirements fulfilled
- Writing Across the Curriculum requirements fulfilled

Graduation with Honors

Summa cum laude requires an average of 3.90 or higher; magna cum laude, 3.70-3.89; cum laude, 3.50-3.69. At least 56 credit hours (not including courses taken on a Pass/Fail basis or Life Experience credits) must be earned in academic residence at C.W. Post for the student to qualify for honors.

Classroom 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 will be referred to the

department chair, then the academic dean if it is not resolved at the level of the chair. A record of disposition of the case will be sent to the Associate Provost for Student Affairs by each academic office involved.

In cases of classroom misconduct, a student may also be charged with a violation of the C.W. Post Code of Conduct. In such cases, the matter is handled by the Associate Provost for Student Affairs or her/his designee.

Academic Conduct

Ethos Statement

The C.W. Post Campus of Long Island University is committed to the advancement of learning and service to society. Its educational mission reflects a commitment to intellectual rigor, social justice, and an active engagement of contemporary issues. Working together as a community, students, faculty, and administrators help foster a Campus atmosphere that advances the mission of the Campus.

The principles of the Post mission statement challenge students to strive for excellence, to become men and women in service to others, to integrate curricular and co-curricular learning, to develop talents through discovery and reflection, and to be concerned for the welfare of each person. To achieve these ideals, all students are expected to contribute, through their words, actions, and commitments, to the development and sustenance of an academic community characterized by respect, honesty, originality, and fairness. These characteristics are essential to ensure the rights and privileges of all students and faculty to preserve the academic integrity of our educational community.

The following standards of academic conduct are designed to foster the highest ideals of academic integrity. These standards, or set of responsibilities, are intended to clarify expectations for students and instructors. Adherence to these standards by all members of the campus community promotes excellence in teaching and learning.¹

Academic Conduct Standards²

- Academic Respect for the Work of Others
- Academic Self-Respect
- Academic Honesty
- Academic Originality
- Academic Fairness

Descriptions of these standards along with the disciplinary and appeals processes for students found responsible for violating them can be found at <http://www.liu.edu/cwpost/academicconduct>.

1. Students are accountable for adhering to all regulations in the C. W. Post Student Handbook. The most current version of the Code of Conduct can be found at <http://www.cwpost.liu.edu/cwis/cwp/stuact/judicial/index.html>.
2. Definitions and descriptions are adapted from the UCLA Statement of Academic Integrity.

Related Curricular Matters

Double Majors

A student may be granted permission to pursue two academic plans (a primary and a secondary major) on the undergraduate level. The student pursuing two academic plans is required to fulfill the academic plan and correlated requirements for both areas, as well as the Core Curriculum requirements in both academic plans; however, only one degree will be awarded. In order to pursue two academic plans, a student must obtain the permission of both the departments. In order to obtain two academic plans, a student should consult with his/her academic advisor.

The academic counselor in the primary academic plan will be the official counselor and retain the advisement folder; however, the counselor in the secondary academic plan must be consulted during the registration period for program approval.

Minors

Students can elect to complete one or more academic minors as part of their Academic Degree program. Students pursuing a minor are required to fulfill the course and minimum credit (credit) requirements listed by the Academic Department. A 2.25 minor subject average (higher in some areas) is also required to complete the minor. A minimum of 9 credits of the requirements for the minor must be completed at C.W. Post.

Cross-Referenced Courses

Cross-referenced courses may be applied only once to a student's program/plan students may choose under which discipline a cross-referenced course will be listed. The course designation may not be changed once the course appears on the student's permanent record. For example, a student majoring in finance and taking FIN 65 (cross-referenced as ECO 65) cannot also receive credits for ECO 65, which is a liberal arts requirement.

Course Frequency

Frequency of course scheduling is indicated after each course description by one of the following: Every Semester, Spring, Fall, Annually, On Occasion. If a course is not offered or is cancelled, it may be taken as independent study with authorization by the department chairperson and Dean. Substitutions for major, minor or core requirements must be approved by the Academic Standing Committee.

Frequency of evening, summer and weekend offerings is not indicated within this Bulletin; the student should consult the department to ascertain which courses will be offered during these sessions. Complete schedules of these course offerings may be obtained from the Director of Summer, Evening, and Weekend Sessions at (516) 299-2431 or e-mail study@cwpost.liu.edu

In addition, a complete listing of courses is available at <https://webapps.liu.edu/courseschedules/schedules.aspx?campus=p>

Advanced Placement

Academic credits toward graduation will be granted automatically to students who pass the College Entrance Examination Board's Advanced Placement examination with a score of 4 or 5. Credit for the grade of 3 will be awarded only on the recommendation of the department chairs concerned (except for English, which awards credits for the grade of 3). No credits will be awarded for a score less than 3. Further inquiries concerning Advanced Placement should be directed to the Transfer Center at (516) 299-3222.

Credits by Proficiency Examination

C.W. Post will accept a number of "transfer credits" earned by a student who receives an eligible score on the CLEP (College-Level Examination Program) examinations or a similar proficiency examination given by the New York State Department of Education. Some academic departments at C.W. Post have placed restrictions on the applicability of proficiency examinations to degree requirements. Before students are eligible to receive this credit, they must meet C.W. Post's entrance requirements and be accepted for admission. Specific C.W. Post regulations limit the total number of credits accepted toward graduation by proficiency examination to 60; no more than 9 credits may be used to fulfill the advanced requirements in the major. A student's final 9 credits in the major must be completed at C.W. Post. Students serving with the United States Armed Forces, honorably dis-

charged; those serving with such agencies as VISTA and the Peace Corps; and others with proficiencies that are related to the academic program are invited to seek either proficiency credits as outlined under "Credits by Proficiency Examination" or advanced standing.

Further inquiries should be directed to the Transfer Center at (516) 299-3222.

Credits for Life Experience

Life Experience Credits are credits given in recognition of knowledge obtained in ways other than study in a two- or four-year accredited college. The knowledge must be equivalent to what would be learned in a C.W. Post undergraduate course, and the applicant must be able to demonstrate such knowledge.

No student may apply for Life Experience Credits before completing six credits at C.W. Post or during the last 32 credits of residency. The last 32 credits, which is senior residency, must be taken in regular course work. Students should consult their advisor before seeing the Life Experience Credits Coordinator.

All applications must be submitted to the Life Experience Credits Coordinator. For application forms and additional information about fees, rules and procedures, contact the Coordinator at the Office of Adult Student Services at (516) 299-2445 or e-mail adult-services@cwpost.liu.edu.

Institutional Assessment

For the purpose of institutional assessment, undergraduate students may be required to take academic achievement examinations in their freshman and senior years. Outcomes of the exams are used only to evaluate the effectiveness of the curricula and do not effect student grades.

LONG ISLAND UNIVERSITY PLAN

The Long Island University Plan is a comprehensive program for all undergraduates.

It integrates academic, career and financial concerns for all students.

The Plan achieves this integration by emphasizing four goals:

- Expanded academic and personal counseling
- Enhanced academic and career opportunities
- Essential literacies,
- Earning while learning

Expanded Academic and Personal Counseling

Academic Counseling

Every undergraduate student at C.W. Post is assigned an academic counselor.

The academic counselor is an important source of guidance and information and is available to assist students from their first semester at C.W. Post until graduation.

All undergraduate academic counselors are located in the Academic Counseling Center in Kumble Hall. Students meet with their academic counselors each semester to discuss their plan of study, academic progress, and degree requirements. Registration of classes is usually conducted in the academic counselor's office. Forms for registration, add/drop (change of program), withdrawals from classes, pass/fail option, change of major, and graduation applications must be signed and/or approved by the student's academic counselor.

It is each student's responsibility to ensure that all degree requirements have been met. Consequently, students should consult regularly with their academic counselors. Students with inquiries concerning the academic counseling program should contact the Director of Academic Counseling at (516) 299-2746.

Freshmen

All new freshmen at C.W. Post will be assigned an academic counselor to assist in reviewing the many choices and decisions they are faced with in college. Upon acceptance, new freshmen are notified to contact the Academic Counseling Center to make an appointment for course registration. During this meeting, the academic counselor will review the student's high school transcript and SAT-I test scores (or ACT) to determine the appropriate placement for English, Math and Reading courses. The academic counselor will assist new Freshman with planning a schedule for the first semester and completing the registration process.

Freshman Seminar (College 101)

In addition to the support provided by Academic Counselors, all freshmen enroll in a one-credit Freshman seminar, College 101, during their first semester.

This is an orientation course that assists students with the transition into college life. College 101 is taught by an instructor (faculty member or administrator) with the assistance of a peer mentor.

Peer mentors are upperclass students specifically trained to help introduce freshmen to campus life in addition to assisting the faculty mentor in organizing the Freshman Seminar. Peer mentors are available to students throughout their first semester; peer mentors are friends and experienced guides for new freshmen.

Both the instructor and peer mentor are part of the strong support system provided to new freshmen. College 101 covers such topics as time management, academic policies, study skills, cooperative education and other issues relevant to new freshman.

Required of all Freshmen during their first semester.

Fall, Spring 1 credit

Transfers

The Transfer Center works closely with the Admissions Office and the Academic Counseling Center to provide transfer students, as well as those considering transferring to C.W. Post, with academic guidance and optimum counseling services. It is responsible for evaluating all previous college-level study (including study at international and non-accredited institutions) and awarding appropriate transfer credits towards a C.W. Post degree. All questions regarding transfer credits should be directed to the Transfer Center at (516) 299-3222.

Upon acceptance, transfer students should make an appointment with their academic counselor to select and register for classes. Academic counselors assist new students in applying transfer credits and planning an educational program consistent with their needs, interests and abilities. Students will work with a professional academic counselor from the time they transfer to C.W. Post until they complete their undergraduate degree.

Pre-Law Advising

Students interested in applying to law school after their studies at C.W. Post should consult the pre-law advisor, a faculty member in the Political Science Department, at (516) 299-2407. A variety of services and support programs are available to students interested in future careers in law.

Pre-Health Professions Committee

The Pre-Health Professions Committee serves to guide students by assisting them with course selection and academic and pre-professional guidance. The committee gathers faculty appraisals of the student and writes comprehensive letters of recommendation to the professional schools. Students who intend to apply to medical or related health professional schools (dental, podiatry, optometry, etc.) should have a sound background in liberal arts.

Any academic area may be used as a major as long as the student takes the science courses required by the professional schools. Whatever the major, it is recommended that students who anticipate applying to these schools consult with their academic counselor to make sure that their programs satisfy the requirements for professional schools as well as the requirement for the bachelor's degree at C.W. Post.

Students are strongly urged to register with the Pre-Health Professions Committee for help and advisement, especially after they have defined their career goals, but definitely no later than the Fall of their Junior year. The entire application procedure will be explained at that time.

Admission policies and requirements of the various schools will be carefully considered in order to help guide student to apply to appropriate schools. All students should plan to take the Admission test (MCAT, DAT, etc.) or any other pre-admission aptitude test that is required by the professional school no later than the Spring of their Junior year.

The professional schools require the following minimum science courses:

- 1 year of General Biology
- 2 years of Chemistry (including 1 year of General Chemistry and 1 year of Organic Chemistry)
- 1 year of General Physics
- 1 year of College Mathematics

For further information, contact the Pre-Health Professions Office at (516) 299-2492

Enhanced Academic and Career Opportunities

Enhanced academic and career opportunities, or experience enriched education, include the following options:

- Cooperative Education
- Internships
- Study Abroad
- Full-time Research

These experience-enriched activities give students a decisive advantage in their career fields by providing them with professional level experience. Such activities encourage learning experiences that build professional connections and credentials.

Students who are in good academic standing and maintain at least a 2.5 grade point average may participate in these activities during the second semester of their Freshman year.

The Professional Experience and Career Planning office integrates the services of the Cooperative Education Program and the Career Development Center. For more information call (516) 299-2435 or visit www.liu.edu/cwpost/pep.

Cooperative Education

Cooperative Education offers students an opportunity to gain professional work experience related to their career interests while they are still in school. With the assistance of the Office of Professional Experience and Career Planning, students can have as many as five different co-op work experiences during the Fall, Spring or Summer semesters. Each completed semester of work experience is listed on the student's transcript.

Students who participate in Cooperative Education have the opportunity to test career alternatives in realistic work settings, gain practical pre-professional experience, develop relationships with professionals in their field, and earn a salary to help finance their college education.

In addition, Cooperative Education students are offered career counseling to prepare them for their work assignments in business, government and not-for-profit agencies. Students are assisted in identifying their strengths, conducting career-related research, preparing resumes, and developing interviewing techniques. Cooperative Education Coordinators continue to assist students with their career development throughout their Long Island University experience.

Experienced Enriched Education (EEE) is a prerequisite for a Cooperative Education placement. This four week, pre-placement seminar is designed to prepare the student for the "world of work." Topics include resume writing, interviewing techniques, the cover letter, company and career research, and networking.

Co-op Articulation Agreement for New Freshman/Transfer Students

Entering freshman/transfer students who have participated in a school-sponsored co-op program at their high school or college are eligible to apply for a co-op placement through C.W. Post's co-op program upon completion of registration.

Career Development

The Career Development Center is designed to assist both students and alumni of C.W. Post. The office offers group and individual counseling to all students who request it, and provides information on career opportunities in business, government, education and other professional fields, as well as training programs, field experiences, and graduate school information. Listings of summer and part-time jobs are also maintained.

Students are assisted in the technique of finding a suitable position through seminars, workshops in resume and cover letter preparation, interview rehearsals, and interest testing. Notification of job

openings is available through our Web page at www.liu.edu/pep. Students and alumni are eligible to participate in the on-campus recruitment program when employers come to campus to recruit personnel. An annual career fair is held in the Spring.

For further information about Professional Experience and Career Planning, contact Cooperative Education at (516) 299-2435 or Career Development at (516) 299-2251 or e-mail: pep@cwpost.liu.edu; Web site: www.liu.edu/cwpost/pep.

Study Abroad

Students who are currently attending C.W. Post and who wish to study abroad may do so during a summer session, academic semester, or entire academic year. Students may take part in one of C.W. Post affiliate programs or a non-affiliated program.

Programs that are affiliated with C.W. Post include Regent's College in London, LIU Australia, as well as the Global College (with sites in Costa Rica, Japan, India, China, and South Africa). Students participating in affiliate programs receive direct credits for courses - not transfer credits - and can apply most of their financial aid toward program costs, as if attending their home institution. For most affiliate programs, Long Island University tuition will cover tuition abroad; room and board fees will vary according to the program.

Programs hosted by other universities, colleges or organizations are known as non-affiliated programs. Such programs need to be approved in advance by the

Study Abroad Coordinator. Students participating in non-affiliated programs will receive transfer credits for courses taken abroad and must pay the tuition of the sponsoring institution.

Interested students should refer to the following guidelines, and are invited to obtain further information by contacting the Study Abroad Office at (516) 299-2508, located in Kumble Hall, PEP Office, Room 3. Additional information can also be obtained on the study abroad Web site at www.cwpost.liu.edu/cwis/cwp/abroad/

1. Information Request: The Study Abroad Director will assist students in choosing a suitable program and advise them of the correct procedure. All students interested in study abroad must receive the approval of the Study Abroad Director before going abroad.
 - a) Accreditation: For non-affiliated programs, students should be aware that C.W. Post will authorize students to attend only accredited institutions of

higher education abroad. A foreign institution's credentials will be examined by the Study Abroad Director to determine eligibility. A student must present all available program information from the non-affiliated institution at which the student is interested in studying.

- b) Eligibility: Students who have completed at least two consecutive full-time semesters at C.W. Post and have a minimum grade point average of 3.0 at the time of their application are eligible to apply for study abroad programs.
2. Study Abroad VISA Form: Once the Study Abroad Director has met with the student and the student has been accepted to the program of his/her choice, the Study Abroad Director will give the student the Study Abroad VISA (Visiting Student Authorization) Form to complete with his/her Academic Counselor to ensure that all courses taken abroad will transfer back to C.W. Post. Students wishing to take major courses abroad will need the department chair's signature on the Study Abroad VISA Form. The Study Abroad VISA Form must be signed by the Study Abroad Director, the Academic Counselor, and the Department Chair (if major classes are being taken) before going abroad.
3. Grades: Grades earned at affiliate programs will appear on the C.W. Post transcript and will be computed into the student's grade point average. Grades earned at non-affiliated programs will not be computed in the grade point average and will appear on the C.W. Post transcript as transfer credits. Only grades of C or better will be transferred.
4. Residence: Courses taken at affiliate programs will count toward residency requirements (including the 32-credit Senior residency requirement). Courses taken at non-affiliated programs will not count toward residency requirements for either Senior residence or eligibility for graduation with honors.
5. Financial Aid: Students participating in affiliate programs may use most of the financial aid to which they are normally entitled (including most institutional aid and excluding College Work-Study, Music Awards, and Athletic Grants), as students pay Long Island University tuition for these programs. Students participating in non-affiliated programs are eligible for federal aid programs only.
6. Transcripts: Students attending non-affiliated programs must arrange for an official transcript to be forwarded to the Study Abroad Office.

Essential Literacies

The existing academic core is the foundation for the Long Island University Plan's goal of Essential Literacies. It reflects a commitment to sharpen students' analytic and writing skills. Essential Literacies asks all students to be familiar with the languages of culture, science and technology that are necessary to function competently and independently in our complex society.

Every student will have special experiences aimed at strengthening the skills needed to read with intelligence and perception, to analyze critically and productively, and to write clearly and persuasively. The Plan's emphasis on Essential Literacies calls for an intensified commitment to the values of liberal learning.

Earning While Learning

Earning While Learning is the dimension of the Long Island University Plan which addresses the financial burden of a student's pursuit of a college degree. The

University is committed to assisting students and parents in meeting the costs of higher education in a variety of ways.

One option is for students to alternate semesters of academic study and allied Cooperative Education work experiences. Paid part-time co-op positions are also available. The LIU Plan also provides comprehensive financial assistance, academic counseling and, where possible, financial support for students in unpaid internships and other special programs.

ACADEMIC HONOR SOCIETIES

Alpha Phi Sigma – Criminal Justice Epsilon Beta Chapter

Purpose: Alpha Phi Sigma is the National Criminal Justice Honor Society. The C.W. 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 3.0 G.P.A., and a minimum of 3.2 in criminal justice. You are eligible to apply once half of your course work is completed. For further information, call (516) 299-2467.

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 the C.W. Post Campus of Long Island University. 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 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.

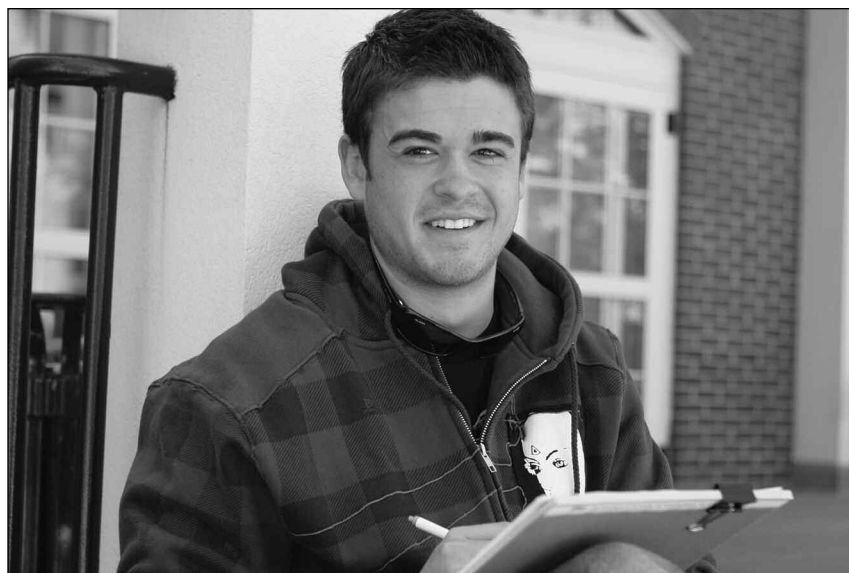
Eligibility: To qualify, a student must major in one of the biological sciences with a general G.P.A. of 3.2 and a major G.P.A. of 3.3. For further information, call (516) 299-2481.

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 enrolled in a program accepted by AACSB International, as a basis for accreditation, then he or she is eligible for consideration for membership in Beta Gamma Sigma. Candidates for baccalaureate degrees whose academic rank is in the upper 10 percent of their class may be inducted subject to the following:

Students in the next to last year of study (or its equivalent in course work)



ranked among the upper 10 percent of their class may be inducted in the last term or semester (or its equivalent in course work) of that year.

Students in their final year who were not previously inducted may be inducted at any time during their final year (or its equivalent in course work) if their academic rank is in the upper 10 percent of their class.

For further information, call (516) - 299-3017.

Beta Kappa Chi – Natural Sciences and Mathematics

Purpose: The purpose of Beta Kappa Chi is to stimulate and encourage undergraduate and graduate education in the natural sciences and mathematics, to inspire and support the continued pursuit of knowledge and achievement, and the capture of scientific truths during the entire career of each member.

Eligibility:

- 1) Undergraduate students are eligible for membership if they rank in the upper fifth of their class and have completed at least 64 hours of college work, 17 semester hours of which shall be in one of the sciences recognized by Beta Kappa Chi with a grade point average of at least B in the science area and a general college average of at least B.
- 2) Graduate students are eligible if they have completed at least 15 semester hours in one of the sciences recognized by the Society with a grade point average of A in at least one-third of the hours and at least B in the remaining two thirds semester hours. For further information, call (516) 299-2233.

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 ties between stu-

dents and 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-Social Work

Phi Alpha is a national honor society recognizing the outstanding academic achievements of social work students. Seniors who are active in 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) 299-3017.

Phi Alpha Theta – History

Purpose: This honor society was established to celebrate academic excellence in the study of history and to encourage open debate and inquiry about the human past. Membership includes a subscription to the academic journal "The Historian" and an invitation to participate in local gatherings as well as regional and national conventions.

Eligibility: Undergraduate students need not be history majors, but must complete 12 credits in history at C.W. Post, with a G.P.A. above 3.0 in history courses and an overall G.P.A. at Post of at least 3.0. Graduate students must complete 12 credits in history at C.W. Post, with a G.P.A. of at least 3.5 and no grades below a B. For more information, call (516) 299-2407

Phi Eta Honor Society

Purpose: Phi Eta was founded at C.W. 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 C.W. 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 G.P.A. 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 C.W. Post or a grade below B- while in attendance at any other post-secondary institution. They must not have any standing incomplete grades, and must have a minimum of 56 weighted credits in residence at C.W. 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 Eta Sigma – Freshman Honors

Purpose: To encourage and reward high scholastic attainment among freshmen in institutions of higher learning.

Eligibility: Students with a G.P.A. of 3.5 during the first semester of college are automatically eligible for membership, provided they are full-time students.

Counselor: Dr. Joan Digby, (516) 299-2840, 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 Regular Membership should 1. have completed at least two college-level

semester courses in philosophy and be enrolled in a third; 2. have maintained at least a 3.25 average in all philosophy courses which have been completed; 3. have a cumulative college grade point average of at least 2.5. Members must maintain these minimum grade point averages 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 course work and who have attained a cumulative 3.7 G.P.A. are eligible for induction into the honor society. For further information, call (516) 299-3017.

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) 299-2233.

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.

Eligibility: For active student membership, the student must be enrolled in an accredited college or university, and must have completed 12 quarter (eight semesters) hours of psychology, or nine quarter (six semester) hours and registered for at least three quarter (two 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 not 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. For further information, call (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 Los Optimates and in the Orders of Don Quixote 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 Phi Omega – Gerontology

Purpose: Sigma Phi Omega is the National Honor Society for Gerontology established in 1980. The Society seeks to promote scholarship, professionalism, friendship and service to older persons, and to recognize exemplary attainment in gerontology/aging studies and related fields.

Eligibility: Membership is open to undergraduate and graduate students who are majoring or minoring in gerontology, aging studies and related fields and who are in at least their second term of enrollment. Undergraduates must have a G.P.A. of at least 3.3 on a 4.0 scale. Faculty, alumni, professional, and honorary memberships are also available. For further information, call (516) 299-2404.

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.

HONORS PROGRAM AND MERIT FELLOWSHIP

The C.W. Post Campus of Long Island University offers these integrated programs of special interest to distinguished undergraduates:

The Honors Program is a course of curricular enrichment featuring small seminars and independent study. It has enjoyed a steady growth in numbers and reputation over the past 40 years. More than 450 students from every undergraduate school and major at C.W. Post participate in this exciting two-to four-year program.

The Merit Fellowship, instituted in 1982, is the companion to Honors. Students in the Fellowship attend conferences, lectures and cultural events or participate in community service on a non-credit basis. Under the guidance of faculty coordinators, the Fellowship fosters a social environment committed to expanding intellectual horizons.

The Honors Program and Merit Fellowship share a large office and lounge/conference area in Humanities Hall, Room 201, where students are encouraged to socialize and study. The Director works closely with students in both programs as a general counsel or and guide.

The Honors Program

The C.W. Post Honors Program is open to students of all majors in all schools on Campus. It provides academically gifted students with a course of study designed to help them realize their potential and graduate with the finest possible credentials. The objective of the program is enrichment and critical thinking, not acceleration. Its focus is on the individual Honors student as a distinct intellectual personality. The program is designed to provide students with a humanistic perspective and the ability to apply their knowledge in various fields. Many Honors Program students go on to pursue graduate or professional degrees.

The Honors curriculum emphasizes a liberal balance between traditional and innovative studies. Honors classes are limited to 20 students and run as discussion-style seminars. They encourage writing and oral presentations. At the most advanced level, students work privately with professors in their major on tutorial and theses projects of their own creation.

Participation in the Honors Program means membership in a unique decision-making community that is both academic and social. The diversified group, involving students from all disciplines and many countries, joins with the faculty in choosing a Honors Program curricula, instructors and extracurricular activities. In every respect, Honors at C.W. Post is a wise personal choice for the student seeking an enriched college education.

Honors Program courses are designated by a 300 number code. Students in Honors also have the advantage of enriched advisement. The Honors Program Director serves as a general mentor to students in the program.

Students in the Honors Program are expected to complete the course of study for which they have registered. During every semester there is a Drop/Add period during which students may alter their schedule. Students will not be permitted to withdraw from any course after the end of that period, nor will they be permitted to take an Inc in a course, with the exception of the Honors Tutorial or Thesis, which may require additional work after the end of the semester. A student with medical or other extenuating circumstances should see the honors director.

About the Honors Program:

- established in 1963
- member of National Collegiate Honors Council
- more than 450 active members
- independent study with professors
- international students welcome

For information about the Honors program, visit its Web site at www.liu.edu/honors or call at (516) 299-2840.

Honors Program Society

This student organization is run as a democratic "team" that all Honors Program students are welcome to join. It sponsors cultural programs such as student travel to honors conferences. The Society's fundraising drives help support social gatherings, such as the thesis colloquia, where students and their faculty counselors come to share the experiences of their original research. The society meets in the Honors Program office and its members join with faculty on the Honors Advisory Board to choose Honors electives.

Honors Program Curriculum

The Honors Core (18-20 credits): These basic courses (numbered 303, 304) substitute for and fulfill Core Curriculum requirements. Honors core courses in the liberal and fine arts are structured historically to give the student an overview of the connections among literature, the arts, history, politics and philosophy. In every course, the Fall semester is devoted to the Ancient, Medieval and Renaissance periods; the Spring semester is devoted to the Enlightenment, Romantic, Victorian and Modern periods. Students elect to study in at least two subject areas, but may choose more of these courses. Other core courses in math, anthropology, economics,

cinema, dance, and communications are introductions to the disciplines designed for the Honors Program.

The Honors Program has also designed special basic science courses (numbered 301, 302) to meet Core Curriculum requirements. Every year two tracks are offered from among astronomy, biology, chemistry, geology, and psychology. It is recommended that the science requirement be completed in the first or second year, but a student may defer until a preferred course is scheduled. In some fields, it is possible to begin a science major with the Honors core course. Science majors should check with their departmental academic counselor and begin their major sequence as directed.

Core Equivalencies

Anthropology 303, 304 =
 Anthropology 1, 2
 Astronomy 301, 302 = Astronomy 9, 10
 Art/Music 303, 304 = Art 1, Music 1
 Biology 301, 302 = Biology 3, 4
 Chemistry 301, 302 = Chemistry 1, 2
 Cinema 303 or 304 = Cinema 11
 Communications 303 = Communications 9
 Dance 303 = Dance 8
 Economics 303, 304 = Economics 11, 12
 English 303, 304 = English 1, 2
 (Students taking English 303, 304 may not take 7, 8)
 Geography 303, 304 = Geography 1, 2
 Geology 301, 302 = Geology 1, 2
 History 303, 304 = History 1, 2
 Math 303 = Math 1
 Philosophy 303, 304 = Philosophy 25, 26
 Political Science 303, 304 =
 Political Science 26, 27
 Psychology 301, 302 = Psychology 3, 4
 Sociology 303, 304 = Sociology 1, 2
 Theatre 304 = Theatre 1

Advanced Seminars (six credits)

Students usually take these courses after completing their Honors core courses. These experimental seminars are not found in the regular Core Curriculum.

Most are designed especially for the Honors Program. All are reviewed and selected by the Director with help of the joint student/faculty Advisory Board.

The student is encouraged to choose advanced electives purely from the desire to expand intellectual horizons.

Study Abroad

Students in Honors who spend a semester or year abroad at Global College or other affiliated Universities may use up to 6 credits earned abroad in place of Honors Advanced electives, based on assessment of work by honors director. Other study or travel abroad options may be linked to honors courses.

Independent Study (six credits)

In the Junior year, the student selects a subject for the Honors Tutorial, a three credit semester-long course of independent research under the guidance of a chosen instructor who meets with the student in weekly sessions. The tutorial is taken in the major and is the exploratory research for the thesis. In the Senior year, the student again works with a professor of his/her choice on the Honors Thesis, a three-credit, semester-long project in the major, which generally culminates in an extensive paper. In some subject areas, the project may involve field work, laboratory work or artistic creativity.

The student registers for both the tutorial and thesis with the Honors Program Director who must approve all projects.

Honors Program Credit Distribution

Four-year Participant

Freshman and Sophomore years:

- 12 credits Honors Liberal Arts, Fine Art, and Social Science Core Courses (303, 304). 18 credits Science majors only.
- 8 credits Honors Science Core Courses (301, 302) – except certain science majors who must follow the requirements specified by their major to replace Honors Core Science. These students will take an alternative 6 credits of 303-304 courses, completing the Honors Program with 30 credits. Science majors who are able to begin their major department sequence with Honors Core Science can follow the regular credit distribution outlined above.

Junior and Senior years:

- 6 credits Honors Advanced Seminars
- 3 credits Tutorial, Spring of Junior year
- 3 credits Thesis, Fall of Senior year
- 32 credits Total (30 credits Total for science majors only)

Three-year Participant

Sophomore year:

- 6 credits Honors Liberal Arts, Fine Art, and Social Science Core Courses (303, 304). Students who elect to participate in the Honors Science Core will need to take 8 credits to meet this requirement.

Junior and Senior years:

- 6 credits Honors Advanced Seminars
- 3 credits Tutorial, Spring of Junior year
- 3 credits Thesis, Fall of Senior year
- 18 credits Total

Two-year Participant

- 6-8 credits Honors courses (either Core or Advanced electives). Students who elect to participate in the Honors Science Core will need to take 8 credits to meet this requirement.
- 3 credits Tutorial, Spring of Junior year
- 3 credits Thesis, Fall of Senior year
- 12-14 credits Total

Merit Fellowships

Students in the Honors Program also participate in the Merit Fellowship, which offers an annual conference in one semester of the academic year and a non-credit series of lectures and cultural events in the other semester.

A full listing of semester programming is available in the Honors Program/Merit Fellowship Office at the beginning of each semester. All ticketed events require sign-up in the Honors office. The participant must attend 5 lectures and events scheduled each semester to maintain the following:

Valedictorian/Salutatorian Scholars Award, University Scholars Award, Post Outstanding Scholars, Nassau Community College Scholarship, Transfer Scholars, Transfer Excellence Award, Provost's Award for Scholastic Excellence, Academic Excellence Awards, and Honors Program/Merit Fellowship Awards.

Honors Program/Merit Fellowship Fact Sheet

Application Date:

Contact the Admissions Office for scholarship deadline dates.

Requirement categories (2006-2008):

Valedictorian/Salutatorian Scholars Award:
Valedictorian/Salutatorian and 1300 (old SAT) or 1950 (new SAT) or 29 (ACT) with minimum SAT Verbal score of 570 or ACT English of 24 required.

University Scholars Award:

92 average and 1300 (old SAT) or 1950 (new SAT) or 29 (ACT) with minimum SAT Verbal score of 570 or ACT English of 25 required.

Academic Excellence Award:

90 average and 1200 (old SAT) or 1800 New SAT or 27 (ACT) with minimum SAT Verbal score of 570 or ACT English of 25 required.

Academic Incentive Award:

88 average and 1100 (old SAT) or 1650 New SAT or 24 (ACT) and an invitation to join the Honors Program.

Transfer Scholars Award:

3.9 G.P.A. and completion of an

Associate's Degree from an accredited community college

Transfer Achievement Award:

3.4-3.74 G.P.A. and 24 credits and an invitation to join the Honors Program

Transfer Excellence Award:

3.75 G.P.A. and 24 credits

C.W. Post Continuing Students:

3.2 G.P.A. Freshman 3.4 G.P.A.

Upperclassman

Note: Please refer to Financial Assistance section for changes in eligibility requirements effective 2006-2008.

Scholarships:

Students receiving the Provost's Award for Scholastic Excellence, Valedictorian/Salutatorian Scholars Award, University Scholars Award, Nassau Community College Scholarship, Post Outstanding Scholars, Transfer Scholars, Transfer Excellence Award, Honors Program/Merit Fellowship Awards or the Academic Excellence Award must participate in the Honors Program and Merit Fellowship as a condition of their scholarship.

Continuing C.W. Post students who do not receive these scholarships, but meet the academic criteria for Honors may be eligible for assistance from the program. International students are eligible for Honors Program Scholarships.

Terms and Conditions of Award:

Students must regularly enroll in Honors courses and show progress toward the completion of program requirements. Students must maintain the required G.P.A. (see below) reviewed each semester.

Provost's Award for Scholarship Excellence

3.5 all years

Valedictorian/Salutatorian Scholars Award

3.5 all years

University Scholars Award:

3.5 G.P.A. all years

Academic Excellence Award:

3.2 G.P.A. Freshman 3.4 G.P.A.

Upperclassman

Transfer Excellence Award:

3.5 G.P.A. all years

Transfer Scholars Award 3.5 all years

Honors Program/Merit Fellowship

3.2 G.P.A. Freshman 3.4 G.P.A.

Upperclassman

Students must file the Free Application for Federal Student Aid (FAFSA) and the CSS/Financial Aid Profile Form by March 1 annually.

Students who meet these conditions will have their scholarships renewed for the length of their participation in the Honors Program/Merit Fellowship (up to four [4] years).

REGISTRATION

Course Registration

The Academic Counseling Center mails a registration reminder notice to all students prior to the start of the Summer/Fall and the Spring semester registration periods. The registration dates are also noted on the Academic Calendar. To register for classes, students are required to make an appointment to meet with their academic counselor by calling the Academic Counseling Center in Kumble Hall at (516) 299-2746. The academic counselors will help students select the courses appropriate for their major, and will process their registration card. Students are encouraged to meet with their academic counselors to register as soon as possible to improve the chances of getting the schedule of their choice. Closed and cancelled courses can be checked on the web at www.liu.edu/sis via the Student Information System.

The schedule of classes is available to the students online one week prior to the start of registration. Information about course offerings, closed and cancelled classes, Writing across Curriculum Classes is also available through the online schedule of classes.

During the academic year, the Academic Counseling Center office hours are Monday through Thursday 9 a.m.-7 p.m.; Friday 9 a.m.-5 p.m. Students should contact the office directly regarding summer office hours.

Audit Policy

Selected classes may be audited on a noncredit basis with permission from the academic counselor.

Per Capita Classes

Only fully matriculated students can enroll in courses taught on a per capita/individual instruction basis. Full-time University employees receiving tuition remission are not eligible for these classes.

Tuition Payment

Each semester the Bursar's Office mails a bill for charges to the billing address of students who register.

One copy of the bill must be returned to the Bursar's Office with a payment by the indicated due date. Students on scholarship, tuition assistance or financial aid programs are also required to return their copies to the Bursar's Office with the applicable explanation noted on the billing statement.

Students who have decided not to attend should return their bills with

explanations to the Bursar's Office. Any bill not presented by the due date is subject to a late payment fee.

Failure to return any bill by the end of the first week of classes may result in an official withdrawal, although the student's financial obligation will remain. In addition, a student who has withdrawn may subsequently become responsible for a reinstatement fee of \$100. For further information, contact the Bursar's Office at (516) 299-2323 or e-mail: bursar@cwpost.liu.edu or visit www.liu.edu/cwpost/bursar.

No registration may be considered completed without payment or an arrangement acceptable to the Bursar.

Students who have outstanding indebtedness to C.W. Post are not eligible to register or re-register, receive transcripts of their records, have academic credits certified, be granted a leave of absence, or receive a diploma.

Program Changes

Students may drop and add courses, transfer from one section of a course to another, or change from a credit to an audit status (or vice versa) in one or more courses by filing an official change of program card with their academic counselor. The deadline for program changes is the date specified in the academic calendar.

Visiting Student Authorization (VISA)

During Summer sessions, all C.W. Post students who wish to be a visiting student at another college or university must consult with their academic counselor to determine their eligibility. If eligible, the student must complete the Visiting Student Authorization (VISA) form and submit the form to the Academic Standing Committee. The Academic Standing Committee gives final approval for these applications. The following regulations are observed regarding eligibility to attend another institution:

1. Students may not take a course at another institution on Long Island if the course is being offered at C.W. Post.
2. If a required course is not being offered at C.W. Post, or the student lives outside the Long Island area, then permission can be considered.
3. Students must be in good academic standing; students on academic probation cannot be granted permission to attend other institutions.
4. The VISA authorization becomes automatically invalid if, by the conclusion of the term during which it is granted, the student is placed on academic probation.

5. Only letter grades of C- or above are acceptable for transfer credits. Grades of D or P are not transferable. Grades earned at another institution are not used in the computation of either the student's major or cumulative average, they do not remove F grades earned at C.W. Post, nor do they count toward fulfillment of residence requirements or the requirements for graduation with honors.

6. VISA authorizations are granted for a maximum of 9 credits.

7. A maximum of 72 credits may be transferred from two-year colleges.

8. All students must complete their final 32 credits in residence, 9 of which must be in their major. Furthermore, students in the ASORAD (Advanced Study Opportunities for Recipients of the Associate's Degree) program (students who transferred to C.W. Post with two-year degrees) must complete 56 credits in residence.

Upon completion of course work, an official transcript of all VISA approved summer courses must be forwarded directly to the Transfer Center.

Withdrawals

Please be advised that course withdrawals may effect eligibility for federal, state and institutional aid programs. Contact the Office of Financial Assistance for details.

Partial Withdrawals – Withdrawal from Individual Course(s)

Withdrawal from an individual course (or courses) may be effected only by an "official withdrawal," which becomes effective on the date that application was made. Refunds on specific course withdrawals are made in accordance with the schedule in the Tuition and Fees section. All withdrawals must have the approval of the student's academic counselor. Students may withdraw from an individual 14-week course up to the 11th week of classes as specified in the academic calendar. Students who withdraw from any courses during the Fall or Spring term are not eligible for inclusion on the Dean's or Honors List for that semester.

In exceptional cases, the dean of the school in which the course is offered may allow the grade of W (official withdrawal) after the deadline. If this grade is not awarded, the instructor may grant either of the grades UW (unofficial withdrawal – no penalty) or WF (withdrawal with failure).

Complete Withdrawals

Students who wish to withdraw from all their classes must see their academic counselor to process the "official withdrawal." The withdrawal deadline is

specified in the Academic Calendar printed in this bulletin on the campus website.

Refunds of tuition for withdrawals from C.W. Post are made on a prorated basis in accordance with the refund schedule in the Tuition and Fees section.

Consult the Office of the Bursar, (516) 299-2323, for further information.

Residential students withdrawing from C.W. Post must have their room inventories checked by the Residence Life Office before any refunds will be considered.

Room and board refunds will be made on the basis of the tuition refund schedule in the Tuition and Fees section. Room reservation deposits are not refundable after July 15 for the Fall semester and after December 15 for students who will become residents in the Spring semester.

Students asked to leave the residence halls are not entitled to any refund. Students who do not plan to continue their studies at C.W. Post must either apply for a Leave of Absence or file a Termination of Studies application (see following sections). Failure to do so may affect the availability of transcripts and/or future financial aid eligibility.

Leave of Absence

C.W. Post permits students to interrupt their undergraduate studies when appropriate. If granted, a Leave of Absence allows a student to continue under the requirements in effect when he/she was initially admitted.

The student does not need to be readmitted by Admissions upon return from the leave, but registers through his/her Academic Advisor. Students must file a Leave of Absence Application with the Academic Standing Committee. The application form is available in the Academic Counseling Center. A positive recommendation by the Committee will result in the Registrar's recording the Leave of Absence on the student's transcript.

A Leave of Absence for up to one year may be granted to matriculated students who are not in financial arrears and who are not subject to any disciplinary action. Application for continued leave beyond one year must be made in writing to the Academic Standing Committee. If such continuation of leave is not granted, application for readmission must be made in writing to the Admissions Office. A leave will not be granted after the normal withdrawal deadline specified in the Academic Calendar. Students who encounter special circumstances after the deadline should contact the Academic Standing Committee. Students are not permitted to attend another college or

university while on an official Leave of Absence.

International Students should know that INS regulations may prohibit those who have been granted such a leave from maintaining their visa status.

Medical Leave of Absence

A Medical Leave of Absence may be granted when serious medical and/or psychological circumstances prevent a student from adequately completing coursework in a given semester.

A student who wishes to request a Medical Leave of Absence will need to obtain an application form from the Student Health and Counseling Center. The student must complete the form, attach adequate medical documentation and submit it to the Student Health and Counseling Center for evaluation. A Medical Leave of Absence may be granted to any full- or part-time undergraduate student and is initially granted for one semester only. A request for a continuance may be granted for up to one year. The Director of Student Health and Counseling evaluates the request and forwards the decision to the Academic Standing Committee.

Recipients of federal, state and/or University assistance who are granted a Medical Leave of Absence may lose financial assistance for the semester they are withdrawn. Students are encouraged to contact the Financial Assistance Office concerning the effects of this change in status. In addition, students should check with the Bursar regarding eligibility for a tuition adjustment and with Residence Life regarding room and meal plan charges.

All students are required to meet with and provide medical documentation to the Director of Student Health & Counseling prior to receiving approval to return.

Maintenance of Matriculation

Unless they have obtained an official leave of absence, undergraduates 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 provided that they are engaged in some sort of academic activity, such as working on a thesis.

Students approved for Maintenance of Matriculation are entitled to avail themselves of Campus facilities and services (e.g., computer labs, library privileges, 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 \$50, and this matriculation status will be recorded on their transcript as a "class" for zero credits.

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, they 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 particularly important for international students, who must either attend classes or else 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 Long Island University.

Termination of Studies

Students who intend to transfer to other colleges or universities, or intend to leave C.W. Post permanently (or indefinitely) must file a "Termination of Studies" form. This form is available in the Academic Counseling Center.

Partial Cancellation and Withdrawals, Dropping Below 12 Credits

When an undergraduate full-time student who has been billed at the flat rate (12 to 18 credits) drops below 12 credits during the program change period, charges are recalculated on the per credit basis and the difference between the revised per credit charge and the flat rate can be refunded.

When an undergraduate full-time student who has been billed at the flat rate (12 to 18 credits) drops below 12 credits after the program change period, the difference between the new per credit charges and the flat rate becomes the basis for a refund.

Please Note: The effective date of a student's cancellation or withdrawal from courses is the date on which the student submits the official drop/add/withdrawal form to the Registration Office. Students have a financial obligation to C.W. Post for full tuition unless they officially withdraw prior to the start of the semester.

Course Numbers

Odd-numbered courses are usually offered in the Fall semester, even-numbered courses in the Spring. A few courses are offered each term without regard to this numbering code.

Courses numbered from 1 to 299 are for undergraduates only.

Courses numbered 300 to 399 are Honors Program courses.

Courses numbered 400 to 499 are special, undergraduate multidiscipline courses. Courses 500 and above are for graduate students and are described in the Graduate Bulletin.

Graduate Courses Open to Undergraduates

Qualified Juniors and Seniors (those with a 3.25 cumulative average) may take graduate courses at the undergraduate tuition rate to complete the requirements for the bachelor's degree. The appropriate Dean's approval (signature) is required on the registration card. The number of graduate credits normally allowed to undergraduates is 12 credits total (in Junior and Senior years). The credits earned in these courses that are applied to the bachelor's degree may not subsequently be applied toward the master's degree. Any extraordinary request for an exception to the 3.25 minimum average requirements must be presented to the Academic Standing Committee. Exceptions to this policy are to be found in the descriptions of accelerated programs within the departments of Accountancy, Biology, Criminal Justice, Computer Science, Health Care and Public Administration, and Political Science/International Studies.

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 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 Student Information System located on the Long Island University Web site (www.liu.edu/cwpost/sis) to check their financial and academic status. Students have the four following options to secure transcripts:

Currently Enrolled Students - Login to the Student Information System and select "Order Transcripts Online" from the list of external services.

Alumni - Ordering Transcripts Online (Credentials, Inc) - Through Transcripts Plus, located on the Registrar's Web site at <http://www.cwpost.liu.edu/cwis/cwp/registrar/transcript.php>, you are now able to submit a transcript request 24 hours/day, 7 days/week or by entering <http://www.degreechk.com> on any browser. The cost of a transcript, including the processing fee, is \$7.00 and all fees must be paid by major credit card. Be assured that Transcripts Plus uses current web encryption technology and your information is secure.

Telephone - Customer Service
Telephone Requests – Call toll free the Customer Service number at 1-800-646-1858, you can request a transcript over the phone. An additional \$5.00 processing fee will be added to your order.

In-Person - You may come to the Record's Office in Kumble Hall, show picture ID, and up to 2 official transcripts can be printed for you on the spot. Please call (516) 299-2756 for office hours. If you wish to release your transcripts to a third party for pick up, you must provide signature authorization for that request

Essential information to be furnished should include:

Full name, address, social security number, dates of attendance

Name while enrolled, if different from (a). 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.

Except during peak periods at the conclusion of each semester, requests are usually processed with 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 Records Office receives grades for posting.

For more information, visit the C.W. Post Campus Registrar's Web site at <http://www.cwpost.liu.edu/cwis/cwp/registrar/>

UNDERGRADUATE TUITION AND FEES (2007-2008 RATES)

C.W. Post accepts payment by check, money order, VISA, MasterCard, and Discover credit cards. These forms of payment protect both the student and the University. Cash payments are usually not recommended.

Credit Card Usage

All students may charge tuition, fees, and room and board on their MasterCard, Visa or Discover Card accounts. Students who pay by credit card will have any refunds credited to the same charge accounts. No refund checks can be issued to students who pay by charge card.

Rates for 2007-2008

All rates provided are for the 2007-2008 academic year. Contact the Bursar or Admissions Office for current rates.

Tuition, per credit, for all students
taking fewer than 12 credits\$771

Tuition, per semester, for all students taking 12 to 18 credits
(Standard for full-time students).....\$12,350

Tuition, per semester, for all students taking more
than 18 credits\$12,350 plus \$771
per credit over 18 credits

Dual Degree Tuition; per semester, for all students in the Dual Degree Career:

Undergraduate tuition rates apply until student has completed 128 credits. Beyond 128 credits earned, student pays current Graduate student tuition rate and Graduate Financial Aid rules apply. Graduate tuition rate for the academic year 2007-2008 is \$835.00 per credit. See current Graduate Bulletin for additional fees.

For further information on the Dual program, please see the Academic Policy section of the bulletin

These rates include Weekend College for any student whose traditional semester credit load is at least 12 credits and combined loads do not exceed 18 credits. Flat rate applies only to traditional Fall and Spring semesters.

Audit Fee (Half tuition plus full course fees)\$385.50

Course Fees

In addition to the regular tuition charge of \$771 per credit, fees ranging from \$10 to \$300 are charged for certain laboratory, studio, and special course fees. See individual course descriptions.

Books and Supplies

It is estimated that full-time students may spend approximately \$300 to \$400 per semester on books and classroom supplies.

University Fee

(\$15 not refundable – Registration Fee)

4 credits or fewer.....\$110

4.1-11.9 credits 230

12 or more credits

(Standard for full-time students) 525

The University Fee is a general fee to defray total Campus expenditures, including administrative and registration costs.

Student Activity Fee

Excluding Summer Sessions, including Weekend College

Fewer than 12 credits(per credit) \$7
12 or more credits

(Standard for full-time students) 100

The Student Activity Fee was established to provide funding for all student organizations, publications, and activities that are available to C.W. Post students.

Other Fees

Application Fee (nonrefundable).....\$30

Late Registration Fee 10

Late Payment Fee 75

Late Payment Fee is imposed on tuition and dormitory bills paid after the due date as indicated on bill.

Graduate Record Exam, each test (for Seniors)\$10

Transcript (per request)*5

Reinstatement Fee**100

Computer Account Fee 25

Diploma Replacement Fee 10

Delayed Registration Fee**200

*\$5 for each transcript up to 10 and \$1 each for the 11th and further transcripts issued at the same time.

**Registered students who have not cleared the Bursar by the due date indicated on the bill will be obliged to pay the Late Payment Fee of \$75. In addition, students will be notified that if they fail to clear the Bursar, their registration may be cancelled and they will be assessed a \$100 Reinstatement Fee. Any student who deliberately fails to register, but attends classes with the intention of registering late in the term, will be responsible for paying a Delayed Registration Fee of \$200.

Returned Check Fee

\$100 or less\$25

\$100.01 or more 50

Repayments of returned checks and all future payments to the University from a student who has presented a bad check must be tendered via bank check, certified check, money order, or credit card.

Family Tuition – Weekend College

If members of the immediate family (same household) enroll in the same course, one pays full tuition... the others are enrolled at the special discount rate (1/3 reduction).

Undergraduate\$514 per credit

Institutes and Workshops

Undergraduate (per credit)\$771

No Campus Fee or Student Activity Fee

Registration Fee (Nonrefundable – Fee) 15

Refunds

A student may make a written request to withdraw from one or more courses before the end of the semester (refer to Withdrawal Policy in Registration section). Once submitted to the Registrar's Office and processed, the student will receive a refund from the Bursar's Office as indicated in the schedules as listed below.

A refund calculation will be based on the last day of attendance; however, a student may be charged for services (e.g., housing, dining) utilized after the last day of attendance. These charges may not be paid with Title IV funds.

Certain fees are not refundable: fees for services used prior to withdrawal for materials and equipment purchased, for services that continue to be available after withdrawal, and fees paid to outside entities generally will not be refunded.

New Students

With the passage of the Higher Education Amendments of 1992 (Public Law 102-325), the University is required to implement a pro rata refund policy for new students who withdraw or otherwise fail to complete an enrollment period. Refunds are a percentage of charges (including tuition, dining and housing) assessed the student based on the date of the student's last day of attendance as reported by the Dean of the student's school.

<i>Time of Withdrawal</i>	<i>Fall/Spring Semester</i>	<i>Summer 5-6 Week Session</i>
Cancellation before beginning of semester or session	Complete refund except for deposit and applicable Registration Fee	Complete refund except for deposit and applicable Registration Fee

During:		
1st calendar week	90%	60%
2nd calendar week	75%	25%
3rd calendar week	50%	No Refund
4th calendar week	25%	No Refund
After 4th week	No Refund	No Refund

<i>Time of Withdrawal</i>	<i>7-8 Week Semester</i>	<i>10-Week Semester</i>
Cancellation before beginning of semester or session	Complete refund except for deposit and applicable Registration Fee	Complete refund except for deposit and applicable Registration Fee

During:		
1st calendar week	70%	80%
2nd calendar week	30%	60%
3rd calendar week	No Refund	25%
4th calendar week	No Refund	No Refund

<i>Time of Withdrawal</i>	<i>3-Week Session</i>
Cancellation before beginning of semester or session	Complete refund except for deposit and applicable Registration Fee

During:	
1st calendar week	60%
2nd calendar week	No Refund

<i>Time of Withdrawal</i>	<i>Weekend College</i>
Cancellation before beginning of semester or session	Complete refund except for deposit and applicable Registration Fee

Prior to:	
2nd weekend	70%
3rd weekend	30%
Following 3rd weekend	No Refund

<i>Time of Withdrawal</i>	<i>Short-Term Institutes (3 Weeks or Less)</i>
Prior to start of first class	Complete refund except for deposit and applicable Registration Fee

Up to mid-point of first class	80%
After first class session	No Refund

<i>Time of Withdrawal</i>	<i>Continuing Education</i>
Prior to start of second class	Complete refund except for deposit and applicable Registration Fee

Before start of second class	80%
After second class session	No Refund

Room and Board Fees (2007-2008)

Room Rental: 2007-2008

Dormitory Deposit	*\$300
Single occupancy, per semester (medical single)	3,675
Double occupancy, per semester	3,320
Triple occupancy, per semester – large	3,150
Quadruple occupancy, per semester	N/A
Suite, per semester	3,360
Single occupancy, per semester (regular single)	N/A
New Dormitory Suite, per semester	3,520
*Submitted with Housing application	

Summer Room Rental (5 week sessions): (2007-2008)

Single occupancy, per session	\$1,575
Single occupancy, per week	315
Double occupancy, per session	1160
Double occupancy, per week	220
Triple occupancy, per session	975
Triple occupancy, per week	195
Quadruple occupancy, per session	950
Quadruple occupancy, per week	190
Apartments Per session	N/A

Residence Hall Fee: (2007-2008)

Health insurance, per year, billed in first semester

(Residence Hall students):

International students	\$1,255
All other students	700
Spring Session only International	779
Spring Session only	435

Board: (2008-2009 est.)

A variety of meal plans are available. They range as follows per semester:

Plan:

Carte Blanche (19 meals/\$285)	\$1,940
Flex 2 (14 meals/\$300)	1,750
Flex 3 (10 meals/\$375)	1,605
Flex 4 (7 meals/\$230)	1,390

Questions regarding meal plans should be directed to the Residence Life Office, (516) 299-2326.

Questions concerning tuition and fees should be addressed to the Bursar's Office, (516) 299-2323 or e-mail: bursar@cwpost.liu.edu.

*Various commuter meal plans are available. Call or e-mail the Bursar's Office for further information.

*All rates quoted are for the 2007-2008 academic year. Contact the **Bursar** or **Admissions Office** for current rates.

FINANCIAL ASSISTANCE

Application Process

Financial Assistance is available through scholarships, grants, loans and part-time employment and is offered only after the student is offered admission to C.W. Post in an undergraduate degree granting program.

All financial aid awards from federal, state and University sources are awarded on a funds available basis. All students must file the Free Application for Federal Student Aid (FAFSA) no later than March 1 of each year in order to meet the University's financial aid deadline date of May 15.

The FAFSA may be obtained from the Office of Financial Assistance, (516) 299-2338, e-mail: finaid@cwpost.liu.edu or from the secondary school counselor.

Continuing students enrolled at C.W. Post must re-apply for financial assistance each year by March 1 to meet the May 15 deadline date.

Students may refile using the Renewal Free Application for Federal Student Aid (FAFSA) mailed to the student by the federal processor, or by filing the FAFSA over the Internet. Please note that the FAFSA processing code for C.W. Post is #002751. This code needs to be listed on your applications each year to ensure application receipt at the Office of Financial Assistance. Students are advised to plan ahead, anticipate costs and budget resources. Costs should include tuition, fees, books, supplies, transportation, and room and board if residing on Campus. Resources should include expected parental contributions, expected employer contributions, student savings, student summer earnings, and all scholarships from outside sources.

Residents of New York State are expected to apply for the full amount of the Tuition Assistance Programs (TAP) award for which they are eligible. This award is taken into account in considering total financial assistance. Students are expected to apply for federal Pell grants, which are funded by the federal government. This award is taken into account in considering total financial assistance. A listing of C.W. Post, state, and federal programs follows. This bulletin is prepared for a two-year period. Therefore, some of the material may become outdated. Each year, the State Education Department publishes an up-to-

date brochure with current descriptions of state and federal programs. It is available in the Office of Financial Assistance and should be consulted for recent changes in TAP, federal Pell grants, and other government aid programs. Additionally, these applications may be filed over the Internet at the following addresses, FAFSA – www.fafsa.ed.gov; and CSS Profile – www.collegeboard.com.

Installment Payment Plans (Monthly)

Private programs are available for students and parents who desire to pay educational expenses in monthly installments. Use of these plans is optional and is suggested solely as a convenience. Contact Tuition Management Systems, 42 Valley Road, Newport, RI 02840-6376; (800) 722-4867.

In this program, you may schedule your first payment anytime from May 1 to October 1. This plan may be written to include insurance on the life of the parent. Agreements may be written to cover all costs of a college education, not just tuition charges alone.

However, to obtain the advantage of the smallest monthly installment, it is recommended you start the program at the earliest month. There are two programs available, the Monthly Budget Program (MBP) and the Educational Finance Program (EFP). Applications for these plans are available in the C.W. Post Bursar's Office or through Tuition Management Systems at www.afford.com.

Deferred Payment Plan

You may defer up to half of your tuition and fees provided your account is in good standing with the C.W. Post Bursar. Deferments are available for the Fall and Spring sessions only. There is a \$50 service charge on all deferments.

If you wish to use the deferment plan, you must submit, with your bill, a payment for 50% of your tuition. You must indicate that you wish to defer payment and you must sign the payment agreement on the reverse of the bill. A confirmation of the deferment will be sent indicating the balance due and the due dates (usually three payments throughout the semester).

C.W. Post Scholarship and Grant Programs

The University reserves the right to change the selection criteria, deadlines and awarding process of academic awards. Awards, grants and scholarships listed are for undergraduate study only

and do not apply to graduate study.

Students enrolled in accelerated programs (Dual Career) are advised to contact the Financial Assistance Office to obtain information on aid for the graduate portion of their degree. All awards from C.W. Post are accompanied by a letter of stipulation detailing the terms of the award. Students are governed by the stipulations accompanying their specific awards. Full-time status, for the purpose of scholarship and grant renewal, is defined as carrying and earning a minimum of 12 credits per semester and billed under the flat tuition rate.

Unless otherwise indicated, University assistance is for tuition charges only. Awards are contingent on the completion of the respective semester for which students register at the main campus. Students are advised to inform C.W. Post of any aid received from outside sources, as awards from C.W. Post may be adjusted if such additional assistance is in excess of estimated need.

C.W. Post – Provost's Award for Scholastic Excellence

Application Procedure: Entering full-time Freshman who have been designated as a "National Merit Scholarship Corporation Competition Finalist" or a "Finalist in the National Achievement Scholarship Program Competition" after taking the PSAT/NMSQT test in high school during the Junior year are eligible for consideration for a limited number of annual full-tuition undergraduate scholarships.

Students must annually file a Free Application for Federal Student Aid (FAFSA). A Renewal FAFSA must be filed annually thereafter.

Selection of Recipients and Allocation of Awards: Entering full-time freshmen are eligible to apply for consideration of a limited number of annual full tuition scholarships based upon the student's designation as a "National Merit Scholarship Corporation Competition Finalist" or a "Finalist in the National Achievement Scholarship Program Competition" after taking the PSAT/NMSQT test in high school during his/her Junior year and designating C.W. Post as their first choice institution.

Award Schedule: The combined total of the Provost's Award, other C.W. Post scholarships, other outside scholarships, and any State assistance, will not exceed 100% of the annual flat rate tuition cost for up to four undergraduate years of study. Renewal is contingent upon the recipient remaining in good standing and maintaining acceptable academic performance as determined by C.W. Post.

Recipients of this scholarship must participate fully in the Honors Program/Merit Fellowship.

Rights and Responsibilities of Recipients: Recipients of this award must maintain full-time status (minimum of 12 credits each semester) paying the flat rate of tuition while in attendance at C.W. Post. This grant is renewable each semester for a maximum four-year period provided the recipient maintains a 3.5 cumulative average at the end of each year of enrollment and earns 12 credits each semester. The award is not applicable to Summer Sessions, Winter Session, or Weekend College. Awards will not be renewed for students with incomplete grades. Acceptance of the Provost's Award for Scholastic Excellence implies the recipient will abide by the above conditions.

C.W. Post – University Scholar's Award

Application Procedures: Application is through the Office of Admissions. Please consult the Admissions Office for scholarship deadline dates. The FAFSA application must be filed by incoming students. The Renewal FAFSA must be filed annually thereafter.

Selection of Recipients and Allocation of Awards: Award consideration is given to all first-time college students who: maintained a 92 cumulative average, scored 1300 SAT (Critical Reading + Math), or above 1950 SAT (Critical Reading + Math + Writing) or a composite score of 29 on the ACT examination. A minimum SAT Critical Reading score of 570 or ACT English of 24 is also required. Students must attend classes on a full-time basis (12-18 credits per semester), and are paying a flat rate of tuition.

Award Schedule: Annual \$18,000 scholarship, renewable up to four undergraduate years of study. (Possible reduction of award by New York State TAP grant, other C.W. Post scholarships, or other outside scholarships).

Rights and Responsibilities of Recipients: Recipients of this award must maintain full-time status (minimum of 12 credits, paying the flat rate of tuition) while in attendance at C.W. Post. This grant is renewable each semester for a maximum four year period as long as the recipient maintains a 3.5 cumulative average at the end of each academic year and earns 12 credits each semester. The award is not applicable to Summer Sessions, Winter Session, or Weekend College.

Awards will not be renewed for students with incomplete grades. The awarding of a University Scholar's Award



is contingent upon full participation in the C.W. Post Honors Program and Merit Fellowship.

Acceptance of the University Scholar's Award implies that the recipient will abide by the above conditions.

C.W. Post Valedictorian/Salutatorian Scholars Award

Application Procedures: Entering full-time freshmen who are valedictorian or salutatorian of their high school class and have a standardized test score of 1300 SAT (Critical Reading + Math) or 1950 SAT (Critical Reading + Math + Writing) or 29 (ACT) or better, paying the flat rate of tuition will be considered for the Valedictorian/Salutatorian Scholars Award. Recipients of this scholarship must participate fully in the Honors and Merit Fellowship Program. *Minimum SAT Critical Reading score of 570 or ACT English of 24 required

Application Procedures: Students must annually file a Free Application for Federal Student Aid (FAFSA).

Application deadlines are: Summer Semester - March 1, Fall Semester - March 1, Spring Semester - November 1.

Contact the C.W. Post Admissions Office at (516) 299-2900 for further information.

Award Schedule: Eligible undergraduates receive up to \$19,000 each year for a maximum of four years, less TAP or other state scholarships awarded, as determined by the Financial Assistance Office. Renewal is contingent upon the recipient maintaining acceptable academic performance as determined by C.W. Post.

Rights and Responsibilities of Recipients: Recipients of this award must maintain full-time status (minimum of 12 credits, paying the flat rate of tuition) while in attendance at C.W. Post. This grant is renewable each semester for a maximum four year period as long as the recipient maintains a 3.5 cumulative average at the end of each academic year and earns 12 credits each semester. The award is not applicable to Summer Sessions, Winter Session, or Weekend College.

Awards will not be renewed for students with incomplete grades. The awarding of a Valedictorian/Salutatorian Scholars Award is contingent upon full participation in the C.W. Post Honors Program and Merit Fellowship.

Acceptance of the Valedictorian/Salutatorian Scholars Award implies that the recipient will abide by the above conditions.

C.W. Post – Academic Excellence Award

Application Procedures: Application is through the Office of Admissions. Please consult the Admissions Office for scholarship deadline dates. The FAFSA application must be filed by incoming students. The Renewal FAFSA must be filed annually thereafter.

Selection of Recipients and Allocation of Awards: Award consideration is given to all first-time college students who have maintained an 90 average and 1200 SAT (Critical Reading + Math), 1800 SAT (Critical Reading + Math + Writing) or a composite score of 27 on the ACT examination. A minimum SAT Critical Reading score of 570 or ACT English of 24 is also required.

Students must attend classes on a full-time basis (12-18 credits per semester), and are paying a flat rate of tuition.

Award Schedule: Annual \$13,000-\$15,000 scholarship, renewable up to four years of undergraduate study.

Rights and Responsibilities of Recipients: Recipients of this award must maintain full-time status (minimum of 12 credits, paying the flat rate of tuition) while in attendance at C.W. Post. This grant is

renewable each semester for a maximum four year period as long as the recipient maintains a 3.2 cumulative average at the end of the Freshman year at the Campus as a full-time student and maintains a 3.4 cumulative average for the remaining credit hours required for graduation. Students must earn 12 credits each semester. The award is not applicable to Summer Sessions, Winter Session, or Weekend College. Awards will not be renewed for students with incomplete grades. The awarding of an Academic Excellence Award is contingent upon full participation in the C.W. Post Honors Program and Merit Fellowship.

Acceptance of the Academic Excellence Award implies that the recipient will abide by the above conditions.

C.W. Post – Academic Incentive Award

Application Procedures: Application is through the Office of Admissions. Please consult the Admissions Office for scholarship deadline dates. The FAFSA application must be filed by incoming students. The Renewal FAFSA must be filed annually thereafter.

Selection of Recipients and Allocation of Awards: Award consideration is given to all first-time college students who have maintained an 85 average and 1100 SAT (Critical Reading + Math) or 1650 SAT (Critical Reading + Math + Writing) or a composite score of 24 on the ACT examination. **Consideration for the Honors Program is based on academic performance, financial need and an interview with the Program director. Receipt of Honors Program funds requires continued participation in the Honors Program.** For Honors funds consideration, a minimum G.P.A. and SAT Critical Reading score of 570 or ACT English of 24 is also required. Students must attend classes on a full-time basis (12-18 credits per semester), and are paying a flat rate of tuition.

Award Schedule: Annual \$11,000-\$12,000 scholarship, renewable up to four years of undergraduate study.

Rights and Responsibilities of Recipients: Recipients of this award must maintain full-time status (minimum of 12 credits, paying flat rate tuition) while in attendance at C.W. Post. **Awards including Honors Program funds require full participation in the Honors and Merit Fellowship Program and require different G.P.A. criteria for renewal.** This grant is renewable each semester for a maximum four year period as long as the recipient maintains a 3.0 cumulative average at the end of the first academic

year and 3.2 average each year thereafter. The award is not applicable to Summer Sessions, Winter Session or Weekend College. Awards will not be renewed for students with incomplete grades. Acceptance of the Academic Incentive Award implies that the recipient will abide by the above conditions.

C.W. Post – Recognition Award

Application Procedures: Application is through the Office of Admissions. Please consult the Admissions Office for scholarship deadline dates. The FAFSA application must be filed by incoming students. The Renewal FAFSA must be filed annually thereafter.

Selection of Recipients and Allocation of Awards: Award consideration is given to all first-time college students who have maintained an 80 average score and 1010 SAT (Critical Reading + Math) or 1520 SAT (Critical Reading + Math + Writing) or a composite score of 22 on the ACT examination, are attending classes on a full-time basis (12-18 credits per semester), and paying a flat rate tuition.

Award Schedule: Annual \$9,000 scholarship, renewable up to four undergraduate years of study.

Rights and Responsibilities of Recipients: Recipients of this award must maintain full-time status (minimum of 12 credits, paying flat rate tuition) while in attendance at C.W. Post. This grant is renewable each semester for a maximum four year period as long as the recipient maintains a 2.75 cumulative average each year. The award is not applicable to Summer Sessions, Winter Session, or Weekend College. Awards will not be renewed for students with incomplete grades. Acceptance of the Recognition Award implies that the recipient will abide by the above conditions.

Special Undergraduate Academic Scholarships

Criteria: Entering full-time freshmen and transfer students are eligible to apply for consideration for annual scholarships in the following academic areas:

Accountancy, Biomedical Sciences, Business, Chemistry, Computer Science or Information Systems, Criminal Justice, Dance, Education, Print/Electronic Journalism, Health Care & Public Administration, Forensic Science, Health Information Management, Information Management & Technology, Math/Physics, Nutrition, Pre-Law, Radiologic Technology and Social Work. Minimum qualifications include a "B" average (3.0 G.P.A. on a 4.0 scale) in

all previous school work and a composite of at least 1000 SAT (Critical Reading + Math), 1500 SAT (Critical Reading + Math + Writing) or 22 ACT for new freshmen. Transfer students must have a 3.0 minimum cumulative G.P.A. Students must pay the flat tuition rate and must maintain acceptable academic performance.

Application: All interested candidates must complete and submit a special Undergraduate Scholarship Application specific for their academic plan (major) by the required deadline date. These applications are available in the Office of Enrollment Services. Students must annually file a Free Application for Federal Student Aid/(FAFSA). Contact the Office of Enrollment Services at (516) 299-2040 for further information.

Amount: Eligible undergraduates receive \$2,000 per year for a maximum of four years if awarded as a freshman, and for a maximum of three years if awarded as a transfer student. Scholarships are for the Fall and Spring semesters only.

Queens Borough President – C.W. Post Scholarship

Application Procedures: All interested candidates must complete and submit the Queens Borough President – C.W. Post Campus Scholarship application by the required deadline date. These applications are available in the Office of Enrollment Services or high school guidance office. Students must annually file a Free Application for Federal Student Aid (FAFSA). The Renewal FAFSA must be filed annually thereafter by March 1.

Selection of Recipients and Allocation of Awards: Entering full-time freshmen and transfer students attending a Queens High School or Community College are eligible to apply for consideration of five annual scholarships. Minimal qualifications include a "B" average (3.0 out of a 4.0 G.P.A.) in all previous school work for new freshman. Transfer students must have a 3.0 minimum cumulative G.P.A.

Award Schedule: Eligible undergraduates receive \$5,000 per year for up to four years if awarded as a freshman, and up to three years if awarded as a transfer student.

Students must be paying the flat tuition rate and must maintain acceptable academic performance.

Rights and Responsibilities of Recipients: Recipients of this award must maintain full-time status (minimum of 12 credits each semester) paying the flat rate of tuition while in attendance at C.W. Post. This grant is renewable each semester for a maximum four year period as a freshman, and a three year period as a transfer

student, provided the recipient maintains a 3.0 cumulative average at the end of each year of enrollment and earns 12 credits each semester. The award is not applicable to Summer Sessions, Winter Session or Weekend College. Awards will not be renewed for students with incomplete grades. Acceptance of the Queens Borough President – C.W. Post Scholarship implies the recipient will abide by the above conditions.

C.W. Post S.C.A.L.E. Scholarship

Application Procedures: Application is through the Office of Admissions. Please consult the Admissions Office for scholarship deadlines. Students in the S.C.A.L.E. (Secondary Collegiate Articulated Learning Experience) program need to complete the S.C.A.L.E. admissions application by the required deadline dates.

Students must file the Free Application for Federal Student Aid (FAFSA) annually. The Renewal FAFSA must be filed annually thereafter by March 1.

Selection of Recipients and Allocation of Awards: Entering full-time freshmen who participated in the C.W. Post S.C.A.L.E. Program at their high school are eligible for consideration of this scholarship based on outstanding achievement in SCALE courses. Graduating high school seniors who have completed six (6) credit hours through SCALE and maintained a 3.0 grade point average or better will be eligible for consideration of this scholarship.

Award Schedule: Eligible undergraduates receive up to \$4,000 per year for up to four years with acceptable academic performance.

Rights and Responsibilities of Recipients: Recipients of this award must maintain full-time status (minimum of 12 credits each semester) paying the flat rate of tuition while in attendance at C.W. Post. This grant is renewable each semester for a maximum four year period provided the recipient maintains a 3.0 cumulative average at the end of each year of enrollment and earns 12 credits each semester. The award is not applicable to Summer Sessions Winter Session, or Weekend College. Awards will not be renewed for students with incomplete grades. Acceptance of the S.C.A.L.E. Scholarship implies the recipient will abide by the above conditions.

Rights and Responsibilities of Recipients: Recipients of this award must maintain full-time status (minimum of 12 credits each semester) paying the flat rate of tuition while in attendance at C.W. Post. This grant is renewable each semester for a maximum four year period provided the

recipient maintains a 3.0 cumulative average at the end of each year of enrollment and earns 12 credits each semester. The award is not applicable to Summer Sessions Winter Session, or Weekend College. Awards will not be renewed for students with incomplete grades. Acceptance of the S.C.A.L.E. Scholarship implies the recipient will abide by the above conditions.

C.W. Post – A.C.E. Scholarship

Entering full-time freshmen who participated in the A.C.E. Program (Accelerated College Entry) at their high schools are eligible for consideration of this scholarship based on outstanding achievement in A.C.E. courses. Graduating high school seniors who have completed six (6) credit hours through the A.C.E. Program and maintained a 3.0 grade point average or better will be eligible for this scholarship

Application Procedures: Students must annually file a Free Application for Federal Student Aid (FAFSA) by March 1. Students need to submit the S.C.A.L.E./A.C.E. Admission Application by the appropriate deadline date.

Application deadlines are: Summer Semester - March 1, Fall Semester - March 1, Spring Semester - October 1. Contact the C.W. Post Admissions Office at 516-299-2900 for further information.

Award Schedule: Eligible undergraduates receive up to \$4,000 per year for a maximum of four years.

Rights and Responsibilities of Recipients: Recipients of this award must maintain full-time status (minimum of 12 credits each semester) paying the flat rate of tuition while in attendance at C.W. Post. This grant is renewable each semester for a maximum four year period provided the recipient maintains a 3.0 cumulative average at the end of each year of enrollment and earns 12 credits each semester. The award is not applicable to Summer Sessions Winter Session, or Weekend College. Awards will not be renewed for students with incomplete grades. Acceptance of the A.C.E. Scholarship implies the recipient will abide by the above conditions.

C.W. Post – Alumni Scholarship

Application Procedures: Application is through the Office of Enrollment Services. Please contact this office to obtain the Alumni Scholarship application by the required deadline date. Students must file the Free Application for Federal Student Aid (FAFSA). The Renewal FAFSA must be filed annually thereafter by March 1.

Selection of Recipients and Allocation of Awards: All applicants must apply for admission by March 1 and will be reviewed by the Scholarship Committee.

To be eligible, a parent or grandparent of the applicant must be a graduate of one of the campuses of Long Island University. Freshman applicants must have a minimum of a B (85 average) in high school and minimum 1000 SAT (Critical Reading + Math), 1500 SAT (Critical Reading + Math + Writing) or 22 ACT composite. Transfer students must have maintained at least a B (3.0 G.P.A. on a 4.0 G.P.A. scale) average in all previous college work. International students must submit a minimal TOEFL score of 525.

Award Schedule: Each year, based on the pool of applicants, a limited number of full-time undergraduate students will be selected and awarded this \$3,000 annual Alumni Scholarship. This is renewable annually for up to four years with acceptable academic performance.

Rights and Responsibilities of Recipients: Recipients of this award must maintain full-time status (minimum of 12 credits each semester) paying the flat rate of tuition while in attendance at C.W. Post. This grant is renewable each semester for a maximum four-year period as a freshman and three-year period as a transfer, provided the recipient maintains a 3.0 cumulative average at the end of each year of enrollment and earns 12 credits each semester. The award is not applicable to Summer Sessions, Winter Session, or Weekend College. Recipients of the Alumni Scholarship are ineligible for Sibling Scholarship. Awards will not be renewed for students with incomplete grades. Acceptance of the Alumni Scholarship implies the recipient will abide by the above conditions.

C.W. Post – Sibling Scholarship

Application Procedures: Application is through the Office of Enrollment Services. Please contact this office to obtain the Sibling Scholarship application by the required deadline date. Students must annually file the Free Application for Federal Student Aid (FAFSA). A Renewal FAFSA must be filed annually thereafter by March 1.

Selection of Recipients and Application of Awards: All applicants must apply for admission by March 1 and will be reviewed by the Scholarship Committee.

To be eligible, students must be a brother, sister, step brother, step sister, half brother or half sister of a currently or previously enrolled full-time student at one of the campuses of Long Island University. Freshman applicants must have a minimum of a B (85 average) in

high school and a minimum 3.0 G.P.A. Transfer students must have maintained at least a B (3.0 G.P.A. on 4.0 G.P.A. scale) average in all previous college work. International students must submit a minimum TOEFL score of 525.

Award Schedule: Each year, a select number of undergraduate students will be awarded a \$3,000 annual Sibling Scholarship. The scholarship is renewable annually for up to four years with acceptable academic performance if awarded as a freshman, and up to three years if awarded as a transfer.

Rights and Responsibilities: Recipients of this award must maintain full-time status (minimum of 12 credits each semester) paying the flat rate of tuition while in attendance at C.W. Post. This grant is renewable each semester for a maximum four-year period as a freshman and three year period as a transfer, provided the recipient maintains a 3.0 cumulative average at the end of each year of enrollment and earns 12 credits each semester. The award is not applicable to Summer Sessions, Winter Session, or Weekend College. Recipients of the Sibling Scholarship are ineligible for the Alumni Scholarship. Awards will not be renewed for students with incomplete grades. Acceptance of the Sibling Scholarship implies the recipient will abide by the above conditions.

C.W. Post – Au Pair Scholarship

Application Procedures: Application is through the Office of Financial Assistance. Please contact this office to obtain the Au Pair Scholarship application.

In addition, students must file the Free Application for Federal Student Aid (FAFSA). The Renewal FAFSA must be filed annually thereafter by March 1.

Selection of Recipients and Application of Awards: All applicants must apply and be admitted to an undergraduate degree granting program as a matriculated student by May 1, and will be reviewed by the Scholarship Committee. Minimal qualifications include a B (3.0 G.P.A. on 4.0 G.P.A. scale) average in all previous college work. International students must submit a minimum TOEFL score of 525.

Award Schedule: Each year, a select number of undergraduate students will be awarded a \$2,000 Au Pair Scholarship. The scholarship is renewable annually for up to four years with acceptable academic performance if awarded as a freshman, and up to three years if awarded as a transfer.

Rights and Responsibilities: Recipients of this award must maintain full-time status (minimum of 12 credits each semester) paying the flat rate of tuition while in

attendance at C.W. Post. This grant is renewable each semester for a maximum four-year period as a freshman and three-year period as a transfer, provided the recipient maintains a 3.0 cumulative average at the end of each year of enrollment and earns 12 credits each semester. The award is not applicable to Summer Sessions, Winter Session or Weekend College. Awards will not be renewed for students with incomplete grades. Acceptance of the Au Pair Scholarship implies the recipient will abide by the above conditions.

C.W. Post – Nassau Community College Scholarship

Application Procedures: Application is through the Office of Admissions. Please consult the Admissions Office for scholarship deadlines. Students must file the Free Application for Federal Student Aid (FAFSA). The Renewal FAFSA must be filed annually thereafter by March 1.

Selection of Recipients and Allocation of Awards: Award consideration is given to transfer students with an earned associate's degree (A.S. or A.A.) or an associate of applied science (A.A.S.) from Nassau Community College. Candidates are recommended by a delegate of Nassau Community College and winners are selected by the C.W. Post Scholarship Committee.

Award Schedule: Two full tuition and fee scholarships, less TAP or other state scholarships, awarded as determined by the Financial Assistance Office. Students are required to fully participate in the Honors Program/Merit Fellowship.

Recipients must pay the flat tuition rate and must maintain acceptable academic performance in the Honors Program.

Rights and Responsibilities of Recipients: Recipients of this award must maintain full-time status (minimum of 12 credits each semester) paying the flat rate of tuition while in attendance at C.W. Post. This grant is renewable each semester for a maximum three-year period as a transfer provided the recipient maintains a 3.5 cumulative average at the end of each year of enrollment and earns 12 credits each semester. The award is not applicable to Summer Sessions, Winter Session or Weekend College. Awards will not be renewed for students with incomplete grades. Acceptance of the Nassau Community College Scholarship implies the recipient will abide by the above conditions.

C.W. Post – Transfer Scholars Award

Application Procedures: Application is through the Office of Admissions. Please consult the Admissions Office for scholarship deadline dates. The FAFSA application must be filed by incoming students. The Renewal FAFSA must be filed annually thereafter by March 1.

Selection of Recipients and Allocation of Awards: Award consideration is given to a limited number of transfer students with an associate's degree (A.A. or A.S. only) from an accredited community college who have maintained a 3.9 cumulative average and are attending classes on a full-time basis (12-18 credits per semester) paying a flat rate of tuition.

Award Schedule: A limited number of annual \$14,000 undergraduate scholarships, renewable up to three years. (Possible reduction of award by other C.W. Post scholarships, outside scholarships and New York State TAP grant).

Rights and Responsibilities of Recipients: Recipients of this award must maintain full-time status (minimum of 12 credits, paying the flat rate of tuition) while in attendance at C.W. Post. This grant is renewable each semester for a maximum two-year period as long as the recipient maintains a 3.5 cumulative average at the end of each academic year and earns 12 credits each semester. The award is not applicable to Summer Sessions, Winter Session or Weekend College. Awards will not be renewed for students with incomplete grades. The awarding of a Transfer Scholars Award is contingent upon full participation in the C.W. Post Honors Program and Merit Fellowship.

Acceptance of the Transfer Scholars Award implies the recipient will abide by the above conditions.

C.W. Post – Transfer Excellence Award

Application Procedures: Application is through the Office of Admissions. Please consult the Admissions Office for scholarship deadline dates. The FAFSA application must be filed by incoming students. The Renewal FAFSA must be filed annually thereafter by March 1.

Selection of Recipients and Allocation of Awards: Award consideration will be given to any student transferring with 24 credits or more earned at an accredited college or university who has maintained a 3.75 cumulative average or better from all previous schools, who is attending classes at C.W. Post on a full-time basis (12-18 credits per semester), and paying a flat rate of tuition.

Award Schedule: Annual \$10,000-\$12,000 undergraduate scholarship, renewable up to three years.

Rights and Responsibilities of Recipients: Recipients of this award must maintain full-time status (minimum of 12 credits, paying the flat rate of tuition) while in attendance at C.W. Post. This grant is renewable each semester for a maximum three-year period as long as the recipient earns 12 credits each semester and maintains a 3.5 cumulative average at the end of each academic year. The award is not applicable to Weekend College, Winter Session or Summer Sessions. Awards will not be renewed for students with incomplete grades. **The awarding of a Transfer Excellence Award is contingent upon full participation in the C.W. Post Honors Program and Merit Fellowship.**

Acceptance of the Transfer Excellence Award implies the recipient will abide by the above conditions.

C.W. Post Part-Time Transfer Excellence Award

This grant is designed for part-time undergraduate students transferring with 24 or more credits from an accredited college or university who have maintained a cumulative average of 3.75 or better. To be eligible, students must register for 6-11 credits per semester.

Application Procedure: Students must annually file a Free Application for Federal Student Aid (FAFSA) by March 1. **Application deadlines are: Summer Semester - July 1, Fall Semester - July 1, Spring Semester - November 1.** Contact the C.W. Post Admissions Office at (516) 299-2900 for further information.

Award Schedule: Eligible part-time undergraduates receive \$3,000 per year for a maximum of six years. Renewal is contingent upon the recipient maintaining acceptable academic performance as determined by C.W. Post.

C.W. Post – Transfer Achievement Award

Application Procedures: Application is through the Office of Admissions. Please consult the Admissions Office for scholarship deadline dates. The FAFSA application must be filed by incoming students. The Renewal FAFSA must be filed annually thereafter by March 1.

Selection of Recipients and Allocation of Awards: Award consideration is given to any student transferring with 24 credits or more earned at an accredited college or university who has maintained a cumulative 3.4 to 3.74 index or better from all previous schools and who is attending classes at C.W. Post on a full-

time basis (12-18 credits per semester), paying a flat rate of tuition.

Consideration for the Honors Program is based on academic performance, financial need and an interview with the Program director. Receipt of Honors Program funds requires continued participation in the Honors Program.

Award Schedule: Annual \$8,000-\$9,000 undergraduate scholarship, renewable up to three years.

Rights and Responsibilities of Recipients: Awards are applied to regular tuition expenses. **Awards including Honors Program funds require full participation in the Honors and Merit Fellowship Program** and require different G.P.A. criteria for renewal. They are valid provided a 3.25 (B) cumulative average is maintained each year. Students must take and complete a minimum of 12 credits each semester. Award is not valid for Weekend College, Winter Session or Summer Sessions.

C.W. Post – Advanced Study Tuition Grants

Application Procedures: Application is through the Office of Admissions. Please consult the Admissions Office for scholarship deadline dates. The FAFSA application must be filed by incoming students. The Renewal FAFSA must be filed annually thereafter by March 1.

Selection of Recipients and Allocation of Awards: Award consideration is given to any student transferring with 24 credits or more earned at an accredited college or university who has maintained a 3.25 – 3.39 cumulative index or better from all previous schools and who is attending classes at C.W. Post on a full-time basis (12-18 credits per semester), paying a flat rate of tuition.

Award Schedule: Annual \$7,000 undergraduate scholarship, renewable up to three years.

Rights and Responsibilities of Recipients: Awards are applied to regular tuition expenses. They are valid provided a 3.25 (B) cumulative average is maintained each year. Students must take and complete a minimum of 12 credits each semester. Award is not valid for Weekend College, Winter Session or Summer Sessions.

C.W. Post Part-Time Advanced Study Tuition Grant

This grant is designed for students transferring with 24 or more credits from an accredited college or university who have maintained a cumulative average between 3.25 - 3.74. To be eligible, students must register for 6-11 credits per semester.

Application Procedure: Students must annually file a Free Application for Federal Student Aid (FAFSA) by March 1. **Application deadlines are: Summer Semester - July 1, Fall Semester - July 1, Spring Semester - November 1.** Contact the C.W. Post Admissions Office at (516) 299-2900 for further information.

Award Schedule: Eligible part-time undergraduates receive \$2,000 per year for a maximum of six years. Renewal is contingent upon the recipient maintaining acceptable academic performance as determined by C.W. Post.

C.W. Post – Transfer Incentive Awards

Application Procedures: Application is through the Office of Admissions. Please consult the Admissions Office for scholarship deadline dates. The FAFSA application must be filed by incoming students. The Renewal FAFSA must be filed annually thereafter by March 1.

Selection of Recipients and Allocation of Awards: Award consideration is given to any student transferring with 24 credits or more earned at an accredited college or university who has maintained a 3.0-3.24 index from all previous schools and is attending classes at C.W. Post on a full-time basis (12-18 credits per semester), paying a flat rate of tuition.

Award Schedule: Annual \$6,000 undergraduate scholarship, renewable up to three years.

Rights and Responsibilities of Recipients: Awards are applied to regular tuition expenses. They are valid provided a 3.25 (B) cumulative average is maintained each year. Students must take and complete a minimum of 12 credits each semester. Award is not valid for Weekend College, Winter Session or Summer Sessions.

Phi Theta Kappa Scholarship

Open to new transfer students holding an associate's degree from an accredited two-year college who have maintained a 3.5 cumulative average. Contact the Admissions or Financial Assistance Offices for deadline dates. Applicants must be active members of an active Phi Theta Kappa chapter, submit an official transcript with the Phi Theta Kappa stamp to Admissions and submit a letter of recommendation from the chapter sponsor to the Director of Student Financial Assistance. A limited number of undergraduate scholarships valued at \$2,500 each will be awarded annually and are renewable with maintenance of a 3.0 G.P.A.. Students must be full-time, paying the flat rate of tuition and earn 12 credits each semester.

C.W. Post – Girl Scout Gold Award Scholarship

Application Procedures: Application is through the Office of Enrollment Services. Please contact this office to obtain the Girl Scout Scholarship application by the required deadline date. Candidates are required to submit a copy of their Gold Award announcement to the Financial Assistance Office for verification and review by the C.W. Post Scholarship Committee. In addition, students must file the Free Application for Federal Student Aid (FAFSA) prior to the student's first year of enrollment. The Renewal FAFSA must be filed annually thereafter by March 1.

Selection of Recipients and Allocation of Awards: Entering full-time freshman who received the prestigious Gold Award and have a high school cumulative average of 85 percent or better and a combined, SAT score of 1100 SAT (Critical Reading + Math) or 1650 SAT (Critical Reading + Math + Writing) or ACT 24.

Award Schedule: Each year, based on the pool of applicants, one full-time student will be selected and awarded this \$2,000 annual Girl Scout Gold Award Scholarship. This award is renewable annually for up to four years with acceptable academic performance.

Rights and Responsibilities of Recipients: Recipients of this award must maintain full-time status (minimum of 12 credits

each semester) paying the flat rate of tuition while in attendance at C.W. Post. This grant is renewable each semester for a maximum four-year period provided the recipient maintains a 3.0 cumulative average at the end of each year of enrollment and earns 12 credits each semester. The award is not applicable to Weekend College, Winter Session or Summer Sessions. Awards will not be renewed for students with incomplete grades. Acceptance of the Girl Scout Gold Award Scholarship implies the recipient will abide by the above conditions.

C.W. Post – Eagle Scout Scholarship

Application Procedures: Application is through the Office of Enrollment Services. Candidates are required to submit an Eagle Scout Scholarship application form available from the Theodore Roosevelt Council, Boy Scouts of America or the Office of Enrollment Services by the required deadline date for the Scholarship Committee review. In addition, students must file the Free Application for Federal Student Aid (FAFSA) prior to the student's first year of enrollment. The Renewal FAFSA must be filed annually thereafter by March 1.

Selection of Recipients and Allocation of Awards: Entering full-time freshman who are Eagle Scouts and have a high school cumulative average of 85 percent or better

and a combined, SAT score of 1100 SAT (Critical Reading + Math) or 1650 SAT (Critical Reading + Math + Writing) or ACT 24 paying the flat tuition rate will be considered for this award.

Award Schedule: Each year, based on the pool of applicants, one full-time student will be selected and awarded this \$2,000 annual Eagle Scout Scholarship.

This award is renewable annually for up to four years with acceptable academic performance.

Rights and Responsibilities of Recipients: Recipients of this award must maintain full-time status (minimum of 12 credits each semester) paying the flat rate of tuition while in attendance at C.W. Post. This grant is renewable each semester for a maximum four-year period provided the recipient maintains a 3.0 cumulative average at the end of each year of enrollment and earns 12 credits each semester. The award is not applicable to Weekend College, Winter Session or Summer Sessions. Awards will not be renewed for students with incomplete grades. Acceptance of the Eagle Scout Scholarship implies the recipient will abide by the above conditions.

Athletic Grants-in-Aid

Application Procedures: Application is through the Office of Admissions and/or the Director of Athletics, (516) 299-2288, e-mail: athletic@cwpost.liu.edu. The Free Application for Federal Student Aid (FAFSA) application must be filed by incoming students. The Renewal FAFSA must be filed annually thereafter by March 1.

Selection of Recipients and Allocation of Awards: Selection is made by coaches of each sport and awarded on the basis of athletic ability as evaluated by coaching staffs.

Award Schedule: Awards range from partial to full amount of tuition and fees not covered by TAP and the Federal Pell Grant.

Rights and Responsibilities of Recipients: Grants are applied to required tuition expenses, and made with the understanding that students meet the academic and athletic regulations of the AIAW, ECAC, NCAA, and other governing organizations of men's and women's intercollegiate athletics, as well as those of C.W. Post. The grant is renewable each year that students are in full-time attendance, until the completion of 128 credit hours required for graduation, provided a 2.0 cumulative average is maintained. Students must participate in intercollegiate athletics. Awards are not valid for Weekend College, Winter Session or Summer Sessions.



Honors Program Scholarships/Merit Fellowships

Application Procedures: Application is through the Director of the Honors Program, (516) 299-2840, e-mail: jdigby@liu.edu. For this award and other financial considerations, a Free Application for Federal Student Aid (FAFSA) application must be filed by incoming students. The Renewal FAFSA must be filed every year thereafter by March 1.

Selection of Recipients and Allocation of Awards: Awarded on the basis of high academic achievement and financial need.

Award Schedule: Awards range up to \$2,000 per year. The specific amount is decided by the Director of Financial Assistance. The awarding of a Valedictorian/Salutatorian Scholars Award, University Scholar's Award, Academic Excellence Award, Transfer Excellence Award, Transfer Scholars Award, Nassau Community College Scholarship, and the Provost's Award for Scholastic Excellence will be contingent upon full participation in the C.W. Post Honors Program and Merit Fellowship.

Rights and Responsibilities of Recipients: The scholarship is applied to required C.W. Post undergraduate tuition charges only. It is renewable each year that students are in full-time attendance. The duration of the award is four years for full participants and two years for Junior/Senior participants. Students must regularly enroll in Honors courses and show progress toward the completion of program requirements. Students must maintain the required cumulative G.P.A., which is reviewed annually. Academic Excellence Award Year 1 – 3.2 cumulative average, all other years – 3.4 cumulative average. The Valedictorian/Salutatorian Scholars Award, University Scholar's Award, Transfer Scholars, Nassau Community College Scholarship, Provost's Award for Scholastic Excellence, and the Transfer Excellence Award – all years – requires a 3.5 cumulative average. Students who are receiving only Honors Scholarship/Merit Fellowship awards must maintain a 3.2 cumulative average for the first year and 3.4 cumulative average for all subsequent years. Students must earn 12 credits each semester. The award is not valid for Weekend College, Winter Session or Summer Sessions.

Music Awards

Application Procedures: Application is through the Department of Music, (516) 299-2472, and/or the Office of Admissions, (516) 299-2900, e-mail: enroll@cwpost.liu.edu. The FAFSA application must be filed by incoming

students. The Renewal FAFSA must be filed annually thereafter by March 1.

Selection of Recipients and Allocation of Awards: Selection is made by a member of the faculty of the Department of Music and awarded on the basis of ability as evaluated by the department. An audition and interview with the Department of Music are required. Award recipients must be members of one or more of the performing organizations in the Department of Music. The Office of Financial Assistance makes the final award determination based on the recommendation of the Department of Music.

Award Schedule: Award covers partial cost of tuition.

Rights and Responsibilities of Recipients: Awards are applied to required tuition expenses. A cumulative average of 2.75 must be maintained each year and students must earn 12 credits each year. Students must reapply through the Department of Music annually. Awards are not valid for Weekend College, Winter Session or Summer Sessions. Students must attend on a full-time basis.

C.W. Post – Art Scholarship

Application Procedures: Application is through the School of Visual and Performing Arts, (516) 299-2395, and/or the Office of Admissions, (516) 299-2900, e-mail: enroll@cwpost.liu.edu. The FAFSA application must be filed by incoming students. The Renewal FAFSA must be filed annually thereafter by March 1.

Selection of Recipients and Allocation of Awards: Selection is made by members of the faculty of the Art Department and awarded on the basis of ability as evaluated by the department. Students must attend a Portfolio Review Day. The Office of Financial Assistance makes the final award determination based on the recommendation of the Art Department.

Award Schedule: Awards range from approximately \$1,000 to \$6,000 per year.

Rights and Responsibilities of Recipients: Awards are applied to required tuition expenses. A cumulative average of 3.0 must be maintained each year and students must earn 12 credits each semester. Students must reapply through the Art Department each year. Awards are not valid for Weekend College, Winter Session or Summer Sessions. Students must attend on a full-time basis.

Theatre/Film/Dance Incentive Scholarship

Application Procedures: Application is through the Department of Theatre, Film and Dance, (516) 299-2353. An audition and/or interview are required.

The FAFSA application must be filed by incoming students. The Renewal FAFSA must be filed annually thereafter by March 1.

Selection of Recipients and Allocation of Awards: Selection is made by members of the faculty of the Department of Theatre, Film and Dance and awarded on the basis of ability, performance and service as evaluated by the department. The Office of Financial Assistance makes the final award determination based on the recommendation of the Theatre, Film and Dance Department.

Award Schedule: Awards range from approximately \$1000 to \$2,000 per year.

Rights and Responsibilities of Recipients: Awards are applied to required tuition expenses. A cumulative average of 3.0 must be maintained. Students are reevaluated and must reapply through the Department of Theatre, Film and Dance each semester. A service obligation is required for award finalization. Awards are not valid for Weekend College, Winter Session or Summer Sessions. Students must attend on a full-time basis.

Emergency Foreign Student Grants

Application Procedures: Application is through the Director of International Student Services. A limited number of grants are available to foreign students who are in attendance at least one year at C.W. Post and in good academic standing. Grants may be applied to required tuition expenses only. For further information call (516) 299-1451, e-mail: ois@cwpost.liu.edu. Award Schedule: Approximately \$500 to \$1,000 per year.

Education Achievement Awards (EAP)

The program is designed for students attending on a full-time basis. A minimum of 12 credits must be taken and earned each semester. Students must reapply for the award each year. The Award is renewable provided a 2.5 cumulative average is maintained and financial need is demonstrated. Students enrolled in the Program for Academic Success are eligible for consideration after 30 credits are earned with a 2.5 overall G.P.A. The award is \$750 per semester. All incoming students must file the FAFSA application. The Renewal FAFSA must be filed annually thereafter by March 1.

Martin Luther King Jr. Grants

Application Procedures: Application is through the Office of Admissions and/or the Director of the Martin Luther King Jr. (MLK) Program, (516) 299-2593. The

FAFSA application must be filed by incoming students. The Renewal FAFSA must be filed annually thereafter by March 1.

Selection of Recipients and Allocation of Awards: Grant is awarded to minority students who present a minimum high school average of 85 and minimum combined SAT scores of 1050 SAT (Critical Reading + Math) or 1570 SAT (Critical Reading + Math + Writing) or transfer students with a minimum 3.25 average.

Students enrolled in the Program for Academic Success are eligible for consideration after 30 credits are earned with a 3.25 overall G.P.A.. Awards are made on the basis of financial need and the availability of funds. All applicants must be interviewed. The Office of Financial Assistance makes the final award determination based on the recommendation of the MLK Program Director.

Award Schedule: Awards range from \$500 to \$3,700 per year.

Rights and Responsibilities of Recipients: Awards are applied to required tuition expenses. Award is renewable each year that students are in full-time attendance until the completion of 128 credit hours required for graduation, provided a 3.25 cumulative average is maintained. Students must take and complete a minimum of 12 credits per semester. Award is not valid for Weekend College, Winter Session or Summer Sessions.

Study Grants

Application Procedures: Application is through the Office of Financial Assistance. These grants are generally available to new and continuing students in attendance at C.W. Post. The FAFSA application must be filed by incoming students. The Renewal FAFSA must be filed annually thereafter by March 1.

Selection of Recipients and Allocation of Awards: Grant is awarded on the basis of academic potential, financial need, and the availability of funds. A minimum cumulative average of 2.5 at C.W. Post is required.

Award Schedule: Award amounts vary based on a student's financial need.

Rights and Responsibilities of Recipients: Awards are applied to required tuition expenses. Grant is renewable each year that students are in full-time attendance until the completion of 128 credit hours required for graduation, provided a 2.5 cumulative average is maintained. Students must take and complete a minimum of 12 credits per semester. Award is not valid for Weekend College, Winter Session or Summer Sessions.

Returning Adult Scholarships

Application Procedures: Application is through the Office of Adult Student Services, (516) 299-2445. In addition to completing the application form and submitting an essay, a student must submit a copy of his/her previous year's federal income tax return (Form 1040) and file the Free Application for Federal Student Aid (FAFSA) application. The Renewal FAFSA Application must be filed annually thereafter by March 1.

Selection of Recipients and Allocation of Awards: Scholarship is awarded to part time or full-time adult (25 years of age or older) undergraduate students who are newly enrolled at C.W. Post as freshman or transfer students. The award is based on scholastic achievement, evidence of academic potential, and availability of funds.

Award Schedule: Awards may be obtained for up to four semesters, but are not automatically renewable. Award amounts are based on the student's enrollment status and availability of funds.

Rights and Responsibilities of Recipients: The Returning Adult Scholarship may be applied to required tuition expenses only. The part-time student must be enrolled at C.W. Post with a minimum of 6, maximum of 11 credits per semester to be eligible for the award. The full-time student must be enrolled at C.W. Post with a minimum of 12 credits per semester. Students are required to meet satisfactory academic progress toward their degree and maintain a cumulative 3.0 average each year. Laboratory, University and any other fees are the student's own responsibility and are not covered by the award. C.W. Post must be informed of any financial assistance that the student receives from sources outside the college. The award from C.W. Post will be adjusted if such additional assistance, together with this award, is in excess of C.W. Post's estimate of the student's financial need.

Part-Time Undergraduate Student Assistance Programs

Application Procedures: Application is through the Office of Financial Assistance and awards are made on a funds available basis. The incoming student must file the Free Application for Federal Student Aid (FAFSA) application by March 1. The Renewal FAFSA must be filed annually thereafter by March 1.

Selection of Recipients and Allocation of Awards: Awarded to part-time undergraduate students attending college; based on financial need, scholastic achievement, evidence of academic potential, and availability of funds.

Award Schedule: Awards range from \$500 to \$3,000 a year.

Rights and Responsibilities of Recipients: The Part-Time Undergraduate Student Assistance Program is to be applied to required tuition expenses. The student must be enrolled at C.W. Post with a minimum of 6, maximum of 11 credits per semester to be eligible for the award. Laboratory, University, and any other fees are the student's own responsibility and are not covered by the award. The Part-Time Undergraduate Student Assistance program is contingent upon admission to C.W. Post. C.W. Post must be informed of any financial assistance that the student receives from sources outside the college. The award from C.W. Post will be adjusted if such additional assistance, together with this award, is in excess of C.W. Post's estimate of the student's financial need.

Students will be reviewed on a semester basis for award renewal provided the student is making satisfactory academic progress and maintains a cumulative 2.5 average.

Additional Scholarships

A representative sample listing of restricted and endowed scholarships follows.

These programs are of interest to a relatively small number of students by virtue of financial need, merit or special interest. When they become available, they are awarded by the Scholarship Committee as part of the student's total aid package; therefore, a separate application is not necessary. Stipulations accompany all awards.

Robert E. Boyar Memorial Scholarship:

This scholarship is open to C.W. Post undergraduate student athletes majoring in Business. Applicants are judged on their academic performance and participation in extracurricular activities. Amount of award is determined by the Financial Assistance Committee.

Council of Overseers Scholarship:

This scholarship is open to C.W. Post undergraduate students entering their Sophomore or Junior year. Scholarships in varying amounts are awarded on the basis of high academic achievement and financial need. Amount of award is determined by the Financial Assistance Committee.

Eugene Dicker Memorial Scholarship:

This scholarship is open to students with financial need, preferably in the field of Political Science. Amount of award is determined by the Financial Assistance Committee.

Winnick Family Foundation Scholarship:

Scholarships of varying amounts are awarded to students on the basis of financial need and scholastic merit. Students eligible for this scholarship must be enrolled in the College of Management or School of Visual and Performing Arts. Students with a minimum grade point average of 3.25 or better will be considered. The scholarship will be renewable each year that the student maintains the required criteria. The

Financial Assistance Office and representatives of the Scholarship Committee will select students.

Lt. Allen I. Klein Memorial Scholarship:

Scholarships awarded annually on the basis of academic achievement and financial need.

Dr. John M. Lahr Memorial Scholarship:

An annual scholarship is awarded to an Education major.

Long Island University Women's Association:

A limited number of scholarships are awarded to adult students (age 25 and over) entering their Sophomore year who have maintained a 3.0 grade point average and who demonstrate financial need. An essay is required. Recipients are chosen by the Board of the Women's Association.

Neil Kaplan Memorial Scholarship:

An annual scholarship is awarded to a member of Zeta Beta Tau fraternity or its auxiliary, "The Little Sisters of Zeta Beta Tau." The award may be held by a student for one year only and is awarded on the basis of academic achievement and significant service to C.W. Post or to the community.

The Stacy Robin Mitzman Memorial Scholarship:

A limited number of scholarships are awarded for the Senior year of tuition at C.W. Post for students majoring in Criminal Justice, Political Science or Public Administration.

Applicants are judged on their academic

performance, community service and/or participation in extracurricular activities as well as financial need.

Frederick (Ricky) Ohler Memorial Scholarship:

An annual scholarship is awarded to a graduate from Garden City High School who intends to major in Social Sciences. Award is made on the basis of academic standing and financial need.

Post Theatre Company Scholarships:

A limited number of financial awards are available to applicants with demonstrated academic potential and artistic talent. An audition and/or interview are required. A service obligation is required for award finalization. Letters of application should be addressed to the Chair, Department of Theatre, Film and Dance.

Danny Ricciardi Memorial Scholarship:

This is a \$1,000 scholarship open to a graduate from Glen Cove High School. Applicants are judged on academic achievement and financial need.

Alan Skelly Scholarship:

Open to undergraduate students entering their Sophomore, Junior or Senior year who are committed to studies in the humanities, with a concentration in Philosophy. Awards are given to students evidencing financial need, academic achievement, and commitment to campus life through extracurricular activities.

Preference will be given to Philosophy majors.

William and Marion Zeckendorf Scholarship in Graphic Arts:

Scholarships are awarded competitively to a student who, among all applicants, has the highest academic achievement, the greatest need, and whose portfolio merits written recommendation by a member of the Art Department faculty.

Zena Benack Memorial Scholarship:

Scholarships of varying amounts are awarded to undergraduate students on the basis of financial need and scholastic merit. Students eligible for this scholarship must be Liberal Arts majors who carry a minimum grade point average of 3.25. The scholarship will be renewable each year that the student maintains the required criteria. The Financial Assistance Office and representatives of the Scholarship Committee will select students.

Prizes and Awards

Various prizes and awards, both academic and non-academic, are made available to students at C.W. Post through a number of departments at the campus.

Other Scholarship Sources

Attention is called to local, state, and national scholarships and awards such as Phi Beta Kappa scholarships given to valedictorians, National Merit Scholarship Corporation Competition Finalists, and many others. Lists or directories* of scholarships may be on file in the secondary school guidance department or available in the school or local library. Many organizations, through their national and local programs, offer various forms of financial assistance, such as Kiwanis, Knights of Columbus, B'Nai Brith, Rotary, labor unions, Parent-Teacher Associations, women's clubs, etc. The student in considerable financial need should begin planning early in the 11th grade and should consider many different scholarships in an effort to garner sufficient support to pursue their studies.

**The C.W. Post Office of Financial Assistance recommends that students interested in applying for outside scholarships access a free scholarship search using fastweb. Internet access can be found at www.fastweb.com.*

New York State Programs

Note: Where any question of eligibility exists, the student or prospective student should see the C.W. Post financial assistance officer. Additional information regarding all New York State assistance programs can be found at www.hesc.org.

Tuition Assistance Program (TAP)

Application Procedures: The TAP application is linked to the Free Application for Federal Student Aid (FAFSA). In order to qualify for TAP a student must be: 1) a legal resident of New York State; 2) a United States citizen, or eligible non-citizen; 3) be enrolled full-time (at least 12 credits per semester) at an approved post-secondary institution in New York State; 4) have graduated from a U.S. high school, or have a GED, or have passed a federally-approved exam demonstrating that the student can benefit from the education offered; students that are home-schooled can provide a letter from their District Superintendent. 5) be matriculated in an approved degree program; 6) be in good

academic standing; 7) not be in default on any student loan and not be in default on any repayment of State awards; 8) if financially dependent on parents (or if married or have tax dependents) have a family New York State taxable income below \$80,000 for the prior tax year. If financially independent of parents and single with no tax dependents, have a New York State net taxable income below \$10,000 for the prior tax year.

The requirements for being considered independent of parents for TAP purposes are different than that of the federal programs. Income and award eligibility criteria is determined annually by the State legislature. All income data reported is subject to verification by the New York State Department of Taxation and Finance.

Students who are financially dependent on parents (or who are married or have tax dependents) may receive awards up to \$5,000 per year. This maximum award may be received by students whose family net income is less than \$7,000 in the prior tax year. Awards are reduced as income rises. Students who are considered financially independent and are single with no tax dependents whose net taxable income is less than \$3,000 per year can receive a maximum award of \$3,025 per year. The minimum award is \$275 per year.

New York State Tuition Assistance Program (TAP) Academic Standards:

The following Pursuit of Program and Satisfactory Academic Progress requirements as defined by the NYS Commissioner of Education apply only to those students receiving a New York State award or scholarship for the first time in the 1981-82 academic year and thereafter. These requirements are also published each semester in the Schedule of Classes.

Pursuit of Program requirements discuss the number of credits that must be completed every semester with a letter grade of A, A-, B+, B, B-, C+, C, C-, D, F or P. While receiving a first or second TAP award an undergraduate student must complete at least six credits that semester with a letter grade of A, A-, B+, B, B-, C+, C, C-, D, F or P. While receiving a third or fourth TAP award a student must complete at least 9 credits with the above grades. In subsequent semesters (starting with the fifth semester a student receives an award), a student must complete at least 12 credits a semester with the above letter grades. Students who do not complete these minimum requirements during a semester generally become ineligible to receive an award the following semester.

Satisfactory Academic Progress

requirements (for the purposes of New York State aid only) concerns the cumulative number of credits that must be earned and the cumulative G.P.A. achieved by a student through the end of the semester prior to the semester that the student wishes to receive assistance. These requirements are outlined in the following chart above. In certain situations where unforeseen personal problems (such as illness or a death in the family) have prevented a student from meeting the above academic requirements, a student may be granted a TAP waiver. Applications for a waiver and further information can be received from the Office of Financial Assistance. Please be advised that waivers are reviewed on an individual basis and are not automatically approved. A waiver can be received only one time during a student's undergraduate study. The following Attendance Requirement is applicable to students who first received a New York State Award or Scholarship previous to

the 1981-82 academic year. A student who withdraws from all his courses in a semester that he or she receives TAP will be ineligible to receive an award or scholarship the following semester unless a waiver is requested and granted.

Additional Eligibility Requirements

Students must declare a major by the beginning of their Junior year in order to remain TAP eligible. Transfer students found eligible for TAP may need to submit their official high school transcript for award certification. New York State regulations require that a student register for 12 credits of new course work each semester (or 6 credits for a half-time Summer term). Students should be careful when registering for a class in which they have received a passing grade in a prior semester. When a student and academic counselor deem that it is in the student's best interest to repeat a class that has already met the student's degree requirements, that student will need to enroll for more than the minimum full-time course load that semester to be eligible.

The following changes will affect Summer 2007 student TAP eligibility and student TAP eligibility for Summer semesters thereafter. In addition to students meeting all of the established TAP eligibility requirements to receive TAP, students must meet the following:

- To be eligible to receive a Summer TAP award, a student must earn a minimum of 24 credits combined from the Fall semester and the Spring semester directly preceding the Summer semester in which they wish to receive TAP. All 24 credits earned must be earned at Long Island University. Remedial credits and credits earned in the Winter session can not be used towards fulfilling the 24 credits earned requirement.
- Students starting Long Island University in a Summer semester are not eligible for that Summer semester's TAP as they have not earned credits at Long Island University.

Undergraduate students are eligible to receive 8 semesters of TAP while pursuing a bachelor's degree. (Students in the Higher Education Opportunity Program [HEOP] may receive an additional 2 semesters of TAP for a total of 10 semesters). Please be advised that students who lose credits in transfer or who otherwise need five years to complete a bachelor's degree are not considered to be in an approved five-year program and are not eligible to receive a fifth year (additional two semesters) of TAP.

Standard of Satisfactory Academic Progress (TAP)

Calendar: Semester

Program: Baccalaureate Degree

	<u>I</u>	<u>II</u>	<u>III</u>
i. before being certified for this payment (I)	1st	0	0
ii. a student must have accrued at least this many credits (II)	2nd	3	1.10
iii. with at least this grade point average (III)	3rd	9	1.20
	4th	21	1.30
	5th	33	2.00
	6th	45	2.00
	7th	60	2.00
	8th	75	2.00
	9th*	90	2.00
	10th*	105	2.00

*The ninth and tenth steps are intended for students in the Higher Education Opportunity Program (HEOP) only. TAP payments are limited to eight awards at the undergraduate level for all others. If you have any questions concerning your eligibility for a TAP award, contact the Office of Financial Assistance, Room 101, Kumble Hall or the TAP Certifying Officer at (516) 299-4015.

Memorial Scholarships for Families of Deceased Police Officers, Peace Officers, Emergency Medical Service Workers and Firefighters

Recipients of the Memorial Scholarship for Families of Deceased Police Officers, Peace Officers, Emergency Medical Service Workers and Firefighters must meet all the general requirements of the TAP program, with the exception of the income requirements, and in addition must have a parent who died as a result of injury sustained in the line of duty in service to the state of New York. This award may be received in addition to a TAP award if financially eligible. Applicants must file the FAFSA and TAP Application Scholarships and Grants Payments application each year. Applicants must also file a special Memorial Scholarship Supplement to document their eligibility the first year they apply for an award. This supplement may be obtained by contacting the Special Scholarship Credit, NYSHESC, 99 Washington Avenue, Albany, New York 12255 or www.hesc.org. Award amounts are updated annually and are based on the cost of attendance at a State University of New York institution. Holders of the Memorial Scholarship generally receive additional grants from Long Island University to help cover the higher cost of attendance at Long Island University, which is a private institution. More detailed information can be obtained online at www.hesc.org.

Regents Awards for Children of Veterans

Recipients of Awards for Children of Veterans must be either the child of a veteran who died, or who were prisoners of war or who are currently listed as missing in action, or who suffered a disability of at least 40 percent resulting from U.S. military service during designated periods.

or

Students whose parent(s) have been a recipient of the Armed Forces, Navy or Marine Corps Expeditionary Medal for participation in operations in Lebanon during designated periods.

or

Students who were born with spina bifida whose parent(s) are Vietnam Veterans who served in the U.S. Armed Forces in Indochina between December 22, 1961-May 7, 1975.

Recipients must meet all of the general requirements for TAP with the exception of the income requirement, and the award may be received in addition to a TAP award if financially eligible. In addition, the parent on which the award

is based must have been a legal resident of New York State at the time the parent entered military service, or if the parent died as a result of military service, at the time of death. Applicants must file TAP Application or the separate Scholarships and Grants Payment Application each year. In addition, applicants must file a Child of Veteran supplement the first year they apply for an award.

Recipients of the Regents Award for Children of Deceased or Disabled Veterans may receive awards of up to \$450 per year.

Veterans Tuition Awards

Recipients of the Veterans Tuition Awards must meet all the general requirements of the TAP program, with the exception of the income requirements. Veterans must have served in the U.S. Armed Forces during designated periods. Recipients must also have been New York State residents at the time of entry in service and must have resumed residency by the beginning of the semester they wish to receive an award.

Applicants must file the Free Application for Federal Student Aid and the TAP Application or the separate Scholarships and Grants Payments application each year. Applicants must also file a Veteran Award supplement to document their eligibility by September 1 of the first year they apply for an award. This supplement may be obtained by contacting the Special Scholarship Credit, NYSHESC, 99 Washington Avenue, Albany, NY 12255. This award may be received for part-time study between 3 and 11 credits in the amount of \$500 per semester. Full-time awards for students registering for at least 12 credits per semester are \$1,000 per semester. Full-time students can also receive a TAP award if financially eligible.

Total undergraduate and graduate veterans tuition awards received cannot exceed \$10,000. More detailed information can be obtained online at www.hesc.org.

Scholarships for Academic Excellence

Outstanding high school graduates in New York State are chosen to receive this scholarship by officials at each high school. Holders of a Scholarship for Academic Excellence must file the FAFSA and TAP Application or the separate Scholarships and Grants Payment Application each year. Recipients of the Scholarship for Academic Excellence must meet all of the general requirements of the TAP program, with the exception of the income requirements, and may

receive the scholarship in addition to a TAP award if financially eligible.

Eligible students may receive an annual award of \$1,500 per year. Additionally, a limited amount of awards at \$500 per year are also made available to students at each New York high school. The amount of the awards may change for future academic years subject to action by the New York State Legislature. More detailed information can be obtained online at www.hesc.org. Source: New York State Higher Education Services Corporation, 99 Washington Avenue, Albany, New York 12255.

Regents Professional Opportunity Scholarships

Full-time undergraduate or graduate students studying in an approved program leading to licensure in a profession designated by the Commissioner of Education may apply for this award. Selection is based on the following priorities: applicants must be economically disadvantaged and a member of a minority group historically underrepresented in the licensed profession and those enrolled in or graduated from the following opportunity programs – SEEK, College Discovery, EOP, or HEOP. This award provides from \$1,000 to \$5,000 per year for up to four years of study or up to five years in certain programs. Recipients must meet all of the general requirements of the TAP program and agree to practice in their chosen profession in New York State for 12 months for each annual payment received. More detailed information can be obtained online at www.hesc.org.

New York State's Program of Aid for Part-Time Study

This is a grant program funded by New York State in conjunction with the college. Awards can be up to \$2,000 per year for part-time undergraduate students. In order to be considered, a student must be working toward an undergraduate degree as a part-time student enrolled for 3-11 credits per semester. The student must be in good C.W. Post Campus academic standing, be a resident of New York State, and be a U.S. citizen. Income restrictions apply. Students must apply for this grant for each semester funding is needed. For further information, contact the C.W. Post Financial Assistance Office at (516) 299-2338, e-mail: finaid@cwpost.liu.edu.

State Aid to Native Americans

Application Procedures: Application forms may be obtained from the Native American Education Credit, New York State Education Department, Albany,

NY 12230. The completed application form should be forwarded by the applicant to the Native American Education Credit along with the following materials: 1) official transcript of high school record or a photocopy of the General Equivalency Diploma; 2) letter(s) of recommendation from one or more leaders in the community attesting to personality and character; 3) personal letter setting forth clearly and in detail educational plans and desires; 4) signatures of the parents of minor applicants, approving education plans; 5) official tribal certification form; and 6) copy of acceptance letter from college attending.

Selection of Recipients and Allocation of Awards: The applicant must be: 1) a member of one of the Native American tribes within New York State; 2) have graduated from an approved high school, or have earned a General Equivalency Diploma, or be enrolled in a program in an approved postsecondary institution leading to degree-credit status and the General Equivalency Diploma; and 3) enrolled in an approved postsecondary institution in New York State. State Aid to Native Americans is an entitlement program. There is neither a qualifying examination nor a limited number of awards.

Award Schedule: The award is up to \$2,000 per year for a maximum of four years of fulltime study, a minimum of 12 credit hours per semester. Students registered for fewer than this number will be funded at approximately \$85 per credit hour.

Rights and Responsibilities of Recipients: Students are responsible for notifying the Native American Education Credit in writing of any change in student status or program or institutional enrollment. Student must submit semester grades. Source: Native American Education Credit, New York State Education Department, Room 374 EBA, Albany, NY 12234.

Higher Education Opportunity Program (HEOP)

Application Procedures: Application is made through the independent institution of higher education at which the applicant is enrolled.

Selection of Recipients and Allocation of Awards: The applicant must be: (1) a New York State resident; (2) a matriculated undergraduate student at an independent college or university in New York State; (3) academically and economically disadvantaged, according to guidelines approved by the Board of Regents and the Director of the Budget. Selection of eligible applicants for participation in HEOP is conducted by the institution and/or

HEOP program at the institution. Award Schedule: The amount of financial assistance and other support provided to HEOP participants is dependent on need as determined by the institution and the program, within the state guidelines.

Additional New York State Assistance Opportunities

Part-Time Tuition Assistance Program (TAP)

Part-time students at approved schools in New York State who were first-time, full-time freshmen in 2006-07 may be eligible for Part-Time TAP to help them pay for college beginning in 2007-08. Part-Time TAP is a grant and does not have to be paid back. Part-Time TAP is not the same as Aid for Part-Time Study. Additional information on eligibility requirements can be found at www.hesc.com.

Flight 587 Memorial Scholarship

Flight 587 Memorial Scholarships provide financial aid to children, spouses and financial dependents of individuals killed as a direct result of American Airlines Flight 587's crash in the Belle Harbor neighborhood of Queens, New York on the morning of November 12, 2001. In the spirit of the World Trade Center Memorial Scholarship, this program will help the 266 families who lost loved ones cover the cost of attending college in New York State. Additional information on application and eligibility requirements can be found at www.hesc.com.

Military Service Recognition Scholarship

The Military Service Recognition Scholarship (MSRS) provides financial aid to children, spouses and financial dependents of members of the armed forces of the United States or state organized militia who, at any time on or after August 2, 1990, while New York State residents, died or became severely and permanently disabled while engaged in hostilities or training for hostilities. Additional information on application and eligibility requirements can be found at www.hesc.com.

NYS Math and Science Teaching Incentive Scholarships

New York State (NYS) Math & Science Teaching Incentive Scholarships are offered to encourage students to pursue careers as secondary math and science teachers (grades 7-12). This program provides awards to students attending school

at the undergraduate and/or graduate degree level in exchange for five years of full-time employment as secondary education math or science teachers. Additional information on application and eligibility requirements can be found at www.hesc.com.

NYS Volunteer Recruitment Service Scholarship

New York State offers scholarships to volunteer ambulance companies to use as a recruitment and retention incentive for new members. Additional information on application and eligibility requirements can be found at www.hesc.com.

Federal Programs

Standards of Satisfactory Academic Progress for Federal Financial Aid In order to receive federal financial aid, a student must maintain satisfactory progress in the courses of study he or she is pursuing according to the standards and practices of the institution in which he or she is enrolled. Federal regulations require that the institution's standards must be the same as or stricter than the institution's standards for students who are not receiving aid under the federal financial aid programs. A student must maintain a 2.0 cumulative grade point average to be in good academic standing. A student must also be making satisfactory progress toward a degree. The maximum length of time for program completion is six (6) years. The following chart shows the minimum progress which must be maintained:

Academic years	I	II	III
Completed	1	12	2.0
Number of	2	27	2.0
Credits Successfully Completed	3	51	2.0
Minimum Grade	4	76	2.0
Point Average	5	101	2.0
	6	128	2.0

Students who do not meet Satisfactory Academic Progress guidelines due to extenuating circumstances may petition through a Federal Waiver Request Form that can be obtained through the Office of Financial Assistance. In certain situations where unforeseen personal problems (such as illness or a death in the family) have prevented a student from meeting the above academic requirements, a student may be granted a onetime Federal Waiver. Please be advised that waivers are reviewed on an individual basis and are not automatically approved. Exceptions to the above-stated policies will be made at the discretion of the Director of Student Financial Services.

Federal Pell Grant Program

Application Procedures: Applications and other materials are available through financial aid offices at approved postsecondary institutions or at www.fafsa.ed.gov.

Students may initially apply for Pell grants by filing the Free Application for Federal Student Aid (FAFSA). Students need to complete Renewal applications each subsequent year. The completed application should be submitted for processing according to the directions included on it. A paper or electronic Student Aid Report will be sent to the applicant. Based on this, the amount of the applicant's award is determined by the financial aid officer at the postsecondary institution attended. Upon enrollment, funds are credited to his/her institutional account.

Selection of Recipients and Allocation of Awards: Eligibility and award amount are based on need. The applicant must be enrolled as an undergraduate student, for at least three credits, in an approved post-secondary institution and must need financial assistance to continue his/her education. Financial need is determined by a formula applied to all applicants. It was developed by the U.S. Department of Education and is reviewed annually by Congress. The estimated family contribution is calculated by this formula. Federal Pell Grant awards are usually paid for up to the first bachelor's degree for students enrolled in undergraduate programs.

Award Schedule: Awards made during the 2008-09 academic year ranged from \$400 to \$4,731. The amount of the award will be affected by costs of attendance and full- or part-time enrollment status. The Federal Pell award is not duplicative of state awards.

Rights and Responsibilities of Recipients: The student must continue to make satisfactory academic progress in the program in which he or she is enrolled. The student must not owe any refunds on Federal Pell Grants or other awards paid, or be in default on repayment of any student loan. Before receiving payment, the student must sign an affidavit, available from the institutional financial aid office, that all money received will be used for the costs of attendance only. Source: U.S. Department of Education.

Federal Supplemental Educational Opportunity Grants (SEOG)

Application Procedures: FAFSA must be filed annually. Application is through the Financial Assistance Office which is responsible for determining who receives a Supplemental Grant and the amount.

Selection of Recipients and Allocation of

Awards: The applicant must be: 1) in financial need; 2) enrolled at least half-time as an undergraduate student in an approved postsecondary institution; and, 3) eligible for a Federal Pell Grant.

Award Schedule: The award ranges from \$100 to \$4,000 annually. Normally an award may be paid for up to the period required for the completion of the first bachelor's degree.

Rights and Responsibilities of Recipients: The student must continue to make satisfactory academic progress. Source: U.S. Department of Education.

Federal Perkins Loan Program (formerly National Direct Student Loan Program) (NDSL)

Application Procedures: The FAFSA must be filed annually. Application is made through the postsecondary institutional financial assistance office. Forms and specialized information on loan cancellation provisions for borrowers who go into certain fields of teaching, specified military duty, or law enforcement/corrections officer fields are available from this source.

Selection of Recipients and Allocation of Awards: Loans are available to students enrolled at least half-time in approved postsecondary institutions.

Award Schedule: Students may be eligible to borrow up to \$15,000 for their undergraduate studies. Annual amounts are determined by the college financial assistance office and may be up to \$3,000 depending on need. The total amount that may be borrowed for both undergraduate and graduate students cannot exceed \$30,000.

Rights and Responsibilities of Recipients: Continued eligibility is dependent on the maintenance of satisfactory academic progress. The current interest rate, payable during the repayment period, is 5% on the unpaid principal. Repayment begins six months after graduation, leaving school, or less than half-time enrollment, whichever occurs first, and may extend over a period of 10 years. Payment is not required for up to three years of active U.S. military service or service in the Peace Corps, VISTA, or similar national program. Source: U.S. Department of Education.

Federal College Work-Study/America Reads Programs (CWS)

Application Procedures: The FAFSA must be filed annually. Application is made through the postsecondary institutional financial assistance office.

Eligibility based on financial need and

available federal funding is determined and work arrangements are made at this point.

Selection of Recipients and Allocation of Awards: The applicant must be enrolled at least half-time in an approved postsecondary institution. An institution must make employment reasonably available to all eligible students in the institution who are in need of financial assistance. In the event that more students are eligible for CWS than there are funds available, preference is given to students who have great financial need and who must earn part of their educational expenses.

Award Schedule: The postsecondary institution arranges jobs on campus for up to 20 hours per week. Factors considered by the financial assistance office in determining whether, and how many hours, the recipient may work under this program are: financial need, class schedule, academic progress, and health status. Level of salary must be at least the minimum wage.

Rights and Responsibilities of Recipients: Satisfactory academic progress must be maintained. Source: U.S. Department of Education.

William D. Ford Federal Direct Loan Program

All loans through the William D. Ford Federal Direct Loan Program must be repaid. The FAFSA must be filed annually for all loan programs. A borrower may repay a Direct Subsidized Loan, a Direct Unsubsidized Loan, or a Direct Unsubsidized Consolidation Loan under the standard repayment plan, the extended repayment plan, the graduated repayment plan, or the income contingent repayment plan. A borrower may repay a Direct PLUS Loan under the standard, the extended repayment plan, or the graduated repayment plan.

Federal Direct Loan Program (subsidized)

Application Procedures: Eligible new C.W. Post student borrowers will need to complete an online Entrance Interview and Direct Loan Electronic Master Promissory Note (E-MPN). The Electronic Master Promissory Note is valid for a 10 year period. The Web site addresses are www.dlsonline.com and <http://dlenote.ed.gov>. Upon loan approval, a Disclosure Statement will be sent to the borrower from the Department of Education describing the terms of the loan(s). Loan proceeds will be applied to the student's account in two disbursements during the enrollment period of the loan. Delayed disbursements for the first semester of the Direct Loan are

required for new Freshman and transfer undergraduate borrowers.

Selection of Recipients and Allocation of Awards: To be eligible for a Direct Loan, a student must be: 1) a U.S. citizen or permanent resident alien; and 2) enrolled in or admitted as a matriculated, at least half-time, student at an approved college, university or other postsecondary institution in the United States or in a foreign country; 3) file the Free Application for Federal Student Aid (FAFSA) annually; and 4) exhibit financial need.

Loan Schedule: Freshmen may borrow up to \$3,500 per academic year. Sophomores may borrow up to \$4,500 per academic year. Juniors and Seniors may borrow up to \$5,500 per academic year. Total undergraduate borrowing may not exceed \$23,000. A graduate student may borrow up to \$8,500 per academic year, up to a combined total of \$65,500 including any loans for undergraduate study.

Rights and Responsibilities of Recipients: A student may borrow at a relatively low interest rate with no repayment as long as he or she remains enrolled at least half-time, and for six months after he or she ceases to be at least a half-time student. New loan borrowers have a fixed interest rate. A variety of deferment provisions exist for all Federal Direct Education Loans. Students/borrowers should investigate these deferment options with their lender.

Federal Direct Loan Program (unsubsidized)

These non-need based unsubsidized loans are available to undergraduate and graduate students who are found to be ineligible for all or part of the need-based subsidized Direct Loan Program, not to exceed the annual loan amounts listed under the subsidized Direct Loan Program previously listed. Independent undergraduate and graduate students may also apply for these loans in addition to their other Direct Loan amounts. Freshman and Sophomores may borrow up to \$4,000 per academic year. Juniors and Seniors may borrow up to \$5,000 per academic year. Graduate students may borrow up to \$10,000 per academic year. The amount in any year plus other financial assistance cannot exceed educational costs. Aggregate limits for all subsidized and unsubsidized loans (including a combination of FFELS and Direct Loans) are:

- \$23,000 for a dependent undergraduate student
- \$46,000 for an independent undergraduate student (and certain dependent students)
- \$138,500 for a graduate or professional student (including loans for undergrad-

uate study). Repayment of interest is required while the student is in school or interest may be capitalized. The interest rate is fixed.

Federal Direct Parent Loans for Undergraduate Students (PLUS)

Parents may borrow up to the full cost of attendance less any financial aid per year for each financially dependent student.

Application Procedures: Following completion of the FAFSA, eligible parents of C.W. Post undergraduate students will need to complete an online Direct Parent Loan (PLUS) Electronic Master Promissory Note (E-MPN). The Electronic PLUS Master Promissory Note is valid for a 10 year period. The Web site address is <http://dlenote.ed.gov>. Upon loan approval, a Disclosure Statement will be sent to the parent borrower from the Department of Education describing the terms of the loan(s). Loan proceeds will be applied to the student's account in two disbursements during the enrollment period of the loan. The amount borrowed in any year cannot exceed educational costs, taking into account all other financial aid received. PLUS repayment begins within 60 days of loan disbursement. The maximum repayment period is 10 years. The interest rate is fixed.

United States Bureau of Indian Affairs, Aid to Native Americans, Higher Education Assistance Program

Application Procedures: Application forms may be obtained from the Bureau of Indian Affairs office. An application is necessary for each year of study. An official needs analysis from the college financial assistance office is also required each year. Each first-time applicant must obtain tribal enrollment certification, recording enrollment for the tribe from the bureau agency or tribe.

Selection of Recipients and Allocation of Awards: To be eligible, the applicant must: 1) be at least one-fourth American Indian, Eskimo, or Aleut; 2) be an enrolled member of a tribe, band or group recognized by the Bureau of Indian Affairs; 3) be enrolled in or accepted for enrollment at an approved college or university, pursuing at least a four-year degree; and 4) have financial need.

Rights and Responsibilities of Recipients: For grants to be awarded in successive years, the student must make satisfactory progress toward a degree and show financial need. Depending on availability of funds, grants may also be made to graduate students and Summer session stu-

dents. Eligible married students may also receive living expenses for dependents.

Veterans Administration (VA) Educational Benefits Educational Assistance (GI Bill)

Application Procedures: Application forms, information and assistance in applying for benefits are available at all VA offices. Forms can also be downloaded from the Internet at www.gibill.va.gov or you can call 1-888-GIBILL1. Students can also log onto www.gibill.va.gov for additional information.

Award Schedule: Current monthly benefit rates are determined by the Veterans Administration. Veterans enrolled half-time or more may be entitled to a VA educational loan. The granting of educational loans is based on financial need related directly to the cost of education. Veterans should contact the Veterans Administration Office for current information.

Special Arrangements for Veterans and Children of Deceased or Totally Disabled Veterans

The Office of Veterans Affairs is a valuable starting point for veterans. It exists at C.W. Post for the purpose of assisting veterans and their dependents. The staff will explain the various benefits provided by the Veterans Administration and the procedures for obtaining these benefits. The office also provides counseling of a personal or educational nature and serves as a source of referral information for services at C.W. Post. Most veterans are eligible for benefits under what is commonly called the "GI Bill." The VA allows an educational subsistence payment made directly to veterans.

Because of changing legislation, veterans should contact the office to receive current information and applications. Veterans must pay their own tuition and expenses. Often there is a delay of a month or two before the first check arrives at the veteran's address. Please call 1-888-GIBILL1 or visit www.gibill.va.gov for additional information.

Veterans with a disability rating of 20 percent or more should contact the Veterans Administration, which will determine if they are in need of vocational rehabilitation. In such cases the VA usually pays for the tuition, books, and supplies necessary for school and also provides an educational subsistence payment each month. Dependents of deceased or totally disabled veterans may be eligible for benefits under Public Law 634 and should contact the Veterans Administration.



Other Federal Programs

A large number of special-purpose federal programs exist in a variety of types: direct aid, scholarship, loans, trainee ships. Many are administered through specific institutions of postsecondary education, and for this reason, the C.W. Post Financial Assistance Office is the single best source of information on the subject.

Continuing Education & Professional Studies

C.W. Post's Continuing Education and Professional Studies (CEPS) department offers adult students a world of career and personal development opportunities through its Institutes – Business, Distance Education, Corporate Training, Financial Services, Health Studies, Legal Studies, Real Estate, and Personal Enrichment. Participants can enroll in certificate programs, non-credit courses, and workshops designed to help them train for a new profession, advance in their chosen field, or simply to fulfill a personal interest. Our corporate training program provides custom designed training solutions that can help an organization meet its unique and strategic goals. Special and innovative educational and training programs have been individually designed for business industry, governmental agencies, and educational institutions. Registration and class meetings are held at off-campus sites for the convenience of students engaged in full-time work activities.

C.W. Post created its Continuing Education and Professional Studies Institutes to bring the academic power of a major university to the local communities. Certificate programs, non-credit courses and workshops are offered at convenient day, evening and weekend times. Registration can be done by phone, fax, in person or online. For more information call (516) 299-2236 or visit us on the web at: <https://ceps.liu.edu>

STUDENT AFFAIRS OFFICES

Mission of Student Affairs

The Division of Student Affairs provides those services, programs and activities that complement the academic program and both enhance and integrate the intellectual, personal, social, physical and spiritual development of students. Student Affairs staff and educators hold students at the center of our institutional universe and strive to model conduct that reflects principled leadership, an appreciation for diversity, and concern for the dignity and welfare of each student. We help create and sustain a learning community characterized by respect, responsibility and a sense of personal honor, and actively encourage students to excel in the classroom as well as in their character.

The Office of the Associate Provost coordinates and administers eleven

Student Affairs departments and serves as an advocate for the needs of the C.W. Post students.

In addition, the office is responsible for administering the student code of conduct through the Campus judicial system. This code expresses our Ethos Statement, which is comprised of five principles governing the behavioral expectations of students: respect for oneself, respect for others, respect for authority, respect for property and personal honesty. A more comprehensive description of the Ethos Statement, the judicial system and other standards pertaining to membership in our community is published in The Student Handbook, available in the Office of Student Affairs.

With a door that's always open, this office encourages students to come in with concerns, problems and comments. It is easy to reach at (516) 299-2255, by stopping in the Winnick House/ Administration building, room 201, or by visiting the Student Affairs Web page at www.cwpost.liu.edu/cwis/cwp/stuact/sahp.htm.

The following departments in Student Affairs may play a key role in your life as a student.

Arthur O. Eve Higher Education Opportunity Program

The Office of the Higher Education Opportunity Program coordinates three programs for C.W. Post Campus undergraduates. The Higher Education Opportunity Program (HEOP) is specially designed for New York State residents who are economically disadvantaged and educationally underprepared. Co-sponsored by the New York State Education Department and C.W. Post Campus, the program offers a wide range of support services including tutoring, academic advisement, financial aid, and career and personal counseling. The Martin Luther King, Jr. Scholarship Program (MLK) is designed for students of color who excel academically. Students who qualify must maintain a cumulative average of 3.25 or better. The Educational Achievement Program (EAP) serves those eligible students who do not meet the criteria for either HEOP or the MLK scholarship. Students must maintain a cumulative average of 2.5. Awards are based on financial need and range up to \$750 each semester. The HEOP office is located on the lower level of Post Hall. For further information call (516) 299-2397, or visit the HEOP Web page at www.cwpost.liu.edu/cwis/cwp/stuact/heop/heop.html.

Intercollegiate Athletics

Intercollegiate Athletics is the source for all information about C.W. Post's 15 intercollegiate sports for men and women. Located on the second floor of the Field House or at (516) 299-2288, the Athletic Department is easily accessible and always willing to help. The Athletics Web page is available at: www.cwpostpioneers.com

International Student Services (ISS)

The International Student Services (ISS) Office attends to the specialized needs of international students. These needs include communication of relevant information and services to both students and staff; quality advising in all appropriate areas of international education, including U.S. immigration regulations, policies and procedures; and social, cultural, and educational programs. In addition, the ISS serves as a liaison between students and various U.S. government offices. All new international students are encouraged to attend International Student Orientation. You may contact the ISS by phone at (516) 299-1451 or by e-mail at iss@cwpost.liu.edu. ISS is located on the lower level of Post Hall and the ISS Web site is at www.cwpost.liu.edu/iis

Learning Support Center

The Learning Support Center administers five programs designed to help C.W. Post students to achieve academic success. The Learning Center is located in the east wing on the lower level of Post Hall.

The Academic Resource Program (ARP) is a support program designed to meet the needs of undergraduate students who have been evaluated by a qualified professional and certified as having a learning disability and/or an attention deficit disorder. The Academic Resource Program provides each student in the Program one-to-one contact with a trained learning assistant for a minimum of two hours per week, an up-to-date computer lab with assistive technology, workshops and a social worker.

Accommodations are provided in the Learning Support Center. Program students assume full responsibility for class attendance, attendance at meetings with their learning assistant, tutors, and Program administrators. The goal of this Program is to assist students in becoming independent learners and self-advocates. There is an additional fee for this Program.

The College 101/Peer Mentor Program trains students to serve as Peer Mentors. The Peer Mentors in the College 101

Freshman Seminars help new students adjust to college life by serving as guides, advisors, confidantes and friends.

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.

The Program for Academic Success (PAS) assists promising students who would otherwise not have qualified for acceptance to C.W. Post. Participants carry a reduced course load while they study a specially designed curriculum offered in small class settings. Support services such as tutoring and guidance are also available.

The C.W. Post Tutoring Program provides trained, qualified peer tutors to work with students in need of academic assistance. Tutoring is available free of charge both individually and in small groups. The C.W. Post Tutoring Program is internationally certified by the College Reading and Learning Association.

Public Safety

The Department of Public Safety is concerned with the welfare and safety of all members of the Campus community and their guests. The Department serves the Campus 24 hours a day, 7 days a week year-round and may be reached by dialing (516) 299-2214 or 2222 for emergencies, or we may be reached from one of the many "blue-light" emergency phones located strategically throughout the Campus. Public Safety Officers are licensed by the State of New York and are trained, certified and registered pursuant to the New York State Security Guard Act. The activities of the Department are enhanced by its close relationship with the Old Brookville, Old Westbury and Nassau County Police Departments. The Department of Public Safety is located in the Facilities Services building at the northeast corner of the Campus.

Emergencies

In the event of an emergency, contact the Office of Student Affairs (516) 299-2255 or Public Safety (516) 299-2222, who will attempt to locate a student.

Recreational Sports

The Recreational Sports 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 campus community.

In order to foster more positive and active lifestyles and to enhance the quality of life within the campus community, we offer a broad range of fitness and recreational activities, including intramural sports, wellness programs, sports clubs, open recreation and special events.

Our office, located in the Pratt Recreation Center, is conveniently located on the south side of campus in our athletic complex, adjacent to the football field and Field House. This multipurpose facility features an elevated running track, a beautiful swimming pool, 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.

For more information, visit our Web site at www.liu.edu/cwpost/recreationcenter.

Religious Life

Religious Life takes an active role in serving your spiritual needs while C.W. Post's faculty educates your mind. Created to foster a sense of community and a greater spiritual dimension of Campus life, the Office of Religious Life includes religious representatives of several faiths. Religious leaders who are Jewish, Protestant and Catholic are available on Campus to assist students, faculty and staff of any faith. C.W. Post maintains a strong relationship with religious communities of other faiths which do not have religious workers on Campus, including Islamic, Buddhist and Hindu. The on-site religious workers will help any student of any faith find a local religious community.

They also regularly sponsor lectures, workshops and seminars in addition to regular worship services. With main offices in the Interfaith Center, you can contact each of the Campus religious leaders by phone or visit the Religious Life Web page at www.cwpost.liu.edu/cwis/cwp/stuact/interfaith/ifc.htm

Residence Life

Residence Life is the key office for all resident students. This office is responsible for anything pertaining to on-campus living, from your room assignment to

programs and special events.

Housing Applications/Deposits – Applications for on-campus housing must be made directly to the Bursar's Office with a deposit of \$300. When there is a waiting list for housing, a student's home residence will be considered. In other words, a student living farther away from Campus will have priority. All assignments for Fall housing are made during the Summer, and the Office of Residence Life does its best to fulfill student requests for rooms. For new entering freshman and transfers, preference is given to students who have been admitted for the Fall semester and who have their \$200 tuition and \$300 housing deposit on file by May 1. Students should note that completion of the Housing application neither implies nor guarantees an assignment in the residence halls.

Notification will be sent from the Office of Residence Life on the disposition of each application. All housing contacts are issued for the academic year and the deposit of \$300 is nonrefundable after July 1 unless the student is on a waiting list. Students who withdraw from the residence halls during the year will not receive a refund unless granted an exception, as outlined in the contract.

C.W. Post reserves the right to withdraw a student from the residence halls should there be a violation of Campus or

housing regulations. Only one residence hall will remain open for students during all vacation periods. All students who choose to live on-campus are required to purchase a meal plan and do not have an option to cancel their meal plan. The refund schedule for room and board is as follows:

Withdrawals During:	Fall/ Spring Semester	Summer Sessions I, II, III
1st calendar wk.	90%	60%
2nd calendar wk.	75%	25%
3rd calendar wk.	50%	None
4th calendar wk.	25%	None
After 4th wk.	None	None

Residence Life is located in lower level of Post Hall, or at (516) 299-2326. For detailed information, visit the Residence Life Web page at www.cwpost.liu.edu/cwis/cwp/stuact/housing.

Student Life and Leadership Development

The staff of the Student Life and Leadership Development Office works closely with student clubs, the Student Government Association, the Association for Campus Programming and other organizations such as the Commuter Student Association and Greek Organizations. It provides bud-

getary support, leadership training, and advising to all club and organization leaders on campus. The Student Life Office also co-sponsors Homecoming/Family Weekend. If you are interested in joining a club or starting a new one, contact the Student Life Office in Hillwood Commons Room 102 or by calling (516)-299-2800.

In addition, the Student Life Office also coordinates the New Student Orientation Program. Orientation programs are conducted for all new students in the Summer prior to their first year, usually during July or August. Academic counseling, workshops, seminars and social activities are coordinated to acquaint new students with the academic and co-curricular offerings available to them at C.W. Post. Orientation programs are designed specifically to answer questions asked by new students. Invitations to attend these programs are sent out well in advance of each particular orientation. Additional information regarding orientation is available from the Office of Student Life and Leadership Development.

Student Health and Counseling

Student Health and Counseling offers a wide range of services to ensure your total well-being during your time here as a student. During the Fall and Spring semesters, Health Services is staffed by registered nurses from 8 a.m. to 8 p.m., Monday through Friday and a physician and gynecologist at specific hours when school is in regular session. Emergency Medical Technicians are available when the Student Health Center is closed from 8 p.m. until 8 a.m. Monday through Friday and 24 hours on weekends and holidays. They can be reached by calling Public Safety at ext. 2222.

The office also offers counseling services at no cost to students by a staff of professional counselors including social workers, nutritionists and a psychiatrist. Confidential counseling is offered for a wide range of problems, including drug and alcohol abuse, family and relationship problems, anxiety, depression, eating disorders and weight problems. All services are handled by a caring, discreet and friendly staff. Visit the Student Health and Counseling Web page at www.cwpost.liu.edu/cwis/cwp/stu-act/health/index.html.



OTHER RESOURCES FOR STUDENTS

Web site for Students

My Campus Life is a Web site designed to provide currently enrolled C.W. Post students with up to date information about programs and activities on Campus. The Web site covers Campus news, class registration procedures, student e-mail, academic information, clubs and activities. It also contains a special section for freshman and information for parents. *My Campus Life* can be found on the web at www.liu.edu/cwpost/mycampus.

Student Publications

The Pioneer is the official Campus newspaper; it is published weekly by the students of C.W. Post. In addition to covering Campus news, the Pioneer presents complete sports coverage, interesting features, and articles dealing with entertainment and the arts. All students, regardless of major, are welcome to join the paper's staff. Students may come to the Pioneer office, located on the second floor of Hillwood Commons, or call (516) 299-2618.

Opticon is C.W. Post's yearbook which depicts all aspects of Campus life. With more than 300 pages, Opticon is a colorful, pictorial recording of life at C.W. Post. Students interested in photography or writing are invited to join the Opticon staff at its office on the second floor of Hillwood Commons. For more information call (516) 299-2631.

Loomings is a literary and arts magazine published once each semester by students of C.W. Post. Its contents are a variety of original works ranging from poetry and short stories to photography and creative design. For details contact the Loomings office on the second floor of Hillwood Commons, (516) 299-2383.

Visual & Performing Arts Newsletter offers a calendar of events in the arts as well as articles and reviews and is distributed to students, faculty, staff and alumni each semester. The accomplishments of arts faculty, students and alumni are highlighted.

Student Government Association

The Student Government Association (SGA) is the representative organization of all full-time undergraduate and graduate students. It is composed of three branches: executive, legislative and judicial.

The Student Government Association

is a recommending body that helps to decide what is best for the students at C.W. Post. (This may range from suggestions on the yearly calendar to recommendations on meal plans.)

To work effectively, the student government is dependent upon the suggestions of those whom it represents. For this reason, students are always welcome to drop in at the SGA offices on the second floor of Hillwood Commons or leave a message in the SGA mailbox located behind the Hillwood Information Desk.

Association for Campus Programming (ACP)

The ACP is a body of students that provides the Campus community with diversified programs of social, cultural, educational and recreational activities. Through its various committees, students develop leadership, negotiation skills and financial responsibility. All students of the Campus are urged to join the Association for Campus Programming committees. ACP offices are located on the second floor of Hillwood Commons, (516) 299-2139.

STUDENT HEALTH INSURANCE POLICY

Long Island University is committed to the health and well being of its students.

For this reason, Long Island University has established a class of students who are required to maintain valid health insurance, which includes routine, emergency, non-emergency and hospital care in the New York metropolitan area, Nassau and Suffolk counties (Compulsory Students). Compulsory Students will automatically be billed for the school-sponsored health insurance plan on their bursar account but will have the opportunity to waive this charge by complying with the waiver procedure outlined below. The policy period runs from 8/15-8/15 of each academic year for students enrolled in Fall semester, 1/1-8/15 for newly-enrolled Spring students, and 5/15-8/15 for summer students. Coverage will remain in effect for the period for which premium has been paid, even if your status as a student changes. Insurance ID cards will be issued after the waiver deadline unless you elect to use the Early Enrollment option described below.

Compulsory Students who are required to maintain medical insurance include:

International Students: Students or scholars engaged in educational activities

outside of their home country with applicable Visa status.

Residence Hall Students: Students residing in LIU-owned or leased resident facilities.

Global College Students: Students enrolled in overseas or domestic Global College programs

Travel Program (Domestic, Abroad)

Participants- Students whose course of study involves sponsored travel within or outside the United States.

Intercollegiate Athletes: Students engaged in Intercollegiate Athletics.

Clinical Fieldwork Participants: Students enrolled in one or more of the Academic Programs listed below and who are registered for course(s) which involve fieldwork or experiential training at clinical facilities. Students enrolled in these programs must contact their department advisor to verify their fieldwork status and to obtain a listing of applicable clinical courses.

Art Therapy
Biomedical Technology/Cytology
Clinical Laboratory Technology/
Medical Technology
Health Sciences/Health Professions
Mental Health Counseling
MRI Technology
Nursing- Registered Nurse, Nurse Practitioner, Family Nurse Practitioner
Nutrition/Dietician
Occupational Therapy
Sports Science

All other students (classified as Voluntary Students) are encouraged to purchase medical insurance and may do so by following the enrollment procedure outlined below. Voluntary students will be afforded three coverage/ premium options. Policy periods for all coverage options will run 9/1-9/1 for students enrolled in Fall semester, 1/1-9/1 for newly-enrolled Spring students, and 5/15-9/1 for summer students.

INSURANCE WAIVER AND ENROLLMENT PROCEDURES

Please be advised that Long Island University utilizes a web-based approach to the waiver and enrollment processes of the compulsory and voluntary student health insurance plans. In order to waive compulsory enrollment, review benefits and rates, request an early ID card, or enroll in the voluntary school plan, please visit the following Web site: <https://secure.visit-aci.com/enrollment/home/LIU.htm>

This is a secure Web site and the information you provide will be held in strict confidence.

If you do not have access to the Internet, please contact LIU's agent, Special Risk Consultants Inc., at 800-322-9901 for further instructions and forms.

TO WAIVE THE LIU INSURANCE CHARGE:

STEP 1 Log on to the above-referenced Web site.

STEP 2 Select the "Waive" button and complete the series of questions which will identify your compulsory status.

STEP 3 Provide the information requested about your current valid coverage.

STEP 4 Upon completion of the waiver process, print and retain a receipt evidencing proof that the request for insurance waiver has been received. In the event of discrepancies, only this receipt will serve as acceptable proof of compliance with the waiver provisions.

The Compulsory health insurance fee may be waived only if the student submits proof of other valid coverage before October 21 for the Fall semester; before February 24 for Spring semester.

No adjustments will be made to your bursar bill unless the waiver is received on or before these deadlines.

Once you have used the plan, you will no longer be eligible to waive the insurance, and you will be responsible for payment of premium.

FAILURE TO COMPLY WITH THE WAIVER PROVISIONS ABOVE WILL RESULT IN THE INSURANCE FEE BEING RETAINED ON YOUR BURSAR BILL AND WILL BE YOUR RESPONSIBILITY.

TO REQUEST EARLY ENROLLMENT:

Log on to the above-referenced Web site and select the button which identifies your compulsory status. You will be guided through an early enrollment module which allows you to request your ID card prior to the waiver deadline and to download/print a copy of the applicable coverage brochure.

VOLUNTARY STUDENT ENROLLMENT:

Log on to the above-referenced Web site and select the Voluntary student button. You will be instructed on how to download and print enrollment forms and brochures for each of the three (3) voluntary plan options. Enrollment forms must be returned directly to Special Risk

Consultants Inc, with payment to the carrier.

If you have any questions regarding benefits, enrollment or waiver processes, please contact Special Risk Consultants Inc. at 800-322-9901.

If you have any questions regarding school health insurance requirements, please contact the Risk Management Department of Long Island University at (516) 299-2599 or (516) 299-2550.

DEVELOPMENT AND ALUMNI RELATIONS

This office serves the diverse needs of C.W. Post students and graduates by coordinating a varied program of activities that include Homecoming, networking events and special alumni functions throughout the year.

Through production of the "Alumni News and Notes" section of the biannual Long Island University magazine, and newsletter Post Scripts, the office facilitates contact among C.W. Post graduates and the University. In addition, this office coordinates alumni fundraising appeals to supplement annual scholarships for currently enrolled students.

For more information, call (516) 299-2263, e-mail eileen.paterson@liu.edu or log on to the Web site at <http://www.cwpost.liu.edu/cwis/cwp/but11/>

RESOURCES AND FACILITIES

Library

The B. Davis Schwartz Memorial Library has a large and diverse collection with over 1.9 million volumes and more than 4,000 periodicals and newspaper subscriptions in its various public service departments.

The library is open 86 hours a week, including evenings and weekends, with special extended hours during final examinations periods. The Library has a Web site found at: www.liunet.edu/cwis/cwp/library/libhome.htm and has links to thousands of World Wide Web sites of value to researchers.

Most library departments have their own homepage and provide online access to the Library catalog, LIUCAT, electronic databases, periodical holdings, and the Internet. Computerized access to hun-

dreds of online databases enables users to retrieve bibliographic records and full-text resources in a variety of subject fields. Remote access is being offered for more and more of these databases to LIU users.

An intensive instruction program is available to graduate students through class lectures, demonstrations and orientations. Various classes demonstrating the intricacies of conducting research using all types of sources and formats, including online resources, are offered to the entire Campus community. Library competency education is provided to undergraduates through a seven-session library workshop. The Library collaborates with the English Department to teach Information Literacy.

The collections of all Long Island University libraries (including the Brooklyn, Brentwood and Rockland Campuses) are listed in LIUCAT. This computerized network makes information available to faculty and students at all LIU campuses. Books, journal articles and other library materials can be requested through Interlibrary Loan; materials within the LIU libraries are forwarded by the University courier systems, by fax or by mail.

The Reference Center is part of the Information Commons, which combines the collections of the Reference Department, the Center for Business and Information Research, and the Library and Information Science Library. This area is equipped with 30 computers for student use, a quiet study area for students, a group study gazebo, and a copy center.

The Reference collection, with 36,000 volumes of reference and research materials, is particularly strong in the areas of literature and the arts, and has an extensive core of legal resources. The Center for Business and Information Resources was developed through the integration of the former Nassau County Research Library with C.W. Post's existing resources. A broad range of materials, including company directories, international resources, industry data, and financial services, make this one of the finest research centers for business students and professionals in the area.

The Library and Information Science resources are primarily used by doctoral, master's and undergraduate degree students in the Palmer School of Library and Information Science. There are more than 22,000 volumes in this specialized collection, and 270 current journal subscriptions, many of which are available online in full text versions. The Government Information Department includes a Federal Depository with over a half million documents, a New York State

Depository, extensive microfiche collections in criminal justice and education, and specialized print, CD-ROM, and web-based access to government information.

Current subscriptions to over 2,500 journals and a large retrospective collection are maintained in the Periodicals Department, with print and computerized indexes and databases providing access to the material. While a wide range of academic subjects is included in its holdings, the Department is particularly strong in psychology, education, literature, art and business.

The Instructional Media Center is the multimedia resource center of the C. W. Post Campus, with over 1,500 films, videos, interactive CD-ROMs, and a rich variety of other audiovisual resources. The IMC contains media equipment, production, and preview facilities. Its exemplary collection of curriculum resources for K-12 (teacher resource materials, children's books and textbooks) supports the Education and the Library and Information Science programs.

The Art Slide Library is a collection of more than 100,000 slides encompassing a vast array of images dating from prehistoric times through the 21st century and represents all forms of art media.

The Special Collections Department contains many notable holdings, such as: the only portion of Carlotta and Eugene O'Neill's personal library that survives as a whole; the William Randolph Hearst art photograph collection; a comprehensive collection, donated by the Theodore Roosevelt Association, of TR's life, times and writings; 5,000 movie posters mainly from the 1940s and 1950s; letters by Henry James to his publisher; the Fine Art Facsimile Editions of the Book of Kells and the Tres Riches Heures of Jean, Duc du Berry; and the developing Winthrop Palmer collection of rare books of Irish and French literature.

The Department also has the archives of Long Island University, especially the C.W. Post Campus, featuring a complete run of the student newspaper, *The Pioneer*, and the student yearbook, *Opticon*, as well as other University documents.

The library is also the home of the School of Education, the College of Information and Computer Science, the Palmer School of Library and Information Science, the Audio-Visual Department, the Office of Information Technology, and the Post Library Association. The Post Library Association, a Friends of the Library organization, was founded by Mrs. Carleton Palmer, a former member of the Board of Trustees of Long Island University and a professor of English at C.W. Post. The PLA conducts many cul-

tural and educational programs in the Hutchins Gallery. Alumni and other friends of the University are cordially invited to join the membership. Through the generosity of the Carleton H. and Winthrop B. Palmer Memorial Fund, an endowment of over four million dollars enables the library to purchase materials in the arts and humanities, supplementing its regular budget for acquisitions.

The Christine B. Gilbert Collection of Children's Literature, named in honor of a former professor of the Palmer School, and the American Juvenile Collection, a research collection of fiction and folklore published by American publishers from 1910 to 1960, are also located in the Library.

Full-Time Library Faculty

Donald L. Ungarelli
Dean, University Libraries
Professor
B.A., M.S.L.S., M.S.Ed.,
Long Island University;
D.A.L.M., Simmons College
donald.ungarelli@liu.edu

Selenay Aytac
Assistant Professor
B.I.D.S., Istanbul University;
M.B.A., Isik University

Robert L. Battenfeld
Professor
Head, Periodicals Department
B.A., State University of New York at
New Paltz;
M.L.A., Queens College, City University
of New York;
M.S., Long Island University

Mary Kathleen Boyd-Byrnes
Assistant Professor
Reference Services
B.A., State University of New York at
Geneseo;
M.L.S., Long Island University

Rosemary Burgos-Mira
Assistant Professor
Acquisitions Department
A.A., B.A., New York University;
M.S., Long Island University

Martha Cooney
Associate Professor;
Assistant Dean, User Services
B.A., Syracuse University;
M.L.S., Pratt Institute;
M.S., Long Island University
mcooney@liu.edu

Jacqueline Elsas
Associate Professor;
Assistant Dean, Reference Services
B.A., Long Island University;
M.L.S., Pratt Institute
jelsas@liu.edu

Melissa J. Hinton
Associate Professor
Head, Acquisitions Department
B.A., State University of New York at
Oswego;
M.S.L.S., M.A., Long Island University

Joann Hong
Associate Professor
Cataloging Department
B.A., M.A., Ewha Women's University
(Korea);
M.L.S., Pratt Institute

Iris Irwin
Associate Professor
Periodicals Department
B.A., Hofstra University;
M.S.L.S., Long Island University

Susan Ketcham
Professor
Librarian, Brentwood Campus
B.S., Slippery Rock University;
M.S., M.L.S., Long Island University

Lawrence Kirschenbaum
Associate Professor
Periodicals Department
B.S., City College of New York;
M.L.S., Columbia University;
M.S., Brooklyn College, City University of
New York;
M.S., Manhattan College

Catherine Larkin
Assistant Professor
Digital Services and Slide Librarian
B.A., Long Island University;
M.A., Queens College, City University of
New York;

Fung Har Lee
Associate Professor
Cataloging Department
B.A., University of Hong Kong;
M.S.L.S., University of Wisconsin-
Milwaukee;
M.A., St. John's University;
M.S., Long Island University

Amrita Madray
Assistant Professor
Reference Services
B.A., Adelphi University;
M.S.L.S., Long Island University

Laura Manzari
Associate Professor;
Library & Information Science Librarian
B.A., Queens College, City University of
New York;
J.D., St. John's University;
M.L.S., Queens College, City University
of New York

Dona McDermott
Associate Professor
Instructional Services
B.A., Marymount College;
M.L.S., St. John's University;
M.B.A., Long Island University

Elizabeth Mezick
Assistant Professor
Business & Reference Services
B.B.A., Adelphi University;
M.S.L.S., M.S., Long Island University

Louis Pisha
Associate Professor;
Head, Interlibrary Loan
A.A., Rockland Community College;
B.A., State University of New York College
at Geneseo;
M.L.S., Rutgers;
D.L.S., Columbia University

Manju Prasad-Rao
Associate Professor;
Head, Instructional Media Center
B.A., Mount Carmel College (India);
M.A., Central College (India);
M.S., Indiana University;
M.S., M.S.L.S., Long Island University

William Roberson
Professor
Director, Library, Brentwood Campus
B.A., M.S., State University of New York,
at Stony Brook;
Advanced Certificate in Library and
Information Science, St. John's University;
M.S.L.S., Long Island University

Wendy Roberts
Assistant Professor
Reference Services
B.A., M.L.S., State University of New
York at Buffalo

Marilyn Rosenthal
Associate Professor
Reference Services
B.A., State University of New York at
Stony Brook;
M.S.L.S., M.S., Long Island University

Conrad Schoeffling
Associate Professor;
Head, Special Collections Department
B.A., Iona College;
M.S.L.S., M.A., Long Island University

William Tornow
Associate Professor
Head, Cataloging Department;
B.S., M.S.L.S., Long Island University

Jean Uhl
Assistant Professor
Instructional Media Center
B.A., M.L.S., Long Island University

Emily Walshe
Associate Professor
Reference Services
B.A., Kalamazoo College;
M.S.L.S., M.A., Long Island University
ewalshe@liu.edu

Masako Yukawa
Professor
Head, Government Information Department
B.A., Tsuda College (Japan);
M.S.L.S., Long Island University

Maria Zarycky
Associate Professor
Instructional Media Center
B.A., M.L.S., State University of New
York at Buffalo;
M.S., Long Island University

Office of Information Technology

The Office of Information Technology is responsible for introducing new technologically mediated processes into the everyday educational life of the University while supporting the mission and values within the institution. We serve both the administrative and academic lives of the institution; the students, faculty and staff.

Computer technology enhances communication and expands the opportunities to explore the library and multimedia resources. E-mail mail and the use of the World Wide Web allow students, faculty and staff to examine messages and texts through computer program applications. The goal of the IT Office is to make computer technology easy to use.

The Campus has approximately 5,000 ports available with more than 1,700 computers for faculty, staff, and students. Our Campus backbones are entirely fiber optic, enabling us to provide intra-campus connectivity at multi-Gigabit speeds.

Information Technology supports 26 Campus-wide labs with more than 525 computers for student access. All labs offer free high-speed laser printing. A wide range of software is available including standard office suite products, web development, graphics, programming, and numeric manipulation tools.

Most classrooms have network connections available for faculty demonstration and some have high-resolution overhead digital projectors and screens. To maintain a state-of-the-art environment, hardware and software are routinely upgraded.

The Campus and the University connectivity vision is to provide easy access anytime and anywhere. All of our residence hall rooms are equipped with network connections, which allow quick access to the Internet from a PC, Mac or laptop. Our campus was the first in the area to introduce outdoor wireless connectivity on its beautiful Great Lawn. In addition, wireless Internet connections are available in many other areas around Campus, including student cafeterias.

Every member of the University community is given an account on the University-wide, integrated e-mail system, which includes an easy to use Web interface. Students can locate this and other information by accessing the Student

Information System (SIS) located on the web at www.liu.edu/sis. The SIS is designed to help students access online information concerning grades, registration, financial aid, e-mail and WebCT account, class schedules, and job bank listings. More information is available on our departmental Web pages: www.liu.edu/it/cwpost.

Psychological Services Center

The Clinical Psychology Doctoral Program operates the off-campus Psychological Services Center (PSC) which is located at the Roslyn extension. The PSC is an independent community mental health facility whose purpose is to provide psychological services to the community and to serve as a training facility for graduate students in the doctoral program. During their graduate program, each doctoral candidate is required to complete a one year externship at the PSC. The PSC contains two-way mirrors for observation, a children's room for play therapy, audio and video equipment for recording of supervised cases, and ample office space for testing and therapy sessions. Visit the Psychological Services Center Web page at www.cwpost.liunet.edu/cwis/cwp/clas/psych/doctoral/clinic.html.

Digital Arts and Design Lab

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

Media Arts Labs

Television Facility

The Media Arts Department of the School for Visual and Performing Arts includes: a television facility that features a production studio, a professional control room, and digital editing labs. Computers are equipped with professional video software. The television facility is also home to PTV, which provides student programming and feature films to the entire campus. The television facility is located in Humanities Hall room 214.

Journalism Lab and Newsroom

Humanities Hall room 205 serves as a multimedia laboratory for journalism and public relations students. It is equipped with software for writing, desktop publishing video and audio editing and web publishing. The lab is designed as a professional newsroom with a cable hookup, newspapers, magazines and an AP wire for student use. The web publication Universal Campus is created in this lab, along with PTV news and news stories for all campus media outlets.

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 high tech options for composition, theory, recording, and their own projects while taking courses in sequencing, notation, digital audio, ear-training, theory, composition and music education.

Jerrold Mark Ladge Speech and Hearing Center

The Ladge Speech and Hearing Center provides evaluation and therapeutic services for children and adults with speech language and/or hearing problems. The Center is fully equipped with the latest instrumentation and materials in speech-language pathology and audiology. The clinic services are supervised by a full-time clinic director and other supervisors who are ASHA (American Speech-Language-Hearing Association) certified and licensed by the State of New York. The Center serves as a training facility for graduate students working toward certification and licensure as speech-language pathologists. Services are available to the community as well as those at C.W. Post at a reasonable fee during day and evening hours. For more information, call the Ladge Speech and Hearing Center at (516) 299-2437 or log onto <http://www.cwpost.liu.edu/cwis/cwp/speechhear/general.html>.

Hillwood Commons

The Student Life and Leadership Development staff administers the Hillwood Commons complex, the Campus' principal social, cultural and leisure-time center. Hillwood Commons is open for all members of the Campus community seven days a week. Designed to accommodate a myriad of activities, it houses a lecture hall, cinema, multi-purpose room, cafeteria, credit union, lounges, computer lab, bank, hair salon, dining facilities such as Subway and Java City, Hillwood Art Museum and meeting rooms. Adjacent to Hillwood Commons is the 2,200 seat Tilles Center for the Performing Arts. Information on programs and hours at Hillwood Commons may be obtained by calling (516) 299-2611.

Human Performance Laboratory

The Human Performance Laboratory, a learning and research facility located in the Pratt Recreation Center, is equipped with apparatus used for the measurement of exercise performance. The laboratory is an integral part of the bachelor's degree program in Physical Education and, under the direction of the resident

exercise physiologist, provides hands-on experience for undergraduate students who learn to operate state-of-the-art equipment while assessing the human performance capacities of children, athletes and disabled individuals.

Benjamin and Elizabeth Abrams Communication Center

The Communication Center contains four broadcast facilities all of which are equipped with state-of-the-art digital equipment. These include WCWP 88.1 FM and WebRadio WCWP, as well as production and live performance studios. Broadcasting 24 hours a day, WCWP 88.1 FM, a non-commercial station, is partnered with anchor station WLIU 88.3 FM. Together these stations make up the Long Island University Public Radio Network. During its daytime and early evening hours, WCWP airs WLIU jazz programming and public radio news and information programming such as National Public Radio. In the evening, student-hosted music programming is broadcast on WCWP 88.1 FM.

WebRadio WCWP is a multi-formatted, student-operated learning laboratory for the Media Arts Department as well as for students majoring in other disciplines. WebRadio WCWP can be heard on the Campus cable channel and on the internet via the Long Island University Web page each day during the academic year at www.webradiowcwp.org. The joint mission of WCWP 88.1 FM and WebRadio WCWP 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.

Institute for Arts & Culture

The Institute for Arts & Culture was established in 1998 on the principle that engagement with the arts is an indispensable component of higher education. Our mission is to make the arts central to the lives of Long Island University students, faculty, and staff, and to enhance the educational and cultural experience of the Campus community. The Institute develops programs using the professional arts resources of Tilles Center and Hillwood Art Museum and serves as a clearinghouse

for information on the professional and academic arts activities on campus.

With the support of the Gilbert and Rose Tilles endowment for arts education, the institute coordinates lectures, master classes, workshops and residency activities with visiting artists who, in recent years, include the Tokyo Quartet, Lynn Redgrave, Edward Villela, Andre Watts, and members of the Paul Taylor Dance Company.

Tilles Center

Tilles Center for the Performing Arts provides C.W. 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 for many of New York City's finest ensembles, including the New York Philharmonic, the Big Apple Circus, and the Alvin Ailey American Dance Theater. Tilles Center presents nearly 100 performances annually, incorporating every style from classical music, dance and opera to jazz, rock and hip-hop, with many programs designed especially for families and children.

Long Island University students receive substantial discounts on many Tilles programs. The Box Office can provide current schedules and prices at (516) 299-3100 or www.tillescenter.org.

Hillwood Art Museum

Hillwood Art Museum serves as an integral part of the cultural resources at the C.W. Post campus. Each year the Museum, located in the Student Union, features permanent and changing exhibitions accompanied by lectures, symposia, performances and demonstrations to enrich and educate.

Hillwood Art Museum also serves as custodian to the University's Permanent Collection consisting of more than 4,200 objects from Ancient Egypt to contemporary photography and paintings. 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 Museum assistants interested in pursuing a career in arts management, art history, art education and the studio arts. Students are offered unique opportunities for employment in a professional environment.



For additional information about exhibitions and educational programs call (516) 299-4073 or visit the Museum at www.liu.edu/cwpost/museum.

Pratt Recreation Center

The Pratt Recreation Center provides C.W. Post students with a modern 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 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 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 Web site at www.liu.edu/cwpost/recreationcenter.

Teaching and Learning Initiative

One of the most important issues in higher education today is the improvement and measurement of student learning, particularly in an era of changing student demographics and greater demands for student access and accountability of higher education institutions to stakeholders such as parents, surrounding communities and employers. The Long Island University Teaching and Learning Initiative addresses these critically important issues and includes both University-wide and campus-based strategies to enhance faculty development in teaching and learning, thereby enhancing the quality of the educational experience that we provide to our students.

To acquaint our faculty with the best research and the most recent advances in teaching and learning, the Teaching and Learning Initiative includes new faculty development strategies such as New Faculty Orientation and Teaching with Technology workshops; curriculum development and assessment endeavors with current faculty and expert external consultants; events to promote innovative campus-community collaboration; events to cultivate learning communities; and discussions and workshops regarding new approaches to the integration of research, teaching and learning. Furthermore, the Teaching and Learning Initiative facilitates faculty networking, connecting instructors with common interests across disciplines, and organizing events at which faculty come together and share their interdisciplinary perspectives and strategies.

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 and health-conscious meals. The seating area has Internet ports for laptop computers at 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 faculty/staff dining room. The building is named for the father of C.W. Post alumnus Gary Winnick.

C.W. Post Community Arboretum

The C.W. Post Campus of Long Island University 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 100 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. C.W. 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 Web site at www.liu.edu/arboretum or call the C.W. Post Office of Community Relations at (516) 299-3500.

CORE CURRICULUM

The C.W. Post Core Curriculum, created by the C. W. Post Campus faculty, presents each student with the major approaches to knowledge. As a faculty, we recognize and welcome the rich diversity of personal and academic experiences that students of varying ages and backgrounds bring to their studies. C. W. Post prepares students to face the challenges of an ever-changing world.

The Core Curriculum will:

- Foster the continued development of critical and analytical skills
- Increase the understanding and appreciation of areas of human knowledge
- Develop an understanding of diverse modes of inquiry
- Promote understanding of ethical and moral issues
- Increase the ability to examine problems and issues from multiple perspectives
- Develop the capacity to do independent research
- Foster a capacity for lifelong learning



The Core Curriculum is a set of required courses designed to help students gain a broad liberal arts background that will enhance the specialized knowledge of their major.

Most students complete these requirements during the first two years as preparation for more advanced study within their major during the junior and senior years. The courses are divided into eight major areas: Competency Requirements (variable credits); Laboratory Sciences (8 credits); History and Philosophy (9 credits); Language and Literature (6 credits); Arts (6 credits); Political Science and Economics (6 credits); Sociology, Psychology, Geography, Anthropology (6 credits); Mathematics (3 credits).

Students select from a variety of courses in these areas. The following guidelines should be used in selecting courses:

- The courses should be in one discipline in each area (e.g., two courses in Anthropology for 6 credits; not one course in Anthropology and one course in Geography).
- Courses in the Core Curriculum may not be taken on a Pass/Fail basis.
- Students should see their academic counselors to develop a plan of study
- Transfer Students only: Previous college coursework may substitute for core courses with academic counselor's approval.

Competency Requirements

Competencies (Variable Credits)

Prior to the Junior year, the student must exhibit proficiency in writing, computer literacy, oral communication, and

library use. This may be fulfilled by satisfactory completion of an examination, workshop, or coursework. (Theatre, Media Arts and Accountancy majors fulfill the oral communication competency requirement within their respective programs. Education majors fulfill this competency requirement in the School of Education.)

The student may satisfy the Computer Competency in one of three ways:

1. Take and pass the Computer Competency Examination, which is offered each semester.
2. Enroll in and satisfactorily complete the non-credit Computer Competency Workshop, COM 01, offered by the Computer Science Department.
3. Enroll in and satisfactorily complete a credit-bearing introductory course.

Core Courses

(1) Laboratory Sciences (8 credits required in sequence)

	Credits
BIO 1 Foundations of Biology I	4
BIO 2 Foundations of Biology II	4
BIO 103 General Biology I	4
BIO 104 General Biology II	4
BIO 7 Human Anatomy and Physiology I	4
BIO 8 Human Anatomy and Physiology II	4
CHM 1, 2 Foundations of Chemistry I and II	4 each
ERS 1, 2 Earth Science	4 each
GLY 1 The Dynamic Earth	4
GLY 2 History of the Earth	4
AST 9, 10 Introductory Astronomy I and II	4 each

PHY 11, 12 College Physics I and II 4 each
 PSY 3, 4 Principles of Psychology I and II 4 each
 Students with appropriate backgrounds may obtain permission to substitute more advanced Chemistry or more advanced Physics courses for the science requirement. Students in all B.F.A. programs are required to take 4 rather than 8 credits in the sciences.

(2) History and Philosophy (9 credits required; at least 3 credits from each discipline)

	Credits
HIS 1 Western Civilization to 1789	3
HIS 2 Western Civilization since 1789	3
HIS 3 American Civilization, 1607-1877	3
HIS 4 American Civilization since 1877	3
HIS 7 Roots of the Modern World	3
PHI 8 Beginning Philosophy	3
PHI 13 Human Values	3
PHI 25 History of Ancient Philosophy	3
PHI 26 History of Modern Philosophy	3

Students seeking a B.S. in Business or Accountancy or a B.F.A. are required to take 6 rather than 9 credits from History or Philosophy.

3) Literature or Foreign Language (6 credits of literature in English or in a Foreign language; or 6 credits in sequence in one foreign language, level 1 through 4)

	Credits
ENG 7 Literature of the Western World: Classical, Medieval, Renaissance	3
ENG 8 Literature of the Western World: Enlightenment to Modern	3
FRE 1, 2, 3, 4 Elementary and Intermediate French	3 each
FRE 11, 12 Introduction to French Literature	3 each
GER 1, 2, 3, 4 Elementary and Intermediate German	3 each
GER 11 Introduction to German Literature	3
GER 12 Survey of German Literature	3
HEB 1, 2, 3, 4 Elementary and Intermediate Modern Hebrew	3 each
ITL 1, 2, 3, 4 Elementary and Intermediate Italian	3 each
ITL 11 Selected Readings in Early Italian Literature	3
ITL 12 Selected Readings in Modern and Contemporary Italian Literature	3
JPN 1, 2, 3, 4 Elementary and Intermediate Japanese	3 each
RUS 1, 2, 3, 4 Basic and Intermediate Russian	3 each

SPA 1, 2, 3, 4 Elementary and Intermediate Spanish	3 each
SPA 11 Introduction to Peninsular Literature	3
SPA 12 Introduction to Spanish American Literature	3
WLT 46, 47 Russian Literature	3 each
WLT 55, 56 French Literature	3 each
WLT 72, 73 Spanish Literature	3 each

(4) Arts (3 credits required in each of 2 disciplines)

	Credits
ART 1 Introduction to Visual Arts	3
ART 5 Introduction to Basic Drawing	3
ART 17 Introduction to Two-Dimensional Design	3
ART 18 Introduction to Three-Dimensional Design	3
ART 101 Interpreting Art in the 21st Century	3
MUS 1 Introduction to Musical Concepts	3
MUS 2 Elementary Musicianship	3
CIN 11 The History of World Cinema	3
THE 1 The Art of Theatre	3
THE 42 History of the Theatre	3
DNC 1 Beginning Movement 1	3
DNC 8 History of Dance	3
CMA 9 Introduction to Media Arts	3

(5) Political Science or Economics (6 credits in one discipline)

	Credits
ECO 11 Introduction to Macroeconomics	3 each
ECO 12 Introduction to Macroeconomics	3 each
POL 1, 2 Introduction to Political Science I and II	3 each

(6) Sociology, Psychology, Geography, or Anthropology (6 credits in one discipline)

	Credits
SOC 1 Introduction to Sociology	3
SOC 2 Social Institutions	3
ANT 1 Development of the Human Species, Culture, and Society	3
ANT 2 Human Society	3
PSY 1, 2 General Psychology	3 each
GGR 1 Human Geography: Man, Environment, and Technology	3
GGR 2 Human Geography: The Cultural and Demographic Environment	3
Students may not take both Psychology 3, 4 (section 2 above) and Psychology 1, 2 (section 7 above) for core requirements.	

(7) Mathematics (Depending on major, one or more of the following courses are required.)

	Credits
MTH 1 Introduction to College Mathematics	3
MTH 3 College Algebra and Trigonometry	4
MTH 5 Linear Mathematics for Business and Social Science	3
MTH 6 Calculus for Business and Social Science	3
MTH 7, 8 Calculus and Analytic Geometry I and II	4 each
MTH 15, 16 Mathematics for Elementary Education	3 each

Writing Across the Curriculum

The Campus's Writing Across the Curriculum program is based on a conviction that thought and language are inextricably allied – that one cannot properly claim to know any subject matter unless one can organize clear and coherent statements about it. In keeping with this belief, the program aims to ensure that all graduates can write persuasively in a disciplinary-appropriate manner and employ writing as a means to further intellectual and professional efforts.

Beyond the required First Year Composition sequence (English 1 and 2), students must produce substantial written work throughout their academic careers, taking courses defined as “writing intensive” offered by departments in C. W. Post's colleges and schools. These courses are designed to build upon the skills and rhetorical strategies developed in First Year Composition, adapting them to the specific expectations of each academic field. Students are required to take English 1 and 2 and at least three writing intensive courses, preferably one each in the Sophomore, Junior, and Senior years.

Students who take eight or more writing intensive courses (including First Year Composition) and achieve at least a B+ in all such classes will receive a Certificate of Achievement in Writing Intensive Studies.

If they have completed the required six-credit First Year Composition sequence, transfer students take one writing intensive course for each year of residence: transfer students entering as Freshmen or Sophomores (59 credits or fewer) take three writing intensive courses; transfer students entering as Juniors (60 to 89 credits) take two writing intensive courses; transfer students entering as Seniors (90 credits and above) take one writing intensive course.

Cooperative Education

The office of Professional Experience and Career Planning administers the Cooperative Education Program. The Co-op program gives students the opportunity to work in career-related jobs while they are still in school. Students gain valuable work experience that enriches their academic studies. In addition, students can use this experience to develop realistic career goals and build a resume that demonstrates related experience to employers when they are seeking full-time positions after graduation.

Co-op Program

1. Students must take EEE-1. Students are eligible to take this seminar as early as their Freshman year.
2. After successfully completing EEE-1, students should see a co-op coordinator in the Office of Professional Experience and Career Planning (PEP) to apply for co-op positions.
3. Before beginning the co-op assignment, students set learning objectives with the help of the co-op coordinator.
4. Co-op positions are generally paid part-time positions with companies and organizations in the Long Island/New York metropolitan area. Students work for a period of approximately one semester with a co-op employer. Positions can start at any time during the semester. Students usually work 15-20 hours per week and hours are arranged to fit both the student's and employer's needs.
5. Students may also opt to take a semester off from classes and work full-time. During the work period, students are registered as full-time C.W. Post students, but pay no tuition during the semester they are not in school. Financial assistance is carried over to the next semester and there is no loss to the student.
6. After successfully completing their first co-op position, students may apply for a different work experience at another firm or organization, thereby broadening their background. Students may also choose to stay with the same employer if there is mutual interest in doing so.
7. After successfully completing a co-op work experience, students are assigned a grade of "P" and a notation with the name of the company is made on the student's transcript.

EEE-1* Experience Enriched Education Seminar

Prerequisite: Co-op Work Experience (EEE-2 – EEE-5)

This seminar prepares students to participate in a co-op work experience. Career self-assessments, interview preparation, resume writing, job skills and workplace issues are covered. The goal of this course is to enable students to identify their career goals, obtain a co-op position and be successful in the workplace.

*Given on a Pass/Fail basis
One hour per week/four weeks
0 credits*

EEE-2 First Co-op Work Experience
Pass/Fail 0 credits

EEE-3 Second Co-op Work Experience
Pass/Fail 0 credits

EEE-4 Third Co-op Work Experience
Pass/Fail 0 credits

EEE-5 Fourth Co-op Work Experience
Pass/Fail 0 credits

EEE-10A –Full-time Co-Op Work Experience

**This course may be waived for adult and transfer students. Contact PEP for more details at (516) 299-2435.*

COLLEGE OF INFORMATION AND COMPUTER SCIENCE

The College of Information and Computer Science offers excellent degree programs that prepare students for expertise in computer technology and information management.

The College houses two divisions:

- The Computer Science/Management Engineering department
- The Palmer School of Library and Information Science.

By combining two divisions of study under one umbrella, students benefit from a wide range of diverse course offerings and faculty. Among the areas of expertise are digital libraries, information systems, project management and human-computer interface.

The Department of Computer Science/Management Engineering offers outstanding preparation for growing fields such as:

- Designing computer games
- Computer Forensics
- Technology Security
- Database Analyst
- Network Administrator
- Web Development

With a bachelor degree from the College of Information and Computer Science, your career opportunities will not be limited to high-tech corporations; your skills will be in demand by employers across the entire spectrum of private-sector corporations, government agencies, and not-for-profit organizations. Sports franchises, health care companies, as well as entertainment industries are always looking to employ well qualified persons with the skill sets of the College of Information and Computer Science graduates.

Web site: www.cwpost.liu.edu/cwpost/cics
Phone: (516) 299-3444
Fax: (516) 299-4168



Mary Westermann-Cicio
Dean, Pro Tem
mary.westermann-cicio@liu.edu

Patrick P. McGuire
Associate Dean
patrick.mcguire@liu.edu

COMPUTER SCIENCE/ MANAGEMENT ENGINEERING

Overview

The Computer Science / Management Engineering Department offers three distinguished undergraduate programs.

- B.S. degree in Computer Science
- B.S. degree in Information Systems
- B.S. degree in Information Management & Technology

The Department also offers two accelerated programs for eligible full-time students interested in earning both Bachelor's and Master's Degrees in less time than earning these degrees separately would require.

- B.S. degree in Information Systems with M.S. degree in Information Systems
- B.S. degree in Information Management & Technology with M.S. in Information Technology Education

In addition, there are three computer related minors available for students interested in learning about computer technology: Computer Science, Information Systems, and Computers for the Liberal Arts.

In addition to the specific requirements for each degree, all students must fulfill university requirements. These include completion of all core and competency requirements as well as at least 64 credits in the liberal arts and sciences. Note that the specific program requirements satisfy some of these university requirements. Consult with your academic counselor to be certain you meet all university requirements. Students should note that a double-major in any two of the three programs is not available as of publication of this Bulletin.

The department will accept for major credit all grades C and above. The grades of C- and D will carry general credit, but those courses will have to be repeated to meet prerequisite and graduation requirements for the major. For undergraduate work, the major GPA minimum is 2.75 and the general GPA minimum is 2.50.

The prospective student should be advised that due to the time required to create the Bulletin, there may have been changes in requirements and fees.

Phone: (516) 299-2293

Fax: (516) 299-3493

Email: cics@liu.edu

*The major GPA minimum is 2.75 and the general GPA minimum is 2.50.

FACULTY

James D. Basile
Professor of Computer Science
B.A. State University of New York at New Paltz;
M.A., Ph.D., State University of New York at Stony Brook
james.basile@liu.edu

Susan Fife Dorchak
Co-Chair, Computer Science/Management Engineering Department;
Professor of Computer Science/Management Engineering
S.B., Massachusetts Institute of Technology;
M.S., C.W. Post Campus, Long Island University;
Ph.D., Nova Southeastern University
susan.dorchak@liu.edu

Steven G. Heim
Associate Professor, Computer Science
B.A., M.S., Long Island University;
D.M.A., State University of New York at Stony Brook
sheim@liu.edu

Seth Magot
Co-Chair, Computer Science/Management Engineering Department;
Associate Professor of Computer Science
B.S., Ricker College;
M.L.S., Palmer School of Library Science, Long Island University;
M.S., M.Ph., Long Island University;
Ph.D., St. John's University
seth.magot@liu.edu

Christopher Malinowski
Associate Professor of Computer Science/Management Engineering
Director of Undergraduate Programs
B.S., John Jay College of Criminal Justice;
M.S., Long Island University
cmalinow@liu.edu

John J. Regazzi
Professor of Management Engineering
B.S., St. John's University
M.A., University of Iowa
M.S., Columbia University
Ph.D., Rutgers University
john.regazzi@liu.edu

David Rozenstein
Associate Professor of Computer Science
B.A., Ph.D., State University of New York at Stony Brook
david.rozenstein@liu.edu

Stephanie White
Professor of Computer Science/Management Engineering
B.S., Hunter College;
M.S., New York University;
Ph.D., Polytechnic University
stephanie.white@liu.edu

DEGREE REQUIREMENTS

Requirements for B.S. in Computer Science (CSC)

The mission of the B.S. degree in Computer Science is to provide the students with the knowledge and technical skills necessary to develop software systems. Upon completion of the program the students will be able to:

- Understand the theoretical and practical foundations of computer science,
- Use a variety of programming languages and software development tools, and
- Function in a variety of operating environments.

Major Requirements:

CS 101, 106, 111, 116, 127, 133, 136, 233, 241, 263, 271 (33 credits), and 4 approved CS courses (12 credits) (45 credits total)

MTH 7, 8, 22 plus 3 credits of mathematics electives approved by the Department PHY 3, 4

Requirements for B.S. in Information Systems (INS)

The mission of the B.S. degree in Information Systems, based on the ACM Information Systems Curriculum, is to provide the students with the knowledge and technical skills necessary to serve the information needs of an organization. Upon completion of the program the students will be able to:

- Understand the theoretical and practical foundations of information systems,
- Analyze and specify information systems requirements,

- Design and build reliable, maintainable, and usable information systems using state-of-the-art technology, and
- Facilitate the integration of information systems into an organization.

Major Requirements:

CS 101, 106, 111, 125, 133, 136, 151, 229, 231, 237, 245, 248, 266 (39 credits), and 2 approved CS courses (6 credits) (45 credits total)

MTH 5, 6

Requirements for B.S. in Information Management & Technology (ITR)

The mission of the B.S. degree in Information Management & Technology is to provide the students with the knowledge and technical skills necessary to incorporate processed data into the corporate knowledge base as well as facilitate access to and dissemination of that body of knowledge. Upon completion of the program the students will be able to:

- Understand information theory and information-seeking behavior
- Analyze information needs and uses and help to design appropriate data systems
- Use information technologies to retrieve and present information

Major Requirements:

CS 101, 106, 133, 136, 229, ITR 151, 162, 172, 233, 245, 257, 262, 266 (39 credits), and 2 approved CS and ITR courses (6 credits) (45 credits total)

15 credits in an Area of Concentration

Areas of Concentration:

The area of concentration and appropriateness of courses must be approved by the Director of Undergraduate Programs or the Department Chair. Such areas might include technology areas such as Computer Forensics, Technology Security, or Network Administration; or other areas such as Business, English, Foreign Language, or Media Arts.

Students should note that courses that are taken to fulfill elective courses in the Information Management and Technology program cannot also be used as courses for the area of concentration.

Accelerated BS/MS Programs

Students intending to enroll in an accelerated program must do so by the spring semester of their junior year. The entrance requirements for these programs are:

- Overall GPA of 3.0
- Major GPA of 3.25

Students are reviewed periodically by the Computer Science / Management Engineering Department. Should they meet entrance requirements, they will begin taking graduate courses in their senior year and complete the graduate requirements in the fifth year. The typical course of action would be:

- Upon completion of the sophomore year, students electing to be considered for the accelerated program will have their grades reviewed by the department faculty.
- In the spring semester of the junior year admitted students will be evaluated by the department faculty for permission to register for graduate major courses in their senior year.
- Students must achieve a grade of B or better in each graduate course taken in senior year in order to continue in the program. This will be monitored at the conclusion of each semester.

Upon completion of all requirements, students will be awarded both the Bachelor's and Master's Degrees. Students who do not complete the entire program or who do not meet minimum standards in their graduate work may choose to apply appropriate graduate

credits toward the Bachelor's Degree. Such students who need to receive the Bachelor's Degree and have satisfied all requirements for it can apply for graduation, but they must then reapply for admission to the graduate program.

Information Systems with M.S. degree in Information Systems

Senior Year

Fall: CS 266, CS 602, CS 624

Spring: CS 245, CS 600, CS 625

Fifth Year

Fall: CS 616, CS 614, CS 634, CS 706

Spring: CS 636, CS 650, CS 710, CS 708

Information Management & Technology with M.S. in Information Technology Education

Senior Year

Fall: ITR 233, CS 590, approved

graduate elective

Spring: ITR 245, CS 508, approved graduate elective

Fifth Year

Fall: CS580, two approved graduate electives, ITR 706

Spring: three approved graduate electives, ITR 708



Minors

The minors in Computer Science and Information Systems provide the student with a firm foundation in technical areas stressed in the corresponding majors. The minor in Computers for the Liberal Arts provides exposure to the key areas of information technology from the end-user perspective, using computers as a problem solving and information processing tool.

Computer Science (18 credits)
CS 101, 106, 111, 116, 127, and one approved CS elective

Information Systems (18 credits)
CS 101, 106, 133, 136, 229, and one approved CS elective

Computers for the Liberal Arts (18 credits)
CLA 6, 11, 13, 25, 29, and 31

Internship Courses

The requirements for receiving credit for an internship course (CS 289 or ITR 289) are as follows:

- Major GPA: 3.0 or better.
- Overall GPA: 3.0 or better.
- Students must be registering for junior or senior year.
- Students must be placed in the internship job through the Office of Professional Experience and Career Planning.
- The job placement must relate to the student's major and must be approved by the department prior to registering for the course. This approval must be obtained before starting the internship.
- The department will assign the student to a faculty supervisor.
- Students must complete the academic requirements of the course as well as earn a satisfactory rating from their supervisor on the job to receive a passing grade for the course.

Courses

CLA 6 Computer Literacy

This is a survey course of computer concepts designed for non-majors (satisfies the Computer Competency requirement). Topics include: fundamentals of hardware and software, uses and capabilities of personal computers, the Internet, and social implications of computers. This course includes substantial laboratory experiences with productivity software such as MS Office.

For non-majors
Laboratory fee
Every Semester, 3 credits

CLA 11 Computer Technology

This is a survey of technical topics relating to computer systems and computer environments.

For non-majors
Prerequisite: Either CS 101, CS 2, or CLA 6.
Laboratory fee
Fall Semester, 3 credits

CLA 13 Computer Problem Solving

This course covers the use of spreadsheets and Visual Basic to solve practical problems. It is an introduction to elementary programming concepts and visual programming environments.

For non-majors
Prerequisite: CS 2 or CLA 6.
Laboratory fee
Fall Semester, 3 credits

CLA 15 Organizing and Presenting Information

This course covers desktop publishing and presentation graphics to integrate information provided by application packages such as word processing packages, spreadsheets and database management systems. Topics include the principles and techniques of typesetting, design, page layout and slide show production.

Not for major credit
Prerequisite: Either CS 101, CS 2, or CLA 6.
Laboratory fee
On Occasion, 3 credits

CLA 25 Network Fundamentals

This course covers the technologies underlying the Internet. Topics include: creation of web pages, linking of web pages into a web site, inclusion of graphics, web-based form design, internet communication protocols, internet basic services, and markup languages.

For non-majors
Prerequisite: CLA 6 or CS 2.
Laboratory fee
Spring Semester, 3 credits

CLA 29 Structuring and Managing Data

This course covers the design and use of practical databases. Fundamental definitions, data modeling, graphical form design, user interaction, queries and reports are examined along with the role of databases in contemporary application systems.

For non-majors
Prerequisite: Either CS 101, CS 2, or CLA 6.
Laboratory fee
Spring Semester, 3 credits

CLA 31 Elements of Systems Analysis

This course covers the stages in the information system life cycle and the role of information systems in the workplace. Topics include: information system planning, including analysis of system requirements; formulation of requirements into recommendations; development of a framework for evaluating system alternatives, both hardware and software, that implement these recommendations; and methodologies for system design.

For non-majors
Prerequisites 9 credits of CLA courses or departmental permission.
Spring Semester, 3 credits

CS 01 Preparatory Computer Science

This course is designed for students transferring credits from other institutions or with life experience, where certain selected topics in our regular courses were not covered by the student's prior work. The student is taught the missing topics by means of faculty supervised independent study and laboratory work. Satisfactory completion permits the granting of full credit and advanced standing for prior work. This course may be taken more than once when required for completion of requirements in different courses.

Prerequisite: Permission of the department chair.
Special fee equal to tuition fee for one credit
Every Semester, No college credit

CS 2 Introduction to Computing

This course is a survey of computer topics in which the student will learn the fundamentals of computers, including such topics as developmental history, elementary hardware and software concepts, current state of computers and the effect on the way we live, algorithmic methods, Visual Basic programming, and future trends.

Prerequisite: Intermediate Algebra or MTH 3.
Fall, 3 credits

CS 56 Computers, Technology, and Society

This course links computers, automation, engineering, and technology, historical development and its effects on science, industry, labor, government, and the public. This course cannot be used for science core credit. May not be taken for major credit by majors or minors.

Same course as SOC 56
On Occasion, 3 credits

CS 101 Introduction to Computers and Programming

This course is an introduction to computer technology and programming with practical exercises. Technology topics include: fundamental computer architecture, programming languages, system software and operating systems, and information technology and systems. Fundamentals of computer-based problem solving will be emphasized with a rapid application development (RAD) environment.

Laboratory fee

Every Semester, 3 credits

CS 106 Graphical User Interface Programming

This course covers Graphical User Interface (GUI) programming with practical exercises. GUI design principles will be applied to the development of: forms, controls, data types, and events. Programming topics will extend the work begun in CS 101 utilizing a rapid application development (RAD) environment.

Prerequisite: CS 101.

Laboratory fee

Every Semester, 3 credits

CS 111 Computer Program Development I

This course introduces object-oriented programming techniques using a production level language. The course begins with a review of elementary language topics, and proceeds through other topics such as: foundations of data structures, class based programming, inheritance, and polymorphism. Students will be required to produce program specification and testing documentation for each project. Discipline dependent projects will be assigned.

Prerequisites: CS 106, and either MTH 5 (INS) or MTH 7 (CS).

Co-requisite: CS 133, and either MTH 6 (INS) or MTH 8 (CS)

Laboratory fee

Fall Semester, 3 credits

CS 116 Computer Program Development II

This course applies and extends the programming concepts of CS 111. The student will design and build programs of increased complexity and size, including the use of various data structures. Students will be required to produce program specification and testing documentation for each project.

Prerequisite: CS 111.

Laboratory fee

Spring Semester, 3 credits

CS 125 Systems and Environments

This course presents a survey of computer systems and environments for information systems majors. Topics include: comparative operating systems, computer architectures and organization, and an overview of hardware and peripherals.

Prerequisite: Either CS 101, CS 2, or CLA 6.

Laboratory fee

Spring Semester, 3 credits

CS 127 Introduction to Game Design

This course presents the software development life cycle from the perspective of game design. Topics include: rule based scenarios, story boarding, virtual environments, interaction design, and prototyping.

Pre/Co-requisite: CS 111, CS 133.

Every Semester, 3 credits

CS 133 Analysis and Logical Design

This course examines the system development and modification process. It covers structured and object-oriented analysis and design, use of modeling tools, adherence to methodological life cycle and project management standards. The course emphasizes the factors for effective communication and integration with users and user systems. It encourages inter-personal skill development with clients, users, team members, and others associated with development, operation, and maintenance of the system.

Pre/Co-requisite: CS 101.

Every Semester, 3 credits

CS 136 Data Communications and Computer Networks

This course covers a detailed foundation of networking including: computer communications architectures; LANs and WANs; physical network media and their characteristics; data transmission modes and data encoding; communication protocols; gateways and message routing schemes; circuit switching and packet switching; and architecture of the Internet.

Pre/Co-requisite: CS 101.

Laboratory fee

Spring Semester, 3 credits

CS 151 Enterprise COBOL

This course covers data processing techniques using the COBOL language. It examines the data processing environment; sequential, random and direct access methods; file I/O and introduces related data structures in an applications environment.

Prerequisite: CS 111.

Laboratory fee

Fall Semester, 3 credits

CS 153 Application Software - C Language

Application software implementation using C language. Topics include: functional decomposition, separate implementation code compilation, static and dynamic data structures, input/output, preprocessor facilities and the C Library.

Prerequisite: CS 116.

Laboratory fee

On Occasion, 3 credits

CS 214 Computer Architecture

This course is a study of hardware and software concepts and their interrelationships. Topics include: storage codes and conversions, principals of digital logic, machine language programming, assembly language programming, storage of data, memory and registers, microcode, instruction set architecture, addressing schemes, indirect addressing, indexing, stacks, subprograms and subprogram linkage, I/O. Other topics are access to operating system facilities, calling assembly language routines from high-level languages.

Prerequisite: CS 116.

On Occasion, 3 credits

CS 229 Foundations of Information Systems

This course covers the relationship of information systems (IS) to an organization. Topics include: types of information systems, decision support, IS strategies, and quality concerns for both product and process.

Cannot be taken for major credit by Computer Science majors.

Prerequisite: CS 133.

Laboratory fee

Spring Semester, 3 credits

CS 231 Database Fundamentals

This course covers fundamentals of modern database design and use. Specific topics include: introduction to entity-relationship modeling; relational database design; dependency theory and normal forms; SQL; physical design, access methods and indices; query optimization; concurrency control; backup and recovery; security and authorization; database design for client-server systems; introduction to distributed databases.

Prerequisite: CS 116 or 229.

Laboratory fee

Spring Semester, 3 credits

CS 232 Advanced Database Programming using SQL

This course covers key technologies required to construct reliable and usable information systems such as advanced Entity-Relationship modeling; interactive, embedded and dynamic SQL;

client-server system design for relational databases; advanced features of SQL; physical and logical query optimization; SQL solutions to common business problems.

Prerequisite: CS 231.

Laboratory fee

On Occasion, 3 credits

CS 233 Operating Systems and Systems Programming

This course covers fundamental operating systems concepts, including: overview of operating systems architecture and functionality; comparison of current operating systems; processes, inter-process communication, process synchronization, scheduling and deadlocks; physical and virtual memory management; file systems; introduction to network operating systems; in a laboratory setting, UNIX as a case study, shell programming and UNIX tools.

Prerequisite: CS 116.

Laboratory fee

Spring Semester, 3 credits

CS 234 Windows Programming

This course reviews object oriented concepts. Topics include: the Windows operating environment, foundation classes, graphical user interfaces, and applications to specific problem types.

Prerequisite: CS 111.

Laboratory fee

On Occasion, 3 credits

CS 237 Human-Computer Interaction

This course discusses human factors concepts as applied to human-computer interface (HCI) design. The three generations of HCI paradigms are examined in relation to the historical evolution of hardware and software. Design issues such as user help facilities and error information handling are discussed. The course leads up to programming graphical user interfaces using current tools and technology.

Prerequisite: Junior/Senior major status.

Laboratory fee

Spring Semester, 3 credits

CS 241 Software Systems Engineering

This course uses a team approach to software development. Students analyze and design a system based on a case study. Topics include: an overview of the software development life cycle, systems analysis and systems thinking, writing requirements, different analysis modeling paradigms, object-oriented design, and software quality. Discipline dependent projects will be assigned.

Prerequisite: Senior CS status.

Spring Semester, 3 credits

CS 245 Working in the Team Environment

This course examines the effective participation of information specialists, programmers, systems analysts, and other professionals in vertical, horizontal, and cross-functional teams; techniques for communicating; tools for project management; metrics for benchmarking and continuous improvement; and the demands of various quality standards. The role of the information specialist in striving for world-class quality is emphasized. Experiential learning through team projects occurs in a laboratory setting. (Same as ITR 245)

Prerequisites: Senior Major Status.

Spring Semester, 3 credits

CS 246 Computer Security

This course explores security relating to systems and applications software, network operating systems, topology, and hardware. Discussions will range from physical security of systems and networks to ethical issues.

Prerequisites: Either CS 125, 233 or 261, and CS 136.

On Occasion, 3 credits

CS 248 Web Development 1

This course covers web site architecture and page design. Topics include: markup languages, scripting languages, style sheets, forms, and cross platform development. Discipline dependent projects will be assigned.

Prerequisite: CS 116 or 229.

Fall Semester, 3 credits

CS 251 Programming Languages

Conceptual foundations for high-level programming language design and implementation are examined. Detailed attention is paid to alternative models and constructs for scope and binding, activation records, memory allocation, parameter passing, and data abstraction. In laboratory work, alternative programming paradigms (functional, object-oriented, axiomatic) are explored.

Prerequisites: CS 116.

Laboratory fee

Fall Semester, 3 credits

CS 252 Compiler Theory and Design

This course includes: structure of compilers; review of basic concepts and terminology in programming analysis; finite state machines, state diagrams and graphs, state equivalence; Turing machines, finite automata; lexical analysis, regular expressions, and finite-state techniques; context-free grammars; parsing methodologies; intermediate code generation and optimization.

Prerequisite: CS 251.

Laboratory fee

On Occasion, 3 credits

CS 254 Fundamentals of Artificial Intelligence

This course examines the definition of heuristic versus algorithmic methods; rationale of heuristic approach, description of cognitive processes and approaches to list processing languages; the mind-brain problem and the nature of intelligence.

Prerequisite: CS 116.

Laboratory fee

On Occasion, 3 credits

CS 255 Technical Communication:

Systems and Software Documentation

This course involves the documentation techniques covering the entire life cycle of the system development process.

Human communication problems are examined in relation to their impact on quality software development.

Assignments include practical applications in oral and written technical communications.

(Same as ITR 255)

Prerequisites: ENG 2, CS 106.

On Occasion, 3 credits

CS 256 Systems Performance Analysis

This course provides an introduction to queuing theory via performance evaluation. Topics include: probability theory, Markov processes, properties of Poisson processes, birth and death process models, analysis of transient and steady state behavior, and estimation of system parameters and validation.

Prerequisite: CS 116.

Laboratory fee

On Occasion, 3 credits

CS 257 Computer Graphics

This course provides the student with knowledge of the basic principals employed in the design of graphic systems and the ability to create algorithms for displaying and manipulating graphics primitives. Two and three dimensional transformations, windows and viewports, segments and animation, curves and surfaces, color and interactive graphics are covered. If time permits, some special topics such as fractal geometry and ray-tracing will be introduced.

Prerequisite: CS 116.

Laboratory fee

On Occasion, 3 credits

CS 261 Computer Architecture and Operating Systems

This course integrates operating systems and computer architecture. Discussion centers on computer organization and

management and operating systems architecture and functionality. Detailed topics include: principles of digital logic, memory management, machine and assembly language, input/output processing and control, communication internal to the computer, process scheduling, and file management.

Prerequisite: CS 116.

Laboratory fee

Spring Semester, 3 credits

CS 263 Advanced Data Structures for Game Based Applications

This course continues the study of data structures and algorithms begun in CS 116. It covers the general concepts of modularity, abstract data types, inheritance, dynamic memory allocation, recursion, backtracking, polymorphism, templates, and complexity of algorithms. Topics also include specific data structures, algorithms and techniques, including multi-dimensional arrays, stacks, queues, single and double linked lists, general and binary trees (including B-trees), a variety of sorting algorithms, graphs and a selection of graph algorithms.

Prerequisite: CS 116.

Laboratory fee

Fall Semester, 3 credit

CS 264 Enterprise Resource Planning

This course centers on enterprise resource planning systems. Topics include enterprise data integration, inventory and control, protection of vital and legal records, and business process best practices.

Prerequisite: CS 231.

Spring Semester, 3 credits

CS 265 Interfacing with Legacy Applications

This course covers the development of an interface for legacy programs originally developed for a mainframe environment. Students will be introduced to an appropriate legacy programming language and will use that knowledge to build a GUI front end to the program.

Prerequisite: CS 248.

On Occasion, 3 credits

CS 266 Web Development 2

This course covers the programming environments that enable e-commerce and enterprise transactions. The course will emphasize: web services and interoperability.

Prerequisite: CS 248.

Laboratory fee

Fall Semester, 3 credits

CS 267 Scientific Foundations for Games

This course applies physical and mathematical properties to the programming of graphical game environments.

Prerequisites: CS 127, CS 263, PHY 3.

Laboratory fee

On Occasion, 3 credits

CS 271 Advanced Game Programming

This course provides a comparative study of various API libraries utilized in game programs. Appropriate programming languages will be used to develop game components unique to particular applications.

Prerequisite: CS 267.

Laboratory fee

Fall Semester, 3 credits

CS 275 Network Coding

This course examines the basics of systems style coding as it pertains to networking. Examination of programming sockets in C/C++ and the modification of standard tools for open "homegrown" solutions will be presented.

Prerequisite: CS 136, CS 263.

Laboratory fee

On Occasion, 3 credits

CS 276 Forensic Coding

This course discusses the basics of forensic coding. Students will emulate capabilities of existing forensic software suites, and will deal with those system structures required to uncover and display system states or a file system.

Prerequisite: CS 263.

Laboratory fee

On Occasion, 3 credits

CS 281 Computer Project I

Each student is expected to prepare a paper for an oral and/or written presentation on work done, under faculty supervision, dealing with computer science or information systems. Prospective students must present an outline of what they propose to a department faculty sponsor, at least three weeks prior to registration.

Prerequisite: Permission of Chair.

Every Semester, 1-3 credits

CS 282 Computer Project II

Permission to register for this course is given only to those students or teams of students who have elected a project, which, in the opinion of the department faculty, requires an extra semester to complete.

Prerequisite: Permission of Chair.

Every Semester, 1-3 credits

CS 283 Special Topics in Computer Science and Information Systems

When offered, the specific content to be covered in that semester and the prerequisites, for that semester, are announced in advance of registration. Students may take this course more than once as topics change.

Prerequisite: As Announced.

Laboratory fee

On Occasion, 3 credits

CS 289 Internship

This course is a combination of classroom instruction and field work. Students are placed in the field through the Office of Professional Experience and Career Planning into major-related positions that take up no more than 5-6 hours per week during the semester.

Academic requirements include a term paper relating the experience to the student's major field of study, and attending and participating in weekly seminar discussions. Topics include comparative working environments, interpersonal relations, and application of academic knowledge to the working world.

Pre/Co-requisites: Junior/Senior status major; Overall and major GPAs must be 3.0 or better.

Every Semester, 3 credits

ITR 151 Information Technology and Services

This course provides an overview of the relationship of technology and services associated with information management. Discussion includes fundamentals of computer systems and environments, current and emerging information technologies, the use of various information systems as organizational tools, and the management of information as a method of increasing organizational effectiveness. (Formerly ITR 1)

Fall Semester, 3 credits

ITR 162 Multimedia Information Management

This course examines the tools and methods of creating, processing, storing, organizing and accessing non-text based information; e.g. visual and audio formats. (Formerly ITR 24)

Prerequisite: ITR 151.

Spring Semester, 3 credits

ITR 172 Database Design and Use

This course examines the design and practical use of databases for the purpose of managing, accessing, and retrieving information. Emphasis is on the development of databases that address the information needs of its users.

(Formerly ITR 8)

Prerequisite: ITR 151.

Pre/Co-requisites: CS 106

Spring Semester, 3 credits

ITR 227 Information and Society

This course introduces the uses and flow of information in society at large and ways that information is used in decision-making by groups such as governments, businesses, and social agencies, locally, nationally, and globally. It also examines information policies and trans-border data flow as they impact various sectors; e.g. finance, humanities, the arts, business, libraries and education.

(Formerly ITR 21)

Prerequisite: ITR 151.

On Occasion, 3 credits

ITR 233 Knowledge Management

Knowledge management involves capturing, organizing, locating, evaluating, disseminating, and storing knowledge. The course will explore the technology that supports the information flow within a group or institution and the methods and procedures involved in the implementation of a knowledge management system. It will cover documented knowledge management case studies. Students will develop a prototype knowledge management system.

(Formerly ITR 2)

Prerequisite: ITR 172.

Fall Semester, 3 credits

ITR 242 Design Problem

This course covers the framework for evaluating system alternatives, both hardware and software. Implementation of these recommendations is examined along with methodologies for system design. Software design and implementation of systems will also be discussed.

(Formerly ITR 11)

Prerequisite: CS 133, senior status

On Occasion, 3 credits

ITR 245 Working in a Team Environment

This course examines the effective participation of information specialists, programmers, systems analysts, and other professionals in vertical, horizontal, and cross-functional teams; techniques for communicating; tools for project management; metrics for benchmarking and continuous improvement; and the demands of various quality standards. The role of the information specialist in striving for world-class quality is emphasized. Experiential learning through team projects occurs in a laboratory setting.

(Same as CS 245)

Prerequisite: Senior Major Status.

Spring Semester, 3 credits

ITR 255 Technical Communication:

System and Software Documentation
This course involves the documentation techniques covering the entire life cycle of the system development process. Human communication problems are examined in relation to their impact on quality software development. Assignments include practical applications in oral and written technical communications.

(Same as CS 255)

Prerequisites: ENG 2, CS 106.

On Occasion, 3 credits

ITR 257 User Support and Services

This course will cover interview techniques, verbal information gathering, help-desk software, help-desk management and design.

(Formerly ITR 14)

Pre/Co-requisites: CS 136, ITR 172.

Fall Semester, 3 credits

ITR 262 Information Visualization & Productivity Tools

This course explores the use of various productivity tools for the display and organization of information. Students will study the various ways information can be presented in static and dynamic media, such as charts, diagrams, illustrations, animations, video, and web site design.

(Formerly ITR 13)

Prerequisites: ITR 151, ITR 162.

Fall Semester, 3 credits

ITR 264 Enterprise Records Management

This course centers on the organization and management of an enterprise's information. Topics include data integration using enterprise resource planning systems, inventory and control, and protection of vital and legal records.

(Formerly ITR 23)

Prerequisite: ITR 172.

Spring Semester, 3 credits

ITR 266 Policy, Legal, and Ethical Issues in Information Technology

This course covers current and emerging issues policy formulation and conflict, roles and perspectives of major actors in the policy making process; privacy, freedom of information, intellectual property rights, information dissemination and access; security classification and restriction, computer crime, professional conduct, ethics.

(Formerly ITR 7)

Pre/Co-requisite: ITR 257.

Spring Semester, 3 credits

ITR 279 Information Access & Retrieval

This course covers access and retrieval of information from private and public databases. Topics include the creation of database queries using SQL, QBE, and QBE, as well as an examination of specialized collections and databases.

(Formerly ITR 27)

Prerequisite: ITR 172.

On Occasion, 3 credits

ITR 281 Information Management & Technology Project

This course is by special arrangement with the faculty and program director.

(Formerly ITR 99)

Every Semester, 1, 2 or 3 credits

ITR 283 Special Topics in Information Management and Technology

This course is a presentation of special topics as determined and approved by the Director of the Information Management and Technology program.

(Formerly ITR 100)

Prerequisite: Variable, depending on topic.

On Occasion, 3 credits

ITR 289 Internship

This course is a combination of classroom instruction and field work. Students are placed in the field through the Office of Professional Experience and Career Planning into major-related positions that take up no more than 5-6 hours per week during the semester.

Academic requirements include a term paper relating the experience to the student's major field of study, and attending and participating in weekly seminar discussions. Topics include comparative working environments, interpersonal relations, and application of academic knowledge to the working world.

Pre/Co-requisites: Junior/Senior status major; Overall and major GPAs must be 3.0 or better.

Every Semester, 3 credits

TEL 100 Introduction to Network Security

This course provides the fundamentals of security related concepts particular to networks, and examines vulnerabilities of networked systems.

Prerequisite: CS 136.

Fall Semester, 3 credits

TEL 120 Fundamentals of Network Administration

This course examines the role and functions of a network administrator within a networked environment. Topics include: installation and administration of services on both Windows and Linux plat-

forms; tools and techniques used by administrators in performing routine tasks, and the processing of 'bulk data' using standard office suite tools and manipulation of data.

Prerequisite: CS 136.

Spring Semester, 3 credits

TEL 211 Introduction to Computer Forensics and Incident Response

This course discusses the basics of computer forensics as a discipline, and the background of the discipline from a technical, ethical, and legal perspective.

Basic data recovery and a demonstration of analysis will provide the student with an appreciation of the specialist's role in responding to security and disaster related incidents.

On Occasion, 3 credits

TEL 213 Introduction to Network Forensics and Incident Response

This course deals with responding to network-based incidents. "Live system" forensics and the analysis of data will be discussed. A scripting language, such as Perl, will be introduced. Students are expected to be conversant with network basics and the manipulation of data using MS Excel and/or MS Access.

Prerequisite: CS 136.

On Occasion, 3 credits

TEL 221 Intermediate Computer Forensics

This course focuses on the analysis of seized media as well as data recovery. Issues such as the registry analysis and data carving are presented. Students are required to recover data from a "challenge" disk. A prime consideration will be on reporting on the results of these efforts.

Prerequisite: TEL 211.

On Occasion, 3 credits

TEL 223 Intermediate Network Administration

This course discusses the configuration of Windows and Linux servers. Students will set up and administer IIS servers, including services such as WWW and FTP. Linux setups will include the installation of an Apache web server. Support for web services, such as Perl / PHP, will be demonstrated. SNMP, DNS, and DHCP will be covered. Routing support for a networked environment will be discussed, as well as monitoring of network statistics.

Prerequisite: TEL 120.

On Occasion, 3 credits

TEL 283 Special Topics in Technology Security and Forensics

When offered, the specific content to be covered in that semester and the prerequisites, for that semester, are announced in advance of registration. Students may take this course more than once as topics change.

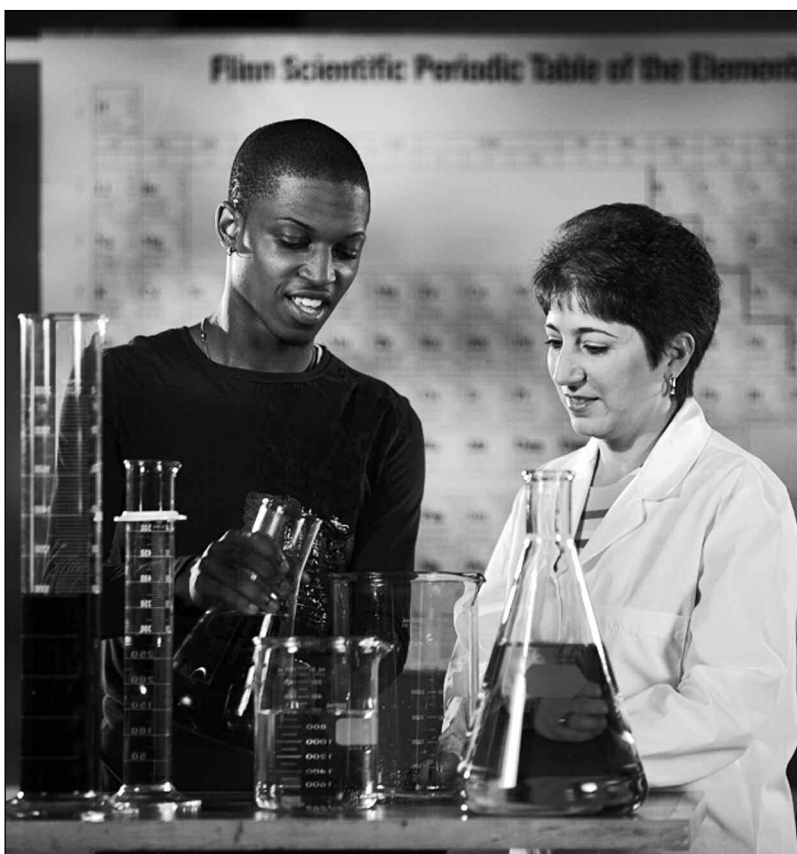
Prerequisite: As Announced.

On Occasion, 3 credits

COLLEGE OF LIBERAL ARTS AND SCIENCES

The College of Liberal Arts and Sciences offers close to 50 undergraduate programs through the Departments of Biology; Chemistry; Earth and Environmental Science; Economics; English; Foreign Languages; History; Mathematics; Philosophy; Physics; Political Science/International Studies; Psychology; and Sociology/Anthropology. The College's principal resource is its full-time faculty. Numbering well over a hundred, they include many highly accomplished scholars, researchers and artists. What most unites these humanists, social scientists, mathematicians, and scientists is their dedication to excellence in teaching.

Web site: www.liu.edu/cwpost/postlas
Phone: (516) 299-2233
Fax: (516) 299-4140



Katherine Hill-Miller, Ph.D.
Dean
katherine.hill-miller@liu.edu

Paul Forestell, Ph.D.
Associate Dean
paul.forestell@liu.edu

Nicholas J. Ramer, Ph.D.
Assistant Dean
nicholas.ramer@liu.edu

LIBERAL ARTS AND SCIENCES

The College of Liberal Arts and Sciences is C.W. Post's oldest and most diverse academic credit. Over the years, the College has maintained a healthy balance of liberal learning and specialized training. Major programs afford solid preparation for graduate and professional schools and for entry-level positions in a variety of fields, while promoting the verbal and quantitative skills, intellectual rigor, and inventive capacities that students will need most for success in the world of work as well as for personal satisfaction.

The College offers dozens of department-based majors, both for liberal arts students and those pursuing degrees in Adolescence Education, as well as interdisciplinary programs like Environmental Science and International Studies. An array of new full-scale programs meets the needs of Childhood Education students, and the College will soon launch additional interdisciplinary majors in areas like American Studies and Gender Studies. The College also prepares students in the areas of Pre-Law (see the Political Science/ International Studies Department section of this Bulletin), Pre-Medicine and Pre-Dentistry (see Biology and Chemistry Departments), and Pre-Engineering (see Mathematics and Physics Departments).

In addition, there are several five-year accelerated undergraduate/graduate programs: B.S./M.S. in Biology; B.A. in International Studies/M.B.A. in Business Administration; B.A./M.A. in Political Science; and B.A. in Political Science/M.P.A. in Public Administration. Students qualify for Bachelor of Arts or Bachelor of Science degrees when they have completed a minimum of 129 semester hours of credit in conformity with the rules of the College of Liberal Arts and Sciences, the program in which they have majored, and the requirements of the Core Curriculum that are applicable to their major.

In addition, all students must take a year of freshman English (English 1 and 2). English 1 may be waived in accordance with current institutional exemption policy. The New York State Education Department mandates that recipients of the Bachelor of Arts degree earn at least 96 credits in the liberal arts and sciences, and that recipients of the Bachelor of Science earn at least 64 credits in the liberal arts and sciences.

Students planning graduate study are

urged to consult with the Foreign Languages Department concerning language requirements in particular fields.

Students in the College of Liberal Arts and Sciences are permitted to take two courses, not to exceed two credits, in Physical Education elective courses.

AMERICAN STUDIES

Phone: (516) 299-2391

Fax: (516) 299-3325

Web site:

www.liu.edu/cwpost/americanstudies

Faculty

Thomas R. Fahy

Director, American Studies Program

Assistant Professor of English

B.A., University of California at Davis;

M.A., Ph.D., University of North

Carolina – Chapel Hill

thomas.fahy@liu.edu

Contributing Faculty

The faculty who teach in the American Studies Program are from thirteen different academic departments including Art, Curriculum and Instruction, Earth and Environmental Science, Economics, English, Foreign Language, History, Music, Philosophy, Political Science, Psychology, Sociology/Anthropology and Theatre, Film and Dance.

Overview of American Studies Program

Established over sixty years ago, American Studies is one of the most stimulating interdisciplinary fields in the arts and social sciences, leading to true dialogue among ordinarily separate areas of study. It asks crucial questions about the diverse peoples and complex histories that make up the United States—questions that can enhance our understanding of the political and social forces that have shaped the nation and its relationship with the world. Based on their interests, practitioners of American Studies approach their work from a variety of critical perspectives, and this interdisciplinary method is at the heart of what the American Studies major and minor can offer students at C.W. Post.

The American Studies Program invites students to take an active role in shaping their education. By working closely with a faculty advisor, students devise their

own curriculum around a specific topic/concentration. This flexibility not only provides an opportunity to take a broad range of classes from departments across campus—including history, English, sociology, political science, philosophy, art history, psychology, anthropology, theater, music, education, and earth and environmental sciences—but it also helps students develop critical thinking, reading, and writing skills that are essential in today's professional world.

An American Studies major or minor can lead to successful careers in business, education, law, the foreign service, politics, social work, communications, public relations, museum curating, journalism, publishing, advertising, and graduate school in the humanities. It offers an enriching liberal arts education that challenges students to engage with a variety of interdisciplinary perspectives, to synthesize complex ideas and methods, and to become more engaged citizens of the world.

B.A. in American Studies

Because this is an interdisciplinary major, students must work closely with their faculty advisor as well as with Academic Counseling in the planning of their coursework throughout their pursuit of the degree.

Major Requirements

1. Core Course

American Studies Core Course, AMS 101, ideally to be completed during the sophomore year. Non-sophomores can be admitted by permission of faculty advisor or the course instructor.

2. Survey Requirement

Two discipline-based survey or introductory American Studies-related courses, not necessarily from the same department.

Examples include:

ART 75	American Art
ENG 71	Survey of American Writers to the Civil War
ENG 72	Survey of American Writers since the Civil War
GGR 43	The United States and Canada
HIS 3	American Civilization 1607-1877
HIS 4	American Civilization since 1877
PHI 37	American Philosophy

RPHL 8 The American Religious Imagination

SOC/ANT 63 Gender Roles

SOC 69 Race and Ethnicity

Other survey courses may be selected to complete this requirement with approval of the student's faculty advisor and the Program Director.

3. Concentration Area

With his or her faculty advisor, each student must design a concentration area within the American Studies major, personally tailored to suit the student's interests. Each student must take a minimum of five courses approved by your American Studies faculty advisor within this concentration. This plan of study should be determined with his or her advisor by the end of the student's sophomore year. No more than two of these five courses may come from a single department. For concentration examples, see below. Other concentrations may be developed with approval of the student's faculty advisor and the Program Director.

4. American Studies Electives

Three free electives chosen from any appropriate American Studies courses. These courses should be distinct from the student's concentration area.

5. Capstone Course

American Studies Capstone Course, AMS 102 which includes the senior seminar theme to be determined by the individual instructor. A substantial term paper is a requirement of this course.

6. Global/Comparative Requirements

At least one course taken must either deal with the United States in a global or transnational context, or provide a comparative look at (some aspect of) the United States and at least one other nation.

7. Cluster Requirements

Of the courses described in items 2 through 4, at least one must be from the ARTS CLUSTER (i.e. Art, Music, Theater, Film and Dance, and Media Arts), at least two must be from the SOCIAL SCIENCES CLUSTER (i.e. History, Political Science, Psychology, Economics, Sociology and Anthropology, Geography), at least two must be from the HUMANITIES CLUSTER (i.e. English, Foreign Languages, Philosophy, Religious Studies).

Total: 36 credits in American Studies, total credits needed for graduation: 128 (129 including Freshman Seminar). The cumulative average in American Studies must be 2.25 at the completion of the degree requirements.

Students in the Honors Program may substitute Honors Core or Advanced Elective courses for courses described in Requirements 2 through 4 with approval of the student's faculty advisor and the Program Director.

Typical Program for B.A. in American Studies

Freshman Year
English 1 and 2 6 credits
Freshman Seminar 1 credit
Core requirements 12 credits
Competency Requirements
Electives

Sophomore Year
AMS 101 3 credits
American Studies
Survey Requirements 6 credits
Concentration electives 3 credits
Core requirements 14 credits
Electives

Junior Year
American Studies electives 6 credits
Concentration electives 6 credits
Core requirements 12 credits
Electives

Senior Year
AMS 102 3 credits
American Studies electives 3 credits
Concentration electives 6 credits
Electives

Sample Concentration Areas for American Studies Major

Here are some examples of ways American Study majors could build a concentration area. Each concentration area consists of five courses, with no more than two originating from any single department. Other concentrations may be developed with approval of the student's faculty advisor and the Program Director.

Ethnicity and Race in America

(Five courses from the following or, as appropriate, from other offered courses—faculty advisor and Program Director permissions required.)

ANT 21 North American Indian Cultures
ART 77 Primitive/Pre-Columbian Art
ENG 44 Non-Canonical Writers (depending on topic)
ENG 73 African-American Literature
ENG 100 Seminar in English (depending on topic)
HEB 40 Jewish Culture in America

HIS 120 African-American History
HIS 121 The Peopling of the United States
HIS 122 American Urban History
MUS 28 History of Jazz
MUS 34 Music of Latin America and the Caribbean
POL 5 Ethnicity, Race, and Politics
SOC 26 Gender, Race, and Ethnicity
SOC 29 Sociology of Latino/a Culture and Identity
SOC 66 The African-American Experience
SOC 68 Sociology of Asian Americans
SOC 69 Race and Ethnicity
SOC 70 Sociology of Poverty

Gender and Sexuality in American Culture
(Five courses from the following or, as appropriate, from other courses—faculty advisor and Program Director permissions required.)

ANT 63 Gender Roles
ENG 44 Non-Canonical Writers (depending on topic)
ENG 100 Seminar in English (depending on topic)
HIS 123 The Woman in America
PHI 34 Philosophies of Love and Sex
POL 18 Women and Contemporary Politics
POL 40 Women and the Anglo-American Legal Experience
PSY 40 The Psychology of Gender
SOC 17 Women: A Cross-Cultural and Literary Perspective
SOC 28 Men, Women, and Power
SOC 60 Sociology of Gender
SOC 61 Feminism and Social Change
SOC 62 The Sociology of Human Sexuality
SOC/ANT 63 Gender Roles

Bodies in American Culture

(Five courses from the following or, as appropriate, from other offered courses—faculty advisor and Program Director permissions required.)

ART 101	Interpreting Art in the 21st Century
DNC 1	Beginning Movement 1
DNC 9	Current Dance in New York City
ENG 100	Seminar in English (depending on topic)
HIS 123	The Woman in America
HIS 136	Disease and History
PSY 68	Psychosomatics: Bodily Protest
SOC 21	Sociology of Health and Illness
THE 6	Acting for Non-Majors

American Youth

(Five courses from the following or, as appropriate, from other offered courses—faculty advisor and Program Director permissions required.)

EDI 15A	Psychological Perspectives: Teaching and Learning
ENG 44	Non-Canonical Writers (depending on topic)
MUS 24	History of Rock Music
PHI 15	Philosophy of Education
PSY 25	Developmental Psychology: Childhood
PSY 26	Developmental Psychology: Adolescence
SOC 24	Sociology of Adolescence and Youth
SOC 25	Sociology of Education
SOC 43	Juvenile Delinquency
SOC 67	Gangs and American Society

American and the Global Stage

(Five courses from the following or, as appropriate, from other offered courses—faculty advisor and Program Director permissions required.)

HIS 119	History of International Relations Since 1815
HIS 138	History of American Militarism
MUS 28	History of Jazz
PHI 22	War and Peace
POL 45	U.S. National Security
POL 46	American Foreign Policy I
POL 47	American Foreign Policy II
SOC 17	Women: A Cross-Cultural and Literary Perspective

SOC/ANT 35	Global Culture: The Integration of the World Community

Aging in America

(Five courses from the following or, as appropriate, from other offered courses—faculty advisor and Program Director permissions required.)

ANT 32	Anthropology of Aging
ECO 47	Economics and Aging
PHI 10	Life and Death
POL 42	Law and Aging in America
PSY 70	Developmental Psychology: Adulthood & Aging
SOC 20	Sociology of Aging

Minor in American Studies

The minor in American Studies requires 18 credits. Coursework includes AMS 101, 6 credits from the survey requirements (see above) and 9 credits of American Studies electives. Students minoring in American Studies will also have a faculty advisor.

American Studies for Childhood Education

Students majoring in Early Childhood and Childhood Education may take their required liberal arts and sciences 30-credit concentration in American Studies. See the Interdisciplinary Studies section of the Bulletin for information.

Students in Early Childhood and Childhood Education degree programs may not be allowed to take any courses in their academic concentrations pass/fail.

American Studies Courses

AMS 101 American Studies Core Course

This course introduces the major to the shape of the discipline today—to its central conversations and methodologies. Students will approach American cultural, political, intellectual and day-to-day experience, both past and present, through a variety of texts. The secondary sources come from a range of relevant fields, including social and intellectual history, biography, ethnography, material culture studies, and the cultural analysis of science and technology. Students will work in part with primary materials,

addressing class themes through examination of works of fiction, poetry and philosophy, Census surveys, Supreme Court decision, journalism, works of art, cinema and music. They will thereby develop skills as critical thinkers and readers of cultural text, while gaining insight into American thought, environment, identities, and experiences. *Taken by students with at least sophomore standing or with permission of American Studies faculty advisor or course instructor*
On Occasion, 3 credits

AMS 102 American Studies Capstone Course

The theme for this senior seminar will be determined by the instructor based in part on the concentration areas of the students.
On Occasion, 3 credits

BIOLOGY

Phone: (516) 299-2481

Fax: (516) 299-2484

Faculty

Theodore J. Brummel
Assistant Professor of Biology
B.A., Transylvania University;
Ph.D., University of California at Irvine
theodore.brummel@liu.edu

Matthew J. Draud
Chair, Biology Department;
Graduate Advisor
Associate Professor of Biology
B.A., Thomas More College;
M.S., University of Southwestern Louisiana;
Ph.D., Lehigh University
mdraud@liu.edu

Wei Fang
Assistant Professor of Biology
B.S., Peking University (China);
M.S., Zhongshan University (China);
Ph.D., State University of New York at Stony Brook
wei.fang@liu.edu

Karin A. Melkonian
Associate Professor of Biology
B.A., Connecticut College;
Ph.D., State University of New York at Stony Brook
karin.melkonian@liu.edu

Glynis Pereyra
Assistant Professor of Biology
B.A., Kutztown State University of Pennsylvania;
Ph.D., University of Maryland
glynis.pereyra@liu.edu

William A. Schutt, Jr.
Associate Professor of Biology
B.A., Long Island University;
M.A., Geneseo State College;
Ph.D., Cornell University
william.schutt@liu.edu

Michael Shodell
Professor of Biology
B.S., State University of New York at
Stony Brook;
Ph.D., University of California at Berkeley
shodell@liu.edu

Stephen T. Tettelbach
Professor of Biology
B.S., University of Miami;
M.S., University of Washington;
Ph.D., University of Connecticut
stephen.tettelbach@liu.edu

Overview of Biology

The Department of Biology offers major programs leading to the Bachelor of Arts and the Bachelor of Science degrees, as well as a minor program for students in other disciplines who wish to fulfill a secondary interest in Biology. Students interested in pursuing graduate degrees in biology and careers in biological research are strongly encouraged to enroll in the Bachelor of Science program. Students can combine a major in Biology with a program in the School of Education and earn professional certification to teach grades 7 to 12. A major in Biology will automatically fulfill the requirements for admission to almost all graduate programs as well as most medical, dental, and veterinary schools.

Optional Courses for Non-Majors

Biology 1 and 2 may be taken by non-science majors to fulfill the Core Curriculum science requirement. For further information, consult the Biology academic counselor.

Requirements of Majors in Biology

All Biology majors (except those pursuing degrees in Adolescence Education) are required to complete CLA 6, CHM 3 and 4, MTH 7 and 8, CHM 21 and 22, and PHY 3 and 4.

Transfer students entering with one semester of Organic Chemistry and one semester of Biochemistry will satisfy the one-year Organic Chemistry requirement. Transfer students please note that at least 15 advanced Biology credits must be taken in the Biology department at C.W. Post.

It is advisable for Pre-Medical and Pre-Dental students to take the admission

tests (MCAT or DAT) in the spring of their Junior year, and they should plan to complete their required CHM 3, 4, 21 and 22 and PHY 3 and 4 no later than the end of that year.

Graduate Courses

Qualified Juniors and Seniors (3.25 cumulative average) may take up to 12 credits of 500-level graduate courses to satisfy advanced Biology elective credits. Written approval is required from the appropriate academic counselor, chair, and dean. See Graduate Bulletin for listing of courses.

B.A. in Biology

Candidates for the Bachelor of Art degree in Biology must complete BIO 103, 104 and 105, by the end of their freshman year and BIO 107, 108, 109 and 110 by the end of their junior year. BIO 111 must be taken in the senior year. In addition, students must take a minimum of two advanced Biology courses, at least one from the cell/molecular advanced electives (BIO 200-249) and at least one from the ecology/evolution electives (BIO 250-290). Undergraduate research courses (BIO 297, 298 & 299) may not be used as advanced Biology electives, but may be taken for general elective credit with the permission of the department chair.

Typical Program for B.A. in Biology

<i>Freshman Year</i>	<i>Credits</i>
ENG 1-2	6
MTH 7, 8	8
BIO 103, 104, 105	9
Core requirements	9
COLL 101	1
Total	33

<i>Sophomore Year</i>	<i>Credits</i>
BIO 107, 109	8
CHM 3, 4	8
PHY 3, 4	8
Core requirements	6
Total	30

<i>Junior Year</i>	<i>Credits</i>
BIO 108, 110	8
CHM 21, 22	8
CLA 6	3
Core requirements	15
Total	34

<i>Senior Year</i>	<i>Credits</i>
BIO 111	3
Two advanced Biology electives	8
Core Requirements or electives	3
Free Electives	20
Total	34

B.S. in Biology

Candidates for the Bachelor of Science degree in Biology must complete BIO 103, 104 and 105, by the end of their freshman year and BIO 106, 107, 108, 109 and 110 by the end of the junior year. BIO 111 must be taken in the senior year. In addition, students must take a minimum of four advanced Biology courses, at least two from the cell/molecular concentration and at least two from the ecology/evolution concentration.

B.S. students are encouraged to pursue research projects and may take BIO 298 and 299 (Biological Research I and II) with permission from the chair and the advising faculty member. B.S. students interested in pursuing careers in ecology related fields are strongly advised to take BIO 297. BIO 297, 298 and 299 credits do not count as advanced Biology elective credits.

Typical Program for B.S. in Biology

<i>Freshman Year</i>	<i>Credits</i>
ENG 1-2	6
MTH 7, 8	8
BIO 103, 104, 105	9
COLL 101	1
Core requirements	6
Total	30

<i>Sophomore Year</i>	<i>Credits</i>
CHM 3, 4	8
PHY 3 and 4	8
BIO 106, 107, 109	11
Core requirements	6
Total	33

<i>Junior Year</i>	<i>Credits</i>
BIO 108, 110	8
CHM 21, 22	8
CLA 6	3
Core requirements	15
Total	34

<i>Senior Year</i>	<i>Credits</i>
Four advanced Biology electives	16
BIO 111	3
Core Requirements	6
BIO 297, 298 (Free electives)	7
Other Free electives	3
Total	35

B.S. in Adolescence Education: Biology (Grades 7-12)

Those who wish to be certified to teach Biology and General Science in secondary schools of New York State should contact the department chairperson.

Bio-education majors who are planning to fulfill the requirements of the New York State Education Department for professional certification as Biology or General Science teachers must consult the Biology academic counselor in the School of Education concerning these requirements before the close of their freshman year.

Students in the B.S. Biology/Education program need to complete 34 credits of Core requirements which must include BIO 103 and 104, ENG 1-2, and any course work required to fulfill Competence Requirements. In addition, students must take BIO 85, BIO 105, 107, 108, 109, 110 and 111, MTH 7-8, CHM 3-4, ERS 1 and PHY 3. Thirty credits in Education must be completed (EDI 14-15A, 16A, EDS 44, EDS 75A, 17, 35, 35A, EDI 75A, and 38). BIO 298 and 299 may not be used as advanced Biology electives.

To complete the M.S. degree in Biology Adolescence Education at C.W. Post, students will also need CHM 21 and 22 (Organic Chemistry).

Typical Program for B.S. in Adolescence Education: Biology (Grades 7-12)

Freshman Year	Credits
ENG 1, 2	6
MTH 7, 8	8
BIO 103, 104	8
Core (Lang.)	6
Core	6
COLL 101	1
Total	35

Sophomore Year	Credits
CHM 3, 4	8
EDI 14, 15A, 16A	9
BIO 105, 107, 109	9
Core	9
Total	35

Junior Year	Credits
ERS 1	4
PHY 3	4
ENG 7, 8	6
EDI 17	3
EDS 44	3
EDS 75A	3
BIO 108, 110	8
Core	3

BIO 111	3
Total	37
Senior Year	Credits
EDI 35	3
EDI 35A	3
EDI 38	6
BIO 85	3
Core	9
Total	24

Minor in Biology

Students majoring in other departments may earn a minor in Biology by completing the following courses: BIO 103, 104, 107, 108, 109, 110, and 111.

Science for Childhood Education

Students in Early Childhood and Childhood Education may take their required liberal arts and sciences "concentration" (or major specifically adapted for them) in the sciences. This 32 credit program consists of two laboratory courses in each of the four following areas: Biology, Chemistry, Earth Science or Geology, and Physics or Astronomy. See the Interdisciplinary Studies section of this Bulletin for details.

Students in Early Childhood and Childhood Education degree programs may not be allowed to take any courses in their academic concentrations pass/fail.

Biology Courses

BIO 1 Foundations of Biology I

An introduction to the basic biological principles underlying the ways in which living organisms function. Topics such as the scientific method, cellular metabolism, cell division, heredity, and genetic engineering will be covered.

Three hours lecture, three hours laboratory.

Laboratory fee

Every Semester, 4 credits

BIO 2 Foundations of Biology II

An introduction to biodiversity and the basic evolutionary and ecological principles underlying the ways in which populations, communities, and ecosystems function. Topics such as population growth, natural selection, animal behavior, and food webs will be covered.

Three hours lecture, three hours laboratory.

Laboratory fee,

Every Semester, 4 credits

BIO 1 and 2 are designed for nonscience majors. BIO 1 and 2 are acceptable for satisfying the Core Curriculum science sequence.

BIO 7 Human Anatomy and Physiology I

This course covers the structure and function of the human body, including basic biochemistry, cell structure, cell division, cell respiration, tissue composition, genetics, and the nervous and endocrine systems. Laboratory focuses on relevant physiological experiments and histology.

Three hours lecture, three hours laboratory.

Laboratory fee

Fall, 4 credits

BIO 8 Human Anatomy and Physiology II

This course covers the body's organ systems in detail, including the musculoskeletal, cardiovascular, lymphatic, immune, respiratory, excretory, digestive, and reproductive systems. Relevant dissection, histological studies, and physiology are all featured in the laboratories.

Prerequisite: BIO 7.

Three hours lecture, three hours laboratory.

Laboratory fee

Spring, 4 credits

BIO 9 Gross Primate Anatomy

This course is an advanced laboratory study of primate morphology with heavy emphasis on human morphology. The detailed structure of all human organs and organ systems is thoroughly covered. A representative primate specimen is dissected.

Not open to students who have taken BIO 16 or BIO 118.

Prerequisite: BIO 7 – 8 or BIO 261.

Four hours laboratory.

Laboratory fee

Not available for Biology elective credit.

Annually, 3 credits

BIO 10 Primate Sectional Anatomy

This course is a detailed laboratory study of primate sectional anatomy with emphasis on human sectional anatomy. Transverse, sagittal, and frontal whole body sections of a representative primate are studied.

Not open to students who have taken BIO 19 or BIO 119.

Prerequisite: BIO 9.

Four hours laboratory.

Laboratory fee

Not available for Biology elective credit.

Spring, 3 credits

BIO 85 Literacy in the Experimental Sciences

This course introduces students to the special ways of approaching and utilizing texts characteristic of the experimental sciences. Students will learn to critically interpret readings, quantitative data including graphical and statistical charts

and tables as well as learning to present material in a variety of documentation styles used in the sciences. Through an emergent understanding of the unifying concepts underlying the scientific approach, students will actively pursue communication of the conceptual systems involved and the pedagogical integration of these into their boarder approaches to science and its meaningful communication. This course provides an overview of how knowledge is acquired and presented in the laboratory sciences
On Occasion, 3 credits

BIO 103 General Biology I

Processes fundamental to all living things such as energy utilization, growth, development, and reproduction will be examined from the perspective of the cellular and molecular mechanisms involved. The goal will be a comprehension of the functioning of the living organism as embedded in the integration of these fundamental biological mechanisms.
Not open to students who have taken BIO 1M or BIO 3.
Three hours lecture, three hours laboratory.
Laboratory fee
Fall, 4 credits

BIO 104 General Biology II

This course introduces patterns and processes of organisms and groups of organisms with emphasis on their origin, evolution, and the relationships among them and their environments. Topics include evolution, population genetics, systematics, animal behavior and ecology.
Not open to students who have taken BIO 1S or BIO 4.
Prerequisite: BIO 103.
Three hours lecture, three hours laboratory.
Laboratory fee
Spring, 4 credits

BIO 105 Research Methods I

This course will cover aspects of the scientific method as it relates to biology. Students will read primary scientific literature, attend departmental seminars, and write and give oral critiques of the research and seminars. Emphasis is placed upon establishing competency in reading and communicating the science of biology.
One hour lecture.
Fall, 1 credit

BIO 106 Research Methods II

This course emphasizes the scientific nature of biology and hypothesis testing. The course focuses on experimental design, data collection and quantitative analysis, and interpretation and discussion of results. Students will learn to write scientific manuscripts and proposals

as well as to prepare posters and oral presentations of results.
Prerequisites: BIO 103, 104 and 105.
Three hours lecture.
Spring, 3 credits

BIO 107 Genetics

This course is a study of Mendelian inheritance, multiple gene inheritance, gene structure and function, gene mapping, mutation, gene regulation, and other basic concepts in genetics. The laboratory consists of exercises utilizing microorganisms, viruses, insects and plants.
Prerequisites: BIO 103 and 104.
Three hours lecture, three hours laboratory.
Laboratory fee
Fall, 4 credits

BIO 108 Cell Biology

Cell biology covers ultrastructure, structure-function relations, and the coupling and regulation of various processes in living cells. Specific topics include cellular energetics, regulation of metabolic processes, organization of cellular structures, and cell-to-cell communication.
Prerequisites: BIO 103, 104 and 107.
Prerequisite or Co-requisite: CHM 4.
BIO 108 may be taken in the same semester as BIO 107.
Three hours lecture, three hours laboratory.
Laboratory fee
Fall, 4 credits

BIO 109 Ecology

This course is an introduction to relationships existing among organisms and between organisms and their environment. Emphasis is placed on learning the basic ecological processes that govern the distribution and abundance of organisms on the earth. Laboratory stresses the experimental approach to ecology. Students research a topic, design and conduct their own experiments, analyze results, and write papers.
Prerequisite: BIO 107.
Three hours lecture, three hours laboratory.
Laboratory fee
Spring, 4 credits

BIO 110 Evolution

This course takes a mechanisms approach to evolution. The class begins with the Hardy-Weinberg principle and then examines the various processes that affect allele frequencies in populations over time, such as genetic drift, gene flow, natural selection, sexual selection, and mutation. Other topics are examined, such as speciation and systematics.
Prerequisite: BIO 107.
Three hours lecture, three hours laboratory/discussion.
Spring, 4 credits

BIO 111 Capstone Seminar

Students take this course in the senior year. The course requires students to attend regularly scheduled department seminars. Students read research articles to prepare themselves for seminars and are required to submit written summaries and critiques from these seminars. Students also review core concepts from ecology, evolution, cell and molecular biology, as well as genetics to prepare themselves for the Biology Department's comprehensive qualifying exam, taken as partial fulfillment of the requirements for this course.
Prerequisites: BIO 107, 108, 109 and 110.
Three hours lecture
Fall, 3 credits

BIO 121 Introduction to Human Genetics

This is a course for major and non-major students to apply the basic principles of genetics to human traits and disease. Emphasis is on the mechanisms of inheritance and gene expression. Basic molecular and statistical genetics are introduced.
Prerequisite: BIO 7-8 or BIO 103-104.
Three hours lecture.
Annually, 3 credits

BIO 141 Biostatistics

This course covers fundamental principles of data organization, inferential statistics and correlation analysis with specific reference to their use in biological and medical research.
Not open to students who have completed or are taking MTH 19 or MTH 23.
Prerequisites: High School Algebra and Geometry.
Same as MTH 41.
Three hours lecture.
Fall, 3 credits

Advanced Cell/Molecular Electives

BIO 200 Comparative Physiology

This course is a study of the basic functions and mechanisms of action of tissues, organs, and organ systems. Emphasis is placed on homeostatic processes and the physiological adaptations to environmental factors.
Prerequisites: BIO 107, 108, 109 and 110.
Three hours lecture, three hours laboratory.
Laboratory fee
On Occasion, 4 credits

BIO 201 Molecular Biology

This course is a study of nucleic acid and protein structures, and complex aggregates such as collagen, chromatin, and viruses. Basic concepts in DNA replication, DNA repair, transcription, translation, gene reg-

ulation, gene exchange and rearrangement including recombinant DNA technology.
Prerequisites: BIO 107, 108, 109, 110, and CHM 21.

Two hours lecture, four hours laboratory.
Laboratory fee
On Occasion, 4 credits

BIO 203 Biology of Cancer

Several topics, such as genetics, immunology, cell biology, virology, and chemical pollution of the environment, are treated within the context of their relevancy to investigating and understanding the nature of cancer.

Prerequisites: BIO 107, 108, 109 and 110.
Three hours lecture.
On Occasion, 3 credits

BIO 204 Histology

This course covers the structure and function of the tissues and organs of the body as revealed by microscopic analysis.
Prerequisites: BIO 107, 108, 109 and 110.

Three hours lecture, three hours laboratory.
Laboratory fee
On Occasion, 4 credits

BIO 205 Developmental Biology

This course covers the developmental processes of animals from game to genesis to establishment of the principal organ systems. Laboratory includes study of frog, chick and pig development.

Prerequisites: BIO 107, 108, 109 and 110.
Three hours lecture, three hours laboratory.
Laboratory fee
On Occasion, 4 credits

BIO 240 Special Topics in Cell/Molecular Biology

Different faculty members will cover different topics in cell or molecular biology in various semesters in lecture or seminar format. (For 4 credits, a laboratory course is included.) The specific topic will be announced in advance and the student may take the course only once.

Prerequisites: BIO 107, 108, 109 and 110.
Three hours lecture, or six hours when laboratory is included.

Laboratory fee when laboratory class is included.

On Occasion, 3 or 4 credits

Advanced Ecology/Evolution Electives

BIO 250 Microbiology

This is a study of the morphology, physiology, biochemical activities, ecology, and classifications of microorganisms (viruses, bacteria, fungi, and protista). Includes the study of pathogenic and economically useful forms, and methods of culture, identification, sterilization and bacteriological analyses.

Prerequisites: BIO 107, 108, 109, 110, and CHM 4.

Two hours lecture, two two-hour laboratory periods.

Laboratory fee
On Occasion, 4 credits

BIO 251 The Plant Kingdom

A survey of the major plant groups from an evolutionary perspective with emphasis on trends in anatomy, gross structure, and reproductive strategies. Evidence from fossil record is examined. The course includes both lab and field exercises.

Prerequisites: BIO 107, 108, 109 and 110.
Two hours lecture, two hours laboratory/field work.

Laboratory fee
On Occasion, 3 credits

BIO 252 Invertebrate Zoology

This course covers major invertebrate phyla with emphasis on evolution, taxonomy, structure, physiology, ecology and laboratory dissection of representative types.

Prerequisites: BIO 107, 108, 109 and 110.
Two hours lecture, four hours laboratory.

Laboratory fee
On Occasion, 4 credits

BIO 253 Vertebrate Zoology

This course is an introduction to the phylum chordata with an emphasis on the vertebrates. Evolutionary relationships among the vertebrates are considered as well as aspects of ecology, behavior, anatomy, and physiology. Field and laboratory studies, utilizing mainly fish, amphibians, reptiles, and small mammals, emphasize the ecology, behavior and physiology of vertebrates.

Prerequisites: BIO 107, 108, 109 and 110.
Three hours lecture, three hours laboratory.

Laboratory fee
On Occasion, 4 credits

BIO 254 Vertebrate Paleontology

Paleobiology and past history of major groups of vertebrates. Emphasis is on the processes of vertebrate evolution from ancient fishes to extinct mammals through geological time. Diversification patterns, extinction, and environmental implications are all considered.

Same as GLY 39.

Prerequisites: BIO 107, 108, 109 and 110.
Three hours lecture, three hours laboratory/museum visits.

Laboratory fee
Annually, 4 credits

BIO 255 Marine Mammal Biology

This course will cover the biology of the major groups of marine mammals, including cetaceans, pinnipeds and sirenians, as well as the sea otter and polar

bear. Topics to be covered include evolutionary history and adaptation to the marine environment, thermoregulation, locomotion and foraging, diving physiology and behavior, communication and sensory systems, social behavior, reproduction, energetics, distribution patterns, exploitation and conservation.

Prerequisites: BIO 107, 108, 109 and 110.
Three hours lecture, three hours laboratory/museum visits.

Laboratory fee
On Occasion, 4 credits

BIO 260 Plant Structure and Function

This course is an introduction to the form and function of the plant body, including morphology and anatomy, primary and secondary growth and differentiation, floral development and structure, photosynthesis, mineral nutrition, hormone action, transport, gas exchange, and metabolism.

Prerequisites: BIO 107, 108, 109 and 110.
Two hours lecture, two hours laboratory.

Laboratory fee
On Occasion, 3 credits

BIO 261 Comparative Vertebrate Anatomy

Fundamentals of the taxonomy, morphology, and evolution of the chordates from a comparative point of view. Laboratory includes study and dissection of selected protochordates and representative vertebrates, including lamprey, shark and mud puppy and cat.

Prerequisites: BIO 107, 108, 109 and 110.
Three hours lecture, three hours laboratory.

Laboratory fee
On Occasion, 4 credits

BIO 270 Animal Behavior

The adaptive, evolutionary, and physiological nature of animal behavior.

Ecological as well as comparative, hormonal and neurological aspects of behavior are covered in lecture and laboratory.

Prerequisites: BIO 107, 108, 109 and 110.
Three hours lecture, three hours laboratory.

Laboratory fee
On Occasion, 4 credits

BIO 271 Marine Biology

This course introduces life in marine waters. Topics include physical biological properties of marine waters, identification and characteristics of major groups of marine plants and animals, adaptive modifications to marine environments and the special nature and diversity of marine ecosystems. Field and laboratory work emphasizes methods of collecting, sampling, and analyzing marine organisms.

Prerequisite: BIO 107, 108, 109 and 110.

Three hours lecture, three hours laboratory/fieldwork.

Laboratory fee

On Occasion, 4 credits

BIO 272 Biology of Parasitism

This course is an introductory study of the adaptations, ecology, and life histories of parasitic protozoans, invertebrates, and plants. Human-parasite interaction from an ecological and evolutionary perspective will be emphasized.

Prerequisites: BIO 107, 108, 109 and 110.

Three hours lecture, three hours laboratory.

Laboratory fee

On Occasion, 4 credits

BIO 273 Field Botany

This course is a study of the kinds of vascular plants and their ecological relationships. Study indicates representative families, community ecology, and methods of identification, evolution, systematic, and nomenclature.

Prerequisites: BIO 107, 108, 109 and 110.

Two hours lecture, four hours fieldwork.

On Occasion, 4 credits

BIO 274 Conservation Biology

This course will provide biology and environmental science students with an overview of the rapidly growing field of conservation biology. We will focus on biological processes of relevance to conservation at the species, population and community levels, including evolution, population genetics, and ecology. The major threats to global biodiversity will be examined, as well as various actions that have been taken to slow its loss. We will also introduce management issues such as sustainable development, reserve design and conservation law enforcement. Laboratory sessions will utilize materials available through the American Museum of Natural History's Center for Biodiversity and Conservation program for Conservation Educators, including problem-solving exercises, debates, and web-based interactive exercises. Students will work in small groups on these assignments, and present their results to the class. In addition, students will read articles from the primary literature and lead discussions of these papers, answering questions designed to extract the main points from each.

Prerequisites: BIO 107, 108, 109, and 110. *Three hours lecture, three hours laboratory. Laboratory fee*

On Occasion, 4 credits

BIO 280 Tropical Field Studies

This course is designed to provide students interested in tropical environments

with a brief but intense experience in a variety of terrestrial, arboreal, and aquatic habitats. The focus of this course will be on project-oriented field studies (observational and experimental) that incorporate and emphasize the scientific method. Student projects will address issues of interest in ecology and tropical biology. These projects may involve 1) the entire class, 2) small groups of students, 3) individuals. Another important component of this course will involve learning about the indigenous people of the Amazon region (e.g., ethnobotany).

Prerequisite: One 100-level biology course or permission of instructor(s)

Laboratory fee

On Occasion, 3 credits

BIO 281 Tropical Marine Biology

A field travel course to the Indo-Pacific or Caribbean which focuses on the ecology of coral reefs. Biodiversity of the fish, invertebrates and algae, and the nature of their interactions are emphasized.

Prerequisite: One 100-level biology course or permission of instructor(s)

Special fee

On Occasion, 3 credits

BIO 290 Special Topics in Ecology/Evolution

Different faculty members will cover different topics in fields related to ecology and/or evolution in various semesters in lecture or seminar format. (For 4 credits, a laboratory course is included.) The specific topic will be announced in advance and the student may take the course only once.

Prerequisites: BIO 107, 108, 109 and 110. *Three hours lecture, or six hours when laboratory is included.*

Laboratory fee when laboratory class is included

On Occasion, 3 or 4 credits

Biological Research

BIO 297 Experimental Design and Data Analysis

This course will cover elements of experimental design and data analysis. Statistical concepts relating to parametric and non-parametric analyses, correlation and regression, and distribution tests are covered. Emphasis is placed on designing controlled experiments that produce data sets that can be quantitatively analyzed with basic statistical procedures.

Prerequisites: BIO 107, 108, 109, and 110. *Three hours lecture, three hours laboratory.*

Laboratory fee

Every Spring, 4 credits

BIO 298 Undergraduate Research I

An opportunity for the eligible sophomore, junior, or senior to become acquainted with the research process in the biological sciences either in the laboratory of a faculty member or in the laboratory of an outside research institution. Report and seminar to be submitted at the conclusion of the work.

Prerequisites: Permission from both the Department Chair and the supporting faculty member, largely based on evidence of the student's ability to do independent work. *Every Semester, 3 credits*

BIO 299 Undergraduate Research II

Continuation of Biology 298 (optional).

Prerequisite: BIO 298.

Every Semester, 1 to 3 credits

CHEMISTRY

Phone: (516) 299-2492

Fax: (516) 299-3944

Faculty

Vladimir Ye. Fainzilberg
Chair, Chemistry Department
Professor of Chemistry
M.S., Moscow Institute of Physics and Technology;
Ph.D., Kishinev State University
vladimir.fainzilberg@liu.edu

Arthur S. Goldberg
Professor of Chemistry
B.A., M.S., New York University;
Ph.D., University of Hawaii
arthur.goldberg@liu.edu

Stewart Karp
Professor of Chemistry
B.S., City University of New York, Queens College;
M.S., Ph.D., Polytechnic Institute of New York
stewart.karp@liu.edu

Nancy J. S. Peters
Professor of Chemistry
B.A., Cornell University;
M.A., Ph.D., Princeton University
nancy.peters@liu.edu

Nicholas J. Ramer
Assistant Dean, College of Liberal Arts and Sciences
Associate Professor of Chemistry
B.S. (Chemistry), B.S. (Mathematics), Long Island University;
Ph.D., University of Pennsylvania
nicholas.ramer@liu.edu

Lawrence Rocks
Professor of Chemistry
B.S., City University of New York, Queens
College;
M.S., Purdue University;
D.Sc., Technische Hochschule (Vienna)
lawrence.rocks@liu.edu

Faculty Emeritus

Joan E. Shields
Professor Emeritus of Chemistry
A.B., Regis College;
M.S., Tufts University;
Ph.D., Boston College
joan.shields@liu.edu

Overview of Chemistry

The Department of Chemistry offers programs leading to the Bachelor of Science and the Bachelor of Arts degrees.

The B.S. in Chemistry is approved by the American Chemical Society as meeting its professional standards. The Chemistry Department requires students to maintain a cumulative GPA of 2.75 for ACS certification.

Students with advanced standing from high school can petition for a waiver of the first-year introductory course.

Pre-Health Professions

Students preparing for careers in medicine, dentistry and other health fields can generally meet professional schools entrance requirements by combining a B.A. degree in Chemistry with appropriate Biology courses. Members of the Chemistry Department serve on C.W. Post's Pre-Health Professions Committee, which advises students on requirements for professional schools in the various health fields and assists students in preparing for the MCAT (Medical College Admissions Test), DAT (Dental Admissions Test), or other examinations.

B.A. in Chemistry

In addition to the general college requirements, the following courses are required for the B.A. in Chemistry: CHM 3, 4, 5, 21, 22, 30, 37, 55, 56, and two courses from CHM 24, 38, 48, 71, 85, 98-99; MTH 7, 8, 9; PHY 3, 4.

Typical Program for B.A. in Chemistry

Required Curriculum

<i>Freshman Year</i>	<i>Credits</i>
Chemistry 3, 4	8
Mathematics 7, 8	8
Total	16
Plus Core requirements	

<i>Sophomore Year</i>	<i>Credits</i>
Chemistry 21, 22	8
Mathematics 9	4
Physics 3, 4	8
Chemistry 37	4
Total	24
Plus Core requirements	

<i>Junior Year</i>	<i>Credits</i>
Chemistry 5	2
Chemistry 30	1
Chemistry 55, 56	8
Total	11

<i>Junior/Senior Years</i>	<i>Credits</i>
2 courses from:	
Chemistry 24	3
Chemistry 38	4
Chemistry 48	4
Chemistry 71	4
Chemistry 85	3
Chemistry 98, 99*	6
Total	6-8

B.S. in Adolescence Education: Chemistry (Grades 7-12)

In addition to the general Core Curriculum and School of Education requirements, this degree requires the following courses: CHM 3, 4, 5, 25 (or 21, 22), 30, 37, 55, 71, 86, and 93, 94*, MTH 7, 8 and PHY 3, 4.

Science for Childhood Education

Students in early childhood and childhood education may take their required liberal arts and sciences academic concentration (or major specifically adapted for them) in the sciences. The program consists of two laboratory courses in the following four areas: Biology, Chemistry, Earth Science or Geology, and Physics or Astronomy. See Interdisciplinary Studies section of this Bulletin for details.

Students in Early Childhood and Childhood Education degree programs may not be allowed to take any courses in their academic concentrations pass/fail.

B.S. in Chemistry

In addition to the general college requirements, the following courses are required of the B.S. in Chemistry: CHM 3, 4, 5, 21, 22, 24, 37, 38, 48, 55, 56, 71, 98, 99 and one from CHM 57 or 85; Mathematics 7, 8, 9, 21; Physics 3, 4.

Typical Program for B.S. in Chemistry

<i>Freshman Year</i>	<i>Credits</i>
Chemistry 3, 4	8
Mathematics 7, 8	8
Total	16
Plus Core requirements	

<i>Sophomore Year</i>	<i>Credits</i>
Chemistry 21, 22	8
Chemistry 37	4
Mathematics 9, 21	8
Physics 3, 4	8
Total	28
Plus Core requirements	

<i>Junior Year</i>	<i>Credits</i>
Chemistry 5	2
Chemistry 30	1
Chemistry 24	3
Chemistry 55, 56	8
Total	14
Plus Core requirements	

<i>Senior Year</i>	<i>Credits</i>
Chemistry 71	4
Chemistry 38	4
Chemistry 48	4
Chemistry 57 or 85	2 or 3
Chemistry 98, 99*	6
Total	20-21
Plus Core requirements	

*Students in the Honors Program may substitute the Honors tutorial (CHM 385 or 386) and the Honors thesis (CHM 389 or 390) with the approval of the department chair.

Minor in Chemistry

Students majoring in other departments may earn a minor in Chemistry by completing the following courses: CHM 3, 4, 21, 22, 37, and one course from the following: CHM 24, 55 or 71.

B.S. in Forensic Science

The Department of Chemistry (College of Liberal Arts and Sciences) and the Department of Biomedical

Sciences (School of Health Professions and Nursing) with the support of the Department of Criminal Justice (College of Management) offer a Bachelor of Sciences degree in Forensic Science. Graduates of this program will have the necessary scientific and technical background in forensic science, along with adequate criminal justice theory, to obtain entry-level positions in crime laboratories, administrative agencies and private industry. In addition, these students will be positioned for graduate education in forensics necessary for career advancement. The program includes an internship where students will work and study in crime laboratories as well as in other related agencies.

Students who are either part-time or full-time can pursue the undergraduate degree program in forensic science. To continue in the program students must maintain a minimum GPA of 2.33 (C+) out of 4.00 in the major courses.

In addition to the general core requirements, the following courses are required for the B.S. in Forensic Science: ANT 51; BIO 103, 104, 107 and 141; CHM 3, 4, 21, 22, 37 and 71; CRJ 76; FSC 1, 2, 3, and 200; BMS 255 and 256; MTH 3; PHY 11 and 12.

Typical Program for B.S. in Forensic Science

Freshman Year	Credits
Anthropology 51	3
Biology 103, 104	8
Chemistry 3, 4	8
Mathematics 3*	4
Total	23
Plus Core requirements	
 Sophomore Year	 Credits
Biology 141	3
Chemistry 21, 22	8
Chemistry 37	4
BMS 19	3
Total	18
Plus Core requirements	
 Junior Year	 Credits
Biology 107	4
Chemistry 71	4
Forensic Science 1 (BMS 71)	3
Forensic Science 2 (CHM 39)	4
BMS 256	4
Forensic Science 200 (BMS 271)	2
Total	21
 Senior Year	 Credits
Forensic Science 3 (BMS 257)	4
BMS 255	3
Physics 11, 12	8
Total	15



*Students with appropriate math background may take MTH 7 instead of MTH 3. Students taking MTH 3 will enroll in CHM 3 in the spring of their freshman year and CHM 4 during the summer between their freshman and sophomore years.

Chemistry Courses

Sections of CHM 5, CHM 94 and CHM 99, are often offered in Writing Intensive format to fulfill requirements of the Writing Across the Curriculum Program; students must check with academic advisors and consult the schedule of classes for current course offerings.

CHM 1 Foundations of Chemistry I

This course is the first part of a two semester course in Chemistry for non-science majors. Topics covered are atomic structure and chemical bonding, atmospheric phenomena, states of matter, electrochemistry, chemical reactivity, solar cells and lasers. *Three hours lecture, three hours laboratory Laboratory fee Fall, 4 credits*

CHM 2 Foundations of Chemistry II

This is the second part of a two semester course in Chemistry for non-science majors. Topics covered are energy and hydrocarbons, nuclear power, polymers, proteins, carbohydrates and fats, DNA technology, nutrition, chemistry and medicine. *Prerequisite: CHM 1.*

Three hours lecture, three hours laboratory Laboratory fee Spring, 4 credits

CHM 3 Principles of Chemistry I

This course is the first part of a two semester sequence that includes the study of the nature of matter and energy, chemical reactions, stoichiometry, gas laws, thermochemistry, atomic structure and chemical bonding. *Prerequisite: MTH 3 or Co-requisite: MTH 7, 8. Three hours lecture, three hours laboratory Laboratory fee Every Semester, 4 credits*

CHM 4 Principles of Chemistry II

This course is the second part of a two semester sequence that includes the study of colligative properties, kinetics, chemical equilibria, acid-base Chemistry, chemical thermodynamics, and electrochemistry. *Prerequisite: CHM 3. Three hours lecture, three hours laboratory Laboratory fee Every Semester, 4 credits*

CHM 5 Inorganic Chemistry

A systematic description of the properties and chemical transformations of matter. Using the periodic table as a guide, reaction types are studied so that the large body of chemical facts is put in perspective. *Prerequisite: CHM 4. Two hours lecture Fall, 2 credits*

CHM 6 Chemistry of Life

A one-semester survey course (for nursing students and others who need only one semester of Chemistry) covering concepts from general, organic and biological Chemistry. The course is intended for students preparing for careers in health-related professions and is designated to provide those students with an understanding of the Chemistry of biological systems and pharmaceuticals. Cannot be used as a prerequisite for any other CHM course.
Three hours lecture, three hours laboratory
Laboratory fee
Spring, 4 credits

CHM 21 Organic Chemistry I

This course is the first part of a two semester sequence that includes the study of nomenclature, structure, bonding, reactions, and syntheses of alkanes, alkenes, and alkynes, and the corresponding cyclic compounds.
Prerequisite: CHM 4.
Three hours lecture, four hours laboratory
Laboratory fee
Fall, 4 credits

CHM 22 Organic Chemistry II

This course is the second part of a two semester sequence that includes the study of the spectroscopy, structure, reactions, and synthesis of aromatic compounds, alcohols, ethers, carboxylic acids, amines and related compounds.
Prerequisite: CHM 21.
Three hours lecture, four hours laboratory
Laboratory fee
Spring, 4 credits

CHM 24 Spectroscopic Identification of Organic Compounds

This course covers a systematized study of laboratory methods for the identification of organic compounds with emphasis on the theory and use of Mass Spectrometry, Ultraviolet/Visible, Infrared and Nuclear Magnetic Resonance Spectroscopy.
Prerequisite: CHM 22.
One-hour lecture, three hours laboratory
Laboratory fee
Annually, 3 credits

CHM 25 Basic Organic Chemistry

A semester in organic chemistry designed to provide a background in the fundamentals of nomenclature, mechanisms, structure and syntheses. The course is designed for students who require a general knowledge of organic chemistry.
Prerequisite: CHM 4.
Three hours lecture, three hours laboratory
Laboratory fee
Fall, 4 credits

CHM 30 Searching the Chemical Literature

This course is designed to instruct students in the methods employed to do comprehensive searches of the chemical literature. This will involve on-line searching of various databases with emphasis on Chemical Abstracts. Required for all Chemistry majors (B.A., B.S., and B.S. in Adolescence Education).
Prerequisite: CHM 21 or 25.
One hour lecture
On Occasion, 1 credit

CHM 37 Quantitative Analysis

This course is a study of classical gravimetric and volumetric quantitative determinations. The theory and practice of some of the more modern techniques of instrumental methods are studied.
Prerequisite: CHM 4.
Three hours lecture, four hours laboratory
Laboratory fee
Spring, 4 credits

CHM 38 Analytical Instrumentation

The principles involved in the use of instrumental techniques with applications to qualitative and quantitative analysis are examined. Elementary concepts of instrument design are also covered.
Prerequisite: CHM 56.
Three hours lecture, four hours laboratory
Laboratory fee
Fall, 4 credits

CHM 39 Forensic Instrumentation (FSC 2)

Introduction to instrumental analysis of physical crime scene evidence. Emphasis is placed on the theory and use of those analytical instruments commonly found in forensic laboratories. Laboratory methods include atomic absorption, mass, infrared and ultraviolet spectrophotometry, column, gas, liquid and thin-layer chromatography. Not open to Chemistry majors.
Prerequisites: CHM 22, 37.
Three hours lecture, four hours laboratory
Laboratory fee
Annually, 4 credits

CHM 48 Advanced Inorganic Chemistry

The properties of inorganic substances in terms of modern bonding theory are examined. The laboratory includes the study and synthesis of representative inorganic compounds.
Prerequisites: CHM 5 and 56.
Three hours lecture, four hours laboratory
Laboratory fee
Annually, 4 credits

CHM 55 Physical Chemistry I

This course is an introduction to chemical thermodynamics and chemical kinetics with applications to gases, solutions and phase equilibria to provide a firm foundation for understanding the physical principles that govern chemical and biological systems. Experimental physical methods are emphasized.
Prerequisite: CHM 22 or 25, CHM 37, MTH 8, PHY 4.
Three hours lecture, four hours laboratory
Laboratory fee
Fall, 4 credits

CHM 56 Physical Chemistry II

This course is an introduction to ionic solutions and electrochemistry. The statistical description of bulk properties of matter with applications to chemical thermodynamics, molecular dynamics and kinetics of complex reactions is studied. Elementary applications of the quantum approach are introduced.
Prerequisites: CHM 55, MTH 9.
Three hours lecture, four hours laboratory
Laboratory fee
Spring, 4 credits

CHM 57 Quantum Chemistry

This course is the quantitative introduction to the major concepts of quantum statistics and its applications to modern chemistry and quantum chemistry calculations. Quantum methods of studying the relationships of bulk properties of matter with the structure of molecules and their interactions are examined.
Prerequisites: CHM 56, MTH 21.
Two hours lecture
Fall, 2 credits

CHM 71 Basic Biochemistry

This course is a one-semester introduction to the major concepts of biochemistry including carbohydrates, lipids, amino acids, proteins and nucleic acids.
Prerequisite: CHM 22 or 25.
Three hours lecture, three hours laboratory
Laboratory fee
Every Semester, 4 credits

CHM 77 Biochemistry

This course covers the chemical aspects of cell components and tissues. The emphasis is on bioenergetics and the biochemistry of macromolecules, especially proteins, enzymes, and nucleic acids. General biochemistry of other components of living matter is covered.
Prerequisite: CHM 55.
Three hours lecture
On Occasion, 3 credits

CHM 85 Advanced Organic Chemistry

This course covers the application of chemical kinetics, molecular orbital theory, orbital symmetry. Woodward-Hoffmann theory, energy transfer and photochemistry to organic reactions. Utilization of the modern literature in organic chemistry is included.

Prerequisite: CHM 56.

Three hours lecture

Fall, 3 credits

CHM 86 Literacy in the Experimental Sciences

This course introduces students to the special ways of approaching and utilizing texts characteristics of the experimental sciences. Students will learn to critically interpret readings, quantitative data including graphical and statistical charts and tables as well as learning to present material in a variety of documentation styles used in sciences. Through an emergent understanding of the unifying concepts underlying the scientific approach, students will actively pursue communication of the conceptual systems involved and the pedagogical integration of these into their broader approaches to science and its meaningful communication. This course provides an overview of how knowledge is acquired and presented in the laboratory sciences.

Three hours lecture

On Occasion, 3 credits

CHM 93 Chemical Research I

This course is the first part of a two-semester research course, conducted under the supervision of a faculty advisor. Students in the Honors Program may substitute the Honors tutorial (CHM 385 or 386) for CHM 93.

Prerequisite: CHM 21 or 25.

Every Semester, 2 credits

CHM 94 Chemical Research II

This course is a continuation of research under the supervision of a faculty advisor, culminating in a research report. Students in the Honors Program may substitute the Honors thesis (CHM 389 or 390) for CHM 94.

Prerequisite: CHM 93.

Every Semester, 2 credits

CHM 98 Senior Research I

This course is the first part of a two-semester research course, conducted under the supervision of a faculty advisor. The advisor must be selected during the first week of the semester. Students in the Honors Program may substitute the Honors tutorial (CHM 385 or 386) for CHM 98.

Prerequisite: CHM 56.

Laboratory fee

Every Semester, 3 credits

CHM 99 Senior Research II

This course is a continuation of research under the supervision of a faculty advisor, culminating in a research report. Students in the Honors Program may substitute the Honors thesis (CHM 389 or 390) for CHM 99.

Prerequisite: CHM 98.

Laboratory fee

Every Semester, 3 credits

CHM 301 Chemistry In Daily Life I – Honors Core

An introduction to the principles of chemistry, including a study of atomic and molecular structure, chemical bonding and reactions. These principles are used to explain current topics in chemistry, such as air pollution, petroleum and alternative fuels, acid rain, the ozone layer, and global warming. The laboratory utilizes everyday examples to emphasize these chemical principles. The course can be used for Science Core credit.

Three hours lecture, three hours laboratory

Laboratory fee

On Occasion, 4 credits

CHM 302 Chemistry In Daily Life II – Honors Core

A continued study of the principles of chemistry, including electron transfer, nuclear fission/fusion and basic organic reactions. These principles are used to explain current topics in chemistry, such as drug design, polymers, fuel cells, forensic chemistry, biochemistry and genetics. The laboratory utilizes everyday examples to emphasize these chemical principles. The course can be used for Science Core credit.

Prerequisite: CHM 1 or CHM 301.

Three hours lecture, three hours laboratory

Laboratory fee

On Occasion, 4 credits

FSC 1 Introduction to Criminalistics
(cross-listed as BMS 71)

The course includes an overview of forensic science laboratory techniques. The subject introduces the students to information collected and chain of custody followed at the crime scene; photography; physical evidence and its properties (trace evidence, fingerprints; firearms; fibers; prints; documents examination). This subject includes principles of microscopy; serology (blood identification procedures); origin determination; semen identification procedures; other biological substances of interest; hair comparison; drug and toxicology; casework interpretation; quality control, proficiency testing and accreditation; and recent criminal cases. Lecture, demonstrations, and basic

laboratory exercises are used to present the subject matter.

Two hours lecture, three hours laboratory
Annually, 3 credits

FSC 2 Forensic Instrumentation

(cross-listed as CHM 39)

FSC 3 Forensic Molecular Techniques
(cross-listed as BMS 257)

This subject provides a detailed introduction to, and history of, forensic molecular techniques and applications, and covers relevant principles from genetics and biochemistry. This subject includes principles of forensic DNA profiling and repetitive DNA in the human genome; individualization versus identification; how genetic polymorphisms arise and are maintained; continuous versus discrete allele systems; DNA isolation methods; RFLP (restriction fragment length polymorphism) analysis methods; short tandem repeat (STR) markers; PCR-based typing systems; automated systems and DNA databases; applications of mitochondrial DNA analysis; linkage, pedigree analysis, and reverse paternity; introductory applied statistics for forensic laboratories.

Prerequisite: BMS 256.

Three hours lecture, five hours laboratory

Fall, 4 credits

FSC 200 Forensic Science Internship
(cross-listed as BMS 271)

This course provides the culminating experience in the Forensic Science Degree. Students are expected to critically employ evidence collected at a crime scene, analyze the results which may include: document collection, chemistry and toxicology evidence, serology, photography, and microscopy and report their assessment of the findings to determine how the crime was committed. Students will be given pieces of evidence to assemble and describe the possible circumstances that occurred which led to the crime. A final report of the internship work is required. Internship placement may be internal (on campus) or external at an approved forensic facility. External placements are dependent on availability and with the approval of the Clinical Director. Two hundred hours are expected for the supervised practical internship.

Prerequisites: BMS 71, 256 and CHM 39.

Every Semester, 2 credits

Note: Students must wear safety glasses while working in the laboratories.

EARTH AND ENVIRONMENTAL SCIENCE

Phone: (516) 299-2318
Fax: (516) 299-3945

Faculty

Margaret F. Boorstein
Chair, Department of Earth and Environmental Science;
Graduate Advisor
Professor of Geography
B.A., Barnard College of Columbia University;
M.A., Ph.D., Columbia University
margaret.boorstein@liu.edu

Scott Carlin
Associate Professor of Geography
B.A., Brandeis University;
Ph.D., Clark University, Graduate School of Geography
scott.carlin@liu.edu

Victor J. DiVenere
Associate Professor of Geology
B.A., B.S., M.S., University of Florida;
Ph.D., Columbia University
divenere@liu.edu

Lillian Hess Tanguay
Director, Graduate Environmental Studies Program;
Associate Professor of Geology
B.A., New York State University, College at Buffalo;
M.A., Brooklyn College, City University of New York;
Ph.D., The Graduate School, City University of New York
lhess@liu.edu

Patrick J. Kennelly
Assistant Professor of Geography
B.S., Allegheny College;
M.S., University of Arizona;
Ph.D., Oregon State University
patrick.kennelly@liu.edu

Fausto Marincioni
Assistant Professor of Geography
L.S., University of Urbino;
M.S., Ph.D., University of Massachusetts at Amherst
fausto.marincioni@liu.edu

E. Mark Pires
Associate Professor of Geography
B.A., University of Vermont;
M.A., Ph.D., Michigan State University
mark.pires@liu.edu

Faculty Emeritus

Robert S. Harrison
Professor Emeritus of Geography
B.A., M.A., Ph.D., Cambridge University

Overview of Earth and Environmental Science

The Department of Earth and Environmental Science offers degrees in four disciplines: Geography (B.A.), Geology (B.A. or B.S.), Interdisciplinary Studies: Earth System Science concentration (B.A.) and Environmental Science concentration (B.S.).

The student will earn either a B.A. or a B.S., based on the co-major. For example, if a student chooses the B.S. option in Biology then the Environmental Science degree will also be a B.S. The Department also offers minors for students in other programs wishing to pursue a secondary interest in Earth Science, Geology, Human Geography and World Regional Studies. Geography and Geology majors may be required (at the discretion of the Department) to take GGR 100 or GLY 100 (tutorial courses) as part of their program of study. When students take these courses, the total number of credits in the major will remain unchanged and the tutorial course will be counted as an elective in the respective major.

Students seeking state teacher certification in Earth Science may earn a degree in Geology and select the appropriate education courses to meet certification requirements. The Department, in conjunction with the School of Education, provides a bachelor's program for those seeking certification as teachers of Earth Science grades 7 to 12.

Graduate courses in Earth Science, Geography and Geology may be taken by undergraduate students with appropriate averages and permission.

The Department offers a wide variety of opportunities for students to participate in clubs, special events and field trips. Sigma Gamma Epsilon, the national Earth Science Honor Society, has an active chapter at C.W. Post and members may submit original work to its national publication.

B.A. in Geography

Geography majors must complete all Core Curriculum requirements, and complete at least 32 credits in Geography and 9-12 credits in Geology.

Geography	Credits
Geography 1, 2 Human Geography	6
Geography 3, 4 Earth Science	8
18 credits in advanced geography* (courses numbered above 10)	18
Total	32

*Of which at least 3 credits must be in regional courses (GGR 43 to 76).

Geology	Credits
Geology 14 Geomorphology	4
Any two geology courses apart from Geology 1, 6, 7, 8	5-8
Total	9-12

Typical Program for B.A. in Geography

Freshman Year	Credits
Geography 1, 2	6
Geography 3, 4	8
Electives and Core Curriculum requirements	18
Total	32

Sophomore Year	Credits
Advanced Geography	6
Geology 14	4
Electives and Core Curriculum requirements	24
Total	34

Junior Year	Credits
Advanced Geography	6
Geology elective	3
Electives and Core Curriculum requirement	24
Total	33

Senior Year	Credits
Advanced Geography	6
Geology elective	2
Electives	22
Total	30

B.A. in Geography

Geology majors must complete 33-35 credits in Geology, 27-29 credits in other math and science courses and satisfy all Core Curriculum requirements.

Geology Requirements	Credits
GLY 1 The Dynamic Earth*	4
GLY 2 History of the Earth	4
GLY 21 Mineralogy	4
GLY 13 Structural Geology	4
GLY 41 Paleontology	4
GLY 43 Sedimentology	4
GLY 33 Field Geology plus two advanced geology electives**	9-11
Total	33-35

<i>Other Math and Science Requirements</i>	<i>Credits</i>
Two sequences from Biology 103 and 104, Chemistry 3 and 4, Physics 3 and 4	16
Earth Science 1	4
Math 7	4
One course from Math 8, 19, 23, 40 (BIO 40), CS 2, 111	3-4
Total	27-28

<i>Advanced Geology Electives</i>	<i>Credits</i>
GLY 11 Marine Geology	3
GLY 12 Advanced Oceanography	3
GLY 14 Geomorphology	4
GLY 15 The Geology of Groundwater Resources	3
GLY 22 Igneous and Metamorphic Petrology	4
GLY 23 Geochemistry	3
GLY 42 Stratigraphy	3
GLY 45 Micropaleontology	4
GLY 46 Paleocology	4
GLY 47 Plate Tectonics	3
GLY 48 Geophysics	3
GLY 100 Geology Tutorial	3

**ERS 2 may be substituted for GLY 1 if ERS 2 was taken before the Geology major was declared.*

***Students transferring credit for a five to six week field course will receive credit for GLY 33 plus one advanced elective with Department approval.*

Typical Program for B.A. in Geology

<i>Freshman Year</i>	<i>Credits</i>
GLY 1	4
GLY 2	4
MTH 7	4
BIO 103, 104 or CHM 3, 4 or PHY 3, 4	8
Electives and Core Curriculum requirements	12
Total	32

<i>Sophomore Year</i>	<i>Credits</i>
GLY 21	4
GLY 13	4
GLY 41	4
One course from MTH 8, 19, 23, 40 (BIO 40), CS 2, 111	3 or 4
BIO 103, 104 or CHM 3, 4 or PHY 3, 4	16
Electives and Core Curriculum requirements	4 or 5
Total	35-37

<i>Junior Year</i>	<i>Credits</i>
GLY 43	4
ERS 1	4
Advanced Geology Elective	3
Electives and Core Curriculum requirements	21
Total	32

<i>Senior Year</i>	<i>Credits</i>
Advanced Geology Elective	3
GLY 33	3
Electives and Core Curriculum requirements	26
Total	32

B.S. in Geology

Geology majors must complete 42-45 credits in Geology, 38-41 credits in other math and science courses, and satisfy all Core Curriculum requirements.

<i>Geology Requirements</i>	<i>Credits</i>
GLY 1 The Dynamic Earth*	4
GLY 2 History of the Earth	4
GLY 21 Mineralogy	4
GLY 24 Optical Mineralogy	2
GLY 22 Igneous and Metamorphic Petrology	4
GLY 13 Structural Geology	4
GLY 41 Paleontology	4
GLY 43 Sedimentology	4
GLY 33 Field Geology (three weeks) plus 3 advanced Geology electives**	12-15
Total	42-45

<i>Other Math and Science Requirements</i>	<i>Credits</i>
Biology 103, Chemistry 3 and 4, Physics 3 and 4	20
Earth Science 1	4
Math 7 and 8	8
two courses from Biology 104, Math 19, 23, 40 (BIO 40) (one only), CS 111	6-9
Total	38-41

<i>Advanced Geology Electives</i>	<i>Credits</i>
GLY 11 Marine Geology	3
GLY 12 Oceanography	3
GLY 14 Geomorphology	4
GLY 15 The Geology of Groundwater Resources	3
GLY 23 Geochemistry	3
GLY 42 Stratigraphy	3
GLY 45 Micropaleontology	4
GLY 46 Paleocology	4
GLY 47 Plate Tectonics	3
GLY 48 Geophysics	3
GLY 100 Geology Tutorial	3

**ERS 2 may be substituted for GLY 1 if ERS 2 was taken before the Geology major was declared.*

***Students transferring credit for a five to six week field course will receive credit for GLY 33 plus one advanced elective with Department approval.*

Typical Program for B.S. in Geology

<i>Freshman Year</i>	<i>Credits</i>
GLY 1, 2	8
BIO 103	4
MTH 7, 8	8
Choice from CS 111, BIO 104, MTH 19, 23, 40	3-4
Electives and Core Curriculum requirements	9
Total	32-33

<i>Sophomore Year</i>	<i>Credits</i>
CHM 3, 4	8
PHY 3, 4	8
GLY 21	3
GLY 24	2
GLY 13	3
Choice from CSC 111, BIO 104, MTH 19, 23, 40	3-4
Electives and Core Curriculum requirements	4-5
Total	31-33

<i>Junior Year</i>	<i>Credits</i>
GLY 22	4
GLY 13	4
GLY 41	4
GLY 43	4
GLY 33	3
ERS 1	4
Electives and Core Curriculum requirements	10
Total	33

<i>Senior Year</i>	<i>Credits</i>
Advanced Geology electives	9
Electives and College Core requirements	23
Total	32

Interdisciplinary Studies

Concentration in Earth System Science (B.A.)

Earth System Science examines the interrelations of the atmosphere (air), hydrosphere (water, including oceans), lithosphere (solid earth), and biosphere (life), recognizing the influence of human beings as agents of change. Students will obtain a scientific understanding of earth systems through courses in geology, geography, earth science, biology and chemistry. He or she will also take advanced courses in these sciences as well as in the social sciences, including conservation, economics, and urban planning. Graduates will learn the

interrelations of the physical realms of the earth and be prepared to develop solutions to help human beings use the earth and its resources more wisely.

Requirements	Credits
ERS 1 Earth Science 1	4
GLY 1 The Dynamic Earth or ERS 2 Earth Science 2	4
and	
GLY 2 Introduction to Earth – Historical Geology	4
GGR 1, 2 Human Geography 1, 2	6
ERS 17 Introduction to Geographic Information Systems	4
Total	22

Allied Science Requirements	Credits
BIO 103 General Biology I	4
CHM 3 Principles of Chemistry	4
Total	8

Electives

Science Electives	Credits
Three of the following:	
GGR 12 Meteorology	3-4
GGR 16 Cartography	4
GLY 12 Oceanography	3
GLY 14 Geomorphology	4
GLY 15 Ground Water	3
GLY 23 Geochemistry	3
GLY 43 Sedimentology	4
BIO 109 Ecology	4
Total	9-11

Social Science Electives	Credits
Three of the following:	
GGR 11 Conservation of Natural Resources	3
GGR 21 Applied Conservation	4
GGR 25 Economic Geography	3
GGR 26 Urban Geography	3
GGR 27 City and Urban Land-Use Planning	3
ERS 18 Applications and Technical Issues in GIS	4
ECO 11 Introduction to Macroeconomics or ECO 12 Introduction to Microeconomics	3
ERS 81 Topics in Conservation and other appropriate electives with departmental approval.	3
Total	9-11

Typical Program in Earth System Science

Freshman Year	Credits
ERS 1	4
ERS 2 or GLY 1	4
BIO 103	4
GGR 1	3
GGR 2	3
Electives and Core Curriculum requirements	15
Total	33

Sophomore Year	Credits
CHM 3	4
GLY 2	4
ERS 17	4
Elective in Social Science	3 or 4
Electives and Core Curriculum requirements	12 or 13
Total	27-29

Junior Year	Credits
Elective in Social Science	3 or 4
Elective in Science	3 or 4
Electives and Curriculum Core requirements	27 or 30
Total	33-38

Senior Year	Credits
Elective in Social Science	3 or 4
Elective in Science	3 or 4
Electives and Core Curriculum requirements	24 or 25
Total	30-33

Concentration in Environmental Science (B.S.)

This program is designed to fulfill the needs of students who are interested in the scientific and technical aspects of environmental science. The interdisciplinary nature of this program will provide students a broad perspective and an opportunity to delve into a specific discipline. The required basic science courses provide students with the science foundation and conceptual tools to work in a multidisciplinary setting on environmental problems.

Candidates for the Bachelor of Science degree in Environmental Science must satisfy all Core Curriculum requirements and must complete the following plan of study:

	Credits
Core Curriculum credits + Freshman Seminar (36 +1)	37
Science Foundation credits	46 or 50
Science Elective credits	20
Free Elective credits (science electives are recommended)	11 or 15
Total	129

Science Foundation Courses	
BIO 103, 104 General Biology I, General Biology II	8
CHM 3,4 Principles of Chemistry	8
CHM 21, 22 Organic Chemistry or under special circumstances CHM 25 Basic Organic Chemistry	4 or 8
GLY 1,2 The Dynamic Earth, History of the Earth	8

GLY 23 Environmental Geochemistry	3
ERS 1 Earth Science 1	4
ERS 11 Conservation of Natural Environmental Resources	3
ERS 17 Introduction to Geographic Information Systems	4
ERS 18 Applications and Technical Issues in Geographic Information Systems	4

Science Electives

(chosen from the following)	Credits
BIO 105 Research Methods I	1
BIO 106 Research Methods II	3
BIO 107 Genetics	4
BIO 108 Cell Biology	4
BIO 109 Ecology	4
BIO 110 Evolution	4
BIO 111 Capstone Seminar	3
BIO 141 Biostatistics	3
BIO 250 Microbiology	4
BIO 251 The Plant Kingdom	3
BIO 252 Invertebrate Zoology	4
BIO 253 Vertebrate Zoology	4
BIO 254 Vertebrate Paleontology	4
BIO 255 Marine Mammal Biology	4
BIO 260 Plant Structure and Function	4
BIO 261 Comparative Vertebrate Anatomy	4
BIO 270 Animal Behavior	4
BIO 271 Marine Biology	4
BIO 272 Biology of Parasitism	4
BIO 273 Field Botany	4
BIO 274 Conservation Biology	4
BIO 280 Tropical Field Studies in Biology and Environmental Science	3
BIO 281 Tropical Marine Biology	3
BIO 290 Special Topics in Ecology/Evolution	3 or 4
BIO 297 Experimental Design and Data Analysis	4
BIO 298 Undergraduate Research I	3
BIO 299 Undergraduate Research II	1-3
CHM 24 Spectroscopic Identification of Organic Compounds	3
CHM 37 Quantitative Analysis	4
CHM 38 Analytical Instrumentation	4
CHM 39 Forensic Instrumentation	4
CHM 55 Physical Chemistry I	4
CHM 56 Physical Chemistry II	4
CHM 71 Basic Biochemistry	4
CHM 86 Literacy in the Experimental Sciences	3
CHM 93, 94 Chemical Research	2 ea.
ENV 601 Environmental Science I: Geology	3
open to upper classmen who qualify for graduate standing and with permission of chair.	
ENV 602 Environmental Science II: Biology	3
open to upper classmen who qualify for graduate standing and with permission of chair.	

ENV 605 Environmental Science III: Chemistry	3
<i>open to upper classmen who qualify for graduate standing and with permission of chair.</i>	
ERS 21 Applied Conservation	3 or 4
ERS 81 Research Topics in Earth Science	2 or 3
GLY 6 Geology of the New York Region	3
GLY 11 Introduction to Marine Geology	3
GLY 12 Oceanography	3
GLY 13 Structural Geology	4
GLY 14 Geomorphology: The Evolution of Landforms	4
GLY 15 The Geology of Ground Water Resources	3
GLY 21 Mineralogy	4
GLY 22 Igneous and Metamorphic Petrology	4
GLY 24 Optical Mineralogy	2
GLY 25 Economic Geology	3
GLY 26 Earth Materials: Minerals and Rocks	3
GLY 29 Global Climate Change	3
GLY 33 Field Geology	3
GLY 39 Vertebrate Paleontology	3
GLY 41 Paleontology	4
GLY 42 Stratigraphy	3
GLY 43 Sedimentology	4
GLY 44 The Ice Age: Pleistocene Geology	3
GLY 45 Micropaleontology	4
GLY 46 Paleocology	4
GLY 50 Engineering and Environmental Geology	3
GLY 100 Geology Tutorial	3
MTH 7 Calculus and Analytic Geometry I	4
MTH 8 Calculus and Analytic Geometry II	4
MTH 19 Basic Statistics	3
MTH 23 Foundations of Statistical Analysis	3
PHY 3, 4 University Physics	4 ea.

B.S. in Adolescence Education: Earth Science (Grades 7-12)

This major prepares students to teach Earth Science to children in grades 7 to 12. The course of study combines a well-rounded science background and analytical approaches with specific Earth Science content.

Required Courses	Credits
ERS 1 Earth Science 1	4
ERS 2 Earth Science 2	4
or	
GLY 1 The Dynamic Earth	4
Three courses numbered above 10 in	

Earth Science or Geology	9-12
GGR 1 Human Geography: Man, Environment and Technology	3
GGR 2 Human Geography: The Cultural and Demographic Environment	3
ERS 85 Literacy in the Experimental Sciences	3
Total	27-30

Two of the following sequences:

BIO 103, 104	
CHM 3, 4	
PHY 3, 4	
AST 9, 10	16
Total Science credits	43-46

Education Courses

See School of Education, Department of Curriculum and Instruction for Education courses. Students are strongly urged to take a wide variety of electives in order to become well informed, effective classroom teachers.

B.S. in Adolescence Education: Social Studies (Grades 7-12)

Students specializing in Adolescence Education have the option of concentrating on social studies education. Social studies teachers help youngsters in grades 7 to 12 learn about how people interact with each other and their surroundings. Social studies examines the history and structure of the United States, the world, and its component cultures. It studies how governments work, how people make a living, how economies function, how society and individuals interact, how cultures vary now and have changed over time, and how people use natural and human resources. Students are required to take 48 credits of coursework beyond core requirements within the academic disciplines comprising social studies including Anthropology, Economics, Geography, History, Political Science and Sociology to be distributed according to the plan of study listed below. English 7 and 8 complete the requirements. The requirements provide the student with a thorough preparation in the content of the fields associated with social studies.

Plan of Study

In addition to Core Curriculum, students are required to take: History 1, 2, 3, 4 and 33 credits including two upper-level non-core courses from each of the following disciplines, as well as one additional three-credit course in one of the disciplines: Anthropology, Economics, Geography, History, Political Science, Sociology and English 7, 8.

Students should consult the School of Education about Education requirements.

Additional requirements include Education 14, 15A, 16A, and 44; noncredit seminars in substance abuse, child abuse and a violence prevention seminar; and advanced education requirements including EDI 17, 35, 35D, EDS 75A and 38.

Students are expected to consult with their advisor in forming their plan of study.

Geography for Childhood Education

Students in Early Childhood and Childhood Education may take their required liberal arts and sciences academic "concentration" (or major specifically adapted for them) in Geography. The discipline of Geography examines the interactions between human beings and their environment as well as the spatial distribution of human and physical phenomena on earth. This concentration will provide prospective teachers with the necessary background and powers of analysis to help young children learn about the earth and human-environment relations.

Course Requirements:	Credits
GGR 1, 2 Human Geography	6
GGR 3, 4 Earth Science 1, 2	8
GGR 11 Conservation of Natural Environmental Resources	3
GGR 43 The United States and Canada	3
GGR 26 Introduction to Urban Geography	3
or	
GGR 27 American Urban Planning	
Three additional electives in Geography numbered above 10	9
Total credits	32

Please note that Geography courses are included among the requirements and elective offerings of the programs in Social Studies and American Studies for Childhood Education students (see Interdisciplinary Studies section of this Bulletin).

Students in Early Childhood and Childhood Education degree programs may not be allowed to take any courses in their academic concentrations pass/fail.

Earth System Science for Childhood Education

Students in Early Childhood and Childhood Education may take their required liberal arts and sciences academic concentration (or major specifically adapted for them) in Earth System Science. Earth System Science examines the interrelations of the atmosphere (air), hydrosphere (water, including oceans), lithosphere (solid earth), and biosphere (life), recognizing the influence of human beings as agents of change. Students will obtain a scientific understanding of earth systems and the interrelations of the physical realms of the earth.

Course Requirements:	Credits
ERS 1 Earth Science 1	4
ERS 2 Earth Science 2 or GLY 1 The Dynamic Earth	4
GLY 2 History of the Earth	4
ERS 11 Conservation of Natural Environmental Resources	3
ERS 12 Meteorology	3-4
GLY 12 Oceanography	3
Three advanced courses in Earth Science or Geology	9-12
Total credits	30-34

Students in Early Childhood and Childhood Education degree programs may not be allowed to take any courses in their academic concentrations pass/fail.

Science for Childhood Education

Students in Early Childhood and Childhood Education may take their required liberal arts and sciences academic concentration (or major specifically adapted for them) in the sciences. The program consists of two laboratory courses in Earth Science or Geology, and in the three following areas: Biology, Chemistry, and Physics or Astronomy. See Interdisciplinary Studies section of this Bulletin for details.

Students in Early Childhood and Childhood Education degree programs may not be allowed to take any courses in their academic concentrations pass/fail.

Minors in Earth Science, Geology and Geography

The following four minor programs are available for those students who wish to develop an interest in Geography, Geology, or Earth Science in addition to their major field. Minor programs are open to all students, with the exceptions noted below.

I. Earth Science*

To complete a minor in Earth Science, a student must satisfy the following requirements:

	Credits
Geography 3, 4 Earth Science I, II	8
Geology 2 Historical Geology	4
One of the following:	
Geography 11 Conservation	
Geography 12 Meteorology	
Geography 16 Cartography	3-4
One of the following:	
Geology 13 Structural Geology	
Geology 14 Geomorphology	
Geology 15 Ground Water Geology	
Geology 21 Mineralogy	
Geology 22 Igneous and Metamorphic Petrology	
Geology 23 Geochemistry	
Geology 41 Paleontology	
Geology 42 Stratigraphy	3-4
Total	18-20

*Not open to students minoring in Geology, or to students majoring in Geology, Geography, Environmental Science and Earth Science Education.

II. Geology*

To complete a minor in Geology, a student must satisfy the following requirements:

	Credits
GLY 1 The Dynamic Earth	4
GLY 2 History of the Earth	4
Any three advanced Geology courses	9-11
Total	17-19

*Not open to students minoring in Earth Science, or to students majoring in Geography, Earth Science Education, or Environmental Science.

III. Geography*

To complete a minor in Geography, a student must satisfy the following requirements:

	Credits
GGR 1 Human Geography: Man, Environment and Technology	3
GGR 2 Human Geography:	

The Cultural and Demographic Environment	3
ERS 1/GGR 3 Earth Science I	4
ERS 2/GGR 4 Earth Science II	4
Any two courses in Geography	6
Total	20

*Not open to students majoring in Environmental Science.

Geography Courses

GGR 1 Human Geography: Man, Environment and Technology

An introduction to human society in its physical environment and a geographical-philosophical consideration of the relationships between human beings and the physical world. The course covers the evolution of technology as a factor in mankind's evaluation and use of resources including hunting and gathering, the rise of agriculture, the modern industrial and agricultural revolutions and their impact upon the world.
Every Semester, 3 credits

GGR 2 Human Geography: The Cultural and Demographic Environment

The course attempts to explain the differential geographical patterns produced by human beings in their occupancy of the Earth: ethnic, religious, and linguistic factors and their world, social, economic and political impact. The course covers population and settlement geography such as world demographic distribution patterns, problems of population growth and overpopulation and the distribution of human settlement forms across the earth.
Every Semester, 3 credits

GGR 3 Earth Science 1

This course is an introduction to physical geography including the earth and its relationship to the sun; introduction to maps, meteorology, and world climates; and a consideration of the biogeographical features of world soils and vegetation. Three hours lecture, one three-hour laboratory.
Same as ERS 1.
Laboratory fee
Fall, 4 credits

GGR 4 Earth Science 2

Topics include the basic principles of geomorphology (study of landforms) and the use of topographic maps and air photographs in landform interpretation. Minerals, rocks, and geological structures are studied as factors in the evolution of surface topography. Not open to students

who have already completed Geology 1. May be used to satisfy the requirement for Geology 1 in the Geology or Earth System Science programs

Three hours lecture, one three-hour laboratory.

Same as ERS 2.

Laboratory fee

Spring, 4 credits

GGR 11 Conservation of Natural Environmental Resources

This course is an overview of humanity's exponentially increasing demands on natural resources; the resultant raw material and environmental pollution problems and possible solutions. Demographic, cultural, historical, economic and locational factors are considered.

Same as ERS 11.

Annually, 3 credits

GGR 12 Meteorology

The earth's atmospheric environment and elements of weather are examined. Areas of study are: solar radiation and temperature, moisture in the atmosphere, atmospheric circulation, air masses and fronts, weather forecasting and the influence of human beings on meteorological processes.

Three hours lecture, one three-hour laboratory.

Same as ERS 12.

Prerequisite: GGR 3 (Earth Science 1).

Spring, 3 credits if offered without laboratory; 4 credits if offered with laboratory

GGR 13 Maps and Air Photographs

The course provides an introduction to maps and the history of cartography, and an introduction to topographic maps and map reading techniques; maps are studied in relationship to the natural and human data they illustrate. Students study stereoscopic air photographs as an aid in understanding the occurrence of natural and human environmental features.

(Not open to students who have completed GGR 16).

On Occasion, 1 credit

GGR 14 Political Problem Regions

The course is designed to provide an academic understanding of "geopolitical hot-spots" on the earth. Current political problem regions are chosen for detailed treatment; in each case the essential historical, natural, cultural, demographic, social and economic factors behind the problems discussed provide students with an objective basis for judgments on world affairs.

On Occasion, 1 credit

GGR 16 Techniques of Cartography, Map-Reading, and Air-Photo Interpretation

This course includes the history of maps and mapping; the various types and characteristics of maps; cartographic methods of representing natural and cultural data. Also included is the use of topographic maps, stereo air photographs, and infrared photography as analytical tools in the study of physical and human geography, in land form study, and in resource evaluation. A cartographic project may constitute part of the course; demographic maps of Nassau County are made. *Three hours lecture, two hours open laboratory.*

Laboratory fee

On Occasion, 4 credits

GGR 17 Introduction to Geographic Information Systems

Geographic Information Systems (GIS) is an important modern tool for the analysis of geographical data for the natural and social sciences. This course is an introduction to the hardware, software, and operations of GIS, exploring GIS applications and introducing data structures and basic functions. The course covers: GIS principles, creating and assessing spatial data sets, importing and exporting data, geocoding, tabular data files, charts, layouts, and applications. Students will conduct a GIS project.

Prerequisite: A course in Computer Science.

Same as ERS 17.

On Occasion, 4 credits

GGR 18 Applications and Technical Issues in Geographic Information Systems

Geographic Information Systems (GIS) algorithms, data structures, advanced computational topics, analysis of error; ways in which geographic and scientific principles and techniques can be implemented in GIS. Students explore the use of GIS in answering specific problems; discuss the problems of data exchange standards and large data bases; evaluate the use of spatial analysis techniques in the GIS context; and describe applications of GIS in various fields of earth and environmental science.

Prerequisites: ERS 17 or GGR 17 and one of: ERS 1, ERS 2, GGR 1, GGR 2, GLY 1, GLY 2.

Same as ERS 18.

On Occasion, 4 credits

GGR 21 Applied Conservation

In this course, the practical applications of conservation theory including such topics as wildlife management, forest and grassland management, outdoor recre-

ation resource management, soil conservation (including the organic approach), and energy conservation are covered. *(For 4 credits, a course of field studies is included.)*

Same as ERS 21.

Prerequisite: GGR 11.

Spring, 3 or 4 credits

GGR 22 Natural Disasters

The course intends to help students develop a critical and multidisciplinary approach to the study of natural and human triggered disasters. Extreme phenomena such as earthquakes, tsunamis, volcanoes, hurricanes, landslides or floods are studied both from a geophysical approach to understand their genesis/evolution, and from the socio-economic approach to understand their impact on the built environment. Current strategies for the management and control of emergencies, forecast technologies and disaster mitigation planning, as well as sustainable development policies for recovery and reconstruction after disaster will be discussed.

Same as ERS 22

Prerequisites: ERS 1 or GLY 1 and ERS 2, or permission from the instructor.

On Occasion, 3 credits

GGR 25 Economic Geography

This course is a study of the area differentiation of economic activities over the surface of the earth, and the physical and human environmental factors affecting the geographical pattern of economic activity.

Same as ECO 25.

Annually, 3 credits

GGR 26: Introduction to Urban Geography

This course examines the history and contemporary process of urbanization. Topics covered include the development of cities in North America and various developing countries; the internal economic, social, and cultural geography of cities; urban governance; and the rise of global cities. Students are introduced to competing theoretical models in urban geography and explore urbanization at various geographic scales from the local to the global.

Prerequisite: One geography course or instructor's permission.

On Occasion, 3 credits

GGR 27 American Urban Planning

The geography of modern life - our homes, roads, commercial centers, parks, and beaches - is an outgrowth of planning. Students examine key planners of the past 125 years to understand how we got

here, traffic jams and all. Students explore how contemporary planners balance the complex interconnections among taxes, housing, environmental quality, transportation, economic development, and cultural diversity. Challenging questions about whether planners can move beyond today's fixation on economics and security and create cities that are more joyful, healthy, and socially just are considered.
On Occasion, 3 credits

GGR 28 Quantitative Methods in Geography

This course is an introduction to quantitative methods in geography. Emphasis is on practical solutions to geographic problems. An analysis of area relations arising in natural situations and in human land use is examined including patterns associated with economic, social, and political aspects of human use of the earth. Topics covered include graph reading, probability distributions, hypothesis testing, statistical independence, nearest neighbor analysis and Poisson models.
On Occasion, 3 credits

GGR 29 Human Dimensions of Climate Change

Global climate change will shape human societies in profound ways and force us to make difficult choices in the 21st century. The first half of the course will emphasize how mass media, environmentalists, and global warming critics selectively filter the work of scientists and the International Panel on Climate Change, IPCC. The second half of the semester will examine the human impacts of climate change on our economy, cities, ecological systems, and human health systems.

Prerequisite: One geography course or junior or senior status.

On Occasion, 3 credits

GGR 32 Political Geography

The principles of political geography, involving a study of regional differences in political features, and their relationships to physical and cultural phenomena are examined. The territorial growth of states and relationships among states; and the geographical study of the world's major political problems are covered in this course.

Spring, 3 credits

GGR 35 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 by the department of a specific course syllabus that is consistent with the area being studied.

Prerequisites: Department review and approval of relevant course syllabus for a particular course of field studies.

On Occasion, 1 to 3 credits

GGR 95 Literacy in the Social Studies

This course is an intensive immersion in the literacy skills of reading and writing, learning and teaching the academic disciplines that together comprise social studies education. Designed for social studies adolescent education majors, this course introduces the student to the learning and teaching of select core issues found in the social science disciplines of Anthropology, Economics, Geography, History, Political Science, and Sociology.

Prerequisite: Completion of the Core or permission of the instructor.

Same as ANT 95, ECO 95, HIS 95,

POL 95, SOC 95.

Annually, 3 credits

GGR 400 State, Society, and the Individual: Hoxie Colloquium

This course is a cross-disciplinary colloquium focusing on issues confronting the human community. Enrollment is limited to three advanced students selected by each of the participating departments. The course, offered in the Fall and Spring semesters, is led on a rotating basis by faculty from the departments of Economics, History, Political Science/ International Studies, Sociology/Anthropology, and Earth and Environmental Science. Each semester's colloquium topic is selected in consultation with the participating departments by the faculty member leading the colloquium.

Prerequisite: Advanced standing (ordinarily senior status) in the participating department.

On Occasion, 3 credits

Regional Courses in Geography

Each of the following courses consists of a consideration of one of the world's major regions and its physical and human environments. General geographical principles are applied in detail to establish the essential character of each region thereby clarifying the major social, economic, and political features and problems. They are offered at the Department's discretion.

GGR 43 The United States of America and Canada

GGR 45 Latin America

GGR 52 Western Europe

GGR 56 Eastern Europe and Russia

GGR 61 Africa

GGR 65 The Middle East

GGR 70 China: The People's Republic and Taiwan

GGR 76 Southern and Eastern Asia

3 credits each

Research and Seminar Courses

Each of the following courses may be taken only with the written permission of the Department.

Prerequisite: advanced standing in Geography.

GGR 81, 82 Research Problems in Geography

On Occasion, 3 credits

GGR 91 Seminar in Geography

On Occasion, 3 credits

GGR 100 Geography Tutorial

Tutorials may involve writing papers on special topics, followed by group discussion. Themes for tutorials might include study of particular world regions, environmental problems, urban and land-use problems, political problem regions, etc. Or, 2) tutorials may be of a project type, involving group study of map-reading, map-making techniques, etc. Students may be expected to write a report in the case of (2). This course may be repeated once if the content is different.

On Occasion, 3 credits

Honors Courses

GGR 303 Human Geography: Man, Environment and Technology – Honors Core

The objective of the course is to provide an understanding of the geographical mosaic of ways of life on the Earth, "traditional" and "modern," "underdeveloped" and "developed." A space-time approach is adopted to consider the relationship between human beings and the natural environment and to describe the development of technology as a factor in the evaluation and use of earth resources.

Commencing with the "clean slate" of the natural earth, the course describes human evolution on the planet and the various technological stages and their repercussions through which mankind has "progressed": the Old Stone Age way of life; the emergence of the Neolithic agricultural revolution and traditional farming; the modern Technological Revolution and the problems it has brought; the population explosion and hunger; and the disparity between the "have" and "have not" nations of the world.

On Occasion, 3 credits

GGR 304 Human Geography: The Cultural and Demographic Environment – Honors Core

A consideration of the differential world geographical patterns produced by human beings in their occupancy of the Earth: ethnic, racial, religious and linguistic factors and their social, economic and political impact. The course also considers population geography such as world patterns of demographic distribution, problems of population growth, and the problem of "overpopulation," with detailed treatment of possible solutions to the increasing pressure of human demands on the earth's limited resources.
On Occasion, 3 credits

Geology Courses**GLY 1 The Dynamic Earth**

The Earth's composition and structure and the processes operating on the Earth are studied. Topics include rocks and minerals, igneous and volcanic activity, plate tectonics, and the processes of weathering and erosion which modify the surface of the earth. Not open to students who have already completed ERS 2. May be used to satisfy the ERS 2 requirement in the Geography, Earth Systems Science, and Environmental Science programs.
*Three hours lecture, one three-hour laboratory.
Laboratory fee
Fall, 4 credits*

GLY 2 History of the Earth

An outline of the principles and methods used by geologists to reconstruct the history of the Earth. Topics include the historical development of the crust; the geologic time scale; fossils; the changing pattern of ancient environments; the evolution of plant and animal life against the background of changing environments.
*Prerequisite: GLY 1 or ERS 2.
Three hours lecture, one three-hour laboratory.
Laboratory fee
Not open to students who received credit for GLY 4 prior to Fall 1993.
Spring, 4 credits*

GLY 6 Geology of the New York Region

A study of landforms, structure and geological processes found on Long Island and in the New York region. Field trips are made to geologically significant locations in the region.
*Prerequisite: GLY 1, or ERS 2 or permission of instructor.
On Occasion, 3 credits*

GLY 11 Introduction to Marine Geology

This course covers the geology of the ocean floors, including their crystal structure and the tectonic processes involved in their formation, and topographic features that resulted from sedimentation and erosion. In this course, terrestrial processes and climatic change are related to oceanic processes and variability of sediment input.
*Prerequisite: Geology 1 or Departmental permission.
On Occasion, 3 credits*

GLY 12 Oceanography

The course provides an in-depth study of the origin, transport, and deposition of ocean floor sediments as related to the morphologic features of the ocean floor such as the properties of sea water, water masses, their origin, dynamics, and distribution of air-sea interaction influence on oceanic structure and measurements, techniques, and methods of data processing.
*Prerequisite: Geology 1, or ERS 2, or permission of instructor.
On Occasion, 3 credits*

GLY 13 Structural Geology

This course covers the following: geometry of individual structures, rock deformation, major structures of the crust, the structural evolution of continents, and tectonic theories.
*Prerequisite: GLY 1 or equivalent.
Three hours lecture, one three-hour laboratory.
Laboratory fee
Spring of alternate years, 4 credits*

GLY 14 Geomorphology: The Evolution of Landforms

This course is a comprehensive analysis of landforms and the constructional and destructional forces and processes controlling their growth and decay in various structural, lithologic, geographic and climatic settings. Laboratory work includes study and interpretation of geomorphic features and relations as depicted on topographic maps and air photographs.
*Prerequisite: GLY 1 or equivalent.
Three hours lecture, one three-hour laboratory.
Laboratory fee
On Occasion, 4 credits*

GLY 15 The Geology of Ground Water Resources

The principles that govern the occurrence, amount, and movement of ground water are studied along with the geologic work of ground water and factors affecting the quality of ground water. Study of the problems affecting Long Island and

other selected areas in the United States and elsewhere is included.

*Prerequisite: 3 or 4 credits in Elementary Geology or Earth Science 2.
Fall of alternate years, 3 credits*

GLY 21 Mineralogy

This course covers formation, chemical and physical properties, identification and classification of minerals – their uses and importance for the geologist as part of the human environment.
*Prerequisite: GLY 1 or equivalent.
Three hours lecture, one three-hour laboratory.
Laboratory fee
Fall, 4 credits*

GLY 22 Igneous and Metamorphic Petrology

This course studies igneous and metamorphic rocks in terms of their classification, chemistry and mineralogy, modes of formation and characteristic tectonic environments. The lab portion concentrates on igneous and metamorphic rock identification of hand specimens through the petrographic microscope.
*Prerequisites: GLY 21 and GLY 24 or equivalents.
Three hours lecture, one three-hour laboratory.
Laboratory fee
Spring of alternate years, 4 credits*

GLY 23 Environmental Geochemistry

This course studies the chemistry of the Earth and interactions of the solid Earth with the hydrosphere and atmosphere. Topics include the chemistry of soils and soil contamination, isotopic traces of environmental and climatic change, the geologic connection in the carbon cycle, natural geochemical hazards such as lead, arsenic, and radon, and geologic disposal of radioactive waste.
*Prerequisites: GLY 1 and CHM 3 or permission of the instructor.
On Occasion, 3 credits*

GLY 24 Optical Mineralogy

This course studies elements of optical crystallography in addition to the principles and use of the petrographic microscope in the study and identification of rock forming minerals in thin sections and fragments.
*Prerequisite: GLY 21 or permission of the Department.
One hour lecture, three hours laboratory.
Fall of alternate years, 2 credits*

GLY 25 Economic Geology

The course studies mineral deposits and the principles of formation, description and classification of the important types of mineral deposits, such as metallic minerals, construction materials, and selected fuels.

Prerequisite: GLY 21.

On Occasion, 3 credits

GLY 26 Earth Materials: Minerals and Rocks

This course studies the important rock forming and ore minerals and the common igneous, sedimentary, and metamorphic rocks. Topics include: chemistry and structure and identification of the common minerals, igneous textures, volcanoes and volcanic rocks, plutonic rocks, composition of sedimentary rocks, metamorphic processes, metamorphic textures and types of metamorphic rocks, comparison of metamorphic rock textures with their igneous and sedimentary equivalents. Mineral and rock specimens will be studied in hand sample and under the microscope.

Three credit hours (three hours integrated with hands on study of mineral and rock specimens).

Prerequisite: GLY 1 or equivalent.

On Occasion, 3 credits

GLY 29 Global Climate Change

A course exploring the problem of global warming through readings, discussion, and debates. The course will begin with a primer on the Earth's climate system. This will be followed by study of records of climate variations in the ancient past, more recent past, and ongoing natural variations. The remainder of the course will examine the evidence as to whether human-induced global warming is occurring or may occur; predictions for the magnitude of potential temperature rise and consequences such as rising sea level, stronger hurricanes, increase in tropical diseases, and disruptions of agriculture; and finally, arguments addressing the range of possible societal responses. Same as ERS 29.

Prerequisites: ERS 1 and GLY 1 or their equivalents or permission of instructor.

On Occasion, 3 credits

GLY 33 Field Geology

This is a field course in techniques of geologic mapping that stresses observation and reasoning from field measurements. Students use air photographs, construct cross sections and geologic maps, and produce geologic reports on a chosen area. The course entails two weeks of study in an area of moderate geologic complexity in the northeastern United States.

Prerequisite: GLY 13.

On Occasion, 3 credits

GLY 35 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 by the department of a specific course syllabus that is consistent with the area being studied.

Prerequisites: Department review and approval of relevant course syllabus for a particular course of field studies.

On Occasion, 1 to 3 credits

GLY 39 Vertebrate Paleontology

Paleobiology and the past history of major groups of vertebrates are studied. Emphasis is on processes of vertebrate evolution from ancient fishes to extinct mammals throughout geological time. Patterns of diversification, extinction and environmental implications are considered.

Three hours lecture and collateral readings.

Same as BIO 136.

Prerequisites: BIO 103 and BIO 104 or BIO 7-8 or permission of instructor.

On Occasion, 3 credits

GLY 41 Paleontology

This course studies the formation and preservation of fossils, evolution, classification of fossils, the use of fossils to interpret ancient environments and to date rock units.

Prerequisite: GLY 2.

Three hours lecture, one three-hour laboratory.

Laboratory fee

Fall of alternate years, 4 credits

GLY 42 Stratigraphy

This course covers the principles of the classification of rocks in space and time, a critical review of paleontological methods and their bearing on age determination, physical relationships of rock units and radiometric methods of dating.

Prerequisite: GLY 2.

Three hours lecture.

Spring of alternate years, 3 credits

GLY 43 Sedimentology

This course covers the origin, transportation, and deposition of sedimentary particles, the conversion of sediments into sedimentary rocks to trace the history of different depositional environments, and the mechanical and microscopic study of sediments and sedimentary rocks. Field trips constitute an integral part of the course.

Prerequisite: GLY 1 or Departmental permission.

Three hours lecture, one three-hour laboratory.

Laboratory fee

Fall of alternate years, 4 credits

GLY 44 The Ice Age: Pleistocene Geology

This course studies global climatic changes and the resulting geologic changes experienced during the Pleistocene and recent periods. Features found on Long Island are discussed in detail and field trips constitute an integral part of the course.

Prerequisite: GLY 1 or Departmental permission.

On Occasion, 3 credits

GLY 45 Micropaleontology

This course is a survey of the various important groups of microfossils. This course studies microfossil assemblages through time with emphasis on their use as indicators of geologic time and depositional environment.

Prerequisite: GLY 41.

Two hours lecture, four hours laboratory.

Laboratory fee

On Occasion, 4 credits

GLY 46 Paleocology

Organisms of the past are viewed in relation to past environments, including taphonomy and correction for preservational bias, relations to environment of individuals, populations and communities of the past. Also studied is the significance of trace fossils and fossils as keys to environmental reconstruction.

Prerequisites: GLY 2 and GLY 41 or comparable undergraduate zoology courses.

Three hours lecture and three hours laboratory and field trips.

Laboratory fee

On Occasion, 4 credits

GLY 47 Plate Tectonics: "Our Wandering Continents"

This course studies the large scale dynamics of the solid Earth through the paradigm of plate tectonics. It covers the history and fundamentals of plate tectonic theory, mechanisms for plate motions, continental deformation resulting from tectonic motions, and discusses some of the frontiers of our theory of the earth.

For advanced Geology majors and other students with the necessary background.

Prerequisite: GLY 13 or permission of instructor.

Three hours lecture.

On Occasion, 3 credits

GLY 48 Geophysics: Sounding the Earth

This course presents the physical methods used for studies of deep earth structure, shallow crustal exploration, and mineral prospecting. Topics covered include earthquake seismology, reflection and refraction seismology, geomagnetism, isostasy and gravity anomalies, and elec-

tromagnetic methods. Exercises with real geophysical data sets and/or student acquired field data form the basis for class projects.

Prerequisites: GLY 1, MTH 7, and PHY 3, or permission of instructor.

Three hours lecture.

Fall of alternate years, 3 credits

GLY 50 Engineering and Environmental Geology

The course presents basic geologic problems associated with civil engineering and provides a survey of environmental hazards in geology, such as the impact of earthquakes, volcanic eruptions, and flood and coastal storm damage. Topics also include the relationship between rock materials and soils, the various uses of rock materials in engineering and the engineering properties of rocks, foundation survey methods, principles of soil mechanics as related to engineering structure, and subsurface exploration methods.

Prerequisite: GLY 1.

Spring, 3 credits

GLY 81 Research Problems in Geology

This course is a detailed study of some specially chosen research problem in geology and is open only to students with advanced standing in Geology.

Prerequisite: Departmental permission.

On Occasion, 2 or 3 credits

GLY 100 Geology Tutorial

1) Tutorial may involve writing papers on special topics, followed by group discussion. Themes may include study of environmental problems in geology, geology of the local region, plate tectonics and continental drift, etc. Or, 2) tutorials may be of a research type, with students working on a project under faculty supervision. Or, 3) tutorials may involve a series of field trips to sites of geologic interest. Students are expected to write a report in the case of (2) and (3). This course may be repeated once if the content is different.

On Occasion, 3 credits

GLY 301 The Dynamic Earth – Honors Core

This course is a study of the earth's composition and structure and of the processes operating on the earth. Topics include rocks and minerals, igneous and volcanic activity, plate tectonics, and the processes of weathering and erosion which modify the surface of the earth.

Three hours lecture, one three-hour laboratory.

Laboratory fee

Not open to students who have completed GLY 1 or ERS 2. May be used to satisfy the GLY 1 or ERS 2 requirement in the Department's programs.

On Occasion, 4 credits

GLY 302 History of the Earth – Honors Core

This course is an outline of the principles and methods used by geologists to reconstruct the history of the earth. Topics include the historical development of the crust; the geologic time scale; fossils; the changing pattern of ancient environments; the evolution of plant and animal life against the background of changing environments.

Prerequisite: GLY 301, or GLY 1, or ERS 2.

Three hours lecture, one three-hour laboratory.

Laboratory fee

Not open to students who have completed GLY 2 or to students who completed GLY 4 prior to Fall 1993.

On Occasion, 4 credits

Earth Science Courses

ERS 1 Earth Science I

This course is an introduction to physical geography, the Earth and its relationship to the Sun, an introduction to map projections, meteorology and world climates, a consideration of the biogeographical features, world soils and vegetation.

Same as GGR 3.

Three hours lecture, one three-hour laboratory.

Laboratory fee

Fall, 4 credits

ERS 2 Earth Science II

Basic principles of geomorphology (study of landforms) and the use of topographic maps and air photographs in landform interpretation are studied. Minerals, rocks and geological structures are studied as factors in the evolution of surface topography. Not open to students who have already completed Geology 1. May be used to satisfy the requirement for Geology 1 in the Geology or Earth System Science programs.

Not open to students who have already completed Geology 1.

Same as GGR 4.

Three hours lecture, one three-hour laboratory.

Laboratory fee

Spring, 4 credits

ERS 8 Our Unstable Earth:

Continental Drift and Plate Tectonics

A non-specialist course designed to describe and explain the structure of the earth, the origins of the theory of continental drift and modern ideas on seafloor spreading, plate tectonics, and crustal regeneration which have "revolutionized" the earth sciences.

On Occasion, 3 credits

ERS 11 Conservation of Natural Environmental Resources

This course is an overview of humanity's exponentially increasing demands on natural resources; the resultant raw materials and environmental pollution problems and possible solutions humanity faces. Demographic, cultural, historical, economic and locational factors are considered.

Same as GGR 11.

Annually, 3 credits

ERS 12 Meteorology

This course is a study of the earth's atmospheric environment and elements of weather such as solar radiation and temperature, moisture in the atmosphere, atmospheric circulation, air masses and fronts, weather forecasting and the influence of human beings on meteorological processes.

Same as GGR 12.

Three hours lecture, one three-hour laboratory.

Prerequisite: GGR 3 (Earth Science 1).

Spring, 3 credits if offered without laboratory; 4 credits if offered with laboratory

ERS 17 Introduction to Geographic Information Systems

Geographic Information Systems (GIS) is an important modern tool for the analysis of geographical data for the natural and social sciences. This course is an introduction to the hardware, software, and operations of GIS in addition to an exploration of GIS applications and a presentation of data structures and basic functions. The course covers: GIS principles, creating and assessing spatial data sets, importing and exporting data, geocoding, tabular data files, charts, layouts, and applications.

Same as GGR 17.

Students construct a GIS project.

Prerequisite: A course in computer science.

On Occasion, 4 credits

ERS 18 Applications and Technical Issues in Geographic Information Systems

Geographic Information Systems (GIS) algorithms, data structures, advanced computational topics, analysis of error and ways in which geographic and scientific principles and techniques that can be implemented in GIS are studied. Students explore the use of GIS in answering specific problems, discuss the problems of data exchange standards and large data bases, evaluate the use of spatial analysis techniques in the GIS context, and describe applications of GIS in various fields of earth and environmental science.

Same as GGR 18.

Prerequisites: ERS 17 and one of: ERS 1, ERS 2, GGR 1, GGR 2, GLY 1, GLY 2.

On Occasion, 4 credits

ERS 21 Applied Conservation

This course is the study of practical applications of conservation theory, including such topics as wildlife management, forest and grassland management, outdoor recreation resource management, soil conservation (including the organic approach) and energy conservation. (For 4 credits, a course of field studies is included.)

Same as GGR 21.

Prerequisite: GGR 11.

Spring, 3 or 4 credits

GGR 22 Natural Disasters

The course intends to help students develop a critical and multidisciplinary approach to the study of natural and human triggered disasters. Extreme phenomena such as earthquakes, tsunami, volcanoes, hurricanes, landslides or floods are studied both from a geophysical approach to understand their genesis/evolution, and from the socio-economic approach to understand their impact on the built environment. Current strategies for the management and control of emergencies, forecast technologies and disaster mitigation planning, as well as sustainable development policies for recovery and reconstruction after disaster will be discussed. Same as ERS 22.

Prerequisites: ERS 1 or GLY 1 and ERS 2 or permission from the instructor.

On Occasion, 3 credits

ERS 29 Global Climate Change

A course exploring the problem of global warming through readings, discussion, and debates. The course will begin with a primer on the Earth's climate system. This will be followed by study of records of climate variations in the ancient past, more recent past, and ongoing natural variations. The remainder of the course will examine the evidence as to whether human-induced global warming is occurring or may occur; predictions for the magnitude of potential temperature rise and consequences such as rising sea level, stronger hurricanes, increase in tropical diseases, and disruptions of agriculture; and finally, arguments addressing the range of possible societal responses. Same as GLY 29.

Prerequisites: ERS 1 and GLY 1 or their equivalents or permission of instructor.

On Occasion, 3 credits

ERS 35 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 by the department of a specific course syllabus that is consistent with the area being studied.

Prerequisites: Department review and approval of relevant course syllabus for a particular course of field studies.

On Occasion, 1 to 3 credits

ERS 81 Research Topics in Earth Science

This course is an overview of environmental problems from the humanistic and scientific perspectives presented through a series of selected topics and is organized on the basis of student-teacher seminars, discussions and guest lectures.

Prerequisite: Completion of Junior year in Earth System Science or Environmental Science Program.

For Majors only

On Occasion, 3 credits

ERS 85 Literacy in the Experimental Sciences

This course introduces students to the special ways of approaching and utilizing texts characteristic of the experimental sciences. Students will learn to critically interpret readings, quantitative data including graphical and statistical charts and tables as well as learning to present material in a variety of documentation styles used in the sciences. Through an emergent understanding of the unifying concepts underlying the scientific approach, students will actively pursue communication of the conceptual systems involved and the pedagogical integration of these into their broader approaches to science and its meaningful communication. This course provides an overview of how knowledge is acquired and presented in the laboratory sciences. Same as BIO 85, CHM 86.

Annually, 3 credits

ECONOMICS

Phone: (516) 299-2321

Fax: (516) 299-3943

Web site:

www.cwpost.liunet.edu/cwis/cwp/clas/econ

Faculty

Tavis Barr

Assistant Professor of Economics

B.A., M.A., Boston University;

M.Phil., Ph.D., Columbia University

tavis.barr@liu.edu

John S. Gafar

Professor of Economics

B.Sc., University of Guyana;

M.A., University of California at Santa Barbara;

M.S., Long Island University;

Ph.D., University of West Indies

gafar@liu.edu

Elizabeth Granitz

Associate Professor of Economics

B.A., Cornell University;

M.A., Ph.D., University of California at Los Angeles

elizabeth.granitz@liu.edu

Panos Mourdoukoutas

Chair, Department of Economics;

Professor of Economics

B.A., University of Salonica (Greece);

M.A., Florida Atlantic University;

Ph.D., State University of New York at Stony Brook

panos.mourdoukoutas@liu.edu

Udayan Roy

Professor of Economics

B.Sc., Calcutta University;

Ph.D., State University of New York at Stony Brook

uroy@liu.edu

Joelle Saad-Lessler

Assistant Professor of Economics

B.A., M.A., M.Phil., Ph.D., Columbia University

jsaad@liu.edu

Overview of Economics

An undergraduate major or minor in Economics is ideal preparation for a career in business, government, or academe or for graduate training in law, public policy and public administration.

Career opportunities in economics are plentiful and include:

- Education: Teaching, research and writing at educational institutions such as universities, colleges, technical schools and high schools.
- Research: In private or public economic research organizations.
- Business: Jobs as forecaster, analyst, etc., at banks, investment and brokerage houses, insurance companies, etc.
- Government: Policy analysis or statistical work for federal, state, or local government and regulatory agencies. Students intending to pursue advanced degrees in Economics or Finance are encouraged to include appropriate mathematics courses in their undergraduate program.

B.A. in Economics

Requirements for B.A. in Economics

In addition to the Core Curriculum, students majoring in Economics must take: Mathematics 5 and 6 or 7 and 8, Economics 11 and 12, 54, 61, 62, 72, 73 and at least five advanced electives, making a total of 36 credits in Economics.

Although no other courses are required, students are encouraged to develop, with the help of their academic counselors, concentrations in related areas of interest. These areas may be in mathematics, business or the other social sciences, but are not confined to them.

Choice of courses and the sequence followed are not specific and depend on the student's total program. In Economics, an effective reading knowledge of at least one modern language is desirable.

Education majors (students seeking provisional certification as social studies teachers to grades 7 to 12 in secondary schools with a concentration in Economics) must take college core requirements; the Economics and Mathematics courses required of all Economics students; and must take the following courses:

Credits

History 1, 2, 3, 4 12

Two advanced History courses
(at least one in American History) 6
A three-course sequence in either Political
Science or Sociology as recommended by
the student's academic counselor 9
(See School of Education Section)

Typical Program for B.A. in Economics

<i>Freshman Year</i>	<i>Credits</i>
English 1, 2	6
Economics 11 and 12	6
Mathematics 5, 6 or 7, 8	6-8
Core Requirements	6
Free electives	6

<i>Sophomore Year</i>	<i>Credits</i>
Economics 61, 62	6
Core Requirements	12
Economic electives	3
Free electives	15

<i>Junior Year</i>	<i>Credits</i>
Economics 72, 73	6
Economics electives	6
Core Requirements	12
Free electives	9

<i>Senior Year</i>	<i>Credits</i>
Economics 54	3
Economics electives	6
Liberal Arts electives	12-24

B.S. in Adolescence Education: Social Studies (Grades 7-12)

Students specializing in Adolescence Education have the option of concentrating on social studies education. Social studies teachers help youngsters in grades 7 to 12 learn about how people interact with each other and their surroundings. Social studies examines the history and structure of the United States, the world, and its component cultures. It studies how governments work, how people make a living, how economies function, how society and individuals interact, how cultures vary now and have changed over time, and how people use natural and human resources. Students are required to take 48 credits of coursework beyond core requirements within the academic disciplines comprising social studies including Anthropology, Economics, Geography, History, Political Science and Sociology to be distributed according to the plan of study listed below. English 7 and 8 complete the requirements. The requirements provide the student with a thorough preparation in the content of the fields associated with social studies.

Allied Areas for Childhood Education

Students in Early Childhood and Childhood Education may take their required liberal arts and sciences "concentration" (or major specifically adapted for them) in Social Studies. Courses are drawn from Economics as well as the following areas: Geography, History, Political Science and Sociology/ Anthropology.

See Interdisciplinary Studies section of this Bulletin for a detailed description of this 30-credit program, and see Curriculum and Instruction for specific professional requirements in Education.

Students in Early Childhood and Childhood Education degree programs may not be allowed to take any courses in their academic concentrations pass/fail.

Minor in Economics

Students must take a total of 21 credits in Economics including: Introduction to Economics (ECO 11 and 12), Money and Banking (ECO 21), Microeconomic Analysis (ECO 61) or Macroeconomic Analysis (ECO 62). Nine additional credits must be selected from Economics courses at the intermediate or advanced level.

Economics Courses

ECO 5 Current Economic Problems

This course is a one-semester survey of basic economic principles. Topics include: nature and functioning of American capitalism, the socialist alternative, big business and competition, the role of money, inflation and deflation, the economic system and environmental problems, the economy of the city, the ghetto and other urban problems, the U.S. and the international economy. Not open to students who have taken Economics 11. If, after completion of Economics 5, students wish to major in Economics or Business, they should consult the chair.
On Occasion, 3 credits

ECO 7 Political Aspects of Economics

This course covers political aspects of economic institutions and processes with particular attention to the relationship of governments and markets on the domestic and international levels.
On Occasion, 3 credits

ECO 11 Introduction to Macroeconomics

This course discusses the important economic theories and concepts that facilitate understanding economic events and questions. Its main focus is on analyzing the behavior of important economic aggregates such as national income, unemployment, inflation, interest rates, exchange rates, and economic growth. The effects of the government's monetary and fiscal policies on economic growth and inflation are also examined.
Every Semester, 3 credits

ECO 12 Introduction to Microeconomics

This course discusses the important economic theories and concepts that facilitate understanding economic events and issues. Its main focus is on the choices made by consumers, producers, and governments, and the interactions of these choices. Topics include demand and supply, consumption, production, competitive and non-competitive product markets, markets for resources, international trade, income distribution, and welfare.
Every Semester, 3 credits

ECO 14 Everyday Economics

This course has students examine how economic decision-making influences their lives every day. It includes examining daily life choices in areas such as time management and financial manage-

ment. Topics will include cost-benefit analysis, the time value of money, basic taxation concepts, employee benefits that help shelter income and the fundamentals of investing to plan for future financial security.

On Occasion, 3 credits

ECO 21 Money and Banking

This course covers the description and analysis of the monetary and credit system and appraisal of the contributions of Federal Reserve policy to a program of economic stabilization.

Same as FIN 21.

Prerequisite: ECO 5 or 12.

Annually, 3 credits

ECO 22 Economics for Investors

This course is a "hands-on" application of basic economic principles in asset allocation and portfolio selection. Emphasis is given on macroeconomic and microeconomic indicators, and the ways they are used to make intelligent investment decisions. The course is also valuable for students interested in pursuing Series 7 and Series 63 certification.

Pre-requisite: ECO 11 or 12.

On Occasion, 3 credits

ECO 25 Economic Geography

Same as GGR 25.

Annually, 3 credits

ECO 32 Economics of American Industry

This course looks at the factors—including government policies—that influence the behavior of firms. The effects of firms' choices on the welfare of consumers are also examined. Topics include perfect competition, monopoly, oligopoly, monopolistic competition, pricing strategies, antitrust laws, and regulation.

Prerequisite: ECO 12.

On Occasion, 3 credits

ECO 35 Economics of Government

This course examines the role of government in a market economy, the justification for government intervention, and the design of efficient government policies. Topics include the incidence and effects of taxation, government expenditure programs, public goods, externalities, benefit-cost analysis, efficiency, equity, budget deficits, national debt, and democratic politics.

Prerequisite: ECO 11 or 12.

On Occasion, 3 credits

ECO 40 Contemporary Chinese Economy

This course covers a number of aspects of the modern Chinese economy: its

history, economic growth, sectoral analysis, foreign trade and investment, economic frictions, challenges and opportunities for the world economy.

On Occasion, 3 credits

ECO 41 International Economics

This course examines the economic aspects of globalization. Attention is paid to international trade in goods and services, international flows of capital (through international lending and borrowing), and migration. Topics include trade theory, tariffs and other protectionist policies, trade agreements between nations, the World Trade Organization, balance of payments, exchange rates, and the European Monetary Union.

On Occasion 3 credits

ECO 42 Economics of Underdeveloped Countries

This course studies the theories of economic development and offers a comparative and analytical examination of factors that explain growth of various countries and regions.

Prerequisite: ECO 12.

Spring, 3 credits

ECO 43 The Japanese Economy

Japan is one of the largest single economies in the world, an important U.S. trade partner and a major investor in the U.S. economy. Among the issues discussed are Japan's management system, trade with the U.S. and business opportunities and strategies for international firms.

Prerequisite: ECO 12.

On Occasion, 3 credits

ECO 44 The Transition Economies of Central Europe and the Former Soviet Union

The historical analysis of the Soviet Union and Eastern European economic systems is studied along with a focus on recent changes and related problems in the region.

Prerequisite: ECO 11.

On Occasion, 3 credits

ECO 45 Economics of The Middle East

This course surveys the major economics issues facing countries in the Middle East today: education, health, income distribution, poverty, labor migration, population growth, oil incomes, water supplies and military spending. The economic impact on the socio-political issues of the region will be discussed.

Prerequisite: ECO 11, or permission of instructor.

On Occasion, 3 credits

ECO 46 Current Economic Issues

This course explains the economics of current issues such as: immigration, air pollution, health care, drugs and crime, college education, educational reform, social security, poverty, growth, deficits, surpluses and debt. Each issue is analyzed in detail and we discuss the possible outcomes for these issues.

Prerequisite: ECO 11 or 12.

On Occasion, 3 credits

ECO 47 Economics and Aging

This course focuses on the economic issues and policies impacting the aging and the aged in addition to the market and non-market solutions to the problems of economic security and retirement for the aging portion of our population.

Same as Gerontology 47.

Prerequisites: ECO 11 and 12 or consent of instructor.

On Occasion, 3 credits

ECO 48 Economics and the Law

This course explores the applications of economic knowledge to legal issues: an analysis of major court decisions in selected areas of the law including but not limited to property, contract, environmental law, antitrust, equal employment opportunity, labor law and securities.

Prerequisite: ECO 11 or 12 or consent of instructor.

On Occasion, 3 credits

ECO 49 Economics of the Environment

Focuses on economic issues of vital interest in domestic and global environmental policy. This course demonstrates how solutions to environmental problems exhibit costs as well as benefits and examines ways in which public policy can be crafted to meet environmental concerns while maintaining important economic objectives such as economic growth, increased employment and international competitiveness.

Prerequisite: ECO 12.

On Occasion, 3 credits

ECO 54 History of Economic Thought

This course highlights the contributions of leading economists and the relevance of their theories to later periods. Systems of economic thought and consideration of application are compared to address current problems.

Spring, 3 credits

ECO 55 American Economic History

This course is a descriptive and analytical account of economic growth of the United States and institutional and organizational changes that gave rise to rapid growth in living standards.

On Occasion, 3 credits

ECO 61 Microeconomic Analysis

This course covers the theory of cost, demand, price, market structures and factor payments with special emphasis on firm economics.

Prerequisite: ECO 12.

Fall, 3 credits

ECO 62 Macroeconomic Analysis

This course covers income and employment theory that deals with the dynamics of aggregate consumption, investment and government spending in relationship to stability and growth.

Prerequisite: ECO 11.

Spring, 3 credits

ECO 63 Labor Economics

This course examines historical and institutional forces in industrial relations. Collective bargaining issues and public policy to promote labor-management cooperation, and other problems and issues associated with industrial society are covered.

On Occasion, 3 credits

ECO 65 The Money and Capital Markets

Same as FIN 65.

Prerequisites: ECO 12 and FIN 31 or consent of instructor.

Every Semester, 3 credits

ECO 72 Statistics

Topics covered include descriptive statistics, elementary probability theory and probability distributions, sampling, estimation, hypothesis testing. Analysis of variance, regression and correlation analysis and index numbers are introduced.

Every Semester, 3 credits

ECO 73 Intermediate Business Statistics

This course is an introduction to the theory and practice of econometrics, with the goal of making students effective consumers and producers of empirical research in economics. Emphasis is placed on intuitive understanding rather than on formal arguments; concepts are illustrated with applications in economics using statistical software (for example, STATA) to estimate models using data sets.

Prerequisite: ECO 72.

On Occasion, 3 credits

ECO 74 Mathematical Economics

This course is the mathematical analysis of economic theory. Topics include aspects of the theory of consumption, cost and production, market structures, existence of Walrasian equilibrium and stability of economic models, theory of economic growth and balanced growth models.

Prerequisites: ECO 11 and 12 and MTH 6.

On Occasion, 3 credits

ECO 75 Game Theory: Individual Choices and Group Outcomes

This course is an interdisciplinary introduction to Game Theory, which tries to understand the behavior of a group (of people, businesses, nations, species, etc.) by focusing on the motivations of the individual members of the group.

Familiar examples (from politics, international relations, economics, business, biology, etc.) are used to illuminate the general principles of the use of strategy.

Prerequisites: Proficiency in high school algebra.

On Occasion, 3 credits

ECO 81 Research Problems in Economics

Guided student research in the field of economics. In special cases, the chairman of the department may permit students to enroll in graduate courses.

Prerequisites: Advanced standing as an Economics major and consent of the instructor.

On Occasion, 3 credits

ECO 95 Literacy in the Social Studies

This course is an intensive immersion in the literacy skills of reading and writing, learning and teaching the academic disciplines that together comprise social studies education. Designed for social studies adolescence education majors, this course introduces the student to the learning and teaching of select core issues found in the social science disciplines of Anthropology, Economics, Geography, History, Political Science and Sociology.

Same as GGR 95, HIS 95, POL 95 and SOC 95.

On Occasion, 3 credits

ECO 303 Introductory Macroeconomics – Honors Core

Topics include economic institutions, national income and product, money and banking and principles of economic growth. Students apply this fundamental background to contemporary America and to an economic system of another time and/or place. Open to students in the Honors Program. May be used to fulfill ECO core requirement.

Fall, 3 credits

ECO 304 Introductory Microeconomics – Honors Core

The course deals with the theory of supply and demand, theory of the firm, resource allocation and international trade. Students study the application of these concepts to contemporary America and to an economic system of another time and/or place. Open to students in the Honors Program. May be used to fulfill ECO core requirement.

Spring, 3 credits

ECO 400 State, Society, and the Individual: Hoxie Colloquium

This course is a cross-disciplinary colloquium focusing on issues confronting the human community. Enrollment is limited to three advanced students selected by each of the participating departments. The course, offered in the Fall and Spring semesters, is led on a rotating basis by faculty from the departments of Economics, History, Political Science/ International Studies, Sociology/ Anthropology, and Earth and Environmental Science. Each semester's colloquium topic is selected in consultation with the participating departments by the faculty member leading the colloquium.

Prerequisite: Advanced standing (ordinarily senior status) in the participating department.

On Occasion, 3 credits

ENGLISH

Phone: (516) 299-2391

Fax: (516) 299-2997

Email: english@cwpost.liu.edu

Website: www.liu.edu/cwpost/english

Faculty

James P. Bednarz
Professor of English
B.A., M.A., M.Phil., Ph.D.,
Columbia University

Isaac Cates
Assistant Professor of English
B.A., University of Texas at Austin;
M.A., Johns Hopkins University;
Ph.D. Yale University
isaac.cates@liu.edu

Arthur Coleman
Professor of English
B.B.A., Manhattan College;
M.A., Ph.D., New York University

Joan Digby
Director of the Honors Program;
Professor of English
B.A., New York University;
M.A., University of Delaware;
Ph.D., New York University
joan.digby@liu.edu

Phyllis T. Dircks
Professor of English
B.A., St. John's University;
M.A., Brown University;
Ph.D., New York University
phyllis.dircks@liu.edu

Thomas R. Fahy
Director, American Studies Program
Assistant Professor of English
B.A., University of California at Davis;
M.A., Ph.D., University of North
Carolina – Chapel Hill
thomas.fahy@liu.edu

Margaret Hallissy
Professor of English
B.A., St. John's University;
M.A., Ph.D., Fordham University
margaret.hallissy@liu.edu

Katherine C. Hill-Miller
Dean, College of Liberal Arts and Sciences
Professor of English
B.A., Fordham University;
M.A., M.Phil., Ph.D., Columbia University
katherine.hill-miller@liu.edu

Deborah Lutz
Assistant Professor of English
B.A., University of Colorado;
M.A., Ph.D., City University of New York
– Graduate Center
deborah.lutz@liu.edu

John Lutz
Assistant Professor of English
B.A., M.A., Long Island University;
Ph.D., State University of New York at
Stony Brook
john.lutz@liu.edu

Sheila McDonald
Associate Professor of English
B.A., Howard University;
M.A., City College, City University of
New York;
Ph.D., State University of New York at
Stony Brook

Richard McNabb
Associate Professor of English
B.A., M.A., Ph.D., University of Arizona
richard.mcnabb@liu.edu

Edmund Miller
Chair, English Department;
Graduate Advisor
Professor of English
B.A., Long Island University;
M.A., Ohio State University;
Ph.D., State University of New York at
Stony Brook
edmund.miller@liu.edu

Suzanne Nalbantian
Professor of English
B.A., Barnard College at Columbia
University;
M.A., M.Phil., Ph.D., Columbia University

Dennis A. Pahl
Professor of English
B.A., State University of New York at
Albany;
M.A., Ph.D., State University of New
York at Buffalo
dennis.pahl@liu.edu

Wendy Ryden
Assistant Professor of English;
Coordinator of Writing Across the
Curriculum
B.A., Drew University;
M.F.A., Brooklyn College, City University
of New York;
Ph.D., Graduate Center, City University
of New York
wendy.ryden@liu.edu

John Scheckter
Professor of English
A.B., Grinnell College;
M.A., Ph.D., University of Iowa
john.scheckter@liu.edu

Jonna Gormely Semeiks
Associate Professor of English
B.A., Hunter College, City University of
New York;
Ph.D., Rutgers the State University of
New Jersey
jonna.semeiks@liu.edu

Overview of English

The major in English is designed to acquaint students with the broad range of literature in English and to provide some concentration upon authors and areas of personal or professional interest. Through systematic study, students discover the values underlying the great literature of the past and also learn to distinguish and appreciate that contemporary literature which is most likely to endure. By studying English, students learn to evaluate sensibilities of the past and present, acquiring a profound knowledge of their own humanity in particular and of the human condition in general. Ideally, they acquire taste and knowledge to guide them throughout later life.

The study of English helps develop fluency of expression, skill in logic and analysis, and facility in planning, organizing and revising. Literature courses no less than composition courses give attention to writing in order to help the student perfect the ability to communicate with others. Such mastery of the English language is an important prerequisite for success in many careers, such as publishing, teaching, advertising, public relations, diplomacy, marketing and management. In addition, a B.A. in English is recommended for those interested in earning advanced degrees not only in literature but also in journalism, law, library science, and English for Adolescence Education (Grades 7-12). The Program in American Studies is described in full elsewhere in the Bulletin.

The Department offers a wide variety of opportunities for students to participate in clubs, publications and special events. Sigma Tau Delta, the national English Honor Society, maintains an active chapter at C.W. Post, and members may submit original work to the national publication.

C.W. Post also offers a number of annual English awards for scholarship and original prose and poetry. Students may compete for the prizes granted annually by the Academy of American Poets.

B.A. in English–Literature Concentration

Major Requirements

English 1, 2: 6 credits or equivalent competency in English composition. (English 1 and 2 do not count toward course requirements in English, but they are counted as part of the major average);

other competency requirements as necessary; Freshman Seminar for students entering as freshmen.

Core Requirements

- 8 credits in lab science, 9 credits in History and Philosophy, 6 credits in Fine Arts, 6 credits in Political Science or Economics, 6 credits in Social Sciences, 3 credits in Mathematics, and competency requirements.
- English 11,12: Survey of English Literature
- English 85: Disciplinary Literacy in English
- Eight three-credit courses in English, one of these in a major figure, one in a historical period, and one in a genre. (Only two of these may be courses numbered below 13.)
- One section of English 100 in addition to any courses used to fulfill other requirements.
- Total: 36 credits in English, 38 credits in Core requirements, 54 credits of electives and correlated courses, including 6 credits in composition if applicable. Total credits needed for graduation: 128 (129 including Freshman Seminar). The cumulative average in English must be 2.25 at the completion of the degree requirements.

Although students pursuing a B.A. in English must fulfill the competency requirement in composition, they are exempt from the Core Requirement in literature or language. However, some college-level study of a foreign language is strongly recommended. Students contemplating graduate work in English are advised that many Ph.D. programs require a reading knowledge of one or more foreign languages and are urged to complete foreign language study through courses 11 and 12. Such students are also urged to take an advanced course in History and one of the following: LIN 11 Comparative Linguistics, LIN 12 Descriptive Linguistics, LIN 41 Applied Linguistics, or SPH 51 Phonetics of English.

The Department expects the student to choose English courses from a wide range of figures, genres and periods. Among the major figures regularly offered are Chaucer, Shakespeare and Milton, but the major figure requirement may be met by taking any special-topic course in which an author's name appears in the title; such a course may not be used to fulfill the genre or period requirement.

The genre distribution requirement may be met by taking any course that names a genre (literary type or mode) in the title. The genres regularly offered

include poetry, drama, fiction and autobiography.

The literary periods regularly offered cover the whole range of English, American and world literature; however, the period distribution requirement must be met with a course indicating in its title that it is limited in scope to an historical period of British literature or comparative literature. Some courses may count either as genre courses or period courses, but a course may not be used simultaneously to fulfill two distribution requirements.

The Department's undergraduate academic counselor helps students plan their programs and solve academic problems.

Typical Program for B.A. in English – Literature Concentration

Freshman Year

English 1, 2
Core requirements-12 credits
Electives
Freshman Seminar
Competency requirements

Sophomore Year

English 11, 12
English electives-6 credits
(3 in a genre course)
Core requirements-14 credits
Language 3, 4 if necessary
Electives

Junior Year

ENG 85-3 credits
English electives-9 credits
(3 in period course)
Core requirements-12 credits
Language 11, 12
Electives

Senior Year

ENG 100-3 credits
English electives-9 credits
(3 in a major figure course)
Advanced History course
Linguistics or Phonetics
Electives

B.A. in English–Writing Concentration

Literature, 4 courses (12 credits), including three of the following:
ENG 7 Western Literature: Classical, Medieval, Renaissance
ENG 8 Western Literature: Enlightenment to Modern
ENG 11 Survey of English Literature: Anglo-Saxon Period to New-Classical Age

ENG 12 Survey of English Literature: Romantic Period to Twentieth Century
ENG 21 Shakespeare: Comedies, Histories, Non-Dramatic Poetry
ENG 22 Shakespeare: Tragedies, Romances
ENG 71 Survey of American Writers to the Civil War
ENG 72 Survey of American Writers Since the Civil War

Linguistics, 1 course, 3 credits:

ENG 30 Grammar and Usage
(Students with a strong background in grammar may substitute SPH 51 Phonetics of English or a linguistics course)

Writing, 6 courses (18 credits), including 2 or 3 courses (6-9 credits) from the Writing Major Core and 3 or 4 courses (9-12 credits) in Writing for Performance and Writing for the Marketplace:

Writing Major Core:

ENG 6 Writing in Business
ENG 80 Advanced Expository Writing
ENG 81 Creative Writing Workshop I
ENG 82 Creative Writing Workshop II
ENG 83 Creative Non-Fiction
ENG 85 Disciplinary Literacy in English

Writing for Performance:

THE 45 Playwriting I
THE 46 Playwriting II
CIN 9 Screenwriting I
CIN 10 Screenwriting II
CIN 17 Advanced Screenwriting
CMA 5 Introduction to Media Writing
BDST 17 Writing for TV and Radio

Writing for the Marketplace:

PR 1 Introduction to Public Relations
PR 2 Writing and Editing for Public Relations
JOU 3 Basic Newswriting
JOU 4 Intermediate Reporting
JOU 5 Writing for Electronic Journalism
JOU 6 Feature and Article Writing
JOU 7 Review Writing
JOU 8 Copy Editing and Makeup

Capstone Seminar (3 credits):
ENG 100 Seminar in English
(Preferably on a rhetorical topic)

Typical Program for B.A. in English – Writing Concentration

Freshman Year

English 1, 2–6 credits
Core requirements–12 credits
Electives–6-12 credits
Freshman Seminar–1 credit
Competency requirements–0-12 credits

Sophomore Year

ENG 21, 12 or other literature core courses—6 credits

ENG 30 or other linguistics course—3 credits

ENG 81 or other writing core course—3 credits

Core requirements—14 credits

Language 3, 4 recommended—6 credits

Elective—3 credits

Junior Year

ENG 85 or other writing core course—3 credits

ENG 72 or other literature core course—3 credits

THE 45, CIN 11 or other courses in writing for performance—6 credits

Core requirements—12 credits

Electives—9-12 credits

Senior Year

JOU 3, 7 or other courses in writing for the marketplace—6 credits

ENG 100 on rhetorical topic—3 credits

English literature elective—3 credits

Electives—18-24 credits

B.S. in Adolescence Education: English (Grades 7-12)

Students who major in English for Adolescence Education (students seeking initial certification as teachers of English to students in grades 7 to 12) must take the 38 credits of Core Requirements, 36 credits in English beyond ENG 1 and 2, and 6 credits of foreign language or sign language in addition to specified courses in professional Education, including supervised student teaching (students who begin as freshmen must take an additional credit of Freshman Seminar). For a full description of professional education requirements, see the listing for the Department of Curriculum and Instruction.

<i>Specific requirements in English:</i>	<i>Credits</i>
ENG 1, 2	6
ENG 11, 12	6
ENG 30	3
ENG 71, 72	6
ENG 100	3
ENG 21 or 22	3
ENG 85	3
Period or a genre	3
An elective in American literature	3
A course in literature in translation	3
Two free electives in English	3
Total	42

English for Childhood Education

Students in Early Childhood and Childhood Education may take their required liberal arts and sciences 30-credit concentration in Literature or in Writing. Students in the Literature Concentration for Childhood Education take the courses specifically required for the major in Literature, ENG 71 and 72, and four rather than eight additional courses. Students in the Writing Concentration for Childhood Education take ENG 30, 85, 100 on a rhetorical topic, four courses in the literature area (including one of the two-semester surveys in the list of courses from which full majors must take three courses), and three of the writing courses, ENG 80, 81, 82, and 83. With the additional required six credits of ENG 1 and 2, students in both concentrations will complete course work enabling them to enter graduate programs in English or English for Adolescence Education. See the Department of Curriculum and Instruction for specific certification requirements in Childhood Education.

Students in Early Childhood and Childhood Education degree programs may not be allowed to take any courses in their academic concentrations pass/fail.

Minor in English

The minor in English requires 21 credits, including 15 credits in literature courses. Although ENG 1 and ENG 2 do not count toward this minor, the Core courses ENG 7 and ENG 8 do. Students interested in the minor should consult with the undergraduate academic counselor for English.

English Courses

ENG 1 Composition

English 1 is an introductory writing course that uses interpretation and analysis of texts to promote clear thinking and effective prose. Students learn the conventions of academic writing. In addition, students learn how to adapt writing for various audiences and rhetorical situations. This course is required of all students unless exempted by Advanced Placement credit or successful achievement on the SAT examination in writing. Students exempted by assessment or department proficiency examination must take an upper-level English course in substitution after completing ENG 2. Special sections

are offered for students in the Program for Academic Success (P sections), for nonnative speakers (F sections), and for students identified as needing more personalized attention (S sections).

No Pass/Fail option

Every Semester, 3 credits

ENG 2 Composition:

Argument and Analysis

English 2 is a course in analysis and argumentation, focusing on scholarly research and documentation. Building on the work begun in English 1, the course develops knowledge of complex rhetorical and stylistic techniques and culminates in a library research paper. This course is required for all students unless exempted by Advanced Placement credit. Special sections are offered for students in the Program for Academic Success (P sections) and for non-native speakers (F sections).

No Pass/Fail option

Every Semester, 3 credits

All upper-level courses require prerequisite credit in ENG 1 and ENG 2 or the equivalent.

ENG 06 Business Writing Workshop

This course is a brief introduction to the format and style of business communications, including business letters, memos, résumés, and reports.

Laboratory fee, \$100

Annually, 0 credits

ENG 6 Writing in Business

This course is in-depth instruction in the format and style appropriate for writing in a wide variety of business situations. Writing assignments include letters, memos, résumés, and a substantial formal report involving research.

Spring, 3 credits

ENG 7 Western Literature: Classical, Medieval, Renaissance

The development of the common culture of Western civilization will be illustrated through such works of the Bible as Genesis and Job and through masterpieces of such writers as Homer, Aeschylus, Sophocles, Euripides, Aristophanes, Virgil, Dante, Chaucer, Shakespeare, and Milton. Selected works from non-Western cultures may be introduced for comparison.

Not open to students with credit for ENG 303.

Students who complete both ENG 7 and ENG 8 fulfill the Core requirement in literature or language.

Every Semester, 3 credits

ENG 8 Western Literature: Enlightenment to Modern

The development of the various national cultures of European civilization during the 18th, 19th, and earlier 20th centuries will be illustrated through literary masterpieces of such writers as Molière, Voltaire, Blake, Mary Shelley, Goethe, Melville, Dickinson, Flaubert, Dostoevsky, Ibsen, Pirandello, Kafka. Selected works from non-Western cultures may be introduced for comparison. *Not open to students with credit for ENG 304.*

Students who complete both ENG 7 and ENG 8 fulfill the Core Requirement in literature or language.
Every Semester, 3 credits

ENG 11 Survey of English Literature: Anglo-Saxon Period to Neo-Classical Age

This course covers such major works as *Beowulf* and *Sir Gawain and the Green Knight*, and selections from such authors as Chaucer, Spenser, Sidney, Shakespeare, Jonson, Herbert, the Cavalier Poets, Bunyan, Dryden, Milton, Pope, and Swift. *Annually, 3 credits*

ENG 12 Survey of English Literature: Romantic Period to Twentieth Century

This course examines such writers as Blake, Wordsworth, Keats, Carlyle, Tennyson, Arnold, Houseman, Hopkins, and Auden and minor Romantic, Victorian, and modern writers. *Annually, 3 credits*

ENG 13 The Short Story

This course examines such authors as Chekhov, Maupassant, Joyce, Hemingway, Fitzgerald, Updike, Lawrence, O'Connor, and Babel. *On Occasion, 3 credits*

ENG 15 Modern Drama

This course examines such authors as Ibsen, Strindberg, Shaw, O'Neill, Pirandello, Brecht, Albee, and Beckett. *On Occasion, 3 credits*

ENG 16 The Modern Novel

This course examines such authors as Dostoevsky, Kafka, Proust, Mann, Sartre, Gide, Camus, Joyce, Lawrence, Woolf, Bernanos, and Nin. *On Occasion, 3 credits*

ENG 17 Modern Poetry

This course examines such authors as Hopkins, Pound, Eliot, Stevens, Yeats, Cummings, Williams, Auden, and Thomas. *On Occasion, 3 credits*

ENG 19 Early English Literature: From the Beginnings to 1485

This course examines such works as *Beowulf*, *Sir Gawain and the Green Knight*, *Pearl*, *Malory's Morte Darthur*, Old and Middle English lyrics, ballads, and the poetry of Langland. *On Occasion, 3 credits*

ENG 20 Chaucer

This course examines *The Canterbury Tales*, *Troilus and Criseyde*, and the minor poems. *On Occasion, 3 credits*

ENG 21 Shakespeare: Comedies, Histories, Non-Dramatic Poetry

This course examines six or seven of Shakespeare's comedies and histories and may also consider the sonnets and non-dramatic poetry. *Annually, 3 credits*

ENG 22 Shakespeare: Tragedies, Romances

This course examines six or seven of Shakespeare's tragedies and romances. *Annually, 3 credits*

ENG 23 Milton

Along with some of the shorter poems, this course examines in depth *Paradise Lost* and such other major works in verse and prose as *Samson Agonistes* and *Areopagitica*. *On Occasion, 3 credits*

ENG 25 Major Figure

This is a course focusing on the work of a single writer with a substantial body of work in English. Possible authors include Jane Austen, Edgar Allan Poe, Herman Melville, Charles Dickens, Henry James, William Butler Yeats, Virginia Woolf, and James Joyce.

May be taken more than once if the topic is different

On Occasion, 3 credits

ENG 30 Grammar and Usage

This course offers a comprehensive review of the structure of the English language giving special attention to the usage problems most frequently encountered. *Every Semester, 3 credits*

ENG 31 Theories of Academic Literacy

This seminar focuses on alternative theories of reading, writing, and literacy to prepare writing tutors. This course will also examine definitions of intellectual work in various disciplines as well as the literacy needs of students from a range of cultures, languages backgrounds, and life experiences. *Every Semester, 0 credits*

ENG 32 Contemporary Literature

This course covers literature which demonstrates the themes, styles, commitments, and critical concerns of the past 25 years. Readings vary from semester to semester, but include works of fiction and poetry by several authors; works in other genres may also be examined. *On Occasion, 3 credits*

ENG 33 Contemporary American Drama

This course is a study of plays and other dramatic presentations from mid-20th century to the present. Readings include works by such authors as O'Neill, Albee, Shepard, Baraka, August Wilson, Norman, Wasserstein, Mamet, Lanford Wilson, and others. Non-traditional dramatic forms such as the musical and the monologue are considered. *On Occasion, 3 credits*

ENG 35 Childhood and Literature

The class will read and discuss works of recognized literary quality which trace the development of a child or adolescent. Some of these were originally written for a youthful audience, some for adults, and some for both. *Annually, 3 credits*

ENG 38 The History of American Musical Theater

This course is a study of musical theater from its origins in the 18th century through its development in the 19th to its fruition in the 20th. Emphasis is on the various guises musical comedy has taken and on experiments in the form. Same as THE 48 and MUS 48. *On Occasion, 3 credits*

ENG 41 The Art of Poetry

This course involves close reading of a range of British and American poems in a variety of forms, styles, rhythms, and meters with an emphasis on the relationship between the poet's vision of reality and the tools of his craft. *On Occasion, 3 credits*

ENG 42 The Art of Autobiography

This course studies autobiography as the responses and impressions of imaginative writers who communicate their personal experiences in diaries, journals, and letters. Such works are studied the *Confessions* of St. Augustine, Cellini's *Autobiography*, DeQuincy's *Confessions of an English Opium Eater*, Douglass's *Narrative of the Life*, Wilde's *De Profundis*, Nin's *Linotte*, Hellman's *Pentimento*, Hemingway's *Moveable Feast*, Wright's *Black Boy*, and Soyinka's *Aké*. *On Occasion, 3 credits*

ENG 44 Non-Canonical Writers

This is a special topics course with a focus on writers outside the traditional canon of literature. The topic will concern writers overlooked because of ethnicity, nationality, class, gender, or genre. Such courses as the following might be offered under this number: Literature of the Native Peoples of America, The English Novel in Africa, Contemporary Women Writers, and The Literature of Nonsense. This course may be taken more than once if the topic is different. Courses offered under this number automatically fulfill the requirement of a course outside the mainstream of British and American literature specified as part of the Early Childhood, Childhood, and Middle Childhood Education Majors in Literature.

May be taken more than once if topic is different.

On Occasion, 3 credits

ENG 47 Literary Forms and Genres

This course is a close analysis of a particular form or genre illustrated by literary works; for example, contemporary poetry, science fiction, the Gothic novel. This course may be taken more than once if topic duplication is avoided.

May be taken more than once if topic is different.

On Occasion, 3 credits

ENG 48 Ideas and Themes in Literature

This course is a close analysis of a body of literature bound together by a common factor or concern, for example comic literature, literature of the East, the middle class in society, the Industrial Revolution.

May be taken more than once if topic is different.

On Occasion, 3 credits

ENG 49 Development of English Drama: From the Beginning to the Present

This course is a study of miracle and mystery cycles, Elizabethan tragedies (other than Shakespeare's), Restoration and eighteenth-century comedies, late Victorian drama, and twentieth-century Theater of the Absurd.

On Occasion, 3 credits

ENG 50 Great Plays

This course is a study of selected plays from classical to the beginning of the modern period, considering both the dramatic and theatrical contexts. Readings include such authors as Sophocles, Euripides, Aristophanes, Marlowe, Lope de Vega, Webster, Corneille, Racine,

Etherege, Goldoni, Goldsmith, Goethe, Ibsen, Shaw, Brecht, and Beckett.

On Occasion, 3 credits

ENG 52 The Bible as Literature

This course is study of the Bible as a literary masterpiece. The course covers such works as Genesis, Exodus, Job, Psalms, Ecclesiastes, the Song of Solomon, Isaiah, the Gospels, and the Epistles of Paul.

Annually, 3 credits

ENG 53 The English Renaissance

This course discusses such non-dramatic Renaissance writers as More, Sidney, Spenser, Donne, Jonson, Herrick, Herbert, Marvell, Burton, and Browne.

On Occasion, 3 credits

ENG 54 Eighteenth-Century Literature and Life

This course provides a reading of major writers 1660-1800—including Dryden, Swift, Pope, and Johnson—and selected minor writers with a view of their world through music, theater, cuisine, high life, and low life.

On Occasion, 3 credits

ENG 55 The Romantic Period

This course focuses on the works of seven major writers of the late eighteenth and early nineteenth centuries. Leading colorful lives in a time of revolutionary fervor, the poets William Blake, William Wordsworth, Samuel Taylor Coleridge, George Gordon Lord Byron, Percy Bysshe Shelley, and John Keats forged a new poetic idiom while working in a variety of new ways. Among prose works of the period, William Blake's prose poem *The Marriage of Heaven and Hell* and Mary Wollstonecraft Shelley's novel *Frankenstein* provide a new mythology for understanding the relationship of God and humanity.

On Occasion, 3 credits

ENG 58 The Victorian Period

This course focuses on major nineteenth-century literary voices through the poetry of Tennyson, Browning, and Arnold and the prose of such writers as Dickens and Carlyle. The relation of authors to political and religious upheavals is also considered.

On Occasion, 3 credits

ENG 60 The Victorian Rebels

This course traces the revolt against mid-Victorian conventions of taste in poetry, painting, art criticism, fiction through the works of such writers as Morris, the Rossettis, Hardy, Pater, and Wilde.

On Occasion, 3 credits

ENG 61 Modern British Literature

This course is a study of the emergence of literary modernism in works written in Britain from 1890 to 1945 and of its relation to shifting political and intellectual trends. The poetry of Yeats, the World War I poets, Eliot, Auden; the fiction of Conrad, Lawrence, Woolf, Forster, Joyce; the drama of Shaw and Synge are included.

On Occasion, 3 credits

ENG 67 Classical Literature in Translation

This course examines Greek and Roman literary masterpieces and their influence on Western culture. Such authors are included as Homer, Plato, Aristotle, Terence, Lucretius, Virgil, Horace, and Livy.

On Occasion, 3 credits

ENG 68 Mythology

This course looks at myths and sagas from such various cultures and traditions as the Babylonian, Hebrew, Greek, Anglo-Saxon, Norse, and Germanic. Works studied may include *Gilgamesh*, *Theogony*, *Odyssey*, *Homeric Hymns*, oriental myths, the poetic *Edda*, and Racine's *Phèdre*.

On Occasion, 3 credits

ENG 70 Aspects of American Culture for Non-Native Speakers of English

This course is designed for international students, the seminar course introduces students to aspects of American culture and regional literature, using newspapers, magazines, and short stories. Students write weekly papers, which they also present orally to improve diction. In a journal, they respond to American daily life: food, TV, films, politics, news, and style. This course does not count toward degree requirements.

Annually, 3 credits

ENG 71 Survey of American Writers to the Civil War

This course is a study of the works of such major writers as Emerson, Thoreau, Hawthorne, Poe, Whitman, Dickinson, and Melville.

Fall, 3 credits

ENG 72 Survey of American Writers Since the Civil War

This course is a study of the works of such major writers as Twain, James, Crane, Dreiser, Eliot, O'Neill, Hemingway, and Faulkner.

Spring, 3 credits

ENG 73 African American Literature

This course traces the development of a public persona by African American writers in autobiographical works. In

addition to shorter works of fiction (for example, *Cane* by Jean Toomer), poetry (for example by Langston Hughes, Maya Angelou, and Rita Dove), and drama (for example, *Dutchman* by Imamu Amiri Baraka), five or six longer works are studied in more depth. A major text to study is the *Narrative* of Frederick Douglass. Other likely texts are *Invisible Man* by Ralph Ellison, *Manchild in the Promised Land* by Claude Brown, *The Autobiography of Malcolm X*, *Go Tell It to the Mountain* by James Baldwin, *Beloved* by Toni Morrison, and *The Autobiography of My Mother* by Jamaica Kincaid.
On Occasion, 3 credits

ENG 74 The American Novel

This course looks at novels by such authors as Hawthorne, Melville, Twain, James, Crane, Dreiser, Hemingway, and Faulkner.

On Occasion, 3 credits

ENG 75 American Drama

Drama always reflects its culture, so American plays, interesting in themselves, also show America finding its voice in the theater, and reflecting American civilization. The plays discussed range from the 18th century through the 20th. Topics include those elements that help shape our indigenous drama, such as staging, touring, off-Broadway, melodrama, musical comedy, circuses, vaudeville, and burlesque.

On Occasion, 3 credits

ENG 76 American Poetry

This course studies such authors as Longfellow, Emerson, Whitman, Dickinson, Robinson, Frost, Pound, Crane, Williams, and Stevens.

On Occasion, 3 credits

ENG 77 The English Novel to the Nineteenth Century

This course is a study of such authors as Defoe, Richardson, Fielding, Sterne, Smollet, and Austen.

On Occasion, 3 credits

ENG 78 The English Novel: Nineteenth and Twentieth Centuries

This course is a study of such authors as Dickens, Thackeray, the Brontës, Eliot, Hardy, Conrad, and Lawrence.

On Occasion, 3 credits

ENG 79 Advanced Writing for Non-Native Speakers of English

This course is in-depth instruction in the styles, formats, and writing skills necessary for upper-level academic courses.

Every Semester, 3 credits

ENG 80 Advanced Expository Writing

In this course, various writing assignments stressing logical argument of effective style culminate in a major writing project.

On Occasion, 3 credits

ENG 81 Creative Writing Workshop I

Students work on their own stories and poetry. Individual conferences are an integral part of this course.

Every Semester, 3 credits

ENG 82 Creative Writing Workshop II

This course is a seminar workshop for more serious writing projects such as a group of short stories, a collection of poetry, the beginnings of a novel, a film script, other possibilities. Individual conferences.

Prerequisite: ENG 81 or permission of instructor.

On Occasion, 3 credits

ENG 83 Creative Non-Fiction

This writing course explores one or more of such non-fiction genres as biography, autobiography and memoir, essay, travel writing, and journal writing. In addition to producing their own writing for workshop critique, students will read examples and study the theory of the genres considered.

May be taken more than once if topic is different

On Occasion, 3 credits

ENG 85 Disciplinary Literacy in English

The course shows students the special ways of looking at humanistic texts and gives them the skills to communicate to others fundamental concepts of reading, writing, listening, and speaking in the humanities. Students will learn such things as how to understand and interpret the presentation of abstract ideas and to interpret and explain the nature of textual evidence.

This course fulfills 3 credits of the "Literacy" requirement for students in the NY State approved program in English for Adolescence Education.

Not open to students with credit for ENG 84 before 2008.

Annually, 3 credits

ENG 87 O'Neill, Miller, Williams: Forces in Modern American Drama

This is an intensive study of selected plays by the three writers.

On Occasion, 3 credits

ENG 90 Readings in English

This course involves independent study of directed readings culminating in a substantial writing project. This is not a reg-

ular classroom course. A student must arrange through the Department Advisor to work with a particular faculty member before registering for this course.

Prerequisites: Senior standing and permission of the Chair.

Every Semester, 1 credit

ENG 99 Research in English

This course is a coordinated program of readings, conferences, and research, culminating in a written thesis of approximately 4,000 words. This is not a regular classroom class. A student must arrange through the Department Advisor to work with a particular faculty member before registering for this course.

Prerequisites: Senior standing and permission of the Chair. Normally only open to students with a major or minor in English.

Can be combined with ENG 90 for a 3-credit reading course.

Every Semester, 2 credits

ENG 100 Seminar in English

Small groups of students meet to discuss, analyze, do research on, and report orally and in papers read before the group on selected topics in literature. Topics chosen each term by the instructor. This course may be taken more than once if content is different.

May be taken more than once if topic is different

Every Semester, 3 credits

ENG 101 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.

Prerequisite: nine-credits of upper-level English. A student will usually be a participant in the COOP Program who has completed EEE-1. A student must arrange through the Department Advisor to work with a particular faculty member before registering for this course.

Every Semester, 3 credits

ENG 303, 304 World Literature

This course is an Honors version of the same material covered in ENG 7 and 8 with additional writing assignments to qualify students to complete the competency graduation requirement in written composition. This course is required of all Honors students unless exempted by AP credit, freshman assessment, or Department placement examination.

After taking ENG 303, 304, students are eligible to complete their Core requirement in literature or language with two advanced literature courses in English or

any of the foreign language courses normally used for this requirement. Students who have taken ENG 303 may not take ENG 7. Students who have taken ENG 304 may not take ENG 8.
Annually, 3 credits each semester

SST 1 Reading and Interpretation

This course helps students develop reading comprehension and academic writing with emphasis on the writing process, library research, and accessing newer forms of information technology.
No prerequisite. Not for English major credit. There are special sections for students in the Program for Academic Success. Every Semester, 2 credits

Graduate courses are open to qualified juniors and seniors with the approval of the Graduate Advisor, the Chair, and the Dean.

FOREIGN LANGUAGES

Phone: (516) 299-2385

Faculty

Richard Auletta
 Assistant Professor of Foreign Languages
 B.A., Long Island University;
 M.A., State University of New York at Buffalo
rauletta@liu.edu

Albert De Vivo
 Professor of Foreign Languages
 B.A., Lehman College, City University of New York;
 M.A., Ph.D., Rutgers University

Erica Frouman-Smith
 Graduate Advisor
 Associate Professor of Foreign Languages
 B.A., University of Massachusetts;
 M.A., University of Wisconsin;
 Ph.D., University of New Mexico

Sheila A. Gunther
 Chair, Foreign Languages Department;
 Associate Professor of Foreign Languages
 B.A., M.A., University of Pennsylvania

Steven Hess
 Associate Professor of Foreign Languages
 B.A., City College, City University of New York;
 M.A., Ph.D., Harvard University

Jorge Rosario-Vélez
 Assistant Professor of Foreign Languages
 B.A., M.A., Universidad Interamericana;
 Ph.D., State University of New York at Stony Brook
jorge.rosario@liu.edu

Overview of Foreign Languages

The Foreign Languages Department offers the Bachelor of Arts degree in French, Italian and Spanish and a major in Comparative Languages.

In conjunction with the School of Education, the department also offers a bachelor's program for students seeking to be teachers of French, Italian or Spanish for grades 7 to 12.

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.

Students who study four semesters of a foreign language (French, German, Hebrew, Italian, Japanese, Russian, Spanish) at the C.W. Post Campus of Long Island University may receive special recognition in the form of transcript notation and a certificate to accompany the diploma.

Majors in a foreign language must take 30 credit hours of study in the chosen language beyond level 4. Related courses in World Literature or Foreign Literature in Translation, Linguistics and English 30 are strongly recommended. Majors must also complete 12 credits in a second foreign language. Majors are required to maintain a 2.75 average in the target language. Placement is determined by the Foreign Language Department if the student has previous language experience.

Students who received a grade of D or F in a level 1, 2, 3 or 4 course may NOT advance to a higher level course in the same language. Any student who gives false information may not receive credit for the current course. An undergraduate academic counselor is available to help students plan their program and resolve academic problems.

B.A. in French, Italian or Spanish Language and Literature

Foreign Language I: 30 credits above level 4

	Credits
Introduction to Literature 11, 12	6
Advanced Grammar and Composition 23, 24	6
Advanced Conversation 25*	3*

Culture and Civilization 26, 27	6
Advanced Electives 30-49	9-12
Advanced Literature 99	3

Foreign Language II: 12 credits or the equivalent of level 4

If the student has previous foreign language training, he or she may apply to the department for placement above level 1; however, majors are strongly encouraged to continue the study of the second language at a college level to gain increased proficiency.

**Highly proficient students will be exempted from Course 25 and should take another upper level course.*

Typical Program for B.A. in French, Italian or Spanish Language and Literature

Freshman Year	Credits
Core requirements	15
Language 11, 12	6
Language 23, 24	6
English 30	3
Freshman Orientation	1
Total	31

Sophomore Year	Credits
Core requirements	15
Language 25*, 26	6
Language II	6
Electives	6
Total	33

Junior Year	Credits
Core Requirements	8
Language I 27	3
Language I Culture and Civilization	6
Language II	6
Language I Electives	6
Electives	3
Total	32

Senior Year	Credits
Language I Advanced Electives	3
Literature I in English Translation	3
World Literature	3
Electives**	24
Total	33

***Courses in World Literature, Foreign Literature in English translation and Linguistics are recommended as well as advanced courses in Languages I and II.*

B.S. in Adolescence Education: French, Italian or Spanish (Grades 7-12)

French, Italian and Spanish Adolescence Education majors (students seeking initial or professional certification as teachers of French, Italian or Spanish in grades 7 to 12) must take Core requirements and at least 36 credits above level 4 in the target language. Students must consult with the academic counselors of the School of Education and the Foreign Language Department to ascertain degree requirements. Courses in World Literature, Foreign Literature in English Translation, and advanced courses in Foreign Language are strongly recommended.

Typical Program for B.A. in French, Italian or Spanish (Adolescence Education Grades 7-12)

Freshman Year	Credits
Core requirements	15
ENG 1 and 2	6
Language I 11, 12	6
Language I 23, 24	6
Freshman Orientation	1
Total	34

Sophomore Year	Credits
Core requirements	17
Language I 25*, 26	6
Language II	6
Education	6
Total	35

Junior Year	Credits
Core Requirements	9
Language I 27	3
Language I Literature Electives	6
Language II	6
Education	12
Total	36

Senior Year	Credits
Core Requirements	3
Language I Advanced Electives	6
Language I 85	3
Education	12
Total	24

*Highly proficient students will be exempted from course 25 and should take another upper level course.

French, Italian or Spanish for Childhood Education

Students in Early Childhood and Childhood Education may take their required liberal arts and sciences "concentration" (or major specifically adapted for them) in French, Italian or Spanish.

Course Requirements	
FRE, ITL or SPA 1, 2, 3, 4*	12
Advanced courses in French, Italian, or Spanish	15
FRE, ITL or SPA 85	3
or	
FRE, ITL, or SPA 1, 2, 3, 4*	12
Advanced courses in French, Italian, or Spanish	9
FRE, ITL or SPA 85	3
WLT 37, 38, 39, 42, 43, 45, 46, 47, 48, 49, 55, 56, 62, 65, 72, 73	3
Linguistics 15	3
or	
FRE, ITL or SPA 1, 2, 3, 4*	12
Advanced courses in French, Italian, or Spanish	12
FRE, ITL or SPA 85	3
WLT 37, 38, 39, 42, 43, 45, 46, 47, 48, 49, 55, 56, 62, 65, 72, 73	3
or	
Linguistics 15	3

Students in Early Childhood and Childhood Education degree programs may not be allowed to take any courses in their academic concentrations pass/fail.

*Qualified students may apply for a maximum of 3 AP credits and/or 6 Life Experience credits. Please note that Foreign Language and World Literature courses are included among the offerings of the programs for Childhood Education students in Humanities and Literature. See Interdisciplinary Studies section of this Bulletin for descriptions of these 30-credit programs.

B.A. in Comparative Language

The Comparative Language major is designed for students who have a strong interest in acquiring specialized skills in foreign languages, such as advanced academic studies. The development of a comparative understanding of modern foreign language structures is essential to this program. Familiarity with major literary works of the languages is important.

Requirements for B.A. in Comparative Language

Language I – 21 credits in French, Italian or Spanish above level 4
 Language II – 12 credits in German or Russian or 6 credits in German and 6 credits in Russian
 Language III – 6 credits in any 3rd language not already studied in Language I or II (French, German, Italian, Japanese, Russian, Spanish)
 Linguistics – 3 credits in LIN 12 or LIN 15
 Those foreign languages classified as "critical" (e.g., Arabic, Chinese, Swahili) and offered through the Critical Languages Program may not be used for credit in the Comparative Language program.
 Total credits required for the major: 42

Typical Program for B.A. in Comparative Language

Freshman Year	Credits
Core requirements	15
Language I	6
English 30	3
Electives	6
Freshman Orientation	1
Total	31

Sophomore Year	Credits
Core requirements	15
Language I	6
Language II	6
Electives	6
Total	33

Junior Year	Credits
Language I	6
Language II	6
Core requirements	8
Electives	13
Total	33

Senior Year	Credits
Language I	3
Language III	6
Linguistics 12 or 15	3
Electives	10*
Total	32

*Courses in World Literature and Foreign Literature in English translation are strongly recommended as well as advanced courses in Language I and Language II.

Minors in Foreign Languages

The Department offers minors in seven foreign languages French, German, Hebrew, Spanish, Italian, Japanese and Russian, as well as minors in Linguistics

and Russian Area Studies. Minors in a foreign language must take a total of 18 credits in the chosen language or area.

Minor in Russian Area Studies

1. 6 credits in Russian Language beyond level 2
2. 12 credits from among the following courses:

No more than 6 credits from any of the following three groups of courses:

RUS 30, 31 Russian Culture and Civilization
RUS 38 New Voices in Russian Literature
WLT 46 Russian Literature 1800-1917
WLT 47 Russian Literature 1917-present
WLT 48 Dostoyevsky
WLT 49 Tolstoy
HIS 71 Russia to 1881
HIS 72 Russia 1881-1953
HIS 73 Russia 1953 to Present
HIS 592* Stalin and Stalinism
(*with departmental permission)
POL 69 Government and Politics of Eastern Europe
POL 71 Russian Government and Politics
GGR 56 Eastern Europe and Russia
ECO The Transition Economics of Central Europe and the Former USSR

Minor in Linguistics

The minor in Linguistics provides the student with a solid foundation in the study of language, including applications in grammatical structure, logical thinking, and expository writing.

Requirements: 18 credits in Linguistics
Prerequisite or Co-requisite – English 30

Foreign Language for Non-majors

The Department of Foreign Languages offers a great variety of elective courses for students who wish to continue language study begun on the secondary level and who may need foreign language study for future graduate studies and professional needs. Some academic departments strongly encourage foreign language study for these purposes.

Students desiring first- and second year foreign language study that develops skills in speaking, listening, reading and writing normally elect courses numbered 1, 2, 3, and 4.

The Department also offers various courses of literature in translation and culture and civilization given in English for students who wish to fulfill humanities requirements or to include them among their free electives.

Students who study four semesters of a foreign language (French, German, Hebrew, Italian, Japanese, Russian, Spanish) at the C.W. Post Campus of Long Island University may receive special diploma recognition in the form of transcript notation and a certificate to accompany the diploma.

Critical Languages Program

This non-degree program includes instruction in languages such as Arabic, Armenian, Chinese, Dutch, Modern Greek, Hindi, Hungarian, Korean, Norwegian, Persian, Polish, Brazilian-Portuguese, Serbo-Croatian, Swahili, Swedish, Turkish, Vietnamese, and Yiddish in a special tutorial program for a limited number of highly motivated students. The program is essentially self instructional, using the most effective text-and-cassette courses available, in conjunction with a native speaker of the language who serves as a tutor. These courses cannot be used to make up foreign language entrance deficiencies or to fulfill Core requirements.

Up to three years of instruction in Levels 1, 2, 3, 4, 11 and 12 will be provided (3 credits for each course). These languages are useful for students who are planning specialized studies in the politics, economics, history, business administration, sociology and geography of the areas in which they are spoken. The courses are excellent electives for students of linguistics, comparative language and foreign language.

French Courses

Sections of FRE 11, 12, 23, 26, 27, 30, 32, 35, 85, 99; ITL 11, 23, 26, 27, 85, 99; SPA 3, 11, 12, 23, 24, 26, 27, 36, 38, 39, 41, 85, 99; WLT 37, WLT 39 and other WLT courses are often offered in Writing Intensive format to fulfill requirements of the Writing Across the Curriculum Program; students must check with academic advisors and consult the schedule of classes for current course offerings.

FRE 1 Elementary French

This course covers the essentials of French structure, simple oral expression and writing.

Every Semester, 3 credits

FRE 1C French for Travelers I

This course covers the vocabulary, expressions and oral practice needed to deal with practical situations in French speaking countries. Limited to students with no French-speaking ability.

Course is taught in French

On Occasion, 1 credit

FRE 2 Elementary French

This course is a continuation of French 1.

Prerequisite: FRE 1 or equivalent.

Every Semester, 3 credits

FRE 2C French for Travelers II

This course covers the vocabulary, expressions and oral practice needed to deal with practical situations in French speaking countries. Limited to students with some French-speaking ability.

Prerequisite: FRE 1C or equivalent.

On Occasion, 1 credit

FRE 3 Intermediate French

This course is a structural review, practice in oral expression and writing in addition to selected readings.

Prerequisite: FRE 2 or equivalent.

Fall, 3 credits

FRE 4 Intermediate French

This course emphasizes readings in French civilization, culture and reviews major problems of structure and composition. Intensified oral expression is offered.

Prerequisite: FRE 3 or equivalent.

Spring, 3 credits

FRE 11, 12 Introduction to French Literature

This course is a survey of the literature of France from the Middle Ages to the present day.

Prerequisite: FRE 4.

Given in French

Annually, 3 credits per semester

FRE 23 Advanced French Grammar and Composition I

This course is a complete review of French grammar, syntax and intensive exercises in correct writing, good composition and style. Companion course for French 24.

Prerequisite: FRE 4.

Annually, 3 credits

FRE 24 Advanced French Grammar and Composition II

This course is a complete review of French grammar, syntax and intensive exercises in correct writing, good composition and style. French 24 may be taken before French 23.

Prerequisite: FRE 4.

Annually, 3 credits

FRE 25 Advanced French Conversation and Phonetics

This course is intensive oral practice and expression in addition to oral reports on assigned topics and a study of the basic phonetics of French.

Prerequisite: FRE 4.

Annually, 3 credits

FRE 26 French Culture and Civilization I

This course presents an analysis of social, political, philosophic and aesthetic movements in France from the Middle Ages through the Great Revolution.

Prerequisite: FRE 4 or equivalent.

Given in French

Annually, 3 credits

FRE 27 French Culture and Civilization II

This course is a survey of intellectual, political, social, aesthetic and philosophical currents in 19th and 20th century France. French 27 may be taken before French 26.

Prerequisite: FRE 4 or equivalent.

Given in French

Annually, 3 credits

FRE 30 French Literature of the Middle Ages and the Renaissance

This course is a study of literary genres, including chanson de geste, lai, roman courtois, forms of troubadour poetry, lyric poetry of the late Middle Ages, and the Pleiade.

Prerequisite or Co-requisite: FRE 24 or equivalent.

On Occasion, 3 credits

FRE 32 French Classical Theatre

This course is a study of the sources and development of French theatre in the 17th century. Emphasis is on the works of Corneille, Racine and Moliere.

Prerequisite or Co-requisite: FRE 24 or equivalent.

On Occasion, 3 credits

FRE 33 18th Century French Literature

This course covers readings of major prose works from 18th century France. The writings of Montesquieu, Voltaire, Diderot and others are analyzed.

Prerequisite or Co-requisite: FRE 24 or equivalent.

On Occasion, 3 credits

FRE 34 French Poetry of the 19th Century

This course is a study of Romantic, Symbolist and Parnassian poetry.

Prerequisite or Co-requisite: FRE 24 or equivalent.

On Occasion, 3 credits

FRE 35 19th-Century French Prose

This course covers readings from the novel and short story in 19th century French literature with an analysis of the main writers, works from Chateaubriand to Zola.

Prerequisite or Co-requisite: FRE 24 or equivalent.

On Occasion, 3 credits

FRE 36 French Poetry of the 20th Century

This course covers the readings and is an analyses of the French poetry of the 20th century from Francis Jammes and Guillaume Apollinaire to the present.

Prerequisite or Co-requisite: FRE 24 or equivalent.

On Occasion, 3 credits

FRE 37 20th-Century Prose Literature

This course is a study of the novelists and short-story writers from Anatole France to the present.

Prerequisite or Co-requisite: FRE 24 or equivalent.

On Occasion, 3 credits

FRE 38 19th Century French Theatre

This course is a study of the Romantic, Realist, Naturalist and Post-Romantic French theatre.

Prerequisite or Co-requisite: FRE 24 or equivalent.

On Occasion, 3 credits

FRE 39 20th-Century French Theatre

This course covers the readings and is an analyses of the works of the major playwrights from Claudel to the present.

Prerequisite or Co-requisite: FRE 24 or equivalent.

On Occasion, 3 credits

FRE 51, 52 Basic French Conversation for Nonmajors

The course provides conversational adequacy in French for frequently encountered social, everyday situations and a knowledge of basic vocabulary a student needs for conversation.

On Occasion, 3 credits per semester

FRE 53, 54 Intermediate French Conversation for Professionals

This course is primarily designed for the non-language major to provide intensive oral practice in French through the use of dramatization, both impromptu and prepared, class discussion and oral reports.

FRE 53 is a prerequisite for 54.

On Occasion, 3 credits per semester

FRE 55 French Literature of the 17th, 18th and 19th Centuries

This course covers French literature and its development from the 17th through the 19th century. Lectures and readings include major trends and authors such as La Fontaine, Corneille, Racine, Moliere, Pascal, Voltaire, Rousseau, Balzac, Zola, Flaubert, Stendhal, Dumas pere, Hugo and Baudelaire.

Given in English

Annually, 3 credits

FRE 56 French Literature of the 20th Century

This course surveys French literature and its development in the 20th century.

Lectures and readings include major trends and authors such as Gide, Mauriac, Ionesco, Beckett, Malraux, Proust, Anouilh, Sartre and Camus.

Given in English

Annually, 3 credits

FRE 70 Contemporary Culture and Civilization of France

This course is a panoramic view of French life, thought and the arts with respective historical, social and economic backgrounds, national character and regional differences. A free elective for all majors.

Given in English

On Occasion, 3 credits

FRE 85 Disciplinary Literacy in French

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 French.

Students will study the following topics: how to understand and interpret abstract ideas, how to find and use pedagogical literature in foreign language, how to recognize and describe the characteristics of literary texts, how to decode and annotate historical allusions, how to format research materials according to Modern Language Association style, how to interpret and evaluate literacy criticism. *Applications will pertain to original works, inherently multicultural.*

Prerequisite: FRE 4 or equivalent.

Fall, 3 credits

FRE 99 Seminar in French Literature: Special Topics

Study of a major author, genre, or literary movement, as determined by the instructor.

Course may be taken more than once if topic is different.

Prerequisite: Level 4 in French.

Fall, 3 credits

German Courses

GER 1 Elementary German

This course covers the reading of simple texts and elements of oral expression.
Fall, 3 credits

GER 1C German for Travelers I

This course covers the vocabulary, expressions and oral practice needed to deal with practical situations in German speaking countries. Limited to students with little or no German-speaking ability. *Course is taught in German*
On Occasion, 1 credit

GER 2 Elementary German

This course is a continuation of German 1. Intensive reading and building of active vocabulary.
Prerequisite: GER 1 or the equivalent.
Spring, 3 credits

GER 2C German for Travelers II

This course covers the vocabulary, expressions and oral practice needed to deal with practical situations in German speaking countries. Limited to students with some German-speaking ability. *Course is taught in German*
Prerequisite: GER 1C or equivalent.
On Occasion, 1 credit

GER 3 Intermediate German

This course is a structural review. It includes readings on German culture and contemporary trends.
Prerequisite: GER 2 or equivalent.
Fall, 3 credits

GER 4 Intermediate German

This course is a review of major problems of structure especially as syntax applies to composition.
Prerequisite: GER 3 or equivalent.
Spring, 3 credits

GER 8 Reading German Fluently

This course is intended for students who wish to acquire a thorough reading knowledge of German in order to pass Master's or Doctoral language qualifying examinations or to read German texts. A thorough introduction to German grammar is presented.
On Occasion, 3 credits

GER 11 Introduction to German Literature

A course designed to give the student a first opportunity to read, in the original, sizeable excerpts from great works of German literature.
Prerequisite: GER 4 or equivalent.
On Occasion, 3 credits

GER 12 Survey of German Literature

This course is the reading and discussion of complete texts of representative works of German poetry, drama and narrative fiction.
Prerequisite: GER 4 or equivalent.
On Occasion, 3 credits

GER 23, 24 Advanced German Grammar and Composition I and II

This course is a complete review of German grammar, practice in essay writing and a detailed study of idioms and style. German 23 emphasizes grammar; German 24, style.
Prerequisite: GER 4 or equivalent.
On Occasion, 3 credits per semester

GER 25 Advanced German Conversation

This course is intensive oral practice and expression.
Prerequisite: GER 4.
On Occasion, 3 credits

GER 26 German Culture and Civilization I

This course is an analysis of social, political and cultural movements in German and Austrian history from the Middle Ages through 1848.
Prerequisite: GER 4.
GER 27 may be taken before GER 26
On Occasion, 3 credits

GER 27 German Culture and Civilization II

This course is a study of modern Germany from the Bismarck era to the present with a special focus on a reunited Germany and its new role in European and world affairs. A parallel study of Austria from the final years of Hapsburg rule to the present is included.
Prerequisite: GER 4.
On Occasion, 3 credits

GER 32 18th Century German Literature

In this course, representative works of Lessing, Goethe, Schiller, and other contemporaries leads to an understanding of the periods of Enlightenment, Storm and Stress, Classicism and the beginning of Romanticism.
Prerequisite or Co-requisite: GER 24 or equivalent.
On Occasion, 3 credits

GER 33 19th Century German Literature

This course covers the Romantic movement, its works and aesthetic ideas in addition to the transition to Realism. Representative works of such writers as Kleist, Novalis, E.T.A. Hoffmann, Eichendorff, Heine, Grillparzer, Buchner,

Hebbel, Keller are studied.
Prerequisite or Co-requisite: GER 24 or equivalent.
On Occasion, 3 credits

GER 34 Twentieth Century German Literature

Twentieth-century German writers and literary movements are studied. The authors studied include Brecht, Weiss, Durrenmatt, Frisch, Hesse, Kafka, Boll. Recent developments in German culture and ideas are discussed and emphasized by reading related material.
Prerequisite or Co-requisite: GER 24 or equivalent.
On Occasion, 3 credits

GER 35 Goethe

A study and analysis of Goethe's major works includes an emphasis on his plays and poetry.
Prerequisite or Co-requisite: GER 24 or equivalent.
On Occasion, 3 credits

GER 37 German Lyric Poetry

This course is a detailed analysis of outstanding poems from the Middle Ages to the present.
Prerequisite or Co-requisite: GER 24 or equivalent.
On Occasion, 3 credits

GER 39 Advanced Scientific German

Syntax patterns and terminology characteristic of the German used in scientific and technical works and periodicals is studied. Assignments are adapted to the student's special field.
Prerequisite: GER 4 or equivalent.
On Occasion, 3 credits

GER 41 Applied Linguistics Seminar

Application of linguistic science to the German language is studied along with advanced structural analysis and an introduction to etymology and semasiology.
If possible, should be preceded by Linguistics 12. Required of prospective German teachers.
On Occasion, 3 credits

GER 51, 52 Beginning German Conversation

The courses are designed for the student to be expressive in social and everyday situations.
On Occasion, 3 credits per semester

GER 53, 54 Intermediate German Conversation

This course is a continuation of GER 52. The course provides intensive oral practice.
GER 53 is a prerequisite for 54.
On Occasion, 3 credits per semester

GER 65 The German Novel in the 20th Century

This course covers the reading and analyses of important novelists of this century; e.g. Mann, Hesse, Kafka, Rilke, Doebelin, Musil, Brock, Grass, Boell, Kant, Seghers. *On Occasion, 3 credits*

GER 70 Contemporary Culture & Civilization in Germany/Austria

This course examines Germany and Austria today: historical, political, social background, national character, regional differences, art and folklore. A special focus is on a reunited Germany and the "new" Europe. Ample use of audiovisual materials. A free elective for all majors. *Given in English*
On Occasion, 3 credits

Greek Courses

GRK 1 Elementary Classical Greek

This course covers the foundations of Greek grammar, stressing vocabulary, simple sentence building and the reading of elementary prose. Greek cultural heritage in language and literature is considered. *On Occasion, 3 credits*

GRK 2 Elementary Classical Greek

Greek grammar, more complicated sentence structure, broadening of vocabulary and a reading of the graded text of Xenophon's Anabasis. Antiquities are covered. *On Occasion, 3 credits*

Hebrew Courses

HEB 1 Elementary Modern Hebrew

The fundamentals of modern Hebrew grammar and basic language patterns are covered in this course. No previous knowledge of Hebrew is required. *Fall, 3 credits*

HEB 1C Hebrew for Travelers I

This course covers the vocabulary, expressions and oral practice needed to deal with practical situations in Israel. Limited to students with little or no Hebrew-speaking ability. *Course is taught in Hebrew*
On Occasion, 1 credit

HEB 2 Elementary Modern Hebrew

This course is a continuation of Hebrew 1 with selected readings. *Prerequisite: HEB 1 or equivalent.*
Spring, 3 credits

HEB 2C Hebrew for Travelers II

This course covers the vocabulary, expressions and oral practice needed to deal with practical situations in Israel. Limited to students with some Hebrew speaking ability. *Course is taught in Hebrew*
Prerequisite: HEB 1C or equivalent.
On Occasion, 1 credit

HEB 3 Intermediate Hebrew

This course is a structural review with practice in oral expression and writing in addition to selected readings of short works. *Prerequisite: HEB 2 or equivalent.*
Fall, 3 credits

HEB 4 Intermediate Modern Hebrew

This course is a review of major structural problems, composition, continued practice in oral expression, readings in culture and literature of contemporary Israel. *Prerequisite: HEB 3 or equivalent.*
Spring, 3 credits

HEB 25 Advanced Conversational Hebrew

This course is intensive in oral practice and expression, oral reports on assigned topics, vocabulary expansion, and a study of the basic phonetics of Hebrew. *Prerequisite: HEB 4 or equivalent.*
On Occasion, 3 credits

HEB 26 Advanced Conversational Hebrew II

This course is designed to provide intensive oral practice in Hebrew through the use of dialogues, impromptu and prepared class discussions, and oral reports in addition to teaching students to read Hebrew without vowels. *Prerequisite: HEB 25 or equivalent.*
On Occasion, 3 credits

HEB 32 Contemporary Hebrew Literature I

Representative works of such writers as Agnon, Berkowitz, Barash, Megged, and Shamir are examined. This course is designed to introduce the student to the best in traditional and contemporary Hebrew literature. *Given in Hebrew*
Prerequisite: HEB 4 or equivalent.
On Occasion, 3 credits

HEB 33 Contemporary Hebrew Literature II

This course is a continuation of Hebrew 32. Selections from outstanding Hebrew essayists of the last century are read. *Given in Hebrew*
On Occasion, 3 credits

HEB 34 Wisdom Literature World Literature

A reading and discussion of two books of the Old Testament, Ecclesiastes and Proverbs, that are part of the Wisdom literary tradition in ancient Israel and in neighboring cultures. *Given in Hebrew*
Prerequisite: HEB 4 or equivalent.
On Occasion, 3 credits

HEB 35 Modern Hebrew Poetry

This course examines the modern poetry of Israel with an emphasis on the works of Bialik, Tchernichowsky and Schneur. *Given in Hebrew*
Prerequisite: HEB 4 or equivalent.
On Occasion, 3 credits

HEB 36 Old Testament Literature

A reading and discussion of two books of the Old Testament, Esther and Ruth, along with a critical study of these Hebrew texts from the standpoint of language, history and content are covered in this course. *Given in Hebrew*
Prerequisite: HEB 4 or equivalent.
On Occasion, 3 credits

HEB 40 Jewish Culture in America

In this course, the modern American Jew is seen through the works of contemporary writers. An examination of writings explores the role of Jews in America, their relationship to the majority group and the resolutions of their anomalies. The works are approached topically: the immigrant culture, the literature of conflict and the alien as presented by authors Kazin, Bellow, Malamud and Roth. *Given in English*
On Occasion, 3 credits

HEB 41 Holocaust Literature

The literature of the Holocaust conveys that which cannot be transmitted by facts and figures. This course is a critical study of the literature from the standpoint of language and history. *Given in English*
On Occasion, 3 credits

HEB 42 Contemporary Hebrew

This course includes the readings and analysis of important novelists of the 20th century, the Israeli writers Megged, Shamir, Yizhar and others. *Given in English*
On Occasion, 3 credits

HEB 43 Masterpieces of Yiddish

The major authors of modern Yiddish literature from the Golden Age of Mendele Moykher Sforim, Sholem Aleichem and I.L. Peretz to the present are studied. The

major works of Eastern European cultural centers and the United States are covered. Yiddish literature is included under a Hebrew course since many writers of Yiddish literature also wrote in Hebrew and translations are either Hebrew or Yiddish.

Given in English
On Occasion, 3 credits

HEB 45 Medieval Hebrew Literature

This course studies selections from post biblical works in prose and poetry. The readings are from medieval literature with special reference to Solomon Ibn Gabirol, Moses Ibn Ezra, Judah Halevi and Moses Maimonides.

Given in English
On Occasion, 3 credits

HEB 47 The Book of Genesis

This course is a concentrated study of Genesis against the background of ancient Near Eastern narrative, law and custom. Also included is a discussion of the major themes and concepts in Genesis: God, creation, the world, humankind and the Hebrew people.

Given in English
On Occasion, 3 credits

HEB 49 Jewish Mysticism and Hasidism

This course is a study of the Jewish mystical tradition and its writings with special emphasis on the Zohar, Kabbalah and the mystical teachings of the Hasidic masters.

Given in English
On Occasion, 3 credits

HEB 60 Family Patterns in Contemporary Israel: A Sociological and Literary Approach

The course is organized around an analysis of social change and its impact on the traditional Jewish family, the Moslem and the Oriental Jew in Israel. The consequences of these changes are examined in Hebrew literature such as the Israeli authors Handel, Shamir, and Megged and in sociological works by Patai, Bettelheim, Rockwell Smith and others.

On Occasion, 3 credits

Italian Courses

ITL 1 Elementary Italian

This course covers the essentials of Italian structure, simple oral expressions, and writing.

Every Semester, 3 credits

ITL 1C Italian for Travelers I

This course introduces students to vocabulary, expressions and oral practice needed for practical situations in Italy.

Limited to students with little or no Italian-speaking ability.

Course is taught in Italian
On Occasion, 1 credit

ITL 2 Elementary Italian

This course is a continuation of Italian 1. Selected readings are from simple texts.

Prerequisite: ITL 1 or equivalent.
Every Semester, 3 credits

ITL 2C Italian for Travelers II

This course continues vocabulary, expressions and oral practice needed to deal with practical situations in Italy. Limited to students with some Italian-speaking ability.

Course is taught in Italian
Prerequisite: ITL 1C or equivalent.
On Occasion, 1 credit

ITL 3 Intermediate Italian

This course is a review of structure, practice in oral expression, writing and select readings of short works from modern authors.

Prerequisite: ITL 2 or equivalent.
Fall, 3 credits

ITL 4 Intermediate Italian

This course emphasizes reading Italian original prose and reviewing major problems in structure, composition, intensified oral expression.

Prerequisite: ITL 3 or equivalent.
Spring, 3 credits

ITL 5 Special Intensive Italian

Primarily for premedical students, this is an intensive course in the essentials of grammar, reading, translation and conversation.

On Occasion, 4 credits

ITL 6 Scientific Readings in Italian

This course concentrates on specialized readings in Italian that are selected from medical texts.

On Occasion, 3 credits

ITL 11 Selected Readings in Early Italian Literature

This is a course designed to give the student an introduction to the outstanding early works of Italian literature through the reading of sizeable excerpts or brief selections.

Prerequisite: ITL 4 or equivalent.
Fall, 3 credits

ITL 12 Selected Readings in Modern and Contemporary Italian Literature

This course is devoted to readings of complete texts of selected novels and plays from the last two centuries of Italian literature. Some poetic excerpts are included.

ITL 12 may be taken before ITL 11.
Prerequisite: ITL 4 or equivalent.
Spring, 3 credits

ITL 23 Advanced Italian Grammar and Composition I

This course is an in-depth review of Italian grammar and syntax focusing on review exercises, writing and composition.

Prerequisite: ITL 4 or equivalent.

Annually, 3 credits

ITL 24 Advanced Italian Grammar and Composition II

This course is an in-depth review of grammar and syntax with special emphasis on the use of present and past subjunctive. The course focuses on sentence structures, stylistics and composition.

ITL 24 may be taken before ITL 23.

Prerequisite: ITL 4 or equivalent.

Annually, 3 credits

ITL 25 Advanced Italian Conversation

This course covers intensive oral practice and expression, oral reports on assigned topics, vocabulary expansion and a study of the basic phonetics of Italian.

Prerequisite: ITL 4.

Annually, 3 credits

ITL 26 Italian Culture and Civilization I

Outstanding moments in the geographical, intellectual, historical, political and aesthetic developments of Northern Italy and the Italian Peninsula until the end of the 18th century are studied.

Given in Italian

Prerequisite: ITL 4 or equivalent.

Annually, 3 credits

ITL 27 Italian Culture and Civilization II

This course covers the political, social, educational, economic and spiritual aspects and problems of 19th and 20th century Italy.

Given in Italian

ITL 27 may be taken before ITL 26.

Prerequisite: ITL 4 or equivalent.

Annually, 3 credits

ITL 30 Dante, Petrarca (Petrarch), and Boccaccio

This course is a biographical and historical introduction to the three masters.

Selected readings are from Dante's *Vita Nuova* and *La Divina Comedia*, Petrarca's *Canzoniere*, and Boccaccio's *Decameron*.

Pre or Co-requisite: ITL 24 or equivalent.

On Occasion, 3 credits

ITL 31 Italian Literature of the Renaissance and the Baroque Period

Major writers from the 15th through the 17th centuries are studied with special emphasis on the work of Ariosto and Tasso.

Prerequisite or Co-requisite: ITL 24 or equivalent.

On Occasion, 3 credits

ITL 32 Italian Literature of the 18th Century

Selected readings from the works of Goldoni, Parini, and Alfieri are studied. Prerequisite or Co-requisite: ITL 24 or equivalent.

On Occasion, 3 credits

ITL 33 The Contemporary Italian Novel

This course is a study of major contemporary novelists including Moravia, Bassani, Lampedusa, and Bevilacqua. Prerequisite or Co-requisite: ITL 24 or equivalent.

On Occasion, 3 credits

ITL 35 The Italian Novel from Manzoni to the Voce Period

After analysis and evaluation of the impact of Manzoni's *Promessi Sposi*, the course concentrates on a study of the novels of Verga, D'Annunzio and selected major figures of the Voce movement. Prerequisite or Co-requisite: ITL 24 or equivalent.

On Occasion, 3 credits

ITL 36 Pirandello and the Modern Theatre

This course is a study of the works of the major playwrights of the novecento from Pirandello to the present including Chiarelli, Ugo Betti, Buzzati, and Diego Fabbri.

On Occasion, 3 credits

ITL 51, 52 Beginning Italian Conversation

These courses are recommended for non-majors. Each course provides conversational adequacy in the Italian needed frequently for social and everyday situations and a knowledge of the basic vocabulary needed for conversation.

On Occasion, 3 credits

ITL 53, 54 Intermediate Italian Conversation

These courses are designed primarily for the non-language major. These courses provide intensive oral practice in Italian through the use of dramatizations, both impromptu and prepared, class discussions and oral reports.

ITL 53 is the Prerequisite for ITL 54.

On Occasion, 3 credits

ITL 62 The Italian Poetic Heritage

This course covers a selection of the best in Italy's vast poetic heritage with a special emphasis on Dante, Petrarch, Boccaccio, Ariosto, Tasso, and Leopardi. Given in English

On Occasion, 3 credits

ITL 70 Contemporary Culture and Civilization in Italy

This course surveys Italian life, thought, folklore, and art; historical, social, and economic backgrounds; and analyzes the national character by focusing on regional differences. Ample use of audiovisual materials. A free elective for all majors.

Given in English

On Occasion, 3 credits

ITL 85 Disciplinary Literacy in Italian

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 Italian. Students will study the following topics: how to understand and interpret abstract ideas, how to find and use pedagogical literature in foreign language, how to recognize and describe the characteristics of literary texts, how to decode and annotate historical allusions, how to format research materials according to Modern Language Association style, how to interpret and evaluate literary criticism. Applications will pertain to original works, inherently multicultural.

Prerequisite: ITL 4 or equivalent.

Fall, 3 credits

ITL 99 Seminar in Italian Literature: Special Topics

Study of a major author, genre, or literary movement, as determined by the instructor.

Course may be taken more than once if topic is different.

Prerequisite: Level 4 in Italian.

Fall, 3 credits

Japanese Courses

JPN 1 Elementary Japanese

This course covers the essentials of Japanese structure, simple oral expressions and writing.

Every Semester, 3 credits

JPN 1C Japanese for Travelers I

This course covers vocabulary, expressions and oral practice in order to communicate about practical, everyday situations in Japan. Limited to students with little or no Japanese-speaking ability.

Course is taught in Japanese

On Occasion, 1 credit

JPN 2 Elementary Japanese

This course is a continuation of Japanese 1.

Prerequisite: JPN 1 or equivalent.

Every Semester, 3 credits

JPN 2C Japanese for Travelers II

This course covers vocabulary, expressions and oral practice in order to communicate about practical, everyday situations in Japan. Limited to students with some Japanese-speaking ability.

Course is taught in Japanese

Prerequisite: JPN 1C or equivalent.

On Occasion, 1 credit

JPN 3 Intermediate Japanese

This course is a review of structure, practice in oral expression, writing and selected readings.

Prerequisite: JPN 2 or equivalent

Fall, 3 credits

JPN 4 Intermediate Japanese

This course emphasizes readings in Japanese civilization and culture and includes a review of major problems in structure and composition in addition to intensified oral expression.

Prerequisite: JPN 3 or equivalent.

Spring, 3 credits

JPN 11, 12 Introduction to Japanese Literature

This course surveys the literature of Japan from its origins to the present day.

Prerequisite: JPN 4 or equivalent.

Annually, 3 credits

Latin Courses

LAT 1 Elementary Latin

This course covers the fundamentals of Latin grammar and syntax. This course stresses vocabulary building, Latin borrowings in English and reading simple Latin prose.

On Occasion, 3 credits

LAT 2 Elementary Latin

This course is a continuation of Latin 1. The course includes more intensive reading and an introduction to Roman civilization.

Prerequisite: LAT 1 or equivalent.

On Occasion, 3 credits

LAT 3 Intermediate Latin

This course is a review of Latin grammar and syntax and stresses advanced sentence structure. The readings are from Cornelius Nepos, Cicero, Pliny, Phaedrus, and Catullus in addition to an overview of the foundations of Roman civilization.

Prerequisite: LAT 2 or equivalent.

On Occasion, 3 credits

LAT 4 Intermediate Latin

This course is a continuation of Latin 3 with the addition of selections from medieval Latin.

Prerequisite: LAT 3 or equivalent.

On Occasion, 3 credits

LAT 11, 12 Latin Literature

Readings from Cicero's Correspondence, Ovid's Metamorphoses, Virgil's Aeneid, Tacitus, Germania and selections from Sallust and Livy.

Prerequisite: LAT 4 or the equivalent.

On Occasion, 3 credits per semester

Linguistics Courses

LIN 11 Comparative Linguistics

This course is an introduction to both historical and descriptive linguistics and the evolution and distribution of the Indo-European group. Included is an analysis of languages more familiar to Western society such as Latin, German, French and a comparison with languages less familiar to Western society such as Chinese, Nahuatl and Tahitian.

On Occasion, 3 credits

LIN 12 Introduction to Descriptive Linguistics

This course is an introduction to structural linguistics as applied to the study of English and other modern languages.

Included in this course are the problems of the phoneme and morpheme.

Spring, 3 credits

LIN 15 Sociolinguistics

This course is an introduction to sociolinguistic concepts: the study of language variation due to social variables such as dialects, registers, sociolects, idelects of language by emphasizing English. Also, this course covers bilingualism, diglossia and languages in contact.

On Occasion, 3 credits

LIN 21 Middle Egyptian

This course is an introduction to Middle Egyptian, which was the language spoken by the ancient Egyptians during the Middle Kingdom (2240-1740 B.C.). The course emphasizes written language. Students learn to write hieroglyphs as well as how to translate hieroglyphic inscriptions.

On Occasion, 3 credits

LIN 31 Computational Linguistics

This course surveys modern linguistic theories that have led to contemporary efforts to build computer models for human linguistic processing.

On Occasion, 3 credits

LIN 41 Applied Linguistics: English

This course is a study of the application of modern linguistic science to English.

Study includes structural analysis, practice in phonemic and morphemic analysis of current American English. Recommended especially for TESOL, Bilingual/Bicultural, and English teachers.

Required for Foreign Language/Education majors.

Fall, 3 credits

LIN 91 Problems in European Linguistic Geography

This course is a study of the linguistic map of Europe; the linguistic and dialect map of each country and linguistic border readjustments; linguistic resettling; linguistic-political alignments, etc. A free elective for all majors and especially recommended for History, Political Science and all language majors.

On Occasion, 3 credits

See statement concerning graduate courses open to undergraduates in section on Registration. Students may take these courses with the written permission of academic counselor, chair, and dean:

LIN 513 History of the English Language

LIN 514 An Introduction to Historical Linguistics

LIN 515 Sociolinguistics

LIN 516 Psycholinguistics

Portuguese Courses

PRT 21 Portuguese for Speakers of Spanish

This Portuguese course is a linguistic introduction that utilizes the techniques of applied linguistics. A good working knowledge of Spanish (or fluency in Spanish) can transfer to an equivalent knowledge of Portuguese.

On Occasion, 1 credit

Russian Courses

RUS 1 Basic Russian

This course covers the essentials of Russian for a knowledge of reading, conversation and an appreciation of culture.

Fall, 3 credits

RUS 1C Russian for Travelers I

In order to be understood in Russian speaking countries, this course covers vocabulary, expressions and the oral practice needed for practical situations. Limited to students with little or no Russian-speaking ability.

Course is taught in Russian

On Occasion, 1 credit

RUS 2 Basic Russian

This course is a continuation of Russian 1.

Prerequisite: RUS 1 or equivalent.

Spring, 3 credits

RUS 2C Russian for Travelers II

Vocabulary, expressions and the oral practice necessary for practical situations in Russian-speaking countries are covered in this course. Limited to students with some Russian-speaking ability.

Course is taught in Russian

Prerequisite: RUS 1C or equivalent.

On Occasion, 1 credit

RUS 3 Intermediate Russian

This course is a review of structure, practice in oral expression and writing and selected readings.

Prerequisite: RUS 2 or equivalent.

Fall, 3 credits

RUS 4 Intermediate Russian

This course is a continuation of Russian 3.

Prerequisite: RUS 3 or equivalent.

Spring, 3 credits

RUS 24 Intensive Conversation and Creative Writing

In this course, the emphasis is to acquire fluency in speaking and reading Russian.

Prerequisite: RUS 2 or equivalent.

On Occasion, 3 credits

RUS 25 Intensive Conversation and Creative Writing

This course is a continuation of Russian 24.

Prerequisite: RUS 3 or 24 or equivalent.

On Occasion, 3 credits

RUS 30 Russian Culture (Ancient-1917) and Civilization

This course emphasizes the philosophical movements that have influenced the character of Russian culture and civilization.

Given in English

Prerequisite: Permission of instructor.

On Occasion, 3 credits

RUS 31 Russian Culture and Civilization (1917 to Present)

This course is a topical study of the former USSR: its system, people, culture, and the development of civilization in the region.

On Occasion, 3 credits

Free Electives for all Majors

The following courses are given in English as free electives for all majors. They may be substituted for World Literature. Russian Literature may be applied toward the fulfillment of World Literature requirements by Foreign Language majors and English majors. Consult appropriate department chairs.

RUS 38 New Voices in Russian Literature

This course concentrates on the writers, the literary trends and the criticism of the post-Stalinist period, emphasizing the currents of the 1960s through the present. A free elective for all majors.
Given in English
On Occasion, 3 credits

RUS 46 Russian Literature from 1800-1917

This course covers Russian literature and its development in the 19th century. Lectures and readings include major trends and authors such as Pushkin, Gogol, Lermontov, Turgenev, Tolstoy, Dostoyevsky, and Chekhov.
Given in English
On Occasion, 3 credits

RUS 47 Russian Literature from 1917-Present

This course surveys Russian literature and its development in the 20th century. Lectures and readings include major authors such as Blok, Mayakovsky, Babel, Bulgakov, Sholokhov, Zamiatin, Pasternak, Yevtushenko, Voznesenski, and Solzhenitsyn.
Given in English
On Occasion, 3 credits

RUS 48 Dostoyevsky

This course is an analysis of Dostoyevsky's work on a structural and thematic basis that includes the author's theories on art, literature, philosophy, and religion. A free elective for all majors.
Given in English
On Occasion, 3 credits

RUS 49 Tolstoy

This course is an analysis of Tolstoy's works on a structural and thematic basis that includes the author's theories on art, literature, history, philosophy and religion. A free elective for all majors.
Given in English
On Occasion, 3 credits

RUS 70 Contemporary Culture and Civilization in Russia

This course covers Russian life, thought, and the arts by emphasizing the historical, political, social, religious and philosophical background, the national character and the regional differences. The course emphasizes the "new" Russia and its roots. A free elective for all majors.
Given in English
On Occasion, 3 credits

Spanish Courses**SPA 1 Elementary Spanish**

This course covers the essentials of Spanish structure, simple oral expression, and writing.
Every Semester, 3 credits

SPA 1C Spanish for Travelers I

This course covers vocabulary, expressions and oral practice necessary for practical situations in Spanish-speaking countries. The course is limited to students with little or no Spanish-speaking ability.
Course is taught in Spanish
On Occasion, 3 credits

SPA 2 Elementary Spanish

This course is a continuation of Spanish 1.
Prerequisite: SPA 1 or equivalent.
Every Semester, 3 credits

SPA 2C Spanish for Travelers II

This course covers vocabulary, expressions and oral practice necessary for practical situations in Spanish-speaking countries. Limited to students with some Spanish-speaking ability.
Course is taught in Spanish
Prerequisite: SPA 1C or equivalent.
On Occasion, 1 credit

SPN 3 Intermediate Spanish

This course is a review of structure, a practice in oral expression and writing, selected readings of short works from modern authors.
Prerequisite: SPA 2 or equivalent.
Every Semester, 3 credits

SPA 4 Intermediate Spanish

This course has an emphasis on readings in Hispanic civilization and culture and a review of major problems of structure, composition and intense oral expression.
Prerequisite: SPA 3 or equivalent.
Every Semester, 3 credits

SPA 11 Introduction to Peninsular Literature

This course emphasizes the readings of several works by Spanish authors. Stress is placed on vocabulary building, oral expression and comprehension.
Given in Spanish
Prerequisite: SPA 4 or equivalent.
Annually, 3 credits

SPA 12 Introduction to Spanish American Literature

This course emphasizes the readings of several works by Spanish American authors. Vocabulary building, oral expression and comprehension are stressed.
Given in Spanish
SPA 12 may be taken before SPA 11.
Prerequisite: SPA 4 or equivalent.
Annually, 3 credits

SPA 23 Advanced Spanish Grammar and Composition I

This course is an in-depth review of Spanish grammar and syntax through review exercises, writing and composition.
Prerequisite: SPA 4 or equivalent.
Annually, 3 credits

SPA 24 Advanced Spanish Grammar and Composition II

This course is an in-depth review of Spanish grammar and syntax with special emphasis on the use of present and past subjunctive. The course focuses on sentence structure, stylistics and composition. SPA 24 may be taken before SPA 23.
Prerequisite: SPA 4 or equivalent.
Annually, 3 credits

SPA 25 Advanced Spanish Conversation

This is an intensive oral practice and expression course with oral reports on assigned topics, vocabulary expansion and a study of the basic phonetics of Spanish.
Prerequisite: SPA 4 or equivalent.
On Occasion, 3 credits

SPA 26 Culture and Civilization of Spain

In this course, the most important aspects of culture and civilization in Spain are covered. The Spanish impact on world cultures, folklore, salient issues and problems from the period of the Spanish Civil War to the present are considered in this course.
Given in Spanish
Prerequisite: SPA 4 or equivalent.
Annually, 3 credits

SPA 27 Culture and Civilization of Hispanic America

The culture and civilization of Hispanic America from the Columbian period to the present are covered in this course. Folklore, contemporary issues and problems are considered.
Given in Spanish
SPA 27 may be taken before SPA 26.
Prerequisite: SPA 4 or equivalent.
Annually, 3 credits

SPA 29 Advanced Grammar and Writing Skills

This is an advanced writing course that demonstrates how the study of Spanish grammar, syntax and critical thinking skills is the foundation for producing analytical papers in literature courses. The course will focus on effective prose, stylistic devices and structure of texts and essay.
On Occasion, 3 credits

SPA 30 The Picaresque Novel

From its origins, the development of the picaresque novel in Spain and the Lazarillo de Tormes through the 16th and 17th centuries are examined in this course. A comparative analysis of this type of novel in Spain, France and other European countries is also studied.

Given in Spanish

Prerequisite or Co-requisite: SPA 23 and/or 24.

On Occasion, 3 credits

SPA 31 20th Century Spanish-American Novel

This course is a study of the novels of such 20th century authors as Azuela, Asturias, Rulfo, Gallegos, Guiraldes, Icaza, Alegria, Barrios, Borges and Cortazar.

Given in Spanish

Prerequisite or Co-requisite: SPA 23 and/or 24.

On Occasion, 3 credits

SPA 32 Spanish Literature of the Middle Ages and the Renaissance

This course studies the development of Spanish literature from the Middle Ages through the 16th century with an emphasis on El Poema del Cid, La Celestina and the poetry of Garcilaso de la Vega.

Given in Spanish

Prerequisite or Co-requisite: SPA 23 and/or 24.

On Occasion, 3 credits

SPA 33 Theatre of the Golden Age

This course is a study of the Spanish theatre from its origin through the Golden Age with an emphasis on Lope de Vega, Tirso and Calderon.

Given in Spanish

Prerequisite or Co-requisite: SPA 23 and/or 24.

On Occasion, 3 credits

SPA 35 Cervantes

This course is a brief introduction to the life and work of Cervantes with an emphasis on the more important parts of the two books of Don Quixote.

Given in Spanish

Prerequisite or Co-requisite: SPA 23 and/or 24.

On Occasion, 3 credits

SPA 36 19th Century Spanish Literature

This course is an introduction to the major Spanish authors of the Romantic period and 19th century Realism.

Given in Spanish

Prerequisite or Co-requisite: SPA 23 and/or 24.

On Occasion, 3 credits

SPA 37 Spanish Literature of the 20th Century

This course is an introduction to the major authors of Spanish literature from the Generation of 1898 to the Spanish Civil War. The authors studied are Antonio Machado, Juan Ramon Jimenez, Valle-Inclan, Baroja, Unamuno, among others and the most representative writers of the Civil War period.

Given in Spanish

Prerequisite or Co-requisite: SPA 23 and/or 24.

On Occasion, 3 credits

SPA 38 Spanish-American Literature I

This course is a study of narrative prose, essays, theatre and poetry from the Colonial period to the Modernist movement. The themes of literature in the Baroque, Enlightenment, Romantic, Realist and Naturalist periods are analyzed.

Prerequisite or Co-requisite: SPA 23 and/or 24.

On Occasion, 3 credits

SPA 39 Spanish-American Literature II

The themes of the prose, poetry, essays, and theatre of this literature from the Modernist movement to the present are analyzed in this course.

Given in Spanish

Prerequisite or Co-requisite: SPA 23 and/or 24.

On Occasion, 3 credits

SPA 40 Seminar in Spanish and Spanish-American Literature

These seminars and guided research are designed to complete the students, knowledge of the development of Spanish literature and to develop skills in critical analysis. This course is conducted by a research director who schedules independent conferences.

On Occasion, 3 credits

SPA 41 Applied Linguistics Seminar

This course is required of prospective Spanish teachers. The application of modern linguistic science to the Spanish language is examined. The course covers advanced structural analysis and practice in phonemic and morphemic contrast. If possible, this course should be preceded by Linguistics 12.

On Occasion, 3 credits

SPA 42 Contemporary Spanish Literature

This course is a study of the different trends in Spanish literature from 1936-39 to the present. The course analyzes the work of the most representative authors: the novelists Cela, Laforet, Delibes, Zunzunegui; the poets Jorge Guillen,

Pedro Salinas, Miguel Hernandez, Jose Hierro and Blas Otero. Some literary essays are included.

Given in Spanish

Prerequisite or Co-requisite: SPA 23 and/or 24.

On Occasion, 3 credits

SPA 43 The Contemporary Spanish Theatre

This course covers the development of the contemporary Spanish theatre from Garcia Lorca to the works of Casona, Buero Vallejo, Lopez Rubio, Jardiel Poncela, Mihura, Sastre and others.

Given in Spanish

Prerequisite or Co-requisite: SPA 23 and/or 24.

On Occasion, 3 credits

SPA 44 Spanish-American Women Writers

From the Colonial period to the present, this course is an overview of the major female authors in Spanish America.

Prerequisite: SPA 23 and/or 24.

On Occasion, 3 credits

SPA 45 The New Novel in Latin America

A study of the major works and writers of the 1970s and 1980s. To include writers such as Manuel Puig, Mario Vargas Llosa, Isabel Allende and Rosario Ferre.

Given in Spanish

On Occasion, 3 credits

SPA 46 Literary Translation (Spanish to English)

This course is a study of the theory and practice of the art of translation. Presented in this course are strategies available to the translator to convey the essence of a work of fiction or poetry from one literary culture to another.

On Occasion, 3 credits

SPA 47 Latin American Women Poets

This course introduces students to the feminist discourse of women poets in Latin America 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.

On Occasion, 3 credits

SPA 48 Latino Literature in América

This course introduces students to Latino writers who portray biculturalism as a statement of Latino identity in the United States. Students apply Latino theory to analyze the development of new voices of writers whose cultural and political agenda attempts to represent the Latino communities in literature. Topics include: immigration, bilingualism, Latinos as foreigners, assimilation, old and new country roots, social mobility, generational differences, national pride, the American dream, and contribution to America. Representative authors include: Richard Rodríguez, Julia Alvarez, Sandra Cisneros, Esmeralda Santiago, Junot Díaz, Nilo Cruz, Cristina García, Rodolfo Anaya.
Prerequisites: SPA 23 and 24.
On Occasion, 3 credits

SPA 51 Beginning Spanish Conversation 1 for Nonmajors

This course is recommended for students in nursing, psychology, sociology, business administration or criminal justice. This accelerated course for beginners is designed to provide conversational adequacy in the Spanish language encountered in social and everyday situations. This course provides a basic vocabulary in order to converse. An aural-oral approach is used.
On Occasion, 3 credits

SPA 52 Beginning Spanish Conversation for Nonmajors

This course is a continuation of Spanish 51. This course is recommended for students (who have some knowledge of Spanish) in the fields of nursing, psychology, sociology, criminal justice or business administration who wish to concentrate on using the language.
On Occasion, 3 credits

SPA 53, 54 Intermediate Spanish Conversation for Nonmajors

Through the use of dialogues, impromptu and prepared class discussions and oral reports, this course is designed for non-language majors to offer intensive oral practice in Spanish. This course is recommended for students in the fields of nursing, psychology, sociology, business administration and criminal justice. *Spanish majors may take only as elective courses.*
Prerequisite: SPA 52, SPA 2 or its equivalent.
On Occasion, 3 credits per semester

The following courses are given in English as free electives for majors:

SPA 70 Contemporary Culture and Civilization in Spain

This course is an examination of Spanish: life, thought, folklore and art; historical, social, and economic backgrounds; an analysis of the salient features of the national character and a focus on regional differences. Ample use of audiovisual materials. A free elective for all majors.
Given in English
On Occasion, 3 credits

SPA 71 Contemporary Culture and Civilization in Latin America

This course examines Latin America: life, thought, art and folklore; historical, social, and economic backgrounds; regional similarities and contrasts. Ample use of audiovisual materials. A free elective for all majors.
Given in English
On Occasion, 3 credits

SPA 72 Spanish Literature from the Middle Ages to the 19th Century

This course examines the masterpieces of Peninsular and Spanish-American literature in English translation such as the Poem of the Cid, picaresque novels, Golden Age drama (Lope de Vega and Calderon) and the 19th century novel. Spanish-American figures such as Sarmiento, Jose Marti and Ruben Dario are also presented.
Given in English
On Occasion, 3 credits

SPA 73 Hispanic Literature of the 20th Century

This course examines masterpieces of Spanish and Spanish-American literature in English translation. The course emphasizes major authors such as Unamuno, Ortega y Gasset, Garcia Lorca, Borges, Neruda, Garcia-Marquez.
Given in English
On Occasion, 3 credits

SPA 85 Disciplinary Literacy in Spanish

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. Students will study the following topics: how to understand and interpret abstract ideas, how to find and use pedagogical literature in foreign language, how to recognize and describe the characteristics of literary texts, how to decode and annotate historical allusions, how to format research materials according to Modern Language Association style, how

to interpret and evaluate literary criticism. *Applications will pertain to original works, inherently multicultural.*
Prerequisite: SPA 4 or equivalent.
Fall, 3 credits

SPA 99 Seminar in Spanish Literature: Special Topics

Study of a major author, genre, or literary movement, as determined by the instructor. *Course may be taken more than once if topic is different.*
Prerequisite: level 4 in Spanish
On Occasion, 3 credits

World Literature Courses

WLT 5 Contemporary Literature

This course examines readings from England, America and foreign literary works of the contemporary period since 1950.
Prerequisite: None.
On Occasion, 3 credits

WLT 7 World Literature

Same as ENG 7
On Occasion, 3 credits

WLT 8 World Literature

Same as ENG 8
On Occasion, 3 credits

WLT 11 Classical Literature in English Translation

Same as ENG 11
On Occasion, 3 credits

WLT 13 The Short Story

Same as ENG 13
On Occasion, 3 credits

WLT 15 Modern Drama

Same as ENG 15
On Occasion, 3 credits

WLT 16 The Modern Novel

Same as ENG 16
On Occasion, 3 credits

WLT 37 The Making of the Superhero

This course is an analysis of the development of the superhero in world literature. The course focuses on heroes from ancient times and futuristic worlds who embody the values and aspirations of his or her respective cultures. Literature and film are emphasized as vehicles for expressing societal ideals.
On Occasion, 3 credits

WLT 38 New Voices in Russian Literature

Same as RUS 38
On Occasion, 3 credits

WLT 39 Horror in Literature

This course is an analysis of the development of horror in world literature. The course focuses on discussion of horror as a pervasive element, expressing the values and aspirations of many cultures from ancient times to the present.

On Occasion, 3 credits

WLT 42 Contemporary Hebrew Literature

Same as HEB 42

On Occasion, 3 credits

WLT 43 Masterpieces of Yiddish Literature

Same as HEB 43

On Occasion, 3 credits

WLT 45 Hebrew Medieval Literature

Same as HEB 45

On Occasion, 3 credits

WLT 46 Russian Literature from 1800-1917

Same as RUS 46

On Occasion, 3 credits

WLT 47 Russian Literature from 1917-Present

Same as RUS 47

On Occasion, 3 credits

WLT 48 Dostoyevsky

Same as RUS 48

On Occasion, 3 credits

WLT 49 Tolstoy

Same as RUS 49

On Occasion, 3 credits

WLT 50 Development of Western Drama

Same as ENG 50

On Occasion, 3 credits

WLT 52 The Bible as Literature

Same as ENG 52

On Occasion, 3 credits

WLT 55 French Literature of the 17th, 18th and 19th Centuries

Same as FRE 55

On Occasion, 3 credits

WLT 56 French Literature of the 20th Century

Same as FRE 56

On Occasion, 3 credits

WLT 62 Italian Poetic Heritage

Same as ITL 62

On Occasion, 3 credits

WLT 65 The German Novel in the 20th Century

Same as GER 65

On Occasion, 3 credits

WLT 72 Spanish Literature from the Middle Ages to the 19th Century

Same as SPA 72

On Occasion, 3 credits

WLT 73 Hispanic Literature of the 20th Century

Same as SPA 73

On Occasion, 3 credits

For qualified Juniors and Seniors, the following 500-level courses are offered jointly by the English and Foreign Language Departments. Approval of the English Department, academic counselor, chair, and dean is required.

WLT 541 World Drama**WLT 543 The Development of Comedy****WLT 544 The Development of Tragedy****WLT 563 European Comparative Literature****WLT 565 Dante and the Divine Comedy****WLT 566 Medieval European Literature****WLT 567 Masterpieces of the Ancient World****WLT 568 Masterpieces of Six Centuries**

HISTORY

Phone: (516) 299-2407

Faculty

Jeanie Attie

Chair, History Department

Associate Professor of History

B.A., University of Pittsburgh;

M.A., Ph.D. Columbia University

jattie@liu.edu

Ryan Gingeras

Assistant Professor of History

B.A., University of California, San Diego;

Ph.D., University of Toronto

ryan.gingeras@liu.edu

Sara S. Gronim

Graduate Advisor

Assistant Professor of History

B.S., Boston University;

M.A., Brooklyn College;

Ph.D., Rutgers University

sara.gronim@liu.edu

Monica Ricketts

Assistant Professor of History

B.A., Pontificia Universidad Catolica del

Peru;

M.A., Ph.D., Harvard University

monica.ricketts@liu.edu

Adam M. Schor

Assistant Professor of History

B.A., Pomona College;

Ph.D., M.A., University of Michigan

adam.schor@liu.edu

Overview of History

The undergraduate major in history offers excellent preparation for careers in teaching, law, journalism, business, and government service. History majors receive a broad grounding in historical knowledge and develop such vital skills as research, analysis and writing. History faculty members teach a wide range of courses in American, European and world history. The Department of History offers the Bachelor of Arts degree in History and a Bachelor of Science in Adolescence Education: Social Studies (Grades 7-12). All B.A. history majors are required to take the Sophomore Seminar in Historical Methods and the Senior Seminar in Historical Research, for which they will write a senior thesis. Students intending to pursue advanced degrees in history are encouraged to include a foreign language in their undergraduate program. An academic counselor is available for academic planning and to refer them to appropriate faculty members or career counselors.

B.A. in History

Requirements for B.A. in History

Students majoring in History must meet the Core requirements and are required to take the following courses:

	Credits
HIS 1, 2 Western Civilization	6
HIS 3, 4 American Civilization	6
HIS 197 Sophomore Seminar in Historical Methods	3
HIS 198 Senior Seminar in Historical Research	3
Total	18

In addition to the four survey courses, the sophomore seminar, and the senior seminar, students must complete six advanced courses, including at least one in the history of the United States and one in non-US history.

Typical Program for B.A. in History

	Credits
Freshman Year	
Two of the history survey courses (HIS 1,2,3,4)	6
Core requirements	9
Electives	17
College 101	1
Total	33
Sophomore Year	
HIS 197	3

Remaining two history courses (HIS 1,2,3,4)	6
Core requirements	9
Electives	14
Total	32

<i>Junior Year</i>	<i>Credits</i>
Advanced history courses	9
Core requirements	9
Electives	8
Total	32

<i>Senior Year</i>	<i>Credits</i>
HIS 198	3
Advanced history courses	12
Core requirements	9
Electives	14
Total	32

B.S. in Adolescence Education: Social Studies (Grades 7-12)

Students specializing in Adolescence Education have the option of concentrating on social studies education. Social studies teachers help youngsters in grades 7 to 12 learn about how people interact with each other and their surroundings. Social studies examines the history and structure of the United States, the world, and its component cultures. It studies how governments work, how people make a living, how economies function, how society and individuals interact, how cultures vary now and have changed over time, and how people use natural and human resources. Students are required to take 48 credits of coursework beyond core requirements within the academic disciplines comprising social studies including Anthropology, Economics, Geography, History, Political Science and Sociology to be distributed according to the plan of study listed below. English 7 and 8 complete the requirements. The requirements provide the student with a thorough preparation in the content of the fields associated with social studies.

History for Childhood Education

Students in Early Childhood and Childhood Education may take their required liberal arts and sciences academic concentration (or major specifically adapted for them) in History. This 30-credit program is designed to provide future teachers with appropriate breadth and depth in the subject matter, and to familiarize them with how historical

knowledge is uncovered and interpreted. Requirements include HIS 1, 2, 3, and 4, as well as 18 credits in upper-level history courses numbered above 100 (with at least two of these electives in American history and two in histories of other regions of the world).

Students in Early Childhood and Childhood Education degree programs may not be allowed to take any courses in their academic concentrations pass/fail.

Allied Areas for Childhood Education

Students in Early Childhood and Childhood Education may also concentrate in the following areas, all of which have a substantial History component: Social Studies, American Studies. See Interdisciplinary Studies section of this Bulletin for a detailed description of these 30-credit programs, and see Curriculum and Instruction for specific professional requirements in Education.

Students in Early Childhood and Childhood Education degree programs may not be allowed to take any courses in their academic concentrations pass/fail.

Minor in History

Any student at C.W. Post may pursue a History minor. A minor in History requires 21 credits consisting of 6 credits in History 1 and 2 or 3 and 4, plus 15 additional credits in advanced history courses, including at least one course in non-Western history.

History Courses

Sections of all History courses are often offered in Writing Intensive format to fulfill requirements of the Writing Across the Curriculum Program; students must check with academic advisors and consult the schedule of classes for current course offerings. consult the schedule of classes for current course offerings.

HIS 1 Western Civilization to the 18th Century

A general survey, this course examines significant religious, cultural and political aspects of Western civilization from the ancient period to the beginning of the 18th century. Students explore specific developments within Western

societies, the place of these communities in a wider global context, and the changing meaning of "the West" as a concept.

Every Semester, 3 credits

HIS 2 Western Civilization since 1789

A general survey of Western history from the eighteenth century to the present that covers important events and developments like the French Revolution, industrialization, nationalism, socialism, liberalism, imperialism, the First World War, the Russian Revolution, the rise of fascism, World War Two and the Holocaust, the Cold War, the fall of Communism in Eastern Europe, the dissolution of the former Yugoslavia, and globalization.

Every Semester, 3 credits

HIS 3 American Civilization, 1607-1877

A survey of major political, social, economic, and cultural changes in the area that is now the United States from initial colonization through the end of Reconstruction.

Every Semester, 3 credits

HIS 4 American Civilization since 1877

A general survey of political, economic, social and cultural changes in the United States from the end of Reconstruction to the present. Examines the emergence of America as a world power by the turn of the 20th century and its position as world's only superpower by the end of that century. Topics include: growth of diverse, urban society, the struggles of those seeking equality and inclusion in quest for the "American Dream," the emergence of mass society, U.S. and the two world wars, the Cold War, and the use of U.S. military power.

Every Semester, 3 credits

HIS 7 Roots of the Modern World

An introduction to the study of history, not as a mere list of facts, but as a way of making sense of the world around us. Each section of this course focuses on a particular theme, the origins of some important aspect of the modern world. Through regular writing and discussion, the course explores how we can trace processes of change that took decades or centuries and how we can better understand these changes by analyzing primary sources from various points of view.

Open to all freshmen and sophomores; open to juniors and seniors by permission of the instructor. Satisfies Writing-Across-Curriculum requirement
Every Semester, 3 credits

HIS 95 Literacy in the Social Sciences

This course is an intensive immersion in the literacy skills of reading and writing, learning and teaching the academic disciplines that together comprise social studies education. Designed for social studies adolescence education majors, this course introduces the students to the learning and teaching of select core issues found in the social science disciplines of Anthropology, Economics, Geography, History, Political Science, and Sociology. *Prerequisite: Completion of the Core or permission of instructor.*

Annually, 3 credits

Cross-listed with ECO 95, GGR 95, POL 95, SOC 95 and ANP 95

HIS 105 Historical Perspectives

This course explores the historical “back story” of crucial issues facing the US and the larger world in the early 21st century, by tracing the narrative background of events from their origins to the present day, contrasting current issues with seemingly analogous earlier issues, and examining changing popular policy and scholarly perspectives on given issues over time. Topics will vary by instructor. *Prerequisites: HIS 1, 2, 3 or 4 or permission of instructor.*

On Occasion, 3 credits

HIS 106 Methods and Practice of Public History

This course offers students the opportunity to explore historians' roles in the presentation of historical information and interpretation in a variety of public venues. Students will engage in the intensive examination of selected controversies over the public presentation of historical events. Through guest lectures and field trips they will be introduced to the work of archivists, museum curators, editors, historic site directors, and historians who present their work in such media as magazines and television.

Prerequisite: 9 credits of History courses or permission of instructor.

On Occasion, 3 credits

HIS 110 The Early Modern Atlantic World, 1450-1800

During the dynamic 16th, 17th and 18th centuries, the areas around the Atlantic rim were drawn into sustained interaction. This course includes such topics as Spanish, Portuguese, Dutch, French, and English empires, interactions between Europeans and Native Americans, the development of the Atlantic slave trade, and the growth of merchant capitalism.

Prerequisite: HIS 1 and 3 or permission of instructor.

On Occasion, 3 credits

HIS 111 Colonial America

The period of European colonization of North America was one in which people of diverse origins interacted, interactions that offer complex origin stories for the United States. Students will explore issues in the interpretation of the history of Native Americans, the African diaspora, and settler societies in the 17th and 18th centuries.

Prerequisite: HIS 3 or permission of instructor.

On Occasion, 3 credits

HIS 112 The American Revolution

Students will study the narrative of the war for American political independence and the initial formation of the United States, and examine competing interpretations of the significance of these events. Through this study, students will consider problems in the nature of revolution, of identity-formation, and of nation-making.

Prerequisite: HIS 3 or permission of instructor.

On Occasion, 3 credits

HIS 113 Jacksonian America

America during Andrew Jackson's presidency has often been dubbed, “The Era of the Common Man,” signaling the nation's shift from a republic to a democracy. Undergirding the political transformation was a market revolution that altered every aspect of life and work for antebellum Americans. This course will study the spread of industrial capitalism and the rise of wage labor, the expansion of slavery, and political crises over the relationship between liberty and economic power. The first president to come from humble beginnings, Jackson gave expression to the anxieties spawned by growing inequities in wealth. Simultaneously, he was responsible for the largest expulsion of Indians east of the Mississippi and faced one of the earliest constitutional crises over slavery. The course will analyze the significance evangelical revivals, reform movements that attempted to control drinking, gambling, sexual relations and health, and the most radical of all reforms, abolitionism.

Prerequisite: HIS 3 or permission of instructor.

On Occasion, 3 credits

HIS 114 The Old South

History of the South from its early settlements to the Civil War. This course will explore evolving notions of the South as a distinct region; the agricultural nature of the southern economy; the ways slavery shaped the

lives of slaves, free blacks, slaveowners, yeomen, and women from all social groups; the growth of racism; the relationship between freedom and slavery; distinctive white southern ideas about gender, honor, and leisure.

Prerequisite: HIS 3 or permission of instructor.

On Occasion, 3 credits

HIS 115 The Era of Civil War and Reconstruction

The history of American society during the era of its most cataclysmic event - the Civil War -and its boldest experiment in social change and civic equality - Reconstruction. The course will explore the social and political changes that led to war: the expansion of slavery in the South, the spread of industrial capitalism in the North; the emergence of ideologies of reform, abolitionism, and free labor, and the defense of slavery by southern ideologues. We will analyze the political compromises over slavery that defined the American polity since the ratification of the Constitution, the failure of those compromises, and the crisis of secession. Will cover the military, political and social character of the Civil War, the process of emancipation, and the legacy of Reconstruction.

Prerequisite: HIS 3 or permission of instructor.

On Occasion, 3 credits

HIS 116 American Society and Culture, 1876-1919

The emergence of modern America from the end of Reconstruction through the First World War. Covers eras known as the “Gilded Age” and the “Progressive Era,” the rise of corporate structures, large-scale industry, and the growing links between financial leaders and political figures. Will analyze the consequences of rapid industrialization and urbanization, immigration, the rise of eugenics, Jim Crow legislation, Populism, the labor movement, movements for suffrage, and the reach for empire.

Prerequisite: HIS 4 or permission of instructor.

On Occasion, 3 credits

HIS 117 The U.S., 1920-1945: From the Jazz Age to Total War

This course examines the dramatic changes and frustrating continuities in an era that spans the “Roaring Twenties,” the Great Depression during the 1930s, and World War II, which paved the way for the emergence of the US as the most

powerful nation in the world. Topics include the urbane culture of the 1920s, rise of modern organized crime, Republican Party dominance and downfall, FDR and the New Deal, women in society and politics, racial segregation, the "Golden Age of Hollywood" as a force in American culture, the consolidation of a modern consumer society and homefront experiences of World War II.

Prerequisite: HIS 4 or permission of instructor.

On Occasion, 3 credits

HIS 118 The U.S. Since 1945: The Age of the American Colossus
American history from the end of World War II to the present. Covers rise of domestic prosperity, unprecedented international power, and social-cultural ferment. Topics include the civil rights movement, the Cold War at home and abroad, the Vietnam War, modern feminism, the sexual revolution and the gay rights movement, the shift from Democratic to Republican Party dominance in American politics, the rise of the religious right, environmentalism, large-scale immigration from the developing world, the societal shift from the boom mentality of the 1990s to the "War on Terror."

Prerequisite: HIS 4 or permission of instructor.

On Occasion, 3 credits

HIS 119 History of International Relations Since 1815

This course provides a narrative and thematic examination of major events and trends in international relations history from the end of the Napoleonic era through the post-Cold War period and up to the present. Although much attention will be focused on traditional great power state-to-state relations, we will also examine other dimensions of modern/contemporary international relations as well, such as culture, economics, international organizations and non-state actors, ecology, immigration, and the role of technology.

Prerequisite: HIS 4 or permission of instructor.

On Occasion, 3 credits

HIS 120 African American History
The history of African Americans from the origins of slavery to the present. Will explore African American slavery, experiences of blacks during Reconstruction, and the impact of white "redemption". Topics include: Jim Crow legislation, rise of the "New Negro," lynchings, anti-lynching campaigns, the

"Great Migration," the Harlem Renaissance, African American life during the depressions and World War II, the Civil Rights movement, black nationalism, Black Power, and black urban politics. Will pay special attention to the myriad ways in which diasporic Africans have shaped American society, politics and culture, the problems embedded in notions of "race," and the history of racism.

Prerequisites: HIS 3 and 4 or permission of instructor.

On Occasion, 3 credits

HIS 121 The Peopling of the United States

This course will examine the historical sources of America's ethnic diversity by studying the coming together of people from five continents over the course of four centuries. It will explore changes in "American" national identity, definitions of citizenship, immigration and migration policies, and the multiplicity of migrant experiences.

Prerequisites: HIS 3 and 4 or permission of instructor.

On Occasion, 3 credits

HIS 122 American Urban History

The rise and development of American cities and suburbs from the late 18th century to the present. Will cover the growth of cities in the early national period, the separation of residential and work sites in the antebellum era, the commercialization of urban leisure, immigration, tenement housing, sweatshop labor and urban industries.

Course will explore the impact of government policy on urban and

suburban development, including postwar federally-subsidized mortgages, federal support for the highways and suburbs, racialized urban renewal programs, public housing, white flight, racial steering and urban crises. Will pay particular attention to the tension between public and private ownership of urban spaces.

Prerequisites: HIS 3 and 4 or permission of instructor.

On Occasion, 3 credits

HIS 123 Gender in American History

Gendered ideals and practices have varied widely in tandem with historical changes in society and culture. Students will analyze selected problems in the history of femininity and masculinity in the United States. Topics may include the family, sexuality, labor, race and ethnicity, popular culture, and ideology.

Prerequisites: HIS 3 and 4 or permission of instructor.

On Occasion, 3 credits

HIS 124 The American West

The trans-Mississippi West is a region that has a distinctive place in the American cultural imagination. This course will present students with diverse perspectives on the history of this region through the consideration of topics such as frontiers and borderlands, nature and the environment, cultural diversity and conflict, competing visions of government, and the representation of the region in art and film.

Prerequisite: HIS 3 or permission of instructor.

On Occasion, 3 credits



HIS 125 U.S. Environmental History

An historical examination of changes in the relationship between human beings and the natural environment from the colonial period to the present in different regions of the United States. The course will draw on the natural sciences, economics, public policy, philosophy, and popular culture in order to offer students a variety of perspectives on historically significant environmental issues.

Prerequisites: HIS 3 or permission of instructor.

On Occasion, 3 credits

HIS 126 Resistance and Rebellion in America

From the Boston Tea Partiers to abolitionists, from beatniks and hippies to hip hop artists and "riot grrls," Americans have a reputation for being rebels. Sometimes roundly censured, sometimes read as the very spirit of American heroism, how does resistance shape our national experience of identity, of freedom? This course examines instances of American political rebellion – grassroots uprisings, slave revolts, prison riots, wildcat strikes and cultural rebellion – like the youth cultures of the Jazz Age and the Sixties, to the grunge and rap movements of the 1990s.

Prerequisites: HIS 3 and 4 or permission of instructor.

On Occasion, 3 credits

HIS 128 History of American Capitalism

Examination of the rise of industrial capitalism in the 18th century, its spread over time and space to the recent "post-industrial" era. Will cover structural economic changes, role of government in American economic development, effects of commercialization on society, and historical critiques of capitalism. Will examine the ways capitalism altered the nature of work, gender and family relations. Other topics include the evolution of the division of labor, racial, gender, and ethnic segmentation of the workforce, labor struggles, cultures of consumption, and the strategies of corporate power.

Prerequisites: HIS 3 and 4 or permission of instructor.

On Occasion, 3 credits

HIS 130 Nineteenth-Century American Popular Culture

An exploration of the forms of popular culture that emerged in nineteenth-century America in response to the rise of industrial capitalism and democratic politics. Novel cultural forms developed to express new ideologies about manhood, womanhood, race, frontier,

and empire. Course will analyze the birth of a commercialized popular culture that included museum exhibits, street amusements, pornography, burlesque, sports, genre paintings, daguerreotypes, photography, and a "self-culture" movement. Will examine the emergence of narratives that captured popular imaginations, including sentimental novels, mysteries, and stories of scandal.

Prerequisites: HIS 3 and 4 or permission of instructor.

On Occasion, 3 credits

HIS 132 American Popular Culture since 1900

Traces the era in which American popular culture consolidated mass art/entertainment forms such as Hollywood films, jazz, rock and roll, rock and rap, radio and television programming, tabloid journalism, computer gaming, and Internet entertainment. Topics include modern mass communication and information technologies, tensions between art and commerce, the role of outsider groups, especially Jews and African-Americans, as well as gays, in the making of American pop culture, popular portrayals of the powerful and the marginal, the "culture of celebrity," the mainstreaming of erotica and pornography, and the extent to which popular culture caused, as opposed to reflected, changes in American social norms.

Prerequisites: HIS 3 and 4 or permission of instructor.

On Occasion, 3 credits

HIS 135 History of Cartography

While representing material space graphically has been a common human practice in virtually all times and places, the ways people have mapped and what they have chosen to represent as significant has varied enormously. In this World History course, students will study the mapping practices of such disparate people as Australian Aborigines, Aztecs, and Ming Dynasty Chinese, and will examine the relationships between mapping and their larger cultures. Students will also study the development of modern mapping.

On Occasion, 3 credits

HIS 136 Disease and History

An exploration of the history of illness and medicine in relationship to changing social and cultural contexts, this course allows students to link global historical change with microhistories of particular times and places. Topics may include the impact of epidemics on politics and economics, changing conceptions of the

body and disease, warfare and disease, public health and social policy, and technologies of healing.

Prerequisite: HIS 1 or permission of instructor.

On Occasion, 3 credits

HIS 138 History of American Militarism

History of militarism in America from political, economic, social and cultural perspectives. Focuses on Americans' experiences in wars, the intersection between society and military institutions from the 18th century to present. Course will examine changing styles of warfare, technology and military ideologies, definitions of a "just war," defensive and offensive wars. Will explore the composition of military establishments (militias, citizen armies, paid professionals, mercenaries), and people's perceptions of military conflicts. Topics may include: concept of "Manifest Destiny," conquest, settlement, Indian wars, foreign wars, world wars, the Cold War, the Vietnam War, the "Vietnam Syndrome," the Iraq war, recruitment, draft, and resistance, as well as antiwar, disarmament and peace movements.

Prerequisites: HIS 3 and 4 or permission of instructor.

On Occasion, 3 credits

HIS 140 The Ancient Middle East

A comparative examination of the interrelated societies of the Middle East and surrounding regions, from the advent of agriculture to the 6th c BC unification of the region under Persian rule. Particular attention is paid to the relationship between human society and the environment, the cultural predominance of Mesopotamia and Egypt, the impact of migration and long-distance contacts, and the way in which later societies (e.g. the ancient Israelites) reused existing cultural elements in ways that continue to influence the modern world.

Prerequisite: HIS 1 or permission of instructor.

On Occasion, 3 credits

HIS 141 Ancient Greece and the Mediterranean World

An examination of the history of ancient Greek society in its broader Mediterranean context, from the late Bronze Age (16th -12th c BC) to the period of Roman conquest (2-1st c BC). The course traces the development of Greek political, social and cultural traditions, the spread of these traditions, and their use in building community across the Mediterranean region.

Prerequisite: HIS 1 or permission of instructor.

On Occasion, 3 credits

HIS 142 The Roman Empire

This course surveys the major political, social and cultural developments of the Mediterranean from the beginnings of Roman conquest in the 4th century BC to the formation of successor societies (Christian and Islamic) in the 7th century AD. Attention is paid to the changing Roman political systems and social patterns, as well as the development of new forms of community based on religion.

Prerequisite: HIS 1 or permission of instructor.

On Occasion, 3 credits

HIS 143 Pagans, Jews, Christians and Muslims

A cross-cultural examination of religion in the Mediterranean during the Roman and post-Roman period. This course is devoted to understanding the links between apparently separate religious traditions, and the ways in which new religious communities formed and found their place in the late ancient world.

Prerequisite: HIS 1 or permission of instructor.

On Occasion, 3 credits

HIS 144 The Medieval Mediterranean

More than a traditional medieval class, this course surveys the social, political and cultural history of Europe, the Middle East and North Africa from the seventh to the fifteenth century. It covers not just the development of Western Christian kingdoms and culture, but also Eastern Christian and Islamic communities, and the cross-cultural interactions that transformed societies of the region.

Prerequisite: HIS 1 or permission of instructor.

On Occasion, 3 credits

HIS 145 The Renaissance

A principal goal of this course is to provide an overview of the artistic, economic, political, and scientific advancements occurring in Europe between 1300 and 1600. Will examine the emergence of humanism, religious formations, the agrarian world, European conquest and expansion. This course will also address what meaning, if any, the "Renaissance" had for common men and women, as well as for members of the cultural elite.

Prerequisite: HIS 1 or permission of instructor.

On Occasion, 3 credits

HIS 146 The Reformation

An examination of the religious revolutions that divided the Western church in the 16th and 17th centuries; the ideas of Luther, Calvin, Zwingli; the growth of radical movements; the development of the Catholic Reformation; the impact of the Reformation on the people of Europe, and a consideration of how religious changes affected political structures, economic ties, gender relations, and family bonds.

Prerequisite: HIS 1 or permission of instructor.

On Occasion, 3 credits

HIS 147 The Age of Absolutism: Europe, 1500-1700

An examination of absolute monarchy in Europe, as exemplified by the reign of Louis XIV and an analysis of national and religious identity in the aftermath of the Reformation. Topics covered include the civil and religious wars across Europe; philosophical and intellectual developments; the economic and social crises of the 17th century, and their impact on the lives of the peoples of Europe; the importance of popular religion and piety; the great witch hunts; the scientific revolution and the exploration and colonization of the non-European world.

Prerequisite: HIS 1 or permission of instructor.

On Occasion, 3 credits

HIS 148 The Enlightenment: 18th Century Europe

Was the Enlightenment a unified body of thought generated by an established canon of "great thinkers" or were there many areas of contradiction and divergence? This course examines the European Old Regime in light of its political, social, economic, cultural, and religious structures; it analyzes the great thinkers Diderot, Montesquieu, Rousseau, Voltaire, Locke, Beccaria, and others. Did these thinkers, and others who are not part of the established canon, reconfigure Europe upon a model of progress that led to greater religious, political, and social reform?

Prerequisite: HIS 1 or permission of instructor.

On Occasion, 3 credits

HIS 149 Early Modern France: From Renaissance to Revolution

Tracing the political, social and economic history of France from the reign of Francis I to Louis XVI, this course will examine religious crisis and war, political instability and absolutism and the art, architecture and political culture of the age. How did French monarchs bankrupt their people to make their state great, and what were the repercussions of their actions?

Not open to students who have taken HIS 91.

Prerequisite: HIS 1 or permission of instructor.

On Occasion, 3 credits

HIS 150 The French Revolution

A study of the social, cultural, economic, and political structures of the Old Regime causes of the Revolution of 1789. This course provides an assessment of the radicalization of the Revolution, the Reign of Terror, and the rise and role of Napoleon.

Prerequisite: HIS 1 or permission of instructor.

On Occasion, 3 credits

HIS 151 European Cultural History, 1600-1789

This course is a study of the impact of political, social, economic and religious upheaval in 17th and 18th century Europe. Topics include: popular culture, religion, mysticism, the rise of toleration, political and legal thought, theories of revolution, the Scientific Revolution, the Enlightenment and pre-Romantic currents.

Prerequisite: HIS 1 or permission of instructor.

On Occasion, 3 credits

HIS 152 Women in Early Modern Europe

This course examines four principal themes as they apply to early modern Europe up to the French Revolution. First, how do times of radical change (political, social, or economic) liberate and/or restrict women? Second, how are women defined as symbols of disorder and order? Third, how have women's positions in the family changed over time? Finally, what is power, and how do men and women access it differently?

Prerequisite: HIS 1 or permission of instructor.

On Occasion, 3 credits

HIS 153 The Family in Early Modern Europe

An examination of family structures and daily life between the Renaissance and the French Revolution. It investigates the experiences of childhood, adolescence, marriage and widowhood as well as orthodox and unorthodox alternatives to family life.

Prerequisite: HIS 1 or permission of instructor.

On Occasion, 3 credits

HIS 156 Early Modern England

Covers the era of Civil War, Reformation and revolutions that occurred in England between the 15th and 17th centuries. Students will study the competing political ideologies and practices, religious dissent and reform, massive population growth and rural development, the discovery of the New World, the re-discovery of classical learning, and the expansion of merchant capitalism.

Prerequisite: HIS 1 or permission of instructor.

On Occasion, 3 credits

HIS 157 Britain in the Eighteenth Century

After the 1707 unification of England and Scotland, the newly named Britain rose to become the most powerful nation in the world by 1800. Students will study historical changes both within Britain, such as economic and technological innovations, the development of the public sphere and the rise in literacy, new political ideologies, and the connections between science and religion, and the expansion of Britain's involvement in the world.

Prerequisites: HIS 1 or permission of instructor.

On Occasion, 3 credits

HIS 159 History of International Institutions and Organizations

What links the Truce of God, the Treaty of Westphalia, the Hague Convention for the Pacific Settlement of International Disputes, the YMCA, the UN, the European Union and the Internet Corporation for Assigned Names and Numbers? They all represent attempts by governments, non-governmental groups, and/or private enterprises and individuals to construct inter-governmental, non-governmental and super-governmental instructions, organizations, frameworks, networks in order to promote regimes, governance or cooperation on various issues on an international or global scale. This course explores the historical development and

evolution of these efforts, with a concentration on the profusion of organizations, treaties, and networks since the turn of the twentieth century, and which represent a counterweight to the impression of the past century as a one defined by global hot and cold conflicts.

Prerequisite: HIS 2 or permission of instructor.

On Occasion, 3 credits

HIS 160 Nineteenth-Century Europe

A survey of the nineteenth century that investigates the origins and development of major concepts, ideologies, and institutions like the nation state, the welfare system, capitalism, social democracy, communism, and nationalism. The course also follows the lives of European men and women, exploring the impact of urbanization, industrialization, social and cultural change on gender roles, male-female, and family relationships and seeks to make students aware of the ambiguities inherent of the notion of "progress" associated with nineteenth-century developments.

Prerequisite: HIS 2 or permission of instructor.

On Occasion, 3 credits

HIS 161 Twentieth-Century Europe

A survey that connects twentieth-century events and developments with major ideologies like nationalism, fascism, consumerism, and globalism. The course investigates the relationship between imperialist and nationalist ambitions and World War One; the impact of economic upheavals during the 1920s on the rise of fascism and Stalinism; the impact of capitalism on the Cold War and the dissolution of the Soviet Empire; the link between economic and cultural globalism and European unification.

Prerequisite: HIS 2 or permission of instructor.

On Occasion, 3 credits

HIS 162 Germany, 1871 to the Present

An examination of German history from the foundation of the Empire until the present. Discussions will focus on the conflicting social and political forces shaping the Empire and on Germany's tense relationship with its European neighbors. In the twentieth century, the course examines the divisions of the 1920s, the creation of an exclusive racial community by Hitler during the 1930s and 1940s, and Germany's split into two separate states after 1945. The course

concentrates on primary sources and scholarly accounts. Classes will be a combination of lectures and discussions.

Prerequisite: HIS 2 or permission of instructor.

On Occasion, 3 credits

HIS 163 Nazi Germany

A historical examination of the Third Reich and National Socialism from the early 1920s until the end of the Second World War. The course will investigate the ideological origins of National Socialism and its impact on politics, culture, and society in Germany during the 1930s and 1940s. The course will use a variety of materials, including film, music, radio recordings, public policy documents, and memoirs, introducing students to National Socialism's multifaceted and often ambiguous character.

Prerequisite: HIS 2 or permission of instructor.

On Occasion, 3 credits

HIS 164 History as Film: European Cinema in the 20th Century

A historical examination of major events and developments in 20th century world history, such as the First and Second World War, the Holocaust, the Cold War, student protest movements in the 1960s, feminism, and ethnic strife in the 1990s, through the lens of cinema. The course will investigate how artists have used the medium to articulate their views about the past, the present, or the future, as well as the impact of film on society and politics. The course material will include films, screenplays, reviews, and scholarly literature.

Prerequisite: HIS 2 or permission of instructor.

On Occasion, 3 credits

HIS 166 The Holocaust

A course in the history and interpretation of Holocaust, the killing of approximately six million Jews by the Nazis and their collaborators during World War Two. The course will investigate the evolution, implementation, and aftermath of the "Final Solution," the Nazis' plan to exterminate the world's Jews. We will also pay attention to other groups persecuted during the Holocaust, either because of their perceived "racial inferiority" (Gypsies, the handicapped, some of the Slavic peoples), or on political or behavioral grounds (homosexuals, Jehovah's Witnesses, socialists, communists). Our main focus, however, will be the Jews—the Nazi regime's principal targets. The course will

use a variety of primary materials, including film, music, memoirs, painting, poetry, as well as scholarly literature, introducing students to the Holocaust from the perspective of victims, perpetrators, bystanders, and postwar intellectuals.

Prerequisite: HIS 4 or permission of instructor.

On Occasion, 3 credits

HIS 168 Russia since 1917

This course traces the demise of the czars, and the road to World War One, communist revolution, and civil conflict. Topics include the Soviet state's effort under Lenin and Stalin to create a modern utopia in Russia, the emergence of dictatorship in Soviet politics, and the impact of World War II on modern Russia. The class ends with an assessment of the "collapse of communism" and its meaning for a post-Cold War world.

Prerequisite: HIS 2 or permission of instructor.

On Occasion, 3 credits

HIS 170 Britain, 1815-1914

This course is a study of significant social, economic and political changes in Great Britain between Waterloo and the outbreak of World War I.

Prerequisites: HIS 2 or permission of instructor.

On Occasion, 3 credits

HIS 171 Britain, 1914 to the Present

This course is a study of the political, social and economic history of Britain since the outbreak of World War I.

Prerequisite: HIS 2 or permission of instructor.

On Occasion, 3 credits

HIS 175 Borderlands in Modern History

This course offers an introduction to the construction and consolidation of nations and their borders. The course will discuss 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 methods and approaches.

On Occasion, 3 credits

HIS 180 History of Israel and Palestine

An examination of the various cultural, religious and political communities in the region of Israel-Palestine from the late Ottoman period to the present day. This course covers the relations between Israelis and Palestinians, the social and

cultural development of Israeli and Palestinian societies, and the involvement of outside powers, and it situates these topics within a broader historical and comparative context.

Prerequisite: HIS 2 or permission of instructor.

On Occasion, 3 credits

HIS 183 History of the Middle East

A survey of the history of the Middle East from the rise and expansion of Islam to the present. It will cover the rise of nationalism, changes in state structure, rise of mandate regimes, Palestine, Arab-Israeli conflict and the Iranian revolution.

Prerequisites: HIS 1 and 2 or permission of instructor.

On Occasion, 3 credits

HIS 184 The Making of Modern Japan, 1660 to the Present

This course is an analysis of the major political, social, and intellectual developments in modern Japan from the end of the Tokugawa period to the present. Special attention is given to the process of modernization.

On Occasion, 3 credits

HIS 185 Modern China, 1839 to the Present

This course is an examination of the major political, social and intellectual developments in modern China from the Opium War to the present.

On Occasion, 3 credits

HIS 186 Latin America: From the Incas and Aztecs to Independence

This course will discuss the major turning points in the history of colonial Latin America. It will focus on key processes affecting the Spanish empire such as conquest, the formation of new societies and the transformation of indigenous cultures, the type of rule established by the Spanish and the Portuguese, the economic relationship between the metropolis and the new American kingdoms, slavery, race relations, the centralizing project of the eighteenth century, the spread of Enlightenment, the effects of imperial rivalries, and the causes of the empire's breakdown.

On Occasion, 3 credits

HIS 187 History of Modern Latin America

Course will cover the major events of modern Latin American history from the independence movements against colonial rule through the construction of modern nations. It will explore the formation of national, ethnic and racial

identities, social movements, revolutions, populism, and economic and political developments.

Prerequisite: HIS 2 or permission of instructor.

On Occasion, 3 credits

HIS 188 History of Modern Africa

Course will provide an overview of African history prior to 1700--the international slave trade, the European presence in West and South Africa, missionary activity, development of trade networks—before turning to nineteenth-century European imperialism; the development of nationalist ideologies and independence movements in the early twentieth century; decolonization, newly independent African nations following World War II; and the contemporary crises in many African countries.

Prerequisite: HIS 2 or permission of instructor.

On Occasion, 3 credits

HIS 190 Seminar in History

Courses on different historical topics that will be announced under relevant subtitles.

Prerequisites: HIS 1, 2, 3 or permission of instructor.

On Occasion, 3 credits

HIS 191 Internship in Public History

An opportunity for individual students to gain valuable experience with the methods and problems of presenting history to the public. Students pursue guided work under public historians through an off-campus placement in archives, historic sites, or museums, or in organizations producing documentary films, radio programs, or publications. Students also research a problem related to their internship placement.

Prerequisites: 12 credits of history and permission of supervising faculty member.

On Occasion, 3 credits

HIS 197 Sophomore Seminar in Historical Methods

This course is designed to introduce sophomore and transfer History majors to the primary task of the historian, the careful analysis of primary sources, including written and audio and visual sources and artifacts, in the context of relevant historical literature. The theme of this course will vary depending upon the professor. This course is required of, and limited to History majors.

Prerequisites: HIS 1, 2, 3 and 4, or permission of instructor.

Annually, 3 credits

HIS 198 Senior Seminar in Historical Research

A required course for senior History majors, this seminar will offer an opportunity for students to develop a significant project requiring historical research in both primary and secondary sources. As such, it is intended to allow students to integrate the range of skills they have developed in previous coursework. It will be useful for those interested in graduate training and will also be important for those pursuing professional work. The topic will vary by semester.

Prerequisites: Senior History major with HIS 1, 2, 3, 4 and at least 12 credits in upper-level History courses.

Annually, 3 credits

HIS 201 History and the Bible

This course examines parts of the Bible as historical sources. It explores societies that produced materials that ended up in various versions of the Bible. Such societies included ancient Egypt and Mesopotamia, the ancient Israelite kingdoms, the Middle East under Persian rule, the Hellenistic kingdoms and the Eastern parts of the Roman Empire. It discusses how the Bible was written, compiled and reinterpreted to shape Jewish and Christian religious communities. Readings include portions of the Bible, other ancient religious writings, and various interpretations by modern scholars.

On Occasion, 3 credits

HIS 212 History of Central Asia

This course offers an introduction to history and culture of Central Asia. The class will survey the effects of Russian colonization, the region's relationship with the Turkish peoples of the Middle East and the emergence of the modern states of Uzbekistan, Kazakhstan, Kyrgyzstan and Turkmenistan. The course will also explore the challenges of the present day and the roles played by oil, cotton, war and terrorism in shaping contemporary Central Asian society.

On Occasion, 3 credits

HIS 303 Civilization from the Ancient World to the 18th Century – Honors Core

A general but high-level seminar, this course is a study of the most important social, political and religious developments of societies in Europe and surrounding regions from the ancient period to the 18th century – especially those developments which continue to influence the modern world. Together students examine not just individuals,

events and institutions, but cultural values, social patterns, and the place of European communities in the broader context of human society. Students also consider the way people have used such values over the centuries to define their communities and their "civilization."

Fall, 3 credits

HIS 304 European History from the French Revolution – Honors Core

A general survey of European politics, economic institutions, religion, culture, and ideas from the eighteenth century to the present. Topics include: the French Revolution and Napoleon, Liberalism, Conservatism, and Nationalism, the Industrial Revolution, the unification of Italy and Germany, the rise of the Middle Class, Marx, Darwin, Freud, World War I, the Russian Revolution, the Great Depression, Totalitarianism, Hitler's Germany, World War II and its aftermath, the Cold War, the collapse of the Soviet Empire, European unification.

Spring, 3 credits

HIS 400 State, Society, and the Individual: Hoxie Colloquium

This course is a cross-disciplinary colloquium focusing on issues confronting the human community. Enrollment is limited to three advanced students selected by each of the participating departments. The course, offered in the Fall and Spring semester, is led by rotating faculty from the departments of History, Economics, Political Science/International Studies, Sociology/Anthropology, and Earth and Environmental Science. The faculty member leading the colloquium selects each semester's colloquium topic in consultation with the participating departments.

Prerequisite: Advanced standing (ordinarily senior status) in the participating department.

Annually, 3 credits

Undergraduates may, on occasion, take graduate courses in accordance with the statement on Registration. Students must have the written permission from the professor of the course, the department Chair, and the academic advisor.

MATHEMATICS

**Phone: (516) 299-2448
(516) 299-2447**

Faculty

Shahla Marvizi Ahdout
Graduate Advisor
Associate Professor of Mathematics
B.S., Arya-Mahr University of Technology (Tehran, Iran);
Ph.D., Massachusetts Institute of Technology
sahdout@liu.edu

Susan Andima
Associate Professor of Mathematics
B.A., State University of New York at Binghamton;
M.A., Ph.D., University of Colorado
sandima@liu.edu

Geoffrey C. Berresford
Professor of Mathematics
B.A., Lawrence University;
M.S., Ph.D., New York University
gberres@liu.edu

Elliott Bird
Professor of Mathematics
B.S., Massachusetts Institute of Technology;
M.A., University of Massachusetts;
M.Ed., Washington State University;
Ph.D., Adelphi University
elliott.bird@liu.edu

Arvind Borde
Professor of Mathematics
B.Sc., Bombay University;
M.A., Ph.D., State University of New York at Stony Brook
arvind.borde@liu.edu

Anne Burns
Professor of Mathematics
B.A., M.S., Long Island University;
Ph.D., State University of New York at Stony Brook
aburns@liu.edu

James Chilaka
Associate Professor of Mathematics
B.S., University of Nigeria;
M.A., Cornell University;
Ph.D., Boston University
james.chilaka@liu.edu

Neo Cleopa
Chair, Mathematics Department;
Associate Professor of Mathematics
B.A., University of Arkansas;
M.S., Ph.D., Adelphi University
ncleopa@liu.edu

Ralph Knopf
Associate Professor of Mathematics
B.A., Ph.D., New York University
rknopf@liu.edu

Jozsef Losonczy
Professor of Mathematics
B.A., New York University;
Ph.D., Massachusetts Institute of
Technology
losonczy@liu.edu

James Peters
Professor of Mathematics
B.S., M.S., Polytechnic Institute of New
York;
Ph.D., Stevens Institute of Technology
jpeters@liu.edu

Andrew M. Rockett
Professor of Mathematics
B.A., University of Virginia;
M.A., Ph.D., State University of New
York at Stony Brook
rockett@liu.edu

Sheldon N. Rothman
Graduate Advisor
Professor of Mathematics
B.A., Queens College, City University of
New York;
Ph.D., Graduate School, City University of
New York
rothman@liu.edu

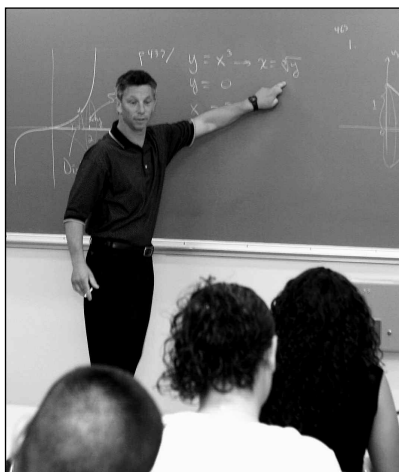
Mahmoud Zeinalian
Associate Professor of Mathematics
B.A., Sharif University of Technology;
M.A., Ph.D., City University of New York
Graduate Center
mzeinalian@liu.edu

Faculty Emeriti

Sharon M. Kunoff
Professor Emeritus of Mathematics
B.A., Hofstra University;
SC.M., Brown University;
Ph.D., Adelphi University

Robert B. McKane
Associate Professor Emeritus of
Mathematics
B.A., M.S., Adelphi University;
Ph.D., New York University

John C. Stevenson
Professor Emeritus of Mathematics
B.A., M.A., New York University;
Ph.D., Adelphi University



Overview of Mathematics

On the undergraduate level, the Department of Mathematics covers all aspects of Pure and Applied Mathematics including the abstract theory of computation.

The Department offers a Bachelor of Science degree in each of the following programs: Mathematics, Applied Mathematics with Computer Science, and Mathematics and Physics (in conjunction with the Department of Physics). The Department offers a Bachelor of Arts degree in Mathematics and a Bachelor of Science in Adolescence Education: Mathematics (Grades 7-12).

Candidates for a B.A. must take at least 96 credits in the Liberal Arts and Sciences. Students intending to pursue a graduate degree in mathematics should include MTH 31-32 in their program and should study a language, preferably French, German or Russian.

Students may combine a B.S. in Mathematics and Physics from C.W. Post with a degree from an engineering school by transferring after two or three years of study at C.W. Post. A transfer is most easily facilitated to the engineering schools with which C.W. Post has articulation agreements or close ongoing associations: Arizona State University, Polytechnic University and Stevens Institute of Technology. We also have a program for students interested in Actuarial Science.

Students must arrange a meeting with a departmental academic counselor as early as possible to plan their program of study. Those intending to pursue a teaching career must consult with a School of Education academic counselor to ascertain what further requirements of the State

Education Department they must meet.

Graduate courses in mathematics are open to qualified undergraduates with the permission of the mathematics academic counselor, the chair and the dean. The Mathematics Department offers an array of courses geared to the needs of students in other disciplines. The usual sequence for Science majors is Mathematics 3, 7 and 8; usually for those in Childhood Education it is Mathematics 15 and 16; and the sequence for students in the College of Management is Mathematics 4, 5 and 6. Students scoring sufficiently high on a placement exam will be exempt from Mathematics 3 or 4, and qualified students may take Mathematics 7 instead of Mathematics 6. Special sections are offered in Mathematics 3 and 4 each semester for students needing special assistance.

A Minor in Mathematics is available for students with other majors, and there is a Concentration of Mathematics in Childhood Education. Both are described below. Free tutoring for all students enrolled in mathematics courses is provided by the Department and staffed by upper-class mathematics majors and graduate students.

Apart from the basic college Core courses, the requirements for each degree are as follows:

B.A. in Mathematics

Requirements for B.A. in Mathematics

MTH 7 Calculus and Analytic Geometry I
MTH 8 Calculus and Analytic Geometry II
MTH 9 Calculus and Analytic Geometry III
MTH 20 Introduction to Sets, Logic and Mathematical Structures
MTH 21 Differential Equations
MTH 22 Applied Linear Algebra
MTH 31, 32 Advanced Calculus
MTH 51 Probability
MTH 71 Algebraic Structures
MTH 90 Mathematics Seminar
CS 101 Invitation to Computer Science
PHY 3, 4 General Physics
Seven additional credits of Mathematics, Science or Computer Science, approved by the department.
54 credits

Typical Program for B.A. in Mathematics

Freshman Year	Credits
Mathematics 7, 8	8
Computer Science 101	3
Free electives	6

Freshman Seminar	1
Core requirements	12
Total	30

<i>Sophomore Year</i>	<i>Credits</i>
Mathematics 9, 20, 21	11
Physics 3, 4	8
Free electives	3
Core requirements	12
Total	34

<i>Junior Year</i>	<i>Credits</i>
Mathematics 22, 31, 32	9
Science electives	7
Free electives	6
Core requirements	12
Total	34

<i>Senior Year</i>	<i>Credits</i>
Mathematics 51, 71, 90	7
Free electives	20
Core requirements	3
Total	30

B.S. in Mathematics

Requirements for B.S. in Mathematics
Same as for B.A. plus 9 additional credits in the Science division, approved by the Department, of which at least six must be in Mathematics (63 credits).

MTH 7 Calculus and Analytic Geometry I
MTH 8 Calculus and Analytic Geometry II
MTH 9 Calculus and Analytic Geometry III
MTH 20 Introduction to Sets, Logic and Mathematical Structures
MTH 21 Differential Equations
MTH 22 Applied Linear Algebra
MTH 31, 32 Advanced Calculus
MTH 51 Probability
MTH 71 Algebraic Structures
MTH 90 Mathematics Seminar
Three upper level mathematics courses (9 credits) approved by the Department.
CS 101 Invitation to Computer Science
PHY 3, 4 General Physics

Seven additional credits of
Mathematics, Science or Computer Science, approved by the department.
63 credits

Typical Program for B.S. in Mathematics

<i>Freshman Year</i>	<i>Credits</i>
Mathematics 7, 8	8
Computer Science 101	3
Free electives	6
Freshman Seminar	1
Core requirements	12
Total	30

<i>Sophomore Year</i>	<i>Credits</i>
Mathematics 9, 20, 21, 51	14
Physics 3, 4	8
Core requirements	12
Total	34

<i>Junior Year</i>	<i>Credits</i>
Mathematics 22, 31, 32	9
Science electives	10
Free electives	3
Core requirements	12
Total	34

<i>Senior Year</i>	<i>Credits</i>
Mathematics 71, 90	4
Mathematics electives	9
Free electives	18
Core requirements	3
Total	34

B.S. in Applied Mathematics with Computer Science

Requirements for B.S. in Applied Mathematics with Computer Science

MTH 7 Calculus and Analytic Geometry I
MTH 8 Calculus and Analytic Geometry II
MTH 9 Calculus and Analytic Geometry III
MTH 21 Differential Equations
MTH 22 Applied Linear Algebra
MTH 23 Foundations of Statistical Analysis
MTH 51 Probability
MTH 61 Discrete Mathematical Structures
MTH 82 Numerical Analysis
MTH 90 Mathematics Seminar
CS 101 Invitation to Computer Science
CS 106 Graphical User Interface Programming
CS 111 Computer Program Development I
PHY 3, 4 General Physics
Twelve additional credits of Mathematics or Computer Science, approved by the Department.
65 credits

Typical Program for B.S. in Applied Mathematics with Computer Science

<i>Freshman Year</i>	<i>Credits</i>
Mathematics 7, 8	8
Computer Science 101, 116	6
Free electives	3
Freshman Seminar	1
Core requirements	12
Total	30

<i>Sophomore Year</i>	<i>Credits</i>
Mathematics 9, 21	8

Computer Science 106	3
Mathematics or Computer Science electives	4
Physics 3, 4	8
Core requirements	12
Total	35

<i>Junior Year</i>	<i>Credits</i>
Mathematics 22, 23, 51	9
Mathematics or Computer Science electives	12
Free electives	3
Core requirements	12
Total	36

<i>Senior Year</i>	<i>Credits</i>
Mathematics 61, 82, 90	7
Free electives	18
Core requirements	3
Total	28

B.S. in Adolescence Education: Mathematics (Grades 7-12)

Requirements for B.S. in Adolescence Education: Mathematics (7-12)*

MTH 7 Calculus and Analytic Geometry I
MTH 8 Calculus and Analytic Geometry II
MTH 9 Calculus and Analytic Geometry III
MTH 20 Introduction to Sets, Logic and Mathematical Structures
MTH 22 Applied Linear Algebra
MTH 25 Literacy in Mathematics
MTH 51 Probability
MTH 71 Algebraic Structures
MTH 73 Fundamental Concepts of Geometry
MTH 90 Mathematics Seminar
Two upper level mathematics courses approved by the Department.
CS 101 Invitation to Computer Science
PHY 3, 4 General Physics
49-50 credits

*See the School of Education academic counselor for education requirements.

Typical Program for B.S. in Adolescence Education: Mathematics (7-12)*

<i>Freshman Year</i>	<i>Credits</i>
Mathematics 7, 8	8
Computer Science 101	3
Free electives	1
Freshman Seminar	1
Core requirements	21
Total	34

<i>Sophomore Year</i>	<i>Credits</i>
Mathematics 9, 20, 21, 22	14

Physics 3, 4	8
Education*	
(See School of Education section)	9
Core requirements	3
Total	34

<i>Junior Year</i>	<i>Credits</i>
Mathematics 51, 71	6
Mathematics electives	3
Education*	
(See School of Education section)	9
Core requirements	18
Total	36

<i>Senior Year</i>	<i>Credits</i>
Mathematics 90, 25, 73	7
Education*	
(See School of Education section)	12
Free electives	3
Core requirements	3
Total	25

B.S. in Mathematics and Physics

Requirements for B.S. in Mathematics and Physics

MTH 7 Calculus and Analytic Geometry I
MTH 8 Calculus and Analytic Geometry II
MTH 9 Calculus and Analytic Geometry III
MTH 21 Differential Equations
MTH 23 Foundations of Statistical Analysis
MTH 51 Probability
MTH 81 Numerical Analysis
One upper level mathematics course approved by the Mathematics Department
PHY 3, 4 University Physics
PHY 13 Classical Thermodynamics
PHY 14 Modern Optics
PHY 17 Mechanics 1
PHY 19 Modern Physics 1
PHY 41 Engineering Circuit Analysis
CHM 3, 4 Principles of Chemistry
CS 101 Invitation to Computer Science
63 credits

Typical Program for B.S. in Mathematics and Physics

<i>Freshman Year</i>	<i>Credits</i>
Mathematics 7, 8	8
Chemistry 3, 4	8
Computer Science 101	3
Freshman Seminar	1
Core requirements	12
Total	32

<i>Sophomore Year</i>	<i>Credits</i>
Mathematics 9, 21, 82	11
Chemistry 3, 4	8
Physics 13, 41	7
Core requirements	6
Total	32

<i>Junior Year</i>	<i>Credits</i>
Mathematics 23, 51	6
Physics 14, 17, 19	9
Core requirements	18
Total	33

<i>Senior Year</i>	<i>Credits</i>
Mathematics electives	3
Free electives	29
Total	32

Pre-Engineering Transfer Program

The program in Mathematics and Physics has been sequenced to articulate with several schools of Engineering. Specifically, joint programs have been arranged, or close associations have been developed, with Arizona State University, Polytechnic University of New York and Stevens Institute of Technology. Within five years a student can earn both a C.W. Post bachelor's degree in Mathematics and Physics and a B.S. in Engineering from one of these engineering schools. Degrees may be pursued in Chemical, Civil, Computer, Electrical, Environmental, Industrial, Materials or Mechanical Engineering as well as Engineering Management. The required mathematics for this program is Math 7, 8, 9, 21 and 9 credits of upper level courses chosen with the approval of the department to best suit the needs of the student. Anyone interested in pursuing this program should consult the Mathematics Department Pre-Engineering academic counselor.

Actuarial Science

The Department encourages students who are interested in pursuing a career in Actuarial Science to take the course 1 actuarial examination during his or her senior year. Students preparing for this examination should include Mathematics 23, 31, 32, 51 and Economics 11, 12 in their program. A course in accounting, such as Accounting 11, is also recommended.

Minor in Mathematics

Mathematics 7, 8, 9 and three additional courses to be chosen from among Mathematics 20, 21, 22, 23, 31, 32, 51, 61, 71, 73, and 82 (21 or 22 credits).

Mathematics for Childhood Education

Students in Early Childhood and Childhood Education may take their required liberal arts and sciences "concentration" (or major specifically adapted for them) in Mathematics. Students must take MTH 15, 16, 7, 8, as well as 16 to 18 credits chosen from among the following: MTH 9, 17, 18, 20, 21, 22, 23, 31, 51, 71. Well prepared students should substitute MTH 73 for MTH 18. Other mathematic electives may be selected only with the approval of the Mathematics Department Chair.

Students in Early Childhood and Childhood Education degree programs may not be allowed to take any courses in their academic concentrations pass/fail.

Mathematics Courses

Sections of MTH 9, 20, 51, 73, 82 are often offered in Writing Intensive format to fulfill requirements of the Writing Across the Curriculum Program; students must check with academic advisors and consult the schedule of classes for current course offerings.

MTH 01 Elementary Algebra

This course may not be counted for college credit. There is a special fee unless included in flat tuition rate. See tuition and fee schedule for further details.
Every Semester, 3 tuition credits

MTH 1 Introduction to College Mathematics

An introduction to the fundamental concepts of contemporary mathematics with topics selected from: sets and logic, numbers and number theory, geometry, graph theory, topology, probability, combinatorics, algebraic structures, consumer finance, and linear programming.
Pre-requisite: Algebra.
Every semester, 3 credits

MTH 3 College Algebra and Trigonometry

A pre-calculus course that gives a unified treatment of functions of algebra and trigonometry and provides the basic mathematical background required for the sciences such as Biology, Chemistry, Computer Science, Geology, Physics and the Health Sciences.

Cannot be taken for credit by any student who has completed or is currently taking MTH 4, 4S, 6, 7 or 8. This restriction applies to also to MTH 3S.

Prerequisites: Elementary Algebra and Plane Geometry.

Every Semester, 4 credits

MTH 4 Introductory Mathematics for Business and Social Science

Sets, numbers, polynomials, solution of equations, inequalities, functions and graphs are covered.

Cannot be taken for credit by any student who has completed or is currently taking MTH 3, 3S, 6, 7, or 8. This restriction applies also to MTH 4S.

Prerequisite: Elementary Algebra.

Every Semester, 3 credits

MTH 5 Linear Mathematics for Business and Social Science

Mathematical models for business, linear programming, matrix algebra and applications are covered.

Can not be taken for credit by any student who has completed or is currently taking MTH 8. This restriction does not apply to Business or Accountancy majors.

Prerequisite: MTH 4 or satisfactory score on placement test.

Every Semester, 3 credits

MTH 6 Calculus for Business and Social Science

Limits, derivatives, maxima and minima, indefinite and definite integration, and applications are covered.

Can not be taken for credit by any student who has completed or is currently taking MTH 7.

Prerequisite: MTH 4 or satisfactory score on placement test.

Every Semester, 3 credits

MTH 7 Calculus and Analytic Geometry I

This course covers the derivative of algebraic and trigonometric functions with applications to rates, maximization and graphing and integration and the fundamental theorem.

Cannot be taken for credit by any student who has completed or is currently taking MTH 1 or 6.

Prerequisites: Intermediate Algebra and Trigonometry with a satisfactory score on

placement test or MTH 3 with a grade of C- or better.

Every Semester, 4 credits

MTH 8 Calculus and Analytic Geometry II

This course covers the applications of the definite integral, the calculus of trigonometric, logarithmic and exponential functions, methods of integration, improper integrals and infinite series.

Prerequisite: MTH 7 with a grade of C- or better or permission of department.

Every Semester, 4 credits

MTH 9 Calculus and Analytic Geometry III

This course covers polar coordinates, vector and matrix algebra, parametric equations and space curves, multivariable calculus (gradients, relative extrema, Lagrange multipliers), surface areas and volumes by double and triple integrals, orthogonal coordinate systems and their Jacobian transformations, potential functions, compressibility, and the theorems of Gauss, Green, and Stokes.

Prerequisite: MTH 8 with a grade of C- or better.

Fall, 4 credits

MTH 14 Fundamental Computer Mathematics

Basic notions of number representation, matrix arithmetic, logic, set theory, combinatorial analysis and graph theory are studied and algorithmic solutions to problems involving these topics are formulated in program design language.

Prerequisite: MTH 3 or equivalent.

On Occasion, 3 credits

MTH 15 Mathematics for Elementary Education I

This course develops understanding of concepts underlying the school mathematics curriculum focusing on problem solving, communication, reasoning, multiple representations, and making connections in and out of mathematics.

Content includes numbers and numeration, basic arithmetic operations and algorithms, divisibility, prime factorization, integers, and rational numbers.

Prerequisites: Elementary Algebra and Plane Geometry.

Every Semester, 3 credits

MTH 16 Mathematics for Elementary Education II

Content includes review of rational numbers, proportional reasoning, decimals, percent, probability, statistics, geometry as shape, transformations, symmetry, and measurement.

Prerequisite: MTH 15.

Every Semester, 3 credits

MTH 17 Problem Solving

The development of problem solving strategies is based on a variety of problems.

Prerequisites: MTH 15 and 16.

Fall, 3 credits

MTH 18 Geometry: An Informal Approach

This course is an informal approach to geometry that stresses material from metric and nonmetric geometry related to the geometry of current elementary school programs.

Spring, 3 credits

MTH 19 Basic Statistics

This course is directed toward understanding and interpreting numerical data. Topics covered include: descriptive statistics, regression, correlation, sampling techniques and elements of inferential statistics.

Cannot be taken for credit by any student who has completed or is currently taking MTH 23, MTH 41/BIO 141 or MTH 8.

Annually, 3 credits

MTH 20 Introduction to Sets, Logic, and Mathematical Structures

This course covers connectives, truth tables, arguments, quantifiers in addition to the meaning of proof and valid proof, mathematical induction, set operations, properties of relations, equivalence relations, functions, 1-to-1, on to, 1-1 correspondence and mathematical systems.

Prerequisite: MTH 8.

Fall, 3 credits

MTH 21 Differential Equations

This course covers linear and non-linear first order differential equations, homogeneous and non-homogeneous equations of higher order, power series and the methods of Frobenius, Laplace transforms, separation of variables and Fourier series.

Prerequisite: MTH 9.

Spring, 4 credits

MTH 22 Applied Linear Algebra

This course is an introduction to linear algebra that stresses applications and computational techniques. Topics covered include matrices, systems of linear equations, determinants, vector spaces and linear transformations, eigenvalues and eigen-vectors.

Prerequisite: MTH 8.

Spring, 3 credits

MTH 23 Foundations of Statistical Analysis

This course is a thorough introduction to statistics as an applied mathematical science that covers discrete and continuous probability distributions, estimation pro-

cedures, hypothesis testing, linear regression and tests of correlation, sampling theory and the design of experiments. *Cannot be taken for credit by any student who has completed or is currently taking MTH 19 or MTH 41/BIO 141.*

Prerequisites: MTH 8 and three credits in Computer Science or permission of the Department.
Fall, 3 credits

MTH 25 Literacy in Mathematics

Learning mathematics with textual materials. Using different strategies involving reading, writing, talking and listening 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 environments. The course will actively engage students in learning mathematics with texts varying in level of content background and difficulty. Specific attention will be given to strategies that support multiple opportunities accessible to students struggling with text. Materials will be chosen from different subject areas such as pre-college mathematics, calculus, discrete mathematics, linear and abstract algebra, real and complex variables, set theory and logic, geometry and topology, and probability and statistics.

Prerequisites: MTH 9, 20 and EDS 75A or permission of instructor and department chair.
Annually, 3 credits

MTH 29 Applied Statistical Methods

This course builds on topics from MTH 23 including models for regression and correlation, point and interval estimates of parameters, and hypothesis testing. Emphasis is on multilinear regression by ANOVA and data analysis. Basic time series are also developed.

Prerequisite: MTH 23 or permission of instructor.

Co-requisite: MTH 51
Annually, 1 credit

MTH 31, 32 Advanced Calculus

These courses cover the fundamental theorems of the differential and integral calculus. Limits of sequences, series, functions, continuity, the Riemann integral, transformations of an n -dimensional vector space, differentials and differentiation, integration and functions of several variables, line and surface integrals, theorems of Gauss and Stokes.

Prerequisites: MTH 9 and 20.

Alternate Years, 3 credits per semester

MTH 41 Biostatistics

This course covers the fundamental principles of data organization, inferential statistics and correlation analysis with specific reference to their uses in biological and medical research.

Cannot be taken for credit by any student who has completed or is currently taking MTH 19 or 23.

Same as BIO 141.

Prerequisites: High School algebra and geometry.

Fall, 3 credits

MTH 51 Probability

This course covers probability theory with applications to discrete and continuous random variables.

Prerequisites: MTH 9 and 20 or permission of the Department.

Spring, 3 credits

MTH 61 Discrete Mathematical Structures

This course provides a detailed study of graphs with an introduction to lattices and develops the student's facility with constructing formal algorithms to solve problems in these areas.

Prerequisites: MTH 8 and three credits in Computer Science, or permission of the Department.

Fall, 3 credits

MTH 71 Algebraic Structures

This course covers the real and complex number systems, integral domains, groups, rings, and fields.

Prerequisite: MTH 20 or permission of Department.

Alternate Fall, 3 credits

MTH 73 Fundamental Concepts of Geometry

This course covers the axiomatic study of geometry and the basic theorems of Euclidean and non-Euclidean geometries.

Prerequisite: MTH 20 or permission of Department.

Alternate Fall, 3 credits

MTH 81 Topology

This course is a basic treatment of topology with an introduction to homotopy and homology theory.

Prerequisite: MTH 71.

On Occasion, 3 credits

MTH 82 Numerical Analysis

This course covers the basic notions of numerical analysis, iterative solutions of nonlinear equations, interpolation polynomials, finite differences, numerical integration and differentiation and computer applications.

Prerequisites: MTH 8 and three credits in

Computer Science, or permission of the Department.

Spring, 3 credits

MTH 83 Complex Analysis

This course is an elementary introduction to functions of a complex variable, including complex numbers, analytic functions, integrals, series and applications.

Co-requisite: MTH 32.

On Occasion, 3 credits

MTH 84 Introduction to Automata

This course introduces Turing machines, sequential machines, finite automata, state analysis, Godel numbering and unsolvability, push down automata and context-free language.

Prerequisite: MTH 22 or equivalent.

On Occasion, 3 credits

MTH 85 Partial Differential Equations

This course examines solutions of the heat, wave and Laplace equations; orthogonal functions including Fourier series, Fourier integrals, and Legendre polynomials; and the Dirichlet and Neumann problems are treated in this setting.

Prerequisite: MTH 21 or equivalent.

On Occasion, 3 credits

MTH 90 Mathematics Seminar

This course is the preparation and presentation by students of selected topics from the undergraduate mathematics curriculum.

Prerequisites: Senior class standing and any 3 of MTH 20, 21, 22, 51, 61, 73 or equivalent.

Fall, 1 credit

MTH 91 Independent Study

Independent study for honors and other qualified students under the guidance of a faculty member that may be repeated for credit as MTH 92, 93, 94.

Prerequisite: Permission of the Department.

On Occasion, 3 credits

MTH 95 Special Topics in Mathematics

This course is a detailed treatment of topic in analysis, algebra, mathematical modeling, contemporary applications of mathematics (such as mathematics using technology) or other branch of mathematics not covered by an existing course. This course may be repeated with different content.

Prerequisite: MTH 8 or permission of the Department.

On Occasion, 3 credits

PHILOSOPHY

Phone: (516) 299-2341

Faculty

A. Hoyt Hobbs
Chair, Philosophy Department
Professor of Philosophy
B.A., University of Pennsylvania;
M.A., Ph.D. Brandeis University

Arthur Lothstein
Professor of Philosophy
B.A., Queens College, City University of
New York;
M.A., Ph.D. New York University

Glenn Magee
Assistant Professor of Philosophy
B.A., George Mason University;
M.A., Ph.D. Emory University
glenn.magee@liu.edu

Maithili Schmidt-Raghavan
Professor of Philosophy
B.A., M.A. Nagpur University;
A.M., Ph.D., University of Michigan at
Ann Arbor
mschmidt@liu.edu

Senior Research Fellow

Bob Brier
B.A., Hunter College, City University of
New York;
Ph.D. University of North Carolina at
Chapel Hill

Overview of Philosophy

The study of philosophy offers students the opportunity to develop an appreciation for the variety of visions that give life meaning. It also provides students with the intellectual resources needed to begin the lifelong project of crafting a vision of their own. Courses in the philosophy department encourage and enable students to ask questions; to develop critical thinking, reading, and writing skills; to strengthen their ability to make decisions for themselves about issues that affect their lives; to develop a historical understanding of texts and ideas; and to experience the wonder and passion of thinking. Students who pursue a degree in philosophy emerge with an understanding of the major thinkers and central problems of the philosophical tradition, as well as an ability to analyze

philosophical texts with critical rigor. A degree in philosophy is helpful to students in all fields who are pursuing graduate work or entering professional schools.

B.A. in Philosophy

A philosophy major must take at least 33 credits among philosophy courses according to the following distribution:

	Credits
Philosophy 14	3
Philosophy 25, 26, 31, 32	12
One from each of the following groups:	
Philosophy 16, 18, 46	3
Philosophy 43, 44	3
One seminar:	
Philosophy 81 or 82	3
Any three philosophy electives	9
Total	33

Philosophy majors are further encouraged to develop a coherent minor program by choosing at least 18 credits in another area of study.

Typical Program for B.A. in Philosophy

Freshman Year	Credits
Philosophy 14, 25	
Core requirements	12 credits
Electives and correlated courses	
Freshman Seminar	

Sophomore Year	Credits
Philosophy 26, 31, 16 or 18 or 46	
Core requirement	14 credits
Electives and correlated courses	

Junior Year	Credits
Philosophy 32, 43 or 44	
Free elective	
Core requirements	12 credits
Electives and correlated courses	

Senior Year	Credits
Philosophy 81 or 82	
Philosophy electives	12 credits
Two free electives	

The Philosophy minor requires 18 credits in Philosophy, including any two courses in the history of philosophy sequence (Philosophy 25, 26, 31, 32) and any 12 credits in free electives.

Philosophy for Childhood Education

Students in Early Childhood and Childhood Education may take their required liberal arts and sciences "concentration" (or major specifically adapted for them) in Philosophy. This program is designed to provide future teachers with an understanding of the leading historical movements and topics of Western Philosophy, as well as with the analytical skills that are the basis of sound critical thinking and effective communication.

Of the total 30 credits required for Childhood Education students, 6 are to be earned by taking two courses from among PHI 25, 26, 31, and 32; 3 by taking PHI 15 (Philosophy of Education); and 21 by choosing any seven other courses in Philosophy.

In developing their course of study, students should consult with both the Philosophy Department advisor and with an advisor from the Department of Curriculum and Instruction.

Please note that Philosophy courses are included among the requirements and elective offerings of the following interdisciplinary programs for Childhood Education students: Humanities and American Studies (see Interdisciplinary Studies section of this Bulletin).

Students in Early Childhood and Childhood Education degree programs may not be allowed to take any courses in their academic concentrations pass/fail.

Philosophy Courses

PHI 8 Beginning Philosophy

This course is an introductory exploration of basic issues raised by the great philosophers. Readings focus on questions about human nature, God, knowledge, values, meaning and purpose.
Every Semester, 3 credits

PHI 10 Life and Death

This course covers fundamental philosophical questions about life and death. Topics may include the following: surrogate motherhood and reproductive technologies, abortion, euthanasia, suicide, artificial prolongation of life and the concept of death with dignity, immortality and the concept of the soul.
On Occasion, 3 credits

PHI 13 Human Values

This course is an introduction to human values that focuses on such ethical, social and aesthetic questions as: What is the basis of right and wrong? How can one gain knowledge of good and evil? How do we judge beauty? What do we mean by justice? What makes life worth living? *Every Semester, 3 credits*

PHI 14 Symbolic Logic

This course is an introduction to symbolic logic. The study of two important logical instruments—the method of truth-tables and the formal methods of proving the validity and invalidity of arguments—will help students to sharpen their critical reasoning skills. The logic course is of special interest to pre-law students, science and business majors and students who expect to take additional courses in philosophy. *Every Semester, 3 credits*

PHI 15 Philosophy of Education

This course is an examination of the major topics in the philosophy of education. Readings from the major philosophers of education (Plato, Rousseau, Schiller, Dewey, William James, Whitehead, Buber) and from other important traditional and contemporary theorists (Piaget, Montessori, A.S. Neill, Chomsky, Coles, Illich, Freire, Kozol, Goodman, Gilligan) are discussed. Topics include: the world of the child, play and imagination, the acquisition of language, the maturation of mind, ethics and the education of character, the social and political role of education. *On Occasion, 3 credits*

PHI 16 Aesthetics and the Philosophy of the Arts

This course is an examination of the major topics in traditional and contemporary philosophy of art: the nature of aesthetic experience, artistic creation, aesthetic judgment, objectivity and truth in art, the meaning of beauty, the social role of art and art criticism. These issues are examined in connection with the practice and appreciation of the various arts including: literature, theatre, painting and sculpture, architecture, dance, music, photography and film. *On Occasion, 3 credits*

PHI 18 Social and Political Philosophy

This course is an examination of traditional and contemporary theories of the relation between individuals and the state or community. Topics include: the nature of the state, political obligation, distributive justice, social contract theory, individual rights and majority rule, the relation between political and legal power and

punishment, the concept of ideology, civil disobedience, revolution, alienation. Representative selections from the writings of traditional and contemporary political philosophers are discussed. *On Occasion, 3 credits*

PHI 19 Medical Ethics

This course explores philosophical issues raised by modern medical technology and practice such as experiments on humans and animals, genetic engineering, transplants, the responsibility of the hospital to the community, decisions about who gets limited medical resources, the issues surrounding AIDS, mental illness and behavior control and patient rights which includes the right to the truth. *Fall Semester, 3 credits*

PHI 20 Philosophy of Religion

This course is an examination of such topics in the philosophy of religion as the varieties of religious experience, arguments for and against the existence of God, the relation of faith to reason, the problem of evil, the concept of the soul and its immortality, the relation of religion to science, ethics and the arts. Some attention is given to non-Western traditions such as Buddhism, Hinduism, Taoism and the world of Islam. *On Occasion, 3 credits*

PHI 21 Philosophy and the Novel

This course is an examination of the novel as a medium of philosophical expression. Readings from works of major novelists such as Melville, Dostoevsky, Proust, Kafka, Joyce, Mann, Faulkner, Lawrence, Hesse, Camus, Calvino and Kundera are included. *On Occasion, 3 credits*

PHI 22 War and Peace

The continued inability of people to make peace worldwide and the ever threatening possibility of nuclear war causes thinking people everywhere to ask philosophical questions about war and peace. Is lasting peace possible or is war inevitable? What kinds of moral issues are raised by contemporary war technology? Is nuclear war a rational option? Is pacifism defensible? Course materials come from philosophy, films, fiction and other sources. *On Occasion, 3 credits*

PHI 25 History of Ancient Philosophy

This course is an examination of the writings of the great Western philosophers: the pre-Socratics, Plato and Aristotle, the Stoics, Epicureans and neo-Platonists. *Annually, 3 credits*

PHI 26 History of Modern Philosophy

This course is an examination of the major movements in early modern philosophy beginning with Descartes and the rise of modern science and concluding with the critical philosophy of Kant. The focus is on the Continental rationalist and British empiricist traditions. *Annually, 3 credits*

PHI 27 Philosophy of History

This course is an examination of the topics in traditional and contemporary philosophy of history. Topics include: the meaning and nature of history, causes in history, historical explanation and interpretation, progress in history, the hero in history. Representative selections from such philosophers of history as Augustine, Hegel, Marx, Kant, Vico, Nietzsche, Cassirer, Freud, Sartre, Hook and N.O. Brown are included. *On Occasion, 3 credits*

PHI 28 Philosophy and the Environment

The contemporary environmental crisis raises profound philosophical questions about the relationship of the human person to the natural world. How can we balance control over the environment with reverence for it? Is technology necessarily exploitative? Are there limits beyond which humans should not go in their control of the environment? Is an aesthetic environment a human need? What can philosophy contribute to an understanding of ecology? *On Occasion, 3 credits*

PHI 29 Philosophical Psychology

This course is an examination of the topics in contemporary philosophical psychology. These include: the nature of consciousness, the relationship between the mind and the brain; mental causation; intentionality; the perception of time; space and color; the significance of artificial intelligence; the nature and roles of memory, will, imagination, and desire; dreams and the concept of the unconscious; personal identity. Representative selections from the most important contemporary philosophers and others working in this area are discussed. *On Occasion, 3 credits*

PHI 30 Existentialism

This course is an examination of the writings of the major existentialist philosophers such as Kierkegaard, Nietzsche, Heidegger, Sartre, Merleau-Ponty, Camus and Buber. Some attention is given to the literary existentialists such as Dostoevsky, Kafka, Hesse, Rilke and Beckett and to the influence of existen-

tialist philosophy on the other disciplines such as psychology and the arts specifically literature, film and painting. Topics include: the meaning of death, existential freedom, authenticity and bad faith, absurdity and rebellion, time and history, the quest for Being, subjectivity and the lived body, the critique of religion and morality.

On Occasion, 3 credits

PHI 31 Philosophy of the Nineteenth Century: Hegel to Nietzsche

This course is an examination of the major movements of 19th century European and American philosophy. Topics include: Hegel and German idealism; critiques of Hegelian idealism by Feuerbach, Marx and Kierkegaard; the utilitarianism of J.S. Mill; the transcendentalism of Emerson and Thoreau; the idealism of Schopenhauer, Royce and Bradley; the early pragmatism of C.S. Peirce; the new psychology of William James; and Nietzsche's critique of Western philosophy and culture.

Annually, 3 credits

PHI 32 Philosophy of the Twentieth Century

This course is an examination of the major movements in 20th century philosophy including logical positivism, ordinary language philosophy, pragmatism, phenomenology and existentialism. Selections from such 20th century philosophers as Russell, Wittgenstein, Moore, Heidegger, Sartre, Merleau-Ponty, James, Dewey, Whitehead and Quine are discussed.

Annually, 3 credits

PHI 33 Philosophy and Film

What philosophical questions does the experience of film present? How can film sharpen or even change consciousness about reality? How may film be used as a medium of ideas? This course draws on the recent literature on film and includes screenings of major motion pictures.

Prerequisite: 6 credits in Philosophy or permission of the chair.

On Occasion, 3 credits

PHI 34 Philosophies of Love and Sex

This course examines the nature and meaning of romantic love and human sexuality. Observations by philosophers, psychologists and psychoanalysts as well as by writers, film-makers and painters are studied in attempting to clarify our thoughts about love and sex.

On Occasion, 3 credits

PHI 35 Philosophy of Law

This course covers the relation of law to individual rights, power and authority and moral values. Policy issues in civil and criminal law, law enforcement and punishment are considered. This course is of special interest to pre-law students.

On Occasion, 3 credits

PHI 37 American Philosophy

This course is an examination of the major topics and trends in classical and contemporary American philosophy. Representative selections from the writings of America's greatest philosophers such as Emerson, Thoreau, Peirce, James, Dewey, Royce, Santayana, Whitehead, Mead and Quine are read. The emphasis is on the pragmatic movement in America including its major critics and its resurgence in recent years both at home and abroad. Some attention is given to the relationship between American philosophy and American culture and the similarities and differences between the American and other modern and contemporary philosophical traditions.

Not open to students who have had PHL 47.

On Occasion, 3 credits

A minimum of two courses in Philosophy (6 credits) or permission of the chair is required for the following advanced courses.

PHI 41 History and Philosophy of Science

This course is an examination of the major topics in the history and philosophy of science. Topics include: the logic and ethics of scientific method and discovery; scientific revolutions and their creators (e.g., Copernicus, Galileo, Newton, Darwin, Einstein); the relationship between theory and observation, theoretical laws and definitions; the status of thought experiments and theoretical entities; the role of paradigms and models in science; experimental design and theory testing; the relationship between the natural and social sciences, science, ethics, and politics; the relationship between science and the arts. Representative works by traditional and contemporary philosophers of science are read.

On Occasion, 3 credits

PHI 43 Knowledge and Truth

What is involved in knowing, believing, perceiving, meaning and truth, according to the great philosophers? Their theories are investigated along with contemporary perspectives on these issues. Such topics provide the core for a study of not only philosophy, but also psychology and theories of learning. Claims made for non-

scientific ways of knowing specifically in connection with the arts, religion and morality are also considered.

Fall, 3 credits

PHI 44 Metaphysics

This course examines the most fundamental questions of philosophy. Why is there something rather than nothing? Is there a God? What is the self? What is the relationship of human life to the surrounding universe? Are human actions free or determined?

Prerequisite: 6 credits in Philosophy or permission of chair.

Spring, 3 credits

PHI 46 Moral Philosophy

This course is an examination of the major topics in traditional and contemporary moral philosophy. Topics include: the logic of moral reasoning, the idea of the good life, vices and virtues, the objectivity of moral judgments, the nature of moral obligation, rights, and duties, the legal enforcement of morality, the relations between science, religion and ethics, the role of morals in society and history. Representative selections from the major works in traditional and contemporary moral philosophy are read.

Prerequisite: 6 credits in Philosophy or permission of chair.

On Occasion, 3 credits

PHI 63 Advanced Logic

A detailed development of both the sentential and predicate logic provides the basis for an examination of the philosophical issues raised by symbolic logic such as meaning and reference, logic and ontology, modal logic and theory of types.

Prerequisite: PHL 14 or permission of chair.

On Occasion, 3 credits

PHI 81, 82 The Great Philosophers

This course is an in-depth study of the major works of one or more of the great Western philosophers.

Prerequisite: 6 credits in Philosophy or permission of chair. May be taken for credit more than once if topics are different.

Annually, 3 credits per semester

PHI 98 Senior Colloquium

Open only to Philosophy majors, this course integrates the broad range of topics with which the advanced student of philosophy should be familiar. The course highlights the main themes of more than 2,000 years of philosophy.

Open only to students in their final year of study.

Prerequisite: 18 credits of Philosophy courses.

Annually, 1 credit

PHI 99 Readings in Philosophy

Offered for one or two credits by special arrangement.

Prerequisite: 6 credits in Philosophy or permission of chair.

On Occasion, 1 or 2 credits

PHI 100 Philosophical Issues

Each time this course is offered, it will concern itself with a different topic chosen by the instructor and announced in the Schedule of Classes. Specific course descriptions will be available from the Philosophy Department. This course may be repeated for credit only with the express approval of the chair.

On Occasion, 3 credits

PHI 303 History of Ancient Philosophy

Equivalent to PHI 25 for Honors Program students.

Fall, 3 credits

PHI 304 History of Modern Philosophy

Equivalent to PHI 26 for Honors Program students.

Spring, 3 credits

Courses in Religious Philosophy

RPHL 8 The American Religious Imagination

Explores the fertility of the American religious imagination, from the Puritans to the present. Topics include the central religious ideas of the classical American philosophic, theological, and literary traditions; challenges to normative ideas by multiculturalism, including the thought and practice of the Native American and African American traditions; the role of the arts in the development of the American religious imagination; the tradition of unbelief; the relationship between science and religion; and major spiritual voices of the contemporary United States.

On Occasion, 3 credits

RPHL 9 The Problem of Evil

An examination of what has traditionally been termed the "problem" of evil; i.e., whether the existence of evil is compatible with the existence of a just and loving God. Are there evils so horrific that they call into question the existence of such a God? Consideration of pertinent philosophical and other literature, both Western and non-Western, including texts espousing the position of unbelief; contributions of the arts to our understanding of the problem of evil.

On Occasion, 3 credits

RPHL 11 Ancient Egyptian Thought

This course centers around the life-after-death theme and this belief is used as a springboard for discussion of other concepts such as physical and non-physical reality, truth, magic and the soul. The language of the ancient Egyptians is discussed in relation to their philosophy.

On Occasion, 3 credits

RPHL 12 Zen Buddhism and Taoism

Major prose and poetic texts of the Zen and Taoist traditions. Attention to the influence of these traditions on Western intellectual and religious life, as well as on literature and the arts.

On Occasion, 3 credits

RPHL 14 Medieval Philosophy and Religion: The Christian, Hebrew, and Islamic Traditions

This course is an examination of the topics and trends of the major medieval philosophical traditions. Representative readings from the great medieval philosophers such as Boethius, Bonaventure, Anselm, Erigena, Abelard, Augustine, Aquinas, Scotus, Occam, Maimonides, Averroes, Avicenna, Roger Bacon, Meister Eckart and Nicholas of Cusa are discussed. Topics include: the relation of faith and reason, the problem of universals, time and eternity, the metaphysics of light, free will and determinism, the nature of the soul, the problem of evil and proofs for the existence of God.

On Occasion, 3 credits

RPHL 15 Sacred Mythologies of the Ancient World

Mythology consists of sacred stories that connect us to the origins of culture. Even modern individuals estranged from ancient worldviews are nourished by the persistence of the sacred, embedded in our myths, rituals, religions, and forms of artistic expression. This course explores generally overlooked potentials of human existence through a study of the myths of India, Tibet, Greece, and Scandinavia.

On Occasion, 3 credits

RPHL 16 The Teachings of the Great Mystics

This course is an examination of the writings of the world's great mystics from the Hindu, Buddhist, Taoist, neo-Platonist, Christian, Islamic and Jewish traditions. Topics include: the nature of mystical experience, the possibility of mystical knowledge, the explainability of mystical experience, the possible artificial production of mystical states, the differences between mystical experience and other altered states of consciousness.

On Occasion, 3 credits

RPHL 17 Philosophy and Religion of India

An examination of the major philosophical and religious ideas of the Hindu and Buddhist traditions. Topics include self-realization theory of the Upanishads; Yoga psychology; the ethics of the Gita and Buddhism, including the belief that aggressive goodness is an effective counterforce to aggressive evil, and the reliance on "ahimsa" (non-violence) as a means of social change and reform.

On Occasion, 3 credits

RPHL 18 Topics in Religious Philosophy

Each section concerns itself with a different topic to be chosen by the instructor and announced in the Schedule of Classes. Specific course descriptions are available from the Philosophy Department. This course may be repeated for credit only with the expressed approval of the chair.

On Occasion, 3 credits

PHYSICS

Phone: (516) 299-2495

Faculty

Donald Gelman

Chair, Physics Department;

Professor of Physics

B.S., Brooklyn College, City University of New York;

M.S., Ph.D., New York University

dgelman@liu.edu

James Peters

Professor of Mathematics and Physics

B.S., M.S., Polytechnic University;

Ph.D., Stevens Institute of Technology

jpeters@liu.edu

Steven Liebling

Associate Professor of Physics

B.A., Brown University;

M.A., Ph.D., The University of Texas at Austin

steve.liebling@liu.edu

Overview of Physics

The offerings of the Physics Department meet the needs of students pursuing a variety of career objectives:

1. The Physics Department offers a Bachelor of Arts degree for those whose career objectives lie in physics, as well as those who desire a solid undergraduate education in the liberal arts and sciences.
2. For students in allied fields of science, the Physics Department offers courses that augment and enrich their understanding of the physics upon which their discipline is based.
3. The Physics Department offers courses of general interest and minimal mathematics for liberal arts students who wish to broaden their education in science.
4. In conjunction with the Department of Mathematics, the Physics Department offers a degree in Mathematics and Physics.
5. Students may combine a Bachelor of Science in Mathematics and Physics from C.W. Post with a degree from an Engineering school by transferring after two or three years of study at C.W. Post. A transfer is most easily facilitated to the engineering schools with which C.W. Post has articulation agreements or close on-going associations: Arizona State University, Polytechnic University and Stevens Institute of Technology.
6. A Physics minor is also offered. The requirements are Physics 3, 4, 19 and two Physics electives in courses numbered 13 or higher for a total of either 17 or 18 credits depending upon the choice of electives.

Students pursuing either the B.A. in Physics or the B.S. in Mathematics and Physics must satisfy the college Core requirements: Competencies (variable credit); History and Philosophy (9 credits); Language and Literature (6 credits); Arts (6 credits); Political Science or Economics (6 credits); and Sociology, Psychology, Geography, Anthropology (6 credits). Candidates for a B.A. must complete at least 96 credits in the Liberal Arts and Sciences. All Physics majors should consult with the department academic counselor for further details as to degree requirements.

Those students planning a career in physics should choose a sequence of electives that includes Mathematics 51, and at least 6 credits of advanced science courses.

It is highly recommended that students who plan to major in Physics take a secondary school program that includes cal-

culus or pre-calculus, and two sciences chosen from Biology, Chemistry and Physics. Major programs must be approved by a Physics Department advisor beginning with the first semester of the sophomore year. To continue as a Physics major, a student must maintain an average in Physics courses of at least 2.25.

B.A. in Physics

Physics majors enrolled in the B.A. program are required to take the following courses: Physics 3, 4, 13, 14, 17, 18, 19, 20, 41; Math 7, 8, 9, and 21; and Chemistry 3, 4, or Biology 103, 104, or Geography 3, 4. They are advised to include Mathematics 51 among their electives.

Typical Program for B.A. in Physics

<i>Freshman Year</i>	<i>Credits</i>
Physics 3, 4	8
Mathematics 7, 8	8
Social Science	6
Language/Literature	6
Arts	3
College 101	1
Total	32

<i>Sophomore Year</i>	<i>Credits</i>
Physics 41, 13	7
Mathematics 9, 21	8
Chemistry 3, 4	8
History/Philosophy	3
Political Science/Economics	6
Total	32

<i>Junior Year</i>	<i>Credits</i>
Physics 17, 18	6
History/Philosophy	6
Arts	3
Electives	18
Total	33

<i>Senior Year</i>	<i>Credits</i>
Physics 14, 19, 20	9
Electives	23
Total	32

B.S. in Mathematics and Physics

Students enrolled in the B.S. in Mathematics and Physics program are required to take the following courses: Physics 13, 14, 17, 19, and 41; Mathematics 7, 8, 9, 21, 23, 51, 82 and one upper level course chosen with the approval of the Mathematics Department; Computer Science 101; Chemistry 3, 4.

Typical Program for B.S. in Mathematics and Physics

<i>Freshman Year</i>	<i>Credits</i>
Mathematics 7, 8	8
Physics 3, 4	8
Computer Science 101	3
Freshman Seminar	1
Core Requirements	12
Total	32

<i>Sophomore Year</i>	<i>Credits</i>
Mathematics 9, 21, 82	11
Chemistry 3, 4	8
Physics 13, 41	7
Core Requirements	6
Total	32

<i>Junior Year</i>	<i>Credits</i>
Mathematics 23, 51	6
Physics 14	3
Physics 17, 19	6
Core Requirements	18
Total	33

<i>Senior Year</i>	<i>Credits</i>
Mathematics electives	3
Free electives	29
Total	32

Minor in Physics

The requirements for the Physics minor are Physics 3, 4, 19 and two Physics electives in courses numbered 13 or higher for a total of either 17 or 18 credits depending upon the choice of electives.

Science for Childhood Education

Students in Early Childhood and Childhood Education may take their required liberal arts and sciences "concentration" (or major specifically adapted for them) in the sciences. The program consists of two laboratory courses in Physics or Astronomy, and in the three following areas: Biology, Chemistry, and Earth Science or Geology. See Interdisciplinary Studies section of this Bulletin for details.

Students in Early Childhood and Childhood Education degree programs may not be allowed to take any courses in their academic concentrations pass/fail.

Pre-Engineering Transfer Program

The Pre-Engineering transfer programs have been sequenced to articulate with several schools of Engineering. Specifically, joint programs have been arranged, or close associations have been developed, with Arizona State University, Polytechnic University and Stevens Institute of Technology. Within five years, a student can earn both a B.S. degree in Mathematics and Physics from C.W. Post and a B.S. in Engineering from one of these Engineering schools. Degree programs can be pursued in Chemical, Civil, Computer, Electrical, Environmental, Industrial, Materials, or Mechanical Engineering, as well as Engineering Management. Anyone interested in pursuing this option should consult with the Pre-Engineering advisor.

Physics Courses

PHY 1 College Physics I

Same as Physics 11, without the laboratory.

No prerequisites

Four lecture hours each week

On Occasion, 3 credits

PHY 2 College Physics II

Same as Physics 12, without the laboratory.

No prerequisites

Four lecture hours each week

On Occasion, 3 credits

PHY 3 University Physics I

Physics 3 is the first half of an introductory, calculus-based, physics course for science and mathematics majors, covering the laws and principles of mechanics, thermodynamics, and waves. *Four lecture hours and two laboratory hours each week.*

Prerequisite or Co-requisite: Mathematics 7.

Laboratory fee

Annually, 4 credits

PHY 4 University Physics II

Physics 4 is the second half of an introductory, calculus-based physics course for science and mathematics majors. It is concerned with the laws and principles of electricity, magnetism, and optics, and includes an introduction to modern physics.

Prerequisites: Physics 3 and Mathematics 7.

Co-requisite: Mathematics 8

Four lecture hours and two laboratory hours each week.

Laboratory fee

Annually, 4 credits

PHY 6 The Physics of Music

In this course, the nature and production of musical sound is related to the physical theory of wave phenomena. The quality and construction of musical instruments and acoustic properties of concert halls are studied.

Demonstrations and experiments are performed to illustrate the physical theories. No previous college work in Mathematics or Physics is required.

Three lecture/three laboratory hours each week

On Occasion, 3 credits

PHY 7 Modern Physics for the Nonscientist

A nonmathematical survey of 20th century physics; specifically, the theories of relativity, quantum mechanics, and laser physics. The course stresses the basic concepts and philosophy of modern physics and its impact on today's society.

Prerequisite: High school algebra.

Three lecture hours each week.

On Occasion, 3 credits

PHY 9 Introductory Astronomy I

This course is half of a one-year course in introductory astronomy. Topics include the celestial sphere, the solar system, planetary motion, configurations and phases of the moon, and eclipses.

Same as Astronomy 9

Three lecture/three laboratory hours each week

Laboratory fee

Students may elect to take the course without the laboratory for 3 credits or with the laboratory for 4 credits.

Students taking this course in fulfillment of the Core requirements must take the course with the laboratory

Annually, 3 or 4 credits

PHY 10 Introductory Astronomy II

Physics 10 is half of a one-year course in introductory astronomy. Topics include the origin, nature, and evolution of stars, nebulae, galaxies, and the universe.

Same as Astronomy 10

Three lecture/three laboratory hours each week

Laboratory fee

Students may elect to take the course without the laboratory for 3 credits or with the laboratory for 4 credits

Students taking this course in fulfillment of the Core requirements must take the course with the laboratory

Annually, 3 or 4 credits

PHY 11 College Physics I

Physics 11 is the first half of an introductory, non-calculus physics course that covers the laws and principles of

mechanics, thermodynamics, and waves. The combination of Physics 11 and 12 satisfies the physics requirement of most schools of medicine, dentistry, physical therapy, and the like.

Prerequisite: High school algebra.

Six lecture/laboratory hours each week

Laboratory fee

On Occasion, 4 credits

PHY 12 College Physics II

Physics 12 is the second half of an introductory, non-calculus physics course covering electricity, magnetism, optics, and an introduction to modern physics. Together with Physics 11, it satisfies the physics requirement of most schools of medicine, dentistry, physical therapy, and the like.

Prerequisite: Physics 11.

Six lecture/laboratory hours each week

Laboratory fee

On Occasion, 4 credits

PHY 13 Classical Thermodynamics

This course examines the laws of thermodynamics in addition to thermodynamic equations for simple and heterogeneous systems and thermodynamic equilibrium.

Three lecture-recitation hours each week.

Prerequisites: PHY 3, 4.

Co-requisite: MTH 9.

On Occasion, 3 credits

PHY 14 Modern Optics

This course examines the wave equation and D'Alembert's solution, refractive index and absorption, least action and ray optics for lenses and mirrors, optical instruments including lasers and their limitations, interference and diffraction. An introduction to Fourier optics is included.

Three lecture-recitation hours each week.

Prerequisites: PHY 3, 4.

Co-requisite: MTH 9.

On Occasion, 3 credits

PHY 16 Electricity and Magnetism

This course covers electrostatics, steady currents, electromagnetic induction, magnetic fields of electric currents, magnetic materials, alternating currents and Maxwell's equations.

Three lecture-recitation hours each week.

Prerequisites: PHY 3, 4 and MTH 21.

On Occasion, 3 credits

PHY 17 Mechanics I

This course covers statics of rigid bodies and the dynamics of particles.

Prerequisites: PHY 3, 4 and MTH 9.

Three lecture-recitation hours each week

On Occasion, 3 credits

PHY 18 Mechanics II

In this course, the areas covered are: statics and dynamics of rigid bodies, Lagrange's and Hamilton's equations, oscillating systems, and an introduction to the mechanics of continuous media. *Three lecture-recitation hours each week.*
Prerequisite: PHY 17.
On Occasion, 3 credits

PHY 19 Modern Physics I

This course is an introduction to the physics of the 20th century. Topics covered include special relativity, the Heisenberg uncertainty principle, the Schrodinger equation, spin angular momentum, the Pauli principle, atomic and molecular structure, and perturbation theory. *Three lecture-recitation hours each week.*
Prerequisites: PHY 3, 4.
Co-requisites: MTH 9.
Fall, 3 credits

PHY 20 Modern Physics II

This course is a continuation of Physics 19. Topics covered include collision theory, classical and quantum statistics, solid state physics, nuclear physics, elementary particles and the Dirac equation. *Three lecture-recitation hours each week.*
Prerequisite: PHY 19.
Co-requisite: MTH 21.
Spring, 3 credits

PHY 27 Advanced Laboratory I

This course is an introduction to the general techniques of experimental physics. Selected experiments in the fields of spectroscopy, heat, electricity, electronics and atomic physics are conducted. *Prerequisite:* A Physics course numbered 13 or higher.
Four laboratory hours each week
Laboratory fee
On Occasion, 3 credits

PHY 28 Advanced Laboratory II

This course is a continuation of Physics 27.
Prerequisite: Physics 27
Four laboratory hours each week
Laboratory fee
On Occasion, 3 credits

PHY 41 Engineering Circuit Analysis

In this course, the basic concepts of electrical circuit theory and system analysis are introduced. Topics include: circuit elements, practical sources and semiconductor devices, steady state nodal and mesh analysis of d.c. and a.c. circuits, network theorems, filters and resonance, operational amplifiers and transformers, Laplace transforms. The course also con-

tains a laboratory component in which students construct and test circuits.

Prerequisite: PHY 4 or permission of instructor.

Four lecture-recitation-laboratory hours each week.

Laboratory fee

Annually, 4 credits

PHY 45 Electromagnetic Radiation Theory

This course examines Maxwell's equations, the wave equations and their solution, electromagnetic theory of light, cavity resonators, wave guides.
Prerequisites: PHY 16 and MTH 21.
Three lecture-recitation hours each week.
On Occasion, 3 credits

PHY 48, 49 Solid State Physics

This course is an introduction to the physics of metals, semiconductors and insulators that includes the study of crystal structure, lattice vibrations, electron motion in crystals, electrical and thermal properties, magnetism, Fermi surfaces, superconductivity.
Prerequisite: PHY 19.
Three lecture-recitation hours each week.
On Occasion, 3 credits per semester

PHY 50 Digital Electronics

This course is an introduction to digital systems, including treatment of combinational logic, switching algebra, minimization of logic networks, flip-flops and other circuit elements, sequential networks and the design of digital systems.
Prerequisite: PHY 41.
Three lecture-recitation hours each week.
On Occasion, 3 credits

PHY 61, 62 Advanced Topics in Physics

When offered, the specific contents for that semester and the specific prerequisites for that semester are announced in advance of registration.
On Occasion, 3 or 4 credits per semester

AST 9, 10

See PHY 9, 10

PHY 501, 502 Introduction to Theoretical Physics

PHY 503, 506 Advanced Laboratory AST 501 Spherical and Elliptical Astronomy

See statement in Registration section concerning graduate courses open to undergraduates. Student needs written permission of academic counselor, chair, and dean.

POLITICAL SCIENCE/INTERNATIONAL STUDIES

Phone: (516) 299-2407

Fax: (516) 299-3943

Faculty

Donald G. Baker
Professor of Political Science
B.A., University of Denver;
M.A., Ph.D., Syracuse University

Jeremy Buchman
Pre-Law Advisor
Associate Professor of Political Science
B.A., Columbia University;
M.A., Ph.D., Stanford University
jeremy.buchman@liu.edu

Amy Freedman
Associate Professor of Political Science
B.A., Barnard College;
M.A., Ph.D., New York University
amy.freedman@liu.edu

Roger N. Goldstein
Chair, Political Science/International Studies Department;
Professor of Political Science
B.A., Oberlin College;
M.A., Ph.D., Columbia University
roger.goldstein@liu.edu

Anke Grosskopf
Assistant Professor of Political Science
Zwischenprüfung, Universität Mannheim (Germany);
M.A., Ph.D., University of Pittsburgh
anke.grosskopf@liu.edu

Stanley Klein
Professor of Political Science
B.A., M.A., Ph.D., New York University
stanley.klein@liu.edu

Muhammad Muslih
Professor of Political Science
B.A., M.A., American University of Beirut;
Ph.D., Columbia University

Michael Soupis
Graduate Advisor
Professor of Political Science
B.A., St. Lawrence University;
M.A., M.S., M.A., Long Island University;
M.A., Seminary of the Immaculate Conception;
Ed.D., Columbia University;
Ph.D., State University of New York at Buffalo;
Ph.D., Fordham University

Faculty Emeritus

Morimichi Watanabe
 Professor Emeritus of Political Science and
 History
 LL.B., University of Tokyo;
 A.M., Ph.D., Columbia University

Overview of Political Science/International Studies

Political Science majors have pursued successful careers in the following areas:

Law – The best preparation for entry to law school is a solid liberal arts education and the Political Science curriculum is particularly well suited to students who intend to pursue a legal career. C.W. Post's Pre-Law Advisor is Professor Jeremy Buchman, a member of the Political Science Department. All students who are considering attending law school should consult with him as early in their undergraduate careers as possible.

Public Administration – Many majors go into government service:

1. *Federal Government* – a Political Science major may find a federal job in nearly any agency or branch of the U.S. government, for example, as administrative, budget, or personnel officer for a U.S. government agency.
2. *State and Local Government* – majors are employed by state and local governments, their branches and agencies, where they seek resolutions to societal problems and implement the day-to-day functions of government. The Political Science Department, in conjunction with the Department of Public Administration, offers an Accelerated B.A. in Political Science/Master's Degree in Public Administration for entering freshmen, transfer students and continuing C.W. Post students. In order to provide training for those individuals who desire to continue in government service on the state, local and federal levels, our M.P.A. degree offers concentrations in Administrative Theory and Practice and Policy and Planning. The concentration in Community Service offers the student the background to enter social and public service programs and agencies community and mental health organizations, geriatrics, city management, etc.

Teaching – Although initial or professional certification to teach social studies in public secondary schools in New York State is obtained through the School of

Education, the Political Science Department furnishes one of the vehicles for obtaining the substantive knowledge required to comply with the state requirements. Those wishing to pursue a teaching position in colleges and universities must obtain an advanced degree, preferably a Ph.D.

Business – Many Political Science graduates have traditionally found careers in the fields of marketing, personnel, advertising, public relations, insurance, banking, finance, the media arts. Students majoring in Political Science must fulfill the college Core requirements. The number of free electives will be increased to the extent that related courses also apply to the Core Curriculum requirements. A Political Science academic counselor is available for discussion of academic planning, to assist students in resolving curriculum and other problems that may arise in connection with campus life.

B.A. in Political Science

The Political Science Department offers a wide range of courses in five subject areas: Political Theory, American Government, International Relations, Comparative Government and Public Administration. Majors must include in their program:

	Credits
POL 1	3
POL 2	3
POL 21	3
POL 26 or 27	3
POL 51	3
POL 64	3
Total	18

Six courses in advanced Political Science	18
	36

Typical Program for B.A. in Political Science

Freshman Year	Credits
POL 1, 2	6
Related courses	6
Free electives	8
Core courses	12
Total	32

Sophomore Year	Credits
POL 51, 64	6
POL electives	6
Correlated courses	6
Free electives	8
Core courses	6



Total	32
<i>Junior Year</i>	<i>Credits</i>
POL 26 or 27	3
POL electives	6
Correlated courses	6
Free electives	8
Core courses	9
Total	32

<i>Senior Year</i>	<i>Credits</i>
POL 21	3
POL electives	6
Correlated courses	6
Free electives	8
Core courses	9
Total	32

Study Abroad – Students are encouraged to study abroad for at least one semester. Long Island University's Global College provides effective opportunities to fulfill this aspect of the program.

B.A. in International Studies

The International Studies program is an individualized, interdisciplinary program designed for students interested in a liberal arts approach to the contemporary world. Professional academic advisement is provided for each major in order to develop an individual course of study dependent on the student's career and educational goals. Program purposes are to offer to the international specialist or

nonspecialist a deep understanding of international politics, economics, and social relations and to provide those educational and occupational experiences sought by private and public international organizations, corporations and agencies.

The B.A. degree in International Studies can be related to careers in the following areas:

Private Industry – Multinational corporations, import-export firms, airlines, shipping, international service organizations, international banking, law and journalism.

Government Service – U.S. Department of State (Foreign Service and International Communications Agency), Defense Department, Commerce Department, Peace Corps.

Requirements for B.A. in International Studies

All students must satisfy the Core Curriculum requirements. In addition, the program requirements are:

<i>Major Requirements</i>	<i>(36 credits)</i>
Political Science 1, 51, 62, 64	12
Three of the following:	9
POL 46 and POL 52 through 73	
Economics 11 & 12	6
Three of the following:	9
ECO 7, 21, 25 (equivalent to GGR 25), 41, 42, 43, 44, 45, 46, 65, 72	

Correlated Courses (12 credits)

International Studies majors must take at least two relevant courses in non-American History courses and Geography 1 and 2.

Area of Specialization (18-27 credits)

A program of study that explores in depth a particular specialization or area developed with and approved by the academic counselor and director of International Studies.

Students who develop a specialization in Marketing or Finance are urged to take Accounting 11 and 12 and Computer Science 2. Students in this program must demonstrate an intermediate-level proficiency in a contemporary language other than English. This requirement may be satisfied by successful completion of a level-4 language course, or passing a test approved in advance by the director of the International Studies program.

Free Electives

A student, after fulfilling the requirements of the Core Curriculum and the program, may use the balance of credits to pursue other elective academic interests. The number of free electives may be increased to the extent that the area of

specialization courses also apply to the college core requirements. In this way Computer Science can be used to fulfill the CS requirement for the business specialization and Foreign Language proficiency at the intermediate level may fulfill a core requirement.

Study Abroad – Students are encouraged to study abroad for at least one semester. Long Island University's Global College provides effective opportunities to fulfill this aspect of the program.

B.S. in Adolescence Education: Social Studies (Grades 7-12)

Students specializing in adolescence education have the option of concentrating on social studies education. Social studies teachers help youngsters learn about how people interact with each other and their surroundings. Social studies examines the history of the United States, the world, and its component cultures. It studies how governments work, how people make a living, how economies function, how society and individuals interact, how cultures vary now and have changed over time, and how people use natural and human resources. Students are required to take 48 credits of coursework beyond core requirements within the academic disciplines comprising social studies including Anthropology, Economics, Geography, History, Political Science and Sociology to be distributed according to the plan of study listed in the Interdisciplinary section. English 7 and 8 complete the requirements. The requirements provide the student with a thorough preparation in the content of the fields associated with social studies.

Political Science for Childhood Education

Students in Early Childhood and Childhood Education may take their required liberal arts and sciences "concentration" (or major specifically adapted for them) in Political Science. This 30-credit program is designed to provide future teachers with appropriate breadth and depth in knowledge. Requirements include POL 1, 2, 21, 26 or 27, 51, 64, and four upper-level Political Science electives.

Students in Early Childhood and Childhood Education degree programs may not be allowed to take any courses in their academic concentrations pass/fail.

Allied Areas for Childhood Education

Students in Early Childhood and Childhood Education may also concentrate in Social Studies or American Studies, both of which have a substantial Political Science component. See Interdisciplinary Studies section of this Bulletin for a detailed description of these 30-credit programs, and see Curriculum and Instruction for specific professional requirements in Education.

Accelerated B.A./M.A. Degree in Political Science – A.M.A. Program

Freshmen, transfer students and continuing C.W. Post students may take advantage of the A.M.A. Program: Accelerated Bachelor's and Master's Degree in Political Science.

The accelerated program permits the obtaining of these degrees in less time than is normally required. For example, it is possible for an entering freshman studying on a full-time basis to earn both degrees within five years; a junior may earn the degree in three years. Acceptance in the Accelerated B.A./M.A.

Program requires:

1. Completion of 60-64 credits with a grade point average no lower than B (3.0).
2. Acceptance of the student by the appropriate authorities at C.W. Post. (If a student does not possess the necessary 3.0 average, the appropriate authorities may employ other criteria to insure qualification; e.g., S.A.T. scores, letters of recommendation, samples of prior work.)

Students pursuing the accelerated program are eligible for all financial assistance made available to other majors or graduate students.

In addition to the usual requirements of undergraduate majors, A.M.A. students will take 12 graduate credits during their senior year. Upon the successful completion of the normal 128 credits required for graduation, the student will not receive the B.A. degree but will be given 12 credits of advanced standing in the Master of Arts program (depending on the M.A. option.) After completing these 18 or 24 credits and meeting all graduate requirements, the student will be awarded both the B.A. and M.A. degree; he or she will be entitled to the B.A. in Political Science upon the completion of the appropriate 128 credits.

Accelerated B.A. in Political Science/ Master's Degree in Public Administration – M.P.A. Program

Freshman, transfer students and continuing C.W. Post students may take advantage of the A.P.A. Program: Accelerated Bachelor's Degree in Political Science/Master's Degree in Public Administration (M.P.A.)

The Political Science Department offers students the unique opportunity to prepare for a career in government administration on the federal, state or local level at an accelerated rate. The department, in conjunction with the Department of Health and Public Administration, offers an Accelerated B.A. in Political Science/Master's Degree in Public Administration (A.P.A.).

Students enrolled in the A.P.A. program at Nassau and Suffolk community colleges should see the academic counselor in the Department of Political Science because of the nature of their program. The accelerated program permits the obtaining of these degrees in much less time than is normally required. For example, it is possible for an entering freshman studying on a full-time basis to earn a B.A. in Political Science and a Master of Public Administration degree (M.P.A.) within five years; a junior may earn both bachelors and M.P.A. degrees in three years or less. Acceptance into the Accelerated B.A. in Political Science/Master's Degree in Public Administration program requires:

1. Completion of 60-64 credits with a grade point average no lower than a B (3.0).
2. Acceptance of the student by the appropriate authorities at C.W. Post. (If a student does not possess the necessary 3.0 average, the appropriate authorities may employ other criteria to insure qualification; e.g., S.A.T. scores, letters of recommendation, samples of prior work.)

Since an undergraduate student pursuing this accelerated program is a major in the Department of Political Science, he or she is eligible for all financial assistance made available to majors.

Those students participating in the Accelerated B.A. in Political Science/Master's Degree in Public Administration will be required to maintain a B average, enroll in a 6-credit government internship, as well as take 12 credits in Economics.

Moreover, in the student's senior year,

he or she will complete 12 graduate credits of Public Administration. Upon successful completion of the normal 128 credits required for graduation, the student will not receive the B.A. degree in Political Science, but will be given 12 credits of advanced standing in the M.P.A. program. The student, therefore, will be required to complete 33 credits in the Master of Public Administration program (rather than the required 45 credits).

After completing the 33 credits, and meeting all graduate requirements, the student will be awarded both the B.A. and M.P.A. degrees. If, for any reason, the student should not go on for the M.P.A. degree, he or she will be entitled to the B.A. in Political Science upon the completion of the appropriate 128 credits.

The five-year program will reflect the normal Department of Political Science suggested program for the first two years, with the appropriate changes in the last two years of study. Consult the academic counselor for an appropriate plan of study. An accelerated program in Political Science/Health Administration is also offered. Students should consult the academic counselor for further information.

Accelerated B.A. in International Studies/ M.B.A. in Business Administration

Freshmen, transfer students, and continuing C.W. Post students may take advantage of the Accelerated International Studies Program: a combined five-year Bachelor's in International Studies and Master's in Business Administration. The accelerated program permits the obtaining of these degrees in less time than is normally required.

I. Undergraduate requirements

- A. All students must maintain a grade point average of 3.0 to continue in the accelerated program.
- B. Students must successfully complete all courses required in the International Studies core with satisfactory grades (normally, a 3.5 average in major courses is required).
- C. Transfer students must have completed 60-64 credits with a grade point average no lower than B (3.0).

II. Admission to the Graduate Program

- A. At the end of the first semester of the senior year, all eligible students are required to sit for either the GMAT or the comprehensive examination given

by the Faculty of Business, Public Administration and Professional Accountancy. Advancement to matriculation, 600-level courses, and Year 5 of the program is contingent upon satisfactory scores on either of these examinations.

- B. Upon successful completion of the normal 128 credits required for graduation, the student will not receive the B.A. degree, but will be given 12 credits of advanced standing in the M.B.A. program. After completing the additional 30 graduate credits (in some cases more credits may be required depending upon the undergraduate preparation), and meeting all graduate requirements, the student will be awarded both the B.A. and M.B.A. degrees. If, for any reason, the student should not go on for the M.B.A. degree, he or she will be entitled to the B.A. in International Studies upon the successful completion of the appropriate 128 credits.
- C. Students may be eligible to receive waivers of specific Core courses in the M.B.A. program if they have completed certain undergraduate courses with grades of B or better (i.e., Business minor). Students should consult with the program academic counselors concerning such waivers.

Typical Program for Accelerated B.A. in International Studies/ M.B.A. in Business Administration

<i>Freshman Year</i>	<i>Credits</i>
English 1, 2	6
Political Science 1, 51	6
Economics 11, 12	6
Core requirements	14
Total	32

<i>Sophomore Year</i>	<i>Credits</i>
POL 64, IST elective	6
Accounting 11, 13	6
Mathematics 5, 6	6
Computer Science 2, elective	6
Business 10	3
Core requirement	3
Total	30

<i>Junior Year</i>	<i>Credits</i>
POL elective	3
Economics 21, 74	6
Geography 1, 2	6
Management 11, 12	6
Marketing 11	3
Finance 11	3
Core requirements	9
Total	36

<i>Senior Year</i>	<i>Credits</i>
POL 62, POL elective	6

Economics	3
Law 13	3
Core requirement	3
Liberal Arts elective	3
GBA 504, 506	6
MBA 601, 603	6
Total	30

<i>Graduate Year</i>	<i>Credits</i>
MBA 602, 604, 605	9
MBA concentration	15
MBA 798, 799 (capstone)	6
Total	30

Minors in Political Science

Any student at the C.W. Post Campus may wish to consider pursuing one of the following Political Science minors:

Public Administration

Required, three of the following five:

	<i>Credits</i>
POL 80 Administrative Behavior	3
POL 82 Introduction to Public Administration	3
POL 83 Policy Making in American Government	3
POL 84 The Executive Process	3
POL 88 The Contemporary Problems in Public Administration	3
Total	9

Required, twelve credits:

POL 34 Legislative Process	3
POL 39 State and Local Government	3
POL 97 Public Administration Internship	3
POL 98 Public Administration Internship	3
Total	12

American Political Process

Required courses:

POL 1 Introduction to Political Science I	3
POL 2 Introduction to Political Science II	3
POL 34 Legislative Process	3
Total	9

Required, four of the following:

	<i>Credits</i>
POL 21 American Political Theory	3
POL 26 European Political Theory	3
POL 27 European Political Theory II	3
POL 31 American Constitutional Law I	3
POL 32 American Constitutional Law II	3
POL 35 The American Judicial Process	3
POL 36 Public Opinion	3
POL 37 Political Parties	3

POL 38 Radical Movements and Politics of Change in the United States	3
POL 39 State and Local Government	3
POL 40 Women and the Anglo-American Legal Experience	3
POL 44 Urban Government	3
POL 46 American Foreign Policy I	3
POL 47 American Foreign Policy II	3
POL 48 Metropolitan Area Problems	3
POL 49 Politics and Personality: The American Context	3
Total	12

International Politics and Government

Required courses:

POL 1 Introduction to Political Science I	3
POL 51 International Relations	3
Total	6

Required, two of the following:

POL 21 American Political Theory	3
POL 26 European Political Theory I	3
POL 62 Seminar in IST	3
POL 64 Comparative Politics	3
Total	6

Required, three of the following:

POL 46 American Foreign Policy I	3
POL 47 American Foreign Policy II	3
POL 53 International Law I	3
POL 54 International Law II	3
POL 55 Politics of Developing Nations	3
POL 56 World Political Affairs	3
POL 68 Government and Politics of Western Europe	3
POL 73 Government and Politics of Latin America	3
Total	9

Political Science Courses

Even though there are no prerequisites listed for advanced Political Science courses, students are encouraged to check with the department before enrolling in any advanced courses. Courses are not necessarily numbered sequentially, but rather under the following area headings:

- General and Core Courses
- Political Theory Courses
- American Government Courses
- International Relations Courses
- Comparative Government Courses
- Public Administration

General Core Courses

POL 1 Introduction to Political Science I

This course is an analysis of the nature of the state, political power, law sovereignty and political ideologies. The stress is on analysis of contemporary concepts. Must be taken by all Political Science majors. *Every Semester, 3 credits*

POL 2 Introduction to Political Science II

This course is a study of the Constitutional structure, major functions and operations of the national government. Must be taken by all Political Science majors. *Every Semester, 3 credits*

POL 3 Political Socialization

This course is an examination of the processes and institutions which disseminate political values, attitudes and beliefs within selected political systems. *On Occasion, 3 credits*

POL 4 Political Psychology

This course is an analysis of the relationship between psychological phenomena and the formation, maintenance and transformation of political beliefs and behavior. *On Occasion, 3 credits*

POL 5 Ethnicity, Race, and Politics

The influences of race and ethnicity on politics within selected states and regions of the world are covered in this course. *On Occasion, 3 credits*

POL 7 Political Aspects of Economics

This course is an examination of the political aspects of economic institutions and processes with particular attention to the relationship of governments and markets on the domestic and international levels. *On Occasion, 3 credits*

POL 10 Research Problems in Political Science

Prerequisites: Advanced standing as a Political Science major and approval of the instructor and the chairman. This course may be taken more than once by Political Science majors. *Every Semester, 3 credits*

POL 18 Women and Contemporary Politics

This course is an examination of the current political role of women and an evaluation of their impact on the political system. *On Occasion, 3 credits*

POL 19 Political Sociology

This course is an examination of power in society: definitions, theories, and studies of who has power to do what to whom. In addition, the course includes: the symbolic uses of politics, the politics of status, the subordination of economic interests, the political roles of intellectuals, voting and political participation, democracy, totalitarianism and mass society.
Same as SOC 19.
On Occasion, 3 credits

POL 90 Senior Seminar in Politics and Government

Seniors majoring in Political Science consider a given topic chosen by the instructor. The topic varies from year to year.
On Occasion, 3 credits

Political Theory Courses

(Political Science 21-Political Science 29)

POL 21 American Political Theory

Origin and nature of political theory in the United States is reflected in the writings of American political theorists from colonial times to the present. Must be taken by all Political Science majors.
Fall, 3 credits

POL 25 Greek Political Theory

This course is an intensive study of Greek political theory with special emphasis on the works of Plato and Aristotle plus an analysis of the major philosophical premises of the Stoic and Epicurean Schools. Specific topics include the Hellenic theory of human nature, the notion of cosmos, political psychology, the teleological view of the state, the concept of justice and the development of natural law theory.
Fall, 3 credits

POL 26 European Political Theory I

The nature of man, the state, government, law and the nature of political theory are seen through selected writings from Plato to Machiavelli. This course, or Political Science 27, must be taken by all Political Science majors.
Fall, 3 credits

POL 27 European Political Theory II

The nature of man, the state, government, law and the nature of political theory are seen through selected writings from Machiavelli to the present. This course, or Political Science 26, must be taken by all Political Science majors.
Spring, 3 credits

POL 22 Asian Political Theory

This course is an analysis and discussion of selected writers and doctrines in the tradition of Asian thought about politics and society from the classical period to the present.
On Occasion, 3 credits

POL 23 Modern China: Political Doctrines and Society

The influence of political thought on societal change in modern China from the late Imperial Period to the present is examined.
On Occasion, 3 credits

POL 28 Machiavelli and Machiavellianism: the Acquisition, Exercise, and Maintenance of Power

This course is a study of the main ideas of Machiavelli and their impact on modern political thought. Selected works of Machiavelli and his followers are analyzed and discussed.
On Occasion, 3 credits

POL 29 Problems in Contemporary Political Theory

This course is an analysis of selected problems of contemporary political ideologies in relation to their political, social and intellectual backgrounds. Stress is given to liberalism, socialism, communism, fascism and conservatism.
On Occasion, 3 credits

American Government Courses

(Political Science 31-Political Science 49)

POL 31 American Constitutional Law I

This course covers American constitutional law, its historical evolution and the Supreme Court as a political institution. Emphasis is placed on Civil Rights and Civil Liberties.
Spring, 3 credits

POL 32 American Constitutional Law II

This course covers American Constitutional law, its historical evolution and the Supreme Court as a political institution. Attention is given to federal courts and the law, the federal system, powers of the various branches of government, economic regulation and taxation.
Fall, 3 credits

POL 34 Legislative Process

This course covers legislative bodies particularly Congress, the New York legislature, and the City Council of New York; the effect political parties exercise and the bureaucracy, pressure groups and public opinion.
On Occasion, 3 credits

POL 35 The American Judicial Process

This course covers the structure and function of judicial systems; organization, administration, and politics of judicial bureaucracies; roles of judges, juries, counsel, litigants and interest groups in the adjudication process.
On Occasion, 3 credits

POL 36 Public Opinion

This course covers the nature and formation of public opinion and its role in political and social affairs; influence of leadership, pressure groups and propaganda; areas of consensus; efforts to measure public opinion.
Spring, 3 credits

POL 37 Political Parties

This course covers the development, organization, and activities of American political parties and the social and political conditions that influence their character and purpose.
Fall, 3 credits

POL 38 Radical Movements and Politics of Change in the United States

This course studies the growth of organizations and associations representing the interests of the radical movements in the United States and their impact on the political scene.
On Occasion, 3 credits

POL 39 American Government: State and Local

This course is a study of the constitutional structure, major functions and operations of state and local governments.
Fall, 3 credits

POL 40 Women and the Anglo-American Legal Experience

This course covers the legal position of women as it developed from English common law into American law. Among other topics, the following are considered: English common law and its initial effect on present American law; domestic relations; political and civil rights; abortion, adoption, and sterilization; equal opportunity employment and pay issues; credit; and women in the American legal profession.
On Occasion, 3 credits

POL 41 The Media and the Law

This course is a study of the law and ethics of the communications media. A special examination is made of their rights, risks, restraints and responsibilities. Included are freedom of the press, privilege, libel, self-regulatory codes, prior restraint, copyright, licensing, governmental controls.
Same as Journalism 10
Fall, 3 credits

POL 42 Law and Aging in America

A general introduction to law as it relates to gerontology. The course covers statutory, case and administrative law. Consideration is given to entitlement programs, tax implications, disposition of property upon death or incompetence, housing for the elderly, medical care and sources of income.

Same as Gerontology 42

On Occasion, 3 credits

POL 44 Urban Government

This course examines the urban community: its legal basis, functions and problems with a special reference to the various approaches to the study of community power.

Spring, 3 credits

POL 45 U.S. National Security

This course evaluates the area of U.S. national security with emphasis on military and strategic problems during the Cold War and Post-Cold War eras; defense policy-making; conventional and nuclear dimensions of defense issues; and strategic interests of the United States around the world.

On Occasion, 3 credits

POL 46 American Foreign Policy I

This course covers the continuity and change in American foreign policy goals, strategies, and tactics from the 18th century to World War II. Particular attention is devoted to constitutional issues and the decision-making process.

Fall, 3 credits

POL 47 American Foreign Policy II

This course covers contemporary issues in the formulation and implementation of American foreign policy.

Spring, 3 credits

POL 48 Metropolitan-Area Problems

This course uses an interdisciplinary approach to current problems of the metropolitan region. The course examines major issues from the viewpoint of the social sciences. A seminar approach is used with emphasis on writing a paper under the supervision of an instructor.

On Occasion, 3 credits

POL 49 Politics and Personality: The American Context

This course focuses on the impact of personality on politics. An examination is made of the meaning of "personality" in political science and the responsiveness of the political environment to the psychological aspect of political performance by citizens, activists and leaders. Political style, behavior and choices are viewed in relation to concepts of identity and need, conflict management, etc.

Fall, 3 credits

International Relations Courses

(Political Science 50-Political Science 62)

POL 50 International Organization

A study of the origins, role, structure and function of international organization essential to an understanding of the global system and its attempts at organization. Possible areas of analysis include the United Nations, the European Union and the World Trade Organization.

On Occasion, 3 credits

POL 51 International Relations

This course considers the development and characteristics of relations among states, national policy, sources of strength and weaknesses in the policies of states, actual and potential importance of areas of the world in determining the course of world events. Must be taken by all Political Science majors.

Fall, 3 credits

POL 52 Psychological Foundations of International Relations

This course is an examination of the psychological factors affecting interactions (behavior) among nations with an emphasis on perception and misperception, aggression, the management of conflict and decision-making.

On Occasion, 3 credits

POL 53 International Law I

This course is a study of the concepts of sovereignty and the international community and the development of international organizations from ancient times to the creation of the United Nations.

Fall, 3 credits

POL 54 International Law II

This course is a study of international law to determine its development, changing nature, and the various methods used to enforce it, with special reference to codes of conduct, rights of nationals abroad and the treaties and conventions that make up this body of law.

Spring, 3 credits

POL 55 Politics of the Developing Nations

This course is a survey of problems of new nations as developing areas, trends in political structure and ideologies, problems of economic development, relationships to existing great powers.

On Occasion, 3 credits

POL 56 World Affairs Since 1945

This course studies the impact of World War II upon the state system, the cold war and the development of bipolar international politics, the United Nations as an instrument for international order and security, the decline of the colonial system and the emergence of new states, development of the People's Republic of China and Western Europe as new power centers.

On Occasion, 3 credits

POL 57 Asian Religions in World Politics

The doctrines, practices, and institutions of selected Asian religions with special attention to their role in contemporary world politics are examined in this course.

On Occasion, 3 credits

POL 58 Islam in World Politics

This course is a study of the doctrines and practices of Islam with special attention to its current impact on social, economic and political developments in Asia, Africa and the Middle East.

On Occasion, 3 credits

POL 59 China in World Politics

This course is an analysis and discussion of the international politics and foreign relations of China.

On Occasion, 3 credits

POL 62 Research Seminar in International Studies

This course is a study of a major current problem of an international nature. The roots of the conflict, its historical development, the viewpoints of the various parties involved, its proposed solutions and its international implications are analyzed and evaluated. The topic for indepth research varies each time the course is offered.

Spring, 3 credits

Comparative Government Courses

(Political Science 64-Political Science 79)

POL 64 Introduction to Comparative Politics

(Formerly POL 6)

This course is a comparative analysis of government and politics in selected state systems in the contemporary global community.

Spring, 3 credits

POL 65 Politics of the European Union

This course covers the history, institutions and selected policies of the European Union.

On Occasion, 3 credits

POL 66 Government and Politics of South and Southeast Asia

This course covers political developments in South and Southeast Asia in the 20th century such as: colonialism and the nationalist revolts, new governments their problems and politics, conflicts of interest of the great powers.
On Occasion, 3 credits

POL 67 Government and Politics of East Asia

This course is an examination of the political institutions and processes of China, Japan and Korea.
On Occasion, 3 credits

POL 68 Government and Politics of Western Europe

This course covers internal government structures, principles and practices of leading Western European powers.
On Occasion, 3 credits

POL 69 Government and Politics of Eastern Europe

This course covers internal government structures, principles and practices of leading Eastern European powers.
On Occasion, 3 credits

POL 70 Government and Politics of the Middle East

This course covers internal government structures, principles and practices of selected countries in the Middle East.
On Occasion, 3 credits

POL 71 Russian Government and Politics

This course is an analysis of the institutions, processes and theoretical foundations of government and politics from the Imperial period to the present.
On Occasion, 3 credits

POL 72 Government and Politics of Africa

This course covers the internal government structures, principles and practices of selected countries in Africa.
On Occasion, 3 credits

POL 73 Government and Politics of Latin America

This course covers the internal structures, principles and practices of leading Latin American countries.
Fall, 3 credits

POL 76 Comparative Analysis of Dictatorships

This course is an analysis and discussion of selected problems of modern dictatorship using communist and fascist political systems for comparative purposes.
On Occasion, 3 credits

POL 77 Political Elites

This course is a survey of the major concepts, theories, and approaches to political leadership that focuses on the recruitment, socialization, and circulation of those who rule, elite/mass relations and the role of elites in the policy process.
Spring, 3 credits

POL 79 Violence in Contemporary Politics

This course is an analytic study of the background, causes, motivations, possible justifications and impact of political violence in modern times.
On Occasion, 3 credits

POL 95 Literacy in the Social Studies

This course is an intensive immersion in the literacy skills of reading and writing, learning and teaching the academic disciplines that together comprise social studies education. Designed for social studies adolescent education majors, this course introduces the student to the learning and teaching of select core issues found in the social science disciplines of Anthropology, Economics, Geography, History, Political Science, and Sociology.
Same as ECO 95, GGR 95, HIS 95, SOC 95 and ANT 95.
Prerequisite: Completion of the Core or permission of the instructor.
Annually, 3 credits

Public Administration Courses

(Political Science 80-Political Science 98)

POL 80 Administrative Behavior

This course covers the concepts and theories of administrative and organizational behavior. A survey of the literature on administrative patterns is provided with special attention to public organization, decision-making, leadership and small group behavior in the social system bureaucracy.
On Occasion, 3 credits

POL 81 Political Leadership in Democratic Societies

This course is a study of the theory and practices of leadership applied to selected democratic societies.
On Occasion, 3 credits

POL 82 Introduction to Public Administration

This course covers the structures and operations of the American administrative system with a review of some problems inherent in bureaucracy.
Fall, 3 credits

POL 83 Policy-Making in American Government

This course emphasizes policy-making at different levels of national, state, and local government. Analysis of relationships of political inputs to policy outputs; evaluation of the results of the policy process; relationship to the democratic process and its limitations are included.
On Occasion, 3 credits

POL 84 The Executive Process

This course examines the requirements of institutional leadership such as: internal and external communications, the selection, use and evaluation of staff, advice, patterns of delegation and control and political relations.
On Occasion, 3 credits

POL 88 Contemporary Problems in Public Administration

This course is a senior seminar examining selected issues in public administration. *May be repeated with the permission of the chair.*
On Occasion, 3 credits

POL 93, 94 Political Science Internship

Placement with a public or private entity within the domestic or international environment provides direct experience in politics and/or law.
Prerequisites: Requires a 3.0 average and the approval of the department chair.
Annually, 3 credits each

POL 97, 98 Public Administration Internship

Placement within a government agency provides administrative experience in the operations of the public sector.
Prerequisites: Advanced standing as a Political Science major and approval of the instructor.
Annually, 3 credits each

POL 303 European Political Theory I – Honors Core

This course fulfills the Core Curriculum requirements in Economics/Political Science. The nature of man, the state, government, law and the nature of political theory as seen through selected writings from Plato to Machiavelli.
Fall, 3 credits

POL 304 – European Political Theory II – Honors Core

This course fulfills the Core Curriculum requirements in Economics/Political Science. The nature of man, the state, government, law and the nature of political theory as seen through selected writings from Machiavelli to the modern world.
Spring, 3 credits

POL/HIS 400 State, Society, and the Individual: Hoxie Colloquium

This course is a cross-disciplinary colloquium focusing on issues confronting the human community. Enrollment is limited to three advanced students selected by each of the participating departments. The course, offered in the Fall and Spring semesters is led on a rotating basis by faculty from the departments of Economics, History, Political Science/ International Studies, Sociology/ Anthropology, and Earth and Environmental Science. The faculty member leading the colloquium selects each semester's colloquium topic. *Prerequisite: Advanced standing (ordinarily senior status) in the participating department*. Annually, 3 credits

Graduate courses are open to qualified Juniors and Seniors. Permission of the Political Science Department academic counselor, the chair and the dean is required.

PSYCHOLOGY

Phone: (516) 299-2377
Fax: (516) 299-3105

Faculty

Carol Campbell
Associate Professor of Psychology
A.B., University of North Carolina at Chapel Hill;
M.A., Ph.D., University of Illinois;
M.A., New York University
carol.campbell@liu.edu

Jeffrey R. Corey
Professor of Psychology
B.S., Trinity College (Hartford);
M.S., Ph.D., University of Delaware
jcorey@liu.edu

Eva L. Feindler
Professor of Psychology
B.A., Mt. Holyoke College;
M.A., Ph.D., West Virginia University
eva.feindler@liu.edu

Paul Forestell
Associate Dean, College of Liberal Arts and Sciences
Professor of Psychology
B.S., M.A., University of New Brunswick;
Ph.D., University of Hawaii
paul.forestell@liu.edu

Nancy Frye
Assistant Professor of Psychology
B.A., New College;
M.S., Texas Tech University;
Ph.D., University of Florida
nancy.frye@liu.edu

Geoffrey D. Goodman
Associate Professor of Psychology
B.S., Massachusetts Institute of Technology;
M.A., Columbia University;
Ph.D., Northwestern University
ggoodman@liu.edu

Walter I. Heimer
Associate Professor of Psychology
B.A., Allegheny College;
M.A., Ph.D., The New School
walter.heimer@liu.edu

Emily Jones
Assistant Professor of Psychology
B.A., University of Minnesota;
M.A., Ph.D., State University of New York at Stony Brook
emily.jones@liu.edu

Lloyd Kaufman
Senior Research Scientist
B.A., San Diego State University;
M.A., Ph.D., The New School

Robert Keisner
Director, Psy.D. Program
Professor of Psychology
B.A., Long Island University;
M.A., Brooklyn College, City University of New York;
Ph.D., University of Massachusetts
rkeisner@liu.edu

Danielle Knafo
Associate Professor of Psychology
B.A., M.A., Tel Aviv University;
Ph.D., City University of New York
danielle.knafo@liu.edu

Gerald D. Lachter
Chair, Psychology Department
Professor of Psychology
B.A., Long Island University;
M.A., Columbia University;
Ph.D., City University of New York
gerald.lachter@liu.edu

Ethel Matin
Professor of Psychology
B.A., Hunter College, City University of New York;
Ph.D., Columbia University
ethel.matin@liu.edu

John C. Neill
Associate Professor of Psychology
B.A., University of California at San Diego;
M.A., Ph.D., Boston University
john.neill@liu.edu

Camilo Ortiz
Associate Professor of Psychology
B.A., Cornell University;
M.A., Ph.D., University of Massachusetts
camilo.ortiz@liu.edu

Jill H. Rathus
Professor of Psychology
B.A., Cornell University;
M.A., Ph.D., State University of New York at Stony Brook
jill.rathus@liu.edu

Henry H. Reiter
Associate Professor of Psychology
B.A., New York University;
M.A., Hofstra University;
Ph.D., St. John's University
henry.reiter@liu.edu

David L. Roll
Professor of Psychology
B.S., M.S., Ph.D., Florida State University
david.roll@liu.edu

Grace Rossi
Associate Professor of Psychology
B.A., Susquehanna University;
M.A., Hunter College, City University of New York;
Ph.D., City University of New York
grace.rossi@liu.edu

Marshall L. Silverstein
Professor of Psychology
B.A., Rutgers University;
M.A., Ph.D., Wayne State University
msilver@liu.edu

Lois Tepper
Associate Professor of Psychology
B.A., M.A., Hofstra University;
Ph.D., State University of New York at Stony Brook
lois.tepper@liu.edu

Jerome Tognoli
Professor of Psychology
B.A., University of North Carolina;
M.A., Ph.D., University of Delaware
jerome.tognoli@liu.edu

Faculty Emeriti

Sherman J. Tatz
Professor Emeritus of Psychology
B.A., M.A., Temple University;
Ph.D., Yale University

James M. Woodcock
Associate Professor Emeritus of Psychology
B.A., St. Peter's College;
M.S., Ph.D., Purdue University

Overview of Psychology

Students majoring in Psychology are presented with a survey of current knowledge and viewpoints about the science of behavior and cognitive processes. They learn the research methods by which such knowledge is obtained, and are given the opportunity to study in greater depth basic psychological processes, their development, the nature of behavioral aberrations, their treatment, and selected applications of this knowledge. Our faculty members cover a wide range of specializations and theoretical orientations.

Two organizations are available in the department for interested students. The Psychology Club is open to all students interested in Psychology, and we also have a chapter of PSI CHI, the National Honor Society in Psychology. These organizations present speakers and arrange activities to enrich students' understanding of the field and opportunities for work and further study. Many of our students study for advanced degrees, but others find work either in the human services field or in the business world where an understanding of human nature is helpful.

B.A. in Psychology

Majors enrolled in the B.A. program take the following courses: Psychology 1 & 2 (General Psychology I & II) or Psychology 3 & 4 (Principles of Psychology I & II), Psychology 53 (Psychological Statistics I), Psychology 21 (Experimental Psychology I), and Psychology 22 (Experimental Psychology II). These courses are required of all majors, and it is urged that they be taken as early as possible. The student elects at least five additional Psychology courses which may include one Psychology 41. A minimum of 36 credit hours in Psychology is required. Those students planning graduate study in Psychology are advised to take the following courses: Psychology 25, 30, 32, 37, 54, 57, 61, 62, and 63 as well as Mathematics 7 & 8 (or 3 & 7), Biology 103 and 104, and Philosophy 14.

Typical Program for B.A. in Psychology

Freshman Year	Credits
Psychology 1 & 2 or 3 & 4	6-8
English 1 & 2	6

Sociology, Geography or Anthropology	6
History and Philosophy	9
Mathematics	4
College 101	1
Total	32-34

Sophomore Year	Credits
Psychology 53 & 21	8
Fine Arts	6
Psychology elective	3
Electives	15
Total	32

Junior Year	Credits
Psychology 22	4
Psychology electives	6
Language or Literature	6
Electives	18-21
Total	32-35

Senior Year	Credits
Psychology electives	9
Political Science or Economics	6
Electives	15
Total	30

B.S. in Psychology

Those majors electing the B.S. program take Psychology 1, 2 (General Psychology I & II) or Psychology 3 & 4 (Principles of Psychology I & II), Psychology 21 (Experimental Psychology I), Psychology 22 (Experimental Psychology II), Psychology 53 & 54 (Psychological Statistics I & II), and additional elective credits in Psychology, which may include one Psychology 41, to make up a total of 36 credits. They are further required to take Mathematics 7 & 8 (or 3 & 7), Biology 103 & 104, and Chemistry 3 & 4. Those students planning graduate study in Psychology are advised to select their elective courses from the following: Psychology 25, 30, 32, 37, 57, 61, 62, 63 and if possible 91 & 92. Those students planning to apply to medical school, dental school, or veterinary school will need to take additional mathematics and science courses.

Typical Program for B.S. in Psychology

Freshman Year	Credits
Psychology 1 & 2 or 3 & 4	6-8
Biology	8
Language	6
English 1 & 2	6
History or Philosophy	6
College 101	1
Total	33-35

Sophomore Year	Credits
Psychology 53 & 54	7
History or Philosophy	3
Liberal Arts electives	6
Math 7 & 8	8
Political Science or Economics	6
Psychology elective	3
Total	33

Junior Year	Credits
Psychology 21 & 22	7-8
Chemistry	8
Sociology, Geography, or Anthropology	6
Psychology 37	3
Psychology electives	6-9
Total	30-34

Senior Year	Credits
Fine Arts	6
Psychology electives	12
Electives	12
Total	30

Psychology for Childhood Education

Students in Early Childhood and Childhood Education may take their required liberal arts and sciences academic concentration (or major specifically adapted for them) in Psychology. The required courses in this program are designed to afford the student a broad understanding of human behavior. Students should speak to the chair of the Department of Psychology in determining their course of study.

Required Courses:	Credits
PSY 1 & 2 General Psychology	
or	
PSY 3 & 4 Principles of Psychology	6-8

An additional 24 credits excluding Psychology 41, at least 9 of which must be from:

PSY 15 Critical Thinking	3
PSY 24 Psychological Tests and Measurements	3
PSY 32 Social Psychology	3
PSY 37 Introduction to Neuroscience	3
PSY 42 Human Neuropsychology	3
PSY 57 Cognitive Psychology	3
PSY 60 Sensation & Perception	3
PSY 61 Historical Foundations of Contemporary Psychology	3
PSY 62 Learning & Memory	3
PSY 75 Applied Behavior Analysis	3
Total	30-32

Students in Early Childhood and Childhood Education degree programs may not be allowed to take any courses in their academic concentrations pass/fail.

Minor in Psychology

Students wishing to minor in Psychology will complete a minimum of 24 credits in Psychology, including the following:

- 1) PSY 1 & 2, (6 credits) or PSY 3 & 4 (8 credits)
- 2) At least five additional Psychology courses which may include one PSY 41.

Psychology Courses

PSY 1 General Psychology I

This course is a survey of the principles of psychology. Learning, motivation, emotion, sensation, perception, statistical methods and the biological basis of behavior are among the topics covered.

Every Semester, 3 credits

PSY 2 General Psychology II

This course is a continuation of General Psychology I including cognitive functions, intelligence, personality, abnormal behavior, therapies, social and applied psychology.

Prerequisite: PSY 1.

Every Semester, 3 credits

PSY 3 Principles of Psychology I

This course is an introduction to the scientific study of behavior with emphasis on the physiological bases of behavior, conditioning, learning, sensation and perception. The laboratory concentrates on the design and execution of experiments; lectures cover the scientific method and selected topics in psychology. Not open to students who have taken Psychology 1.

Three hours of lecture and three hours of laboratory

Laboratory fee

Annually, 4 credits

PSY 4 Principles of Psychology II

This course is a continuation of the scientific study of behavior, with emphasis on areas of applied psychology. Topics include social psychology, personality and psychopathology, developmental psychology, and tests and measurement. Not open to students who have taken PSY 2.

Prerequisite: PSY 3.

Three hours of lecture and three hours of laboratory

Laboratory fee

Annually, 4 credits

PSY 15 Critical Thinking

This course is an examination of the behavioral and social underpinnings of

superstition and false beliefs. Distinction will be made between testable scientific theories and pseudoscience.

Prerequisite: PSY 1 or 3.

On Occasion, 3 credits

PSY 21 Experimental Psychology I

This course is an introduction to the philosophy of science and the basic principles of research. The design of observational, correlational, and experimental research is covered. Representative experiments are performed, analyzed and reported in written form.

Prerequisites: PSY 2 or 4 and PSY 53.

Five hours lecture and laboratory

Laboratory fee

Every Semester, 4 credits

PSY 22 Experimental Psychology II

This course is an advanced treatment of research methods and content in the areas of learning, neuroscience methods, perception and cognition or social psychology. The topic area is determined by the instructor. Practical experience in experimental design, execution, analysis of research, and the writing of research reports is included.

Prerequisite: PSY 21.

Five hours lecture and laboratory

Laboratory fee

Every Semester, 4 credits

PSY 24 Psychological Tests and Measurements

A study of techniques used to evaluate intelligence and personality with special emphasis on projective tests. Testing lab techniques are a focus of the course.

Prerequisite: PSY 2 or 4.

Materials fee

Annually, 3 credits

PSY 25 Developmental Psychology: Childhood

Behavior and development during childhood is covered. The emphasis, in this course, is on normal physical, intellectual, emotional, and social growth and development.

Prerequisite: PSY 2 or 4 or permission of the instructor.

Not open to students who have had EDI 15

Every Semester, 3 credits

PSY 26 Developmental Psychology: Adolescence

Behavior and development during adolescence is covered. The emphasis, in this course, is on normal physical, intellectual, emotional, and social growth and development.

Prerequisite: PSY 2 or 4.

Not open to students who have had EDI 15

Every Semester, 3 credits

PSY 27 Play and Play Therapy

This course offers an in-depth analysis of play; including its history, theories, and developmental aspects. It will also explore the role of play as a mechanism for therapeutic interventions. Behavioral observation skills in identifying and evaluating language, cognitive, motor, social and emotional functioning will be developed through field observations of preschool children at play.

On Occasion, 3 credits

PSY 28 Assessment of Stress and Coping in Children and Adolescents

This course examines the stressors and normative adaptive and maladaptive coping strategies of children and adolescents. Students will learn specific stress reducing individual and group techniques. Student assessment skills will be developed through behavioral observation of preschoolers and interviews with tweens and teens.

On Occasion, 3 credits

PSY 29 Developmental Disabilities

This course is a survey of the etiology and treatment of a wide range of developmental disabilities including autism, mental retardation, defects in perceptual development and learning disabilities.

On Occasion, 3 credits

PSY 30 Personality: Research and Theory

This course is a survey of major personality theories. Their historical development and current research are among the topics covered.

Prerequisite: PSY 2 or 4.

Annually, 3 credits

PSY 32 Social Psychology

The interpersonal influence on human behavior, involving empirical and theoretical literature in social psychological processes, with particular emphasis on applied problems.

Prerequisite: PSY 2 or 4.

Annually, 3 credits

PSY 34 Advanced Issues in Social Psychology

This course offers students an opportunity to learn more about specific topics within Social Psychology. The course will cover in detail one aspect of Social Psychology, such as persuasion & attitude change, prejudice & stereotyping, social cognition, applications of social psychology. The specific topic will be announced in advance, and will appear after the course title in the registration booklet. May not be taken more than once even if the topic is different.

Prerequisite: PSY 32.

On Occasion, 3 credits



PSY 36 Environmental Psychology
Emphasis is placed on human adaptation to the built and natural environment. Topics include: architecture and the use of space, housing and home, residential mobility, privacy, crowding, and environmental stress.
Prerequisite: PSY 2 or 4.
On Occasion, 3 credits

PSY 37 Neuroscience
This course is a survey of neural bases of behavior. Topics will include the sensory systems (e.g., vision & audition), neuroanatomy and neurotransmission. Brain structures will be associated with neurological function and dysfunction (e.g., schizophrenia, depression, stroke, Alzheimer's & Parkinson's disease. Finally, neural correlates of "sleep", "movement" and "learning" will be covered.
Prerequisite: PSY 1 or 3.
Annually, 3 credits

PSY 39 Psychopharmacology
This course is a survey of drugs that affect behavior. The course usually begins with the fundamentals of nervous system structure and function, briefly covers techniques for assessment of drug effects, and then scrutinizes representative depressants, tranquilizers, antidepressants, and stimulants and concludes by examining the opiates, the hallucinogens, and marijuana.
Prerequisite: PSY 2 or 4.
Annually, 3 credits

PSY 40 The Psychology of Gender
The psychological influences on the nature and development of women and men are examined from social-learning,

psychoanalytic, and cognitive-perceptual viewpoints. Topics include family and work roles, sexual identity, interpersonal attraction, friendship, achievement and health.
Prerequisite: PSY 2 or 4.
Annually, 3 credits

PSY 41 Special Topics in Psychology
The instructor chooses a study of selected topics in psychology. The subject of each topic is announced in the preceding semester. May be taken twice (6 credit hours) if topics are different, but only for general elective credit. May not be taken for major or minor credit.
Prerequisite: Varies with topic and instructor.
Every Semester, 3 credits

PSY 42 Human Neuropsychology
An advanced treatment of the study of the human brain and its' relation to behavior. Students will review neuroanatomy and the basic principles of brain function. The main focus of the course will be on the neurological basis of cognition and behavior, neurological issues and disorders, and applied human neuropsychology.
Prerequisite: PSY 37.
On Occasion, 3 credits

PSY 43 Forensic Psychology: The Law and Human Behavior
This course covers psychological principles and practices applied to the legal system. Expert testimony, relevancy of mental illness, competencies, abuse and trauma are among the topics covered.
Prerequisite: PSY 2 or 4.
Annually, 3 credits

PSY 44 Differential Diagnosis of Central Nervous System Disorders
This course will primarily focus on disorders of the central nervous system. I will introduce the student to the standard neurological approaches for diagnosing diseases associated with the brain and spinal cord. It will include some clinical disorders such as cancer (e.g., neoplasms, gliomas, meningiomas,) myasthenia gravis, migraines, diseases of the spine and skull (e.g., cervical spondylosis, syringomelia) and motor neuron diseases.
Prerequisite: PSY 37.
On Occasion, 3 credits

PSY 47 Industrial and Organizational Psychology
This course examines the application of psychological principles and techniques to various organizational situations. Topics covered usually include selection and attitude measurement, management development, employment problems, and man-machine relationships. The principles taught are applicable in health care, educational and industrial organizations.
Prerequisite: PSY 2 or 4.
Annually, 3 credits

PSY 53 Psychological Statistics I
This course introduces the principles of descriptive and inferential statistics.
Five hours of lecture and laboratory
Laboratory fee
Every Semester, 4 credits

PSY 54 Psychological Statistics II
This course is a further study of descriptive and inferential statistics. The use of computer programs for the analysis of data is emphasized.
Prerequisite: PSY 53.
Annually, 3 credits

PSY 57 Cognitive Psychology
This course reviews the basic concepts, methods and current research in cognitive psychology. Topics may include memory, knowledge acquisition, imagery, consciousness, thinking, decision-making, language and intelligence. These are presented within an information-processing as well as a neuroscientific model of the mind. Both normative and dysfunctional aspects are considered.
Prerequisite: PSY 1 or 3 or permission of the instructor.
On Occasion, 3 credits

PSY 58 Animal Learning & Cognition

This course will introduce students to the area of animal learning & cognition with a particular emphasis on marine mammals. It will examine marine mammal behavior that demonstrates phenomena such as associative and instrumental learning, representation of knowledge, habitat adaptations, social learning, sensory processing, and communication.

Prerequisite: Permission of the instructor.

On Occasion, 3 credits

PSY 60 Sensation & Perception

This course will focus on theory, methodology, and research findings primarily in the areas of visual and auditory perception. Behavioral, physiological, and ecological approaches will be thoroughly explored. Data from both human and animal subjects will be presented.

On Occasion, 3 credits

PSY 61 Historical Foundations of Contemporary Psychology

This course is a survey of the major attempts at a systematic organization of the methods, facts and theories in psychology, including a discussion of the historical roots of these systems and their influence on contemporary approaches.

Prerequisite: PSY 2 or 4.

On Occasion, 3 credits

PSY 62 Learning and Memory

This course is a survey of findings, methods and principles in animal and human learning and memory. Topics usually include classical and operant conditioning, reinforcement theory, short-term and long-term memory, and selected current issues.

Prerequisite: PSY 1 or 3.

Annually, 3 credits

PSY 63 Abnormal Psychology

This course covers the historical approaches to the concepts of normality and abnormality. The description of traditional patterns of problem behavior in addition to reference to relevant personality theories and clinical research are presented.

Prerequisite: PSY 2 or 4.

Every Semester, 3 credits

PSY 64 Systems and Theories of Psychotherapy

This course is a comparative study of methods of counseling and psychotherapy. Topics included are theories and approaches that concern a change toward healthy behavior and feelings of self-worth.

Prerequisite: PSY 2 or 4.

Annually, 3 credits

PSY 65 Humanistic Psychology

This course surveys the origins, theories, and techniques of Humanistic Psychology. Emphasis is placed on the fulfillment of one's potentials, taking responsibility for one's life, and the value of present-centered living. Students are encouraged throughout to consider the personal relevance of the course material.

Prerequisite: PSY 2 or 4.

On Occasion, 3 credits

PSY 67 Comparative Psychology

This course is designed to introduce the student of animal behavior to a variety of observational techniques that are used in both field and laboratory research to compare species behavior. The techniques include ethogram construction, instantaneous and continuous sampling, time budget construction, sequence sampling, activity cycles, and sociograms.

Prerequisite: PSY 1 or 3 and permission of the instructor.

On Occasion, 3 credits

PSY 68 Psychosomatics: Bodily Protest

This course is a study of physical disease as influenced by the emotions from historical, causative and research points of view. Psychophysiological disorders of every bodily system are studied including cancer, heart disease and obesity.

Prerequisite: PSY 2 or 4.

On Occasion, 3 credits

PSY 70 Developmental Psychology: Adulthood & Aging

This course covers understanding adult life, growing old in contemporary society and experiencing changes in body, ability and personality.

Same as Gerontology 70

Prerequisite: PSY 25 or 26, or Gerontology 1.

Annually, 3 credits

PSY 71, 72 Practicum in the Teaching of Psychology I & II

The student receives training and experience in innovative methods of teaching psychology at the college level. Open only to students who have demonstrated excellence in psychology. Registration only by invitation of the instructor and department chairman.

Every Semester, 3 credits

PSY 75 Applied Behavior Analysis

This course is a survey of the methodology for the analysis of human behavior and techniques for behavioral change. It includes a discussion of behavioral approaches to developing

more effective systems of rehabilitation in institutions for the mentally ill and retarded, and for behavior change in the homes or classrooms of normal and emotionally disturbed children.

Prerequisite: PSY 2 or 4.

Annually, 3 credits

PSY 76, 77 Practicum in Psychology I & II

This practicum is a supervised field experience in an applied community setting such as child-care programs, centers for the developmentally disabled or half-way houses. For advanced majors only who can arrange a minimum of one day a week for field placement in addition to weekly meetings with a practicum supervisor.

Prerequisite: Invitation of the instructor and approval of department chair.

Every Semester, 3 credits

PSY 91, 92 Problems in Psychological Research I & II

These courses are for advanced undergraduates who wish to do research under the guidance and supervision of a faculty member on a problem of mutual interest. A written report of the research project will be submitted at the end of each semester's work.

Prerequisites: PSY 21, 53, and approval of both the department chair and faculty member who agrees to supervise the work.

Every Semester, 1, 2, or 3 credits for PSY 91

Every Semester, 3 credits for PSY 92

PSY 99 Field Study of Wild Dolphin Social Behavior

This is a winter session travel course dealing with the study of social interactions in dolphins found off the Caribbean coast of Costa Rica.

Prerequisite: Permission of the instructor.

Special fees

Winter, 3 credits

PSY 301 Principles of Psychology I - Honors Core

This course is an introduction to the scientific study of behavior with emphasis on the physiological basis of behavior, conditioning, learning, sensation and perception. The laboratory concentrates on the design and execution of experiments; lectures cover the scientific method and selected topics in psychology. Not open to students who have taken Psychology 1 or 3.

Three hours lecture, three hours laboratory

Laboratory fee

On Occasion, 4 credits

PSY 302 Principles of Psychology II - Honors Core

This course is a continuation of the scientific study of behavior with emphasis on areas of applied psychology. Topics include social psychology, personality and psychopathology, tests and measurement, verbal learning and memory. Not open to students who have taken PSY 2 or 4.

Prerequisite: PSY 301.

Three hours lecture, three hours laboratory

Laboratory fee

On Occasion, 4 credits

SOCIOLOGY AND ANTHROPOLOGY

Phone: (516) 299-2404

Fax: (516) 299-3943

Faculty

Chantal Ferraro

Associate Professor of Anthropology
B.A., Queens College, City University of New York;

Diplome d'Etat d'Infirmiere, Ecole d'Infirmieres du Centre Hospitalier de Bourg-en-Bresse;
Baccalaureat es Sciences Economiques et Sociales, Lycee Monge (France);
M.Phil., Ph.D., The Graduate School, City University of New York
cferraro@liu.edu

Christopher L. Hayes

Professor of Gerontology
B.A., M.A., Duquesne University-Pittsburgh;
Ph.D., The Fielding Institute, Santa Barbara, California

Eric Lichten

Chair, Sociology and Anthropology Department
Professor of Sociology
B.A., Queens College, City University of New York;
M.Phil., Ph.D., The Graduate School, City University of New York
elichten@liu.edu

Brian Sweeney

Assistant Professor of Sociology
B.A., Ohio Wesleyan University;
M.A., Ph.D., Indiana University-Bloomington
brian.sweeney@liu.edu

Lori McNeil

Assistant Professor of Sociology
B.A., Indiana University South Bend;
M.A., Ph.D., Western Michigan University
lmcneil@liu.edu

Rachel Sullivan

Instructor of Sociology
B.A., University of Detroit Mercy;
M.A., Bowling Green State University
rachel.sullivan@liu.edu

Faulty Emeritus

Alice Scourby

B.A., M.A., Brooklyn College, City University of New York;
Ph.D., New School for Social Research

Overview of Sociology

The Department of Sociology and Anthropology has the advantage of combining two disciplines within a single department. This enables the student to develop a broad perspective for the systematic analysis and understanding of human behavior. While a common bond exists between the two disciplines, each has its own history, methodology, and conceptual framework. Anthropology focuses on the role of culture in human behavior and Sociology on society, its functions and dysfunctions. The holistic perspective provided by these disciplines is crucial in today's multi-ethnic and multi-national work environment.

Major in Sociology

The course offerings of the department focus on educating students to liberate themselves from the provincialism of place, time, and circumstances; to develop an awareness of the relationship between society and the individual; and to use basic concepts, research and statistical skills in preparation for various types of professions, occupations and social services. Courses in sociology can be used as preparation for graduate work and for careers in government and private research, personnel work, human resources management, urban planning and other policy making and administrative careers. Toward that end, the department offers students a major in Sociology and a concentration in Applied Sociology.

Applied Sociology

The purpose of the Applied Sociology option is to develop practical skills for varied sectors of the economy. Focusing on specialized skills will allow students to translate sociology into action. Public and private sectors, organizations, agencies, and industry look to applied sociologists to define the dimensions of a particular problem, to identify the variables that affect it and to craft a viable course of action or solution. Once students complete the requirements, their transcript identifies that they are trained in Applied Sociology. Sociology majors who choose this option are required to complete a minimum of 43 credits of their chosen specialization.

B.A. in Sociology

Students majoring in Sociology must fulfill the requirements of the C.W. Post Core Curriculum. Sociology majors are required to take the following courses within the department:

	Credits
SOC 1 Introduction to Sociology	3
SOC 2 Social Institutions	3
SOC 53 Sociological Statistics	4
SOC 85 Social Theory	3
SOC 91 Methods of Social Research	3
ANT 1 Development of Man, Culture and Society	3
Sociology/Anthropology electives	21
Total	40

Students seeking professional certification as social studies teachers to grades 7-12 (with a concentration in Sociology) should see an academic counselor in the School of Education in addition to a social science academic advisor.

Typical Program for B.A. in Sociology

	Credits
Freshman Year	
Sociology 1 and Sociology 2	6
English 1-2	6
Core requirements	12
Freshman Orientation	1
Free electives	6
Total	31
Sophomore Year	
Anthropology 1	3
Sociology 53	4
Sociology 85	3
One advanced Sociology course	3
Core requirements	14
Math 1	3
Free elective	3
Total	33

<i>Junior Year</i>	<i>Credits</i>
Sociology 91	3
One advanced Sociology course	3
Core requirements	9
Free electives	9
Liberal Arts electives	12
Total	36

<i>Senior Year</i>	<i>Credits</i>
Three advanced Sociology courses	9
Free electives	12
Liberal Arts electives	9
Total	30

Concentration in Applied Sociology

The areas of specialization for students who opt for Applied Sociology include:

- Family and Gender Studies
- Race and Ethnic Studies
- Community Sociology
- Social Policy and Social Change

Students are required to take a supervised 3 credit internship as part of the Applied Sociology requirement. Applied Sociology students are required to take the following courses within the department:

	<i>Credits</i>
SOC 1 Introduction to Sociology	3
SOC 2 Social Institutions	3
SOC 53 Sociological Statistics	4
SOC 85 Social Theory	3
SOC 91 Methods of Social Research	3
SOC 92 Internship	3
ANT 1 Development of the Human Species, Culture and Society	3
Applied Sociology students will work out a supporting sequence of courses for their particular areas of specialization with the department's academic counselor or the chair.	21
Total	43

Applied Sociology Options

Students must complete at least 12 credits from one area of the following:

Family and Gender

SOC 17 Women: A Cross-Cultural and Literary Perspective
SOC 20 Sociology of Aging
SOC 22 Sociology of Families
SOC 24 Youth and Adolescence
SOC 26 Gender, Race and Ethnicity
SOC 28 Men, Women and Power
SOC 60 Sociology of Gender
SOC 61 Feminism and Social Change
SOC 62 Sociology of Human Sexuality
SOC 63/ANT 63 Gender Roles
SOC 64/ANT 64 Individual, Culture and Society
SOC 77 Interpersonal Relations
ANT 32 Anthropology of Aging

Race and Ethnicity

SOC 26 Gender, Race and Ethnicity
SOC 29 Latino/a Culture and Identity
SOC 36 The Sociology of Genocide
SOC 37 Sociology of Conflict
SOC 66 The African American Experience
SOC 68 Sociology of Asian Americans
SOC 69 Race and Ethnicity
ANT 21 North American Indian Cultures
ANT 22 The Anthropology of Middle and South America
ANT 24 Cultures and Peoples of Sub-Saharan Africa
ANT 32 Anthropology of Aging
ANT 35 Global Culture

Community Sociology

SOC 11 Cities, Towns and Suburbs
SOC 18 Power, Privilege and Prestige
SOC 19 Political Sociology
SOC 20 Sociology of Aging
SOC 21 Sociology of Health and Illness
SOC 22 Sociology of Families
SOC 23 Ethnographic Field Work
SOC 24 Sociology of Youth and Adolescence
SOC 25 Sociology of Education
SOC 31 Collective Behavior and Social Movements
SOC 33 Deviant Behavior
SOC 34 Sociology of religion
SOC 46 Complex Organizations
SOC 48 Substance Abuse in American Society
SOC 55 Population Problems
SOC 65/ANT 65 Culture and Mental Health
SOC 67 Gangs and American Society
SOC 69 Race and Ethnicity
SOC 70 Sociology of Poverty
SOC 72 People in Crisis
SOC 77 Interpersonal Relations
ANT 42 Medicine and Anthropology
ANT 45 Anthropology of Hunger and Development

Social Policy and Social Change

SOC 3 Social Problems
SOC 10 Sociology of the Mass Media
SOC 15 Social Change
SOC 16 Social Control
SOC 18 Power, Privilege and Prestige
SOC 19 Political Sociology
SOC 20 Sociology of Aging
SOC 22 Sociology of Families
SOC 32 Justice and Society
SOC 33 Deviant Behavior
SOC 36 Sociology of Genocide
SOC 37 Sociology of Conflict
SOC 42 Criminology
SOC 43 Juvenile Delinquency
SOC 45 Industrial Sociology
SOC 47 Sociology of Work and
SOC 61 Feminism and Social Change
SOC 69 Race and Ethnicity
SOC 70 Sociology of Poverty
ANT 51 Forensic Anthropology

Minors in Sociology or Anthropology

A student may pursue one of the following:

I. Sociology Minor

A minor in Sociology will add to any major a practical understanding of how the parts of our dynamic society fit together, the causes of social problems and the nature of social change. In addition to including the basic skills and knowledge, the minor also covers social theory and research methods. Students minoring in Sociology must take the following courses:

<i>Required, 13 credits:</i>	<i>Credits</i>
SOC 1 Introduction to Sociology	3
SOC 2 Social Institutions	3
SOC 53 Sociological Statistics	4
SOC 85 Social Theory	3
	13

<i>Required, three additional Sociology electives:</i>	<i>Credits</i>
Electives	9
	22

II. Computers for the Liberal Arts Minor (for Sociology majors)

<i>Required, 21 credits</i>	<i>Credits</i>
CLA 6 Computer Literacy	3
CLA 11 Computer Technology	3
CLA 13 Computer Problem Solving	3
CLA 15 Organizing and Presenting Information	3
CLA 25 Telecommunications	3
CLA 29 Structuring and Managing Data	3
SOC 91 Methods of Social Research	3
	21

III. Anthropology Minor

As technology and communication allow greater interaction among people, as our own culture becomes more complex, and as boundaries between cultures become less clear, anthropological skills and approaches are increasingly critical to foster understanding of any society: its organizations, communities and institutions. Students minoring in Anthropology will take the following courses:

<i>Required, nine credits:</i>	<i>Credits</i>
ANT 1 Development of the Human Species, Culture and Society	3
ANT 2 Human Society	3
ANT 35 Global Culture: The Integration of the World Community	3
	9

Required, one of the following four:

	Credits
ANT 21 North American Indian Cultures	3
ANT 22 The Anthropology of Middle and South America	3
ANT 24 Cultures and Peoples of Sub-Saharan Africa	3
ANT 85 Seminar in Archaeology	3

Required, one of the following four:

	Credits
ANT 42 Medicine and Anthropology	3
ANT 50 Biophysical Anthropology	3
ANT 51 Forensic Anthropology	3
ANT 63 Gender Roles	3
ANT 64 Individual, Culture and Society	3

Required, one course selected from the two optional listings above and one of the following*:

	Credits
SOC 55 Population Problems	3
SOC 66 The African American Experience	3
SOC 85 Social Theory	3
GGR 1 Human Geography: Man, Environment, and Technology	3
	21

*Substitutions with approval of chair.

Academic Policy for Minors

1. No courses for the minor may be taken pass/fail.
2. The student must maintain at least a 2.25 in the minor.

B.S. in Adolescence Education: Social Studies (Grades 7-12)

Students specializing in adolescence education have the option of concentrating on social studies education. Social studies teachers help youngsters learn about how people interact with each other and their surroundings. Social studies examines the history and structure of the United States, the world, and its component cultures. It studies how governments work, how people make a living, how economies function, how society and individuals interact, how cultures vary now and have changed over time, and how people use natural and human resources. Students are required to take 48 credits of coursework beyond core requirements within the academic disciplines comprising social studies including Anthropology, Economics, Geography, History, Political Science and Sociology to be distributed according to the plan of study listed in the Interdisciplinary section. English 7 and 8

complete the requirements. The requirements provide the student with a thorough preparation in the content of the fields associated with social studies.

Sociology for Childhood Education

Students in Early Childhood and Childhood Education may take their required liberal arts and sciences "concentration" (or major specifically adapted for them) in Sociology. This 30-credit program is designed to provide future teachers with an understanding of American culture and its institutions as they impact on the student, the teacher, the community, and the educational process. Requirements include SOC 1, 2, 22, 24, 25, 63, 64 (also ANP 64), and 69, as well as two upper-level Sociology electives numbered above 10.

Students in Early Childhood and Childhood Education degree programs may not be allowed to take any courses in their academic concentrations pass/fail.

Allied Areas for Childhood Education

Students in Early Childhood and Childhood Education may also concentrate in the following two areas, both of which have a substantial Sociology and Anthropology component: Social Studies and American Studies. See Interdisciplinary Studies section of this Bulletin for a detailed description of these 30-credit programs, and see Curriculum and Instruction for specific professional requirements in Education.

Students in Early Childhood and Childhood Education degree programs may not be allowed to take any courses in their academic concentrations pass/fail.

Anthropology Courses

Sections of SOC, 1 SOC 2, ANT 1, ANT 2 and SOC/ANT electives are often offered in Writing Intensive format to fulfill requirements of the Writing Across the Curriculum Program; students must check with academic advisors and consult the schedule of classes for current course offerings.

ANT 1 Development of the Human Species, Culture and Society

This course presents students with the evidence of human evolution, the relation between human beings and other primates and facts of human variation. It traces cultural evolution from hunting and gathering societies of the Paleolithic to the emergence of farming, cities, states and civilizations of the Neolithic. Meets Core Curriculum requirements when combined with Anthropology 2.
Every Semester, 3 credits

ANT 2 Human Society

This course is the study of basic elements seen in economic reciprocity and exchange; spiritual beliefs and sacred practices; marriage forms and kin groups; leadership and settling of disputes; social inequalities and their supporting ideologies. The course studies social aspects resulting when peoples of diverse cultures and levels of development encounter one another in the emerging interdependence of world societies. Meets Core Curriculum requirement when combined with Anthropology 1.
Every Semester, 3 credits

ANT 20 Anthropology Through Film

The goal of this course is to introduce students to a cross-cultural approach to human diversity through film. Documentary films include "Kung San of the Kalahari," "The Azande of Sudan," "The Palauan of Micronesia" and other relevant films.
On Occasion, 3 credits

ANT 21 North American Indian Cultures

This course examines American Indian cultures north of Mexico from prehistoric to modern times with special emphasis on Indian reactions to European and American contact.
On Occasion, 3 credits

ANT 22 The Anthropology of Middle and South America

This course covers the origin and development of indigenous cultures, culture areas and culture types and Indian and African influences on contemporary cultures.
On Occasion, 3 credits

ANT 23 Ethnographic Field Work

This course covers contemporary ethnographic field methods in order to study life styles and social problems. Students gain experience in interviewing, participant observation, content analysis and documentary analysis. He or she completes a study using one or more of the following techniques: participant obser-

vation, recorded interviews, photography, filmmaking and videotaping.
Same as SOC 23.

On Occasion, 3 credits

ANT 24 Cultures and Peoples of Sub-Saharan Africa

This course examines culture areas and culture types of Sub-Saharan Africa and the major cultural and social changes in traditional institutions occasioned by the European impact.

On Occasion, 3 credits

ANT 32 Anthropology of Aging

A recurrent theme in modern society is that older people are tolerated at best and that in pre-industrial societies they were honored with economic and social importance. In studying aging and old age, this course subjects these views to scrutiny by examining the diverse conceptions of old age across time and cultures.

On Occasion, 3 credits

ANT 35 Global Culture: The Integration of the World Community

This course examines the cultural and social connections of one selected area (to be announced each semester) to the large international community. It first describes the indigenous cultural and social features of the selected area and then explores forces of social change.

Same as SOC 35.

Annually, 3 credits

ANT 42 Medicine and Anthropology

The course covers the worldwide view of medical practices and systems in different societies. Methods of diagnosis and treatment of illness, theories of the causes of illness and the effects of disease on various cultures are discussed using examples drawn from "primitive" to industrial societies. How medicine fits in with the nature and beliefs of each separate culture is emphasized.

On Occasion, 3 credits

ANT 45 Anthropology of Hunger and Development

This course aims to understand the dynamics of the hunger problems in terms of food production and distribution and the effects of developmental schemes on local populations. It examines various development projects and their histories and the complicated relationships between the actors involved each with their own understanding of development.

On Occasion, 3 credits

ANT 50 Biophysical Anthropology

This course deals with the human species as a physical entity. The course reviews

the fossil evidence for human evolution, theories of human evolution, population genetics, human variation, the concept of "race" and studies of the evolutionary behavior and biology of other primates.

On Occasion, 3 credits

ANT 51 Forensic Anthropology

This course is a study of the scientific techniques developed in physical anthropology to help identify human remains and understand the circumstances surrounding death. This course also examines the contribution of forensic anthropologists to the medicolegal community involved in solving both criminal and humanitarian cases of unexplained death.
Prerequisite: ANP 1 or permission of the instructor.

On Occasion, 3 credits

ANT 63 Gender Roles

This course explores the beliefs and expectations about the appropriate conduct and characteristics of men and women in diverse cultures with special focus on the United States. The social factors that contribute to the changing status of women in the family, education, and work, as well as other sectors of society are critically examined.

Same as SOC 63.

On Occasion, 3 credits

ANT 64 Individual, Culture, and Society

This course discusses how culture shapes the individual. It will address socialization processes and the development of selves and identities. The course covers concepts such as symbols, language, cognitions, attitudes, and emotions. Social issues concerning mental health, stereotyping and communication problems will also be discussed.

On Occasion, 3 credits

ANT 65 Culture and Mental Health

This course is an examination of socio-cultural factors which produce or perpetuate psychiatric disorders and their variations by culture.

Same as SOC 65.

On Occasion, 3 credits

ANT 70 Language and Culture

This course examines language as a matrix of culture, the structure of languages, relationship of language to culture with an emphasis on preliterate cultures and the use of language as a tool in anthropological research.

On Occasion, 3 credits

ANT 85 Seminar in Archaeology

This course defines Archaeology: the study of pre-history; relationships of archaeology to

anthropology, geology, paleobiology, paleoecology, and the classics; methods of field research; contributions to knowledge.

On Occasion, 3 credits; with Field Work. 5 credits

ANT 303 Development of the Human Species, Culture and Society – Honors Core

This course presents students with the evidence of human evolution, the relation between human beings and other primates and facts of human variation. It also traces cultural evolution from hunting and gathering societies of the Paleolithic to the emergence of farming, cities, states and civilizations of the Neolithic. Meets Core Curriculum requirements when combined with Anthropology 304.

Fall, 3 credits

ANT 304 Human Society – Honors Core

This course is the study of basic elements seen in economic reciprocity and exchange, spiritual beliefs and sacred practices, marriage forms and kin groups, leadership and settling of disputes, social inequalities and their supporting ideologies. The course also studies social aspects resulting from peoples of diverse cultures and levels of development encountering each other in the emerging interdependence of world societies. Meets Core Curriculum requirement when combined with Anthropology 303.

Spring, 3 credits

Sociology Courses

SOC 1 Introduction to Sociology

This course covers nature and the organization of human society, socialization, culture and social interaction. Meets Core Curriculum requirement when combined with SOC 2.

Every Semester, 3 credits

SOC 2 Social Institutions

This course covers the basic institutions of society: the family, religion, education, the state, and the economic order; the social classes and stratification; bureaucracy, population and social change.

Prerequisite: SOC 1.

Meets Core Curriculum requirement when combined with SOC 1.

Every Semester, 3 credits

SOC 3 Social Problems

This course explores America's and global social problems utilizing sociological theory and empirical research. Social Problems studied will include poverty, economic and social inequality, sexism, racism, ageism, social alienation, health

care crises, social control and the national security state, among others.
On Occasion, 3 credits

SOC 10 Sociology of the Mass Media: Film, TV, Music, News

This course is the sociological analysis of mass media and how the media both influence and are influenced by society. Particular attention is paid to the social impact and meaning of movies, TV programs, music, journalism and advertising.
On Occasion, 3 credits

SOC 11 Cities, Towns and Suburbs

This course covers classes and types of communities, ecology of the city, rural communities, urban status system, bureaucratic organization, depressed areas, urban planning.
On Occasion, 3 credits

SOC 15 Social Change

This course covers patterns of change, social trends, technological trends, culture lag and maladjustments in change.
On Occasion, 3 credits

SOC 16 Social Control

This course examines the problems emerging from social change and efforts of society to maintain consistency and order; the use of research, analysis and social knowledge to prevent social disorder; the control of social change.
On Occasion, 3 credits

SOC 17 Women: A Cross-Cultural and Literary Perspective

This is an interdisciplinary course that covers the reading and evaluation of a number of sociological, literary and historical works that concern the role of women in the United States and other cultures. Contemporary change in the status of women is examined with reference to the effect it has on the social and psychological options open to them. Selected readings provide students with a historical and comparative perspective.
On Occasion, 3 credits

SOC 18 Power, Privilege and Prestige

This course covers the conditions accounting for social differentiation, the formation of social strata, their perpetuation and the variation of stratification types in differing cultural systems.
On Occasion, 3 credits

SOC 19 Political Sociology

This course is an examination of power in society: definitions, theories, and studies of who has power to do what to whom. In addition, the course includes: the symbolic uses of politics, the politics of status,

the subordination of economic interests, the political roles of intellectuals, voting and political participation, democracy, totalitarianism and mass society.
On Occasion, 3 credits

SOC 20 Sociology of Aging

Issues studied include social psychological theories of aging, health, quality of life, primary relations, housing, retirement and leisure, death and dying.
On Occasion, 3 credits

SOC 21 Sociology of Health and Illness

This course examines social factors affecting the health of individuals and populations. This course investigates medicine as a major social institution including: sociological conceptions about physical and mental health illness, the "sick" role, comparative medical beliefs, practices and organization, U.S. health care organizations, medical and paramedical occupations, doctor-patient interaction, problems of medical care in the U.S. today.
On Occasion, 3 credits

SOC 22 Sociology of Families

This course covers the changing expectations for roles and self-concepts of men and women, the new reasons for getting married today, personality interactions in family life, love, economic conflict, child rearing and the nuclear family.
Annually, 3 credits

SOC 23 Ethnographic Field Work

Contemporary ethnographic field methods are used to study lifestyles and social problems. Students gain experience in interviewing, participant observation, content analysis and documentary analysis. The student completes a study using one or more of the following techniques: participant observation, recorded interviews, photography, filmmaking and videotaping.
Same as ANT 23.
On Occasion, 3 credits

SOC 24 Sociology of Adolescence and Youth

This course is a socio-cultural examination of typical issues troubling adolescents and youth. The study of broken homes, unemployment, health, sexually transmissible diseases, family abuse, run-aways, career planning, nuclear fears, blended families, suicide, and confusion over traditional and emergent androgynous sex roles are included in this course.
Annually, 3 credits

SOC 25 Sociology of Education

This course examines the social nature of education. Sociology and education are structured to illuminate new pathways to dynamic social awareness. A group-oriented human relations examination of social values and beliefs that reshape mass attitudes and behavior is included.
On Occasion, 3 credits

SOC 26 Gender, Race and Ethnicity

This course explores the relationship among categories of race, ethnicity and gender in addition to the ways that race, ethnicity and gender interact with one another and affect the nature of social life and relations.
Prerequisite: SOC 1.
On Occasion, 3 credits

SOC 28 Men, Women and Power

This course explores the relationship between gender roles and empowerment. A cross-cultural approach enables the student to see what variables (e.g., political, socioeconomic, and patriarchal) correlate with models favorable to empowering women in the public domain.
On Occasion, 3 credits

SOC 29 Sociology of Latino/a Culture and Identity

This course considers Latino/a people's cultural and identity struggle. The different forces, events, activities and individuals shaping the way culture and identity are ultimately defined and practiced are examined.
Annually, 3 credits

SOC 31 Social Movements and Collective Behavior

This course explores the development and organization of social movements that promote or resist some dimension of social change. The way these movements correlate collective behavior tends to be relatively unstructured focusing on dynamic rather than stable social patterns.
On Occasion, 3 credits

SOC 32 Justice and Society

This course examines the relation between law, social policy and inequality. The social construction of justice through legal definitions of rights, evolving problems in policing social groups across racial and class lines and areas of conflict in the judicial system are emphasized.
Prerequisite: SOC 1.
On Occasion, 3 credits

SOC 33 Deviant Behavior

This course examines the causes and patterns of social norm violation. The evolution and conflict of American social norms and rules, styles of social control, the development of unconventional ideologies and world views and alleged deviant subcultures are emphasized. *Annually, 3 credits*

SOC 34 Sociology of Religion

This course is a discussion of religion as a social phenomenon. Topics discussed include: definitions of religion, "civil religion" and other explanations of the way religion affects societies, Max Weber's Protestant ethic theses, secularization, anticipated trends in religion and types of religious organizations. *On Occasion, 3 credits*

SOC 35 Global Culture: The Integration of the World Community

This course examines the cultural and social connections of one selected area (to be announced each semester) to the larger international community. It first describes the indigenous cultural and social features of the selected area and then explores forces of social change. *Same as ANT 35. Annually, 3 credits*

SOC 36 The Sociology of Genocide

Genocide as a social phenomenon will be discussed utilizing a social problems approach. The course material explores the social processes by which racial and ethnic ideologies, joined by nationalistic fervor, result in mass death and ethnic cleansing. *On Occasion, 3 credits*

SOC 37 The Sociology Of Conflict

This course explores sociological theories and case studies of social conflict. Using the works of Weber, Marx, C. Wright Mills, Georg Simmel and other sociological conflict theorists, we will explore the social relations of war and peace; racial and ethnic conflict; gender and family violence and conflicts in other social institutions. *On Occasion, 3 credits*

SOC 42 Criminology

This course covers the development of the scientific study of criminology, such as: methods, theories, and research studies of the analysis of prediction of criminal behavior, with emphasis on the adult offender, apprehension, court actions, punishments and treatment techniques. *On Occasion, 3 credits*

SOC 43 Juvenile Delinquency

This course covers the development of the scientific study of juvenile delinquency, with emphasis on methods, theories, and studies concerning causation, treatment and prevention. *On Occasion, 3 credits*

SOC 45 Industrial Sociology

This course is a study of industrial society including: class structure, bureaucracy and corporate organization, relationship of industry to government and management to labor, consumer culture, social change in industrial societies. *On Occasion, 3 credits*

SOC 46 Complex Organizations

This course is a comparative analysis of large-scale organizations and their operations in government, industry, business and education. *On Occasion, 3 credits*

SOC 47 Sociology of Work and Occupations

This course is an analysis of work, workers and the social organization of the workplace. Topics include alienation; creativity and work; bureaucracy; analysis of various occupations and the occupational structure; the division of labor by gender, race and class; technology and work; work and leisure. *On Occasion, 3 credits*

SOC 48 Substance Abuse in American Society

This course deals with the social history of drug and alcohol abuse in American society. It reviews rehabilitation/treatment programs currently in use and the efforts to manage the problem. *On Occasion, 3 credits*

SOC 53 Sociological Statistics

This course introduces statistical procedures required to analyze research data, including frequency distributions, measures of central tendency, and dispersion, correlation and regression, parametric tests of significance, computer based processing. *Required by junior year. Prerequisites: SOC 1, 2. Fall, 4 credits*

SOC 54 Advanced Sociological Statistics

This course covers partial and multiple correlations, multivariate analysis, analysis of variance, parametric and nonparametric tests, uses of the computer. *Prerequisite: SOC 53 or consent of the instructor. On Occasion, 3 credits*

SOC 55 Population Problems

This course covers basic population variables such as: population composition and change, growth, stability, and decline, contemporary demographic trends, population controls, theory and methods of population research. *On Occasion, 3 credits*

SOC 56 Computers, Technology and Society

This course links computers, automation, engineering and technology, historical development and its effects on science, industry, labor, government and the public. *This course cannot be used for science core credit. Same as Computer Science 56. On Occasion, 3 credits*

SOC 60 Sociology of Gender

This course explores gender issues in contemporary society with an emphasis on the United States. Both historical and theoretical perspectives are used to examine the social construction of gender and how these constructions are applied in society. *On Occasion, 3 credits*

SOC 61 Feminism and Social Change

This course explores social movements which are feminist in content. Three waves of feminism will first be presented. Students will also be exposed to social movement theory as it relates to feminist social change. Definitions of "feminism" will continually be explored as students begin to examine local examples of feminist activism. *On Occasion, 3 credits*

SOC 62 The Sociology of Human Sexuality

Catalogue description: This course explores human sexual expression and influences on sexual activity from a sociological perspective. The focus will be upon examining ways in which human sexuality has been socially constructed. *On Occasion, 3 credits*

SOC 63 Gender Roles

This course explores the beliefs and expectations about the appropriate conduct and characteristics of men and women in diverse cultures with special focus on the United States. The social factors that contribute to the changing status of women in the family, education, and work, as well as other sectors of society are critically examined. *Same as ANT 63. On Occasion, 3 credits*

3SOC 64 Individual, Culture, and Society

This course discusses how culture shapes the individual. It will address socialization processes and the development of selves and identities. The course covers concepts such as symbols, language, cognitions, attitudes, and emotions. Social issues concerning mental health, stereotyping and communication problems will also be discussed.

On Occasion, 3 credits

SOC 65 Culture and Mental Health

This course is an examination of the sociocultural factors which produce or perpetuate psychiatric disorders and their variations by culture.

Same as ANP 65.

On Occasion, 3 credits

SOC 66 The African American Experience

This course explores the persistent concern for the distinctive character of African-American identity. Historical and contemporary analyses of African-American social thought and experience are included.

On Occasion, 3 credits

SOC 67 Gangs and American Society

This course examines various contemporary gangs and focuses on the transformation and spread of gang cultures by clarifying the differences among groups that are defined as gangs and tracing their evolution, diversification and diffusion.

On Occasion, 3 credits

SOC 68 Sociology of Asian Americans

This course examines the diverse experiences of Asian Americans from a sociological perspective. We will focus on topics such as immigration policies and ethnic acculturation, ethnic entrepreneurship, conflict and the urban community; gender and family; and the portrayals of Asian Americans in popular culture. The course also explores concepts such as pan-ethnic identity, race, racism, ethnicity, prejudice, and discrimination.

On Occasion, 3 credits

SOC 69 Race and Ethnicity

This course is an analysis of the adjustment and mobility pattern of immigrant and racial groups that focuses on the internal organization and disorganization of their communities. Attention is given to the "new ethnicity" and its consequences for intergroup relations in contemporary society.

On Occasion, 3 credits

SOC 70 Sociology of Poverty

This course examines the causes of poverty in American society, consequences of poverty for major institutional structures and for individuals involved, action programs and long-term policies.

On Occasion, 3 credits

SOC 72 People in Crisis

This course is an introduction to crisis intervention theory and strategies of intervention with individuals and families in life crises such as: illness, substance abuse, family violence, divorce, suicide, death and/or catastrophe.

On Occasion, 3 credits

SOC 77 Interpersonal Relations

This course focuses on the relation between self and society through an examination of social interaction at various levels and in various contexts including interpersonal, small group and larger institutions.

On Occasion, 3 credits

SOC 85 Social Theory

Building on the works of Durkheim, Marx, Weber and other prominent 19th and 20th century theorists, the course examines such fundamental concepts as social structure, social change, cultural relativity, political origins and development of modern capitalism, bureaucratic social organization and other conditions of contemporary social life.

Prerequisites: SOC 1 and 2.

Fall, 3 credits

SOC 87 Sociology of Knowledge

This course covers social conditions that give rise to systems of thought and theories of symbolic interaction.

On Occasion, 3 credits

SOC 91 Methods of Social Research

This course examines a variety of social research methods including field and experimental research, survey and interviewing techniques, as well as content analysis. Computer techniques are used extensively.

Prerequisite: SOC 53.

Spring, 3 credits

SOC 92 Internship and Practicum in Applied Sociology

Students undergo a supervised, off-campus internship in an area related to sociology or anthropology. Internship supplemented by reading and written assignments. Internship and Cooperative Education positions may be obtained at the Professional Experience and Career Planning (PEP) Office. Placements are subject to approval by Chair of the

Department of Sociology and Anthropology. Student must secure written approval of Chair prior to registration.

Prerequisite: Sociology or Anthropology major or minor.

Every Semester, by arrangement, 3 credits

SOC 93 Community Service 1

The first in a two-course sequence, this course serves as preparation for the following semester's field practice experience. The course considers major theories and methods in community service (what are the leading questions and approaches to community service in the past and present and their present day relevance?), along with the development of awareness and understanding for language usage and communication approaches to work effectively with different racial/ethnic, class and gender individuals.

On Occasion, 3 credits

SOC 94 Community Service 2

A continuation of SOC 93, this course represents an actual field experience through which students have the opportunity to put into practice knowledge and skills learned in SOC 93. Students develop and participate in a service project in a community-based organization, school, church, etc. Students are required to participate in their project at least three times a week for a minimum of 3 hours per visit and a weekly two hour seminar.

Prerequisite: SOC 93.

On Occasion, 3 credits

SOC 95 Literacy in the Social Studies

This course is an intensive immersion in the literacy skills of reading and writing, learning and teaching the academic disciplines that together comprise social studies education. Designed for social studies adolescence education majors, this course introduces the student to the learning and teaching of select core issues found in the social science disciplines of Anthropology, Economics, Geography, History, Political Science, and Sociology.

Same as ECO 95, GEO 95, HIS 95, POL 95.

On Occasion, 3 credits

SOC 98 Topics in Sociology

This course examines special sociological issues. The topic varies each semester and is publicized in the Schedule of Classes. Specific course descriptions are available from the Sociology Department.

On Occasion, 3 credits

SOC 99 Independent Study

This course is an individually tailored program of supervised study in a selected area of sociology.

Prerequisite: 15 credits in Sociology.

Annually, 3 credits

SOC 303 Introduction to Sociology – Honors Core

This course provides an in-depth survey of the major theories and concepts of sociology including analyses of social structure, social interaction, socialization, normative and deviant behavior. It traces the development of sociology through the often competing theories of Marx, Weber, Durkheim, Mead, Mills, Merton, Goffman and others.

Fall, 3 credits

SOC 304 Social Institutions – Honors Core

This course provides an in-depth examination of society's basic institutions. Students analyze society's political, economic and social institutions using divergent and often competing schools of sociological thought. The processes of social control and social change are studied.

Spring, 3 credits

SOC/ANT 400 State, Society, and the Individual: Hoxie Colloquium

A cross-disciplinary colloquium that focuses on issues confronting the human community. Enrollment is limited to three advanced students selected by each of the participating departments. The course, offered in the Fall and Spring semesters, is led, on a rotating basis, by faculty from the departments of Economics, History, Political Science/ International Studies, Sociology/ Anthropology and Earth and Environmental Science. The faculty member leading the colloquium in consultation with the participating departments selects each semester's colloquium topic.

Prerequisite: Advanced standing (ordinarily senior status) in the participating department
Every Semester, 3 credits

INTERDISCIPLINARY STUDIES

Phone (516) 299-2233

Faculty

Paul Forestell

Associate Dean, College of Liberal Arts and Sciences

Director, Interdisciplinary Studies Program
Professor of Psychology

B.A., M.A., University of New Brunswick;

Ph.D., University of Hawaii

paul.forestell@liu.edu

Students who have special interests and needs that cannot be met by present departmental majors or combined majors and minors may develop an individual interdisciplinary major in consultation with appropriate academic counselors. Interdisciplinary Studies (majors, programs, courses) incorporates courses from all academic credits of the campus. The proposed program is formulated by the student and is submitted to the coordinator of Interdisciplinary Studies (IDS) and the Committee on Interdisciplinary Studies for approval. Students must demonstrate the coherence of the combinations selected.

All students who apply to the IDS program, including transfer students, must have completed at least 12 credits at C.W. Post with a 3.0 or better cumulative average. Students cannot apply toward graduation more than 96 credits completed prior to entry into an approved IDS program. Once enrolled in the IDS program, they must maintain a 3.0 cumulative average. The usual graduation requirements apply: college core, 129 credits of total course work and, for this major, a concentration in at least two different disciplines.

Courses are selected from appropriate offerings of C.W. Post in the Liberal Arts and Sciences, Visual and Performing Arts, Education, and Business, Public Administration and Accountancy. The IDS program requires a 3-credit thesis or project (IDS 99) for which the student develops a topic that incorporates the subject matter and interpretive methods of at least two different disciplines.

Interdisciplinary Studies Programs

The College of Liberal Arts and Sciences has formulated or is developing several full-scale, coherent interdisciplinary majors including American Studies and Gender Studies. 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. Common features of these programs are a concentration area within the larger field of inquiry (e.g., in American Studies, the American urban experience, the American frontier, the arts in America, the Civil War era) and both integrative introductory courses and senior seminars, often taught by two faculty members drawn from participating departments (e.g., Political Science and Philosophy, History and Geography, Sociology and English).

Interdisciplinary Studies Program for Adolescence Education

B.S. in Adolescence Education: Social Studies (Grades 7-12)

Students specializing in adolescence education have the option of concentrating on social studies education. Social studies teachers help youngsters learn about the ways people interact with each other and their surroundings. Social studies examines the history of the United States, the world, and its component cultures. It also studies how governments work, how people make a living, how economies function, how society and individuals interact, how cultures vary now and have changed over time, and how people use natural and human resources.

Students are required to take 48 credits of coursework beyond Core Curriculum requirements within the academic disciplines comprising social studies, including Anthropology, Economics, Geography, History, Political Science, and Sociology, to be distributed according to the plan of study listed below. ENG 7 and 8 complete the requirements. The requirements provide the student with a thorough preparation in the content of the fields associated with social studies.

Requirements

In addition to the Core Curriculum requirements, students are required to take:

1. History 1, 2, 3, and 4
2. 33 credits, including two upper-level, non-core courses from each of the following five disciplines, as well as one additional three-credit course in one of the disciplines: Anthropology/ Sociology; Economics; Geography; History; Political Science.
3. A three-credit content-specific literacy course.
4. ENG 7-8

Students should consult the School of Education about education requirements.

Additional requirements include EDI 14, 15A, 16A, and EDS 44; non-credit seminars in substance abuse, child abuse, and a violence prevention seminar; and advanced education requirements including EDI 17, 35, 35D, EDS 75A, and 38. Students are expected to consult with their advisor in forming their plan of study.

Interdisciplinary Studies and Multidisciplinary Programs for Childhood Education

Students in Early Childhood and Childhood Education may take their required liberal arts and sciences "concentration" (or major specifically adapted for them) in a number of areas that should encourage teachers of the early grades to assist students in integrating ideas and skills, and in developing their critical thinking and creative abilities

American Studies for Childhood Education (30 credits)

Completion of the Core Curriculum as adapted to the needs of Childhood Education students.

Requirements

- 1) History 3, 4 (American Civilization I and II), 6 credits
- 2) Eight 3-credit courses in the liberal arts; (a) Two American literature courses from among ENG 71 and 72 (American Literature Survey I and II), ENG 74 (American Novel), ENG 75 (American Drama), ENG 76 (American Poetry), special topics in American literature, or other courses approved by the department; (b) One course in American philosophy: PHL 37 (American Philosophy), or a course adapted to an American context (e.g., Topics in Religious Philosophy or Philosophy and Film), or another course approved by the department; (c) Two courses in Sociology, Anthropology, or Geography: SOC 11 (Cities, Towns, and Suburbs), SOC 18 (Power, Privilege, Prestige), SOC/ANP 63 (Gender Roles), SOC 66 (The African American Experience), SOC 69 (Race and Ethnicity), ANP 21 (North American Indian Cultures), GGR 43 (The U.S. and Canada), or other courses approved by these departments; (d) One course in Political Science: POL 21 (American Political Theory), 35 (American Judicial Process), 36 (Public Opinion), or 83 (Policy Making in American Government), or another course approved by the department; (e) One course in American history: HIS 17 (American Ethnic History), 34 (America Moves West), 35 (History of Urban America), or another course approved by the department; (f) A



Capstone Seminar drawing on the subject matter and interpretive methods associated with at least three pertinent disciplines or fields.

Students in Early Childhood and Childhood Education degree programs may not be allowed to take any courses in their academic concentrations pass/fail.

Social Studies for Childhood Education (30 credits)

PLEASE NOTE: Students interested in pursuing a Masters in Adolescent Education in Social Studies must complete 21 credits in US & World History and Geography, and at least 3 credits in both Economics and Political Science, for professional certification.

Requirements

Beyond the social sciences courses taken in the Core, students must take 30 credits in History, Sociology/Anthropology, Political Science, Economics, and Geography, as specified below: 6 additional Core credits in History: If HIS 3, 4 is used to fulfill Core requirements: HIS 1 (Western Civilization to 1789) and 2 (Western Civilization since 1789) or If HIS 1, 2 is used to fulfill Core requirements: HIS 3 (American Civilization, 1607-1877) and 4 (American Civilization since 1877) 12 credits from among the following: 3-credit courses, with at least one course from each discipline, but no more than two in any one discipline: ECO 7 Political Aspects of Economics ECO 54 History of Economic Thought ECO 55 American Economic Thought GGR 11 Conservation of Natural Environmental Resources GGR 26 Urban Geography: Problems of Cities and Suburbs GGR 43 The United States and Canada

POL 21 American Political Theory
POL 51 International Relations
POL 64 Introduction to Comparative Politics
SOC 22 Sociology of the Family
SOC 24 Sociology of Adolescence and Youth
SOC 69 Race and Ethnicity
2 additional courses in HIS and/or GGR (above GGR courses and/or HIS 17 recommended)

Students in Early Childhood and Childhood Education degree programs may not be allowed to take any courses in their academic concentrations pass/fail.

Science for Childhood Education (30 credits)

This program affords prospective grade school teachers the broad intellectual background and laboratory training necessary to impart to their students a basic understanding of the sciences, as well as the powers of analysis and synthesis that are applicable in every academic field.

Requirements

Of the 32 credits in the laboratory sciences detailed below, 8 will count toward fulfilling C.W. Post's Core requirement:

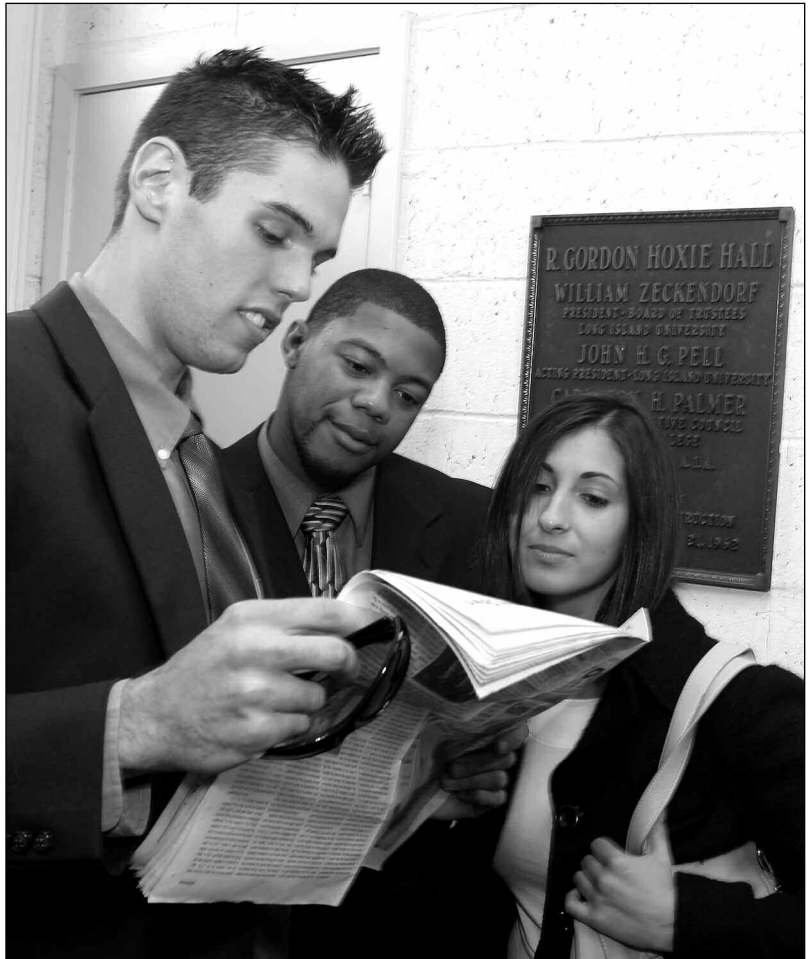
	Credits
BIO 103, 104 General Biology I and II	8
or	
BIO 7, 8 Human Anatomy and Physiology I and II	
CHM 1, 2 Foundations of Chemistry I and II	8
ERS 1, 2 Earth Science I and II	8
or	
GLY 1 The Dynamic Earth and GLY 2 History of the Earth	
AST 9, 10 Introductory Astronomy I and II	8
or	
PHY 11, 12 College Physics I and II	

Students in Early Childhood and Childhood Education degree programs may not be allowed to take any courses in their academic concentrations pass/fail.

COLLEGE OF MANAGEMENT

Three schools make up C.W. Post's College of Management. Within the School of Business, business majors specialize in Finance, International Business, Management, Management Information Systems (MIS) or Marketing and earn a Bachelor of Science degree in Business Administration. The School of Professional Accountancy awards the Bachelor of Science degree in Accountancy. Programs in these two schools constitute our Business program, which is accredited by AACSB International – The Association to Advance Collegiate Schools of Business. The School of Public Service awards Bachelor of Science degrees in Public Administration, Health Care Administration and Social Work, and a Bachelor of Arts degree in Criminal Justice.

Web site: www.liu.edu/cwpost/com
Phone: (516) 299-3017
Fax: (516) 299-2786
Email: cmanage@cwpost.liu.edu



Francis N. Bonsignore
Dean
francis.bonsignore@liu.edu

Andraes Alexander
Assistant Dean
andraes.alexander@liu.edu

Robert J. Sanator, Ph.D.
Dean Emeritus
rsanator@liu.edu

COLLEGE OF MANAGEMENT

Mission Statement

The College of Management, through its schools of Business, Public Service and Professional Accountancy, provides its students with the knowledge, skills and analytical tools to enable them, as graduates, to perform successfully, ethically and professionally in a rapidly changing, interdependent world. We prepare our graduates for positions in the management of complex organizations by providing them with a broad and fundamental education, as well as with specialized education opportunities for career positions in professional disciplines.

The college offers areas of study in both the private and public sectors. The curriculum prepares students for professional careers in accountancy, business, criminal justice, health care administration, and public administration.

Business Program Mission

Inspire and educate each student by integrating personal attention, classroom interaction, and faculty intellectual contributions with contemporary business theory and practice, in preparing students to achieve ethically their personal and professional goals.

ETS Major Field Achievement Exam

To be eligible for graduation from the College of Management, all Seniors in the Schools of Business and Professional Accountancy are required to take a two hour ETS Major Field Achievement Exam in Business. Accounting majors are required to pass this examination in order to graduate. This nation-wide examination includes basic questions from all related business disciplines. The test helps to verify that our graduates have acquired the basic business knowledge to be able to function effectively in their chosen fields. Additionally, it allows the College of Management to continuously improve the quality of its curriculum.

Academic Policy

Grades of Incomplete

1. A grade of Incomplete is reserved for

special cases, not for extra time to complete a project or course.

2. Students must arrange, in writing, with the instructor for the Incomplete.
3. The student must complete the Incomplete grade no later than the following semester.
4. In justifying the Incomplete to a letter grade, the faculty member must indicate the reason to justify the change; a simple statement such as "recording error" is insufficient.

WF or UW

Students who exhibit an excessive rate of unexcused absences may receive a grade of withdrawal with record of failure (WF) or unauthorized withdrawal (UW) for the semester. If the course is required, the student must re-register for that course and pay for it in full the following semester.

Attendance

The instructor establishes the attendance policy in all classes. Responsibility for class attendance rests with the student. In all cases the work missed through absences must be made up. Permission to make up such work is not automatic and is given at the discretion of the instructor.

Absences from Examinations Mid-Term or Final, and/or Presentations

Students who are absent from any examinations or presentations must:

1. Notify their instructors and Dean within 48 hours by letter, e-mail, telegram or FAX of the reason for the absence with necessary documentation.
2. Apply in writing within five (5) days to the instructor for permission to take a deferred examination or to make a presentation. The deferred examination(s)/presentation is granted as a privilege, not as a right. It may be permitted only to a student who complies with the notification regulations as indicated, whose work during the semester has been satisfactory and whose reason for missing the exam/presentation is accepted.

Course Requirements

Students must take their major courses as prescribed by the plan of study. Courses should not be taken out of sequence, with all prerequisites being completed before the advanced courses are taken.

In exceptional cases, the instructor and chairperson may give permission for a student to take courses out of sequence.

Transfer Credit

The awarding of transfer credit adheres to the policy of the University (see transfer admissions policy and academic residence requirements).

Residence

Candidates for degrees in the College of Management must satisfy the C.W. Post Campus requirements of at least 32 credits in academic residence. The College of Management's Business Program, which offers the B.S. in Business Administration and the B.S. in Accountancy, requires that candidates for either of those degrees complete at least 50% of the courses in the respective major fields while in academic residence.

Leave of Absence

A student who chooses not to register for courses in a given semester must request a leave of absence, in writing, from the Academic Standing Committee.

A student who is absent from the program for one year must reapply for admission to the program.

Plagiarism

Not only is plagiarism a practice that is unacceptable but also it is condemned in the strongest terms possible on the basis of moral, educational and legal grounds. Under University policy, the offense of plagiarism may be punishable by a range of penalties up to and including failure in the course and expulsion from the University.

Application for Degree

Candidates for graduation are expected to file a degree application with their academic counselor well in advance of Commencement.

Academic Counseling

The College of Management provides professional academic counseling to assist all students in academic planning in the various programs of the College.

Academic counselors are available on the C.W. Post Campus and can be contacted at (516) 299-2746.

Business Program

The Business Program constitutes the offerings of the Schools of Business and Professional Accountancy. Degree programs are indicated in the mission statement.

SCHOOL OF BUSINESS

Phone: (516) 299-3017

Fax: (516) 299-2786

Faculty

Munir Tolga Akcura
Associate Professor of Marketing and
International Business
M.B.A., Ph.D., Tepper School of
Business, Carnegie Mellon University;
M.A., B.Sc., Bogazici University, Istanbul
munir.akcura@liu.edu

G. Glenn Baigent, Chair Finance Department
Associate Professor of Finance
B.Eng., Technical University of Nova Scotia;
M.B.A., St. Mary's University;
Ph.D., Kent State University
glenn.baigent@liu.edu

Carol M. Boyer
Assistant Professor of Finance
B.S., Trinity University;
M.B.A., Texas State University;
Ph.D., Florida State University
carol.boyer@liu.edu

T. Steven Chang
Professor of Marketing & International
Business
B.S., M.S., National Cheng Kung
University;
Ph.D., National Chengchi University;
Ph.D., George Washington University
tchang@liu.edu

Manoj Dalvi
Associate Professor of Finance
B.Com; Sydeham College, University of
Bombay;
J.D., Government Law College, University
of Bombay;
L.L.M., Harvard Law School;
Ph.D., Columbia University
manoj.dalvi@liu.edu

James Freeley
Associate Professor of Management
B.S., Fordham University;
M.B.A., Pace University;
Ph.D., Fordham University
jfreeley@liu.edu

Michael Hadani
Assistant Professor of Management
B.A., M.A., The Hebrew University;
Ph.D., Syracuse University
mhadani@liu.edu

Lorene Hiris
Professor of Finance
B.S., M.B.A., Long Island University;
D.P.S., Pace University
lorene.hiris@liu.edu

David Jalajas
Associate Professor of Management
A.B., Occidental College;
M.S., San Jose State University;
Ph.D., Stanford University
david.jalajas@liu.edu

Nada Kobeissi
Assistant Professor of Management
B.S., University of Houston;
M.S., Baylor University;
Ph.D., Rutgers University
nada.kobeissi@liu.edu

Vincent G. Massaro
Professor of Finance
B.S., Canisius College;
M.A., Ph.D., University of Notre Dame
vincent.massaro@liu.edu

Shailendra Palvia
Professor of Management Information
Systems
B.S., Indian Institute of Technology;
M.B.A., Ph.D., University of Minnesota
spalvia@liu.edu

Celik Parkan
Professor of Management;
Stephen P. Kaufmann Professor for Logistics
& Supply Chain Management
Director, Center for Supply Chain
Management
Dipl.Ing., Technical University of Istanbul;
M.S., University of Pennsylvania;
Ph.D., University of British Columbia
cparkan@liu.edu

Patrizia Porri
Associate Professor of Management
B.A., M.B.A., New York University;
Ph.D., Leonard N. Stern School of
Business, New York University
pporri@liu.edu

P.M. Rao
Professor of Marketing & International
Business
B.A., University of Madras;
M.B.A., University of Toledo;
Ph.D., Leonard N. Stern School of
Business, New York University
pmrao@liu.edu

Srikumar S. Rao
Louis and Johanna Vorzimer Professor of
Marketing & International Business
B.S., St. Stephen's College, Delhi
University;
M.B.A., Indian Institute of Management,
Ahmedabad;
M.Ph., Ph.D., Columbia University
srikumar.rao@liu.edu

Jongtae Shin
Assistant Professor of Management
B.A., M.S., Seoul National University,
Korea;
M.S., Stanford University;
M. Phil., Ph.D., Columbia University

Shahid Siddiqi
Professor of Marketing & International
Business
B.S., Calcutta University;
M.B.A., Indian Institute of Management,
Calcutta;
Ph.D., Wharton School, University of
Pennsylvania
ssiddiqi@liu.edu

Ronald Sverdllove
Assistant Professor of Finance
A.B., Princeton University;
M.S., M.A., Stanford University;
Ph.D., Mathematics, Stanford University;
Master of Quantitative Finance, Ph.D.
Rutgers University
ronald.sverdllove@liu.edu

Jiamin Wang
Assistant Professor of Management
B.E., M.E., Ph.D., Tsinghua University

Baichun Xiao
Chair, Department of Management;
Professor of Management
B.S., Nanjing University (China);
M.B.A., Katholieke Universiteit Leuven
(Belgium);
Ph.D., Wharton School, University of
Pennsylvania
bxiao@liu.edu

Wei Yang
Assistant Professor of Management
B.S., HuaZhong University of Science and
Technology, Wu Han, China;
M.S., Tsinghua University, Beijing, China;
M.S., Ph.D., Carnegie Mellon University

Kanghyun Yoon
Assistant Professor of Marketing and
International Business
B.A., M.S., Hankuk University of Foreign
Studies, Korea;
M.B.A., Illinois Institute of Technology;
Ph.D., University of Wisconsin
kanghyun.yoon@liu.edu

Zhaohui Zhang
Assistant Professor of Finance
B.S., Shaanxi Institute;
M.S., Ph.D., Texas Tech University
zhaohui.zhang@liu.edu

Professors Emeriti

James J. Bliss
B.S., Fordham University;
L.L.B. (J.D.), New York University

Frank Cancelliere
Professor of Management
B.A., Mount St. Mary's College;
M.A., Fordham University;
Ph.D., Union Graduate School

Charles Cavalcante
B.S., Manhattan College;
B.A., Catholic University;
M.A., Fordham University;
M.S., Adelphi University;
Ph.D., St. John's University

Peter K. Ewald
Professor of Finance
B.A., M.A., Ph.D., New York University

Harold Nierenberg
B.S., Long Island University;
M.S., New York University;
Ph.D., Columbia University

Richard Rauch
Professor of Marketing
B.S., M.B.A., Indiana University;
Ph.D., New York University

Owen T. Smith
Professor of Finance
B.A., Trinity College;
J.D., St. John's School of Law

Overview of Business Administration

The College of Management's bachelor's and master's degree programs in business are accredited by AACSB International – The Association to Advance Collegiate Schools of Business, the world's leading business school accrediting organization. This elite accreditation – which is only shared by about 450 institutions in the world – ensures that the C.W. Post business and accounting major is receiving the highest quality education in the field of business management. The AACSB International accreditation brings prestigious value to your degree as employers actively seek out graduates of AACSB-accredited programs. For more information about AACSB, visit www.liu.edu/aacsb.

The undergraduate program combines liberal arts and sciences with higher professional education in business, leading to the Bachelor of Science Degree in Business Administration.

The course of study involves professional courses in business administration taken in conjunction with the Core Curriculum. Students majoring in Business Administration must take Core and advanced requirements in liberal arts and sciences and Core courses in Business Administration, after which a student specializes in a specific discipline; e.g., Finance, International Business, Management, Management Information Systems or Marketing.

Honor Societies

Beta Gamma Sigma

Beta Gamma Sigma is the international honor society recognizing the outstanding academic achievements of students enrolled in collegiate business and management programs accredited by AACSB International – The Association to Advance Collegiate Schools of Business. The upper 7 percent of the junior class; upper 20 percent of the senior class; or upper 20 percent of the graduating master's class are invited to apply.

Student Organizations

American Marketing Association

The College of Management's American Marketing Association is a student governed association, guided by a marketing faculty advisor, that has won national recognition and awards. It fosters an understanding of marketing principles and how they are applied in practice. It invites guest speakers, hosts networking events and provides job hunting advice. It selects teams to participate in regional and national competitions. Majors in all disciplines find the AMA to be a useful outlet for creative energy.

Data Processing Management Association

The Data Processing Management Association is an organization comprised of all levels of management personnel who have an interest in the field of information processing. It is dedicated to the advancement of the profession in all areas of business, industry, science, education, and government.

Delta Sigma Pi

Delta Sigma Pi is an International Professional Fraternity that sponsors professional speakers, serves the community/university, and strives to promote scholarship amongst fellow students. The Zeta Omicron Chapter was founded in 1966 on the C.W. Post Campus.

Financial Management Association (FMA)

The Department of Finance sponsors a student chapter of the Financial Management Association (FMA). Founded in 1970, the Financial Management Association is a professional organization that has over 5,000 members in business worldwide (academicians, senior executives, research analysts, etc.) and a global leader in developing and disseminating knowledge about financial decision making.

Financial Markets Center

The Financial Markets Center has three primary functions. First, the center is used for student instruction, especially in portfolio and money management with the objective of preparing graduates for careers in those areas. Second, the Financial Markets Center is utilized by College of Management faculty in performing academic and applied research studies. Third, the Financial Markets Center serves as a forum for interaction with financial institutions.

Society for Advancement of Management

The Society for Advancement of Management is a working model of a real business organization exposing its members to the most successful management techniques in current use. It prepares both undergraduate and graduate student members for top management roles in every field.

B.S. in Business Administration

Requirements 39 Credits

ACC 11 Accounting Principles I
ACC 12 Accounting Principles II
FIN 11 Corporation Finance
FIN 12 Corporate Financial Policy
LAW 13 Legal Environment of Business
MAN 11 Principles of Management
MAN 12 Organizational Behavior
MAN 16 Business Communications
MAN 18 Introduction to Business Information Processing
MAN 71 Business Policy
MKT 11 Marketing Principles and Practices
MKT 14 Consumer Motivation and Behavior
*QAS 19 Decision Analysis
*QAS 20 Advanced Business Statistics
*Management majors may take either QAS 19 or QAS 20

Business Electives 9 Credits**Total Discipline Requirements
(select one from the list below)****15 Credits****Finance:**

FIN 31 Investments
 FIN 81 Seminar in Financial Services
 Additional Finance Electives

International Business:

MKT 71 International Marketing
 FIN 71 Global Financial Markets
 MAN 75 International Management and
 Cross Cultural Behavior
 Additional Electives

Management:

MAN 14 Creating and Managing Small
 Business
 MAN 81 Management Seminar
 Additional Management Electives

Management Information Systems (MIS):

MIS 20 Principles of MIS
 MIS 30 Business Systems Analysis and
 Database Design
 MIS 40 Management Support Systems
 MIS 50 Management of
 Telecommunications and Networks
 MIS 60 Managing Information
 Technology and Electronic Commerce in
 a Multinational Business Environment

Marketing:

MKT 51 Marketing Research
 MKT 81 Marketing Seminar
 Additional Marketing Electives

Total Business Requirements 63 Credits**Liberal Arts Requirements and
College 101 66 Credits****Total Credit Requirements 129 Credits**

*Please consult the required Liberal Arts
 Core courses and competencies (computer,
 oral, library and writing) for Business
 Administration majors.*

Finance majors must take Economics
 61 or 62 as an elective in a Liberal Arts
 category. English 1 may be waived by
 taking the English proficiency examina-
 tion. If waived, 3 credits in Advanced
 English must be taken.

Transfer students entering the School
 of Business will be individually evaluated
 by their academic counselors concerning
 the application of liberal arts credits
 earned in their plans of study.

Business Internship

This is a planned program, available in
 the Finance and Management Depart-
 ments, of participation, observation and
 research in selected organizations designed
 to enrich classroom study with hands-on
 practical experience.

**Typical Program in Business
Administration**

<i>Freshman Year</i>	<i>Credits</i>
English 1, 2	6
Economics 11, 12	6
Science Core	8
Math 5, 6	6
Management 11	3
Political Science 2	3
College 101	1
Writing Competency 01	0
Oral Competency 01	0
Library Competency 01	0
Management 18	3
Total	36

<i>Sophomore Year</i>	<i>Credits</i>
History/Philosophy	6
Accounting 11 and 12	6
Management 12	3
Economics 72	3
Marketing 11, 14	6
Liberal Arts Elective	3
Business Elective	6
Writing Competency 01	0
Total	33

*For Junior and Senior years see relevant
 area of specialization.*

**Accelerated
B.S./M.B.A. in Business
Administration**

The B.S./M.B.A. in Business
 Administration degree program at C.W.
 Post offers students the opportunity to
 earn two AACSB accredited business
 degrees in only five years. Earn a
 Bachelor of Science degree in Business
 Administration with concentrations in
 finance, international business, manage-
 ment, management information systems
 or marketing, then seamlessly transition
 into M.B.A. study. This dual degree pro-
 gram enables you to enter the business
 world sooner, armed with superior cre-
 dentials and higher earning potential.

Eligibility

Students must meet the same stan-
 dards for admission to the M.B.A. por-
 tion of the program as those students
 who apply from other schools, or who
 have already completed a bachelor's
 degree at C.W. Post.

Policies and Procedures

B.S./M.B.A. majors follow the policies
 and procedures outlined below:

- Completion of undergraduate business
 courses (with a B or better in each rel-
 evant course), students may waive out
 of the 500-level M.B.A. core courses.

- In the senior year, students take two
 600-level M.B.A. courses, reducing
 M.B.A. course requirements to 30
 additional credits upon satisfaction of
 undergraduate requirements (for a total
 of 36 credits in M.B.A. courses).

-These two courses (6 credits) will be
 jointly applied to undergraduate and
 graduate courses of study. These two
 courses take the place of two under-
 graduate business electives.

- Students must earn at least a B in
 each of the two 600-level courses
 for them to count toward the dual
 degree.

- Students may declare the
 Accelerated B.S./M.B.A. option at
 any time (for example, as early as at
 the time of admission to C.W. Post
 as a freshman), but no later than
 senior year.

- Students must take the GMAT and
 formally apply for admission to the
 M.B.A. portion of the program by the
 December prior to the semester in
 which they intend to take the 600-
 level courses as a senior. Earlier appli-
 cation is encouraged.
- Students electing to not continue into
 the fifth year of the program would be
 eligible to graduate with a B.S. in
 Business Administration upon successful
 completion of their undergraduate
 course requirements. Doing so however,
 terminates the advantages of the accel-
 erated program. Re-entry into the
 M.B.A. portion of the program would
 therefore entail a 36-credit requirement.
- Any 600-level courses taken by stu-
 dents who decline to enter the M.B.A.
 program are not eligible for subsequent
 transfer or credit in the M.B.A. pro-
 gram should they later decide to apply
 for admission.
- Students must meet with the M.B.A.
 Advisement staff during the last
 semester of their junior year to review
 their prospective course of study.

**Students have two course of
study options:**

Option 1: Complete all program
 requirements and graduate after the
 spring semester (taking five courses per
 semester).

Or

Option 2: Complete all program
 requirements and graduate after the
 summer semester (taking four courses per
 semester, and two during the summer
 semester).

This option may entail special care in
 taking courses in the appropriate
 sequence.

Student will receive a B.S./M.B.A. degree upon successful completion of the five-year course of study.

Requirements for Undergraduate B.S. in Business Administration majors:

Business Administration Requirements	39 credits
Business Discipline (specialization requirements)*	15 credits
Business Electives (any department)**	9 credits
Liberal Arts Requirements	66 credits

Total 129 credits

*Includes electives in specialization

**Accelerated B.S./M.B.A. students replace two undergraduate business electives with two 600-level M.B.A. courses.

Graduate Level Accelerated B.S./M.B.A. students will complete the following in the M.B.A. program:

Management Perspectives
MBA 620 Managing Information Technology and e-Commerce
MBA 621 Financial Markets and Institutions
MBA 622 Competitive Marketing Strategy
MBA 623 Organizational Behavior
MBA 624 Operations Management
MBA 625 Global Business: Environment and Operations

Total 12 of 18 credits (six credits previously completed as senior undergraduate)

Total Electives (15 credits):

Students select five elective courses (700 level) that fit their needs and career goals from the areas of Finance, Management, Management Information Systems, Marketing and International Business.

Total Capstone 3 credits:

MBA 820 Business Policy

Total Accelerated B.S./M.B.A. in Business Administration 159 credits

Total Graduate Level Credits 30

Minors in Business Administration

Students in other major areas of study wishing to minor in Business Administration have the option of selecting either a basic or comprehensive program as follows:

Basic Business Minor (24 credits)

ACC 11 Principles of Financial Accounting
ACC 12 Principles of Managerial Accounting
LAW 13 Legal Environment of Business
MAN 11 Principles of Management
MAN 12 Organizational Behavior
MKT 11 Marketing Principles and Practices
FIN 11 Corporation Finance
BUS 10 Introduction to Business

Comprehensive Business Minor (33 credits)

ACC 11 Principles of Financial Accounting
ACC 12 Principles of Managerial Accounting
LAW 13 Legal Environment of Business
MAN 11 Principles of Management
MAN 12 Organizational Behavior
MKT 11 Marketing Principles and Practices
FIN 11 Corporation Finance
BUS 10 Introduction to Business

Plus 9 credits in a chosen Business specialization (Finance, International Business, Management, Management Information Systems or Marketing).

Please contact the Business Academic Counselors for further details.

FINANCE

Phone: (516) 299-2308

Fax: (516) 299-3925

Overview of Finance

The Department of Finance, through its curriculum and faculty, brings new and vital research into the classroom and recognizes the challenges of the global financial marketplace. Students are prepared for careers in corporate financial management and the financial services industry.

In order to complement classroom knowledge with real-world experiences, the Department also offers its students internships in the profession.

A GPA of 2.5 is required for all finance majors.

Typical Program in Finance

Junior Year	Credits
Language/Literature	6
Finance 11, 12	6
Finance Elective	9
Social Science Core	6
Quantitative Analysis 20	3
Total	30

Senior Year	Credits
Management 71	3
Fine Art	6
Law 13	3
Finance 31, 81	6
Business Electives	6
Liberal Arts Electives	6
Total	30

INTERNATIONAL BUSINESS

Overview of International Business

The last decade witnessed the emergence of a truly global economy. In order to respond to the growing needs of U.S. industry, the College of Management at the C.W. Post Campus offers an undergraduate concentration in International Business. It offers an excellent opportunity for the undergraduate business student to obtain the necessary cross-cultural managerial exposure, learn about international business operations, and gain value-enhanced exposure to the global business community.

A GPA of 2.5 is required for all International Business majors.

Typical Program in International Business (IBU)

Junior Year	Credits
Language/Literature	6
Finance 11, 12	6
Marketing 71	3
Finance 71	3
Management 75	3
Social Science Core	6
Quantitative Analysis 19	3
Total	30

Senior Year	Credits
Management 71	3
Fine Art	6
Law 13	3
International Business Electives (FIN 72, MIS 60, MKT 72, MKT 73)*	6
Business Electives	6
Liberal Arts Electives	6
Total	30

*See descriptions under Finance, MIS, and Marketing.

Finance Courses

FIN 11 Corporation Finance

This course covers basic principles by which the modern corporation manages its assets, controls its liabilities and raises new capital. Topics covered include the mathematics of finance, valuation and rates of return on securities, financial statement analysis, forecasting, planning and budgeting, working capital management, introduction to capital budgeting techniques, and cost of capital considerations.

Prerequisite or Co-requisite: ACC 11, or consent of chair.

Every Semester, 3 credits

FIN 12 Corporate Financial Policy

This writing across-the-curriculum course is an analysis of corporate policy with respect to internal financial control, capital budgeting, dividend policy, and the issuance and sale of new securities. Emphasis will be placed on corporate decision-making under uncertainty in areas of investment and financing alternatives, both domestically and internationally. Tools and techniques for risk assessment and risk management will be explored using financial calculators and spreadsheet models.

Prerequisites: FIN 11, ACC 11.

Every Semester, 3 credits

FIN 23 Personal Finance

This course gives students, regardless of major or background, an overview of how to manage their financial circumstances. Topics covered will include personal, auto and home equity loans, property and casualty insurance, life insurance, investing fundamentals, tax planning, retirement planning and estate planning. Principles of budgeting, financing, insurance, investing and retirement planning will be outlined so that students will have a better idea how to live within their means and prepare for the future.

Annually, 3 credits

Business Elective

FIN 25 Introduction to Real Estate

This course will focus on the business of real estate with a particular focus on the New York Metropolitan and Long Island areas. Topics covered will include real estate instruments, real estate brokerage, real estate financing, appraisals and valuations, marketing real estate, managing property and government financing programs. Many of the classes will include presentations by real estate professionals from the area.

Annually, 3 credits

Business Elective

FIN 29 Private Equity and Venture Capital

The course is designed to study the venture capital and private equity industry. Topics to be covered include how private equity funds are raised and structured, the features of private equity funds and the fundraising process. In addition, the course considers the interactions between private equity investors and the entrepreneurs that they finance, as well as the exit process for the investor.

Several private equity transactions, including venture capital, buyouts, build-ups, and venture leasing, will be illustrated.

Annually, 3 credits

Business Elective

FIN 31 Investments

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.

Annually, 3 credits

FIN 32 Security Analysis

Building on the base of FIN 31, this course focuses on theoretical security pricing models and techniques of investing in various instruments. Dynamic market forecasting and strategic investment decisions will be tested. Emphasis will be placed on investing in derivative securities such as options and futures both for risk reduction and speculative purposes. The course will include introduction to portfolio theory. The student applies theory to practice by formulating and testing trading strategies using a computer investment package.

Prerequisite: FIN 31.

Annually, 3 credits

FIN 33 Derivative Markets

The purpose of this course is to learn to price derivative instruments and also study their use for speculation and hedging. Students study the use of the Binomial Options pricing model and the Black-Scholes models to price these securities. Some of the other topics covered are netting, haircuts, forward contracts, options, futures on financials and commodities, options on futures, and swaps.

Annually, 3 credits

FIN 35 Spreadsheet Modeling in Finance

The purpose of this course is to instruct students in the use of Microsoft-Excel for financial analyses. Such topics as sensitivity analysis, bond valuation, duration,

convexity, stock valuation, Black-Scholes option pricing, implied volatility, and "the Greeks" will be covered. This computer intensive course is a combination of theory and practice and is linked to the Bloomberg data system.

Every Semester 3 credits

FIN 61 Advanced Financial Policies

This course builds upon the basic principles of managerial finance by providing further theoretical knowledge and analytic skills necessary for identification, evaluation and solution of financial policy issues. The course also provides perspectives on corporate financial policies pertaining to three fundamental strategies; namely, investing, financing and dividend decisions. The course investigates the choice of particular policies and quantifies the valuation consequences of real world corporate decisions, including those relating to financial analysis; planning and strategy; capital budgeting; intermediate and long-term financing; financial structure; the cost of capital and dividend policy; mergers and acquisitions; and risk management.

Prerequisite: FIN 11.

Annually, 3 credits

FIN 65 Money and Capital Markets

The main goal of this writing-across-the-curriculum course is to analyze and understand the main forces that are influencing and changing the U.S. financial system. Emphasis will therefore be placed on both financial theory and the U.S. institutional structure. The former will include the loanable funds theory, liquidity preference, the modern quantity theory of money, and theories of the term structure of interest rates. The latter will include an examination of financial markets and financial institutions and their competitive strategies. Regulatory changes and both traditional and new financial instruments will also be evaluated. Use of the Federal Reserve's flow of funds will be integrated into the course as will material from rating agencies and major financial firms. Current events also will be integrated into the course.

Same as ECO 65

Prerequisite: FIN 11 or consent of chair.

Annually, 3 credits

FIN 71 Global Financial Markets

This course is an overview of the international financial system. International financial markets are investigated, exchange rate markets and behavior are analyzed, and hedging techniques are presented.

Prerequisite: FIN 11.

Annually, 3 credits

FIN 72 Global Financial Management

This course is an analysis of the financial decision-making process of the global corporation. The financial opportunities and the risks associated with international operations are discussed and analyzed. Major topics include multicurrency cash and exposure management, capital budgeting and cost of capital considerations as well as multinational performance and evaluation criteria. The case study method is utilized.

Prerequisite: FIN 71.

Annually, 3 credits

FIN 81 Seminar in Financial Services

This course explores the relationship between corporate financial flows and financial market, industry, and aggregate economic data.

Prerequisite: FIN 12.

Fall/Spring, 3 credits

FIN 91, 92 Independent Research Study

These courses offers students the option of either a department approved internship or structured, supervised research in a professor-selected area of finance.

Prerequisite: Senior status.

Every Semester, 1 credit each

FIN 93, 94 Internship

Internships will be arranged through the Finance Department. These internships are planned programs of research observations, study, and participation in selected organizations. They are designed to enrich classroom study with hands-on practical experience.

Every Semester, 3 credits each

MANAGEMENT

Phone: (516) 299-2361

Fax: (516) 299-3917

Overview of Management

The 21st century is more challenging to managers than preceding decades. The Management Department curriculum helps students develop analytical and behavioral skills needed to face managerial challenges in a global economy.

The primary function of managers is to creatively solve problems and/or facilitate the problem solving efforts of others. Students develop an understanding of this function through the management process of creative problem solving in planning, organizing, leading and controlling. The roles and behaviors expected of managers are explained and

the skills required to be a successful manager are developed. Courses include Management, Human Resource Management, Organizational Behavior, Management Information Systems, Operations Management, Decision Analysis, Statistics, Business Policy, International Management and Management of Technology.

A GPA of 2.5 is required for all Management majors.

Typical Program in Management

Junior Year	Credits
Language/Literature	6
Finance 11, 12	6
Management Electives	9
Social Science Core	6
Quantitative Analysis 19	3
Total	30

Senior Year	Credits
Management 71	3
Fine Art	6
Law 13	3
Management 14, 81	6
Business Electives	6
Liberal Arts Electives	6
Total	30

Management Courses

BUS 10 Introduction to Business

This course examines the role of business in American society; the interrelated activities through which business provides the goods and services essential to contemporary society; and the interrelationships between business and government, labor, and society at large. General areas of study center on: the foundation of business; management of the enterprise; marketing activities; finance and financial services; and contemporary business problems and developments. (BUS 10, an elective, should be taken in the Freshman year.)

On Occasion, 3 credits

MAN 11 Principles of Management

This course introduces the student to management history, concepts, theories and practices. The managerial functions of planning, organizing, leading and controlling are examined.

Every Semester, 3 credits

MAN 12 Organizational Behavior

This course focuses on human behavior within organizations, including such topics as: motivation, communication, leadership, formal and informal organizations, implementing change, and organizational development.

Prerequisite: MGT 11.

Every Semester, 3 credits

MAN 13 Managing Group Dynamics

A central factor in achieving productive working relationships is the ability to effectively manage group dynamics. This course examines the dynamics of interpersonal relationships within small groups. Teams will be formed and appropriate exercises conducted to develop interpersonal communication skills required for effective participation in decision-making work groups.

Every Semester, 3 credits

MAN 14 Creating and Managing a Small Business

An examination and application of the required skills, resources, and techniques that transform an idea into a viable business. Entrepreneurial decision-making is stressed and its role in idea generation, conception, opportunity analysis, and the marshaling of resources. Among the course requirements is that each student will prepare a formal business plan including market research, operational and organizational design, marketing and financial planning.

Prerequisites: MGT 11, FIN 11.

Every Semester, 3 credits

MAN 16 Business Communication

Writing Across the Curriculum (WAC)

This course examines the opportunities and problems inherent in the process of business communication. The course is designed to improve effective business communication with emphasis on individual and interpersonal skills building. Topics include, but are not limited to, determining appropriate style and tone in various types of written business communications; strengthening verbal effectiveness through the use of presentations and graphics; and learning to interpret and use non-verbal communication for greater impact. This course addresses the unique communication challenges that arise as a result of diversity, globalization and the pervasiveness of technology.

Prerequisites: FIN 11, MAN 11, MAN 18, MAN 11.

Fall/Spring/Summer, 3 credits

Junior status

MAN 18 Introduction to Business Information Processing

This course is an introduction to information processing. Emphasis is on computer hardware and software and how it is integrated by end-users for management information systems. Personal Computer packages (spreadsheets, database management systems, and word-processing) will be used to illustrate the tools available to managers.

Every Semester, 3 credits

MAN 22 Human Resource Management and Labor Relations

This course is a review of current human resource management and labor relations policies, practices and techniques. Topics include recruitment, placement, evaluation and compensation of employees.

Prerequisite: MAN 11.

Fall/Spring, 3 credits

MAN 23 Business and Society

This course is a review of the major cultural, political and ethical issues that confront corporate systems in its attempt to adapt to the needs of a changing environment. This course of study includes analysis of the interrelationships of business with government (U.S. and foreign), labor, and the individual in society.

Prerequisite: MAN 11.

Fall/Spring, 3 credits

MAN 34 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. 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. The course is designed to develop an understanding of key drivers of supply chain performance and provide analytical and problem solving skills necessary for a variety of supply chain management and design problems.

Prerequisite: QAS 20.

Fall, 3 credits

MAN 51 Production Management

This course focuses on the production environment where goods and services are created. The student is guided by the management perspective of organizing and controlling the major elements in the creation of goods and services in an efficient manner. Topics treated include standards, productivity, quality control, materials requirements, planning, cost effectiveness, production control and service factors.

Prerequisites: MAN 11, ECO 72.

On Occasion, 3 credits

MAN 71 Business Policy

This is a capstone course in which the disciplines of management, finance, marketing and accounting are integrated to focus on policy decision-making to solve business problems. Computer based business simulations may be used to make essential policy decisions.

Prerequisites: MAN 11, 18, FIN 11, MAN 11 and Senior status.

Every Semester, 3 credits

MAN 75 International Management and Cross Cultural Behavior

This course is a survey of managerial actions and practices in a global setting. The impact of economic, political, and socio-cultural differences in international business management are explored. This course provides a framework for understanding cultural differences and the implications of such differences in forming managerial policies.

Prerequisite: MAN 11.

Fall/Spring, 3 credits

MAN 81 Management Seminar

In this course, students utilize and direct all previous knowledge attained in the area of management toward the solution of a pragmatic problem. The research project incorporates theoretical and empirical literature plus relevant methodology.

Prerequisite: Senior status.

Every Semester, 3 credits

MAN 85 Arts Management Seminar

Arts Management covers all fields in the arts; the special and unique problems as well as the opportunities are explored. Theoretical and practical techniques are blended by using groups and individual study projects. This course is designed to strengthen interpersonal skills, and to provide the opportunity to students to pursue their own special interests.

On Occasion, 3 credits

MAN 91, 92 Independent Research Study

A program of supervised research in a selected area of management.

Prerequisite: Senior status.

Every Semester, 1 to 2 credits

MAN 93-94 Management Internships

Internships will be arranged through the Management Department. These internships are planned programs of research observations, study, and participation in selected organizations. They are designed to enrich classroom study with hands-on practical experience.

On Occasion, 3 credits

QAS 19 Decision Analysis

This course covers the practical application of management science models to business problems. Applications include efficient allocation of scarce resources, project scheduling, network design, inventory management and queuing models.

Prerequisites: Math 6 and ECO 72.

Every Semester, 3 credits

QAS 20 Business Statistics

This course introduces some of the statistical concepts and techniques used in business decision-making at an advanced level. The emphasis is on business application. Problems from the functional areas of accounting, finance, marketing, management, and operations are used to illustrate how probabilistic and statistical thinking and analysis can enhance the quality of decisions.

Every Semester, 3 credits

MANAGEMENT INFORMATION SYSTEMS (MIS)

Overview of MIS

In this age of information and information technology, accurate information and information retrieval are clearly recognized as a corporate resource equal to personnel, money, and materials. Managers need high quality information to manage change in a turbulent and highly competitive global environment. Information technology and MIS are recognized as critical enablers of business globalization. Furthermore, the connectivity of computers and databases has become the driving force of the Internet explosion of e-commerce. Information systems include decision support systems, executive support systems and expert systems that respond to the business requirements of managers.

Topics covered in MIS courses include coverage of technical aspects such as EXCEL, ACCESS, Visual Basic and SQL. MIS courses examine the collection and analysis of users, information requirements, principles of entity relationship and data modeling, normalization principles to improve database design, data administration, data security, and local and wide area networks. Telecommunications protocols, IT environments around the world, national infrastructures and regulatory regimes, global IS applications, global IT development strategies, global management support systems, and global IT management strategies are included.

A GPA of 2.5 is required for all Management Information Systems majors.

Typical Program in MIS

<i>Junior Year</i>	<i>Credits</i>
Language/Literature	6
Finance 11, 12	6
MIS 20	3

MIS Concentration	6
Social Science Core	6
Quantitative Analysis 19	3
Total	30

<i>Senior Year</i>	<i>Credits</i>
MIS Concentration	3
Management 71	3
MIS 60	3
Fine Art	6
Law 13	3
Business Electives	6
Liberal Arts Electives	6
Total	30

MIS Courses

MIS 20 Principles of Management Information Systems (Junior Year)

This course is an overview of information systems technology. This course will emphasize management concepts and strategy essential for the selection, development, design, implementation, use, and maintenance of information technologies (IT) and information systems (IS) applications. Business case studies are used to facilitate classroom discussion.

Prerequisite: MAN 18 or equivalent.

Every Semester, 3 credits

MIS 30 Business Systems Analysis and Database Design

The topics included in this course are the approaches to collecting and analyzing users, information requirements, principles of entity relationship and data modeling, normalization principles to improve database design, data administration, data security, database backup and recovery, and new directions in Data Base Management Systems (DBMS).

Prerequisite: MIS 20.

Occasionally, 3 credits

MIS 40 Management Support Systems

This course introduces the use of computer-based systems – Management Support Systems (MSS) – in support of managerial decision-making and organizational activity. MSS support managers in his/her decision-making process and improve the effectiveness of managerial activities. Topics include the evolution of MSS, decision-making, data management and modeling which include these Systems: Decision Support (DSS), Expert Support (ES), Group Support (GSS), and Executive Support (ESS).

Prerequisite: MIS 20.

Occasionally, 3 credits



MIS 50 Management of Telecommunications and Networks

This course will introduce the students to the concepts of telecommunications (TC), TC networks, TC equipment, TC capabilities, and TC systems. The issue of managing TC networks is addressed. This knowledge enables students to evaluate TC options in an organizational setting. Students gain an understanding of emerging technologies in order to make informed decisions.

Prerequisite: MIS 20.

Occasionally, 3 credits

MIS 60 Managing Information Technology and Electronic Commerce in a Multinational Business Environment (Capstone Course)

This course focuses on Information Technology (IT) environments around the world including national infrastructures and regulatory regimes, global IT applications, global IT development strategies, global management support systems and global IT management strategies. The course emphasizes the critical role IT plays in managing global finance, marketing, manufacturing, trade and accounting practices. Also, this course focuses on the comparison and contrast of e-commerce with traditional commerce.

Prerequisite: MIS 20, 30, 40, 50.

Occasionally 3 credits

MARKETING & INTERNATIONAL BUSINESS

Phone: (516) 299-2143

Fax: (516) 299-3917

Overview of Marketing

Marketing is crucial to the health and survival of any organization. In times of turbulent change, domestically and internationally, sophisticated marketing techniques are the key to survival and continued growth in a shrinking world.

The Department of Marketing & International Business offers a wide range of courses which cover basic and advanced concepts in marketing strategy. Students learn to make strategic decisions regarding product design, product portfolio, distribution, pricing, advertising and promotion, sales, customer service, and other elements of the marketing mix.

A GPA of 2.5 is required for all Marketing & International Business majors.

Typical Program in Marketing

<i>Junior Year</i>	<i>Credits</i>
Language/Literature	6
Finance 11, 12	6
Marketing Elective	9
Social Science Core	6
Quantitative Analysis 20	3
Total	30
<i>Senior Year</i>	<i>Credits</i>
Management 71	3
Fine Art	6
Law 13	3
Marketing 51, 81	6
Business Electives	6
Liberal Arts Electives	6
Total	30

Marketing Courses**MKT 11 Marketing Principles and Practices**

This is the core-marketing course for the Long Island University Undergraduate Program and it also appeals to non-business-majors who are interested in marketing. The aim of the course is to provide a rigorous and comprehensive introduction to contemporary marketing practice. The participants learn how to analyze complex business situations, identify underlying problems and decide on courses of actions with the help of the modern marketing management techniques. The students learn the concepts and terminology of modern marketing management during lectures, cases and class discussions. Application of the marketing management concepts becomes the focus for the term project.

Every Semester, 3 credits

MKT 14 Consumer Motivation and Behavior

Consumer behavior is a field of study that aims to understand decision-making processes that consumers undertake when they identify the needs of, search for, evaluate, purchase, use, and dispose of products or services. Specifically, in the context of stimuli-response modeling framework, this course covers what sequences of decision-making processes that consumers go through, how individual differences in terms of social, cultural, economic, personal, and psychological factors affect their decision-making processes, and how consumers respond to marketing stimuli such as advertising campaigns or price discounts. The knowledge of consumer behavior is expected to help marketing managers develop more effective marketing plans.

Every Semester, 3 credits

This page was edited in August 2008 to correct an error made to the course letters.

MKT 21 Retailing

This is a survey course emphasizing retail strategy, the evolution of retail institutions such as hypermarket and the wheel of retailing, markup, atmospheric, location and distribution strategy, scrambled merchandising, market analysis and inventory control. Also, the creation of store image and consumer loyalty is studied.

Prerequisite: MKT 11.

On Occasion, 3 credits

MKT 24 Fundamentals of e-Marketing

A survey course of the new and exciting field of e-Marketing with emphasis on user characteristics and behavior, marketing information systems, product and pricing issues, e-Marketing communications, security, electronic payment systems and legal and ethical issues.

Prerequisites: MKT 11, 14.

Every Semester, 3 credits

MKT 31 Sales Management

The importance of managing the creative selling function, including telemarketing, missionary sales, prospecting and qualifying prospects, territory management, role ambiguity, evaluation of sales performance and motivating a sales force is examined in this course.

Prerequisite: MKT 11.

On Occasion, 3 credits

MKT 33 Marketing and the Regulatory Environment

This course examines the impact of government regulations on marketing decision-making, legal actions by and against competitors, enhanced consumer rights and product liability. This course analyzes programs to accommodate these increasing restraints on market strategy.

Prerequisite: MKT 11.

On Occasion, 3 credits

MKT 35 Integrated Marketing Communications

The course focuses on promoting synergy of marketing communications practices and relationships with the customer. It emphasizes strategic planning and management of marketing communications. The program covers a variety of functional areas including advertising, public relations, direct response, sales promotion and event sponsorship, as well as basic principles of brand communication relationships and position strategies.

Prerequisites: MKT 11.

Every Semester, 3 credits

Cross listed with PR13

MKT 41 Advertising

The course studies advertising strategy including positioning, institutional advertising, advocacy advertising, media selec-

tion and scheduling, agency relations, the role of the advertising manager, comparative advertising, the creative process, the use of testimonials, cooperative advertising, and the assessment of advertising effectiveness and consumer reactions.

Prerequisite: MKT 11.

Every Semester, 3 credits

MKT 43 Direct Marketing

Direct response sales is one of the fastest growing areas in the field of marketing. Methods of tapping this market constitute some of the most sophisticated techniques devised and are the cutting edge of information technology. This course will familiarize students with the entire range of direct response channels and the advertising strategies appropriate to each.

Prerequisite: MKT 11.

Annually, 3 credits

MKT 45 Industrial Marketing

This course covers study of business-to-business marketing, organizational buying behavior, decision-making units, buying center processes, OEMs, value added dealers, industrial segmentation, market concentration, SIC codes, derived demand, joint demand, straight/modify/new task purchases, make/buy/lease decisions and government marketing.

Prerequisite: MKT 11.

On Occasion, 3 credits

MKT 51 Marketing Research

This course studies marketing research methods and designs, including survey methods, focus groups, depth interviews, observation and experimental approaches. Topics also include sampling techniques, interpretation of data, the use of consumer panels, mall intercepts and UPC scanning.

Prerequisites: MKT 11, QAS 20.

Every Semester, 3 credits

MKT 55 Marketing Channels

This course covers the analysis and management of distribution strategies, including selection of wholesalers, channel power and conflict, channel dominance, physical distribution and logistics, legal constraints and international comparisons of marketing distribution systems.

Prerequisite: MKT 11.

On Occasion, 3 credits

MKT 61 Product Strategy

This course presents a comprehensive presentation of the product planning and development process. Topics include idea generation, concept development, screening criteria, concept testing, commercialization and the development of marketing plans. Marketing mix decisions and strategies over the product's life cycle

are also covered. The global dimensions of product development and product strategies as well as ethical issues are explored and integrated into the course.
Prerequisite or Co-requisite: MKT 51.
Annually, 3 credits

MKT 71 International Marketing

This course is a study of the international marketplace, with special emphasis on the international environment, social/cultural and political/legal differences, trade barriers, foreign entry, licensing and joint ventures, the multinational firm and global marketing strategy.
Prerequisites: MKT 11, 14.
Every Semester, 3 credits

MKT 72 International Marketing Entry Strategies

This course is an overview of International Marketing entry strategies. Students will examine the infrastructure of these markets, emerging trends, barriers to entry, and the development of marketing strategies needed to enter and compete in these unique environments.
Prerequisite: MKT 71.
Annually, 3 credits

MKT 73 Fundamentals of Export Marketing

This course is an introduction to international marketing tactics for those students interested in exporting. The course examines the discovery of leads for export targets, analyzes marketing methods, sales costs and expenses, surveys, and how to design, control and operate a global distribution network. In addition, the various governmental agencies and support systems available to assist businesses in globalizing their marketing activities are examined.
Prerequisite: MKT 71.
Annually, 3 credits

MKT 81 Marketing Seminar

This is the capstone course aimed at developing the student's analytical abilities through class discussion of actual marketing cases and the use of computer simulations involving a variety of marketing decision-making skills and knowledge.
Prerequisites: MKT 51, Senior status. May be taken concurrently with Marketing 51 with instructor's permission.
Every Semester, 3 credits

MKT 91, 92 Independent Research Study

This is a program of supervised research in a selected area of marketing.
Every Semester, 1 or 2 credits

MKT 95 Internship

Internships are planned programs of research observation, study and participation in selected organizations. They are designed to enrich classroom study with hands-on practical experience. Internships will be arranged by students and approval must be obtained from the Chair of the Marketing & International Business Department prior to the commencement of the internship. A faculty advisor will be appointed to oversee the internship.
Prerequisites: MKT 11, MKT 14.
On Approval, 3 credits,
student must have a minimum 3.0 GPA,
senior status.

SCHOOL OF PROFESSIONAL ACCOUNTANCY

Phone: (516) 299-2364
Fax: (516) 299-2297
Web site: www.liu.edu/msacc
Email: professional.accountancy@cwpost.liu.edu

Faculty

Michael J. Abatamarco
Professor of Accounting
B.S., J.D., State University of New York at Buffalo;
LL.M., New York University; CPA
michael.abatamarco@liu.edu

Charles A. Barragato
Director, School of Professional Accountancy
Professor of Accounting
B.S., M.S., Long Island University;
Ph.D., Baruch College,
City University of New York;
CPA, CFE

Robert E. Bertucelli
Professor of Accounting
Director, Tax and Accounting Institute
B.S., M.S., Long Island University; CPA;
CFP; CLU
robert.bertucelli@liu.edu

Christie L. Comunale
Associate Professor of Accounting
B.B.A., M.B.A., Loyola College;
Ph.D., University of South Florida; CPA
christie.comunale@liu.edu

Ariel Markelevich
Assistant Professor of Accountancy
B.A., Tel-Aviv, Israel
M.Sc., Tel-Aviv University;
Ph.D., Baruch College, City University of New York, CMA
ariel.markelevich@liu.edu

Ilene Persoff
Associate Professor of Accounting
B.A. Brandeis University;
M.S., Long Island University; CPA
ilene.persoff@liu.edu

Rebecca Rosner
Associate Professor of Accounting
B.S., Brooklyn College;
B.B.A., Brooklyn College;
M.B.A., Ph.D., Baruch College, City University of New York; CPA; CISA
rebecca.rosner@liu.edu

Overview of Accountancy

The School of Professional Accountancy was the first school of professional accountancy established in the United States. The programs offered by the School of Professional Accountancy prepare graduates to meet the educational requirements for admission to the examination leading to licensure as a Certified Public Accountant (CPA). Transfer students from accredited junior colleges and community colleges will be accepted with a maximum of 72 credits depending on the evaluation of their transcripts. A maximum of 12 credits in accounting and 12 credits in business will be accepted.

Enrollment

Requirements include an overall GPA of 2.5 and a 2.5 average in Accounting courses with no grade lower than a C. All students must maintain this average until graduation. Accounting courses in which students receive grades below C must be repeated immediately. Prerequisite courses in which students receive grades below C must be repeated before students will be permitted to enroll in subsequent courses. Students must complete 50 percent or more of the required accounting and business courses in residence. Transfer students may receive up to 12 credits for Accounting Principles and External Reporting and up to 12 credits for business courses.

ETS Major Field Achievement Exam

As more fully described above in the College of Management Business Program Mission, accounting majors are required to pass the ETS Major Field Achievement Exam in order to graduate.

Academic Counseling

An Academic Counselor for the Accountancy program is available in the Academic Counseling Center in Kumble Hall. Counselors are available to assist

students in academic planning, class scheduling and in learning more about career opportunities. The Accountancy program provides additional counseling through the faculty mentorship service.

Laptop Computers

Students are required to have laptop computers for the eight required accounting courses beyond ACC 11 and ACC 12.

Honor Society

Beta Alpha Psi

Beta Alpha Psi is the national honors fraternity for information professionals. Students must meet certain eligibility requirements to become a member. Beta Alpha Psi sponsors professional speakers, social events, and performs service activities on campus and in the community.

Student Organizations

Accounting Society

The Accounting Society acts as a liaison between the student body and the professional accounting and business communities. The goals of the Society are to provide information and contacts in the field of accounting to students; to provide members with social activities; and to serve the School of Professional Accountancy and the campus community. Student membership is encouraged.

B.S. in Accountancy

The curriculum in Accountancy is recognized and registered by the New York State Education Department. A student selecting this curriculum becomes eligible for graduation after completing 129 credits in compliance with the rules outlined by C.W. Post and the School of Professional Accountancy. An Accountancy student is required to complete this curriculum:

Accounting and Basic Business Courses 54 Credits

ACC 11-12 Accounting Principles I, II
ACC 21-22 External Reporting I, II
ACC 61 Managerial Cost Analysis
ACC 80 Accounting Information Systems
ACC 82 Auditing
ACC 84 Tax & Business Strategies
ACC 85 Advanced Taxation
ACC 90 Applications in Accounting
FIN 11 Corporation Finance
FIN 12 Corporate Financial Policy
LAW 13 Legal Environment of Business
LAW 19 Commercial Law for Accountants
MAN 11 Principles of Management
MIS 20 Principles of MIS

QAS 19 Decision Analysis
MKT 11 Marketing Principles and Practices

Total Liberal Arts Requirements 69

Electives 6

Total Credits Requirement 129

Typical Program in Accountancy

Freshman Year	Credits
English 1 or 1S	3
Mathematics 4 or Liberal Arts Elective	3
Economics 11, 12	6
Laboratory Science Courses	8
Social Science Core	3
English 2	3
Mathematics 5	3
Computer Science 6	3
College 101	1
Total	33

Sophomore Year	Credits
Accounting 11, 12	6
Math 6	3
Fine Arts Core	3
Economics 72	3
History/Philosophy Core	6
Management 11	3
Language/Literature Core	6
Oral Communications 1 or 17	3
Library Competency (must be completed before end of Sophomore year)	0
Total	33

Junior Year	Credits
Accounting 21, 22, 61, 84, 85	15
Finance 11, 12	6
Liberal Arts Elective	3
Management Information Systems 20	3
Marketing 11	3
Total	30

Senior Year	Credits
Liberal Arts Elective	3
Law 13, 19	6
Accounting 80, 82, 90	9
Fine Arts Core	3
Social Science Core	3
Quantitative Analysis 19	3
Unspecified Electives	6
Total	33

Minor in Accountancy

Students in other major areas of study have an option to minor (18 credits) by satisfying the following coursework and maintain a GPA of 2.5.

ACC 11 Accounting Principles I
ACC 12 Accounting Principles II
ACC 21 External Reporting I
ACC 22 External Reporting II

Two Accounting courses from the following:

ACC 61 Managerial Cost Analysis
ACC 80 Accounting Information Systems
ACC 82 Auditing
ACC 84 Tax and Business Strategies
ACC 85 Advanced Taxation
ACC 90 Applications in Accounting

B.S./M.S. in Accountancy

Accelerated Accountancy Program

The School of Professional Accountancy offers an Accelerated Program in Accountancy for those qualified students who wish to combine a Bachelor of Science degree in Accountancy with a Master of Science in Accountancy. This program allows the student an opportunity to obtain both degrees within five years.

This Accelerated Program is registered with the New York State Education Department. The undergraduate student may choose this accelerated track in the Fall semester of his or her Senior year. All criteria for admission into the graduate degree program must be met at that time.

The curriculum in the Accelerated Program meets the 150-hour requirement mandated by the American Institute of Certified Public Accountants and the New York State Education Department. It will qualify a student for a one-year work experience requirement relating to the CPA licensure.

Typical Program in Accelerated B.S./M.S. in Accountancy

Students in the Accelerated B.S./M.S. in Accountancy program take the same freshman, sophomore, and junior courses as in the B.S. in Accountancy. During their senior year, students apply for Graduate Studies in the School of Professional Accountancy and take the GMAT. Upon admission to the Graduate Program, students will take two graduate courses in the spring of their senior year.

Senior Year	Credits
Liberal Arts Elective	3
Law 13, 19	6
Accounting 80, 82, 90	9
Fine Arts Core	3
Social Science Core	3
Quantitative Analysis 19	3
Graduate Courses	6
Total	33

Graduate Year	Credits
ACC 709 or 742, 750, 753	9
TAX 760 or TAX 726	3
Electives*	12
Total	24

*Three concentrations are available: Professional Accounting, Information Systems, and Taxation. See the Graduate Bulletin for details; available from the Admissions office or online at www.liu.edu/cwpbulletin (Graduate Courses are listed in our Graduate Bulletin.)

B.S./M.B.A. in Accountancy

Accelerated Accountancy Program

The School of Professional Accountancy offers an Accelerated Program in Accountancy for those qualified students who wish to combine a Bachelor of Science degree in Accountancy with a Master of Science in Business Administration. This program allows the student an opportunity to obtain both degrees within five years.

This Accelerated Program is registered with the New York State Department of Education. The undergraduate student may choose this accelerated track in the fall semester of his or her senior year. All criteria for admission into the graduate degree program must be met at that time. The curriculum in the Accelerated Program meets the 150-hour requirement mandated by the American Institute of Certified Public Accountants and the New York State Education Department. It will qualify a student for a one-year work experience requirement relating to the CPA licensure.

Typical Program in the Accelerated B.S./M.B.A. in Accountancy

Students in the Accelerated B.S./M.B.A. in Accountancy program take the same freshman, sophomore, and junior courses as in the B.S. in Accountancy. During their senior year, students apply for Graduate Studies in the School of Professional Accountancy and take the GMAT. Upon admission to the Graduate Program, students will take two graduate courses in the spring of their senior year.

Senior Year:	Credits
Liberal Arts Elective	3
Law 13, 19	6
Accounting 80, 82, 90	9
Fine Arts Core	3

Social Science Core	3
Business Elective	3
MBA 620 & MBA 624	6
Total	33

Graduate Year	Credits
MBA 621, 622, 623, & 625	12
Acc 750 & 753	6
Electives: *	9
Integrative Capstone: MBA 830	3
Total	30

*Three concentrations are available: Professional Accountancy, Information Systems, and Taxation (See the Graduate Bulletin for details; available from the Admissions Office or online at www.liu.edu/cwpbulletin (Graduate courses are listed in our Graduate Bulletin))

Accounting Courses

Sections of ACC 85 and ACC 90 are often offered in Writing Intensive format to fulfill requirements of the Writing Across the Curriculum Program; students must check with academic advisors and consult the schedule of classes for current course offerings.

ACC 11 Accounting Principles I

This course presents an introduction to fundamental financial accounting principles, concentrating on identifying, recording, and communicating the economic events of a business organization. This course studies the theory and practice of accounting. Topics covered during the semester include the balance sheet, income statement, and principles required to understand financial accounting systems.

Every Semester, 3 credits

ACC 12 Accounting Principles II

This course is the second in the accounting principles sequence. The first part of the course focuses on partnerships and the corporate form of business organization, including financial statement analysis and cash flow statements. Students are then introduced to managerial accounting concepts and how they can be used in fostering internal business decision-making. Information concerning the behavior of costs, profit planning, and budgeting is analyzed to enhance meaningful comprehension of managerial accounting.

Prerequisite: ACC 11.

Every Semester, 3 credits

ACC 21 External Reporting I

This course focuses on the preparation and analysis of financial information for users external to the organization. Topics

include the accounting cycle; income measurement, cash, receivables, inventories, operational assets, investments, and preparation of financial statements.

Pronouncements of the AICPA, FASB, and SEC are an integral part of the course.

Prerequisite: ACC 12.

Fall, 3 credits

ACC 22 External Reporting II

This course is a continuation of ACC 21 External Reporting I. This course is an in-depth study of the underlying concepts, measurement, analysis, and interpretation of financial information for external users. Topics include long-term liabilities, investments, stockholder's equity, earnings per share, leases, pensions, cash flow statements, accounting errors and changes, and deferred income taxes. Pronouncements of the AICPA, FASB, and SEC are an integral part of the course.

Prerequisite: ACC 21.

Spring, 3 credits

ACC 61 Managerial Cost Analysis

This course provides an in-depth understanding of the theory and concepts underlying conventional cost systems and the rationale for the development and understanding of modern cost management systems including: 1) cost accumulation systems for product costing, cost behavior concepts for planning and control, and activity-based-costing; 2) the use of cost information for strategic decision analysis and support; and 3) financial planning and control systems with a quality management perspective.

Prerequisite: ACC 21.

Every Semester, 3 credits

ACC 80 Accounting Information Systems

This course develops an understanding of the roles of accounting information and information technology and their influence on decision making, operational support, and organizational competitiveness. The course will include, but not be limited to, the framework of accounting information systems and decisions that impact on their design and implementation, the role of accounting information systems in transaction processing and internal control, and the functions of the major subsystems. The student will also gain hands-on experience in using and in evaluating accounting information systems, as well as further develop collaborative, oral, and written communication skills.

Prerequisite: ACC 21.

Every Semester, 3 credits

ACC 82 Auditing

This course provides an introduction to auditing, including basic concepts, techniques, and audit applications. Course coverage includes the audit risk model, understanding and testing internal controls, substantive testing, fraud, reports on audited financial statements, professional ethics, and an introduction to computer auditing.

Prerequisite: ACC 22, ACC 80.

Every Semester, 3 credits

ACC 84 Tax & Business Strategies

Tax basics of all types of entities will be studied. The course stresses the importance of exposure to a range of tax concepts within the framework of financial reporting. Critical thinking and problem solving skills will be developed utilizing tax planning decision models. Recognition of tax savings and tax hazards will prepare students for many possible work environments.

Co-requisite: ACC 21.

Fall, 3 credits

ACC 85 Advanced Taxation

A continuation of ACC 84, this course will review more advanced areas of the Federal tax law as promulgated by the Internal Revenue Code of 1986, as amended, including applicable rulings, case law precedent and treasury regulations. The student will become familiar with rules applicable to the taxation of business entities, including C and S corporations, LLCs, partnerships, and specially taxed corporations. An introduction to N.Y. State taxes will be covered.

Prerequisite: ACC 84.

Spring, 3 credits

ACC 90 Applications in Accounting

This course covers accounting for business combinations, international transactions and reporting, governmental and not-for-profit entities, and other key advanced topics. The course links theory and practice with constant emphasis on the logic of procedures.

Prerequisite: ACC 22.

Every Semester, 3 credits

Law Courses

LAW 13 Legal Environment of Business

This course examines the origins of law, business ethics, court system, business related torts, contracts, agency, partnership, corporations, employment law, intellectual property, and international business law.

Every Semester, 3 credits

LAW 19 Commercial Law for Accountants

This course covers real and personal property, bills and notes, insurance, suretyship and bankruptcy, law of sales and negotiable instruments, wills and trusts, secured transactions, accountant's liability, and security regulation.

Prerequisite: LAW 13.

Every Semester, 3 credits

SCHOOL OF PUBLIC SERVICE

Phone: (516) 299-2420

Fax: (516) 299-2640

Faculty

Marietta Barretti

Associate Professor of Social Work;
A.A., Queensborough Community College;
B.S.S.W., M.S.W., Adelphi University,
School of Social Work;
D.S.W., Hunter College, School of Social
Work

marietta.barretti@liu.edu

Pamela Brodlieb

Director of Field Education
B.A., M.S., State University of New York
at Albany;
M.S.W., Adelphi University
pamela.brodlieb@liu.edu

Orly Calderon

Assistant Professor of Social Work
M.S., Ph.D., Hofstra University;
M.A., Teachers College, Columbia University;
B.A., Long Island University
orly.calderon@liu.edu

Matthew C. Cordaro

*Associate Professor of Health Care and
Public Administration*
B.S., Long Island University;
M.E., New York University;
Ph.D., Cooper Union
matthew.cordaro@liu.edu

Carl L. Figliola

*Professor of Health Care and Public
Administration*
*Director, The Center for Management
Analysis*
B.A., Long Island University;
M.A., Ph.D., New York University
carl.figliola@liu.edu

Morrey A. Forman

*Associate Professor of Health Care and
Public Administration*
A.A., Staten Island Community College;
City University of New York;
B.A., The City College, City University of
New York;
M.P.A., Baruch College, City University
of New York;
Ph.D., New York University
morrey.forman@liu.edu

Elissa D. Giffords

Associate Professor of Social Work
A.A., Nassau Community College;
B.A., Hofstra University;
M.S.W., D.S.W., Adelphi University
elissa.giffords@liu.edu

Sean A. Grennan

Associate Professor of Criminal Justice
B.A., M.A., John Jay College of Criminal
Justice;
Ph.D., Graduate Center, City University
of New York
sgrennan@liu.edu

Harvey W. Kushner

Chair, Department of Criminal Justice;
Professor of Criminal Justice
B.A., Queens College, City University of
New York;
M.A., Ph.D., New York University
hkushner@liu.edu

Roslyn Muraskin

Professor of Criminal Justice
B.A., Queens College, City University of
New York;
M.A., New York University;
M.Ph., Ph.D., Graduate Center, City
University of New York
muraskin@liu.edu

Ilene Nathanson

Director, Master of Social Work program;
Chair, Social Work Program;
Professor of Social Work
B. S., Cornell University;
M.S.W., D.S.W., Yeshiva University
ilene.nathanson@liu.edu

Martin O'Connor

Assistant Professor of Criminal Justice
B.A., Long Island University;
JD, Hofstra University

Justin R. Renz

*Associate Professor of Health Care and
Public Administration*
B.A., St. John's University;
M.A., D.P.A., New York University

Linda L. Vila
 Chair, Health Care and Public
 Administration
 Assistant Professor of Health Care and
 Public Administration
 B.A., Hunter College, City University of
 New York;
 J.D., Brooklyn Law School

Thomas C. Webster
 Professor of Health Care and Public
 Administration
 A.A., B.A., Graceland College;
 M.A., Ph.D., Ohio State University
 thomas.webster@liu.edu

Tzipi Weiss
 Baccalaureate Program Director;
 Assistant Professor of Social Work
 B.A., Tel Aviv University
 M.Sc., Technion, Israel Institute of
 Technology, Medical School;
 M.A., Columbia University;
 M.S.W., D.S.W., Adelphi University

Linda Wenzel
 Associate Professor of Health Care and
 Public Administration
 B.A., M.A., Hofstra University;
 M.B.A., Long Island University;
 Ph.D., Hofstra University

Professors Emeriti

Joyce Roll
 Associate Professor of Health Care and
 Public Administration
 B.S., M.S., Ph.D., Florida State
 University;
 M.S.W., C.S.W., Adelphi University

Philip I. Schorr
 Professor of Health Care and Public
 Administration
 B.A., M.P.A., Ph.D., New York
 University

Overview of the School of Public Service

The School of Public Service consists of the Departments of Criminal Justice, Health Care and Public Administration, and Social Work. The central mission of the School is to educate future managers and administrators of public agencies. The challenges facing public service are constantly changing. Therefore, the School dedicates itself to educating students to meet these challenges by offering a curriculum that incorporates the most advanced ideas available. Both the undergraduate and graduate curricula

provide students with an open collaborative educational setting that combines a top quality educational environment with frequent and direct involvement in management, policy and research issues.

CRIMINAL JUSTICE

Phone: (516) 299-2467
 Fax: (516) 299-2587

Overview of Criminal Justice

The Criminal Justice major is designed to take the student through the sequence of events in the criminal justice system, including entry into the system, prosecution and pretrial services, adjudication, sentencing and sanctions, and corrections. Each sequence is studied in detail in a variety of related courses. In addition to a substantial number of courses devoted to criminal justice theory, the student is exposed to the practice of criminal justice. Criminal Justice majors are required to complete a senior level internship in which they gain first-hand experience with the criminal justice system. Upon graduation, the student is prepared to seek employment within various public and private agencies. In recent years, students have been employed by a variety of law enforcement agencies, the courts, social service agencies, probation departments, and correctional facilities, to name a few. The major also serves as a well-planned multidisciplinary course of study for prelaw students and those desiring to go on to graduate work in related social and behavioral disciplines.

Justice Semester: American University, Washington, D.C.

Each semester, outstanding students in the Criminal Justice program are nominated to attend the Justice Semester at American University. The Justice Semester provides our students with the opportunity to confront and assess their own conceptions of the nature and sources of violence and crime. Discussions are held with prosecutors, congressional judiciary committee members, Justices of the Supreme Court of the United States and lobbyists. The Justice Semester is interdisciplinary and synthesizes knowledge from the social sciences in order to build a well-rounded conception of justice. The core of the Washington Justice Semester is the

seminar which focuses on such topics as the federal criminal code reform, U.S. Department of Justice policy on civil rights violations; resource allocations to prisons, jails, police; Supreme Court decisions involving affirmative action, abortion, and capital punishment; terrorism and government intervention; organized crime; white collar crime and corporate crime.

Articulation with Nassau, Suffolk and Westchester County Community Colleges

Qualified graduates of Nassau, Suffolk and Westchester County Community Colleges are guaranteed admission to the B.A. program in Criminal Justice. Normally, students will be accepted into the program without loss of credits.

Criminal Justice Institute

The Criminal Justice Institute sponsors various lectures and conferences held during the academic year. It encourages active participation in all areas of justice, helping to focus on important issues of the day, as well as recognizing a sensitivity to major concerns in/of the field. The Institute fosters dialogue among practitioners and academicians.

Honor Society

Alpha Phi Sigma

The Epsilon Beta Chapter of Alpha Phi Sigma (The National Criminal Justice Honor Society) is open to all students who have completed half their Criminal Justice courses while in residence at C.W. Post and who have maintained a minimum overall index of 3.0 and 3.2 in criminal justice. On the graduate level, an overall criminal justice index of 3.5 is required.

Student Organization

Criminal Justice Association

The Criminal Justice Association is a student-run organization devoted to research and networking within the criminal justice system. A student newsletter is published displaying the results of the Association's research.

Academic Counseling

An Academic Counselor for the Criminal Justice program is available in the Academic Counseling Center in Kumble Hall. Counselors are available to assist students in academic planning, class scheduling and in learning more about career opportunities. The Criminal Justice program provides additional counseling through the faculty mentorship service.

Financial Assistance

Financial assistance for Criminal Justice majors is available through various programs offered by Long Island University. For detailed information, please contact the Office of Financial Assistance.

B.A. in Criminal Justice**Criminal Justice Required Courses:*

CRJ 11**	Introduction to Criminal Justice
CRJ 20***	Critical issues in Criminal Justice
CRJ 23**	Theories of Crime
CRJ 30	Gender and the Law
CRJ 37	Foundation for Scholarship
CRJ 38	Methods of Criminal Justice Research
CRJ 41	Criminal Law
CRJ 44	Police and Community Relations
CRJ 68	Correctional Philosophy
CRJ 76	Criminal Procedure
CRJ 85***	Criminal Justice Practicum (6 Credits)***

* All non-Criminal Justice majors – all criminal justice classes can be taken with no prerequisites

** All Criminal Justice majors are required to have CRJ 11 and 23 as prerequisites or co-requisites for CRJ 20, 30, 37, 38, 41, 44, 68, 76 and 85. There are no prerequisites for Criminal Justice elective courses.

*** Criminal justice majors must take CRJ 20 and 85 in their senior year.

**** In service students may substitute CRJ 85 by completing two advanced courses in Criminal Justice.

CRJ Electives	9 Credits
Liberal Arts Requirements and College 101	51 Credits
Liberal Arts Electives	4 Credits
Free Electives	29 Credits
Total Credit Requirements	129

Please consult the required Liberal Arts Core courses and competencies for Criminal Justice majors.

Required Program in Criminal Justice

<i>Freshman Year</i>	<i>Credits</i>
Criminal Justice 11, 23, 37, 38	12
English 1, 2	6
Core requirements	9

Free electives	3
Library Competency 01	0
Oral Competency 01	0
Computer Competency 01	0
College 101	1
Total	31

<i>Sophomore Year</i>	<i>Credits</i>
Criminal Justice 41, 30, 68	9
Core requirements	15
Political Science or Economics	6
Free electives	3
Total	33

<i>Junior Year</i>	<i>Credits</i>
Criminal Justice 44, 76	6
Criminal Justice electives	6
Core requirements	18
Free electives	6
Total	36

<i>Senior Year</i>	<i>Credits</i>
Criminal Justice 20, 85	9
Criminal Justice electives	3
Free electives	17
Total	29

Accelerated B.A./M.S. in Criminal Justice

Undergraduate students are eligible for the Accelerated Bachelor's/Master's Degree Program in Criminal Justice at the end of their Junior year. Two models of this curriculum are available: a five year program for entering freshmen, and a three-year program for transfer students.

I. Entrance requirements:

- Completion of 60-64 credits with a grade point average of no lower than B overall and a major grade point average of no lower than B.
- Acceptance of the student by the chairman of the graduate program in the Department of Criminal Justice. If the student does not possess the necessary 3.0 average as outlined in Section A, the chairman may employ other criteria to insure qualification (e.g., SAT scores, letters of prior work, interview, etc.).

II. Required Program Junior-Senior Years

- Junior Year**
 - Criminal Justice 76 and 44, plus 3 credits – Criminal Justice undergraduate elective.
 - College requirements, 12 credits; correlative courses, 6 credits.
- Senior Year – Completion of 12 graduate credits of Criminal Justice in addition to completion of traditional undergraduate requirements.**

In order to be advanced in the program, the student must maintain a 3.0 cumulative average in the courses outlined above.

III. Admission into the Graduate Program

Upon completion of 129 credits, the student will be awarded 12 credits of advanced standing in the master's program. The 12 credits of advanced standing will include 6 credits in required courses (Criminal Justice 699, Foundations of Scholarship, and Criminal Justice 700 Research Design and Methods) and 6 graduate elective credits in Criminal Justice. These 12 credits are to be completed during the Senior year. The student will now be asked to complete 24 credits in the master's program rather than the required 36 credits. After completing the 24 credits, again meeting all graduate requirements in the master's program, the student will be awarded both the Bachelor of Arts and Master of Science degree in Criminal Justice. However, if the student does not complete the master's portion of the program during the allotted five-year limit for any graduate student, and does not receive an extension to do so, the student will receive the Bachelor of Arts degree and any successfully completed credits above the 129 will be recorded on the appropriate transcript.

Required Program in Accelerated B.A./M.S. in Criminal Justice

If a student enters C.W. Post with 64 transfer credits, the following would be the required program pursued. Modifications can be made upon review of academic credentials. The five-year program will reflect the normal Department of Criminal Justice required program with the appropriate changes in the last two years of study. The required program below can thus serve as a model for both the three and five-year M.S. programs.

<i>Junior Year</i>	<i>Credits</i>
Criminal Justice 76	3
College requirements	12
Criminal Justice 44	3
Criminal Justice undergraduate electives	3
College requirements	6
Free electives	6
Total	33

<i>Senior Year</i>	<i>Credits</i>
Criminal Justice 20	3
Criminal Justice 699	3
Criminal Justice 700	3
Criminal Justice undergraduate electives	6
Criminal Justice 85	6
(2) Criminal Justice graduate electives	6
Free electives	5
Total	32

<i>Graduate Year</i>	
First Semester	<i>Credits</i>
Criminal Justice graduate courses	9
Criminal Justice 707	3
Total	12

<i>Second Semester</i>	<i>Credits</i>
Criminal Justice graduate courses	9
Criminal Justice 708	3
Total	12

Minor in Criminal Justice

The Criminal Justice minor has been created to provide an opportunity for undergraduate students majoring in other disciplines to pursue a second field of study. Those students who successfully complete the Criminal Justice minor will thus be in a position to broaden their career opportunities upon graduation.

The student minoring in Criminal Justice must complete two CRJ electives, plus the following four courses for a total of 18 credits:

CRJ 11 Introduction to Criminal Justice
CRJ 23 Theories of Crime
CRJ 41 Criminal Law
CRJ 68 Correctional Philosophy

Criminal Justice Courses

CRJ 11 Introduction to Criminal Justice

This course covers agencies and processes involved in the administration of criminal justice. It surveys the roles of the police, district attorney, courts, probation, corrections and parole.
Every Semester, 3 credits

CSA 11 Introduction to Loss Prevention

This course coordinates public law enforcement with private security; links courses such as white collar crime and computer crime in criminal justice with the preventive strategies of the corporate enterprise.
On Occasion, 3 credits

CSA 12 Security Systems Analysis

This course examines the identification of environment vulnerabilities and threats to assets: evaluation techniques for identification and analysis of corporate loss exposures; selection of countermeasures.
On Occasion, 3 credits

CRJ 14 Courts and the Criminal Justice System

This course covers American Courts – What they do in practice; how they function and why. The dynamics of the

Courthouse is explored with emphasis on the trial courts for adult offenders. The question of guilt or innocence as defined by law, what penalties should be imposed, and the rules of criminal procedure to be followed are considered in the framework of functioning courts. Problems and reforms are probed.
On Occasion, 3 credits

CRJ 16 International Criminal Justice Systems

This course examines the origins of law and its evolution over time and is an overview of criminal justice systems in selected countries ancient and modern. The comparative examination of American and foreign justice systems is covered.

On Occasion, 3 credits

CRJ 20 Critical Issues in Criminal Justice

This course reviews contemporary issues in criminal justice. Issues such as court administration, fourth and fifth amendment rights, issues of due process, use of insanity plea, American women and crime, comparative studies in delinquency prevention, capital punishment, crime trends, sentence disparity, alternatives to incarceration, parole and probation, racism in the criminal justice system, etc. are included.

Every Semester, 3 credits

CRJ 21 Drug Scenes

This course covers social and psychological correlates of drug and alcohol abuse, with special emphasis on motivation, age, cohorts, functional consequences, and intellectual involvement. Special attention is paid to law enforcement, judicial, correctional involvement and treatment programs designed for alleviation of the problem.

On Occasion, 3 credits

CRJ 22 Morality and the Law

Students are introduced to critical ethical concerns regarding the police, courts, punishment and corrections. There is discussion about the psychological, moral and ethical underpinnings of justice and the law.

On Occasion, 3 credits

CRJ 23 Theories of Crime

This course surveys major psychological, sociological, economic, anthropological and biological causative theories relating to crime and delinquency.

Every Semester, 3 credits

CRJ 25 Family Court and Society

This course examines the role and place of family court in American society. The course covers family court involvement in juvenile delinquency, family offenses, neglect, support, etc.

On Occasion, 3 credits

CRJ 29 Computer Crime

This course covers a comprehensive examination of illegal use and abuse of computer technology in the commission of crimes. The exploration of possible remedies to the increasing problem of computers and their use in crime is discussed.

On Occasion, 3 credits

CRJ 30 Gender and the Law

This course examines the legal system in the United States as it affects women. Particular attention is paid to criminal law as it relates to: issues of privacy; marriage and family life; affirmative action progress; role of women in the criminal justice system; women as victims of crime; and women of color. *Writing Across the Curriculum (WAC) course*
Every Semester, 3 credits

CRJ 31 Organized Crime in America

This course analyzes the origin, historical development and dimension of organized crime in America. Topics also include the effect of organized crime on law enforcement personnel in its relationship to possible corruption, prevention and prosecution of criminal offenders involved in organized crime and policy consideration.

On Occasion, 3 credits

CRJ 32 Interviewing Techniques in Criminal Justice

This course covers the development of interviewing skills for work in criminal justice agencies; the demonstration and practice in the use of interviewing techniques; the integration of the criminal justice interview and utilization of significant personnel data and findings.

On Occasion, 3 credits

CRJ 33 Deviant Behavior

This course discusses the forms of deviant behavior that relate to crime causation and criminal behavior. *Writing Across the Curriculum (WAC) course*

On Occasion, 3 credits

CRJ 34 Forensic Technology and Crime

This course analyzes forensic technological techniques used in the identification and apprehension of criminals including an in-depth evaluation of fingerprint and voice identification, lie detector tests, hypnosis and criminal profiling.

On Occasion, 3 credits

CRJ 35 Forensic Psychology and the Violent Criminal

This course analyzes psychological theories relating to aggression and criminal violence; this course focuses on the incidence and forms of violent criminal behavior in all types of surroundings.
On Occasion, 3 credits

CRJ 36 Forensic Psychology and the Criminal Justice System

This course is a comprehensive analysis of the relationship between psychology and the criminal justice system. The course focuses on the application of forensic psychology to people, policy and agencies within the system.
On Occasion, 3 credits

CRJ 37 Foundation for Scholarship

This course develops tools for conducting research and for writing criminal justice papers. Tools include the following: approaches to writing a research paper, correct grammar usage, forms of documentation, library resources, data sources and computer usage. Topics cover various aspects within the field of criminal justice.
Writing Across the Curriculum (WAC) Course
Every Semester, 3 credits

CRJ 38 Methods of Criminal Justice Research

This course discusses the descriptive and inferential function of statistics. Topics include measurement, measures of centrality, dispersion, correlation, regression, parametric and non-parametric measures. Multiple correlation and regression are also discussed.
Every Semester, 3 credits

CRJ 39 Sports Crime

This course is a survey of violence and other deviance in sports and how they relate to society and criminal law. Special attention is given to the reduction of violence in sports as well as its defense. Hockey, baseball, football, soccer, basketball, boxing and horse racing are all discussed with respect to violence, drugs and gambling.
On Occasion, 3 credits

CRJ 41 Criminal Law

This course examines the application of criminal law in the American judicial system specifically. Preservation and protection of life and property through the law is discussed. This course is a survey of historical and philosophical concepts.
Every Semester, 3 credits

CRJ 42 Criminology

This course is a study of methods and theories involved in the analysis of criminal behavior with emphasis on the adult offender: apprehension, court actions, punishments, and treatment techniques.
Writing Across the Curriculum (WAC) course
On Occasion, 3 credits

CRJ 43 Juvenile Delinquency

This course covers the development of the scientific study of juvenile delinquency with emphasis on methods, theories and studies concerning causation, treatment and prevention.
Writing Across the Curriculum (WAC) course
On Occasion, 3 credits

CRJ 44 The Police and Community Relations

This course discusses community tensions and conflicts and the special role of law enforcement agencies. Topics include the administrative responsibilities of the police and the social obligations of officers in the field.
Every Semester, 3 credits

CRJ 45 Political Aspects of the Criminal Justice System

Emphasis is placed on the behavioral aspects of the criminal justice system, including the legislative-judicial process through which relevant policy is made and applied. In addition, the role of protest and violence as a means of social change is examined. Case studies focusing on the administration of criminal justice in various cities are examined as a basis for comparison.
On Occasion, 3 credits

CRJ 46 Police Organization and Management

This course examines the development of organization and management principles in policing including the organization and management of personnel, line operations, staff and auxiliary services. An analysis of organizational models, leadership styles, internal control, planning and policy formation and role definition in police performance are covered.
On Occasion, 3 credits

CRJ 47 Arson Investigation

This course is the comprehensive study of the scientific principles involved in the investigation of arson and arson for profit. It includes the technical analysis of accidental and incendiary fires, evidence, motivation, behavior of the fire and laws pertaining to arson.
On Occasion, 3 credits

CRJ 52 Criminal and Civil Investigation

This course is an overview of the role and functions of the investigator within current statutory and case law; an examination of the principles and processes relating to the crime scene, evidence, investigative techniques, and resources as they pertain to crime solvability.
On Occasion, 3 credits

CRJ 56 Counseling in Criminal Justice

This course examines the development of individual and group counseling skills for use in treatment-oriented criminal justice agencies. This is a survey of the theory and application of counseling methods.
On Occasion, 3 credits

CRJ 60 Terrorism

This course is a survey of terrorism within the United States. Topics include the threat of domestic and international terrorism, terrorist groups, and counterterrorism strategies, among other related topics.
On Occasion, 3 credits

CRJ 65 Delinquency Prevention and Control

This course covers community resources for prevention of juvenile delinquency. Theories of causation and prevention programs and the role of juvenile courts, institutions and law enforcement agencies are examined.
On Occasion, 3 credits

CRJ 68 Correctional Philosophy: Theory and Practice

This course is an introductory survey of the philosophy, theory, and practice involved in the treatment of convicted law violators of all ages. The course also studies the effect of institutional treatment upon post-correctional behavior.
Every Semester, 3 credits

CRJ 71 Organization and Administration of Delinquency Prevention Programs

This course covers the historical development, present status, personnel and training of those involved in delinquency prevention programs. The relationship of such programs with other agencies is examined.
On Occasion, 3 credits

CRJ 73 Administration of Juvenile Justice

This course is a survey of the administration and organization of the juvenile justice system such as the functions and jurisdictions of juvenile agencies, and the rights of juveniles. The course covers the formal and informal processing of juve-

niles through various agencies of the juvenile justice system and his or her processing, detention, disposition, diversion, de-institutionalization, and aftercare.

On Occasion, 3 credits

CRJ 76 Criminal Procedure

This course surveys the Constitutional rights and safeguards of individuals from unlawful activities of investigative agencies. The rules of evidence and the protection of individual rights in the administration of criminal justice are examined.

Every Semester, 3 credits

CRJ 78 Administration of Justice

This course covers the organizational and management process involved in the administration of justice which sets forth the structure and function of justice agencies. The course surveys administrative and management patterns and concepts of administrative procedures, problem analysis, personnel selection and training, planning, budgeting, record keeping, research and community relations.

On Occasion, 3 credits

CRJ 85 Criminal Justice Practicum

This course is a planned program of research, observation, study, and participation in selected criminal justice agencies. It is designed to supplement classroom study with constructive participation in local, state and national criminal justice agencies.

Senior level course

Every Semester, 6 credits

CRJ 88 White Collar Crime

This course focuses on the crimes committed in the course of the offender's legitimate occupation. It examines issues in white-collar crime including corporate exploitation of people, the environment, other corporations and collusion between government and business.

On Occasion, 3 credits

CRJ 89 Financial Investigation

Financial investigation identifies and documents specific events involving the movement of money during the course of a crime. Some of the topics covered are methods of tracing funds, interviewing, law and evidence, and money laundering.

On Occasion, 3 credits

CRJ 99 Independent Study

Individually tailored program of supervised research in a selected area of criminal justice.

Every Semester, 1-6 credits

HEALTH CARE AND PUBLIC ADMINISTRATION

Phone: (516) 299-2716

Fax: (516) 299-3912

Overview of Health Care and Public Administration

The overall objectives of the Bachelor of Science programs in Health Care and Public Administration are to prepare professionally qualified individuals to serve as generalists and specialists in administrative careers in government, public service agencies and related areas. The curriculum is designed to prepare students for entry and middle-level professional positions in public service. In addition, graduates of the program may be eligible for employment in similar capacities in the non-profit and private sectors. The curriculum in health care and public administration is designed to endow students with practical abilities in problem solving, program analysis and implementation.

Honor Society

Pi Alpha Alpha

Pi Alpha Alpha is the National Honorary Society for Public Administration and Public Affairs. 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.

Student Organization

American College of Healthcare Executives

The American College of Healthcare Executives (ACHE) provides a network for students in healthcare and public administration to meet, exchange ideas and advance the goals of the ACHE on a local level. These goals include staying current on healthcare and public management issues, expanding healthcare and public management knowledge, and helping to shape the current and future environment of healthcare and public management. This is accomplished through educational seminars and meetings and professional publications and newsletters.

B.S. in Health Care Administration

The Bachelor of Science degree in Health Care Administration is designed to prepare students for a career in the organization and management of health services. Upon completion of their course of study, they will be prepared to assume entry and mid-level positions in health care administration. Through their studies, students will acquire a familiarity and understanding of the health services sector, particularly its political, social and economic dimensions. Throughout the course of study, special emphasis will be placed upon developing the student's ability to identify, comprehend, describe and differentiate among the major components of the health services system.

Career Opportunities in Health Care Administration

Within the past decade, the job of the health care administrator has changed from one which required limited professional education to one which, as an absolute minimum, requires a basic competency in several aspects of the field.

The goal of this program is to provide a comprehensive academic foundation to those seeking a health care administration career. It is expected that employment in this field will grow much faster than the average for all occupations. Factors which will contribute to this increasing demand for health professionals are population growth, the increasingly significant segment of the population that is 55 years of age or older, and the general public's increasing consciousness of its health.

Among the variety of jobs that graduates of the program will be prepared to assume include: Assistant Hospital Administrator, Assistant to the Comptroller, Interviewer/Personnel Assistant, Assistant Administrator, Admitting Officer, Unit Administrator, and Claims Auditor. Among the potential work sites for the holder of the B.S. degree are junior positions in large and complex health agencies, ambulatory services programs, regulatory agencies and insurance programs, management positions in nursing homes, group medical practices, and unit management within hospitals. In the largest hospitals, positions would include assignments in central services, materials management, purchasing, security, admissions and the business office.

Health Care Administration Requirements 33 Credits

HAD 10 The American Health System
 HAD 11 Management of Health Care Organization
 HPA 13 Legal Aspects of Health/Public Administration
 HPA 14 Financial Management in the Health Care/Public Sector
 HPA 15 Resource Allocation in the Health Care/Public Sector
 HPA 18 Research Methods
 HPA 19 Statistics for the Administrator
 HPA 20 Computer Based Management Systems
 HPA 30 Critical Issues in Health Care/Public Administration
 HPA 32 Health Care/Public Administration Internship (6 Credits)

Related Requirements 9 Credits

POL 2 American National Government
 POL 80 Administrative Behavior or
 POL 84 Executive Process
 PHIL 19 Medical Ethics

Liberal Arts Requirements and College 101 51 Credits

Free Electives 31 Credits

Liberal Arts Electives 5 Credits

Total Credit Requirements 129

Please consult the required Liberal Arts Core courses and competencies for Health Care Administration majors.

Typical Program in Health Care Administration

<i>Freshman Year</i>	<i>Credits</i>
English 1, 2	6
Science Core	8
History/Philosophy	6
HAD 10	3
HPA 13	3
POL 2, 80	6
College 101	1
Oral Competency 01	0
Library Competency 01	0
Total	33

<i>Sophomore Year</i>	<i>Credits</i>
Economics 11, 12	6
Philosophy 13	3
HPA 15, 18	6
Fine Art	3
Free Electives	12
Math Core	3
Total	33

<i>Junior Year</i>	<i>Credits</i>
HPA 19, 30	6



Fine Art	3
Philosophy 19	3
Language/Literature	6
Free Electives	12
Liberal Arts Elective	2
Total	32

<i>Senior Year</i>	<i>Credits</i>
HPA 14, 20, 32	12
HAD 11	3
Social Science	6
Free Electives	7
Liberal Arts Elective	3
Total	31

B.S. in Public Administration

The Bachelor of Science program in Public Administration is designed to meet specific needs of the public sector. Goals of the program include:

- Providing a liberal arts education through the Campus's Core Curriculum;
- Assuring an understanding and appreciation of the political, social and economic aspects of public services;
- Preparing students for entry- and middle-level professional positions in public service;
- Preparing students for graduate education in public administration.

In recent years, the public sector work force in the Long Island area has undergone a major change, if not a minor rev-

olution. The continuous economic vitality of the area, the increasing population, the aging of a significant portion of the population, the increasing attractiveness of the area as a vacation region and second-home location has contributed to the notable growth of "public" problems. Included in these concerns are the issues of groundwater safety, waste water disposal, solid waste disposal, infrastructure issues, affordable housing as well as health care and social services demands. The resolution of these problems requires a talented and skilled public service work force.

The recent public employee retirement incentive program, both at the state and local levels, and in large part due to past fiscal constraints, has left personnel gaps throughout the public sector. Given the high level of sophistication required among public sector employees, the need for more new employees with a solid grounding in all significant aspects of the principles and practices of the field of public administration is of paramount importance.

The public organization complex in the region is substantial. For example, in Nassau County there are two cities, three towns, 64 villages, 57 school districts, 174 town-based special districts and 25 public authorities including housing, urban renewal and industrial development agencies. A similar governmental complex exists in neighboring Suffolk County. State government also has a major presence in the area. Among the State's offices are: Department of Commerce;

Division of Parole; Department of Education; Office of Vocational Rehabilitation; Department of Motor Vehicles; Department of State; Worker's Compensation Board; and the Courts. Similarly the Federal Government has many offices located in Nassau County. Among these are: Department of Defense, Defense Contract Audit Agency; Department of Health and Human Services; Department of Labor; Department of the Treasury; Customs Bureau. In addition to these major operations, the regional Internal Revenue Service Processing Center is based in adjacent Suffolk County.

In summary, the several major concerns discussed above have created a situation that calls for a program to prepare a college-educated work force for the public sector.

The curriculum represents an innovative blend that is strong in the public administration major and the political and administrative sciences. By pursuing a public administration major, our students are prepared for careers in public sector management, law, and administration of not-for-profit organizations.

Public Administration Required Courses 27 Credits

HPA 13 Legal Aspects of Health Care/Public Administration
HPA 14 Financial Management in the Health Care and Public Sector
HPA 15 Resource Allocation in the Health Care/Public Sector
HPA 18 Research Methods
HPA 19 Statistics for the Administrator
Prerequisite HPA 18
HPA 20 Computer Based Management Systems
HPA 22 Personnel Administration in Health Care/Public Sector
HPA 32 Health Care/Public Administration Internship (6 Credits)

Required Related Areas 15 Credits

POL 2 American National Government
POL 80 Administrative Behavior
POL 82 Introduction to Public Administration
POL 83 Policy Making in American Government
POL 84 The Executive Process

Liberal Arts Requirements and College 101 51 Credits

Free Electives 36 Credits
Total Credit Requirements 129

Typical Program in Public Administration

<i>Freshman Year</i>	<i>Credits</i>
English 1, 2	6

Science Core	8
History/Philosophy	6
HPA 13	3
POL 2, 82	6
Free Elective	3
College 101	0
Oral Competency 01	0
Library Competency 01	0
Total	32

<i>Sophomore Year</i>	<i>Credits</i>
Economics 11, 12	6
Philosophy 13	3
HPA 15, 18	6
Fine Art	3
POL 80	3
Free Electives	12
Total	33

<i>Junior Year</i>	<i>Credits</i>
HPA 19	3
Social Sciences	6
POL 83, 84	6
Language/Literature	6
Free Electives	9
Math Core	3
Total	33

<i>Senior Year</i>	<i>Credits</i>
HPA 14, 20, 22, 32	15
Fine Art	3
Free Electives	12
Total	30

Accelerated Health Care Administration Program

The Department offers an Accelerated Program in Health Care Administration for those qualified students who wish to combine a Bachelor of Science degree with a Master of Public Administration (M.P.A.) in Health Care Administration. The program allows the student to obtain both degrees in much less time than is normally required. For example, it is possible for an entering freshman studying on a full-time basis to earn a B.S. and M.P.A. within five years. In the student's senior year, 12 graduate credits will be completed in the required area of Health Care Administration. Upon successful completion of the normal 129 credits required for graduation, the student will not receive the B.S. but will be given 12 credits of advanced standing in the M.P.A. Health Care Administration Program. The student therefore will be required to take an additional 36 credits in the graduate program. After completing the 48 graduate credits and meeting all graduation requirements, the student will be awarded both the B.S. and M.P.A. degrees. If, for any

reason, the student does not complete the M.P.A. degree, the student will be entitled to the B.S. in Health Care Administration upon the completion of the appropriate 129 credits.

Acceptance into the Accelerated Program requires: 1) Freshmen: High School average of 80% and upper half of class; 2) Transfer Students: Completion of 60-64 credits and a grade point average of B (3.0) or better.

The five-year program will reflect the typical health care administration plan of study for the first three years, with the appropriate changes in the last two years of study. Consult with the Academic Counselor for the appropriate plan of study.

Typical Program in Accelerated Health Care Administration

<i>Freshman Year</i>	<i>Credits</i>
English 1, 2	6
Science Core	8
History/Philosophy	6
HAD 10	3
HPA 13	3
POL 2, 480	6
College 101	1
Oral Competency 01	0
Library Competency 01	0
Total	33

<i>Sophomore Year</i>	<i>Credits</i>
Economics 11, 12	6
Philosophy 13	3
HPA 18	3
Fine Art	3
Free Electives	12
Math Core	3
Total	30

<i>Junior Year</i>	<i>Credits</i>
HPA 19, 30	6
Fine Art	3
Philosophy 19	3
Language/Literature	6
Free Electives	12
Liberal Arts Elective	2
Total	32

<i>Senior Year</i>	<i>Credits</i>
MPA 507, HAD 603	6
MPA 503, 506	6
HPA 32	6
Social Sciences	6
Free Electives	7
Liberal Arts Elective	3
Total	34

Balance of 36 credits are to be taken in the fifth year.

Accelerated Public Administration Program

The Department offers an Accelerated Program in Public Administration for those qualified students who wish to combine the B.S. program with the established graduate M.P.A. in Public Administration. The accelerated program allows the student to obtain both degrees in much less time than is normally required. For example, it is possible for an entering freshman studying on a full-time basis to earn a B.S. and an M.P.A. in Public Administration within five years. In the senior year, the student will complete 12 graduate credits in required graduate courses. Upon the successful completion of the normal 129 credits required for baccalaureate graduation, the student will not receive the B.S. but will be given 12 credits of advanced standing in the M.P.A. Public Administration Program. The student, therefore, will be required to complete 36 credits in the graduate program, rather than the normally required 48. After completing the 36 credits and meeting all the graduation requirements, the student will be awarded both the B.S. and M.P.A. degrees. If for any reason, the student should not go on for the M.P.A. degree, he or she will be entitled to the B.S. in Public Administration upon the completion of the appropriate 129 credits.

Acceptance into the Accelerated Program requires: 1) Freshmen: Minimum high school average of 80% and class ranking in the upper half of class; 2) Transfer Students: Completion of 60-64 credits with a grade point average of 3.0 or better.

The five-year program will reflect the normal Public Administration plan of study for the first three years, with the appropriate changes in the last two years of study.

Typical Program in Accelerated Public Administration

Freshman Year	Credits
English 1, 2	6
Science Core	8
History/Philosophy	6
HPA 13	3
POL 2, 82	6
Free Elective	3
College 101	1
Oral Competency 01	0
Library Competency 01	0
Total	33

Sophomore Year	Credits
Economics 11, 12	6
Philosophy 13	3

HPA 18	3
Fine Art	3
POL 480	3
Free Electives	12
Total	30

Junior Year	Credits
HPA 19	3
Social Sciences	6
POL 83, 84	6
Language/Literature	6
Free Electives	9
Math Core	3
Total	33

Senior Year	Credits
PAD 602, 603	6
MPA 503, 506	6
HPA 32	6
Fine Art	3
Free Electives	12
Total	33

Balance of 36 credits are to be completed in the fifth year.

Health Care and Public Administration Courses

Sections of HPA 18, POL 80, SWK 18, SWK 61, HAD 10 and HAD 11 are often offered in Writing Intensive format to fulfill requirements of the Writing Across the Curriculum Program; students must check with academic advisors and consult the schedule of classes for current course offerings.

HAD 10 American Health Systems

This course is a survey of the American health care system that examines the elements related to the organization, delivery, financing and planning of health services.
Every Semester, 3 credits

HAD 11 Management of Health Care Organizations

A study of the development of health planning as it is affected by political, social and economic factors. Special attention is devoted to the theories, applications, issues, and controversies in health planning as well as the work environment of the health planner.
Every Year, 3 credits

HPA 13 Legal Aspects of Health Care/Public Administration

This course considers the importance of law and regulations in the administrative process. Areas to be emphasized in this course include a general introduction to

the law, legal environment of public and health organizations and the impact of the law upon administrative decision making. Freedom of information and right to privacy issues are examined. An attempt is made to acquaint the student with critical legal issues that are faced by managers.
Every Year, 3 credits

HPA 14 Financial Management in Health Care/Public Administration

A survey of the principles and practices of financial management theory and its applications to health care and public administration. The course will focus on budgeting and cost control, cost reimbursement, taxation and revenue, cost incentive programs and financial analysis specific to the health care and public sectors.
Every Year, 3 credits

HPA 15 Health Resource Allocation in Health Care/Public Sector

The course focuses on the application of special problems involving health and public resources, allocation, markets, personnel shortages, as well as issues relating to the equity and stabilization of the public/health sector.
Every Year, 3 credits

HPA 16 Health Politics

An examination of the political processes, agencies, and policies affecting the organization and delivery of health services in the United States.
On Occasion, 3 credits

HPA 18 Research Methods

An overview of the scientific method as it applies to research in fields of health care and public administration. Special attention will be devoted to examining issues related to cost effectiveness and alternatives.
Every Year, 3 credits

HPA 19 Statistics for the Administrator

Statistical procedures, research design, sampling techniques, descriptive statistics, frequency distributions, measures of central tendency, dispersion, correlation, regression, tests of significance and reliability are all discussed as they apply to the specific needs of the health and public administrator.
Prerequisite HPA 18.
Every Year, 3 credits

HPA 20 Computer-Based Management Systems

This course is a comprehensive review of computer concepts and usage in health and public sectors. It covers the types of computers which are appropriate and the storage devices needed. Students learn to

create programs, and to evaluate packaged software for its applicability to their department's needs. The course involves extensive "hands-on" computer use.
Every Semester, 3 credits

HPA 22 Personnel Administration in Health Care/Public Sector

An introduction to the personnel function in the health care and public sector. Special emphasis will be placed upon recruitment, placement, performance, assessment, labor relations and employee services.
Every Year, 3 credits

HPA 29 Managed Health Care

This course examines the forces at work in the American health care system which have resulted in the formation of managed care. It explores the alliances and conflicts among managed care organizations, service providers and consumers. The prevalent models of managed care are described and compared, as well as the applicability of the managed care concept to the various types of medical service.
On Occasion, 3 credits

HPA 30 Critical Issues in Health/Public Administration

Multidisciplinary seminar focusing on sociological, political and economic issues of health care and public administration. Selected issues will be determined by recent developments in the organization and delivery of health care and public services.
Prerequisite: HAD 10.
On Occasion, 3 credits

HPA 32 Internships in Health and Public Administration

Placement within a public or health agency to provide students with administrative experience in the operations of such facilities.
Every Spring, 6 credits

Related Courses PHL 19 Medical Ethics

This course will explore philosophical issues raised by modern medical technology and practice, such as: experiments on humans and animals; genetic engineering; transplants; the responsibility of the hospital to the community; decisions about who gets limited medical resources; the issues surrounding AIDS; mental illness and behavior control; patient rights, including the right to the truth.
Fall, 3 credits

POL 2 Introduction to Political Science II

This course introduces the study of the Constitutional structure, including the major functions and operations of the national government.
Spring, 3 credits

POL 80 Administrative Behavior

This course examines the concepts and theories of administrative and organizational behavior. A survey of the literature on administrative patterns will be provided, with special attention to public organization, decision-making, leadership and small-group behavior in the social system bureaucracy.
On Occasion, 3 credits

POL 82 Introduction to Public Administration

This course studies the structures and operations of the American administrative system with a review of some problems inherent in bureaucracy.
Fall, 3 credits

POL 83 Policy-Making in American Government

This course studies the emphasis on policy-making at different levels of national, state, and local government. It includes an analysis of relationships of political inputs to policy outputs; evolution of the results of the policy process; relationship to the democratic process and the limitations.
Fall, 3 credits

POL 84 The Executive Process

This course examines the requirements of institutional leadership; internal and external communications; the selections, use and evaluation of staff; advice; patterns of delegation and control; and political relations.
On Occasion, 3 credits

SOCIAL WORK

Phone: (516) 299-3924

Fax: (516) 299-3911

Overview of Social Work

Social work is one of the most diverse and satisfying professions. The mission of the Bachelor of Science in Social Work (BSSW) program is to provide students with the knowledge, values and skills to become competent professionals, committed to enhancing the well-being of their clients and promoting social and economic justice.

The program provides students with a generalist practice foundation which prepares them for the rewarding career of helping individuals, families, groups, communities and organizations utilizing a wide range of methods. Through small

classes with lively discussions, students learn multiple theories for understanding the complex human condition, critical ethical principles and numerous skills to engage, assess, plan, and intervene to effect change. The learning is enhanced by internship experiences in a great variety of settings including schools, homeless shelters, child and family counseling centers, charitable organizations, senior citizen facilities, and social service agencies.

The BSSW program, accredited by the prestigious Council of Social Work Education (CSWE), also prepares students for graduate studies. Students graduating with high GPAs may qualify for advanced standing – a shorter course of study at the MSW level.

Long Island University's MSW program is also accredited by the CSWE and will accept up to one full year of credit (30 credits) of work completed at the baccalaureate level.

Admissions and Academic Requirements

In addition to the admission requirements of Long Island University, students applying for acceptance into the Social Work program must meet the following:

- Freshman must have a minimum high school average of 80 and rank in the upper half of their class;
- Transfers must have a GPA of 2.5 or better;
- Students not meeting the required academic standards may be admitted with special permission of the program director;
- Students must take the following prerequisites: PSY I, II; SOC I, BIO 1, 2; PHL 13, ECO 11
- To be formally admitted to the major students are required to go through a formal admissions process at the end of Fall semester of the junior year.
- Students must maintain a cumulative GPA of 2.75 or better in the major to retain standing in the program.
- Students receiving special consideration are closely monitored by faculty to evaluate their learning. They must raise their GPA to standard to remain in the major;

Academic Counseling

An Academic Counselor for the Social Work program is available in the Academic Counseling Center in Kumble Hall. The counselor is available to assist in academic planning, career opportunities and to resolve any difficulties that may arise.

Financial Assistance

Financial assistance for Social Work majors is available through various programs offered by the C.W. Post Campus of Long Island University. For detailed information, please contact the Office of Financial Assistance at (516) 299-2338.

Center on Aging – Center for Management Analysis

All students in the Social Work program have access to the Center on Aging and the Center for Management Analysis. These centers are affiliated with the Department of Health Care and Public Administration within C.W. Post's College of Management. They provide students with opportunities for research and linkages with the professional community.

Student Organization

A student government association guided by a social work faculty advisor, the

Social Work club is one of the most active on campus. It allows students numerous community service and networking opportunities as well as a gateway to qualifying for the profession's honor society. Majors in many disciplines other than social work find this a vibrant opportunity to demonstrate values of social responsibility.

Honor Society

Phi Alpha is a national honor society recognizing the outstanding academic achievements of social work students. Seniors who are active in the social work club and achieve an overall GPA of 3.0 and 3.25 in required social work courses are eligible for induction.

Social Work Major – Bachelor of Science

All candidates are required to complete 129 credits in the Liberal Arts, Competencies, the Social Work Major (Foundation) and Free Elective Areas.

The Program of Study

The only courses in the major that are open to freshmen and sophomores are SWK 1, SWK 50, the Related Requirements and Social Work Electives. All Social Work foundation requirements will be offered as a credit beginning in the Junior year. Upperclass students will progress as a collective credits to foster professional identification and promote a collaborative student-teacher learning approach. exceptions required the program directors approval.

Field Work Requirement

Field work is a critical part of the Social Work educational experience.

The program offers intensive field experience and supervised individual and group instruction.

B.S. in Social Work

Prerequisites	23 credits
PSY I, II	
ECO 11	
SOC I	
BIO 1, 2	
PHL 13	

Social Work Required Courses

47 Credits

SWK 1 Introduction to Social Work and Social Welfare	
SWK 50 Social Welfare Programs and Policies I	
SWK 51 Social Welfare Programs and Policies II	
SWK 60 Human Behavior in the Social Environment I	
SWK 61 Human Behavior in the Social Environment II	
SWK 70 Social Work Practice I	
SWK 71 Social Work Practice II	
SWK 75 Ethnic-Sensitive Social Work Practice	
SWK/HPA 18 Research Methods	
SWK/HPA 19 Statistics	
SWK 79 Introduction to Field Instruction	
SWK 80 Field Instruction I (4 credits)	
SWK 90 Field Instruction II (6 credits)	
SWK 91 Field Instruction III (6 credits)	

Social Work Electives 6 Credits

SWK 30 Interdisciplinary Helping Professions	
One choice of a select course drawn from Liberal Arts	

Related Requirements 6 Credits

HPA 20 Computer Based Management Systems	
POL 80 Administrative Behavior	

Liberal Arts Requirements and College 101 31 Credits

Free Electives 16 Credits

Total 129 Credits

Typical Program in Social Work

<i>Freshman Year</i>	<i>Credits</i>
ENG 1/IS Freshman Composition	3
CORE Mathematics	3
CORE Economics/Political Science	3

PSY 1 Introduction to Psychology I	3
SOC 1 Introduction to Sociology	3
COLL 101 Freshman Orientation	1
ENG 2 Composition: Argument and Analysis	3
CORE Political Science/Economics	3
HPA 20 Computer Management Systems	3
PSY 2 Introduction to Psychology II	3
SWK 1 Introduction to Social Work	3
EEE 1 Experience Enriched Education Workshop	0
LIB 01 Library Workshop	0
Total	34

<i>Sophomore Year</i>	<i>Credits</i>
BIO 1 Foundations in Biology I	4
CORE Language/Literature	3
PHL 13 Human Values	3
CORE Fine Arts	3
Social Work Elective	3
BIO 2 Foundations Biology II	4
CORE Fine Arts	3
SWK 50 Social Welfare Programs & Policies I	3
ECO 11 Introduction to Macroeconomics	3
Free elective	3
Total	32

<i>Junior Year</i>	<i>Credits</i>
SWK 60 Human Behavior in the Social Environment I	3
SWK 70 Social Work Practice I	3
CORE Language/Literature	3
SWK 79 Introduction to Field Placement	1
SWK 61 Human Behavior in the Social Environment II	3
SWK 71 Social Work Practice II	3
SWK 80 Field Instruction I	4
SWK/HPA 18 Research Methods	3
Free Electives	9
Total	32

<i>Senior Year</i>	<i>Credits</i>
SWK 90 Field Instruction II	6
SWK 51 Social Welfare Programs and Policies II	3
HPA/SWK 19 Statistics	3
POL 8 Administrative Behavior	3
SWK 91 Field Instruction III	6
SWK 75 Ethnic-Sensitive Social Work	3
Free Electives	1
Social Work Elective	3
Core	3
Total	31

Minor in Social Work

The minor in Social Work provides students who are majoring in a number of related disciplines such as Psychology, Sociology, Art Therapy, Education and Health Administration with an under-

standing of social welfare policy, human behavior in the social and organizational environment, and the Social Work profession. Completion of this minor will help students to understand the interconnections between the helping professions, broaden their career opportunities and may help them to decide to pursue graduate study in Social Work.

The Social Work field and practice related courses are open only to students majoring in Social Work. However, all other courses are open to non-majors. The courses contained in the Social Work Minor consist of both required and elective courses from the major. Some of the courses may qualify students for some degree of advanced standing in graduate social work programs.

The student minor in Social Work must take the 21 credits listed below.

SWK 1 Introduction to Social Work	3
SWK 50 Social Welfare Policy I	3
SWK 51 Social Welfare Policy II	3
POL 80 Administrative Behavior	3
SWK 60 Human Behavior in the Social Environment I	3
SWK 61 Human Behavior in the Social Environment II	3
SWK 30 Interdisciplinary Helping Professions	3
Total	21

Social Work Courses

SWK 1 Introduction to Social Work and Social Welfare

This course presents Social Work as a helping profession that has a unique combination of values, knowledge and skills with the purpose of improving the well-being of people and creating a more just society. Students are introduced to the various fields of practice where social workers address client needs and social problems. The course offers discussions of current events from the multiple perspectives of social work and case studies of social workers serving individuals, families, groups, communities and organizations. There are also guest presentations of professionals who are engaged in activities such as combating hunger, assuring equal access to mental health services and assisting those involved in domestic violence. The course aids students in determining whether social work is a possible career choice for them. *Every Semester, 3 credits*

SWK 30 Interdisciplinary Helping Professions

The purpose of this course is to provide

students with an introduction to the partnerships in mental health and human services between Social Work and other helping professions such as Psychology, Speech Therapy, Recreational Therapy, Occupational Therapy, Physical Therapy, Art Therapy, and Movement Therapy and Nutrition. Practitioners from other disciplines will present an overview of their function with emphasis on working within the interdisciplinary team.

Spring (Open to Juniors and Seniors), 3 credits

SWK/HPA 18 Research Methods

This course provides an overview of the scientific method as it applies to social work. In this writing intensive course students learn to read and interpret quantitative and qualitative research reports and to design sound and ethical research to increase the profession's knowledge base with respect to human behavior and service development and delivery. Students learn to use research to guide their professional practice and to employ research methodology to evaluate their individual and their program's effectiveness.

Every Semester (Open to Juniors Only), 3 credits

SWK/HPA 19 Statistics

Statistical procedures, research design, sampling techniques, descriptive statistics, frequency distributions, measures of central tendency, dispersion, correlation, regression, tests of significance and reliability are all discussed as they apply to the specific needs of the health and human services.

Prerequisite: SWK/HPA 18. Fall, 3 credits

SWK 50 Social Welfare Programs & Policies I

SWK 50 provides information about the development of social work as a profession including its tradition of advocacy, reform and commitment to policies inherent in the values of the profession. Students will gain an understanding of historical and contemporary social welfare services and examine how economic, political, and organizational systems influence social policies and diverse and at-risk populations. This course also provides students with knowledge of distinct social issues, and social service programs. It challenges students to interpret basic characteristics of social programs and policies in order to improve services for clients. Throughout the semester students explore inequitable treatment of specific

groups and learn of the need for social justice to meet social needs. In addition, this course provides a basic understanding of the specific role of the social worker in policy practice.

Prerequisite: SOC 1

(Open to Freshmen & Sophomores) Spring, 3 credits

SWK 51 Social Welfare Programs & Policies II

SWK 51 has two major foci: a) how and under what circumstances the definition and typification of social problems trigger policy responses and b) social work's role in analyzing, evaluating and influencing policy. Students conduct an analysis of a policy that responds to any social problem of their choosing, and then deconstruct the historical, theoretical and ideological forces shaping the policy as it affects a population at risk. The uniquely-related class, age, gender, racial and cultural issues of oppressed populations and the barriers they experience when confronting the political and organizational processes that influence policy development are at the core of this semester's inquiry.

Prerequisites: SWK 1, 50, (Open to Juniors and Seniors) Fall, 3 credits

SWK 60 Human Behavior in the Social Environment I

The first in the 2-sequence course on understanding human behavior in the social environment, this course provides foundation knowledge of the multiple theoretical perspectives required for generalist social work practice. The focus is on understanding individual behavior across the life-span from conception through late childhood within the context of social systems including families, groups, organizations and communities. Biological, psychological, social and spiritual factors that affect human growth and development are examined along with problems including, child abuse/neglect, oppression, marital conflicts, mental illness, developmental disabilities, addictions and deviant behaviors. Special attention is given to social and economic justice and diversity variables including gender, ethnicity, culture and class as related to individuals' ability to reach or maintain optimal health and well-being. Case material is introduced throughout the course to illustrate theoretical concepts.

Prerequisites: BIO 1, 2 PSY 1, 2, (Open to Juniors only) Fall Only, 3 credits

SWK 61 Human Behavior in the Social Environment II

This writing intensive course is the second in the human development sequence and covers the understanding of individual behavior from adolescence through late adulthood within the context of social systems including families, groups, organizations and communities (SWK 60 covered infancy through pre adolescence). Based on the theories learned in SWK 60, biological, psychological, social and spiritual factors that affect human growth and development are examined along with social problems including substance abuse, domestic violence and elder abuse. The focus is on normal developmental challenges and growth, but the course also addresses common mental health difficulties. Special attention is given to social and economic justice and diversity variables including gender, ethnicity, culture and class as related to individuals' abilities to reach or maintain optimal health and well-being. Case material is introduced throughout the course to illustrate theoretical concepts.

Prerequisite: SWK 60

(Open to Juniors only)

Spring, 3 credits

SWK 70 Social Work Practice I

The first of a two-course sequence, this course is designed to provide students with the knowledge, skills and values essential for beginning generalist social work practice and entry into field placement. The course presents a generalist approach to social work practice with individuals, families, groups, organizations and communities. This course emphasizes generalist practice with individuals and organizations and the knowledge and skills applicable to intervention with these two target systems. The beginning phase of the helping process is highlighted.

(Open to Juniors only)

Fall, 3 credits

SWK 71 Social Work Practice II

The second of a two-course sequence, this course is designed to continue teaching the knowledge, skills and values essential for beginning generalist social work practice. Whereas the first course focused on practice with individuals and organizations, this course concentrates on practice with families, groups and communities. Social Work Practice II identifies variations in engagement, assessment and contracting with these three types of systems. All levels of intervention are discussed as they apply to practice with families, groups and com-

munities. The middle and ending phases of the helping process are highlighted.

Prerequisite: SWK 70

(Open to Juniors only)

Spring, 3 credits

SWK 75 Diversity-Sensitive Social Work Practice

This course is designed to draw a bridge between generalist social work practice and the impact of ethnicity, social class, and minority status. Students will be provided with the tools to make ethnic sensitive social work assessments and interventions. The focus of this course will be on examining the problems that face diverse cultures and populations at risk for discrimination and oppression as they attempt to negotiate their environment and to ameliorate the stresses that they confront. Through the use of the case method model of learning, students will be presented with material that presents dilemmas faced by diverse populations as they strive to function and survive in the United States. This course makes a linkage between material on diverse cultures and the social work role and demonstrates the connection

between cross-cultural values, beliefs and the profession.

Prerequisite: SWK 71

(Open to Seniors only)

Spring, 3 credits

SWK 79 Introduction to Field Placement

The purpose of this class is to orient junior level social work majors to the field practicum. The course requires one interview with the field director and at least one to two field agency interviews. SWK 79 prepares students for entry into the field practicum experience, and the concurrent Field Seminar class (SWK 80), by anticipating and responding to common concerns among entry-level students, explicating field program policies, and practically preparing the student for the agency selection and initial interviewing process. Students are introduced to and acquainted with the various roles and responsibilities of each of the field team members. In addition, the field contract, task/assignment form, the learning contract, the process recording, the supervisory process, diversity and cultural competence issues in the field and



the qualifications and challenges of developing ethical and professional behavior are explored. In preparing students for the “mechanics” of fieldwork, the seminar also takes time to validate the developmental challenges that students experience in mastering the demands of the field placement.

Co-requisites SWK 60, 70

(Open to Juniors only)

Fall semester, 1 credit

SWK 80 Field Instruction I

Field Experience involves placement of the student in a social service agency or social work department of a larger institution. The student is required to intern for a minimum of 100 work hours during the standard Spring semester of the Junior year. The student is required to offer social work service to diverse clients or client systems under the direct, regular supervision of an agency field instructor agreed upon by the agency and the program.

The instructional techniques in the seminar parallel processes students will be utilizing in the field as a student and as a social worker. Students’ field experiences are processed using the problem-solving process. Developmental tasks are partialized or deconstructed into manageable parts: agency analysis, the supervisory process, the formulation of learning goals, struggles with diversity and ethical dilemmas, etc. These tasks are processed through journals and assignments that require reflection on the intersection between experience, knowledge, skills, and self. In class, students are also encouraged to collectively utilize the problem-solving process to help their peers’ in the resolution of learning dilemmas. Students are also continually reinforced to prepare agendas and actively assert their own learning needs in class and in supervision.

Prerequisite: SWK 79

(Open to Juniors only)

Spring semester, 4 credits

SWK 90-91 Field Instruction I & II

Taken during the senior year (approximately 400 hours), these two courses provide students with opportunities to test in the field setting the theories and principles learned in the classroom. Students are assigned to social work agencies or social work programs. Students receive on-site field supervision from a professional social worker and participate in individual and group faculty advisory seminars.

Fall and Spring, 6 credits each

SCHOOL OF EDUCATION

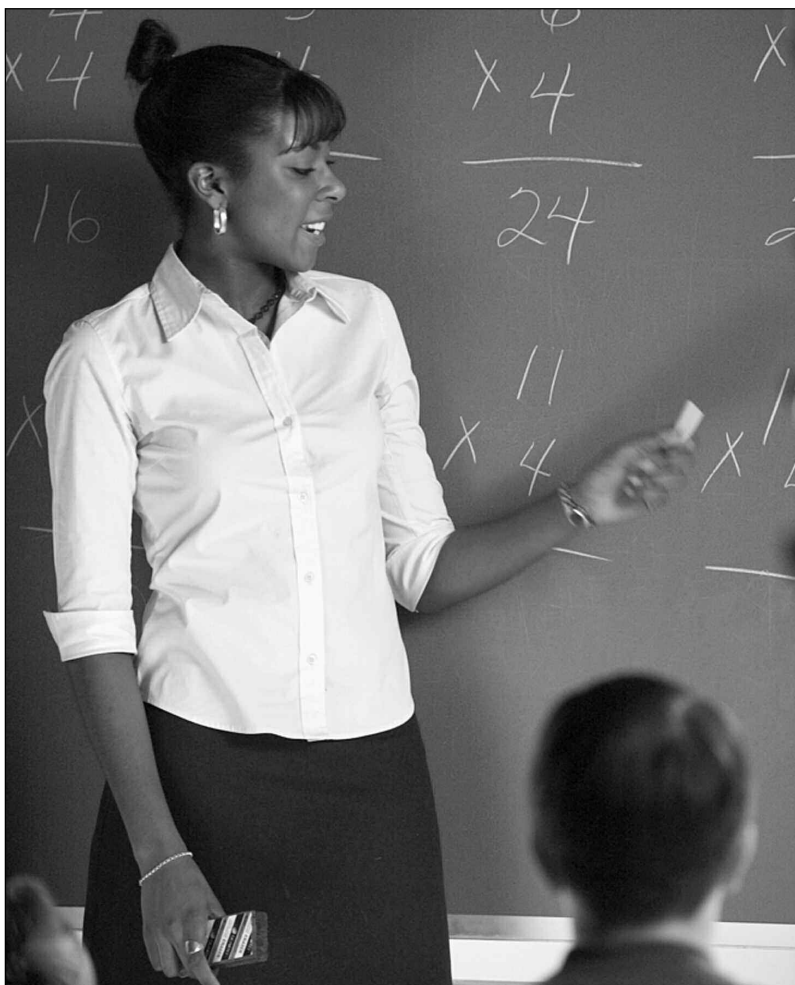
The School of Education offers one of the widest ranges of teacher education, counseling and administration programs in the northeast region of the United States. Courses are offered through the Departments of Curriculum and Instruction; Education Technology; Health, Physical Education and Movement Science; Special Education and Literacy; Counseling and Development; Educational Leadership & Administration and Communication Sciences and Disorders. The School offers programs leading to Bachelor of Science and Bachelor of Arts degrees, dual Bachelor's/Master's degrees and a comprehensive array of graduate programs that include master's and post-master's work.

Web site: www.liu.edu/postedu

Phone: (516) 299-2210

Fax: (516) 299-4167

Email: educate@cwpost.liu.edu



Robert Manheimer, Ed.D.

Dean of Education

robert.manheim@liu.edu

Michael Hogan, Ph.D.

Associate Dean

mphogan@liu.edu

Kathryn J. Lusteg, Ph.D.

Associate Dean

kathryn.lusteg@liu.edu

Marilyn Pedalino, Ph.D.

Assistant Dean

marilyn.pedalino@liu.edu

SCHOOL OF EDUCATION

Faculty

Iftikhar Ahmad
Associate Chair, Department of Curriculum and Instruction
Assistant Professor of Education
B.A., M.A., University of Peshawar, Pakistan;
M.A., Brooklyn College, City University of New York;
M.A., The Graduate Center, City University of New York
Ed.D., Teachers College, Columbia University

Barton Allen
Assistant Professor of Education
B.A., Bloomfield College;
M.S., Long Island University;
P.D., Ed.D., Fordham University

John Amato, Jr.
Associate Professor of Education
B.A., Hofstra University;
M.S., Ithaca College;
M.Ed., Ed.D., Columbia University
john.amato@liu.edu

Daniel L. Araoz
Professor of Education
B.A., M.A., Gonzaga University;
M.S.T., University of Santa Clara;
M.A., Ed.D., Columbia University;
Diplomate, Counseling Psychology;
A.B.P.O., Diplomate, Clinical Hypnosis
daniel.araoz@liu.edu

Jennifer Astuto
Assistant Professor of Education
B.A., M.S., New York University;
Pd.D., City University of New York

Meryl Barrow
Associate Professor of Education
B.S., State University of New York at Albany;
M.S., D.A., Adelphi University
meryl.barrow@liu.edu

Terry Bordan
Professor of Education
B.A., Queens College, City University of New York;
M.S., Long Island University;
Ed.D., University of Sarasota
tbordan@liu.edu

Thomas F. Bowman
Professor of Education
B.A., Western Washington State College;
M.Ed., Ed.D., Washington State University
tbowman@liu.edu

Frank Brady
Chair Department of Health, Physical Education & Movement Science
Associate Professor of Education
B.A., St. Patrick's College (Dublin, Ireland);
M.A., H.D.E., Ed.D., New York University

Michael Byrne
Co-chair, Department of Educational Technology
Associate Professor of Education, Library and Information Science
B.A., University of Notre Dame;
M.A., Ph.D., Michigan State University
michael.byrne@liu.edu

Rose Ellen Carter
Assistant Professor of Education
B.A., M.A., Goddard College;
M.S., Ph.D., Hofstra University
ellen.carter@liu.edu

Haeryun Choi
Assistant Professor of Education
B.A., Seoul National University;
M.Ed., State University of New York at Buffalo;
Ph.D., University of Buffalo

Paul J. Ciborowski
Associate Professor of Education
B.A., University of Dayton;
M.A., New York University;
Ph.D., Fordham University
paul.ciborowski@liu.edu

Lynn Cohen
Assistant Professor of Education
B.S., State University of New York at New Paltz;
M.S., ED., John Hopkins University;
P.D., Long Island University;
Ph.D., Fordham University
lynn.cohen@liu.edu

Julia E. De Carlo
Professor of Education
B.A., Marymount College;
M.S., St. John's University;
Ph.D., Fordham University
julia.decarlo@liu.edu

Anthony A. DeFalco
Chair, Department of Curriculum & Instruction
Professor of Education
B.A., Maryknoll Seminary;
M.A.Ed., Seton Hall University;
Ed.D., Rutgers University
anthony.defalco@liu.edu

Joseph A. Despres
Assistant Professor of Education
B.A., Cathedral College;
M.S., Long Island University;
Ed.D., Teachers College Columbia University
joseph.despres@liu.edu

Robert Domingo
Associate Professor of Education
B.A., State University of New York at Plattsburgh;
M.S., Adelphi University;
M.Phil., Ph.D., Graduate School, City University of New York and University Center
rdomingo@liu.edu

Michele M. Dornisch
Assistant Professor of Education
B.A., Lockhaven University;
M.A., West Virginia University;
Ph.D., Penn State University
michele.dornisch@liu.edu

Douglas H. Dreilinger
Associate Professor of Education
B.A., Hofstra University;
M.S., University of Bridgeport;
Ph.D., Texas Technological College
douglas.dreilinger@liu.edu

James Dunne
Associate Professor of Education
B.A., State University of New York at Stony Brook;
M.A., M.Ed., Ed.D., Teachers College, Columbia University
dunne@liu.edu

Kathleen M. Feeley
Assistant Professor of Education
B.S., M.S., St. John's University;
Ph.D., University of Minnesota
kathleen.feeley@liu.edu

George Giuliani
Professor of Education
B.A., State University of New York at New Paltz;
M.S., Ph.D., St. John's University
george.giuliani@liu.edu

Eugene Goldin
Associate Professor of Education
B.A., M.S.Ed., Queens College;
Ed.D., St. John's University
eugene.goldin@liu.edu

Melvin R. Heck
Professor of Education
B.A., University of North Dakota;
M.B.A., Long Island University;
M.A., Ph.D., Northwestern University
mheck@liu.edu

Michael P. Hogan
Associate Dean, School of Education;
Director of Clinical Education and Professional Certifications
B.A., Spring Hill College;
M.A., University of South Alabama;
Ph.D., University of Alabama
mphogan@liu.edu

Steven Hollander
Associate Professor of Health Education
B.S., M.S., Brooklyn College, City
University of New York;
Ed.D., Teachers College, Columbia
University

Estelle Kamler
Associate Professor of Education
B.A., M.A., Queens College;
P.D., Ed.D., Hofstra University
estelle.kamler@liu.edu

Alfred Ng'ang'a Kanyura
Instructor of Education
B.S., M.S., Kenyatta University;
Doctoral Candidate, Syracuse University

Ishita Khemka
Assistant Professor of Education
B.A., University of Delhi, India;
M.A., Teachers College, Columbia
University;
Ph.D., Graduate School of Arts and
Sciences, Columbia University

Nana Koch
Associate Professor of Education
B.A., M.A., Adelphi University;
M.Ed., Ed.D., Teachers College,
Columbia University
nana.koch@liu.edu

Paula E. Lester
Professor of Education
B.A., M.A., Lehman College, City
University of New York;
M.S., Pace University;
Ph.D., New York University
plester@liu.edu

Gavrielle Levine
Associate Professor of Education
B.A., Barnard College;
M.A., M.Phil., Ph.D., Teachers College,
Columbia University
glevine@liu.edu

Roberta Levitt
Assistant Professor of Education
B.S., University of Bridgeport, Connecticut;
M.S., P.D., Ph.D., Hofstra University

Lee Yuen Lew
Assistant Professor of Education
B.S., Dip. Ed., M.Ed., The University of
Malaya;
Ph.D., the University of Iowa

Vito Loiacono
Visiting Assistant Professor of Education
B.A., St. Francis College;
M.A., New York University;
P.D., Long Island University;
Ed.D., Fordham University

Kathryn Lusteg
Associate Dean, School of Education
B.S., State University College at Geneseo;
M.A., P.D., Long Island University;
Ph.D., New York University
kathryn.lusteg@liu.edu

Robert Manheimer
Dean of Education, School of Education
Associate Professor of Education;
B.A., Brooklyn College;
M.A., Ed.D., Columbia University
robert.manheimer@liu.edu

A. Scott McGowan
Chair, Department of Counseling and
Development;
Professor of Education
B.S., University of Scranton;
M.A., Niagara University;
M.S., Ph.D., Fordham University
amcgowan@liu.edu

Andrea Sabatini McLoughlin
Associate Professor of Education
B.S., State University of New York at
Stony Brook;
M.S., Queens College, City University of
New York;
Ph.D., Pennsylvania State University
amclough@liu.edu

Ronald Minge
Professor of Education
B.A., Western Washington College;
M.S., Ph.D., Washington State University
ronald.minge@liu.edu

Joel Mittler
Professor of Education
B.A., Brooklyn College, City University of
New York;
M.S., Professional Certificate, Queens
College, City University of New York;
M.Ed., Ed.D., Teachers College,
Columbia University
jmittler@liu.edu

Joseph J. Montano
Associate Professor of Education
B.A., Queens College;
M.A., New York University;
Ed.D., Teacher's College, Columbia
University
jmontano@liu.edu

Nishan Najarian
Assistant Professor of Education
B.A., M.Div., Ph.D., Drew University;
M.A., New York University

Steven Nathanson
Assistant Professor of Education
B.A., Harper College;
M.A., New York University;
Ed.D., Hofstra University;
P.D., St. John's University
steve.nathanson@liu.edu

David Nydick
Assistant to the Dean
B.A., M.A., P.D., New York University

Karen Ogulnick
Associate Professor of Education
B.S., State University of New York at
Plattsburgh;
M.A., Hunter College, City University of
New York;
Ph.D., New York University
kogulnic@liu.edu

Richard Ovens
Assistant Professor of Education
A.S., Orange County Community College;
B.A., State University of New York at
Albany;
M.S., Psy.D., Long Island University

Anthony T. Palumbo
Assistant Visiting Professor of Education
B.A., M.S., St. John's University;
P.D., Ed.D., Hofstra University

Roger Pierangelo
Associate Professor of Education
B.S., St. John's University;
M.S., Queens College;
Ph.D., Yeshiva University

Joseph Piro
Assistant Professor of Education
B.A., St. Francis College;
M.A., Queens College, City University of
New York;
M.S., Fordham University;
M.A., Ph.D., Teachers College, Columbia
University
jpiro@liu.edu

John T. Pruslow
Assistant Professor of Education
B.A., M.S., P.D., Ed.D.;
Long Island University

Shaheen Rasheed
Assistant Professor of Education
B.A., State University of New York at
Stony Brook;
M.A., The Graduate Faculty, New School
of Social Research;
M.A., Ph.D., Teachers College, Columbia
University
shaheen.rasheed@liu.edu

R.H. Red Owl
Professor of Education
A.B., Erskine College;
M.P.A., Georgia State University;
Ph.D., The University of Georgia
redowl@liu.edu

Jeong-eun Rhee
Assistant Professor of Education
B.A., Ewha Women's University;
M.A., West Virginia University

Kim H. Rodriguez
Assistant Professor of Education
B.S., M.S., Long Island University;
Ph.D., Union Institute and University
kim.rodriguez@liu.edu

Joyce Rubenstein
Director, Ladge Speech and Hearing Clinic
B.A., M.A., Hofstra University;
Ph.D., New York University
jrubenst@liu.edu

Joseph Sanacore
Professor of Education
B.A., Adelphi University;
M.A., New York University;
M.S., Long Island University;
P.D., Ed.D., Hofstra University
joseph.sanacore@liu.edu

Kristin Schaefer-Schiomo
Associate Professor of Education
B.S., Cornell University;
M.S., Ph.D., Fordham University
kristin.schaefer@liu.edu

Bette Schneiderman
Co-Chair, Department of Educational
Technology;
Associate Professor of Education and
Library and Information Science
B.A., M.S., Syracuse University;
Ph.D., Hofstra University
BES@liu.edu

Mark B. Scholl
Assistant Professor of Education
B.A., St. Andrews Presbyterian College;
M.Ed., Ph.D., University of North
Carolina at Greensboro

Susan Shenker
Visiting Assistant Professor
B.A., Beaver College;
M.A., Teachers College, Columbia
University

Dianne Slavin
Chair, Department of Communication
Sciences and Disorders;
Associate Professor of Education
B.S., Boston University;
M.A., Ph.D., New York University
dslavin@liu.edu

June Ann Smith
Assistant Professor of Education
B.A., West Indies College (Jamaica);
M.A., Andrews University;
M.S.W., Yeshiva University;
Ph.D., Andrews University

Madelon Solowey
Director, LIU Center for Gifted Youth
B.A., Hunter College, City University of
New York;
M.S., Ed.D., Teachers College, Columbia
University
gifted@cwpost.liu.edu

Lynn Swaner
Assistant Professor of Education
B.A., Binghamton University;
M.S., Long Island University;
Ed.D., Teachers College, Columbia
University

Michelle Y. Szpara
Associate Professor of Education
B.S., Pennsylvania State University;
Ph.D., University of Pennsylvania
michelle.szpara@liu.edu

Scott Torns
Assistant Professor of Education
Doctor of Chiropractic, New York
Chiropractic College

James Vacca
Chair, Special Education and Literacy
Assistant Professor of Education
B.A., State University of New York at
Brockport;
M.A., State University of New York at
Albany;
Ph.D., Syracuse University
james.vacca@liu.edu

Joan T. Walker
Assistant Professor of Education
B.M.Ed., University of Kentucky;
M.M.Ed., Arkansas State University;
M.S., Ph.D., Vanderbilt University

JoyceIn Yen Yen Woo
Assistant Professor of Education
B.A., National University of Singapore;
P.D., National Institute of Education,
Nanyang Technical University;
Ed.M., Ed. D., Teachers College,
Columbia University

Important Notice

All of the programs in the School of
Education remain fully registered and
approved by the New York State.
Students planning to graduate after
December 31, 2003 are advised to follow

our new programs of study in order to
meet the new teacher certification
requirements. Students are required to
meet with their academic counselor as
they move through the program.

Entering students who desire to teach
art, music or any one of the academic
subjects, must make an appointment
with an academic counselor from both
the School of Education as well as those
academic subject departments to com-
plete a Plan of Study.

These students register with the
School of Education in their freshman
year while continuing their studies in
their major academic fields. In the
sophomore year, all undergraduate stu-
dents in the School of Education are
advised to enroll in specified professional
education courses.

Certification Programs

State regulations contain a variety of
new areas of certification and set new edu-
cational requirements. Freshman students
who registered in September 2001 were
advised of the new requirements and pro-
grams through their counselors and the
School of Education. Most new require-
ments can be met by students within a
standard 4-year bachelor's program.

The School of Education also offers a
variety of 5-year combined bachelor's/
master's degree programs allowing for
greater specialization and certification in
two teaching areas.

Programs are required to obtain initial teacher certification in New York State.

The new 4-year Bachelor of Science
and 5-year Bachelor/Master of Science in
education programs are:

- 4 Year Non-Certification Early
Childhood (B*-2)
 - 4 Year Initial Certification Early
Childhood (B-2)
 - 4 Year Non-Certification Childhood (1-6)
 - 4 Year Initial Certification Childhood
(1-6)
 - 4 Year Initial Certification Adolescence
(7-12)
 - 4 Year Physical Education Program and
4 Year Health Program and Health and
Physical Education
 - 5 Year Dual Early
Childhood/Childhood(B-6)
 - 5 Year Dual Early Childhood/Literacy (B-6)
 - 5 Year Dual Childhood/Early Childhood
 - 5 Year Dual Childhood/Adolescence
 - 5 Year Dual Adolescence/Childhood
 - 5 Year Dual Childhood/Special Education
 - 5 Year Dual Childhood/Literacy (B-6)
- *B=Birth

Initial Certification (effective February 2, 2004)

The professional programs listed on this page are approved and registered with the New York State Education Department and meet the state's requirements for Initial certification.

In order to become certified, all students must register for an approved School of Education program, must successfully complete the program and pass the New York State Teacher Certification Exams (NYSTCE): Liberal Arts and Sciences Test (LAST), the elementary or secondary Assessment of Teaching Skills-Written (ATS-W) and a Content Specialty Test (CST).

The C.W. Post School of Education is required to publish exam results annually. Pass rates for C.W. Post students taking the New York Teacher Certification Examinations in 2006/2007 are as follows:

For the Assessment of Teaching Skills-Written (ATS-W), a total of 566 students took the test and 562 passed for a "pass rate" of 99%. The statewide pass rate is 99%.

For the Liberal Arts and Sciences Test (LAST), a total of 563 students took the test and 550 passed for a "pass rate" of 98%. The statewide pass rate is 99%. The total summary pass rate is 93%. The statewide pass rate is 94%.

The New York State Education Department also mandates a two-hour Child Abuse Seminar and a two-hour Violence Prevention Seminar (Project S.A.V.E.) for students seeking certification.

All undergraduate teacher education candidates will be required to complete an approved Liberal Arts concentration. Students who complete the registered programs will be eligible for an Initial certificate determined by major. Inquiries regarding eligibility for an Initial certificate should be directed to the Office of Clinical Educational and Professional Certifications. Students who complete registered programs should apply for the Initial certificate directly through the School of Education, Office of Clinical Education and Professional Certifications.

Accreditation

The Teacher Education in the Departments of Curriculum and Instruction, Physical Education and Movement Sciences and Special Education and Literacy are all accredited by TEAC-The Teacher Education Accreditation Council.

Professional Certification

There are two requirements for candidates who receive Initial certification to

receive Professional certification (valid for 5 years). They are: 1) completion of an approved master's degree; 2) Three years teaching experience including one year with a mentor. No additional testing is required.

The C.W. Post School of Education offers master of science degrees that lead to Professional certification. These programs are outlined in the Graduate Bulletin available at the Admissions Office or online at www.liu.edu/cwpbulletin.

An Initial Certificate is issued by the New York State Education Department and allows the candidate to teach. The candidate has five years to complete requirements for Professional certification.

All School of Education programs meet N.Y.S. certification requirements. Changes in these requirements, as mandated by the state, will be reflected in the programs the School of Education offers.

Adolescence Education Majors

Students who desire to teach art, music or any one of the academic subjects listed on page 187 should enroll as Adolescence Education majors and must make an appointment with an academic counselor from both the School of Education as well as those academic subject departments (ie Art, Biology, English, Music, etc.) to complete a Plan of Study.

These students register with the School of Education in their freshman year while continuing their studies in their major academic fields. In the sophomore year, all undergraduate students in the School of Education are advised to enroll in specified professional education (pedagogical) courses.

Upon application, the student is assigned to an education counselor. The student, however, also continues consultations with the counselor in the field of academic concentration. Prior to final admission to the School of Education, such students are required to complete an "Application for Admission to a Teacher Education Program" and file it with the department. This application must be accompanied by a Plan of Study developed with an education counselor within a month after enrollment. A Plan of Study and registration forms require the signature of academic subject area and education counselors. Additionally, each student will have a faculty advisor from the School of Education.

Required Averages

All students admitted to the Early Childhood, Secondary and Special Education programs, without condition,

must maintain a cumulative GPA of 2.50 and 2.75 in all School of Education courses and areas of specialization to be recommended for student teaching. Health Program and Health and Physical Education majors must maintain a cumulative GPA of 2.75 and 2.80 in all major courses for student teaching. Students lacking in requirements may be excluded from the Education program or may be admitted on probation, but their record will be closely and regularly examined to determine their fitness to continue. No education course may be taken Pass/Fail.

Field Observation and Participation

Field Observation provides prospective teachers with meaningful off-campus experiences; e.g., observing and working with children or adolescents in community centers and schools in order to observe methods and materials utilized on a given grade level. This requirement is designed to help a student determine his or her interest in and aptitude for Education as a lifetime career. Moreover, it provides insights and perspectives that aid faculty in assessing the student's potentialities for a teaching career before he or she enters the final and most rigorous phase of the professional program: student-teaching in the elementary and secondary schools under the direction and supervision of full-time cooperating teachers and members of the Education faculty of C.W. Post. All students are required to have at least 100 hours of fieldwork prior to student teaching.

Methods Courses and Student Teaching

Admission to courses in the methods and materials of teaching as well as in student teaching is restricted to students who meet prescribed academic and health standards and whose oral and written English, character and citizenship are deemed adequate for the demands and responsibilities of teaching based upon the professional judgment of the faculty. During the semester prior to student teaching, an application for admission to courses for student teaching must be filed with the Office of Clinical Education. The records of students who have been admitted to courses in methods and materials are reviewed again prior to student teaching. Students whose oral and written English are considered unsatisfactory may be disqualified from further participation.

The oral competency of all School of Education majors will be assessed via a voice and diction examination adminis-

tered by the faculty of the Communication Sciences and Disorders Department. In order to register for methods courses and student teaching, students must either pass the voice and diction examination or successfully complete the recommended remediation following failure.

Registration for student teaching or methods courses without meeting the above requirements is allowed with permission of the respective department chairperson and the dean.

If a student elects to waive the college-supervised student teaching, it is imperative that the counselor is notified and elective courses are selected to satisfy degree requirements. The student must also receive permission from the chair of the Department of Curriculum and Instruction.

Students who waive student teaching will not be eligible for certification because they will not be "program completers." This covers Childhood Education, effective 2/1/06, and all other teaching licenses, effective 2/1/09. Eligibility does not apply to candidates who hold a teaching license where the program in which student teaching is being waived is for an additional certificate.

Candidates for courses in student teaching are required to attend an application seminar the semester before student teaching. The above must be accompanied by a transcript verifying an overall GPA of 2.5 and a specific Education and/or subject area average of 2.75*. See posted notices on bulletin boards in the School of Education for dates.

**Health Program and Health and Physical Education majors must maintain a cumulative GPA of 2.75 and 2.80 in all major courses for student teaching.*

COMMUNICATION SCIENCES AND DISORDERS

Phone: (516) 299-2436
Fax: (516) 299-3151

Faculty

John Amato, Jr.
Associate Professor of Education
B.A., Hofstra University;
M.S., Ithaca College;
M.Ed., Ed.D., Columbia University
john.amato@liu.edu

Meryl Barrow
Associate Professor of Education
B.S., State University of New York at Albany;
M.S., D.A., Adelphi University
meryl.barrow@liu.edu

Robert Domingo
Associate Professor of Education
B.A., State University of New York at Plattsburg;
M.S., Adelphi University;
Ph.D., Graduate School, City University of New York University Center
rdomingo@liu.edu

Joseph J. Montano
Associate Professor of Communication Sciences and Disorders
B.A., Queens College;
M.A., New York University;
Ed.D., Teacher's College, Columbia University
jmontano@liu.edu

Dianne Slavin
Chair, Department of Communication Sciences and Disorders;
Associate Professor of Education;
B.S., Boston University;
M.A., Ph.D., New York University
dslavin@liu.edu

Overview of Communication Sciences and Disorders

The Department of Communication Sciences and Disorders prepares students for the professions of Speech Language Pathology and Audiology so that they are able to work with communicatively handicapped individuals. Theoretical and practical approaches are combined throughout the undergraduate (B.S.) and the graduate levels (M.A. degree).

B.S. in Speech-Language Pathology and Audiology

The undergraduate program combines theoretical studies of normal and disordered communication with limited field-based experiences while the student works toward a B.S. degree. The program prepares students in the prerequisites needed to pursue a career in speech-language pathology or audiology. To achieve this goal, the students must obtain a master's degree as well as fulfill other require-

ments needed to obtain their Certificate of Clinical Competence from the American Speech-language-Hearing Association (ASHA), New York State licensure, and teacher certification.

This degree requires students to fulfill 45 credits in the Liberal Arts core, 45 credits in Communication Sciences and Disorders courses, 14 credits in Education courses, 6 credits in English Composition and 19 credits in electives and co-related courses. Courses in the Department of Communication Sciences and Disorders provide knowledge of basic normal processes of speech, language and hearing as well as communication disorders.

Students admitted to the Communication Sciences and Disorders Program must maintain a cumulative GPA of 2.75 and a 2.75 average in the area of specialization, speech-language pathology and audiology.

Jerrold Mark Ladge Speech and Hearing Center

The Center is fully equipped with the latest audiological and testing materials used in the diagnosis and treatment of speech, language and hearing disorders. Its clinical services, supervised by state licensed and ASHA certified speech language pathologists and audiologists, are available to the public.

The clinic also serves as a training center in order to provide undergraduates with opportunities to observe the evaluation and/or treatment of children and adults with communication disorders. Graduate students conduct evaluations and treat clients under the supervision of ASHA certified, New York State licensed faculty and supervisory staff.

Typical Program in Speech-Language Pathology and Audiology

Freshman Year	
First Semester	Credits
*SPH 5 (Voice & Diction)	3
BIO 7	4
ENG 1	3
*SPE 51 (Phonetics of English)	3
CORE Math	3
College 101	1
Total	17

Second Semester	
	Credits
*SPH 84 (Anatomy and Physiology)	3
BIO 8	4
ENG 2	3
CORE History or Philosophy	3
CORE Fine Arts	3
Total	16

Sophomore Year

<i>First Semester</i>	<i>Credits</i>
Elective	3
*SPE 63 (Introduction to Linguistics and Language Acquisition)	3
CORE History or Philosophy	3
CORE Language or English Literature	3
EDI 14 (Historical, Philosophical, and Social Foundations of Education)	3
CORE Fine Arts	3
Total	18

Second Semester

*SPE 67 (Introduction to Language Disorders)	3
CORE Language or English Literature	3
EDI 15A (Developmental Psychology)	3
*SPE 82 (Introduction to Speech Science)	3
CORE History or Philosophy	3
CORE	18

Junior Year

<i>First Semester</i>	<i>Credits</i>
*SPE 90 (Introduction to Audiology)	3
*SPE 93 (Speech Pathology I)	3
SPE 85	3
EDI 16A (Educational Psychology)	3
HE 205 (co-related course)	3
Total	15

Second Semester

*SPE 88 (Introduction to Neurology)	3
*SPE 91 (Aural Rehabilitation)	3
*SPE 94 (Speech Pathology II)	3
CORE	3
Elective	3
*EDU 35J (Methods and Materials for Speech-Language Therapy)	3
Total	18

Senior Year

<i>First Semester</i>	<i>Credits</i>
*SPH 85 (Introduction to Articulation Disorders)	3
*SPE 65 (Introduction to Diagnostics)	3
*SPE 95 (Research)	3
Required Speech Elective	3-4
EDU 35 (Methods and Materials)	2
Total	13-14

Second Semester

*SPE 64 (Organization and Administration)	3
SPE 86 (Practicum)	2
CORE	3
Elective	3
Physical Science	<u>3-4</u>
Total	14
Elective 1-2 Credits if necessary	
Total	130 credits

*Required Communication Sciences and Disorders courses



Minor in Speech-Language Pathology and Audiology

<i>Required</i>	<i>Courses</i>
Speech 51, 63, 82, 84, 93, 94	
Required-three of the following	6
Speech 88, 90	
Total	21

Communication Sciences and Disorders Courses

Sections of SPE 95 and EDU 35J are often offered in Writing Intensive format to fulfill requirements of the Writing Across the Curriculum Program; students must check with academic advisors and consult the schedule of classes for current course offerings.

SPE 5 Voice and Diction

This course covers the basic theory of voice and speech production and the development of acceptable standards of voice and articulation in ongoing speech. Included is the study of the most typical patterns of American speech and drill materials that emphasize individual improvement.
Every Semester, 3 credits

SPE 51 Phonetics of English

This course is an introduction to phonetic and phonemic structure of American English: sound formulation and dialectic differences. Related acoustic, anatomical and physiological factors are considered along with broad and narrow IPA transcription.
Every Semester, 3 credits

SPE 63 Introduction to Linguistics and Language Acquisition

The normal process and stages of language acquisition in children from birth to adolescence are described in this course. The relationship between children's language and children's perceptual, cognitive and social development are explained within a cultural context.
Prerequisite: SPE 51.
Fall, 3 credits

SPE 64 The Organization and Administration of a Communication Sciences and Disorders Program in the Elementary and Secondary Schools

A study of speech, language and hearing remediation programs as well as the organizational procedures, professional inter-relationships, administrative and professional responsibilities involved in such programs are covered in this course.
Prerequisites: SPE 51, 63 and 67.
Spring, 3 credits

SPE 65 Introduction to Diagnostic Procedures

Diagnostic methods in speech and language pathology are covered in this course. The interview, the case history, the oral facial, and clinical examination are described. Subjective and objective methods of assessment are introduced. Students become familiar with standardized and non-standardized tests. Spontaneous sampling and analysis are taught.
Prerequisites: SPH 63, 67, 85 and 93.
Fall, 3 credits

SPE 67 Introduction to Language Disorders in Children

This course assists the student in identifying disorders or delays in language development. Semantic, syntactic, pragmatic and phonological aspects of language are discussed. Assessment procedures and therapeutic methods are included in the discussions.
Prerequisites: SPE 51, 63, 84.
Spring, 3 credits

SPE 82 Introduction to Speech Science

This course is a study of acoustic events and processes involved in speech and language. Information on speech transmission and reception is provided.

Prerequisite: SPE 84.

Spring, 3 credits

SPE 84 Anatomy and Physiology of the Speech and Hearing

This course is an introduction to anatomical, neurological, and physiological aspects of speech, language, and hearing and swallowing.

Every Semester, 3 credits

SPE 85 Introduction to Articulation Disorders and Phonological Disorders

This course focuses on the nature and treatment of articulation disorders in children. Course content includes a review of articulatory phonetics and the rule-governed system(s) underlying phonological development. Normal phonological development is contrasted with disordered development, and evaluative and treatment procedures are presented.

Prerequisites: SPE 51, 63, 84.

Fall, 3 credits

SPE 86 Clinical Practicum in Speech Language Pathology

A limited introductory clinical practicum in a private or a public school setting is provided. There is experience in clinical assessment and intervention with preschoolers or school-aged children manifesting communication disorders. *Students must have a GPA of 3.0 to enroll.*

Prerequisites: EDU 35J, EDU 35.

Requires major GPA 3.4 and department approval

Every Semester, 2 credits

SPE 87 Senior Seminar: The Relevance of Speech-Language Pathology and Audiology to Education and the Allied Health Professions

This course allows students to examine at the seminar level professional issues such as: ethics, infection control, certification, licensure and reimbursement as it relates to the fields of speech language pathology, audiology and other related professions in education and allied health. Using a case study approach, students will expand their current knowledge base in normal and disordered communicative processes by participation in team management and collaborative models of treatment planning.

On Occasion, 3 credits,

SPE 88 Introduction to Neuroanatomy for the Speech-Language Pathologist

This elective course provides working knowledge of anatomical landmarks of the central nervous system and its physiology. Materials particularly focus on the neurological underpinnings of speech and language.

Prerequisite: SPE 84.

Spring, 3 credits

SPE 90 Introduction to Audiology

This course is a review of anatomy and physiology of the hearing mechanism. It includes an introduction to the presentation of audiometric tests, discussion and interpretation of test results and a study of elementary hearing problems.

Prerequisite: SPE 84.

Fall, 3 credits

SPE 91 Introduction to Aural Rehabilitation

This course is an introduction of hearing-aid technology, auditory training and visual speech-reading training in the communicative rehabilitation of the hearing impaired. Hearing conservation and patient counseling procedures are discussed.

Prerequisite: SPE 90.

Spring, 3 credits

SPE 92 Management of Hearing Loss in Children

This course will emphasize the development of auditory behavior, the assessment of hearing in infants and children, the effects of hearing loss on speech and language development, central auditory processing disorders and clinical (re)habilitation options. Students will be introduced to behavioral and electrophysiologic hearing assessment techniques and, through the use of readings and case studies, be presented with examples of the effects of hearing loss on early child development.

Prerequisites: SPE 63 and SPE 90.

3 credits

SPE 93 Speech Pathology I

The student will be provided with information basic to the understanding of childhood speech and language disorders. Both differences and delays, as compared to normal language development will be discussed. Assessment and intervention will be covered as they relate to each disorder.

Fall semester, 3 credits

SPE 94 Speech Pathology II: Introduction to Adult Speech and Language Disorders

This course will provide each student with basic knowledge of the mechanisms responsible for speech and language in the adult. It will also address the underlying causes of disease processes that compromise the "normal" production of speech and language. The disorders of aphasia, right hemisphere brain damage, traumatic brain injury, senile dementia, dysarthria, apraxia, dysphagia and alaryngeal speech will be discussed, as well as principles of assessment and intervention.

Prerequisite: SPE 88.

Spring semester, 3 credits

SPE 95 Introduction to Clinical Research in Communication Disorders

This course is an introduction to clinical research in communication disorders including an understanding of research design and data analysis. Developing skills for critical evaluation of scientific publications is included. Several research designs of current topics in communication disorders are discussed.

Fall, 3 credits

SPE 97 American Sign Language II

This course builds on the foundation laid in SPE 98 by expanding the students' conversational range. In addition, idiomatic expressions will be covered.

Prerequisite: SPE 98 .

Every Semester, 3 credits

SPE 98 American Sign Language I

This course equips students to communicate with deaf, hard of hearing and seriously language-impaired (non-oral) individuals through basic-level finger-spelling, facial expressions and American Sign Language system.

Every Semester, 3 credits (Elective)

SPE 99 Independent Study

Permission to take this course is based on particular criteria: 1) merit of proposed study; 2) cumulative or major average; 3) 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.

On Occasion, 1-3 credits

EDU 35J Methods and Materials for Speech-Language Therapy

This course focuses on learning theory and its application to the treatment of communication disorders. Students are instructed on the importance of clinical observation, goal setting and data keeping. Through observation of therapy sessions and class projects, students learn techniques used to establish new behaviors, increase, maintain and ultimately generalize desirable communicative behaviors.

Prerequisites: EDI 14, 15A, 16A, SPE 67, 93

Spring, 3 credits

EDU 35 Methods and Materials: Applications for Speech-Language Therapy

This course introduces the student to basic methods and materials of intervention for individuals with communication disorders. Materials used in speech-language therapy are presented using a "hands-on approach." The decision-making process involved in the development of appropriate long-term goals and objectives will be explored as will the steps involved in lesson planning.

Prerequisite: EDU 35J.

Fall, 2 credits

With the approval of the department chair and the dean, Seniors may also elect certain graduate courses for undergraduate credit

CURRICULUM AND INSTRUCTION

Phone: (516) 299-2372, 2374

Fax: (516) 299-3312

Faculty

Iftikhar Ahmad

Assistant Professor of Education
B.A., M.A., University of Peshawar, Pakistan;
M.A., Brooklyn College, City University of New York;
M.A., The Graduate Center City University of New York;
Ed.D., Teachers College, Columbia University

Jennifer Astuto

Assistant Professor of Education
B.A., M.S., New York University;
Doctoral Candidate, City University of New York
jennifer.astuto@liu.edu

Haeryun Choi

Assistant Professor of Education
B.A., Seoul National University; Korea;
M.A., State University of New York at Buffalo;
Ph.D., University of Illinois at Urbana-Champaign
haeryun.choi@liu.edu

Nancy Cohen

Visiting Professor
B.S., Adelphi University;
M.S., Long Island University

Anthony A. DeFalco

Chair, Department of Curriculum and Instruction
Professor of Education
B.A., Maryknoll College;
M.A.Ed., Seton Hall University;
Ed.D., Rutgers University

Gavrielle Levine

Associate Professor of Education
B.A., Barnard College;
M.A., M.Phil., Ph.D., Teachers College, Columbia University
glevine@liu.edu

Lee Yuen Lew

Assistant Professor of Education
B.S., Dip.Ed., M.Ed., University of Malaya;
Ph.D., University of Iowa

Andrea Sabatini McLoughlin

Assistant Professor of Education
B.S., State University of New York at Stony Brook;
M.S., Queens College, City University of New York;
Ph.D., Pennsylvania State University
amclough@liu.edu

Alfred Ng'ang'a Kanyura

Assistant Professor of Education
B.A., M. S., Kenyatta University, Nairobi, Kenya;
Doctoral Candidate, Syracuse University

Karen Ogulnick

Associate Professor of Education
B.S., State University of New York at Plattsburgh;
M.A., Hunter College, City University of New York;
Ph.D., New York University
kogulnic@liu.edu

Joseph Piro

Assistant Professor of Education
B.A., St. Francis College;
M.S., Fordham University;
M.A., Ph.D., Teachers College, Columbia University;
jpiro@liu.edu

Shaireen Rasheed

Assistant Professor of Education
B.A., State University of New York at Stony Brook;
M.A., New School for Social Research;
M.A., Ph.D., Teachers College, Columbia University
shaireen.rasheed@liu.edu

Michelle Szpara

Associate Professor of Education
B.S., Pennsylvania State University;
Ph.D., University of Pennsylvania

Overview of Curriculum and Instruction

Mission Statement

The Department of Curriculum and Instruction is dedicated to the preparation and professional development of pre-service and in-service teacher educators. The program prepares students for the future, recognizing that experiences worth doing for the future are worth doing in the present. The Department takes seriously the professionalism of teachers and adheres to high standards of teaching and learning in its programs which are field-based and encourages linkages between reflective inquiry and classroom practice.

The programs foster the acquisition and extension of corebased knowledge, understanding, and skills in education, and the liberal arts. The programs emphasize the study of the following: human development, curriculum and instruction, teaching and learning, technology, assessment, social and cultural aspects of schooling, equity and social justice, and professional ethics. Additionally, the Department fosters collaboration and professional partnerships with local schools in the metropolitan community.

Degree Programs

Adolescence Ed.: Biology	B.S.
Adolescence Ed.: Biology & Childhood Education	B.S./M.A.
Adolescence Ed.: Chemistry	B.S.
Adolescence Ed.: Chemistry & Childhood Education	B.S./M.A.
Adolescence Ed.: Earth Science	B.S.
Adolescence Ed.: Earth Science & Childhood Education	B.S./M.A.
Adolescence Ed.: English	B.S.
Adolescence Ed.: English & Childhood Education	B.S./M.A.
Adolescence Ed.: French	B.S.
Adolescence Ed.: French & Childhood Education	B.S./M.A.
Adolescence Ed.: Italian	B.S.
Adolescence Ed.: Italian &	

Childhood Education	B.S./M.A.
Adolescence Ed.: Mathematics	B.S.
Adolescence Ed.: Mathematics & Childhood Education	B.S./M.A.
Adolescence Ed.: Social Studies	B.S.
Adolescence Ed.: Social Studies & Childhood Education	B.S./M.A.
Adolescence Ed.: Spanish	B.S.
Adolescence Ed.: Spanish & Childhood Education	B.S./M.S.
Art Education B-12	B.A.
Art Education B-12	B.F.A.
Childhood Education & Early Childhood	B.S./M.A.
Childhood Education & Adolescence Ed.: Biology	B.S./M.S.
Childhood Education & Adolescence Ed.:	
Earth Science	B.S./M.S.
Childhood Education & Adolescence Ed.: English	B.S./M.S.
Childhood Education & Adolescence Ed.:	
Mathematics	B.S./M.S.
Childhood Education & Adolescence Ed.:	
Social Studies	B.S./M.S.
Childhood Education & Adolescence Ed.: Spanish	B.S./M.S.
Childhood Education & Special Education	B.S./M.S.ED
Early Childhood & Childhood Education	B.S./M.A.
Early Childhood & Literacy	B.S./M.S.
Initial Certification Childhood	B.S.
Initial Certification Early Childhood	B.S.
Childhood Education & Literacy	B.S./M.S.
Music Education N-12	B.F.A.
Non-Certification Childhood 1-6	B.S.
Non-Certification Early Childhood	B.S.

College Core Courses

Language/Literature (6 credits required in Language)
Language 1, 2, 3, 4, 11, 12

History/Philosophy (9 credits required – maximum of 6 in one area)

History 1, 2
History 3, 4
Philosophy 8, 13, 25, 26

Political Science/Economics (6 credits required in one subject area)

Political Science 1, 2 or
Economics 11, 12

Social Science (6 credits required in one subject area)

Sociology 1, 2
Psychology 1, 2
Geography 1, 2
Anthropology 1, 2

Laboratory Science (8 credits required in one subject area, 4 credits each)

Biology 1S, 1M
Biology 7, 8
Chemistry 1, 2
Earth Science 1, 2
Geology 1, 2
Astronomy 9, 10
Physics 11, 12
Psychology 3, 4

Fine Arts (6 credits required – maximum of 3 in one area)

Art 1, 5, 17, 18
Music 1, 2
Cinema 11
Theatre 1, 42
Dance 1, 8
Media Arts 9

Please Note: A minimum of 129 credits is required for graduation; students must complete at least 64 credits in liberal arts.

Competencies (variable credits)

Prior to graduation, students must exhibit proficiency in writing, quantitative skills, computer literacy, oral communication and library usage. Students may fulfill this requirement by satisfactorily completing an examination or workshop or course work. Students must meet with their academic counselor for further details. Testing to fulfill requirements must be passed during the first semester at C.W. Post.

Childhood Education Courses

EDI 14 Historical, Philosophical and Sociological Foundations of Education

The analyses of major movements, educational legislation, institutions, men, women and thoughts in education are considered in regard to current trends. Emphasis is on the implications of the analyses for modern educational principles and practices.

Every Semester, 3 credits

EDI 15A Psychological Perspectives: Teaching and Learning

Prospective teachers gain an understanding of teaching and learning, intelligence, development, motivation and management for children from birth through adolescence that will be applied to classroom experiences. The reciprocal relationship between theory and practice is explored through field projects. This course consists of a combination of lectures, readings, work groups, in-class study analyses, video viewing, guest speakers, written assign-

ments and discussions of class topics and journal entries (including e-mail). Students who received credit for PSY 25 or 26 may not enroll in EDI 15A
Every Semester, 3 credits

EDI 16A Curriculum and Assessment for Pre-service Teachers

This course provides teacher education majors with a knowledge base in the development of the K-12 curriculum and with modes of authentic assessment (portfolio and performance) that helps students evaluate their academic progress. Emphasis is placed on the conceptual foundations and development of curriculum, efforts to reform and re-conceptualize the curriculum, external influences on the process of curriculum change, and the role of the teacher in curriculum development and student assessment.

Prerequisite: EDU 15A.

Every Semester, 3 credits

EDI 40 Introduction to Early Childhood Education

This course is designed to give the pre-service teacher a broad overview of the complexities and nuances of teaching the child in an early childhood setting. Emphasis will be placed on the practical applications in implementing theories and practices in a modern classroom setting. The student will be exposed to the knowledge, skills, and insights necessary in educating young children, care-givers, parents and families. Developmentally appropriate practices will be the focus of the course highlighting the physical, intellectual, social, creative, emotional, and sensual needs of the child.

Ten hours of field work required.

3 credits

EDI 41 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.

Ten hours of field work required.

Every Semester, 3 credits

EDI 63 Methods in the Teaching of Social Studies

This course explores creative methodology in the teaching of social studies planning, research, reporting and culminating activities. A two-hour per week workshop, along with college-approved field experiences of 10 two-hour sessions distributed over a 10-week period, is required. *Prerequisites:* EDU 14, 15A, 16A, EDS 60, 62.
Every Semester, 3 credits

EDI 64 Student Teaching, Childhood (Grades 1-6)

Student teaching is 5 days a week, full-time for the entire semester. This course is systematic, extended observation and student teaching experience under supervision. Student 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. *Prerequisites:* EDI 14, 15A, 16A, 63, 68, 69, 83, EDI 50, 60, 62, and HE 43. *No course may be taken during student teaching without the written consent of the department chair. Only under exceptional circumstances, with appropriate documentation, can permission be granted by the chairperson to take a course concurrently with student teaching.*
Every Semester, 6 credits

EDI 64B Play in the Early Childhood Curriculum

This course is designed to give the pre-service teacher a broad overview of the complexities and nuances of play in the classroom setting. Emphasis will be on the practical applications of implementing play in the early childhood setting. The student will be exposed to theories of play, the importance of using play as a basis of the early childhood learning and the construction of play models using the physical, intellectual, social, creative, emotional and sensual needs of the child. *Ten hours of field work required.*
Every Semester, 3 credits

EDI 66 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. *Prerequisites completion of all core courses and pedagogical core courses.*
Every Semester, 6 credits

EDI 68 Methods in the Teaching of Mathematics in the Elementary School

This course deals with the content, methods and materials relevant to teaching mathematics in the elementary school. Field experiences are part of the course requirements. *Prerequisites:* EDI 14, 15A, 16A, EDS 60 & 62; Math 15 and 16.
Every Semester, 3 credits

EDI 69 Methods in the Teaching of Science in the Elementary School

This course deals with the content, methods and materials relevant to teaching science in the elementary school. Field experiences are part of the course requirements. *Prerequisites:* EDI 14, 15A, 16A, EDS 60, 62. *A total of 15 approved hours of fieldwork with the instructor is required.*
Every Semester, 3 credits

Adolescence Education Courses (Grades 7 through 12)

EDI 14 Historical, Philosophical and Sociological Foundations of Education

The analyses of major movements, educational legislation, institutions, men, women and thoughts in education are considered in regard to current trends. Emphasis is on the implications of the analyses for modern educational principles and practices.
Every Semester, 3 credits

EDI 15A Psychological Perspectives: Teaching and Learning

Prospective teachers gain an understanding of teaching and learning, intelligence, development, motivation and management for children from birth through adolescence that will be applied to classroom experiences. The reciprocal relationship between theory and practice is explored through field projects. This course consists of a combination of lectures, readings, work groups, in-class study analyses, video viewing, guest speakers, written assignments and discussions of class topics and journal entries (including e-mail). Students who have received credit for PSY 25 or 26 may not enroll in EDI 15A.
Every Semester, 3 credits

EDI 16A Curriculum and Assessment for Pre-service Teachers

This course provides teacher education majors with a knowledge base in the development of the K-12 curriculum and with modes of authentic assessment (portfolio and performance) that helps students evaluate their academic progress. Emphasis is placed on the conceptual foundations and development of curriculum, efforts to reform and re-conceptualize the curriculum, external influences on the process of curriculum change and the role of the teacher in curriculum development and student assessment. *Prerequisite:* EDI 15A.
Every Semester, 3 credits

EDI 17 Psychology and Developmental of the Adolescent

This course examines various aspects of early adolescent and adolescent development, including cognition, social relationships, stress, self-esteem, and political and moral development. Considerable attention is given to race, gender, ethnicity, the special early adolescent, and the at-risk student. *Ten hours of field experience is required*
3 credits

EDI 35 General Methods of Teaching

Objectives, scope and programs of secondary education are considered in terms of the classroom teacher's commitment and responsibilities. This course is taken concurrently with the section of EDI 35 relating to the student's area of content specialization as listed. *Prerequisites:* EDI 14, 15A, 16A and a minimum of 24 credits in the subject to be taught in the grades 7-12. *Co-requisite:* EDU 35 (A, B, C, D, E, F, G, H, I). *Observations required*
Every Semester, 3 credits

EDI 35 (A, B, C, D, E, F, G, H, I) Methods and Materials in Teaching a Specific Subject in Grades 7-12

This course is a consideration of the principles and techniques of adolescence education. The curricula in grades 7-12 are examined and their continuing development studied and appraised in relation to current needs and practices. Methods, materials and teaching aids are considered for each subject area. Each student is required to fulfill field hours in the subject field of specialization. This course is taken concurrently with EDI 35 and is differentiated according to the student's field of specialization. *Prerequisites:* EDI 14, 15A, 16A and a minimum of 24 credits in the subject to be taught in the grades 7-12.
Co-requisite: EDI 35.

Every Semester, 3 credits

35-A	Biology
35-B	Chemistry
35-C	English
35-D	Italian
35-E	Mathematics
35-F	Social Studies
35-G	Spanish
35-H	Earth Science
35-I	French

EDI 38 Supervised Student Teaching in Adolescence Education (Grades 7-12).

Student teaching is 5 days a week, full-time for the entire semester. Students preparing to qualify as adolescence educators are required to complete a systematic, extended observation and student teaching experience under supervision in selected private and public schools in grades 7-9 and 10-12.

Prerequisites: EDI 14, 15A, 16A, 35, 35 (A, B, C, D, E, F, G, H, I), EDS 50, 74A, 75A and department approval.

Every Semester, 6 credits

*Art and Music Student Teachers will have student teaching experiences at three different levels since their provisional certification is K-12 until February 2, 2004.

Curriculum and Instruction Electives

Consult with the education academic counselor concerning new elective courses in Education.

EDI 71 Independent Study Course

Permission to take this course is based on particular criteria: 1) merit of proposed study, 2) cumulative or major average, 3) 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 chairperson. The faculty member directing the project must be qualified in the area designated by the student and the choice of faculty with the previous stipulation) is made by the student. Check with academic counselors for the scheduled offering.

On Occasion, 1-3 credits

Programs

The New York State Education Department regulations stipulate general education, pedagogy and content core requirements. The general education core for Childhood and Early Childhood majors totals at least 53 credits, with a possible additional 6 credits, depending on a student's level of foreign language proficiency upon entry to C.W. Post. The new general

education core for students pursuing programs in Adolescence Education totals at least 50 credits, with a possible additional 6 credits, depending on a student's level of foreign language proficiency upon entry to C.W. Post. Students pursuing programs in Adolescence Education should review the general education core. The content core is a student's major or concentration in one or more of the liberal arts and sciences.

The general education core that follows is designed to ensure that future teachers have essential knowledge, understanding and skills in the traditional arts and sciences.

For course descriptions, see the College of Liberal Arts and Sciences and the School of Visual and Performing Arts course descriptions; each course is 3 credits, except for the laboratory sciences, which are 4 credits.

(1) Laboratory Sciences and Mathematics (14 credits)

MTH 15, 16 Mathematics for Elementary Education	3 each
(two of the following)	
BIO 3 Mechanisms of Life Processes	4
BIO 7, 8 Human Biology: Anatomy and Physiology I, II	4 each
CHM 1, 2 Foundations of Chemistry	4 each
ERS 1, 2 Earth Science	4 each
GLY 1 Introduction to the Earth: Physical Geology	4
GLY 2 Introduction to the Earth: Historical Geology	4
AST 9, 10 Introductory Astronomy	4 each
PHY 11, 12 College Physics	4 each

(2) Social Studies (21 credits)

POL 2 Introduction to Political Science II (one of the following)	3
ECO 11, 12 Introduction to Macroeconomics	3 each
POL 1 Introduction to Political Science I	3
HIS 1 Western Civilization to 1789	3
HIS 2 Western Civilization since 1789	3
or	
HIS 3 American Civilization, 1607-1877	3
HIS 4 American Civilization since 1877 and	3
PHL 8 Beginning Philosophy	3
PHL 13 Human Values	3
GGR 1 Human Geography: Man, Environment, and Technology or	3

GGR 2 Human Geography: The Cultural and Demographic Environment and	3
GGR 1 or 2 or	
SOC 1 Introduction to Sociology or	3
ANP 2 Human Society	3

(3) Language Other Than English (LOTE, 6 credits)

(one of the following languages)

	Credits
FRN 1, 2 (French)	3
GER 1, 2 (German)	3
HEB 1, 2 (Hebrew)	3
ITL 1, 2 (Italian)	3
JAP 1, 2 (Japanese)	3
RUS 1, 2 (Russian)	3
SPA 1, 2 (Spanish)	3

(4) English and Literature (12 credits)

	Credits
ENG 1, 2 (and two of the following)	6
ENG 7 Literature of the Western World: Classical, Medieval, Renaissance	3
ENG 8 Literature of the Western World: Enlightenment to Modern	3
WLT 8 (same as ENG 8)	3
WLT 11 Classical Literature (same as ENG 11)	3
WLT 13 The Short Story (same as ENG 13)	3
WLT 15 Modern Drama (same as ENG 15)	3
WLT 16 The Modern Drama (same as ENG 16)	3
WLT 38 New Voices in Russian Literature	3
WLT 42 Contemporary Hebrew Literature	3
WLT 43 Masterpieces of Yiddish Literature	3
WLT 46 Russian Literature from 1800-1917	3
WLT 47 Russian Literature from 1917-Present	3
WLT 48 Dostoyevsky	3
WLT 50 Development of Western Drama	3
WLT 52 The Bible as Literature	3
WLT 55 French Literature of the 17th, 18th and 19th Centuries	3
WLT 56 French Literature of the 20th Century	3
WLT 62 Italian Poetic Heritage	3
WLT 65 The German Novel in the 20th Century	3
WLT 72 Spanish Literature to the 19th Century	3
WLT 73 Hispanic Literature of the 20th Century	3

(5) Arts (6 credits)
(one of the following)

	Credits
ART 1 Introduction to Visual Arts	3
CMA 9 Introduction to Media Arts	3
MUS 1 Introduction to Musical Concepts	3
THA 1 The Art of Theatre	3
CIN 11 The History of World Cinema and	3
(one of the following)	
ART 5 Introduction to Basic Drawing	3
ART 17 Introduction to Two-Dimensional Design	3
ART 18 Introduction to Three-Dimensional Design	3
THA 1 The Art of Theatre	3

PEDAGOG CORE

The pedagogical core provides students with knowledge, understanding, skills, field experiences and student teaching.

Four Year Initial Certification Program in Early Childhood Education**B.S. in Early Childhood Education, Birth to Grade 2****Pedagogy Course Requirements**

Core Courses (9 credits)

EDI 14 Social, Philosophical, and Historical Foundations of Education
EDI 15A Psychological Perspectives: Teaching and Learning
EDS 44 Introduction to The Study of the Exceptional Child

Co-Related Requirements (6 credits)

HE 205 Substance Abuse and Related Health Risks
EDS 50 Creating Responsible Inclusive Classrooms

Advanced Core Courses (18 credits)

EDI 41 Child Development Birth to Grade 2
EDI 40 Introduction to Early Childhood Education
EDI 64B Play in the Early Childhood Curriculum
EDS 73 Beginning Reading and Writing: Emergent Literacy
EDS 60 Teaching Literacy Development Birth to Grade 6

Culminating Experience (6 credits)

EDI 66 Student Teaching & Seminar, Early Childhood

All Education courses require fieldwork.

Five Year Initial Dual Certification Program in Early Childhood/Childhood**B.S. in Early Childhood Education, Birth to Grade 2/ M.S. in Childhood Education, Grade 1 to Grade 6****Pedagogy Course Requirements**

Core Courses (9 credits)

EDI 14 Social, Philosophical, and Historical Foundations of Education
EDI 15A Psychological Perspectives: Teaching and Learning
EDS 44 Introduction to the Study of the Exceptional Child

Co-Related Requirements (6 credits)

HE 205 Substance Abuse and Related Health Risks
EDS 50 Creating Responsible Inclusive Classrooms

Advanced Core Courses (18 credits)

EDI 41 Child Development: Birth to Grade 2
EDI 40 Introduction to Early Childhood Education
EDI 64B Play in the Early Childhood Curriculum
EDS 73 Beginning Reading and Writing: Emergent Literacy
EDS 60 Teaching Literacy Development Birth to Grade 6

Master's Core Courses (12 credits)

EDI 603 Advanced Topics in Psychology and Teaching
EDI 642 Contemporary Philosophies of Education
EDI 643 Teaching for Cultural Diversity
EDI 700 Educational Research

Master's Advanced Core Courses (9 credits)

EDI 612 Social Studies Methods
EDI 613 Math Methods
EDI 614 Science Methods

Student Teaching (9 credits)

EDI 66 Student Teaching & Seminar, Early Childhood
EDI 709 Student Teaching, Childhood
Free Elective (3 credits)

Culminating Experience:

Comprehensive exam or Final project or EDI 705 – Thesis = 3 credits
All Education courses require fieldwork.

Five Year Initial Dual Certification Program in Childhood/Early Childhood Education**B.S. in Childhood Education, Grade 1 to Grade 6/M.S. in Early Childhood Education, Birth to Grade 2****Pedagogy Course Requirements**

Core Courses (12 credits)

EDI 14 Social, Philosophical, and Historical Foundations of Education
EDI 15A Psychological Perspectives: Teaching and Learning
EDI 16A Curriculum & Assessment for Pre-service Teachers
EDS 44 Introduction to The Study of the Exceptional Child

Co-Related Requirements (6 credits)

HE 205 Substance Abuse and Related Health Risks
EDS 50 Creating Responsible Inclusive Classrooms

Advanced Core Courses (15 credits)

EDS 60 Teaching Literacy Development Grades 1-6
EDS 62 Literacy Assessment: Grades 1-6
EDI 63 Methods of Teaching Elementary Social Studies
EDI 68 Methods of Teaching Elementary Math
EDI 69 Methods of Teaching Elementary Science

Master's Core Courses (6 credits)

EDI 643 Teaching for Cultural Diversity
EDI 700 Educational Research

Master's Advanced Core Courses (24 credits)

EDI 639 Play in Early Childhood Curriculum
EDI 604 Child Development Birth to Grade 2
EDI 615 Early Childhood Curriculum Birth to Pre-School
EDI 616 Early Childhood Curriculum K – Grade 2
EDI 618 Creative Expression for Early Childhood
EDI 625 Observations and Assessment in Early Childhood
EDI 605 Beginning Reading and Writing

All Education courses require fieldwork.

Student Teaching (9 credits)

EDI 64 Student Teaching & Seminar, Childhood
EDI 721 Practicum, Early Childhood

Culminating Experience:

Comprehensive exam or Final project or EDI 705 – Thesis = 3 credits

Five Year Initial Dual Certification Program in Early Childhood/Literacy (B-6)

B.S. in Early Childhood Education, Birth to Grade 2/ M.S. in Literacy, Birth to Grade 6

Pedagogy Course Requirements

Core Courses (9 credits)

EDI 14 Social, Philosophical, and Historical Foundations of Education
EDI 15A Psychological Perspectives: Teaching and Learning
EDS 44 Introduction to The Study of the Exceptional Child

Co-Related Requirements (6 credits)

HE 205 Substance Abuse and Related Health Risks
EDS 50 Creating Responsible Inclusive Classrooms

Advanced Core Courses (18 credits)

EDI 41 Child Development: Birth to Grade 2
EDI 40 Introduction to Early Childhood Education
EDI 64B Play in the Early Childhood Curriculum
EDS 73 Beginning Reading and Writing: Emergent Literacy
EDS 60 Teaching Literacy Development Grades 1-6
EDS 62 Literacy Assessment: Grades 1-6

Student Teaching (6 credits)

EDI 66 Student Teaching & Seminar, Early Childhood

Literacy Sequence (30 credits)

EDS 610 Literacy Teaching & Learning: Birth to Grade 6
EDS 611 Literacy Assessment & Instruction for Diverse Classroom Populations: Birth to Grade 6
EDS 613 Literacy Through Children's Literature: Birth to Grade 6
EDS 619 Literacy Through Literature Across the Curriculum: Birth to Grade 6
EDS 640 Literacy in the Content Areas: Birth to Grade 6
EDS 642 Literacy/Language Arts Communities: Birth to Grade 6
EDS 615 Practicum I. Literacy Assessment & Evaluation: Birth to Grade 6
EDS 616 Practicum II. Overcoming Literacy Difficulties: Birth to Grade 6 (*Supervised Clinic*)
EDS 703 Practicum III. Overcoming

Literacy Difficulties: Birth to Grade 6 (*Supervised Clinic*)

EDS 622 Contemporary Issues in

Literacy Research: Birth to Grade 6

All Education courses require fieldwork.

Four Year Initial Certification Program in Childhood Education (Grades 1 to 6)

B.S. in Childhood Education, Grades 1 to 6

Pedagogy Course Requirements

Core Courses (12 credits)

EDI 14 Social, Philosophical, and Historical Foundations of Education
EDI 15A Psychological Perspectives: Teaching and Learning
EDI 16A Curriculum & Assessment for Pre-service Teachers
EDS 44 Introduction to The Study of the Exceptional Child

Co-Related Requirements (6 credits)

HE 205 Substance Abuse and Related Health Risks
EDS 50 Creating Responsible Inclusive Classrooms

Advanced Core Courses (15 credits)

EDS 60 Teaching Literacy Development Birth to Grade 6
EDS 62 Literacy Assessment: Birth to Grade 6
EDI 63 Methods of Teaching Elementary Social Studies
EDI 68 Methods of Teaching Elementary Math
EDI 69 Methods of Teaching Elementary Science

Culminating Experience (6 credits)

EDI 64 Student Teaching & Seminar

All Education courses require fieldwork.

Five Year Initial Dual Certification Program in Childhood/Literacy

B.S. in Childhood Education, Grades 1 to 6/M.S. in Literacy, Birth to Grade 6

Pedagogy Course Requirements

Core Courses (9 credits)

EDI 14 Social, Philosophical, and Historical Foundations of Education
EDI 15A Psychological Perspectives: Teaching and Learning
EDI 16A Curriculum & Assessment for Pre-service Teachers
EDS 44 Introduction to The Study of the Exceptional Child

Co-Related Requirements (6 credits)

HE 205 Substance Abuse and Related Health Risks
EDS 50 Creating Responsible Inclusive Classrooms

Advanced Core Courses (15 credits)

EDS 60 Teaching Literacy Development Grades 1-6
EDS 62 Literacy Assessment: Grades 1-6
EDI 63 Methods of Teaching Elementary Social Studies
EDI 68 Methods of Teaching Elementary Math
EDI 69 Methods of Teaching Elementary Science

Student Teaching (6 credits)

EDI 64 Student Teaching & Seminar

Literacy Sequence (30 credits)

EDS 610 Literacy Teaching & Learning: Birth to Grade 6
EDS 611 Literacy Assessment & Instruction for Diverse Classroom Populations: Birth to Grade 6
EDS 613 Literacy Through Children's Literature: Birth to Grade 6
EDS 619 Literacy Through Literature Across the Curriculum: Birth to Grade 6
EDS 640 Literacy in the Content Areas: Birth to Grade 6
EDS 642 Literacy/Language Arts Communities: Birth to Grade 6
EDS 615 Practicum I. Literacy Assessment & Evaluation: Birth to Grade 6
EDS 616 Practicum II. Overcoming Literacy Difficulties: Birth to Grade 6 (*Supervised Clinic*)
EDS 703 Practicum III. Overcoming Literacy Difficulties: Birth to Grade 6 (*Supervised Clinic*)
EDS 622 Contemporary Issues in Literacy Research: Birth to Grade 6
All Education courses require fieldwork.

Five Year Initial Dual Certification Program in Childhood/Special Education

B.S. in Childhood Education/M.S. in Special Education

Pedagogy Course Requirements

Core Courses (9 credits)

EDI 14 Social, Philosophical, and Historical Foundations of Education
 EDI 15A Psychological Perspectives: Teaching and Learning
 EDS 44 Introduction to The Study of the Exceptional Child
 EDI 16A Curriculum & Assessment for Pre-service Teachers

Co-Related Requirements (6 credits)

HE 205 Substance Abuse and Related Health Risks
 EDS 50 Creating Responsible Inclusive Classrooms

Advanced Core Courses (18 credits)

EDS 73 Beginning Reading and Writing: Emergent Literacy
 EDS 60 Teaching Literacy Development Grades 1-6
 EDS 62 Literacy Assessment: Grades 1-6
 EDI 63 Methods of Teaching Elementary Social Studies
 EDI 68 Methods of Teaching Elementary Math
 EDI 69 Methods of Teaching Elementary Science

Student Teaching (6 credits)

EDI 64 Student Teaching & Seminar

Five-Year Program B.S. in Childhood Education/M.S. in Special Education

Special Education for Childhood Students

EDS 600 Introduction into the Study of the Exceptional Child 3
 EDS 620 Assessment in Special Education 3
 EDS 617 Literacy for Children with Disabilities: Birth-Grade 6 3
 EDS 630 Curriculum Based Assessment & Instruction of Students with Mild Disabilities 3
 EDS 631 Curriculum Based Assessment & Instruction of Students with Severe Disabilities 3

EDS 632 Instruction & Classroom Management for Children with Emotional Behavior Problems 3
 EDS 633 Accommodating Learners with Special Needs in Inclusive Classrooms 3
 EDS 713 Supervised Student Teaching in Special Education at the Elementary Level 3
 EDS 624 Contemporary Issues in Special Education (Culminating Experience) 3
 EDS _____ Elective Course in Special Education 3

All Education courses require fieldwork.

Adolescence Education Programs Grades 7 through 12

General Education Core for Students Pursuing Programs in Adolescence Education

(1) Laboratory Sciences and Mathematics (11 credits)

	Credits
MTH 1 Introduction to College Mathematics	3
(two of the following)	
BIO 3 Mechanisms of Life Processes	4
or	
BIO 7, 8 Human Biology: Anatomy and Physiology I, II	4 each
CHM 1, 2 Foundations of Chemistry	4 each
ERS 1, 2 Earth Science	4 each
GLY 1 Introduction to the Earth: Physical Geology	4
GLY 2 Introduction to the Earth: Historical Geology	4
AST 9, 10 Introductory Astronomy	4 each
PHY 11, 12 College Physics	4 each

(2) Social Studies (21 credits)

	Credits
POL 2 Introduction to Political Science II	3
(two of the following)	
ECO 11, 12 Introduction to Macroeconomics	3 each
POL 1 Introduction to Political Science I	3
and	
HIS 1 Western Civilization to 1789	3
HIS 2 Western Civilization since 1789	3
or	
HIS 3 American Civilization, 1607-1877	3
HIS 4 American Civilization since 1877	3
and	

PHL 8 Beginning Philosophy	3
or	
PHL 13 Human Values	3
GGR 1 Human Geography: Man, Environment, and Technology	3
or	
GGR 2 Human Geography: The Cultural and Demographic Environment	3
and	
GGR 1 or 2	
or	
SOC 1 Introduction to Sociology	3
or	
ANP 2 Human Society	3

(3) Language other than English (LOTE, 6 credits) (one of the following languages)

	Credits
FRN 1, 2 (French)	3
GER 1, 2 (German)	3
HEB 1, 2 (Hebrew)	3
ITL 1, 2 (Italian)	3
JAP 1, 2 (Japanese)	3
RUS 1, 2 (Russian)	3
SPA 1, 2 (Spanish)	3

(4) English and Literature (12 credits)

	Credits
ENG 1, 2	6
(and two of the following)	
ENG 7 Literature of the Western World: Classical, Medieval, Renaissance	3
ENG 8 Literature of the Western World: Enlightenment to Modern	3
WLT 8 (same as ENG 8)	3
WLT 11 Classical Literature (same as ENG 11)	3
WLT 13 The Short Story (same as ENG 13)	3
WLT 15 Modern Drama (same as ENG 15)	3
WLT 16 The Modern Drama (same as ENG 16)	3
WLT 38 New Voices in Russian Literature	3
WLT 42 Contemporary Hebrew Literature	3
WLT 43 Masterpieces of Yiddish Literature	3
WLT 46 Russian Literature from 1800-1917	3
WLT 47 Russian Literature from 1917-Present	3
WLT 48 Dostoyevsky	3
WLT 50 Development of Western Drama	3
WLT 52 The Bible as Literature	3
WLT 55 French Literature of the 17th, 18th, and 19th Centuries	3
WLT 56 French Literature of the 20th Century	3
WLT 62 Italian Poetic Heritage	3

WLT 65 The German Novel in the 20th Century	3
WLT 72 Spanish Literature to the 19th Century	3
WLT 73 Hispanic Literature of the 20th Century	3

(5) Arts (6 credits)
(one of the following)

	<i>Credits</i>
ART 1 Introduction to Visual Arts	3
CMA 9 Introduction to Media Arts	3
MUS 1 Introduction to Musical Concepts	3
THA 1 The Art of Theatre	3
CIN 11 The History of World Cinema and (one of the following)	
ART 5 Introduction to Basic Drawing	3
ART 17 Introduction to Two-Dimensional Design	3
ART 18 Introduction to Three-Dimensional Design	3
THA 1 The Art of Theatre	3

CONTENT CORE

The content core is a student's major, or its equivalent, or a concentration in one or more of the liberal arts and sciences that provides a knowledge base for assisting students in grades 7 through 12.

Four Year Initial Certification Program in Adolescence Education (7-12)

B.S. in Adolescence Education (7-12)

Pedagogy Course Requirements

Core Courses

EDI 14 Social, Philosophical, and Historical Foundations of Education
EDI 15A Psychological Perspectives: Teaching and Learning
EDI 16A Curriculum & Assessment for Pre-service Teachers
EDI 35 General Methods
EDI 35 (A-I)* Specific Methods
EDI 17 Psychology and Development of the Adolescent Student

Co-Related Core Requirements

EDS 50 Creating Responsible Inclusive Classrooms

Advanced Core Courses

EDS 44 Introduction to The Study of the Exceptional Child

EDI 38 Student Teaching (discipline-specific)
EDS 74A Literacy Teaching and Learning Grades 5-12
EDS 75A Literacy Assessment & Instruction for Diverse Classroom Populations: Grades 5 to 12

**EDI 35 (A-I) is as follows:

A = Biology
B = Chemistry
C = English
D = Italian
E = Mathematics
F = Social Studies
G = Spanish
H = Earth Science
I = French

Five Year Initial Dual Certification Program in Adolescence/ Childhood

B.S. in Adolescence Education, Grades 7 to 12 – Subject**/M.S. in Childhood Education, Grades 1 to 6

Pedagogy Course Requirements

Core Courses (12 credits)

EDI 14 Social, Philosophical, and Historical Foundations of Education
EDI 15A Psychological Perspectives: Teaching and Learning
EDI 16A Curriculum & Assessment for Pre-service Teachers
EDS 44 Introduction to The Study of the Exceptional Child

Co-Related Requirements (6 credits)

EDS 50 Creating Responsible Inclusive Classrooms

Advanced Core Courses (15 credits)

EDS 35 General Methods
EDI 17 Psychology and Development of the Adolescent Student
EDI 35 (A-I)** Specific Methods
EDS 75A Literacy Assessment & Instruction for Diverse Classroom Populations: Grades 5 to 12

Master's Core Courses (6 credits)

EDI 643 Teaching for Cultural Diversity
EDI 700 Educational Research

Master's Advanced Core Courses (15 credits)

EDI 612 Social Studies Methods
EDI 613 Math Methods
EDI 614 Science Methods
EDI 610 Literacy Teaching & Learning: Birth to Grade 6

EDS 611 Literacy Assessment & Instruction for Diverse Classroom Populations: Birth to Grade 6

Student Teaching (12 credits)

EDI 38 Student Teaching and Seminar (discipline-specific, 7-12)
EDI 709 Student Teaching & Seminar, Childhood

Culminating Experience:

Comprehensive exam or Final project or
EDI 705 – Thesis = 3 credits

All Education courses require fieldwork.

**EDI 35 (A-I) is as follows:

A = Biology
B = Chemistry
C = English
D = Italian
E = Mathematics
F = Social Studies
G = Spanish
H = Earth Science
I = French

Five Year Initial Dual Certification Program in Childhood/ Adolescence

B.S. in Childhood Education, Grades 1 to 6/M.S. in Adolescence Education, Grades 7 to 12

Pedagogy Course Requirements

Core Courses (12 credits)

EDI 14 Social, Philosophical, and Historical Foundations of Education
EDI 15A Psychological Perspectives: Teaching and Learning
EDI 16A Curriculum & Assessment for Pre-service Teachers
EDS 44 Introduction to the Study of the Exceptional Child

Co-Related Requirements (6 credits)

HE 205 Substance Abuse and Related Health Risks
EDS 50 Creating Responsible Inclusive Classrooms

Advanced Core Courses (15 credits)

EDS 60 Teaching Literacy Development Grades 1-6
EDS 62 Literacy Assessment: Grades 1-6
EDI 63 Methods of Teaching Elementary Social Studies
EDI 68 Methods of Teaching Elementary Math
EDI 69 Methods of Teaching Elementary Science

EDI 802 Contemporary Philosophies of Education
Master's Core Courses (12 credits)
EDI 603 Advanced Topics in Psychology and Teaching
EDI 643 Teaching for Cultural Diversity
EDI 700 Educational Research

Advanced Core Courses (9 credits)
EDI 610 General Methods
EDI 651-660 Specific Methods
EDS 641 Literacy in Content Area

Student Teaching (12 credits)
EDI 64 Student Teaching & Seminar, Childhood (6 credits)
EDI 712 Student Teaching & Seminar, Adolescence (6 credits)

Culminating Experience:
Comprehensive exam or Final project or
EDI 705 – Thesis = 3 credits

All Education courses require fieldwork.

HEALTH, PHYSICAL EDUCATION AND MOVEMENT SCIENCE

Phone: (516) 299-2671
Fax: (516) 299-3167

Faculty

Frank Brady
Chair, Department of Health, Physical Education and Movement Science;
Associate Professor of Education
B.A., H.D.E., St. Patrick's College
(Maynooth, Ireland);
B.Ed., St. Patrick's College (Dublin,
Ireland);
M.A., Ed.D., New York University

Steven Hollander
Associate Professor of Health Education
B.S., M.S., Brooklyn College, City
University of New York;
Ed.D., Teachers College, Columbia
University

Nana Koch
Associate Professor of Physical Education
B.A., M.A., Adelphi University;
M.A., Ed.D., Teachers College, Columbia
University
nkoch@liu.edu

Frank Maier
B.S.E., State University of New York at
Cortland;
M.P.H., Loma Linda University

Lucille Wulforst
Teaching Assistant
B.S., M.S., Long Island University

Overview of Health, Physical Education and Movement Science

As an integral part of the School of Education, the Department of Health, Physical Education and Movement Science prepares professionals to fulfill the needs for wellness, motor competencies, health and fitness in a diverse society. Courses are designed and developed to ensure that performance competencies are compatible with and contingent upon the assumed and evolving role in a pluralistic culture. Students majoring in Health and/or Physical Education engage in a rigorous academic program that is coupled and complemented with extensive field experience to facilitate the fusion of theory and practice.

Educational experiences that promote motor development, motor competency, remediation, fitness, and health, resulting in a more healthy and harmonious human experience are embedded and embroidered into a K-12 comprehensive school curriculum. Toward this end, the department offers B.S. degrees in New York State Approved teacher preparatory programs in the fields of Health Education and Physical Education. One unique program is the offering of a dual major in Health Education and Physical Education; this program fulfills the eligibility requirements for Initial Certification in both Health and Physical Education K-12. Health and Physical Education programs prepare graduates to teach in elementary, middle school and senior high schools. These programs have been designed to provide the greatest versatility in qualifying graduates for new employment opportunities.

Students may qualify for a Bachelor of Science degree in Health Education or Physical Education by completing the prescribed program of 129 credits (149 credits dual major) and maintaining a cumulative GPA of 2.75 with a 2.80 average in the major. Required courses in the major in which the students have earned a grade of C- or less, (W) Withdrawal, or (UW) Unofficial

Withdrawal cannot be counted toward their degree requirements and therefore must be repeated.

The Department of Health, Physical Education and Movement Science is aware of the need for competent teachers; therefore, students are involved in clinical experiences prior to student teaching in nearby elementary, middle, and senior high schools as observers and participants. This, coupled with a strong background in their specialization, will help our graduates prepare for the challenges of a future career. Prior to acceptance to the teacher preparatory program, the student's academic progress is reviewed and assessed by the faculty. The faculty will approve each candidate for methods and student teaching. The Department has a policy handbook, which is available to all majors. It is the responsibility of the students to read the handbook and be familiar with all requirements.

The Department of Health, Physical Education and Movement Science realizes the importance for all students to be informed about significant health issues.

The Department also realizes that students need to be given the opportunity to be physically active throughout their undergraduate careers. As such, the Department offers numerous general courses for all undergraduate students. Courses to improve the health and fitness of the student body are offered every semester. In addition to theory courses, activity courses are also offered to give the student some basic skills in a variety of sports and activities. The objectives of the activity courses are to provide students with the basic skills required to participate successfully in the sport or activity as well as understanding basic rules, strategies, and the importance of regular physical activity for overall health and fitness. Students are given a background in leisure pursuits in order to help them maintain a healthy lifestyle during their years at C.W. Post and after graduation. These courses are listed under Physical Education Skill Courses.

Coaching Certificate Program

The Department of Health, Physical Education and Movement Science offers a Coaching Certificate Program which professionally prepares men and women for their coaching responsibilities in secondary schools. Upon completion of the 13 credit hours of course requirements, a certificate is awarded as evidence that

the student had completed the necessary courses as set forth by the New York State Education Department. This Coaching Certificate Program has been approved by the New York State Education Department. All certified teachers and others who were not coaching in New York State prior to September 1, 1974, may, upon completion of our Coaching Certification Program, be qualified to coach in the secondary schools. See the department advisor for the required coursework.

Required liberal arts courses for Physical Education and Health Education fulfill the Liberal Arts Core. All Health and Physical Education majors are required to take 64 credits in Liberal Arts including the Core Curriculum. Dual majors take 60 credits of Liberal Arts.

<i>Science requirement:</i>	<i>Credits</i>
Biology 7 The Functioning Human Organism	4
Biology 8 The Functioning Human Organism	4
Biology 118	3
<i>Fine Arts requirement:</i>	
(PE majors only) Dance 1	3

B.S. in Physical Education (NYS Certification K-12)

Education Core: 12 credits
(See Department of Curriculum and Instruction)

Health and Physical Education Core 12
HPE 215, HE 205**, PE 106, PE 202, PE 250

Physical Education Pedagogy: 20@*
PED 260, PED 261, PED 262, PED 263, PED 297, HPE 298

Physical Education Theory Courses 28-30
PE 200, PE 201, PE 203, PE 235**, PE 255, PE 290, PE 295, Dance 1*

@*These courses require a combined field experience of 100 hours.

*Special section of the liberal arts core course taught by the department.

**Also applicable toward the Liberal Arts requirement.

B.S. in Health Education (NYS Certification K-12)

Education Core: 12 credits
includes EDS 44

(See Department of Curriculum and Instruction)

Health and Physical Education Core 12
HPE 215, HE 205**, PE 106, PE 202, PE 250

Health Education Pedagogy 17@*
HED 260, HED 261, HED 262, HED 297, HPE 298

Health Education Theory Courses 27
HE 201**, HE 202, HE 204, HE 250, HE 255, HE 260, HE 265, HE 280, HE 285

@*These courses require a combined field experience of 100 hours.

**Also applicable toward the Liberal Arts requirement.

B.S. in Health and Physical Education (Dual Certification 149 credits)

Students take all Physical Education and Health courses except: PE specialization, HED 260, HE 285.

Student Teaching in Health and Physical Education

Student teaching is the culminating field experience; students are required to have completed all of the courses in their plans of study prior to student teaching.

Students must apply for student teaching in the previous semester. As part of the application process, the students must complete a portfolio which will include, though not be limited to, their completed application, samples of their written work, lesson plans, and a videotape of their practicum teaching. Students must complete the exit exam and interview and maintain a GPA of 2.75 overall and 2.80 in the major. Student teachers are required to be in their assigned school from Monday to Friday for the complete school day. Students must follow the calendar of the school district in which they have been placed.

Students who have completed all requirements for their degree including student teaching are eligible for NYS Certification providing they have passed the NYS licensing exams. (Information concerning the scheduling of these exams may be obtained from the departmental advisor.)

Health and Physical Education Core Courses

HPE 215 Organization and Administration of Health and Physical Education

This course covers procedures and practices in administration of contemporary physical education, athletics, and health education. It also supports the development of healthy schools through the Coordinated School Health Program.
Every Semester, 2 credits

HE 205 Substance Abuse and Related Health Issues*

This course is an examination of the uses of prescription, over-the-counter and consciousness-altering drugs in contemporary America. Emphasis is placed on making improved health-related decisions when confronted by substance use. A non-judgmental approach is used to encourage students to discuss their experiences, attitudes and values related to drug usage.

Every Semester, 3 credits

*May be taken and recognized as Liberal Arts credit

PE 250 Physiology of Exercise, Part I

This course is an introduction to the physiological basis of exercise and physical training with practical applications of physiological concepts to the fields of health, physical education and athletics. Laboratory experiences are designed to demonstrate physiological effects of physical performance.

Prerequisite: PE 203 or faculty approval.

Laboratory fee \$50

Every Semester, 3 credits

PE 202 Basic First Aid and Emergency Care

This course covers the basic knowledge and procedures for first aid and cardiopulmonary resuscitation. Emphasis is given to emergency conditions likely to occur in educational settings and sports related traumas. Use of the AED is covered. Students have the opportunity to earn First Aid and CPR Certification. *Lecture, demonstration and laboratory work is included.*

Every Semester, 2 credits

PE 106 Fitness and Conditioning

This course covers the principles of training, exercise design and training in all functional capacities – strength, endurance and flexibility. Students learn how to monitor exercise intensity and training progress.

Every Semester, 2 credits

Physical Education and Health Education Pedagogy Courses

PED 260 Curriculum Design in Physical Education

This course examines the process of curriculum design. Course content focuses on value orientation that drives the basic principles of curriculum development and curriculum planners. Emphasis is on developing a philosophy of Physical Education, selecting a curriculum theory reflective of that philosophy, and designing a curriculum based on both. Principles learned in this class are then applied to PED 261, PED 262, and PED 263.

Prerequisites: 12 credits in major and approval of department. Minimum GPA of 2.75 overall and 2.80 in major is required.

Co-requisite: PED 261.

Every Semester, 3 credits

PED 261 Secondary Methods in Physical Education

This course focuses on the characteristics of adolescent students and how effective secondary school physical education programs are planned, taught and evaluated. Particular emphasis is placed on physical education content and knowledge, and on developing the skills necessary to become competent secondary school physical educators. Course content includes peer teaching, supervised clinical teaching and field experience at local schools.

Co-requisite: PED 260.

Every Semester, 4 credits

PED 262 Elementary Methods in Physical Education

This course focuses on designing and conducting developmentally appropriate physical education lessons in grades K-6. Particular emphasis is placed on designing and conducting lessons that allow for maximum practice opportunity accompanied by performance analysis and assessment. Course content includes peer teaching, supervised clinical teaching and field experience at local schools.

Prerequisite: PED 260.

Co-requisite: PED 263.

Every Semester, 4 credits

PED 263 Teaching the Individual with Special Needs

This course focuses on the recognition of disabling conditions and the motor limitations of each; special problems encountered; and methods for improving the effectiveness of teaching adapted physical education in the school curriculum. Field experience in an adapted setting is required.

Laboratory fee \$50

Prerequisite: Completion of 8 credits in Physical Education theory courses, PED 260 and 261.

Co-requisite: PED 262.

On Occasion, 3 credits

PED 297 Student Teaching in Physical Education

This course is designed to meet the certification requirements of those students pursuing a major in Physical Education. A minimum of 360 hours in observation and teaching is required. Students must be prepared to spend the entire school day, every day, in the public schools during the semester of registration in this course.

Enrollment in any additional courses while registered for this course must have the approval of the Chair of the Department of Health, Physical Education and Movement Science and is, in any case, limited to those courses meeting during the late afternoon or evening.

Prerequisite: Students are required to provide a portfolio to the faculty. Students must complete the interview and the exit exam.

Passing of the NYS Teaching Exams (i.e., LAST and ACS-W)

Every Semester, 4 credits

HED 260 Elementary Methods in Health Education

This course is designed to provide students with knowledge, skills, and competencies to begin to provide effective Health Education at the elementary level. This course includes planning a health learning environment, planning and establishing elementary unit and lesson plans, establishing an effective classroom management/discipline plan, and the evaluation of instruction learning goals. The correlations among Health Education instruction, varied learning styles, achievement levels and classroom management techniques as well as a variety of evaluative alternatives and instructional strategies are addressed. A minimum of 30 hours in the field is required.

Every Semester, 4 credits

HED 261 Secondary Methods in Health Education

This course is a consideration of the principles and techniques in secondary education. The middle and senior high curricula are examined and their continuing development is studied and appraised in relation to current needs and practices. Methods, materials and teaching aids are considered for Health Education. Each student is required to spend no less than 30 hours in field experience and make observations of secondary health education classes.

Prerequisites: EDI 14A, 15A, 16A, EDS 44, adequate preparation in the subject to be taught, acceptance in the School of Education and Departmental approval by formal application.

Every Semester, 4 credits

HED 262 Nutritional Methods (K-12)

This course is a study of the methods and materials for teaching nutrition to various age groups in the school and the community. A minimum of 30 hours in the field is required.

Co-requisite: HE 255.

Annually, 3 credits

HED 297 Student Teaching in Health Education

This course is designed to meet the certification requirements of those students pursuing a major in Health Education. A minimum of 360 hours in observation and teaching is required. Students must be prepared to spend the entire school day, every day, in the public schools during the semester of registration in this course. Enrollment in any additional courses while registered for this course must have the approval of the Chair of the Department of Health, Physical Education, and Movement Science and is, in any case, limited to those courses meeting during the late afternoon or evening.

Prerequisites: Students are required to provide a portfolio to the faculty. Students must complete the interview and the exit exam.

Passing of the NYS Teaching Exams (i.e., LAST and ACS-W)

Every Semester, 4 credits

HPE 296 Student Teaching for Students in Health and Physical Education

This course is designed to meet the certification requirements for those students pursuing a double major in both Health and Physical Education. A minimum of 500 hours in observation and teaching is required. Students must be prepared to spend the entire school day, every day, in the public schools during the semester of registration in this course. Enrollment in any additional courses while registered for this course must have the approval of the Chair of the Department of Health, Physical Education and Movement Science and is, in any case, limited to those courses meeting during the late afternoon or evening.

Prerequisite: Students are required to provide a portfolio to the faculty. Students must complete the interview and the exit exam.

Passing score on the NYS Teaching exams (i.e. LAST and ACS-W)

Every Semester, 8 credits

HPE 298 Student Teaching Seminar

Students preparing to qualify as physical education or health education school teachers (K-12) are required to complete a systematic, extended observation and student teaching experience under supervision in selected private and public senior high schools. Elementary, middle and senior seminars are designed to discuss current topics and concerns in the school setting.

Co-requisite: PED 297, HED 297, HPE 296.

Every Semester, 2 credits

Physical Education Theory Courses

PE 71 Independent Study in Physical Education

Advanced independent study in areas of physical education not covered in the curriculum (A – 1 credit; B – 2 credits; C – 3 credits; D – 4 credits). Credits determined by faculty advisor and course requirements. (For majors only)

PE 200 Movement Pattern Testing Seminar

This seminar is a testing and evaluation seminar for the purpose of identifying the skill deficiencies of all Physical Education and dual majors in the following movement patterns: throwing, catching, dribbling, striking, rebounding, movement through space and manipulation of objects. Students are tested in a variety of sports. A written exam on techniques, rules and strategies is given.

Special fee \$50

Every Semester, No credits

PE 201 Introduction to Physical Education*

This course is an extensive analysis of the historical, personal, sociological and philosophical aspects of Physical Education. Students will begin developing their philosophy of being a physical educator and understand the importance of physical education to the overall success of the K-12 school experience.

Every Semester, 2 credits

**Meets Writing Across the Curriculum requirement*

PE 203 Kinesiology and Biomechanical Analysis of Movement

This course is an introduction to the basic concept of human motion, including the anatomical and mechanical description of movement. This course analyzes basic locomotion and selected sports skills. Laboratory experiences

develop competencies in posture, gait and joint measurements. Included is the muscle analysis of selected exercises and sport skills performed throughout the course.

Four hours lecture, one hour laboratory.

Laboratory fee \$50

Prerequisites: BIO 7-8, or instructor approval.

Every Semester, 4 credits

PE 235 Motor Development

This course provides the student with an understanding of the changes in motor behavior over the lifespan and the processes which underlie these changes.

The course provides both descriptive and explanatory profiles of the individual from conception to adulthood.

Annually, 2 credits

PE 255 Motor Learning*

This course is a discussion of studies, concepts and principles relating to human motor behavior and learning. The physical, mental and emotional factors of skill acquisition, growth and development, environmental considerations, personality factors and other aspects of skill learning are examined.

Prerequisites: PE 203, EDI 15A.

Every Semester, 3 credits

**May be taken and recognized for Liberal Arts credit*

PE 290 Physiology of Exercise Part II

This course continues from Part I. Students discuss special topics that relate to training and performance. Topics such as Ergogenic Aids, Environmental Exercise Stress, Disease and Exercise, Factors of Age, Gender and Hypokinetic Disorders on Performance are researched by the students. Students are required to take skin folds, cardio-assessments, strength and endurance assessments, and flexibility measurements. Students must demonstrate a high level of fitness by the end of this course in order to complete the course. Students monitor their training programs throughout the course. Laboratory experiences are designed to demonstrate physiological effects of physical performance and measurement techniques.

Prerequisite: PE 250.

Laboratory fee \$50

Every Semester, 3 credits

PE 295 Measurement and Evaluation in Physical Education

This course examines the purposes and principles of measurement and evaluation in physical education. Emphasis is placed on designing measurements by objectives and evaluating individual student status and progress. Program evaluation, teacher evaluation and statistical tools needed to summarize data are also discussed. Laboratory experiences are designed to support measurement theory.

Prerequisites: Math 3 or exam and PE 250.

On Occasion, 3 credits

Health Education Theory Courses

HE 71 Independent Study

Advanced study and/or research in the field of health in areas not covered by the curriculum (A – 1 credit; B – 2 credits; C – 3 credits; D – 4 credits). Credits determined by faculty and course requirements. Student must have approval from the chair. (For majors only)

HE 201 Critical Health Problems I*

This course is a discussion of various health problems that are of greatest concern to individual, community and future health educators: 1) the wellness concept; 2) chronic diseases; 3) communicable diseases; 4) environmental effects on health; 5) genetic disorders.

Annually, 3 credits

**May be taken and recognized for Liberal Arts credit*

HE 202 Critical Health Problems II

This course is an introduction to the major theories associated with mental health, methods of stress management and methods of handling emotions in everyday life.

Annually, 3 credits

HE 204 Human Sexuality and the Family

This course includes a general discussion of human sexuality and the family through a values approach. Various problems in human sexuality are discussed through a broad range of psychological and philosophical disciplines. The course attempts to examine the place and meaning of sexuality and the family in our education, lives and society.

Every Semester, 3 credits

HE 250 Health Counseling

This course examines the role of the health counselor. Application of counseling techniques of the various personnel within the school environment.
Annually, 3 credits

HE 255 Nutrition and Deficiency Disease

This course is an overview of the science of nutrition and its relationship to health. It is a survey of current nutrition knowledge and research.

Co-requisite: HED 262 or departmental approval.
Annually, 3 credits

HE 260 Community Health Care Studies and Surveys

This course studies the role, needs and growth of organizations concerned with public health needs.

Annually, 3 credits

HE 265 Consumer Health Education

This course investigates the relationship among the consumers of health products services, information and the health care delivery system. Emphasis is given to developing the student's ability to make improved decisions concerning health care.
Annually, 3 credits

HE 280 Marriage and Parenting

This course is designed to assist the student in gaining insight into the commitments of marriage and parenting. It helps the participants to disseminate important information concerning attitudes, conflicts, adjustments and all the aspects of planning a marriage, getting married, in addition to making a legal, moral and religious commitment.

Every Semester, 3 credits

HE 285 Personal, School, and Community Health

This course is a study of the relationship of cause and effect that leads to the acquisition, maintenance and improvement of the health of the individual with a special emphasis on the influence of school and community on personal health.

Prerequisite: Completion of 12 credits of Health Education course work.
Annually, 3 credits

Physical Education Specialization

Physical Education majors are required to elect 6 credits in one of the department's specializations listed below; all courses are offered at the department's discretion unless otherwise stated.

Coaching Specialization

PE 256 Philosophy and Techniques of Coaching and Officiating

This course introduces the philosophies, methods and techniques of coaching public school sports, rules interpretation and techniques of officiating.

Prerequisites: PE 203 and PE 250 or instructor's permission.
Annually, 3 credits

PE 257 Care and Prevention of Athletic Injuries

This course covers the methods of preventing and treating injuries common to athletes.

Prerequisites: PE 203 or BIO 118.
Annually, 2 credits

PED 291 Practicum in Specialization

The practicum is designed to give students field experience in their specialization. All students are required to complete 40 hours of fieldwork plus five hours of seminar.

Prerequisite or Co-requisite: Students must have completed 5 credits in their area of specialization.
Annually, 1 credit

Health Education Specialization

HE 204 Human Sexuality and the Family

Every Semester, 3 credits
(See Health Education listing.)

HED 261 Secondary Methods in Health Education

Every Spring, 3 credits
(See Health Education listing.)

HED 293 Practicum in Specialization

This practicum is designed to give students field experience in their specialization. All students are required to complete 40 hours of fieldwork plus five hours of seminar.

Prerequisite or Co-requisite: Students must have completed 5 credits in their area of specialization.
Annually, 1 credit

Fitness and Exercise Rehabilitation Specialization*

PE 230 Exercise Rehabilitation and Conditioning

This course introduces the role of exercise in the development and maintenance of physiological fitness throughout the life cycle. Application for the use of exercise and conditioning for various populations includes the disabled, clients

in cardiopulmonary rehabilitation, adults, the obese and diabetic.

Prerequisite: PE 290.
Co-requisite: PE 231.
Three hours lecture.
On Occasion, 3 credits

PE 231 Instrumentation in Fitness and Exercise Rehabilitation

This course covers the use of instrumentation in fitness and exercise rehabilitation with emphasis on anthropometric measurement tools, instructional evaluation and cardiopulmonary instrumentation.

Prerequisite: PE 290.
Co-requisite: PE 230.
Two-hour laboratory
Laboratory fee \$50
On Occasion, 2 credits

PED 292 Practicum in Specialization

The practicum is designed to give students field experience in their specialization. All students are required to complete 40 hours of fieldwork plus five hours of seminar.

Prerequisite or Co-requisite: Students must have completed 5 credits in their area of specialization.
Annually, 1 credit

Elementary School Physical Education Specialization*

PE 240 Creative Games and Survey of Movement Program for Children

Creative Games is a new approach to play, which emphasizes cooperation rather than competition and combining elements of traditional games and sports with a humanistic view of interaction.

Opportunities are provided for leading and refereeing creative games. Students explore the ways new games can be adapted for a variety of age groups, populations and a variety of settings. Students may elect to take this course for a second credit to observe and study a number of movement programs for preschool and elementary school-age children in a variety of settings.

Prerequisite or Co-requisite for PE majors.
Elementary Methods
Includes 30 hours of fieldwork
On Occasion, 2 credits

PE 241 Movement Education and Rhythms for Children

The purpose of this course is to provide for prospective preschool and elementary teachers the methods and materials to lead movement and rhythmic experiences.

Prerequisite or Co-requisite for PE majors:
PE 241, DAN 1.
On Occasion, 3 credits

PE 290C Practicum in Specialization

The practicum is designed to give students field experience in their specialization. All students are required to complete 40 hours of fieldwork plus five hours of seminar. Five credits of specialization must be completed or taken concurrently with the practicum.

Prerequisite or Co-requisite: Students must have completed 5 credits in their area of Specialization.

On Occasion, 1 credit

Movement and Dance Therapy Specialization*

PE 254 Introduction to Movement/Dance Therapy

This course is designed to provide undergraduate students with an experimental and didactic exposure to the field of dance therapy. The curriculum includes: (a) an examination of the historical framework and current developments in the field of dance therapy; (b) a comprehensive investigation of the psychophysical components of expressive movement; (c) the theory and process of dance therapy; and (d) a survey of dance therapy methods devised for specific populations in a range of clinical and educational settings.

On Occasion, 3 credits

DAN 2

(See Dance, School of Visual and Performing Arts.)

PE 290D Practicum in Specialization

The practicum is designed to give students field experience in their specialization. All students are required to complete 40 hours of fieldwork plus five hours of seminar.

Prerequisite or Co-requisite: Students must have completed 5 credits in their area of specialization.

On Occasion, 1 credit

Athletic Trainer Specialization*

PE 257 Care and Prevention of Athletic Injuries

Methods of treating and preventing injuries common to athletes.

Annually, 1 credit

PE 230 Exercise Rehabilitation and Conditioning

(See description above).

On Occasion, 3 credits

PE 294 Practicum in Specialization

The practicum is designed to give students field experience in their specialization. All students are required to complete 40 hours of fieldwork plus five hours of seminar.

Prerequisite or Co-requisite: Students must have completed 5 credits in their area of Specialization.

On Occasion, 1 credit

**Course availability depends on enrollment.*

Physical Education Skill Courses

Students at C.W. Post who are not majoring in Health or Physical Education may take a maximum of two courses for degree credit in Physical/Health Education with the advice and consent of a counselor in their field of concentration. Physical Education majors are required to take skill electives as part of their degree requirements.

All courses in the Skill Elective Program are designed to include the fundamental techniques and strategies of the activity. In addition, the courses are designed to give the students ongoing physical activity to improve their fitness status. No credit will be given for repeating a course previously passed. All Physical Education skill electives are graded by letter, except in the case of non-Physical Education or non-Health/Physical Education major students who may elect to take these courses pass/fail.

Physical Education skill electives are 1 credit unless otherwise stated. They are usually offered annually or as needed to meet the needs of the student body.

PE 100 Tumbling and Apparatus I

PE 102 Archery

PE 103 Badminton

PE 104 Body Conditioning to Music

PE 105 Fitness and Conditioning (Beginning)

PE 106 Fitness and Conditioning (All Levels)

This course covers the understanding of the acute and chronic effects of exercise on the human organism. Includes advanced training and conditioning techniques.

2 credits

PE 107 Racquetball/Paddleball

PE 108 Track and Field

PE 109 Squash

PE 111 Tennis (Beginning)

PE 112 Tennis (Intermediate)

Prerequisite: PE 111 or permission of instructor

PE 113 Fencing

PE 114 Golf

PE 115 Contemporary/Social Dance

PE 116 Horseback Riding (Beginning) \$200 fee

Students must have an approved riding helmet before riding

PE 117 Horseback Riding (Intermediate) \$200 fee

Students must have an approved riding helmet before riding

PE 118 Horseback Riding (Advanced) \$200 fee

Students must have an approved riding helmet before riding

PE 120 Beginning Karate and Self Defense

PE 121 Karate and Self Defense (All Levels)

PE 122 Basic Swimming Instruction

This course covers the fundamental skills of aquatics with emphasis on personal and class safety.

PE 123 Intermediate Swimming

Prerequisite: PE 122 or permission of instructor.

PE 124 Life Saving (Advanced)

This course covers the advanced skills and methods of rescue techniques. Extra hours may be required for advanced Life Saving Certification.

*Prerequisite: PE 123 or instructor's permission.
2 credits*

PE 125 A.R.C. Water Safety Instructor

This course covers the methods of teaching swimming at all levels of skill. Development of lesson plans and teaching strategies as well as swimming safety and first aid are included.

*Prerequisite: Advanced Life Saving or permission of instructor.
2 credits*

PE 126 Introduction to Hatha Yoga

An eclectic course in Hatha (physical) Yoga using asanas (yoga postures), pranayama (breathing exercises), meditation, and kinetic awareness techniques in order to achieve a healthier more harmonious functioning of both mind and body.

PE 127 Hatha Yoga (All Levels)

PE 128 T'ai Chi

An ancient Chinese system of exercise that is practiced for health and wellbeing.

PE 129 Basic Skin and Scuba Diving

*Special fee, \$70 to vendor
2 credits*

PE 130 Judo (Beginning)

PE 131 Judo (Advanced)

PE 132 Water Aerobics

PE 133 Tae Kwondo (Beginner)

2 credits

PE 134 Kung Fu (Beginner)
PE 135 Kung Fu (All Levels)
PE 136 Scuba Diving Certification
Special fee, \$90 to vendor
2 credits

PE 137 Aikido

PE 190 Project Adventure

The goal of this course is for students to obtain the knowledge and skills that are needed to create a Project Adventure K-12 curriculum. Students will gain familiarity with the Project Adventure philosophy and activities. They will learn how to utilize cooperative games, adventure challenges, initiative problems, and trust-building activities to teach communication, cooperation, trust, and teamwork and meet New York State and National Standards for physically-educated individuals.

Course availability depends on enrollment
Special fee, \$50.00 to vendor
2 credits

PE 192 Basketball
PE 193 Soccer
PE 194 Football
PE 195 Lacrosse
PE 196 Softball
PE 197 Baseball
PE 198 Volleyball
PE 199 Field Hockey

Health and Physical Education Theory Courses

Appropriate for all Students

PE 202 Basic First Aid and Emergency Care

This course is lecture, demonstration and laboratory work. Basic knowledge and procedures for first aid and cardiopulmonary resuscitation, and use of the AED are covered. Emphasis is given to

emergency conditions likely to occur in educational settings and sports-related traumas. Students have an opportunity to earn First Aid and CPR Certification.
Every Semester, 2 credits

PE 203 Kinesiology and Biomechanical Analysis of Movement

This course is an introduction to the basic concepts of human motion and includes anatomical and mechanical descriptions of movement in addition to an analysis of basic locomotion and selected sports skills. Laboratory experiences develop competencies in error identification and correction for efficient movement.

Prerequisites: BIO 7-8, CHEM 1 or PHY 11.
Three hours lecture plus two hours laboratory per week

Laboratory fee \$50
Every Semester, 4 credits

PE 250 Physiology of Exercise

This course is an introduction to the physiological basis of exercise and physi-



cal training that includes the practical applications of physiology concepts to the fields of Health, Physical Education and Athletics. Laboratory experiences are designed to demonstrate the physiological effects of physical performance.
Prerequisite: PE 203 or equivalent.
Laboratory fee \$50
Every Semester, 3 credits

PE 255 Motor Learning*

This course is a discussion of studies, concepts and principles related to human motor behavior and learning. Physical, mental and emotional factors of skill acquisition, growth and development, environmental considerations, personality factors, and other aspects of skill learning are included.
Every Semester, 3 credits
**Can be applied as liberal arts credit*

PE 257 Care and Prevention of Athletic Injuries

This course covers the methods of preventing and treating injuries common to athletes.
Every Semester, 2 credits

HE 201 Critical Health Problems I*

This course is a discussion of various health problems that are of greatest concern to individual, community and future health educators: 1) chronic diseases; 2) communicable diseases; 3) environmental effects on health; 4) genetic disorders.
Annually, 3 credits
**Can be applied as liberal arts course*

HE 204 Human Sexuality and the Family

This course includes a general discussion of human sexuality and the family through a values approach. Various problems in human sexuality are discussed through a broad range of psychological and philosophical disciplines. The course attempts an examination of the place and meaning of sexuality and the family in our education, lives and society.
Every Semester, 3 credits

HE 205 Substance Abuse & Related Issues*

This course is an examination of the uses of prescription, over-the-counter and consciousness-altering drugs in contemporary America. Emphasis is placed on making improved health-related decisions when confronted by substance use. A non-judgmental approach is used to encourage students to discuss their experiences, attitudes and values related to drug usage.
Every Semester, 3 credits
**Can be applied as liberal arts course*

HE 280 Marriage and Parenting

This course is designed to assist the student in gaining insight into the commitments of marriage and parenting. It helps the participants to examine important information about attitudes, conflict and adjustments, and planning a marriage, getting married, and what is entailed in order to make a legal, moral and religious commitment.
Every Semester, 3 credits

SPECIAL EDUCATION AND LITERACY

Phone (516) 299-2245
Fax (516) 299-3312

While the Special Education and Literacy Departments offers a full master's program, some of its courses can be applied to bachelor's degree programs in Education and Literacy, Early Childhood Education, Childhood Education and Adolescence Education.

Faculty

Barton S. Allen, Jr.
Assistant Professor of Education
B.A., Bloomfield College, New Jersey;
M.S., Long Island University;
P.D., ED.D., Fordham University
ballen@liu.edu

Linda Bausch
Associate Professor of Education
B.S., Long Island University;
M.S., Dowling College;
A.B.D., Hofstra University
linda.bausch@liu.edu

Rose Ellen Carter
Assistant Professor of Education
B.A., M.A., Goddard College;
M.S., Ph.D., Hofstra University

Lynn Cohen
Assistant Professor of Education
B.S., State University of New York at New Paltz;
M.S., ED., John Hopkins University;
P.D., Long Island University;
Ph.D., (ABD), Fordham University
lynn.cohen@liu.edu

Julia E. De Carlo
Professor of Education
B.A., Marymount College;
M.S., St. John's University;
Ph.D., Fordham University

Douglas H. Dreilinger
Associate Professor of Education
B.A., Hofstra University;
M.S., University of Bridgeport;
Ph.D., Texas Technological College

Kathleen M. Feeley
Assistant Professor of Education
B.A., M.S., St. Johns University;
Ph.D., University of Minnesota
k.feeley@southampton.liu.edu

George A. Giuliani
Professor of Education
B.A., State University of New York at New Paltz;
M.S., Ph.D., St. John's University

Ishita Khemka
Assistant Professor of Education
B.A., University of Delhi, India;
M.A., Teachers College, Columbia University;
Ph.D., Columbia University

Roberta Levitt
Assistant Professor of Education
B.S., University of Bridgeport;
M.S., P.D., Ph.D., Hofstra University
roberta.levitt@liu.edu

Ronald Minge
Professor of Education
B.A., Western Washington College;
M.S., Ph.D., Washington State University

Joel Mittler
Professor of Education
B.A., Brooklyn College, City University of New York;
M.S., Professional Certificate, Queens College, City University of New York;
M.Ed., Ed.D., Teachers College, Columbia University

Steven Nathanson
Assistant Professor of Education
B.A., State University of New York at Binghamton University;
M.A., New York University;
Ed.D., Hofstra University;
P.D., St. John's University
steven.nathanson@liu.edu

Roger Pierangelo
Associate Professor of Education
B.S., St. John's University;
M.S., Queens College;
Ph.D., Yeshiva University



John T. Pruslow
Assistant Professor of Education
B.A., M.S., P.D., Long Island University
ED.D., Hofstra University
john.pruslow@liu.edu

Joseph Sanacore
Chair, Department of Special Education and
Literacy;
Professor of Education
B.A., Adelphi University;
M.A., New York University;
M.S., Long Island University;
P.D., Ed.D., Hofstra University
joseph.sanacore@liu.edu

James Vacca
Assistant Professor of Education
B.A., Brockport;
M.A., State University of New York at
Albany;
Ph.D., Syracuse University of New York

Special Education Courses

**EDS 44 Introduction to the Study of
the Exceptional Child**
A basic introduction to childhood excep-

tionality. Designed to increase understanding of children who are considered to be exceptional—physically, emotionally or intellectually. Provides a basis for planning individual learning opportunities in regular and special classroom settings.
Fall, Spring, 3 credits

EDS 50 Creating Responsible Inclusive Classrooms

Inclusion represents one of the most significant challenges facing education in recent years. It requires change for both general and special educators. This course will explore the concept of inclusion, discuss it from both theoretical and practical perspective's, and present strategies necessary for it to be successful. It will present inclusive practices for use by general educators, as well as special educators.
Fall, Spring, 3 credits

LITERACY

EDS 60 Literacy Development: Birth Grade 6

This course will be concerned with the strategies and resources for childhood language acquisition and current princi-

ples and practices in the teaching of literacy. Relevant approaches and research findings that can be used in the classroom setting will be explored. Students will have the opportunity to observe and explore the various ways literacy is used in the classroom.
Fall, Spring, 3 credits

EDS 62 Literacy Assessment for the Classroom Teacher: Birth-Grade 6

This course will focus on acquainting students with current assessments used to identify reading problems, reading levels, and specific reading strengths and weaknesses of elementary school students in the classroom setting. Further emphasis will be placed on the use of current principles, practices, strategies, techniques, and the effective integration of technology in evaluating and treating the elementary school classroom student. Case studies will be developed and discussed.
Fall, Spring, 3 credits

SCHOOL OF HEALTH PROFESSIONS AND NURSING

The curricula of the School of Health Professions and Nursing integrates current knowledge in career-oriented programs with advanced sciences and liberal arts education to prepare students for leadership roles in health-related professions. The Biomedical Sciences Department offers a Bachelor of Science in Biomedical Sciences, Clinical Laboratory Science (Generalist); Cytotechnology; or Biomedical Technology. The Department, in association with the Department of Chemistry and Criminal Justice, offers a Bachelor of Science in Forensic Science. The Health Information Program offers a B.S. degree in Health Information Management. The Nursing Department offers a B.S. in Nursing for Registered Nurses as well as an accelerated B.S./M.S. degree. The Nutrition Department has a B.S. in Nutrition as well as an accelerated B.S./M.S. program. The Radiologic Technology Program offers a B.S. degree. In addition, preprofessional programs (curricula for the first two years of the baccalaureate program) are offered in Pre-Pharmacy and Pre-Respiratory Therapy.

Web site: www.liu.edu/cwpost/health

Phone: (516) 299-2485

Fax: (516) 299-2527

Email: healprof@liu.edu



Theodora Grauer, Ph.D.
Dean SHPN
tgrauer@liu.edu

Paul Dominguez
M.S., RDMS
Assistant Dean SHPN
paul.dominguez@liu.edu

DEPARTMENT OF BIOMEDICAL SCIENCES

Phone: (516) 299-3047

Faculty

Ahmad Aljada
Associate Professor of Biomedical Sciences
B.S., M.S., Ph.D., State University of
New York, Buffalo
ahmad.aljada@liu.edu

Pasquale Buffolino
Administrator, Forensic Science Program
B.S., M.S. Adelphi University;
M.P., Ph.D., City University of New York
pasquale.buffolino@liu.edu

Paul Dominguez
Assistant Dean, School of Health
Professions and Nursing
B.S., M.S., Long Island University
Registered Diagnostic Medical Sonographer,
OB
paul.dominguez@liu.edu

Virginia Donovan
Medical Advisor, Clinical Laboratory Science
Chairman of Pathology, Winthrop
University Hospital
B.A., M.D., Johns Hopkins University

Maria A. Friedlander, CT (ASCP),
CMIAC
Program Director, Cytotechnology
Memorial Sloan Kettering Cancer Center
B.A., Cornell University;
M.P.A., New York University
angelesm@mskcc.org

Francis T. Harten
Clinical Director, Forensic Science Program
Adjunct Assistant Professor of Forensic
Science
B.S., Fordham University;
M.S., Touro College School of Health
Sciences;
NYPD Crime Scene Detective (retired),
Crime Laboratory Detective Serologist
(retired)
francis.harten@liu.edu

Angela Meisse, MT (ASCP),SBB
CLS(NCA)
Program Director, Clinical Laboratory
Science
B.S., M.P.A., Long Island University
Registered Medical Technologist, Speciality
Certification, Blood Banking
N.Y.S. License, Clinical Laboratory
Technologist
ameisse@liu.edu

Rosario R. Modesto
Professor of Biomedical Sciences
B.A., Adelphi University;
M.S., University of Illinois;
Ph.D., Illinois Institute of Technology
rmodesto@liu.edu

Marc Musolino
Laboratory Manager, Department of
Biomedical Sciences
B.S., State University of New York at
Plattsburg;
M.S., Long Island University
marc.musolino@liu.edu

Seetha Tamma
Chair, Department of Biomedical Sciences
Professor of Biomedical Sciences
B.Sc., M.Sc., Andhra University;
Ph.D., University College Cork
stamma@liu.edu

Ernestine Marie Vellozzi
Associate Professor of Biomedical Sciences
B.S., M.S., Ph.D., St. John's University;
M.S., College of Pharmacy and Allied
Professions, St. John's University;
Certificate of Qualification – Laboratory
Director – Clinical Microbiology - Clinical
Immunology
ernestine.vellozzi@liu.edu

Professor Emeritus

Ellen M. Duffy
Professor of Biomedical Sciences
B.A., Manhattanville College;
M.S., The Catholic University of America;
Ph.D., Cornell University
eduffy@liu.edu

Biomedical Sciences

The B.S. Degree in Biomedical Sciences
offers students several options to pursue a
Professional Laboratory career. These
degree options include:

- Clinical Laboratory Science,
Generalist
- Cytotechnology
- Biomedical Technology
- Forensic Science (includes courses
from the Department of Chemistry
and Criminal Justice)

Explanation of Degree Options

Students who are either part-time or
full-time can pursue the undergraduate
degree program options. The Department
of Biomedical Sciences integrates didac-
tic courses taught at the University with
simulated laboratories with clinical
courses taught at off-campus affiliate
sites. Through each degree program
option, university-based courses are rein-

forced in the professional setting. In all
of the Departmental Degree Programs,
students are exposed to state-of-the-art
instrumentation and are educated by
highly qualified faculty.

Graduates become entry-level profes-
sionals with comprehensive competency
evaluated skills to enter each Biomedical
Science.

1. The Clinical Laboratory Science
(CLS), option. Clinical Laboratory
Science students are prepared for
national certification in Clinical
Laboratory Science (Medical
Technology) and qualify for a New
York State License as a Clinical
Laboratory Technologist.
The program is accredited by the
National Accrediting Agency for
Clinical Laboratory Sciences
(NAACLS) 8410 West Bryn Mawr
Avenue, Suite 670, Chicago, Illinois
60631-3415, Telephone 773-714-8880.
Upon completion of the CLS
Program, students are eligible to take
the following National Certification
examinations: MT (ASCP), Medical
Technologist (American Society of
Clinical Pathology) and CLS (NCA),
Clinical Laboratory Scientist
(National Credentialing Agency for
Clinical Laboratory Personnel).
In addition students are eligible for a
New York State License as a Clinical
Laboratory Technologist contingent
upon the passing of the New York
State examination. Clinical
Laboratory Scientists (Medical
Technologists) are employable in a
hospital clinical laboratory,
commercial clinical laboratory,
physician's office laboratory,
biomedical research or public health
laboratory, clinical diagnostic
company or educational institution.
Education in the clinical laboratory
sciences also lends itself to further
pursuits in graduate education. The
professional courses in Clinical
Laboratory Science begins in the
junior year and consists of four
semesters of education that integrates
theoretical and technical instruction
in a simulated clinical laboratory on
campus. Followed by the final semester
of 25 weeks of clinical practicum
instruction at a NAACLS approved
clinical affiliate site. Areas of study
include Hematology, Coagulation,
Clinical Chemistry, Microbiology,
Clinical Immunology, Molecular
Diagnostics, and Transfusion
Medicine. For clinical placement, a
student must have a combined GPA of
2.33 or higher, a 2.67 GPA in the
major and successful interview. The

hospital placement will be determined by the Program Director and Clinical Coordinators. Students pay all tuition and fees including laboratory costs to C.W. Post Campus. Students should plan for transportation to and from the off-campus clinical sites. The NAACLS approved clinical affiliates for the CLS Program are:

- Icon Central Laboratories, Inc. Farmingdale, NY
 - North Shore University Hospital, Manhasset, NY
 - North Shore University-Long Island Jewish Health Care System Core Laboratory, Lake Success, NY
 - South Nassau Communities Hospital, Oceanside, NY
 - Sunrise Medical Laboratory, Hapauge, NY
 - St. Francis Hospital, Roslyn, NY
 - Winthrop University Hospital, Mineola, NY
2. Students opting to pursue a degree in **Cytotechnology** are persons who are enrolled in the C.W. Post Campus, Dept. of Biomedical Sciences for three years of undergraduate study followed by 12 months of study at Memorial Sloan Kettering Cancer Center (MSKCC), New York, NY in their Hospital-based CAAHEP Accredited Program. CAAHEP = Commission on Accreditation of Allied Health Education Programs. Students must apply directly to MSKCC and are selected based on cumulative GPA and an interview. Traditionally this route of obtaining an undergraduate degree has been referred to as a 3+1 program route. Completion of the CAAHEP Cytotechnology Program allows students to take the ASCP Certifying Examination in Cytotechnology and in addition are eligible to apply for a New York State License as a Cytotechnologist.
 3. Students opting to pursue the **Biomedical Technology** degree learn basic and applied biomedical and advanced sciences which allow them to perform and evaluate results in a research or pharmaceutical setting in Biomedical Technology. These graduates are persons seeking career positions in the Bioscience Industry (biotechnology, medical devices, pharmaceuticals, life systems, project leadership or forensic pathology). Biomedical Technology students take a varied group of courses that allow them to perform a research project either on the campus or with another professional laboratory site of their choosing. These students can also take course pre-requisites that ready them

for entry into professional schools of Medicine, Osteopathy, Dentistry, or pursue other doctoral degree routes.

4. The Department of Biomedical Sciences (School of Health Professions and Nursing) and the Department of Chemistry (College of Liberal Arts and Sciences) with the support of the Department of Criminal Justice (College of Management) offer a B.S. Degree program in **Forensic Science** designed to educate students in forensic science theory and methodology. At degree completion, students have a strong science background coupled with a foundation in criminal justice and legal concepts. The program integrates didactic courses taught at the campus in simulated laboratories along with an internship or cooperative education experience between the junior and senior years of study. During this experience students will work and study in crime laboratories as well as in other related agencies. Graduates of this program will have the necessary scientific and technical background in forensic science, along with adequate criminal justice theory, to obtain entry-level positions in crime laboratories, administrative agencies and private industry. In addition, these students will be positioned for the graduate education in forensics that is necessary for career advancement. Students who are either part-time or full-time can pursue the undergraduate degree program in forensic science. Students desiring to continue in the program must maintain a minimum GPA of 2.33 (C+) out of 4.00 in the major courses. All students at the C.W. Post Campus, through the professional Academic Counselors, Director or coordinators and Department Chairs are guided to complete courses in the correct sequence to complete degree requirements in a four-year cycle.

Writing Across the Curriculum

Sections of BMS 50, BMS 87, BMS 150 and BMS 185 are often offered in Writing Intensive format to fulfill requirements of the Writing Across the Curriculum Program; students must check with academic advisors and consult the schedule of classes for current course offerings.

Life Experience Credit

Some individuals may have professional work experience at a hospital or have attended certificate programs that challenge existing course requirements through a "Life Experience Credit". Eligibility for credits is based on successful completion of proficiency examinations and/or extensive documentation of experiences.

Students should apply for life experience credits upon completion of their first 6 credits of study at C.W. Post, but before beginning their final 32 credits (residency requirements). Life experience applications will not be accepted once students have begun their senior residency. All proficiency examinations must be completed prior to the final 32 credits of undergraduate study.

Residency Requirements

The final 32 credits (9 credits in the major) toward the baccalaureate degree must be taken at C.W. Post. Life experience credits (see above) or transfer credits from other colleges may be applied toward the bachelor's degree requirements, but they cannot substitute for the residency requirement.

Admission Requirements for Departmental Degrees (CLS, CYT, BMT)

Students pursuing degree programs in the Department of Biomedical Sciences are requested to complete a separate application for admission to the respective undergraduate degree program in addition to their Admission Application for the

C.W. Post Campus and are to forward it to:

Director, CLS Program
Department of Biomedical Sciences
C.W. Post Campus
Long Island University
720 Northern Blvd.
Brookville, N.Y. 11548-1300

Completed Applications must be returned to the Program Director with official transcript(s) from all colleges or universities attended and with two letters of recommendations preferably from former Science Professors. Both transfer students and starting sophomores at C.W. Post must follow these requirements. A separate application for admission to the Campus must be submitted to the Admissions Office in addition to the admission application of the Department.

Applicants for admission to the Department of Biomedical Sciences Programs are contacted for a personal interview.

Students are expected to maintain a combined grade point average of 2.33 overall (4.0 is an "A" grade) in all pre-requisite courses whether they are C.W. Post students or transfer students into the departmental program.

Applicants to MSKCC must have an overall GPA of 3.0.

Students opting to pursue the B.S. Degree in Forensic Science (FSC) should notify the undergraduate academic advisor and Clinical Director of the Forensic Science program so that they may satisfy all course requirements in that major in the correct course sequence.

The B.S. degree programs of the Department of Biomedical Sciences (CLS, CYT, BMT) require:

- Completion of Campus Core Curriculum
- Completion of Departmental Core Curriculum
- Completion of specific course requirements for each degree program pursued

College Core	Credits
College 101 (not required for transfer students)	1
Laboratory Sciences (fulfilled by BIO 7, 8)	8
Language/Literature	6
History/Philosophy (PHL/BMS 19)	9
Mathematics (fulfilled by MTH 3)	4
Political Science/Economics	6
Fine Arts	6
Social Sciences	6
College Competencies (Writing, Oral, Library, Computer)	6-9
Total	52-55

Basic Sciences	Credits
Chemistry 3,4 (Principles of Chemistry)	8
Mathematics 40	3
Total	11

Advanced Sciences	Credits
Chemistry 25 Organic Chemistry for Health Scientists	4
Chemistry 71 Biochemistry	4
Total	8

Department of Biomedical Sciences Curriculum

Regardless of the program students opt to pursue, all students must complete a Departmental Core of courses which include the course prefix: Health Science-Medical Biology (BMS):

Course	Credits
BMS 40 Computer Applications	3
BMS 49 Laboratory Information Sciences	1
BMS 80 Immunology	3
BMS 87 Clinical Immunology (WAC)	3
BMS 90 Microbiology in Health Sciences	4
BMS 97 Virology	1
BMS 225 Histopathology of Body Systems	3
Total	18

1. Clinical Laboratory Sciences (CLS)

students pursuing the BS degree must take these university-based didactic courses with simulated laboratory sessions.

BMS 50 Clinical Chemistry I & Urinalysis	4
BMS 63 Introduction to Hematology/Phlebotomy	3
BMS 147 Mgt., Supervision, Teaching + Professionalism Seminar	2
BMS 150 Clinical Chemistry II & Instrumentation	4
BMS 161 Hematology & Body Fluids	3
BMS 162 Coagulation	2
BMS 185 Immunohematology (WAC)	4
BMS 191 Clinical Bacteriology	3
BMS 194 Mycology/Parasitology	3
BMS 256 Diagnostic Techniques in Molecular Pathology	4
BMS 244 Journal Club Review Seminar	1
Total	33

The CLS student is assigned to a clinical affiliate site in his/her senior year to complete Clinical based courses (Practica) which are applied learning courses that ready students for mastery of entry-level competency in the Clinical Laboratory Science and readiness to take a National Certification Examination sponsored by the American Society of Clinical Pathologist (ASCP) or the National Credentialing Agency for Clinical Laboratory Personnel (NCA).

The Hospital/Clinical Courses include:

BMS 259 Practicum in Clinical Chemistry /Urinalysis	3
BMS 269 Practicum in Hematology, Coagulation, Histotechniques	3
BMS 289 Practicum in Immunohematology / Clinical Immunology	3
BMS 299 Practicum in Microbiology	3
Total	12

Examples of Departmental Course Electives

BMS 51 Pharmacology	3
BMS 212 Pathophysiology	3
BMS 255 Toxicology	3

2. Students pursuing the B.S. Degree in Biomedical Sciences, **Cytotechnology** take the following courses which ready them for a career position as a Cytotechnologist and prepare them to successfully complete the CT(ASCP) National Certification Examination.

The Cytotechnology student takes all Departmental Core Courses including BMS 225 Histopathology of Body Systems – 3 credits at the University and senior of classes which are hospital based courses taught at Memorial Sloan Kettering Cancer, New York, NY

Students registered for the following senior year courses but take all of them at Memorial Sloan Kettering Cancer Center, New York, N.Y.

Course	Credits
BMS 230 Microscopic Evaluation I	4
BMS 231 Microscopic Evaluation II & III	6
BMS 232 Laboratory Techniques I, II, III	4
BMS 233 Gynecologic Cytology	4
BMS 234 Research Seminar	2
BMS 235 Urinary / Body Fluid Cytology	3
BMS 236 Pulmonary Cytology	3
BMS 237 GI Tract Cytology	1
BMS 238 Fine Needle Aspiration Cytology	2
BMS 239 Laboratory Management & Operations	1
Total	30

3. Students pursuing the B.S. Degree in Biomedical Sciences, Biomedical Technology take the Departmental core courses plus courses that ready them for careers in a Bioscience Laboratory industry position.

The courses for this degree route include:

Course	Credits
BIO 121 Introduction to Human Genetics	3
BMS 51 Pharmacology	3
BMS 212 Pathophysiology II	3
BMS 244 Journal Club Seminar	1
BMS 248 Undergraduate Research Project	4
BMS 249 Bioinformatics	3
BMS 256 Diagnostic Techniques in Molecular Pathology	4
Total	21

Typical Program in Biomedical Sciences, Clinical Laboratory Science/Generalist

<i>Freshman Year</i>	<i>Credits</i>
College 101	1
BIO 7, 8	8
CHM 3,4	8
MTH 3, 40	7
Library Competency	0
ENG 1,2	6
Core	3
Total	33

<i>Sophomore Year</i>	<i>Credits</i>
CHM 25,71	8
Competency Areas	0
Core (includes BMS 19)	27
Total	35

<i>Junior Year</i>	<i>Credits</i>
BMS 225, 40, 63, 80, 90	16
BMS 49, 87, 97	9
BMS 162, 194	3
BMS 256	4
Core	3
Total	35

<i>Senior Year</i>	<i>Credits</i>
BMS 150, 161, 162	9
BMS 147, 185 191	9
BMS 259, 269	6
BMS 289, 299	6
BMS 244	1
	31

Total College Credits 134

Students planning to attend graduate or professional schools that may require language proficiency are strongly urged to take French, German or Russian to fulfill language/literature core requirements. Students opting to pursue entry into medical or dental schools are encouraged to complete one year (eight credits) of Physics.

Typical Program in Biomedical Sciences, Cytotechnology

<i>Freshman Year</i>	<i>Credits</i>
College 101	1
BIO 7, 8	8
CHM 3,4	8
MTH 3, 40	7
Library Competency	0
ENG 1,2	6
Core	6
	36

<i>Sophomore Year</i>	<i>Credits</i>
CHM 25, 71	8
Competency Areas	0
Core (includes BMS 19)	27
	35

<i>Junior Year</i>	<i>Credits</i>
BIO 107	4
BMS 40, 63, 80, 90	13
BMS 49, 256, 87, 97	9
BMS 225	3
Total	29

<i>Senior Year</i>	<i>Credits</i>
CT Program at Memorial Sloan Kettering Medical Center	
BMS 230 Microscopic Evaluation I	4
BMS 231 Microscopic Evaluation II & III	6
BMS 232 Laboratory Techniques I, II, III	4
BMS 233 Gynecologic Cytology	4
BMS 234 Research Seminar	2
BMS 235 Urinary/Body Fluid Cytology	3
BMS 236 Pulmonary Cytology	3
BMS 237 GI Tract Cytology	1
BMS 238 Fine Needle Aspiration Cytology	2
BMS 239 Laboratory Management & Operations	1
	30

Total College Credits 129

Students planning to attend graduate or professional schools that may require language proficiency are strongly urged to take French, German, or Russian to fulfill language/literacy core requirements. Students opting to pursue entry into medical or dental schools are encouraged to complete one year (eight credits) of Physics.

Typical Program in Biomedical Sciences, Biomedical Technology

<i>Freshman Year</i>	<i>Credits</i>
College 101	1
BIO 103, 104 or 7, 8	8
CHM 3, 4	8
MTH 3,40	7
Library Competency	0
ENG 1, 2	6
Core	3
	33

<i>Sophomore Year</i>	<i>Credits</i>
CHM 25, 71 or 21, 22	8
Competency Areas	0
Core (includes BMS 19)	27
Total	35

<i>Junior Year</i>	<i>Credits</i>
BIO 141	3
BMS 225, 40, 49, 51	
80, 87, 90, 97	21
Core and elective (BMS 256)	6
Total	30

<i>Senior Year</i>	<i>Credits</i>
BMS 212, 225	6
BMS 244	1
BMS 248	4
BMS 249, 256	7
BMS Electives	4
Other Elective Credits	9
Total	31

Total College Credits 129

Students planning to attend graduate or professional schools that may require language proficiency are strongly urged to take French, German, or Russian to fulfill language/literacy core requirements. Students opting to pursue entry into medical or dental schools are encouraged to complete one year (eight credits) of Physics.

Typical Program in Forensic Science (Coordinates courses with the Departments of Biomedical Sciences, Chemistry and Criminal Justice)

<i>Core Curriculum</i>	<i>Credits</i>
College 101(not required for transfer students)	1
Laboratory Sciences \ (fulfilled by BIO 7, 8, or 103, 104)	8
Language/Literature	6
History/Philosophy (PHL/BMS 19)	9
Mathematics (fulfilled by MTH 7)	4
Political Science/Economics	6
Fine Arts	6
Social Sciences	6
College Competencies (Writing, Oral, Library, Computer)	6-9
Total	52-55

<i>Natural Sciences Core</i>	<i>Credits</i>
BIO 3/103; BIO 4/104; BIO 7/8	8
BIO 141 Biostatistics*	3
CHM 3, 4 (Principles of Chemistry)	8
CHM 21, 22 (Organic Chemistry)	8
PHY 11, 12 (College Physics)	8
Total	35

* Any Statistics course

<i>Specialized Sciences Core</i>	<i>Credits</i>
BIO 107 Principles of Genetics or BIO 121 (no lab)	3 or 4
CHM 37 Quantitative Analysis	4
CHM 71 Biochemistry	4
BMS 80 Immunology	3
BMS 256 Diagnostic Techniques in Mol. Pathology	4
Total	22-23

<i>Forensic Sciences Courses</i>	<i>Credits</i>
ANP 51 Forensic Anthropology	3
CHM 39/FSC 2 Forensic Instrumentation	4
CRJ 76 Criminal Procedure	3
BMS 71/FSC 1 Intro to Criminalistics	3
BMS 255 Toxicology	3
BMS 257/FSC 3 Forensic Molecular Techniques	3
BMS 271/FSC 200 Forensic Internship	2
Total	21

<i>Suggested Electives</i>	<i>Credits</i>
BIO 201 Molecular Biology	4
CHM 24 Spectroscopic Analysis	3
BMS 51 Pharmacology	3
BMS 63 Hematology & Phlebotomy	3
BMS 90 Microbiology in Health Sciences or BIO 250 Microbiology	4
BMS 224 Journal Club Seminar	1
CRJ 47 Arson	3
BMS 19/PHL 19 Medical Ethics	3
Total Required Elective Credits	9

Forensic Science Program Course Sequences

<i>Freshman Year</i>	<i>Credits</i>
College 101	1
BIO 7 or 8, 103, 104	8
CHM 3, 4	8
ENG 1, 2	6
MTH 7	4
Anthropology 51	3
Library Competency	0
Core Curriculum	4
	33

<i>Sophomore Year</i>	<i>Credits</i>
CHM 21, 22	8
CHM 37	4
BIO 141*	3
BMS 19/PHL 19	3
Computer Competency	0
Oral Competency	0
Core Curriculum	4
Total	33

*Any statistics course

<i>Junior Year</i>	<i>Credits</i>
CHM 71	4
CHM 39/FSC 2	4
BIO 107/138	4
BMS 71	3
BMS 80	3
BMS 256	4
BMS 271 (Fall, Spring, Summer)	2
Electives	9
Core Curriculum	3
Total	36

<i>Senior Year</i>	<i>Credits</i>
Criminal Justice 76	3
PHY 11, 12	8
BMS 255	3
BMS 257	4
Core Curriculum	12
Total	30
Total College Credits	129

Biomedical Science Courses

BMS 20 Introduction to Disease Processes

The changes in the human body that may be biological, physical, chemical or anatomical which induce disease or an abnormal process are discussed. The etiology and pathogenesis of altered body systems is emphasized. How change can significantly reduce normal function of body systems is also identified.

Writing Across the Curriculum course

Prerequisites: BIO 7, 8 or 103, 104.

Fall, 3 credits

BMS 40 Computer Applications

This course reviews the usefulness of computers for home or business. Students learn the current Microsoft Word Program; Excel, Power Point, Access and the utilization of WebCT. Extensive hands-on computer use is involved for the completion of this course

Cross-referenced courses: HIM 53 and HPA 20

Fall, 3 credits

BMS 49 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: BMS 40.

Spring, 1 credit

BMS 50 Clinical Chemistry I and Urinalysis

This course introduces students to safety principles, quality control and laboratory math and the analysis, quantitation,

physiologic and pathologic assessment of 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.

Laboratory fee

Prerequisites: BIO 7 or 103; CHM 25.

Spring, 4 credits

BMS 51 Pharmacology

The study of drugs or poisons and their effect to correct abnormal body function is presented. Emphasis is placed on the use of drugs to therapeutically treat disease and the consequence or expectation of body changes possible with their continued use. The Pharmacokinetics, Pharmacology and Pharmacodynamics of drugs in common use to treat disorders is also discussed.

Prerequisite: CHM 22.

Spring, 3 credits

BMS 63 Introduction to Hematology/Phlebotomy

This course is an introduction to the methodologies, instrumentations and OSHA regulations within a clinical hematology lab. Collection and preservation of blood specimens, description of all formed cellular elements, analysis of blood smears and classification of hematological disorders, such as the anemias and leukemias are discussed. The clinical significance of sedimentation rates and reticulocyte counts and proper phlebotomy techniques and theory are also identified. Safety regulations for blood collection, universal precautions and patient preparation ethics, confidentiality and patient rights are addressed. Practice and competency in phlebotomy is required for course completion.

Laboratory fee

Prerequisite: BIO 8 or 104.

Co-requisite: CHM 4 or permission of the instructor

Spring, 3 credits

BMS 71 Introduction to Criminalistics (FSC 1)

This course includes an overview of forensic science laboratory techniques. The subject introduces the student to information collected and chain of custody followed at the crime scene; photography; physical evidence and its properties (trace evidence; fingerprints;

firearms; fibers; paint; documents examination). This subject includes principles of microscopy; serology (blood identification procedures); origin determination; semen identification procedures; other biological substances of interest; hair comparison; drugs and toxicology; case-work interpretation; quality control, proficiency testing and accreditation; and recent criminal cases. Lectures, demonstrations, and basic laboratory exercises are used to present the subject matter.

Laboratory fee

Two hour lecture. Three hour laboratory
Fall, 3 credits

BMS 80 Immunology

This course is an introduction to Immunology and Immunochemistry. The Structures, reaction and biological effects among antigens, antibodies and complement in the body (in vivo) and in vitro are discussed. Cells of the immune and inflammatory responses, their structure, functions and inter-relationships in normal individuals and in disease states is also presented.

Pre/co-require: Organic Chemistry or Biochemistry or permission of the instructor.
Fall, 3 credits

BMS 87 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.

Writing Across the Curriculum course
Laboratory fee

Prerequisite: BMS 80.

Spring, 3 credits

BMS 90 Microbiology in Health Sciences

This course is required for all medical biology majors and health related majors including those students seeking graduate study in the biological sciences and those seeking admission into professional schools. The course introduces the principles of clinical microbiology and characteristics of microorganisms, host-parasite relationships, resistance, immunity, hypersensitivity, public health, epidemiology, as well as applied, medical and industrial microbiology. Includes clinical diagnostic methods such as cul-

ture, control, identification, sterilization, microbiological techniques and concepts, and emphasizes those techniques specifically employed in the clinical microbiological laboratory.

Laboratory fee

Fall and Spring, 4 credits

BMS 97 Virology

Viral structure, mode of infection of human cells, replication and classification are discussed. The DNA and RNA viruses associated with human diseases as well as the resultant clinical syndromes; diagnostic procedures used to collect and detect viral antigens in clinical specimens; viral serology; viral culture and storage are also presented.

Prerequisite: BIO 7, 8 or 103, 104.

Fall, 1 credit

BMS 98, 99 Undergraduate Research

HS-Medical Biology 98: One to two credits; HS-Medical Biology 99: Three credits. Junior and seniors can undertake an independent research project under the direction of a faculty member in the area of the student's principle interest.

Prerequisite: Permission of department chair and sponsoring faculty member.

Every Semester

BMS 147 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: Educational Methodology.

Spring, 2 credits

BMS 150 Clinical Chemistry II & Instrumentation

This Clinical Chemistry course is a sequel of BMS 50. It presents topics addressing endocrinology, electrolyte and acid/base balance, porphyrins, vitamins and nutrition status, therapeutic drug monitoring, toxicology and identification of tumor markers. The clinical correlations, analytical methods commonly performed on

serum or urine are discussed with an emphasis on evaluating the patient's health care status. The principles of operating instrumentation used in clinical chemistry laboratories including point of care testing devices are also presented.

Laboratory fee

Prerequisite: BMS 50.

Fall, 4 credits

BMS 161 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.

Laboratory fee

Prerequisite: BMS 63.

Fall, 3 credits

BMS 162 Coagulation

The mechanism of Blood

Coagulation/Hemostasis is discussed including evaluation of bleeding disorders and thrombosis. Case studies identify the diagnostic evaluation of normal and disease states.

Prerequisite: BMS 63.

Fall, 2 credits

BMS 185 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.

Laboratory fee

Prerequisites: BMS 80 and 87.

Fall, 4 credits

BMS 191 Clinical Bacteriology

The study of the bacteria that are medically important to humans with emphasis on identification of clinically significant pathogens distinguished from members of the normal flora are described. Methods of isolation, identification and characterization of bacteria are integral components of this course.

Laboratory fee

Prerequisites: BMS 90 or its equivalent and BMS 97.

Fall, 3 credits

BMS 194 Mycology and Parasitology

This course introduces the student to the science of Mycology and Parasitology. It addresses the pathogenesis, clinical manifestations and laboratory diagnosis of medically important fungi and parasites. Emphasis is given to the differential characteristics in the identification and clinical diagnosis of mycotic and parasitic diseases. The laboratory component of this course introduces students to various diagnostic techniques used to identify these eukaryotic organisms.

Prerequisite: BMS 90.

Spring, 3 credits

BMS 212 Pathophysiology II

This course extends a student's comprehension of disease processes by presenting the molecular, biochemical and metabolic events which identify a disease or disease process affecting several body systems.

Prerequisite: BMS 20.

Spring, 3 credits

BMS 225 Histopathology of Body Systems

The student comprehends the magnitude of changes that occur in diseased cells and tissues of the human body. 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.

Laboratory fee

Prerequisites: BIO 7, 8.

Fall, 3 credits

Courses taught at Memorial Sloan Kettering Cancer Center (BMS 230-239)

BMS 230 Microscopic Evaluation I (weeks 1-20)

In this course students learn to use the light microscope for the purpose of detecting and diagnosing benign, pre-malignant and malignant processes in specimens collected for cytologic evaluation.

Fall, 4 credits

BMS 231 Microscopic Evaluation II and III (weeks 21-52)

Students continue to develop and refine microscopic skills needed to detect and diagnose benign, pre-malignant and malignant processes in gynecologic and non-gynecologic cytology specimens. Under the guidance of experienced, certified cytotechnologists, students screen actual routine specimens gaining competent microscopic skills and gradually acquiring accuracy and speed. Experience screening specimens from all body sites is gained.

Spring, 6 credits

BMS 232 Laboratory Techniques I, II, III (weeks 1-52)

Students learn and apply the basic principles of cytopreparation using established preparatory techniques. They first observe and then assist cytopreparatory technicians processing specimens.

Students gain practical experience in the operation of a cytopreparatory laboratory.

Spring, 4 credits

BMS 233 Gynecologic Cytology (weeks 1-13)

This course covers the principles of normal and abnormal gynecologic cytopathology. Didactic and microscopic instruction focuses on basic anatomy, embryology, histology, physiology, pathology, endocrinology, and diagnostic cytopathology of the normal, infectious, inflammatory, premalignant, and malignant pathologic processes of the female genital tract. Emphasis is on microscopic diagnostic features that distinguish benign cytopathologic changes from precancerous and malignant changes.

Fall, 4 credits

BMS 234 Research Seminar (weeks 1-52)

This course introduces students to research methods that can be applied to cytology. Students gain experience searching, critically reviewing and critiquing the scientific literature. Discussions of recent advances and progressive technological applications in cytology such as: image analysis, flow cytometry, electron microscopy, and molecular diagnostic procedures. Topics are selected for development of individual research projects.

Spring, 2 credits

BMS 235 Urinary/Body Fluid Cytology (weeks 21-31)

This course covers the principles of normal and abnormal urinary and body cavity fluid cytopathology. Didactic and microscopic instruction focuses on basic anatomy, embryology, histology, physiology, pathology and diagnostic cytopathology of normal, benign, infectious, inflammatory, and malignant pathologic processes in various cytologic specimens. Emphasis is on microscopic diagnostic features that distinguish benign from malignant cytopathologic changes. Cytologic interpretation is correlated with tissue biopsy whenever possible.

Fall, 3 credits

BMS 236 Pulmonary Cytology (weeks 14-20)

This course covers the principles of normal and abnormal pulmonary cytopathol-

ogy. Didactic and microscopic instruction focuses on basic anatomy, embryology, histology, physiology, pathology and diagnostic cytopathology of the normal, benign, infectious, inflammatory, and malignant pathologic processes of the upper and lower respiratory system. Emphasis is on microscopic diagnostic features that distinguish benign from malignant cytopathologic changes.

Fall, 3 credits

BMS 237 Gastrointestinal Cytology (weeks 32-36)

This course covers the principles of normal and abnormal gastrointestinal cytopathology. Didactic and microscopic instruction focuses on basic anatomy, embryology, histology, physiology, pathology and diagnostic cytopathology of normal, benign, infectious, inflammatory, and malignant pathologic processes of the gastrointestinal system in various cytologic specimens. Emphasis is on microscopic diagnostic features that distinguish benign cytopathologic from malignant changes. Cytologic interpretation is correlated with tissue biopsy whenever possible.

Spring, 1 credit

BMS 238 Fine Needle Aspiration Cytology (weeks 37-41)

This course covers the anatomy, histology, pathology, and cytopathology of the following non-gynecologic sites: breast, lung, bone, thyroid, salivary gland, lymph node, liver and pancreas. The course focuses on cytomorphology of fine needle aspiration specimens obtained from superficial and deep lesions of the body. Pertinent clinical data, cytomorphology, and appropriate clinical management of patients affected with neoplastic lesions from these body sites are correlated. Cytologic interpretation is correlated with tissue biopsy whenever possible.

Spring, 2 credits

BMS 239 Laboratory Management and Operations (weeks 27-32)

This basic course in Laboratory Management includes approaches to management, laboratory operations and ethics. The concepts of quality control, quality assurance, laboratory safety, and continuing education as they apply to cytology are presented. Important issues affecting the practice of cytotechnology such as federal and state regulations are presented.

Spring, 1 credit

BMS 244 Journal Club/Review Seminar

This course is designed to provide senior CLS students with the appropriate expe-

riences in answering ASCP and NCA certification examination questions and in case study analysis. Additionally, students will learn to critically review research articles in the laboratory sciences. The major categories of hematology, chemistry, immunology, immunohematology (blood bank), and microbiology are addressed. The review sessions are team taught by practicing professionals and program faculty.
Spring, 1 credit

BMS 248 Undergraduate Research Project

This course serves as the culminating experience for students in the Biomedical Technology degree program. Students select a mentor to pursue a hands-on laboratory research project which investigates a biomedical problem or question. They are then expected to analyze the data obtained and submit to the department and to the mentor a written copy of the research project in a format consistent with that of a scientific publication/thesis.

Prerequisites: BMS 40 and 49.

Co-requisites: MTH 19.

Spring, 4 credits

BMS 249 Bioinformatics

This course addresses computational techniques used to study three-dimensional structures and orientation of macromolecules within biological systems. The subject enables students to work on a research life science problems and develop applications employing computerized biological images. Both areas of interest rely on proficiency in the use of the World Wide Web data. Training in bioinformatics is a prerequisite to the comprehension of information regarding the function of genes, proteins, and numerous cellular components. Comprehension about bioinformatics enhances the qualification of graduates in biomedical sciences by allowing them to meld computer skills with current information about the special relationships of biomolecules in living systems.

Prerequisites: BMS 40 and 49.

Co-requisite: BIO 141.

Fall, 3 credits

BMS 255 Toxicology

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.

Three hour lecture

Prerequisite: CHM 22.

Fall, 3 credits

BMS 256 Diagnostic Techniques in Molecular Pathology

Molecular diagnostics is the application of methods in biotechnology to assist in the diagnosis of disease at the cellular level. Biotechnology involves techniques used in molecular biology that are applied to the study of abnormal cells. Techniques used in biotechnology are: cell culture, the polymerase chain reaction (PCR), immunohistochemistry, cloning and genetic probes. Formal lectures are followed by experiments in a laboratory equipped to perform some of the aforementioned techniques. Additionally, the use of the internet will be demonstrated as a means of accessing databases.

Laboratory fee

Prerequisite: BMS 80.

Spring, 4 credits

BMS 257 Forensic Molecular Techniques (FSC 3)

This subject provides a detailed introduction to and history of forensic molecular techniques and applications; it covers relevant principles from genetics and biochemistry. This subject includes principles of forensic DNA profiling and repetitive DNA in the human genome; individualization versus identification; how genetic polymorphisms arise and are maintained; continuous versus discrete allele systems; DNA isolation methods; RFLP (Restriction Fragment Length Polymorphism) analysis methods; short tandem repeat (STR) markers; PCR based typing systems; automated systems and DNA databases; applications of mitochondrial DNA analysis; linkage, pedigree analysis, and reverse paternity; introductory applied statistics for forensic laboratories.

Laboratory fee

Three hours lecture and five hours laboratory.

Prerequisite: BMS 256.

Fall, 4 credits

BMS 259 Practicum in Clinical Chemistry/Urinalysis

The student will work with assigned preceptors learning the techniques, procedures, instrumentation, and rationales of the clinical significances of disease states utilizing routine and special chemistry tests. Routine urinalysis will be instructed for one week. (Special Chemistry for one week)
(40 hour week for 6 weeks = 240 hours)
Spring, 3 credits

BMS 269 Practicum in Hematology Coagulation, Histotechniques

The students will work with assigned preceptors to learn to perform and to troubleshoot with instrumentation rou-

tine and specialized tests in hematology and coagulation. The rationale of clinical significance will be addresses. Students will learn to perform techniques in the histology department. (Special Hematology for one week and Coagulation for one week)
(40 hour week for 6 weeks = 240 hours)
Spring, 3 credits

BMS 271 Forensic Science Internship

Independent laboratory and study (internship). A ten week, full-time internship in a crime laboratory covering the following functions: document examination, instrumental analysis, chemistry, toxicology, serology, crime scene service, special photography, explosive and incendiary device recovery, trace evidence, comparative microscopy in firearms and tool marks. This course is a 200-hour supervised practical experience.
Prerequisites: BMS 71, CHM 39 and BMS 256.

Fall, Spring and Summer, 2 credits

BMS 289 Practicum in Immunohematology/ Clinical Immunology

The students will work with assigned preceptors 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 significances.
(40 hour week for 7 weeks = 280 hours)
Spring, 3 credits

BMS 299 Practicum in Microbiology

The student will learn under the direction of preceptors to isolate, culture and identify bacterial, fungal, and parasitic pathogens.
(40 hour week for 6 weeks = 240 hours)
Spring, 3 credits

Forensic Science Courses

The following courses are offered through the Departments of Chemistry and Criminal Justice:

ANP 51 Forensic Anthropology

This course is a study of the scientific techniques developed in physical anthropology to help identify human remains and understand the circumstances surrounding death. It also examines the contribution of forensic anthropology to the medicolegal community involved in solving both criminal and humanitarian cases of unexplained deaths.

Three hours lecture 3 credits.

Prerequisite: ANP 1 or permission.

Spring, 3 credits

BIO 107 Principles of Human Genetics

A study of Mendelian inheritance, multiple gene inheritance, gene structure and function, gene mapping mutation, gene regulation, evolutionary genetics and other basic concepts in genetics. The laboratory will consist of exercises utilizing microorganisms, viruses, insects and plants.

Three-hours lecture and four-hours laboratory/ field work.

Laboratory fee

Prerequisites: BIO 7, 8 or BIO 103, 104.

Fall, 4 credits

CHM 37 Quantitative Analysis

A study of classical gravimetric and volumetric quantitative determinations. The theory and practice of some of the more modern techniques of instrumental method are studied.

Three-hours lecture and four-hours laboratory.

Laboratory fee

Prerequisites: CHM 4.

Spring, 4 credits

CHM 39 Forensic Instrumentation

This course gives the student a basic understanding of the theory and applications of the methods of modern analytical chemistry as applied to forensic problems. It will show how spectroscopy, separation methods and other techniques can be applied to forensic tasks such as illicit drug analyses, residue analyses, forensic toxicology, explosive and arson investigations, and hair, paint and fiber evidence. Laboratory experiments will be performed to provide experience in using the methods discussed.

Three-hours lecture and four-hours laboratory.

Laboratory fee

Prerequisites: CHM 22 and 37.

Spring, 4 credits

CHM 71 Basic Biochemistry

A one-semester introduction to the major concepts of biochemistry including carbohydrates, lipids, amino acids, proteins, and nucleic acids.

Three-hours lecture and four-hours laboratory.

Laboratory fee

Prerequisite: CHM 22 or 25.

Spring, 4 credits

The following courses are offered through the College of Management, School Of Public Service

CRJ 76 Criminal Procedure

Survey of the constitutional rights and safeguards of individuals from unlawful activities of investigative agencies. Rules of evidence and the protection of individual rights in the administration of criminal justice.

Fall, 3 credits

The following courses are offered through the School of Health Professions and Nursing

BMS 71 Introduction to Criminalistics

The course includes an overview of forensic science laboratory techniques. The subject introduces the student to information collected and chain of custody followed at the crime scene; photography; physical evidence and its properties (trace evidence, fingerprints; firearms; fibers; paint; documents examination). This subject includes principles of microscopy; serology (blood identification procedures); origin determination; semen identification procedures; other biological substances of interest; hair comparison; drugs and toxicology; case-work interpretation; quality control, proficiency testing and accreditation; and recent criminal cases. Lectures, demonstrations and basic laboratory exercises are used to present the subject matter.

Two-hours lecture and three-hours laboratory.

Laboratory fee.

Fall, 3 credits

BMS 255 Toxicology

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.

Three-hours lecture.

Prerequisite: CHM 22.

Fall, 3 credits

BMS 256 Diagnostic Techniques In Molecular Pathology

Molecular diagnostics is the application of methods in biotechnology to assist in the diagnosis of disease at the cellular level. Biotechnology involves techniques used in molecular biology that are applied to the study of abnormal cells. Techniques used in biotechnology are: cell culture, the polymerase chain reaction (PCR), immunohistochemistry, cloning and genetic probes. Formal lectures are followed by experiments in a laboratory equipped to perform some of the aforementioned techniques.

Additionally, the use of the Internet will be demonstrated as a means of accessing databases.

Three-hours lecture and four-hours laboratory.

Laboratory fee

Prerequisite: HSMB 80.

Spring, 4 credits

BMS 257 Forensic Molecular Techniques

This subject provides a detailed introduction to, and history of, forensic molecular techniques and applications, and covers relevant principles from genetics and biochemistry. This subject includes principles of forensic DNA profiling and repetitive DNA in the human genome; individualization versus identification; how genetic polymorphisms arise and are maintained; continuous versus discrete allele systems; DNA isolation methods; RFLP (Restriction fragment length polymorphism) analysis methods; short tandem repeat (STR) markers; PCR-based typing systems; automated systems and DNA databases; applications of mitochondrial DNA analysis; linkage, pedigree analysis, and reverse paternity; introductory applied statistics for forensic laboratories.

Three-hours lecture and four-hours laboratory.

Laboratory fee

Prerequisite: HSMB 256.

Fall, 4 credits

BMS 271 Forensic Science Internship

Independent laboratory and study (internship). A ten-week (30 hrs/week), full-time internship in a crime laboratory covering the following functions: document collection and examination, instrumental analysis, chemistry, toxicology, serology, crime scene review, special photography, explosive and incendiary device recovery, trace evidence collection, comparative microscopy in firearms and tool marks. This course is a 200-hour (30 per week) supervised practical experience.

Prerequisites: HSMB 71, 256 and CHM 39.

Fall, Spring, Summer, 2 credits

HEALTH INFORMATION MANAGEMENT

Phone: (516) 299-2485

Faculty

Donna Abbondandolo
Director, Health Information Management Program
B.S., Long Island University;
M.B.A., Hofstra University
Registered Health Information Administrator

This program leads to a Bachelor of Science degree in Health Information Management. The professional education is built on a foundation of liberal arts and sciences that prepares candidates at a bachelor's degree-level for careers as health information management professionals.

Health Information Management professionals have excellent management, interpersonal and computer skills. They are employed in every type of health care setting, including hospitals, outpatient facilities, and nursing homes. These highly visible professionals also play important roles in law firms, insurance companies, consulting firms, peer review organizations, government agencies and academic institutions. In these roles they are responsible for the management and design of health information systems and for insuring compliance with medical, legal, ethical, regulatory and administrative guidelines. The Health Information Management professional is an essential member of the health care team, collaborating with physicians, nurses, and other health care professionals to ensure that the information needed for critical health care decisions is available and accurate.

The program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIM) using standards set by the American Health Information Management Association (AHIMA). Graduates are eligible to take the national examination sponsored by AHIMA, in order to be certified as a Registered Health Information Administrator (R.H.I.A.).

All new and transfer students must meet criteria of the Campus Admissions Committee to be accepted into the program. Individuals who are working professionally in the field of health information administration may be granted some Life Experience Credits

toward the B.S. degree. These credits will be evaluated after a matriculated student completes six earned credits at C.W. Post. The student must formally apply to the Office of Life Experience for evaluation of eligible credits. Although submitted credentials for Life Experience Credits can be applied to the B.S. degree, the final 32 credits (nine credits in the major) must be taken in residence at C.W. Post Campus. Life Experience applications will not be accepted once the student has begun the senior residency.

A student who already has a bachelor's degree can receive a Certificate in Health Information Management. This path also enables the student to become a Registered Health Information Administrator (R.H.I.A.). To complete this course of study, students must fulfill certain requirements that include successful completion of course work in the Health Information Management major and in other areas that include biology and management. Required course work for the Health Information Management Certificate program will be determined on an individual basis by the academic advisor upon review of each student's official transcript.

B.S. in Health Information Management

Core Curriculum	Credits
College 101 (not required for transfer students)	1
Competencies	6
Language/Literature	6
History/Philosophy	9
Mathematics	3
Political Science/Economics	6
Social Science (PSY 1, 2)	6
Laboratory Sciences (BIO 7, 8)	8
Fine Arts	6
Total	50-51

Related Courses	Credits
HPA 14	3
ITR 151	3
ITR 264	3
MGT 11	3
CLA 29 or ITR 172	3
PHL 19	3
Total	18

Health Information Management Courses

	Credits
HIM 52 Medical Terminology	3
HIM 53/BMS 40 Computer	

Applications in Health Care	3
HIM 54/MTH 19 Statistics and Research	3
HIM 104 Health Information Science I: Medical Record Department Functions	3
HIM 104C Directed Practicum	2
HIM 106 Health Information Science II: ICD-9-CM coding	3
HIM 106C Directed Practicum	2
HIM 107/BMS 20 Pathophysiology	3
HIM 108 Regulatory, Compliance, Medical Staff and Hospital Organization	3
HIM 109/HPA 13 Legal Aspects of Healthcare	3
HIM 206 Advanced Coding	3
HIM 210 Computer-Based Health Information Systems	3
HIM 211 Health Information in Non-Hospital Settings	3
HIM 212 Quality Management and Regulatory Agencies	3
HIM 212C Directed Practicum	2
HIM 213 Organization & Management	3
HIM 213C Directed Practicum	3
Total	48

Electives	12
Total	128-129

Typical Program in Health Information Management

Freshman Year	Credits
College 101	1
BIO 7, 8	8
ENG 1, 2	6
PSY 1, 2	6
Language/Literature	6
Mathematics 1, 15 or 16	3
HIM 52	3
Total	33

Sophomore Year	Credits
HIM 104	3
HIM 104C	2
Fine Arts	6
HIM 53, CLA 29	6
History/Philosophy	6
Management 11	3
Political Science/Economics	6
Total	32

Junior Year	Credits
HIM 54/MTH 19, HIM 108	6
HIM 106, 106C	5
HIM 107/BMS 20	3
HPA 14	3
ITR 264	3
History/Philosophy	3
HIM 210	3
HIM 211	3
Elective	3
Total	32

<i>Senior Year</i>	<i>Credits</i>
Electives	9
ITR 151	3
HIM 109	3
HIM 206	3
HIM 212, 212C	5
HIM 213, 213C	6
PHL 19	3
Total	32

Health Information Management Courses

HIM 52 Medical Terminology

This course introduces the student to medical terminology based on an understanding of human body systems and their interaction, meanings of combining forms, suffixes and prefixes. Students gain the ability to define, build and interpret medical terms.

Fall, 3 credits

HIM 53 Computer Applications in Health Care

This course is a comprehensive review of computer concepts and usage in health care settings. It covers the types of computers that are appropriate for small or large hospitals and the storage devices needed. Students learn to create programs and to evaluate packaged software for its applicability to a particular health care setting. Extensive "hands-on" computer use required.

Cross-referenced with BMS 40, CSC 6, and HPA 20.

Fall and Spring, 3 credits

HIM 54 Statistics and Research for the Health Information Manager

This course assists the student in understanding and interpreting numerical data. Topics covered include: descriptive statistics, regression, correlation, sampling techniques and elements of inferential statistics.

Cross-referenced with MTH 19.

Fall and Spring, 3 credits

HIM 104 Health Information Science I: Health Information Department

This course provides the student with the knowledge necessary to function in a manual or electronic environment within the Health Information Management field. This includes a discussion of the historical development of medical care, and defining primary and secondary health information. The student learns to analyze, abstract and assess the timeliness and quality of health care data. Instruction on filing systems and controls is also included.

Fall, 3 credits

HIM 104C Directed Practicum

This is a supervised learning experience to develop understanding, skill and insight into medical procedures; develop awareness of the confidential nature of information given by the patient to the physician; and to observe interaction among departments.

Every Semester, 2 credits

HIM 106 Health Information Science II: ICD-9-CM Coding

Purposes and methods of classifying diseases and operations; differences between nomenclature and classification systems ICD-9-CM Coding; other systems of classification and the value of indexes and registers are emphasized. Appropriate methods of supervising ICD-9-CM coding is achieved through actual training in the coding process.

Prerequisites: HIM 52, 107.

Spring, 3 credits

HIM 106C Directed Practicum

This course is a supervised learning experience to develop skill and insight in classifying diseases and operations and in the use of various systems of classification.

Every Semester, 2 credits

HIM 107 Pathophysiology

This course is an introduction to medical science including the study of the nature and causes of disease and the changes that occur in various disease processes.

The course focuses on etiological factors and includes nutritional and environmental aspects of disease.

Cross-referenced with BMS 20/420.

Prerequisite: BIO 7.

Co-requisite: BIO 8.

Every Semester, 3 credits

HIM 108 Regulatory, Compliance, Medical Staff, and Hospital Organization

This course is a comprehensive overview of the impact of government regulation and compliance on health information management functions, Medical Staff functions and health facilities operations. A review of the organization of the medical staff within the health care organization is outlined. The structure of health care facilities is also presented and includes medical staff responsibilities, organizations and the implications of peer review for the health information manager.

Prerequisite or Co-requisite: HIM 104.

Alternate Fall, 3 credits

HIM 109 Legal Aspects of Health Care

This course considers the importance of health records as legal documents. Areas

emphasized include a general introduction to the law, legal aspects of hospital and medical staff organization, release of information and legal actions requiring evidence from health records, confidential communications, consents and authorizations. Acquaints the student health information manager with medical-legal considerations.

Cross-referenced with HPA 13.

Prerequisite: HIM 104.

Fall, 3 credits

HIM 206 Advanced Coding

This course emphasizes the unique coding requirements in the D.R.G. environment (Diagnosis Related Groups). The student learns to code procedures utilizing the CPT-4 coding methodology.

Coding supervision is emphasized as well as coding TQM (Time Quality Management).

Prerequisite: HIM 106.

Fall, 3 credits

HIM 210 Computer-based Health Information Systems

This course is a comprehensive review of health information systems.

Establishment of a health information system is outlined in addition to a detailed analysis of patient care, administration, and research subsystems.

Prerequisites: CSC 6, HIM 53, 104.

Alternate Spring, 3 credits

HIM 211 Health Information in Non-Hospital Settings

This course is a survey of the problem-oriented medical system, health records for ancillary service departments, and records for nursing homes, psychiatric centers, clinics and other non-hospital settings.

Prerequisite: HIM 104.

Alternate Spring, 3 credits

HIM 212 Quality Management and Regulatory Agencies

This course introduces concepts of quality control in health care settings. It is divided into two distinct parts: the first deals with internal systems for setting standards, measuring quality and professional accountability; the second with external review agencies such as Peer Review Organization and the Joint Commission on Accreditation.

Prerequisite: HIM 109.

Alternate Spring, 3 credits

HIM 212C Directed Practicum

The directed practicum consists of supervised learning experience in the areas taught in HIM 109 and HIM 212.

Every Semester, 2 credits

HIM 213 Organization and Management of a Health Information Department

This senior seminar utilizes case studies, case problems and examples; the student applies the basic health information science principles through the management process.

Prerequisite: All HIM courses or permission of instructor.

Alternate Spring, 3 credits

HIM 213C Directed Practicum

Practical applications of concepts learned in the didactic setting are provided in a supervised learning experience.

Every Semester, 3 credits, 120 hrs

NURSING

Phone: (516) 299-2320

Fax: (516) 299-2352

Email: nursing@cwpost.liu.edu

Faculty

*Theodora T. Grauer
Dean, School of Health Professions and Nursing;*

*Professor of Nursing
Diploma, Bellevue Hospital School of Nursing;
B.S., Hunter College;
M.S., Ph.D., Adelphi University
tgrauer@liu.edu*

*Mary Infantino
Associate Professor of Nursing
B.S., Molloy College;
M.S., Ph.D., Adelphi University;
mary.infantino@liu.edu*

*Minna Kapp
Chair, Department of Nursing
Associate Professor of Nursing
B.S., Hunter-Bellevue;
M.B.A., Baruch College, City University of New York;
M.A., M.E.D., Ed.D., Teachers College, Columbia University
mkapp@liu.edu*

*Loretta Knapp
Associate Vice President for Academic Affairs
Associate Professor of Nursing
B.S., State University of New York, Downstate Medical Center;
M.A., Ph.D., New York University;
lknapp@liu.edu*

*Amy Wysoker
Professor of Nursing
B.S., State University of New York, Downstate Medical Center;
M.A., New York University;
Ph.D., Adelphi University
awysoker@liu.edu*

B.S. in Nursing

The Department of Nursing offers a CCNE-accredited program leading to the degree of Bachelor of Science in Nursing for registered nurses. Through baccalaureate education, the RN student is provided with an opportunity for advancement in professional nursing practice. The graduate is also provided with a foundation in liberal arts, the humanities, sciences, and nursing as a basis for post-baccalaureate education.

Program Planning

Required nursing courses are usually scheduled for evenings so that students are able to continue their present employment but are required to complete the nursing sequence within a maximum of five years. Students taking courses at off-campus sites must fulfill a residency requirement.

Admission and Matriculation

Transfer credits from courses taken at other colleges or universities will be evaluated individually. The college core requirements may be met by transfer credits from other institutions or by completing courses at C.W. Post.

Candidates for admission to the B.S. program are required to be licensed registered nurses. However, applicants who have taken, but have not received notification of having passed the NCLEX exam, may be admitted to C.W. Post as limited matriculants. Such applicants may enroll in non-nursing courses for one semester only.

Evidence of licensure must be presented by all such students prior to enrollment in courses during the subsequent semester.

Candidates for admission to the Nursing Program must present a cumulative grade point average of 2.5 or better. Candidates are asked to submit an Evaluation of Clinical Experience form completed by a work-related supervisor or nursing professor.

Before registering for clinical courses, students are required to show evidence of required immunizations, malpractice insurance, and health insurance.

Lower Division Course Validation

Graduates of an associate degree program in nursing receive 28 transfer credits for previous nursing education. Graduates of a diploma program in nursing receive 28 credits of advanced standing toward the B.S. degree.

B.S. in Nursing Requirements

<i>College Core</i>	<i>Credits</i>
Language/literature	6
History/Philosophy	9
Political Science/Economics	6
Social Sciences	
(fulfilled by PSY 1, 2)	6
Laboratory Science	8
(fulfilled by Bio 7, 8 Human Anatomy and Physiology 1 & 2)	
Fine Arts	6
Mathematics (fulfilled by MTH 19 or 41 Statistics)	3
College Competencies (Writing-English 1 & 2,	6
Computer, Oral, Library)	
Total	50
Credit for previous Nursing Education	
See lower division course validation above.	28

<i>Nursing Requirements (upper division nursing)</i>	<i>Credits</i>
NUR 79 Philosophical and Conceptual Basis of Nursing	3
NUR 81 Issues in Professional Nursing	3
NUR 82 Nursing Research	3
NUR 82P Nursing Research Proposal Seminar	1
NUR 84 Health and the Human Life Cycle	3
NUR 85 Health Assessment	2
NUR 85L Health Assessment Lab	2
NUR 86 Family Health Nursing Theory	3
NUR 86L Family Health Nursing Practice	2
NUR 86S Family Health Nursing Seminar	0
NUR 87 Community Health Nursing Theory	3
NUR 87L Community Health Nursing Practice	3
NUR 87S Community Health Nursing Seminar	0
NUR 90 Management Theory and Nursing	3
NUR 91 Communication and Group Skills for the Health Care Setting	3
NUR 99 Pathophysiology	3
Total	37

<i>Co-related courses</i>	<i>Credits</i>
CHM 6 Chemistry of Life	4
Microbiology BMS 90 or Bio 135	4
Social Science Elective	
Total	11
Free elective	2
Minimum credits for the B.S. degree	128

Nursing Courses

NUR 79 The Philosophical and Conceptual Basis of Nursing

An introduction to professional nursing. Content focuses on systems, human needs, therapeutic communication, change and leadership theories. Selected nursing theories and professional nursing roles will be examined.

3 credits

NUR 81 Issues in Professional Nursing

An exploration and critical analysis of issues influencing nursing practice, nursing education and the delivery of health care. The political, social and economic factors influencing health care and health policy will be studied. Leadership behaviors relevant to nursing practice will be addressed. Emphasis will be placed on the use of information technology tools in the teaching and learning techniques of the course.

3 credits

NUR 82 Nursing Research

An introduction to a conceptual understanding of the research process for application throughout the nursing curriculum. A spirit of inquiry will be encouraged along with learning experiences focusing on preparing a research oriented practitioner. The major steps in the research process and various research approaches will be considered.

Writing Across the Curriculum course (WAC)

Prerequisite: Statistics (Math 19 or 41).

3 credits

NUR 82P Nursing Research Proposal

This independent study bridges the gap between theory (N82) and the application of the research process. The student develops a written proposal using the steps of the research process.

1 credit

NUR 84 Health and the Human Life Cycle

Building on the student's prior knowledge of growth and development, this course focuses on the impact of selected biopsychosocial stressors on human development. Cognitive, emotional, and physiological growth and development are set forth within the context of critical tasks and crises inherent within each stage of maturation. Emphasis is placed on the second half of the life cycle, and the role of the nurse in caring for an aging population.

3 credits

NUR 85 Health Assessment

This course focuses on physical examination and health assessment, and its place in the clinical decision-making process within the context of a selection of nursing models. Students will identify strategies for health teaching and health promotion for a culturally diverse population. Nursing activities are explored that facilitate adaptive responses in well, acute, and chronically ill clients across the lifespan with an emphasis on the older adult.

Prerequisite NUR 99; BIO 7, 8; CHM 1; BMS 90 or BIO 135.

Co-requisite 85L.

2 credits

NUR 85L Health Assessment Lab

This course is the laboratory component of NUR 85. Students practice skills of physical examination and health assessment, and apply the concepts learned in NUR 85.

Special fee, \$55

Co-requisite NUR 85.

2 credits

NUR 86 Family Health Nursing Theory

The family as an adaptive system is the focus of study. Several theoretical frameworks are presented and utilized to assess the health status of a family system.

Family structural components and functions are explored to understand and predict risks and promote adaptive responses.

Co-requisite NUR 86L, 86S.

3 credits

NUR 86L Family Health Nursing Practice

This course focuses on practice with families that are selected from various home health agencies. Students work with families from diverse cultures and in various developmental stages to promote health within the family.

Co-requisite NUR 86, 86S.

2 credits

NUR 86S Family Health Nursing Seminar

This course addresses important issues that students identify from their clinical experiences working with families. In addition, the course emphasizes the application of current trends and research in family health nursing.

Co-requisite NUR 86, 86L.

0 credits

NUR 87 Community Health Nursing Theory

Theoretical concepts integral to community health nursing and strategies for nursing intervention form the promotion of community health will be identified. Course organization will reflect the philosophy that community nursing practice is comprehensive and continuous.

This is a Writing Across the Curriculum course (WAC)

Co-requisites NUR 87L, 87S.

3 credits

NUR 87L Community Health Nursing Practice

This course focuses on community nursing practice. The community will be examined as a system, the multi-variables (subsystems) characterizing the community will be identified through field study. Students will work with individuals, families, and identified groups within selected community health settings.

Co-requisite NUR 87, 87S.

3 credits

NUR 87S Community Health Nursing Seminar

This course focuses on a discussion of important issues that students identify from their clinical experiences working in various community health settings.

Co-requisite NUR 87, 87L.

0 credits

NUR 90 Management Theory and Nursing

Management theory and leadership concepts and their application to nursing are discussed. Strategies for the implementation of management concepts are presented and utilized. Students work in teams to analyze case-study problems using current management principles and theories.

3 credits

NUR 91 Communication and Group Skills for the Health Care Setting

This course provides the theoretical basis and clinical application of communication techniques, group dynamics and group process for healthcare professionals working in a variety of health care settings. The knowledge, strategies and techniques needed to communicate effectively with others and in groups will be the focus of this course.

3 credits

NUR 99 Pathophysiology

A survey of disease processes using a systems framework is developed in a logical manner that includes etiology, epidemiology, pathogenesis, clinical manifestations and outcomes for each disease.

3 credits

**NUR 101 Writing a Scholarly Paper**

This course reviews and builds upon basic writing skills. The student will develop a position paper, via a series of revisions, that presents thoughts clearly and logically using correct grammar and sentence structure. Various writing styles will be presented with an emphasis on APA format. An annotated bibliography will be developed for this paper using APA format.

Elective course, one or two credits

NUTRITION

Phone: (516) 299-2762

Fax: (516) 299-3106

Faculty

Jerrilynn D. Burrowes
Associate Professor of Nutrition
B.A., Fisk University;
M.S., Ph.D., New York University
jerrilynn.burrowes@liu.edu

Frances Gizis
Chair, Nutrition Department;
Associate Professor of Nutrition
B.H.Sc., University of Guelph;
M.S., Cornell University;
Ph.D., New York University
frances.gizis@liu.edu

Barbara Shorter
Associate Professor of Nutrition
Director, Didactic Program in Dietetics
B.S., Hunter College;
M.S., New York University;
M.Ed., Ed.D., Columbia University
bshorter@liu.edu

Jack R. Thomas II
Assistant Professor of Nutrition
B.S., Bowling Green State University;
M.Ed., Bowling Green State University;
Ph.D., Ohio State University
jack.thomas1@liu.edu

Alessandra Sarcona
Director, Dietetic Internship Program
B.S., East Carolina University;
M.S., New York University
asarcona@liu.edu

Nutrition Degree Program

The Department of Nutrition offers the Bachelor of Science degree in Nutrition as a science-oriented, liberal arts foundation for understanding nutrition.

This program, the Didactic Program in Dietetics (DPD), is accredited by the Commission on Accreditation for Dietetic Education (CADE) of the American Dietetic Association, 216 W.

Jackson Boulevard, Chicago, Illinois 60606-6995.

Emphasis is placed on the application of nutrition knowledge to healthy individuals and to those with complex disease states. The goal of the program is to develop a graduate who meets the foundation knowledge and skills required by the American Dietetic Association.

Transfer students must have a GPA of 2.5 to be admitted to the Nutrition Program. To successfully complete the program, a student must maintain a GPA of 2.5 in major subjects. Students who receive a grade of D in a required NTR nutrition course must repeat the course and receive a grade of C or better. Upon completion of the B.S., an accredited Dietetic Internship (DI) is required before the student is eligible to sit for the Registered Dietitian (R.D.) examination.

B.S. in Nutrition

College Core	Credits
College 101 (not required for transfer students)	1
Laboratory Sciences (fulfilled by BIO 7, 8)	8
Language/Literature	6
History/Philosophy	9
Mathematics (fulfilled by MTH 3)	4
Political Science/Economics	6
Fine Arts	6
Social Sciences (fulfilled by PSY 1, 2)	6
College Competencies (Writing, Oral, Library, Computer)	6-9
Total	52-55

Related Science and Statistics Requirements	Credits
CHM 3, 4 Principles of Chemistry	8
CHM 25 Organic Chemistry	4
CHM 71 Biochemistry	4
CSC 6 Computer Literacy or BMS 40 Computer Applications	3
BMS 90 Microbiology in the Health Sciences	4
MTH 19 Basic Statistics or MTH 40 Biostatistics or ECO 72	3
Statistics	3
Total	26

Nutrition Requirements	Credits
NTR 16 Cultural and Social Aspects of Food	3
NTR 21 Introductory Food Science	3
NTR 21L Introductory Food Science Laboratory	1
NTR 23 Institutional Food Service Management I	3
NTR 24 Institutional Food Service Management II	3

NTR 100 Concepts in Nutrition	3
NTR 101 Contemporary Nutrition Strategies	3
NTR 200 Advanced Concepts in Nutrition	3
NTR 202 Research Methodologies	4
NTR 206 Nutrition Communication	3
NTR 210 Community & Professional Nutrition Issues	3
NTR 211 Medical Nutrition Therapy I	3
NTR 212 Medical Nutrition Therapy II	3
NTR 212L Medical Nutrition Therapy	3
NTR 215 Energy & Exercise	1
NTR 221 Food Technology Trends	3
Total	45
Electives	7

Typical Program in Nutrition

<i>Freshman Year</i>	<i>Credits</i>
College 101	1
BIO 7, 8	8
PSY 1, 2	6
MTH 3	4
ENG 1, 2	6
*Core	6
Total	31

<i>Sophomore Year</i>	<i>Credits</i>
CHM 3, 4	8
NTR 23	3
CSC 6 or BMS 40	3
NTR 21, 21L	4
BMS 90	4
*Core	12
Total	34

<i>Junior Year</i>	<i>Credits</i>
NTR 100, 101	6
CHM 25, 71	8
NTR 16	3
NTR 24	3
NTR 211	3
MTH 19 or 40 or ECO 72	3
*Core	6
Total	32

<i>Senior Year</i>	<i>Credits</i>
NTR 212	3
NTR 212L	1
NTR 202	4
NTR 215	3
NTR 206	3
NTR 200	3
NTR 210	3
NTR 221	3
*Core	3
Elective	6
Total	32

*Refers to one of the following:

Language/Literature 6 credits

History/Philosophy 9 credits

Fine Arts 6 credits

Political Science/Economics 6 credits

Minimum Credits for the B.S. Degree 129

Accelerated B.S./M.S. Degree in Nutrition

The Department of Nutrition offers a combined B.S./M.S. degree program.

This program is particularly suitable for students who have a baccalaureate degree in another major and have chosen to continue their studies in the field of nutrition. Many students from other majors chose to become Registered Dietitians, and this goal can be met in the combined B.S./M.S. program. Applicants who have completed a baccalaureate degree with a GPA of at least 3.0 will be accepted to the program.

The accelerated B.S./M.S. program of 152 credits results in savings of 12 credits from the individual degree programs. Up to four graduate courses will be substituted for upper level undergraduate courses.

The Bachelor of Science program is accredited by the Commission on Dietetic Education (CADE) of the American Dietetic Association and is a science-oriented liberal arts foundation for understanding nutrition. Courses in the major include the study of food science, normal nutrition, nutrition during the life cycle, community nutrition, food service management, and medical nutrition therapy. The M.S. program provides the opportunity for advanced study in nutrition. Students can specialize in one of four areas: Clinical Nutrition, Nutrition and Exercise, Eating Disorders, or Geriatric Nutrition. A core includes nutrition science, communications/counseling, biostatistics, research methods, and a library research paper or a research study. Electives enable the student to pursue individual interests. Please see the Graduate Catalog for detailed course descriptions.

The American Dietetic Association requires that persons entering a Dietetic Internship have a baccalaureate degree. For those students who have a B.S. or B.A. degree, the academic requirements for application to the Dietetic Internship can be met during the B.S./M.S. program. The student will be issued an American Dietetic Association Verification Statement upon completion of appropriate coursework. A student may then apply to the Dietetic Internship. Upon completion of the Dietetic Internship, students are eligible to take the national examination to become a Registered Dietitian (RD). Graduate credits from the Dietetic Internship are applied to the B.S./M.S. degree.

Transcripts will be evaluated by the Academic Advisor to determine transfer credit. Applicants should complete an undergraduate application form. Current students at the C.W. Post Campus or transfer students should seek advice from the director of the graduate program when considering application to this program.

Nutrition Minor

This plan of study is intended for students majoring in an area where nutritional concerns are relevant to their major coursework. It provides a foundation for the integration of a student's major field of study with the science of nutrition. Completion of the minor does not qualify a student to become a Registered Dietitian. Students wishing to minor in Nutrition will complete a minimum of 15 credits in Nutrition. In addition, 8 credits of Biology and 8 credits of General Chemistry are required. Therefore, a total of 31 credits will be required for the minor.

<i>Required Nutrition Courses</i>	<i>Credits</i>
NTR 100 Concepts in Nutrition	3
NTR 101 Contemporary Nutrition Strategies	3
NTR 211 Medical Nutrition Therapy I	3
NTR 212 Medical Nutrition Therapy II	3

<i>Plus One Nutrition Elective</i>	<i>Credits</i>
NTR 16 Cultural and Social Aspects of Food	3
NTR 21 Introductory Food Science and	
NTR 21L Introductory Food Science Laboratory	4
Total	15 or 16

Nutrition Courses

Sections of NTR 101, 202 and 206 are offered in Writing Intensive format to fulfill requirements of the Writing Across the Curriculum Program; students must check with academic advisors and consult the schedule of classes for current course offerings.

NTR 10 Nutrition

In this course, students learn about the role of nutrition in improving health and applying these ideas to developing a healthy eating pattern. They will understand how food choices and physical activity contribute to total well-being. Open to Non-Majors only
Fall, 3 credits

NTR 16 Cultural & Social Aspects of Food

This course examines the role of culture and society as determinants of food preferences and eating patterns. Particular attention is paid to the influences on the foodways of ethnic groups throughout the New York Metropolitan and Long Island areas. Emphasis is on developing sensitivity to different ethnic groups.

Special Fee, \$35

Fall, Spring, 3 credits

NTR 21 Introductory Food Science

A fundamental course about foods that concentrates on the chemical and physical properties affecting the handling, preparation and storage of food. Also includes the effect of microorganisms on the storage, preparation, preservation, processing and serving of food.

Co-requisite: CHM 3.

Fall, Spring, 3 credits

NTR 21L Introductory Food Science Laboratory

This laboratory course accompanies the lecture course NTR 21. Lab exercises are completed in which students prepare foods and observe the effect of chemical and physical properties on the product. Students gain experience in fundamental food preparation and critique foods using evaluation techniques.

Co-requisite: CHM 3.

Special Fee, \$45

Fall, Spring, 2 contact hours (1 credit)

NTR 23 Institutional Food Service Management I

The course is an introduction to the administrative aspects of food service institutions and covers the basic management principles required to operate a food service in any type of institution.

Spring, 3 credits

NTR 24 Institutional Food Service Management II

The principles of food service management including organizational design, leadership qualities, personnel management, financial considerations, and kitchen design are addressed. Field trips and guest speakers are included to acquaint the student with various types of food service facilities and management styles.

Prerequisite: NTR 23.

Fall, 3 credits

NTR 100 Concepts in Nutrition

An in-depth view of the six nutrients required for normal healthy metabolism. Emphasis is placed on nutrient interaction in digestion, absorption, transport, and metabolism.

Co-requisite: CHM 3, pre-requisite BIO 8.

Fall, 3 credits

NTR 101 Contemporary Nutrition Strategies

The selection of an adequate diet using knowledge of a variety of dietary standards. These standards as well as nutrient needs are incorporated into the planning of diets during the life cycle for pregnant women, infants, children, adolescents, the middle-aged and the elderly.

Prerequisite: NTR 100.

Spring, 3 credits

NTR 200 Advanced Concepts in Nutrition

An in-depth examination of human nutrition and metabolism with emphasis on the interrelationships of nutrients and metabolism based on the principles of biochemistry. Current research issues are discussed.

Prerequisites: NTR 101, CHM 71.

Spring & Summer, 3 credits

NTR 201 Practicum in Nutrition

Based on a student's individual interests, a field site and special project are selected for a 90 hour practical experience. A designated faculty member serves as a liaison between the field site and the student.

Prerequisites: NTR 24, 211.

Co-requisites: NTR 212.

Fall, 3 credits

NTR 202 Research Methodology

The introduction to the scientific method of problem solving; the identification of the research process in nutrition; development of the practical tools for the interpretation and application of research findings. A research proposal is completed.

Prerequisites: NTR 101, 211, MTH 19 or 40.

Fall & Spring, 4 credits

NTR 206 Nutrition Communication

This course is designed to provide the nutrition student with an overview of oral, written, and technical skills necessary for successful communication and education of patients, the public and allied health professionals. Skills in patient interviewing and counseling are introduced.

Prerequisite: NTR 211.

Fall, 3 credits

NTR 210 Community and Professional Nutrition Issues

A look at nutrition monitoring in the U.S. and the integral components necessary to develop effective programs and services to improve the nutrition and health for all segments of society. Needs assessment, legislation, public policy, pro-

gram development, monitoring and evaluation are addressed. Ethics of care are included. Professional development issues and credentialing are discussed.

Prerequisite: NTR 101.

Fall, 3 credits

NTR 211 Medical Nutrition Therapy I

This course is the first semester of a two semester sequence covering the pathophysiology and medical nutrition therapy for specific disorders and diseases. In this initial semester course, the cause, prevention and treatment of certain medical conditions such as liver disease, diabetes mellitus and cardiovascular disease are examined.

Nutritional assessment techniques are introduced to evaluate dietary, biochemical and anthropometric changes that relate to nutrition and disease processes. Case problems and studies are incorporated into the course to develop clinical practice skills.

Prerequisite: NTR 100.

Co-requisite: NTR 101.

Fall, Spring, 3 credits

NTR 212 Medical Nutrition Therapy II

This course is the second part of a two semester sequence covering the pathophysiology and medical nutrition therapy for specific disorders and diseases. In this second semester course, the causes, prevention and treatment of certain medical conditions such as pulmonary disorders, renal disease, anemias and cancer are examined. Clinical skills related to interpreting laboratory values and to planning enteral/parenteral nutrition care are also addressed as well as documentation in the medical record and the nutrition care process. Case problems and studies are incorporated into the course to develop clinical practice skills.

Prerequisite: NTR 211.

Fall, Spring, 3 credits

NTR 212L Medical Nutrition Therapy Laboratory

Theory and concepts from Medical Nutrition Therapy (MNT) I and II are applied through a variety of methods such as nutrition assessment, care plans, chart notes, and case studies. Practical application of tools and techniques used for assessment and management of nutritional status will be covered.

Co-requisite: NTR 212.

Contact hours: 2 (1 credit)

Fall, Spring

NTR 215 Energy and Exercise

A discussion of energy needs and factors affecting energy requirements; development and treatment of obesity; characteristics and treatment of eating disorders; nutritional needs and recommendations during physical exercise.

Prerequisite: NTR 100.

Co-requisite: NTR 101.

Spring, 3 credits

NTR 221 Food Technology Trends

The course is an overview of food legislation, regulations and policies; issues related to food production and sustainability of the food supply; and a discussion of factors leading to the deterioration of food. Methods of food preservation including irradiation, canning, refrigeration, freezing, drying of foods and fermentation are described. Nutritional losses and nutrification of foods are discussed. Other topics of current interest such as biotechnology, phytochemicals, functional foods, alternative sweeteners, fat substitutes, and food packaging are included.

Prerequisites: NTR 21, CHEM 4.

Spring, 3 credits

RADIOLOGIC TECHNOLOGY PROGRAM

Phone: (516) 299-2743

Fax: (516) 299-3081

Faculty

James F. Joyce

*Director, Radiologic Technology Program
B.S., State University of New York,
Downstate Medical Center;
M.S., Long Island University;
Registered Radiologic Technologist
RT (R) (M) (QM) (ARRT)
jjoyce@liu.edu*

Suzanne McGuirk

*Clinical Instructor, Radiologic Technology
B.A., State University of New York at
Albany;
M.S., Long Island University;
Registered Radiologic Technologist
RT (R) (ARRT)
spizaro@liu.edu*

John T. O'Hare

*Instructor, Radiologic Technology Program
Diploma, Catholic Medical Center Program
of Radiography
B.A., M.S., Adelphi University
Registered Radiologic Technologist
john.ohare@liu.edu*

Kathi L. Yanatos

*Clinical Coordinator, Radiologic Technology
B.S., M.S., Long Island University;
Registered Radiologic Technologist
RT (R) (QM) (ARRT)
kyanatos@liu.edu*

Mission Statement

In congruence with the stated mission of the C.W. Post Campus, the Radiologic Technology Program is dedicated to providing a strong educational base of science and the liberal arts in combination with radiologic technology coursework. Students receive the core knowledge for entry into professional practice as well as tools for lifelong learning. Through the synthesis of clinical and didactic experiences, students develop clinical competence, conceptual understanding and critical thinking skills for effective problem solving.

We seek to prepare graduates who will have essential literacies, including written and oral communication skills, and to be clinically competent professionals able to provide quality care to the community and other groups of interest.

The Radiologic Technology Program provides instruction leading to the degree of Bachelor of Science in Radiologic Technology. The course of study is accredited by the New York State Department of Health Bureau of Radiologic Technology and the Joint Review Committee on Education in Radiologic Technology (JRCERT). Upon satisfactory completion of the program, students are eligible to take the American Registry of Radiologic Technologists primary examination in Radiography. Students who receive a grade above 75 on this national examination become registered with the ARRT and are eligible to apply for licensure to practice diagnostic radiography in New York State.

All new students and transfer students who wish to enter the Radiologic Technology Program will be classified as pre-radiologic technology students (RDT) and will register for courses in the Core Curriculum. Students enter the professional portion of the program in the Fall semester of their junior year.

Students desiring to enter the Radiologic Technology Program are advised to contact the program office beginning in the month of January prior to the fall semester in which they wish to enter.

The first step for admission into the Radiologic Technology program is admission to the C.W. Post Campus of Long

Island University. Once accepted, the student must then complete a formal application procedure for admission to the Radiologic Technology program. The application procedure includes a separate program application, letters of reference, a personal statement, and an interview with members of the Radiologic Technology Admissions Committee. During the admissions procedure, the program makes evident to the student that there are specific technical standards required for an individual to become a successfully practicing radiologic technologist. Students wishing to pursue entrance to the program should have completed approximately 64 academic credits with a cumulative GPA of 2.5.

The student will have an opportunity to pursue his or her professional education at the C.W. Post radiologic technology laboratory, which houses a complete diagnostic radiography unit and darkroom facilities.

The curriculum is enhanced with the use of an advanced-imaging workstation and laser-disk programs for computer assisted instruction in diagnostic radiography and cross-sectional imaging. Concurrently, the student will devote part of the academic year at an affiliated clinical health care facility, utilizing his or her medical imaging knowledge in the practical portion of the program.

The medical imaging facilities of the following institutions are utilized:

- Franklin Hospital Medical Center, Valley Stream, NY
- Long Island Jewish Medical Center, New Hyde Park, NY
- New-Island Hospital, Bethpage, NY
- Nassau University Medical Center, East Meadow, NY
- Southside Hospital, Bayshore, NY
- Zwanger Pesiri Lindenhurst, NY

The professional portion of the Radiologic Technology program must be completed on a full-time basis. The student will be required to register for courses during six academic semesters. The program begins in the Fall of the Junior year and continues full-time through the Summer following the Senior year.

Clinical rotations and didactic course work are completed during both summer semesters on a full-time basis. Students must maintain a GPA of 2.5 in a major. A student whose index falls below this requirement may be placed on academic probation and is subject to dismissal at the discretion of the program faculty. The schedule of a student placed on academic probation may be restricted until the student's major GPA has risen above

the minimum requirement. Students are advised that this may severely delay graduation. Students must complete the degree requirements within five years of the start of the Radiologic Technology sequence.

JRCERT approved hospital school graduates may be admitted to the program by applying for admission to the C.W. Post Campus of Long Island University and the Radiologic Technology program. A maximum of 50 Life Experience Credits may be granted depending upon the hospital school transcript and the extent of competency based clinical experience achieved. The Radiologic Technology 50 credits will be evaluated after a matriculated student completes 6 earned credits on campus and makes formal application to the coordinator of life experience. The student must also complete a diagnostic radiography assessment examination through the Radiologic Technology program before life experience credits are granted. The Life Experience student must have acquired a New York State license to practice radiography and have satisfactorily passed the American Registry of Radiologic Technologists (ARRT) examination in Radiography. A copy of the New York State license and ARRT certificate must be submitted to the director of the Radiologic Technology program.

Graduates of JRCERT approved two year college-based programs in Radiologic Technology may also be admitted to the bachelor of science program.

The student must be registered with the ARRT and licensed to practice in New York State. A maximum of 72 transfer credits may be granted with the approval of the Academic Standing Committee and the Evaluation Committee.

Two-year hospital or college-based radiography program graduates must complete 9 credits of Radiologic Technology courses at the C.W. Post Campus.

All students must complete the graded final 32 credits of their degree in residence at the C.W. Post Campus. Students in the Radiologic Technology program will complete the Professional Plan of Study. The student will have the opportunity to select between two areas of concentration: Plan A or Plan B.

The Professional Plan A provides a strong foundation for students who wish to pursue additional education in graduate or professional schools. It is science-based and consists of 24 credits in basic sciences and mathematics.

The Professional Plan B provides the

opportunity to combine radiologic technology with magnetic resonance imaging or 16 credits of courses of interest to the student. This program of study is particularly appropriate for the professional whose goals include positions as health-care administrators and/or educators in radiologic technology or MRI Technologists.

B.S. in Radiologic Technology

Core Curriculum	Credits
Competencies	6
College 101	1
(not required for transfer students)	
Language/Literature	6
History/Philosophy	9
Mathematics (see Co-related Sciences)	4
Political Science/Economics	6
Social Science	6
Laboratory Sciences (BIO 7, 8)	8
Fine Arts	6

Professional Plan A	Credits
Co-related Sciences	
CHM 3, 4	8
MTH 7, 8	
(satisfies the Core Curriculum)	8
PHY 3, 4	8
BIO 9, 10	6

Professional Plan B	Credits
Co-related Sciences	
BIO 9, 10	6
MTH 1, 3 or 7	
(satisfies the Core Curriculum)	4
BMS 40 Computer Applications in Health Care or an entry level computer course	
or	
An entry level computer course	3
Electives	10

Radiologic Technology Requirements	Credits
RDT 103 Methods of Patient Care	3
103L Venipuncture/Patient Care Lab	0
RDT 105 Principles of Radiation Protection (WAC)	3
RDT 116 Radiographic Pathology (WAC)	3
RDT 118 Breast Imaging	1
RDT 120 Medical Language	3
RDT 121 Quality Assurance and Quality Control	1
RDT 123 Pharmacology	1
RDT 125 Radiation Physics	3
RDT 144 Computed Tomography	3
RDT 145 Magnetic Resonance Imaging	3
RDT 147 Principles of Medical Imaging I	3

RDT 147L Calculation Recitation (Pass/Fail)	0
RDT 148 Principles of Medical Imaging II	3
RDT 150 Advanced Theory & Practice in Medical Imaging	3
RDT 155, Medical Imaging Procedures I,	3
RDT 155L Medical Imaging Procedures I Lab	0
RDT 156 Medical Imaging Procedures II (WAC)	3
RDT 156L Medical Imaging Procedures II Lab	0
RDT 157 Medical Imaging Procedures III	3
RDT 157L Medical Imaging Procedures III Lab	0
RDT 170 Medical Imaging Capstone Seminar	3
RDT 180 Digital Medical Imaging	3
RDT 200 Introduction to Clinical Practice (Pass/Fail)	2
RDT 201 Medical Imaging Practicum I	2
RDT 202 Medical Imaging Practicum II	2
RDT 203 Medical Imaging Practicum III	2
RDT 204 Medical Imaging Practicum IV	2

All Grades Must be C or Higher (C minus is NOT Acceptable)

A minimum of 129 credits is required for a B.S. Degree in Radiologic Technology.

Typical Program in Radiologic Technology

Professional Plan A	Credits
Freshman Year	
College 101	1
BIO 7, 8	8
MTH 7, 8	8
PHY 3, 4	8
Competencies	6
Core	12
Total	37
Sophomore Year	
CHM 3, 4	8
Core	27
Total	35
Junior Year	
RDT 103, 103L, 105, 116, 118, 120, 125, 147, 147L 148, 155, 155L	32
RDT 202 (Summer)	2
Total	34

Senior Year	Credits
BIO 9, 10	6
RDT 121, 123, 144, 145, 150, 157, 157L, 170, 180, 203, 204	24
Total	30

Total Credits 136

Professional Plan B

Freshman Year	Credits
College 101	1
BMS 40	3
Competencies	6
Electives	4
Core	18
Total	32

Sophomore Year	Credits
BIO 7, 8	8
MTH 3	4
Electives	3
Core	15
Total	30

Junior Year	Credits
RDT 103, 103L, 105, 116, 118, 120, 125, 147, 147L, 148, 155, 155L, 156, 156L, 200, 201	32
RDT 202 (Summer)	2
Total	34

Senior Year	Credits
BIO 9, 10	6
Electives	3
RDT 121, 123, 144, 145, 150, 157, 157L, 170, 180, 203, 204	24
Total Credits	129

A minimum of 129 credits is required for a B.S. Degree in Radiologic Technology.

IMPORTANT NOTICE: The student must consult with the academic advisor to assure that the liberal arts component and writing requirement of the degree have been satisfied. The student is responsible for the degree requirements in the semester he/she has matriculated. Please refer to the Undergraduate Bulletin. All RDT 200 classes require that the student maintain continuous health insurance coverage and may be subject to background/drug screening.

Radiologic Technology Courses

Sections of RDT 105, RDT 116 and RDT 156 are often offered in Writing Intensive format to fulfill requirements of the Writing Across the Curriculum (WAC) Program; students must check with academic advisors and consult the schedule of classes for current course offerings.



RDT 103 Methods of Patient Care

Designed to provide the basic concepts of the physical and emotional needs of the patient. Describes routine and emergency procedures, insertion and maintenance of an intravenous line. As well as infection control utilizing universal precautions and recognition and treatment of reactions to contrast media. Educate student in obtaining vital signs and contrast media injection. Identifies the importance of patient education. Includes medical ethics, law and cultural differences.

Co-requisite: RDT 103L.

Fall, 3 credits

RDT 103L Venipuncture/Patient Care Lab

Co-requisite: RDT 103

Fall, 0 credits

RDT 105 Principles of Radiation Protection

Provides knowledge of radiation protection and radiation biology as related to the legal and ethical responsibilities of the radiographer. Reviews Regulatory Agencies and their requirements. Identifies biological effect and response to radiation on patients, personnel, and the public.

Writing Across the Curriculum course (WAC)

Fall, 3 credits

RDT 116 Radiographic Pathology

An overview of acute, chronic and congenital pathology. Discussion on how pathology and disease relate to medical imaging procedures. Includes systemic

classification, diagnosis and treatment of diseases.

Writing Across the Curriculum course (WAC)

Spring, 3 credits

RDT 118 Breast Imaging

Provides the knowledge and cognitive skills required to perform in the specialized area of mammography/breast imaging. Discussion includes positioning, special techniques, anatomy, physiology and pathology of the breast.

Spring, 1 credit

RDT 120 Medical Terminology

An introduction to the origins of medical terminology, including word building, abbreviations and symbols. Orientation to the understanding of medical orders and interpretation of diagnostic reports related to the respiratory, digestive and musculoskeletal systems. Cardiovascular, lymphatic, urinary, reproductive, integumentary, sensory, nervous and endocrine systems.

Fall, 3 credits

RDT 121 Quality Assurance and Quality Control

Concepts and benefits of quality assurance and control programs. Introduction to the evaluation of radiographic systems to assure consistency in the production of quality images. Identifies components, tests, procedures and the agencies involved in regulating, inspecting and enforcing guidelines.

Prerequisite: RDT 148.

Fall, 1 credit

**RDT 123 Pharmacology**

An introduction to basic pharmacology. Common drug nomenclature and basic concepts of pharmacology will be presented. Biological factors affecting actions of drugs will be discussed. Contrast media characteristics, allergic reactions and side-effects will be covered.
Prerequisite: RDT 103.
Spring, 1 credit

RDT 125 Radiation Physics

An in-depth view of the characteristics and physical laws which apply to radiation. Topics explored include principles governing radiation production, detection and containment. Fundamentals of the circuitry which comprise medical imaging units will also be presented.
Prerequisite: RDT 10.5
Spring, 3 credits

RDT 259 Clinical Experience Practicum X

Students, under supervision, continue their clinical experience in advanced diagnostic imaging procedures.
Every Semester 1, 2, or 3 credits

RDT 144 Computed Tomography

An in-depth study of the physical principles and practical application of Computerized Axial Tomography. A presentation of protocol, positioning and the elements of room design and construction.
Co-requisite: BIO 9 or BIO 10.
Fall, 3 credits

RDT 145 Magnetic Resonance Imaging

Presentation of the physical principles utilized in Magnetic Resonance Imaging. Discussion of the technical and economic factors of this advanced imaging procedure. Patient protocol will also be incorporated into the course format.
Co-requisite: BIO 9 or BIO 10.
Spring, 3 credits

RDT 147 Principles of Medical Imaging I

Provides an introduction to the factors that govern and influence the production of a medical image on radiographic film. The principles of medical imaging to be discussed include: latent image, factors governing image quality, beam limiting devices, beam filtration, film holders, screens and technique formation. Darkroom processing and Article 35 of the New York State Public Health Law relating to medical imaging will also be covered.

Co-requisite: RDT 147L.
Special Fee: \$70.00
Fall, 3 credits

RDT 147L Principles of Medical Imaging I Laboratory

Co-requisite: RDT 147.
Fall, 0 credits

RDT 148 Principles of Medical Imaging II

An in-depth study of medical imaging exposure factors. Laboratory materials will be utilized to demonstrate the clinical applications of the theoretical principles and concepts. Problems encountered during the imaging of infants and children will also be addressed. Special emphasis will be placed on radiation protection, equipment, accessories and special positions utilized when imaging infants and children.

Prerequisite: RDT 147.
Special Fee: \$70.00
Spring, 3 credits

RDT 150 Advanced Theory and Practice in Medical Imaging

An in-depth study of special radiographic procedures. Special procedure equipment such as serial film changers and automatic pressure injectors will be introduced. Image detecting methodologies such as subtraction, magnification and tomography will be discussed.
Prerequisite: RDT 157.
Spring, 3 credits

RDT 155 Medical Imaging Procedures I

Designed to provide the knowledge and skills necessary to perform standard medical imaging procedures of the chest, abdomen, upper and lower extremities. The production of images of optimal diagnostic quality will be stressed. Laboratory experience utilizing a phantom patient will be used to complement the classroom portion of the course. The student will produce a portfolio of medical images.

Co-requisite: BIO 7, RDT 155L.

Lab Fee: \$70.00

Fall, 3 credits

RDT 155L Medical Imaging Procedures I Laboratory

Co-requisite: RDT 155.

Fall, 0 credits

RDT 156 Medical Imaging Procedures II

A continuation of medical imaging procedures with an emphasis on standard imaging of the vertebral column and the breast. The student will also be introduced to more advanced studies which involve the use of contrast material. Laboratory experience using a phantom patient will allow the student to apply the concepts acquired in the classroom environment.

Writing Across the Curriculum course (WAC)

Prerequisite: RDT 155, Co-requisite: BIO 8, RDT 156L.

Lab Fee: \$70.00

Spring, 3 credits

RDT 156L Medical Imaging Procedures II Laboratory

Writing Across the Curriculum course (WAC)

Co-requisite: RDT 156.

Spring, 3 credits

RDT 157 Medical Imaging Procedures III

This course serves to focus on the more advanced positions utilized in the practice of medical imaging. The student is introduced to medical imaging procedures of the skull. Practical laboratory experience will compliment the information presented in the didactic portion of the course, allowing the student to demonstrate the ability on the phantom patient.

Prerequisite: RDT 156, Co-requisite: BIO 16, RDT 157L.

Lab Fee: \$70.00

Fall, 3 credits



RDT 157L Medical Imaging Procedures III Laboratory

Co-requisite: RDT 157.

Fall, 0 credits

RDT 170 Medical Imaging Capstone Seminar

This seminar provides the student with an opportunity to review the fundamental and advanced principles of medical imaging. The application of clinical imaging theory will be reinforced.

Spring, 3 credits

RDT 180 Digital Medical Imaging

During this course, the student will be introduced to the components, principles and operation of the Picture Archiving and Communications System (PACS), Digital Imaging including; Digital Radiography (DR), Computed Radiography (CR), Hospital Information Systems (HIS) and Radiology Information Systems (RIS).

Prerequisites: RDT 147 and 148 and 125.

Co-requisite: RDT 144.

Fall, 3 credits

RDT 200 Introduction to Clinical Practice

During this practicum, the student begins to increase proficiency and skills through demonstration of core competencies. The student will become familiarized with the clinical setting. The student has the opportunity to apply

theories and knowledge acquired in the classroom and laboratory in a clinical setting. The student also assumes a more active role in performing procedures.

Fall, 2 credits

RDT 201 Medical Imaging Practicum I

An introduction to the clinical environment at an affiliated hospital. Students will be assigned to various work areas in the Department of Radiology to observe operations of the entire department. Students will assist in routine imaging and under close supervision of a registered licensed technologist, begin to acquire medical imaging skills with the emphasis on chest, abdomen, and extremities.

Prerequisites: RDT 103, 105.

Spring, 2 credits

RDT 202 Medical Imaging Practicum II

Students continue to improve their medical imaging skills in the areas of chest, abdomen, and extremities under the quality control of a registered licensed technologist. Students are introduced to principles of medical imaging of the vertebral column and procedures which involve the use of contrast material. (Ends the Last Friday in July)

Prerequisite: RDT 201.

Summer I, 2 credits

RDT 203 Medical Imaging Practicum III

A continuation of the two previous practica where students continue to improve skills in all routine and contrast medical imaging procedures under the supervision of a registered licensed technologist. The student will be introduced to more advanced projections as well as principles of skull imaging.

Prerequisite: RDT 202.

Fall, 2 credits

RDT 204 Medical Imaging Practicum IV

An opportunity for the student to improve skills in the areas of general, contrast, advanced and skull imaging at the assigned medical center under close supervision. An introduction to specialty areas such as Computed Tomography, Magnetic Resonance Imaging and Advanced Special and Angiographic Imaging. (Ends Last Friday in June)

Prerequisite: RDT 203.

Special Fee: \$55.00

Spring, 2 credits

PRE-PROFESSIONAL PROGRAMS

Phone: (516) 299-2485

Pre-Pharmacy Program

The Pre-Pharmacy Program is designed to prepare qualified students to enter the Arnold & Marie Schwartz College of Pharmacy and Health Sciences at Long Island University's Brooklyn Campus.

Successful completion of two years of pre-professional study (P-1 and P-2) in the basic sciences, mathematics and humanities provides the foundation for admission to the professional pharmacy curriculum. The professional program is very competitive and offers no guarantee of admission. Selection is based on several factors that include, but are not limited to grade point average; test scores; personal statement; letters of recommendation; and interview. Only those P-1 or P-2 students who meet the following progression requirements will be eligible to apply to the first professional year of study (P-3) at the College of Pharmacy at Long Island University's Brooklyn Campus:

1. Satisfactory completion of all P-1 and P-2 course requirements.
2. An overall cumulative grade point average of at least 3.0 ("B").
3. A cumulative grade point average of at least 3.0 ("B") in all required P-1 and P-2 math and science courses.
4. Completion of the PCAT.
5. Submission of a PharmCAS application.

To be accepted as a Pre- Pharmacy major, an incoming freshman must have an SAT score of at least 1,000 and a high school average of 80 or, if below 1,000 on the SATs, then an average of 85. Students not accepted into the Pharmacy Program at the Brooklyn Campus may continue at C.W. Post Campus as Biomedical Sciences, Health Information Management, Radiologic Technology, Biology, Chemistry or Physics majors (or other appropriate fields).

Pre-Pharmacy Requirements for C.W. Post

Freshman Year	Credits
Course	
College 101 (not required for transfer students)	1
BIO 3, 4	8
CHM3*, 4	8
ECO 11 or 12**	3
ENG 1, 2	6
MTH 7	4
Oral Communications 17	3
Total	33

Sophomore Year	Credits
Course	
BIO 7, 8 (Anatomy & Physiology)	8
CHM 21, 22	8
ENG 7, 8	6
HIS 1, 2 ***	6
PHL***	6
PSY 1	3
PHY 3	4
Total	35

*Mathematics 3 is a pre-requisite for Chemistry 3.

**Students may take either Economics 11 or 12.

***Students must take both History 1 and History 2 or any two courses from Philosophy 8 through 37. The following philosophy courses are particularly recommended for students in the pre-pharmacy program: PHL 8, PHL 10, PHL 13, PHL 14, PHL 18, PHL 19.

PROFESSIONAL PHARMACY PROGRAM

The professional Pharmacy Program leads to a Doctor of Pharmacy (Pharm. D.) degree and may be completed in six years: two years at C.W. Post; four years at Long Island University's Brooklyn Campus. The Arnold & Marie Schwartz College of Pharmacy and Health Sciences accepts approximately 200 students each year to the third year (first professional year) of the Doctor of Pharmacy (Pharm.D.) Program.

Admission to the professional program is very competitive and is based on several factors that include, but are not limited to grade point average; test scores; personal statement; letters of recommendation; interview; and the individual candidate's commitment to the profession of pharmacy. Students seeking to apply to the professional (year 3) program at the Arnold & Marie Schwartz College of Pharmacy and Health Sciences are required to apply through the Pharmacy College Admission Service (PharmCAS) for consideration. All required documentation is to be submitted directly to PharmCAS for processing.

Application Requirements

1. Pharmacy College Application Service (PharmCAS)

- PharmCAS is an electronic application service operated by the American Association of Colleges of Pharmacy (AACP). All professional (year 3) applications, should be processed through this service. There is a separate non-negotiable fee required. To complete the application and receive further information please visit their web site at www.pharmcas.org. (This replaces the previously used progression applications.)

2. Transcripts

- Submit official transcripts from every college or university previously attended, INCLUDING LONG ISLAND UNIVERSITY, directly to PharmCAS. A minimum cumulative GPA of 3.0 with a 3.0 science and math GPA is required for consideration. Before entry into the Pharm.D. program, in addition to other requirements, satisfactory completion of all pre-professional coursework is required by the end of Summer prior to

the year of entry. You must also provide a list of current coursework in progress and future courses expected to be completed by the entry date.

*Students with credentials from abroad should submit evaluations and translations for university work, also sent directly to PharmCAS. Please refer to Office of Admissions website or the Pharmacy Guidelines Booklet for 2008 to obtain the list of acceptable agencies. Even if you have previously submitted foreign credentials to Long Island University you must resubmit them through PharmCAS.

3. Personal Statement

Part of the PharmCAS application is a personal essay, approximately one page in length, addressing why you selected Pharmacy as a career and how the Doctor of Pharmacy degree relates to your immediate and long-term professional goals. You should explain why you want to be a pharmacist, and support this information with autobiographical details including pharmacy, health care, work or volunteer experiences, related extracurricular activities, leadership roles, or any other important information.

4. Pharmacy College Admission Test (PCAT)

The PCAT is required for all students, including Long Island University students, who wish to apply for the professional phase of the Pharm.D. program. This test measures the student's knowledge in Verbal Ability, Reading Comprehension, Quantitative Ability, Chemistry, Biology and Writing. Scores must be submitted directly to PharmCAS. (In order to submit scores directly to PharmCAS choose the PharmCAS three digit school code 104 when making application for the PCAT.) Pre-registration for the PCAT is required. Please find the available testing dates and sites listed on their website at www.PCATweb.info. PCAT scores should not be older than 3 years.

5. Letters of Recommendation

Two letters of recommendation are required. These letters can be from an employer, professor, supervisors of a community service project, etc.; however they may not come from a family member, teaching assistant, co-worker or friend. You will need to designate your evaluators as part of your PharmCAS application. Electronic submission of letters of reference is preferred but paper references are accepted. Paper references must be accompanied by the printed PharmCAS evaluation form available on the PharmCAS web site.

6. Interviews

Personal interviews will be required for selected candidates only. Notification to interviewees will be posted to the individual PharmCAS accounts. Applicants will also receive a letter by mail.

7. Additional Information

The College of Pharmacy and Health Sciences requires criminal background checks and drug screening for applicants invited to interview. Information on completing this requirement will be supplied at the time selected applicants are invited for an interview.

Information regarding pre-requisite courses and complete program information is available in the Pharmacy Bulletin. The Brooklyn Campus Undergraduate Bulletin contains course descriptions of pre-requisite courses. The Pharmacy Guidelines Booklet for 2008, although primarily intended for external applicants, contains information that applicants from Long Island University may also find useful. For your convenience each of these documents is available on the Brooklyn Campus website, at www.brooklyn.liu.edu in the Office of Admissions section.

Pre-Respiratory Care Program

The Pre-Respiratory Care Program (formerly Respiratory Therapy program) leads to a Bachelor of Science degree in Respiratory Care and can be completed in four years: two years at C.W. Post and two years at Long Island University's Brooklyn Campus that is within walking distance of the LIRR station in Brooklyn. Qualified students will be admitted into the Respiratory Care major. Admission is competitive (GPA 2.50 and C+ grades or higher in Math and Science courses) and students should apply by contacting the program at the Brooklyn Campus. For more information use www.liu.edu then Brooklyn Campus/School of Health Professions. For additional professional information, one should use www.aarc.org for the American Association for Respiratory Care.

Students not accepted into the specialty of Respiratory Care may continue at C.W. Post as Biology, Chemistry, Medical Biology, Health Information Administration, Radiologic Technology or Physics majors (or other appropriate fields).

Students who are Registered Respiratory Therapists (R.R.T.) by the National Board for Respiratory Care (NBRC) are exempt from clinical experience and may receive up to 21 credits for

life experience. Those students who are Certified Respiratory Therapists (CRT) by the NBRC may be exempted from some courses depending upon evaluation of their transcripts. Students transferring from Respiratory Care programs at another college or university may receive transfer credit for courses. Students are required to be resident in the major by taking 15 credits in Respiratory Care and at least 32 credits at the Brooklyn Campus.

Required Curriculum in Respiratory Care at C.W. Post

	Credits
College 101 (not required for transfer students)	1
CHM 3, 4 (1 semester is required, 2 semesters are recommended)	4
BIO 3, 4	8
BIO 7, 8	8
ENG 1, 2	6
English Literature 11,12	6
HIS 1, 2	6
MTH 3,19	7
Medical Microbiology BMS 90	4
Oral Communication	3
PHL 8,13	6
PSY	3
PHY11	4
Social Sciences	3
Total	69

Required Curriculum in Respiratory Care at Brooklyn Campus

	Credits
Cardiopulmonary Physiology	3
Clinical Application of Acid-Base Balance	2
Pulmonary Function	2
Clinical Experience I	2
Theory & Practice of Respiratory Care I	5
Evaluation & Management of Injuries and Emergencies	2
Cardiopulmonary Pathology	3
Cardiopulmonary Medical Science	3
Clinical Experience II	3
Theory & Practice of Respiratory Care II	5
Cardiopulmonary Pharmacology	3
Selected Topics in Internal Medicine	3
Rehabilitation Techniques in Respiratory Care	3
Neonatal & Pediatric Respiratory Care	3
Clinical Experience III	8
Cardiopulmonary Physiology II – Intensive Respiratory Care	3
Clinical Experience IV	8
Problems in Respiratory Care	4
Total	65

SCHOOL OF VISUAL AND PERFORMING ARTS

The School of Visual and Performing Arts combines a solid liberal arts education with the professional training essential to a successful career in the Arts. Various programs leading to either a Bachelor of Arts (B.A.), Bachelor of Fine Arts (B.F.A.), Bachelor of Music (B.M.) or Bachelor of Science (B.S.) degree are available in the Departments of Art, Media Arts, Music, and Theatre, Film & Dance, and the program in Arts Management. Active participation is an integral part of all programs, with exhibition and performance opportunities provided to students both on campus and on tour. Student art exhibitions, film screenings, concerts and recitals as well as radio, video, theatre, and dance productions are a vital part of our students' education, and enrich the lives of the campus and neighboring communities.

Web site: www.liu.edu/cwpost/svpa
Phone: (516) 299-2395
Fax: (516) 299-4180
Email: vparts@liu.edu



Rhoda Grauer, B.A.
Dean
rhoda.grauer@liu.edu

SCHOOL OF VISUAL AND PERFORMING ARTS

The C.W. Post School of Visual and Performing Arts includes the departments of Art, Media Arts, Music, and Theatre, Film & Dance. Degrees are conferred in those fields with specializations in Acting, Art, Art Education, Art History and Theory, Arts Management, Art Therapy, Ceramics, Dance, Digital Art and Design, Drawing, Electronic Media, Film, Instrumental Performance, Music Education, Painting, Photography, Print & Electronic Journalism, Printmaking, Public Relations, Sculpture, Theatre: Performance, Design and Production, and Vocal Performance.

Students are taught and guided by a distinguished faculty, many of whom are renowned award-winning actors, artists, authors, composers, directors, instrumentalists, journalists and producers, who, with their students, contribute to the creative wealth of the campus in an already rich, artistic community. Theatre majors perform regularly in productions produced on four distinct campus stages. Music students perform concerts frequently at locations throughout the campus, including the 2,200 seat Tilles Center for the Performing Arts. Art majors exhibit their works in galleries throughout the campus and communities on Long Island's north shore.

Media Arts students write, produce and direct for two radio stations, including WCWP-FM, which is part of the Long Island Public Radio Network. Broadcasting majors also produce shows for area cable markets and for the campus television station, Channel 63, via the school's broadcast quality video production facility. Journalism majors write and edit the weekly campus newspaper, Pioneer. Master classes, outstanding lecture series, and the American Theatre Festival bring noted artistic celebrities to the attention of our students and offer them exciting creative collaborations.

Students qualify for the Bachelor of Arts, the Bachelor of Science, the Bachelor of Music or the Bachelor of Fine Arts degree when they have completed a minimum of 128 semester hours of credit in conformity with the requirements of Long Island University, C.W. Post Campus, the School of Visual and Performing Arts, and the department or program in which they have majored.

Bachelor of Fine Arts and Bachelor of Science degree candidates tend to require more than the minimum number of credits.

Of these 128 credit hours, students take College 101 for one credit; six credits of Freshman English; eight credits in the Sciences*; nine in History and Philosophy*; six in Language and Literature*; three in Mathematics; six in the Arts*; six in Political Science or Economics; and six in Sociology, Psychology, Geography or Anthropology.

*Special Notes

1. Students may not take both Psychology 3, 4 and Psychology 1, 2 to meet Core requirements.
2. Students in the B.F.A. or in the B.S. in Business or Accountancy are required to take six credits from History or Philosophy.
3. Students may select only one course from each area in the Arts.
4. Students in all B.F.A. programs are required to take four credits in the sciences.
5. Students with appropriate backgrounds may substitute more advanced Chemistry or more advanced Physics courses for the science requirement.
6. Theatre majors and Accounting majors will fulfill the Speech competency requirement within their program requirements. Education majors may fulfill the Speech competency in the School of Education.
7. Education majors are required to take a foreign language.

All students are expected to show competence in a variety of areas: Writing, Computer Literacy, Oral Communication, and Library usage. Competence in these areas may be demonstrated by satisfactory completion of an examination, workshop or coursework. The student's academic counselor will help with details.

Preparation for Teaching in Elementary and Secondary Schools

Students who are preparing to teach Art or Music in the elementary or secondary schools should consult their academic counselors in the Art and Music Departments to plan their School of Education course requirements.

Professional Conduct

Students in the pre-professional programs in Theatre and Dance are required to rehearse and perform. Professional behavior dictates attending scheduled rehearsals, performances and other meet-

ings of the performing group. Being on time and prepared for all such activities is essential. Students who have unexcused tardiness or absences from scheduled meetings, rehearsals and performances are required to make up hours with service to the department. It is essential that students learn to respect and value other's time and recognize this as an inherent part of their role as a member of an ensemble. Failure to make up these hours may result in an academic block, delay of graduation, and/or subject the student to dismissal from the pre-professional program.

ART

Phone: (516) 299-2464

Web site: www.liu.edu/svpa/art

E-mail: artdept@cwpost.liu.edu

Faculty

Patrick J. Aievoli
Program Director, IMA
Associate Professor of Art
A.A.S., State University of New York at Farmingdale;
B.S., State University of New York at Buffalo;
M.A., Empire State College
patrick.aievoli@liu.edu

Charles Conover
Program Director, Digital Art and Design
Associate Professor of Art
B.F.A., New York Institute of Technology;
M.A., New York University
cconover@liu.edu

Richard Del Rosso
Assistant Professor of Art
B.F.A., M.A., Long Island University
richard.delrosso@liu.edu

John Fekner
Professor of Art
B.F.A., New York Institute of Technology;
M.F.A., Lehman College, City University of New York
john.fekner@liu.edu

Marilyn Goldstein
Program Director, Art History
Professor of Art
B.S., M.S., Queens College, City University of New York;
M.S., Ph.D., Columbia University
mgoldste@liu.edu

Joan Harrison
Professor of Art
B.A., M.A., Long Island University
jharris@liu.edu

David Henley
Professor of Art
B.A., Kean College of New Jersey;
M.A., New York University;
Ph.D., A.T.R., Union Institute
david.henley@liu.edu

Christine Kerr, A.T.R.
Program Director, Art Therapy
Associate Professor of Art
B.A., Finch College;
M.A., University of San Francisco;
Ph.D., Saybrook Research Center
christine.kerr@liu.edu

Seung H. Lee
Program Director, Fine Arts
Program Director, Graduate Studies
Associate Professor of Art
B.F.A., Maryland Institute College of Art;
M.F.A., Pratt Institute
slee@liu.edu

Richard K. Mills
Professor of Art
B.A., M.F.A., City College, City
University of New York
rmills@liu.edu

Terence O'Daly
Assistant Professor of Art
B.F.A., Long Island University;
M.A., New York Institute of Technology

Frank Olt
Program Director, Ceramics
Professor of Art
B.F.A., M.F.A., Long Island University
frank.olt@liu.edu

Joan Powers
Program Director, Photography
Professor of Art
B.A., M.F.A., Brooklyn College, City
University of New York
joan.powers@liu.edu

Neill Slaughter
Professor of Art
B.F.A., University of Georgia;
M.F.A., Indiana University

Phyllis Kudder Sullivan
Professor of Art
B.S., Hofstra University;
M.F.A., Long Island University
phyllis.kuddersullivan@liu.edu

Donna M. Tuman
Chair, Art Department;
Program Director, Art Education
Associate Professor of Art
B.A., M.S., Queens College, City
University of New York;
Ed.D., Columbia University
dtuman@liu.edu

Carol Venezia
Professor of Art
B.A., Antioch College;
M.F.A., Rochester Institute of Technology
carol.venezia@liu.edu

Dean Emeritus

Lynn Croton
B.A., Lake Forest College;
M.A., Teachers College, Columbia
University

Professor Emeritus

Stanley Brodsky
B.A., Missouri University;
M.F.A., State University of Iowa;
Ed.D., Columbia University

Howard LaMarca
B.F.A., Columbia University;
M.F.A., Syracuse University;
Cert., Cooper Union

Arthur Leipzig
Photo League

Joyce Rosa
B.A., Brooklyn College, City University of
New York;
M.A., New School of Social Research;
Ph.D., New York University
Harold Stevens
B.S., B.F.A., M.F.A., Temple University

Robert Yasuda
B.F.A., M.F.A., Pratt Institute

Jerome Zimmerman
B.S., Hofstra University;
M.F.A., Rhode Island School of Design

Art

The Art Department offers the following degree programs:

Bachelor of Arts in:
Art History & Theory

Bachelor of Fine Arts in:
Art Education (B-12)
Ceramic Arts
Digital Arts and Design
Fine Arts
Photography

Bachelor of Science in:
Art Therapy

The Art Department features a program of visiting artists that uses the wealth of creative talent in the New York-metropolitan area to expand the student's experience of and familiarity with a variety of contemporary styles and attitudes in fine arts and design. Visiting artists and designers lecture on their work and that of their colleagues and discuss the student's work.

Admission

Admission to the Art Department degree programs is by satisfaction of general C.W. Post admissions requirements. Students wishing to transfer into an Art Department program are required to submit a portfolio for evaluation by the Director of the relevant program. More information on portfolio reviews may be found at www.liu.edu/svpa/auditions.html, or by calling the Department at (516) 299-2464.

B.A. in Art History and Theory

The Bachelor of Arts program in Art History and Theory provides students with broad background in the history of art and art theory, preparing them for graduate study in these fields, or entry-level positions at galleries and museums. The program, flexible enough to allow students to focus on their individual interests in art, includes Art of Africa and the African Diaspora; Arts of the Americas, Ancient American Studies and Latin American Art; Art of the United States; Art of Asia; and Art of Europe.

All Art History majors are required to complete ART 59, 60, 70, 72; 21 credits in Art History electives; 3 credits in the Arts other than Art; 6 credits in History; and 18 credits of general electives to be chosen in consultation with their academic counselor for a total of 60 credits. Juniors and Seniors with permission of their academic counselor and program director may select 500-and 600-level Art History courses as electives.

**Typical Program for B.A. Majors
in Art History and Theory
(129 credits)**

<i>Freshman Year</i>	<i>Credits</i>
Survey of World Art 1, 2	6
English 1, 2	6
Core Requirements	12
Free Electives	9
Freshman Seminar	1
Total	34

<i>Sophomore Year</i>	<i>Credits</i>
Modern Art	3
Contemporary Art	3
Art History Electives	6
Directed Electives	6
History Elective	3
Core Requirements	6
Elective	9
Total	36

<i>Junior Year</i>	<i>Credits</i>
Art History Electives	6
Art Studio Electives	6
Free Electives	6
Core Requirements	6
Lab Science Core	8
Total	32

<i>Senior Year</i>	<i>Credits</i>
Art History Elective	3
Senior Colloquium	1
Fine Arts Core	3
Core Requirement	6
Free Elective	14
Total	27

Total Credits 129

Minor in Art History

For students who chose a minor in Art History, the following distribution is required:

- 12 credits in Art 59, 60, 70, and 72
- 9 credits in Art History electives

Minor in Art Studio

For students who choose a minor in Art Studio, the following distribution is required:

- 3 credits in Art 5, 10 or 11
- 3 credits in Art 17 or 18
- 9 credits in Art Studio courses
- 6 credits in Art 59 and 60

**B.F.A. in Art Education
B-12 (All Grades)**

The Bachelor of Fine Arts programs in Art Education (Birth to Grade 12) prepares students for New York State Education Department initial certification in the teaching of art in the elementary and secondary schools. Art Education majors are required to complete ART 2, 3, 4, 11 or 12, 13, 19, 21, 31, 35; 9 credits of Art Education and 9 credits of Art History which must include Art 59, 60 and Art 70 or 72. Twenty-seven credits in designated Education courses, 3 credits in the Arts other than Art, and 6 credits in a language are required for initial certification. Students in the B.F.A. program take additional studio courses in art and participate in the B.F.A. exhibition.

Students who complete the B.F.A. degree in Art Education or in Art Studio are eligible to apply for admission into the graduate program leading to the M.S. degree in Art Education or the M.A. degree in Art. Students who are preparing to teach Art should make an appointment with academic counselors from both the School of Education as well as the School of Visual and Performing Arts to complete a plan of study.

See B.F.A. listings for Education requirements in this program. Consult the School of Education section of this bulletin for additional information regarding teacher certification.

	<i>Credits</i>
College Core Requirements	47

<i>Education Courses</i>	<i>Credits</i>
EDI 14 Educational Psychology	3
EDI 15A Psychological Perspectives: Teaching and Learning	3
EDI 16A Curriculum and Assessment for Pre-service Teachers	3
EDS 44 Introduction to the Study of The Exceptional Child	3
EDI 35K Methods and Materials in Teaching Art in Secondary Schools	3
EDI 38 Supervised Student Teacher	6
EDS 60 Teaching Literacy Development From Birth	3
HE 205 Substance Abuse	3
Total	27

<i>Art History Requirements</i>	<i>Credits</i>
ART 59, 60 Survey of Western Art	6
ART 72 Contemporary Art	3
Total	9

<i>Required Art Education Courses</i>	<i>Credits</i>
ATE 1 Introduction to Art Education	3
ATE 2 Design and Practice, Elementary	3
ATE 3 Art Museum as Educator	3
Total	9

<i>Required Art Studio Courses</i>	<i>Credits</i>
ART 2, 3 Foundation Studios	12
ART 11 Life Drawing	3
ART 13 Painting	3
PHOT 7 Photography	3
ART 21 Printmaking	3
ART 31 Ceramics	3
ART 35 Sculpture	3
CGPH 16 Digital Art & Design	3
DRAW1 Drawing	3
Senior Project	6
Directed Studio Elective	3
Total	45

**Typical Program for B.F.A. Majors
in Art Education B-12 (All grades)
(Minimum of 137 credits)**

<i>Freshman Year</i>	<i>Credits</i>
Art Foundation	12
Survey of World Art 1, 2	6
Digital Art & Design	3
English 1, 2	6
Core Requirements	6
Freshman Seminar	1
Total	34

<i>Sophomore Year</i>	<i>Credits</i>
Art Education	6
Education	12
Contemporary Art	3
Drawing	3
Painting	3
Printmaking	3
Sculpture	3
Core Requirement	3
Lab Science	4
Total	40

<i>Junior Year</i>	<i>Credits</i>
Art Education	3
Education	3
Fine Arts Core Elective	3
Ceramics	3
Drawing	3
Photography	3
Studio Elective	3
Core Requirements	12
Total	33

<i>Senior Year</i>	<i>Credits</i>
Art Methods & Materials	3
Education	3
Senior Tutorial	3
Senior Project	3
Student Teaching	6
Core Requirements	12
Total	30
Total Credits	137

B.F.A. in Art Concentration in Fine Arts

The Bachelor of Fine Arts concentration in Fine Arts is an intensive studio art program for students who wish to become professional artists and/or pursue graduate study. Art Foundations are required of all Freshmen in the program, where concepts and practices in two- and three-dimensional art forms are examined. Studio classes in painting, drawing, sculpture and printmaking provide students with an in-depth exploration of these media. Art history and theory are a fundamental part of the program. Students focus their interests in one or more of the studio arts in their junior year, and work with a faculty advisor in their senior year leading to a required B.F.A. exhibition of selected works.

<i>Art History Requirements</i>	<i>Credits</i>
Art 59, 60	6
Contemporary Art	3
Art History elective	3
Total	12

<i>Required Art Courses</i>	<i>Credits</i>
Art 2, 3	12
Drawing 1, 4	6
CGPH 16	3
Art 11	3
Fine Art Studios	18
Directed Studio electives	18
Senior Fine Arts Project I	3
Senior Fine Arts Project II	3
Total	66

Total B.F.A. degree requirements for Fine Arts major: a minimum of 129 credits. A Ceramics concentration may be followed by: Art 31, 32, Ceramics 3, 4; 6 credits in other crafts in addition to the other B.F.A. Fine Arts and core requirements.

Typical Program for B.F.A. Majors in Fine Art (129 credits)

<i>Freshman Year</i>	<i>Credits</i>
Art Foundation	12
Survey of World Art 1, 2	6
Digital Art & Design	3
English 1, 2	6
Core Requirements	6
Freshman Seminar	1
Total	34

<i>Sophomore Year</i>	<i>Credits</i>
Painting	6
Printmaking	6
Sculpture	6

Drawing	6
Contemporary Art	3
Core Requirements	9
Total	36

<i>Junior Year</i>	<i>Credits</i>
Painting	6
Printmaking	6
Sculpture	6
Drawing	3
Art History Elective	3
Core Requirements	6
Lab Science	4
Total	34

<i>Senior Year</i>	<i>Credits</i>
Senior Project	6
Directed Studio Electives	6
Fine Arts Core	3
Free Electives	4
Core Requirements	6
Total	25

Total Credits 129

B.F.A. in Digital Art and Design

Students pursuing a Bachelor of Fine Arts in Digital Art & Design study digital imaging and electronic publishing, web animation and interactive multimedia. In addition to lab courses, students enhance their technical skills while obtaining knowledge about traditional art and design methodologies as well as evolving principles and aesthetics of new media.

Because the program requires a high degree of technical and artistic skill, art majors who enter C.W. Post as Freshmen and wish to major in Digital Art & Design may be required to submit a portfolio of their work after their Freshman year. Transfer students who wish to enter the Digital Art & Design Program must submit a portfolio containing both fine art and design-related media.

A personal interview is held with members of the DAD faculty to evaluate the artistic skills and competency of the applicant. Students in the program have the opportunity to study with active professional design specialists knowledgeable in the latest production resources. Students graduate with creative concepts and visual communication skills documented in an interactive portfolio which prepares them for the professional field of new media.

<i>Art History Requirements</i>	<i>Credits</i>
ART 59, 60	6
ART 72 Contemporary Art	3
ART 85 History of Visual Communication	3
Total	12

<i>Required Art Courses</i>	<i>Credits</i>
ART 2, 3 Foundation Studios	12
CGPH 16, 18 Digital Imaging I, II	6
CGPH 5, 6 Computer Layout I, II	6
CGPH 7 Digital Illustration I	3
CGPH 10 Digital Production	3
CGPH 11 Motion Graphics 1	3
CGPH 12 Desktop Video	3
CGPH 20 3-D Imaging	3
CGPH 21 Three Dimensional Imaging and Animation	3
CGPH 22 Multimedia on the Internet	3
CGPH 97 Internship	3
Studio Electives (2)	6
VISL 1, 2, 3	9
VISL 98 Portfolio Preparation	3
Project 3	3
Total	69

Typical Program for B.F.A. Majors in Digital Art and Design (129 credits)

<i>Freshman Year</i>	<i>Credits</i>
Art Foundation	12
Survey of World Art 1, 2	6
Digital Art & Design	3
English 1, 2	6
Core Requirements	6
Freshman Seminar	1
Total	34

<i>Sophomore Year</i>	<i>Credits</i>
Digital Art & Design	9
Illustration	3
Drawing	6
History of Visual Communication	3
Free Elective	3
Core Requirements	9
Total	33

<i>Junior Year</i>	<i>Credits</i>
Digital Art & Design	9
Color Photography	3
Contemporary Art	3
Studio Electives	6
Fine Arts Core	3
Free Elective	1
Core Requirements	9
Total	34

<i>Senior Year</i>	<i>Credits</i>
Digital Art & Design	6
Internship	3
Studio Elective	3
Senior Tutorial	3
Senior Project	6
Core Requirement	3
Lab Science	4
Total	28

Total credits 129

B.F.A. in Photography

The photography program gives the student an overview of fine art, documentary as well as commercial aesthetics and techniques. The curriculum allows the student to take up to five computer graphic classes as part of the photography major. The school's photographic studios, digital labs and darkrooms provide an exciting atmosphere in which to create master prints and professional imagery.

We have a traditional B&W wet darkroom and a color darkroom with a Colenta processor handling prints up to 20" x 24". Our new digital lab has state of the art Mac G5 computers with the most current versions of all the standard digital editing software. There are flatbed as well as negative scanners and archival Epson printers using Ultrachrome inks. The department also has a shooting studio fully equipped with strobes, soft boxes and other lighting equipment, as well as view cameras. The program teaches students how to see and conceptualize their world, preparing them to enter the photograph job market or graduate school upon graduation.

<i>Art History Requirements</i>	<i>Credits</i>
ART 59, 60	6
ART 79, 80 Photo History	6
ART 72 Contemporary Art	3
Total	15

<i>Required Art Courses</i>	<i>Credits</i>
ART 2, 3	12
CGPH 16	3
Photo Studio 5, 6, 9, 10	12
Photo 101	3
Photo Electives*	24
Directed Studio Electives	6
Senior Photo Tutorial	3
Senior Project	3
Total	66

*Photo Electives chosen from: Photo 4, 7, 8, 11, 12, 13, 24, CGPH 5, 7, Photo Elective or CGPH Elective, PHOJ 1, PHOJ 2.

Typical Program for B.F.A. Majors in Photography (Minimum of 129 credits)

<i>Freshman Year</i>	<i>Credits</i>
Art Foundations	12
Survey of World Art 1, 2	6
Digital Art & Design	3
English 1, 2	6
Core Requirements	6
Freshman Seminar	1
Total	34

<i>Sophomore Year</i>	<i>Credits</i>
Photography	15
Photojournalism	3
History of Photography	6
Free Elective	3
Core Requirements	9
Total	36

<i>Junior Year</i>	<i>Credits</i>
Photography	15
Contemporary Art	3
Studio Elective	3
Free Elective	1
Core Requirements	6
Lab Science Core	4
Total	32

<i>Senior Year</i>	<i>Credits</i>
Photography	6
Senior Tutorial	3
Senior Project	3
Studio Elective	3
Fine Arts Core	3
Free Elective	3
Core Requirements	6
Total	27

Total credits 129

Minor in Photography

For students who choose a minor in Photography, the following distribution is required:

15 credits in ART 19, 20 (or ART 2, 3) 79

PHOT 101, 5
6 credits in Photography studio electives

B.F.A. in Art Optional Plan of Study

Sophomore Year – first semester: choice of three studio classes out of all “1” offerings in B.F.A. program plus Drawing 1 or 2. Second semester: continuation of first semester choices, plus Drawing 4.

Junior Year – choice of three studio classes out of all offerings in the B.F.A., with at least two disciplines, continuing choice of sophomore year into the “3” and “4” levels. Junior courses to be pursued for full year.

Senior Year – senior tutorial and project to continue one of the disciplines carried to “4” level in junior year. The Department reserves the right to select any of its art students' work for the permanent Campus art collection.

B.S. in Art Therapy

The School of Visual and Performing Arts offers a Bachelor of Science degree in Art Therapy. The program provides training for undergraduate students who wish to use their creative skills in a variety of health care environments. Art Therapists are involved in disability centers, psychiatric hospitals, special education programs, drug abuse centers, community mental health centers, other health institutions and prisons. The Art Therapy program explores the interaction of the visual arts with psychological theories and practice. The program emphasizes preparation for graduate training in clinical art therapy. (C.W. Post offers a Master of Arts degree in Clinical Art Therapy.) Students experience clinical practice in the field of art therapy during two semester-long internships. The program places student interns in over 90 therapeutic sites in the tri-state area.

Admission

Candidates for admission to the Bachelor of Science program in Art Therapy follow the same guidelines as other prospective art majors.

Degree Requirements

The program leading to the Bachelor of Science degree in Art Therapy requires 19 credits in specific Art Therapy courses, 18 credits in Psychology and 39 credits in Art. Free electives should be chosen in consultation with an academic counselor. This curriculum, in combination with the C.W. Post Core Requirements, creates a strong program that will meet all the requirements for application for graduate study in the field. In most cases a master's degree is required to be considered an “Art Therapist”. Employment is available with an undergraduate degree in related areas to art therapy.

Required Curriculum

	<i>Credits</i>
I. College Core Requirements	47
II. Art Department Requirements	
ART 2, 3 Foundation Studio	12
ART 4 Computer Graphics	3
ART 11 or 12 Life Drawing	3
ART 13 Painting	3
ART 19 Photography	3
ART 21 Printmaking	3
ART 31 Ceramics	3
ART 35 Sculpture	3
ART 59 Western Survey of Art I	3
ART 60 Western Survey of Art II	3
Subtotal	39

III. Art Therapy Requirements

ARTH 1 Introduction to Art Therapy	3
ARTH 2 Art Therapy Theories for the Handicapped	3
ARTH 3 Art Therapy Workshop: Clinical Methods	3
ARTH 4 Art Therapy Practicum I: Child-Adolescent	3
ARTH 5 Art Therapy Practicum II: Adult-Geriatric	3
ARTH 6 Art Therapy Res. Sem. I	2
ARTH 7 Art Therapy Res. Sem. II	2
Subtotal	19

IV. Psychology Requirements

PSY 25 Child Psychology	3
PSY 26 Adolescent Psychology	3
PSY 63 Abnormal Psychology	3
PSY 64 Systems and Theories of Psychotherapy	3
PSY 65 Humanistic Psychology	3
PSY 70 Adulthood and Aging	3
Subtotal	18

V. School of the Arts Requirement

VI. Electives (depending upon competencies)	0-6

Total Credits 132

**In addition, a maximum of 7 credits may be needed to further satisfy Core Requirements not fulfilled by the successful completion of the competency exams or workshops.*

Typical Program for B.S. Majors in Art Therapy (132 credits)

<i>Freshman Year</i>	<i>Credits</i>
Art Foundation	12
Survey of World Art 59, 60	6
Digital Imaging	3
Introduction to Art Therapy	3
Psychology 1	3
English 1, 2	6
Freshman Seminar	1
Total	34

<i>Sophomore Year</i>	<i>Credits</i>
Art Therapy Theories for the Handicapped	3
Clinical Methods	3
Ceramics	3
Sculpture	3
Drawing	3
Psychology	6
Free Elective	3
Core Requirements	12
Total	36

<i>Junior Year</i>	<i>Credits</i>
Art Therapy Practicum I, II	6
Photography	3
Printmaking	3

Psychology	6
Core Requirements	6
Lab Science	8
Total	32

<i>Senior Year</i>	<i>Credits</i>
Art Therapy Research Seminar I, II	6
Painting	3
Psychology	9
Fine Arts Core	3
Free Elective	3
Core Requirements	6
Total	30

Total credits 132

Art Courses for Non-Art Majors:

The Art Department recommends the following Art courses for students who are not Art majors:

ART 1 Introduction to the Visual Arts
 ART 11, 12 Life Drawing
 ART 13, 14, 15, 16 Painting
 ART 17 Two-Dimensional Design
 ART 18 Three-Dimensional Design
 ART 19, 20 Photography
 ART 19D Introduction to Digital Photography
 ART 21, 22, 23, 24 Printmaking
 ART 25, 26 Calligraphy
 ART 31, 32 Ceramics
 ART 35, 36, 37, 38 Sculpture
 ART 42 New Media
 ART 101 Introducing Art in the 21st Century
 Jewelry 1, 2
 All Art History Courses
 All Computer Graphics Courses

Art Courses

Studio fees are subject to change on an annual basis. In addition to the studio fees that are charged for Art Courses, students may be required to buy supplementary course-related supplies.

ART 1, ART 5, ART 17, or ART 18 may be used to fulfill 3 credits in the core Fine Arts requirement.

ART 2, 3 Studio Foundation

Students continue the study of drawing, 2-D design, 3-D design and photography, which began with Art 2, in this team-taught course. This course provides additional training in materials, techniques and concepts required for all Art majors. *Studio fee, \$75*
Annually, 6 credits per semester

ART 4 Introduction to Computer Graphics

This course is an introduction to the computer as an art-making tool. Basic computer skills, drawing, collage, manipulation of text, palette and photographic information are covered. Emphasis is on creative thinking and its application within a digital environment.

Studio fee, \$70
Annually, 3 credits

ART 5 Introduction to Basic Drawing

This course is the beginning investigation into the practice of drawing as an expressive, descriptive art medium. Through historic examples (slides and prints) and the use of a variety of materials and techniques, the student learns the past, present and (possible) future uses of drawing.

Studio fee, \$70
Every Semester, 3 credits

ART 11, 12 Life Drawing

This course is an introduction to the study of the human figure as an art subject. Various techniques and drawing media are explored in developing compositional and drawing skills of the individual student.

Studio fee, \$75 each
Every Semester, 3 credits per semester

ART 13, 14 Painting 1, 2

This course is an introduction to painting. The physical functions of paint and color, grounds and surfaces in conjunction with the exploration of painting techniques and concepts are examined. Emphasis is on two-dimensional reality and the study of related concepts.

Studio fee, \$75 each
Every Semester, 3 credits per semester

ART 15, 16 Advanced Painting

This course is advanced work in painting. The focus is on development of creativity and individuality, including development of processes and concepts both objective and non-objective.

Prerequisites: ART 13 and 14 or permission of instructor.
Studio fee, \$75 each
Annually, 3 credits per semester

ART 17 Introduction to Basic Design (2-Dimensional)

This is a studio course introducing the basic concepts of design. Students are given assignments solving problems of color, line, texture, form and space.

Studio fee, \$70
Every Semester, 3 credits

ART 18 Introduction to Basic Design (3-Dimensional)

This is a studio course exploring the fundamental concepts of three-dimensional design. Through a series of progressive assignments, students solve basic problems dealing with mass, volume and planes in space and investigate their uses through history.

Studio fee, \$70

Every Semester, 3 credits

ART 19 Photography

This course is an introduction to the mechanics and aesthetics of photography. It is a studio course in basic photographic processes, principles and techniques that use the camera and digital darkroom as an art media.

Studio fee, \$75

Every Semester, 3 credits

ART 20 Advanced Photography

This course utilizes advanced techniques and processes in the digital darkroom with an emphasis on composition and creativity. Seminars emphasize individual criticism and instruction.

Prerequisite: ART 19 or permission of instructor.

Studio fee, \$75

Every Semester, 3 credits

ART 21 Printmaking

This course is an introduction to printmaking. The course covers a basic technical and conceptual approach to monotype and unique prints including drypoint engraving, copier transfer, collagraph and simple photo process. The emphasis is on experimentation with diverse materials and individual projects.

Studio fee, \$75

Every Semester, 3 credits

ART 22 Intermediate Printmaking

This course covers contemporary print concepts and materials including photo screenprinting, etching and photoetching with mixed techniques emphasizing connections to painting, photography, digital and installation art. The course includes demonstration, discussion and critique and an intense workshop environment.

Studio fee, \$75

Every Semester, 3 credits

ART 23, 24 Advanced Printmaking

This course covers the photo-process, lithography, papermaking and experimental printmaking. Printmaking as it relates to book arts, public art and installations through critiques and individual projects are examined. There is an investigation into the multiple vs. unique print.

Studio fee, \$75 each

Every Semester, 3 credits



ART 25 Calligraphy

The history, development and practice of handwriting as craft and art are explored. At least, the course should instill a grounding in the craft; at best, a facility in the art of calligraphy. Minimally, all handwriting improves.

Studio fee, \$70

Every Semester, 3 credits

ART 26 Advanced Calligraphy

This course is advanced work in the art of fine writing and additional investigation into historic and contemporary letter forms.

Studio fee, \$70

Every Semester, 3 credits

ART 30 Communications Photography

A basic photography course which targets the needs of the communications industry including journalism, public relations, television and advertising. Fundamentals of photography as a communicative tool including digital media and use of the digital darkroom.

Studio fee, \$75

On Occasion, 3 credits

ART 31, 32 Pottery and Ceramic Sculpture 1, 2

General study in the methods of structuring clay, hand building, throwing on the potter's wheel and experimental techniques. This course encompasses the entire ceramic process, forming, glazing and firing techniques.

Studio fee, \$75 each

Every Semester, 3 credits per semester

ART 33 Image, Idea, and Realization: Survey and Lab in Ceramics

This is an introduction to the appreciation of ceramic art. This course consists of creative work in conjunction with the study of pottery, architected tiles, sculpture and mixed media.

Studio fee, \$75

Every Semester, 3 credits

ART 35, 36 Sculpture 1, 2

This course is an introduction to sculpture techniques, concepts, and materials, aesthetic and structural. Emphasis is on three-dimensional reality and study of related concepts.

Studio fee, \$75 each

Every Semester, 3 credits per semester

ART 37, 38 Sculpture 3, 4

This course is independent, advanced study and work in the sculptural medium of the student's choice under the personal guidance of the instructor.

Prerequisites: ART 35, 36 or permission of the instructor.

Studio fee, \$75 each

Every Semester, 3 credits per semester

ART 42 Electronic Media

This course introduces students to the use of electronic media in studio arts. Through hands-on and analytical approaches, students create works using video, computers, sound and light as tools in sculpture, installation and performance video while developing an awareness of the history of these media and the critical dialogue surrounding them. Emphasis is placed on the relationship among individual art practice and its implication for social and aesthetic issues.

Studio fee, \$75

On Occasion, 3 credits

ART 43 Watercolor

Watercolor painting offers a sequential program of study, combining studio exercises and visual ideas within the context of an art historical perspective. Throughout the semester a variety of materials and techniques will be introduced, which the students will practice in class and for homework, utilizing primarily representational but also abstract modes of painting, while solving specific problems dealing with visual literacy and conceptual content.

Prerequisite: ART 2, 3, 5 or permission of the instructor.

Studio fee, \$70

Spring Semester, 3 credits

ART 95 Senior Colloquium

This course is required of all Seniors in the Creative Art Studio major. A weekly meeting is held with members of the Art faculty for the purpose of exchanging current and past ideas, aims and views on art, particularly as these relate to student interests. Students may be requested to prepare a work for exhibition or a paper in their area of specialization.

Every Semester, 1 credit

ART 96, 97, 98, 99 Independent Study, Art Studio

This is an independent study course in Art Studio for subjects not included in scheduled offerings.

Special fee, \$70 each

Every Semester, 3 credits per semester

ART 101 Interpreting Art in the 21st Century

This interpretive investigation of contemporary art explores traditional and new theories of art criticism and fosters

aesthetic awareness of the relationship between works of art, cultural concepts, and human experience. Students engage in critical discourse as they respond to image-based lectures, readings, websites, exhibition visits, and a sampling of reflexive exercises in the visual arts. Content develops from diverse application for understanding all artistic expression and practice guides future analysis of visual art in the 21st century.

Special fee, \$70

Every Semester, 3 credits

ATUT 1 Senior Tutorial

This course is independent study in the area of the student's interest and specialization under advisement and direction of a member of the faculty. The student explores areas of personal significance. This course is designed to prepare the Digital Arts and Design, Photography, Fine Arts and Art Education major for his or her senior project.

Prerequisite: Senior-year status.

Studio fee, \$70 each

Every Semester, 3 credits

CER 3, 4 Advanced Ceramics

Advanced Ceramic studies. The course stresses development of an individual approach to form, design and finish. Study and practical application of ceramic technology includes casting, glaze chemistry, kiln building and firing.

Prerequisite: CER 2 or ART 32.

Studio fee, \$70 each

Annually, 3 credits per semester

CGPH 5 Computer Layout 1

This course is an introduction to the world of desktop publishing. Instruction focuses on learning the aesthetic and technical skills needed for creating print design layout. Students learn how to import and export text and graphics within various software applications. Students have access to flatbed scanners, black and white printers and color printers.

Studio fee, \$75

Every Semester, 3 credits

CGPH 6 Advanced Computer Layout 2

This course is a continuation of CGPH 5. This course imparts advanced knowledge of computer desktop design enabling students to fully explore the powerful potentials of digitally produced printed matter. The concentration is on the individual's own scanned imagery in conjunction with desktop and digital imaging software. Student's completed projects will be color-printed for final presentation.

Prerequisite: CGPH 5 or equivalent.

Studio fee, \$75

Every Semester, 3 credits

CGPH 7 Digital Illustration 1

Digital Illustration is a hands-on computer class designed to equip the student with the necessary skills to create professional digital graphics. Students create sophisticated and precise vector based graphics and manipulate them.

Prerequisite: CGPH 6 or equivalent.

Studio fee, \$75

Every Semester, 3 credits

CGPH 8 Digital Illustration 2

A continuation of Computer Graphics 7. Computer Graphics 8 imparts advanced knowledge of digital illustration enabling students to fully develop their own techniques and original style. Students have access to their own workstations as well as access to color scanners and printers.

Prerequisite: CGPH 7 or equivalent.

Studio fee, \$75

Every Semester, 3 credits

CGPH 9 Digital Typography

Digital Typography gives the student a comprehensive understanding of the usage and aesthetics of the characteristics of type from traditional techniques through digital creation, printing and publishing.

Prerequisite: CGPH 7 or equivalent.

Studio fee, \$75

Spring, 3 credits

CGPH 10 Digital Graphics Production Lab

This hands-on course teaches and trains students in practical, industry-required commercial techniques and mechanics necessary to successfully output digital files and color separations. The focus is on aesthetic decision-making as it pertains to pre-press issues and problems that arise during the production phase of creating digital artwork.

Prerequisites: CGPH 5, 7 and 16 or permission of the instructor.

Studio fee, \$75

Every Semester, 3 credits

CGPH 11 Motion Graphics 1/ Multimedia

Computer Graphics 11 gives students a knowledge of cell-type animation and slide show presentations on a computer. Students gain an understanding of electronic aesthetics and design applicable to motion graphics imaging. Students create their own two-dimensional animations and presentations. Students have their own computer workstations and access to color scanners and printers.

Prerequisite: CGPH 12.

Studio fee, \$75

Every Semester, 3 credits

CGPH 12 Desktop Video

Computer Graphics 12 gives students the knowledge necessary to design, animate and edit desktop video projects. Students learn the necessary creative skills and aesthetic decision-making from storyboards through post-production techniques. Students work on their own computer workstations and are expected to output their projects to videocassette or CD-ROM.

Prerequisite: CGPH 16 or permission of the instructor.

Studio fee, \$75

Every Semester, 3 credits

CGPH 14 Motion Graphics 2/Multimedia 2

Computer Graphics 14 gives students an advanced knowledge of cell-type animation and interactive presentations on the computer. Students use a presentation graphics software to create their own complex two- and three-dimensional animations and video presentations. Students have their own computer workstations and access to color scanners and printers.

Prerequisite: CGPH 11.

Studio fee, \$75

Every Semester, 3 credits

CGPH 16/PHOT 23 Digital Imaging

This course is an introduction to Digital Imaging aesthetics and techniques. Students use imaging software to create digital paintings, graphics and montages. Elementary animation techniques are also introduced.

Studio fee, \$75

Every Semester, 3 credits

CGPH 18/PHOT 24 Digital Imaging Synthesis

Digital Imaging Synthesis explores advanced aesthetic and technical concepts in imaging. Creation and assemblage of source materials, complex montage making and development of a personal style are covered. Experimental projects include an introduction to web graphics, cross program design issues and special effects creation.

Prerequisite: CGPH 16.

Studio fee, \$75

Every Semester, 3 credits

CGPH 20 Three-Dimensional Imaging

Three-Dimensional Imaging is intended for advanced students who wish to create three-dimensional moving objects utilizing modeling and animation script techniques. Using a three-dimensional modeling/animation program, students build objects, view the model from any angle and then render it with a palette of

16 million colors.

Prerequisites: CGPH 7 and 12.

Studio fee, \$75

Spring, 3 credits

CGPH 21 Three Dimensional Imaging and Animation

This course explores advanced techniques in three-dimensional modeling and animation with the current version of MAYA. Emphasis will be placed on character development, modeling and scripting within the three-dimensional environment. Students will have access to industry standard software and state-of-the-art computers.

Prerequisite: CGPH 20.

Studio fee, \$75

Every Semester, 3 credits

CGPH 22 Multimedia on the Internet

Multimedia on the Internet gives students advanced knowledge of creating artwork and communications for viewing within an Internet browser. Students create their own original artwork and gain knowledge in important aspects of production of the images for displaying in HTML format as well as creating home pages and setting up Internet connections. Students have their own computer workstations and access to color scanners, printers and the World Wide Web.

Prerequisites: CGPH 7 and 12.

Studio fee, \$75

Every Semester, 3 credits

CGPH 24 Internet Web Site Development and Technology

This course provides students the opportunity to further advance their skills in web site design and development.

Students will learn how to add functionality to web sites with scripting and server side technologies, including advanced HTML/XHTML, PHP, MySQL programming and content management solutions. Students will also examine methods for integrating these technologies with cascading style sheets (CSS) to incorporate the elements of design into web site content. Aesthetics trends of web site design will be explored.

Prerequisite: CGPH 22

Studio fee, \$75

Spring, 3 credits

CGPH 97 Internship

This course offers the opportunity for students in their senior year to supplement classroom instruction with on-the-job experiences. In addition to meeting the student's needs and interests in a specific field of their choice, it also allows for the preparation of their portfolio through regular meetings with their

instructor during the course. Students must complete a minimum of 120 hours at the internship location.

Prerequisite: Digital Art & Design Majors; Junior or Senior status in Fine Arts.

Every Semester, 3 credits

DRAW 1 Drawing 1

This is an advanced course in drawing concentrating on concepts and technical approaches to subject and media. These approaches are explored through a series of objective and nonobjective problems.

Prerequisites: ART 11 and ART 12.

Studio fee, \$75

Fall, 3 credits

DRAW 2 Drawing 2

Concepts of drawing for presentation are examined. The course includes exploration of various methods and processes that relate to visual explanation of design ideas.

Studio fee, \$75

Fall, 3 credits

DRAW 4 Drawing 4

A studio course for designers exploring the use of drawing as a means of thinking and conveying information. The ability to use drawing in a variety of media for development of rough and comprehensive graphic layouts is stressed.

Prerequisite: DRAW 1 or 2.

Studio fee, \$75

Spring, 3 credits

ILUS 1, 2 Illustration 1, 2

This is a studio course concerned with rendering ideas or concepts pictorially. Pictorial structure as related to ideas is explored through a variety of technical approaches using different media.

Prerequisites: Third or fourth-year status and permission of instructor.

Studio fee, \$70 each

Every Semester, 3 credits per semester

ILUS 3 Advanced Illustration

This is a course for advanced illustration students who are required to solve editorial magazines, mass book jackets, CD covers, portraits, situational, realistic and advertising problems with finished pieces of art.

Studio fee, \$70

Every Semester, 3 credits

JEWL 1 Jewelry

This course explores the methods of fabrication such as soldering, polishing, engraving and the surface texturing of copper, brass and silver.

Studio fee, \$70

Every Semester, 3 credits

JEWL 2 Intermediate Jewelry

Emphasis in Jewelry 2 is placed on exploring jewelry as a form of personal expression. Students develop skills used in the process of lost wax casting.

Prerequisite: JEWL 1 or permission of instructor.

Studio fee, \$70

Every Semester, 3 credits

PHOJ 1 Photojournalism

The class studies the origins and developments of photojournalism and the structure of the photo story, particularly the relationship between photographs and text. Particular emphasis is given to newspaper photography. Each student is required to produce a photo story complete with photography and text.

Prerequisite: 2 semesters of B&W photography, PHOT 6 preferred.

Studio fee, \$75

Spring, 3 credits

PHOJ 2 Photojournalism 2

The class continues to expand the study of the photo story and explore the photo essay. The birth and demise of the general picture magazine and new developments such as the specialty magazine. Particular emphasis is given to editorial style photography in magazine picture books, advertising and public relations. Each student is required to produce a photo essay, complete with photography, text and layout.

Prerequisite: PHOJ 1.

Studio fee, \$75

Spring, 3 credits

PHOT 4 Color Photography

The course explores advanced techniques and problems in color negative printing including understanding print filtration as well as filtration for positive color.

Prerequisite: 2 semesters of B&W photography.

Studio fee, \$75

Every Semester, 3 credits

PHOT 5 Photo Studio

This is an advanced course examining equipment, techniques and problems in the professional field. Students use large format view cameras, lenses, lighting instruction in the zone system, etc., with an emphasis on creativity.

Prerequisite: 2 semesters of B&W photography.

Studio fee, \$75

Fall, 3 credits

PHOT 6 Basic Lighting Techniques and Aesthetics

This is an introduction to the mechanics and aesthetics of photography. It is a studio course for photo majors to study pho-

tographic processes and techniques, including portable electronic, quartz and flood lights. The emphasis is on combining techniques and aesthetics.

Prerequisite: 2 semesters of B&W photography.

Studio fee, \$75

Fall, 3 credits

PHOT 7 Photo Workshop

The workshop explores and develops a class theme that culminates in an exhibit. Critiques play an important role.

Prerequisite: 2 semesters of B&W photography.

Studio fee, \$75

Fall, 3 credits

PHOT 8 Experimental and Advanced Techniques

Advanced techniques and experimental photography are explored in this course. This is a highly technical course that includes hand coloring techniques, pin-hole cameras, Polaroid transfers, etc.

Prerequisites: PHOT 4, 5.

Studio fee, \$75

Spring, 3 credits

PHOT 9 Apprenticeship

The student elects to work closely with a professional photographer, studio, gallery or museum on or off campus to learn the working methodology of commercial or fine art photography.

Prerequisites: PHOT 4, 5, 7.

Every Semester, 3 credits

PHOT 10 Studio Lighting Techniques and Aesthetics

An advanced studio course utilizing the view camera to study advanced lighting techniques and processes in order to produce a portfolio of 4" x 5" chromes.

Prerequisite: PHOT 5.

Studio fee, \$75

Spring, 3 credits

PHOT 11 Intermediate Course in Techniques and Aesthetics

This course is a continuation of the study of the medium and aesthetics of photography. This is a studio course for photo majors to study location lighting techniques with emphasis on annual reports, booklets and other aspects of commercial and studio photography.

Prerequisite: PHOT 6.

Studio fee, \$75

Spring, 3 credits

PHOT 12 Advanced Techniques and Aesthetics

This course explores the realm of personal vision in photography and emphasizes the development of an individual

aesthetic sensibility. Composition, sources of creative inspiration and choice of techniques and materials and their application are investigated.

Prerequisites: PHOT 5 or permission of the instructor.

Studio fee, \$75

Spring, 3 credits

PHOT 13 Advanced Photography

The class deals with the photography and production of audio-visual synchronized slide show presentations.

Prerequisite: PHOT 4.

Studio fee, \$75

Fall, 3 credits

PHOT 20 Non-silver Photography

This course is an exploration of alternative photographic processes both historical and modern that push the photographic image beyond the boundaries of the conventional silver print techniques, including: cyanotype printing, salted paper, gum bichromate, toning, hand coloring, etc.

Prerequisites: PHOT 4, 5 or permission of the instructor.

Studio fee, \$75

On Occasion, 3 credits

PHOT 21 Current Ideas in Photography

The class explores the work of leading photographers with an emphasis in new directions and new ways of seeing, including direct contact with photographers.

Course may be taken twice for a maximum of 6 credits.

Studio fee, \$75

On Occasion, 3 credits

PHOT 22 Photo Illustration

This is a studio course that explores the concepts, aesthetics and techniques of photographic illustration for magazines and advertising, including work on computer manipulating imagery.

Prerequisite: ART 4/CGPH 16 or permission of the instructor.

Studio fee, \$75

On Occasion, 3 credits

PHOT 23/CGPH 16 Digital Imaging

This course is an introduction to Digital Imaging aesthetics and techniques. Students use imaging software to create digital paintings, graphics and montages. Elementary animation techniques are also introduced.

Studio fee, \$75

Every Semester, 3 credits

PHOT 24/CGPH 18 Digital Imaging Synthesis

Digital Imaging Synthesis explores advanced aesthetic and technical con-

cepts in imaging. Creation and assemblage of source materials, complex montage making and development of a personal style are covered. Experimental projects include an introduction to web graphics, cross program design issues and special effects creation.

Prerequisite: CGPH 16.

Studio fee, \$75

Every Semester, 3 credits

PHOT 30 Digital Large Format Printing

This course will teach students how to product large exhibition photographs on digital printers. Students will learn advanced techniques in Adobe Photoshop, calibration of monitors, profiling printers, about the different printing papers and color spaces to prepare for printing large format photographs in color and black and white. The students will have access to our digital darkroom equipped with large format Epson Printers. The assignments will emphasize aesthetics and the labs will address the technical issues.

Prerequisite: PHOTO 4.

Studio fee, \$75

Every Spring, 3 credits

PHOT 101 B&W Silver Gelatin Printing

A studio course in traditional methods of B&W film development and silver gelatin darkroom techniques and aesthetics.

Prerequisites: ART 19 and ART 20 or ART 2 and ART 3.

Studio fee, \$75

Every Semester, 3 credits

PROJ 3 Fine Art Senior Project II

Intensive independent work designed to assist the student in attaining a more professional level in his/her media under the direction and criticism of a member of the Fine Art faculty. This project culminates in an exhibition of the student's work.

Studio fee, \$70

Every Semester, 3 credits

VISL 1 Introduction to Graphic Design

A basic graphic design studio course that deals with communicating ideas through the use of type and image. The principles of graphic design are taught through a series of design problems intended to train the student to think as a designer when solving problems.

Studio fee, \$70

Fall, 3 credits

VISL 2 Publication Design/Typography

An intermediate level graphic design studio course that introduces the student to the basic principles of typography and

design. Students learn to use type variations (font, size, weight, italic, etc.) to communicate in the first part of the semester and then continue to explore the formal relationship of type and image in a page layout context.

Prerequisite: CGPH 5.

Studio fee, \$70

Spring, 3 credits

VISL 3 Advertising Design

A graphic design studio course that explores the impact of advertising on the selling of goods and services. Students are introduced to advertising concepts through a discussion of existing advertising campaigns and creative problem solving. The focus of this course is to create original concepts and develop professional renderings for print advertising.

Studio fee, \$70

Fall, 3 credits

VISL 98 Portfolio Preparation

Graphic Design students learn how to prepare a professional portfolio representative of their work. Students artwork and resume are reviewed and developed into final portfolio pieces.

Prerequisite: Digital Art & Design majors with Senior status.

Studio fee, \$70

Spring, 3 credits

Art Education Courses

Studio fees are subject to change on an annual basis. In addition to the studio fees that are charged for Art Education Courses, students may be required to buy supplementary course-related supplies.

ATE 1 Introduction to Art Education: The Artist as Educator

This course is an introduction to the foundations of American art education as it has evolved through the history of the visual arts, the changing values of society and popular practice in the fields of psychology and education. Students have opportunities to compare current literature to the work of past generations in art education in order to construct relationships between the common interests of artists and educators over time. The current role of the artist as teacher and facilitator of the artistic process is studied through reading, discussion, observation and personal journal entries of daily studio experiences.

Fall, 3 credits

ATE 2 Art Education Design and Practice in the Elementary School

This course is an examination of the roles of art education practice in the elementary schools. The course offers fundamental insights into the artistic development of children and examines ways that these insights are basic to the design and implementation of exemplary visual art practices. The course is designed to present subject areas of study through reading, lecture and discussion, studio art explorations of methods and materials, art class field observations in schools and museums, written research, preparation of curriculum materials and field study.

Studio fee, \$65

Spring, 3 credits

ATE 3 The Art Museum as Educator: Interpreting Art for Education

The course functions as a working art museum education model providing art education students with hands-on experience in the design, planning, preparation and implementation of an exemplary art education program with Hillwood Art Museum, located on the C.W. Post Campus. Developed from an interdisciplinary perspective, the course provides students with practical interpretive skills for analyzing art as learning in varied contexts with children. Teaching skills developed through the model strengthen the art educator's abilities to incorporate art history, aesthetics, and art criticism into the school art curriculum.

Studio fee, \$65

Spring, 3 credits

Art History Courses

The following courses are intended for both Bachelor of Arts and Bachelor of Fine Arts students as well as for non-Art majors.

ART 1 Introduction to Visual Arts

This course is an introduction to the visual arts of all periods emphasizing perception and understanding of painting, sculpture, architecture, and the graphic arts and their relationship to the creative process.

Every Semester, 3 credits

ART 59, 60 Survey of World Art I, II

A chronological survey of the fine arts in the world tracing the path of creative expression in architecture, graphics, painting and sculpture from prehistoric times to the present.

Annually, 3 credits



ART 61 Ancient Art

The development of architecture, sculpture and painting from their origins in prehistoric times, through early cultural developments in the Near East and the Mediterranean, followed by the mingling of these civilizations with Old European, Celtic and Etruscan cultures that produced the masterpieces of Mycenaean, Greece and Rome.

On Occasion, 3 credits

ART 64 Medieval Art

Art from 300 to 1300. The art and architecture of Europe and Asia Minor from the late Antique through the early Christian, Byzantine, Carolingian, Ottonian, Romanesque and Gothic periods are explored.

Spring (odd years), 3 credits

ART 65 Italian Renaissance Art

The evolution of architecture, sculpture and painting from the time of Giotto in the early 14th century to the late works of Michelangelo in the mid-16th century are explored. The emphasis is on the growth of the artistic personality from craftsman to creator.

Fall (odd years), 3 credits

ART 66 Northern Art of the 15th and 16th Centuries

This course is a survey of painting, graphic art and sculpture in France, Flanders, Holland and Germany, that stresses the interrelationships of Northern Gothic and Italian Classical concepts.

On Occasion, 3 credits

ART 67 The Art of the Baroque

This course surveys architecture, sculpture and painting in Italy, Spain, France, Flanders and Holland during the Baroque era and includes the works of Bernini, Velasquez, Poussin, Rubens and Rembrandt.

On Occasion, 3 credits

ART 68 The Art of the 18th and 19th Centuries

This course covers the development of architecture, sculpture and painting from the style of the 18th Century Rococo to the Neo-Classical and Romantic and Realistic movements of the 19th century. It is also an examination of the academicians in the light of recent scholarship and reinterpretations.

On Occasion, 3 credits

ART 70 Modern Art

This course examines art from the 1880s to the 1940s: Impressionism, Art Nouveau, Symbolism, Fauvism, Cubism, Futurism, Expressionism, Surrealism. The emphasis is on the contributions of individual artists and movements toward the development of abstractionism and nonobjective art.

Fall, 3 credits

ART 72 Contemporary Art

This course surveys the continuing impact of earlier 20th century styles on European and American art from the 1940s to the present. The development of new approaches to form and the creative experience in recent art includes Abstract Expressionism, Pop Art, Op Art, Kinetic Art, Environments and Happenings, Minimal Art, Earth Art, the formal idea versus execution, and other innovations in today's art.

Every Semester, 3 credits

ART 75 American Art

This course is a survey of American art from the colonial beginnings to the work of contemporary American schools.

On Occasion, 3 credits

ART 77 Primitive/Pre-Columbian Art

This course examines aspects of the Arts of Africa, Oceania and the Americas from body painting and simple dwellings to elaborate ceremonial centers with complex mask and sculpture traditions. Stress is placed on the interrelationship of art and ritual.

Fall, 3 credits

ART 78 Asian Art

This course examines aspects of the architecture, sculpture, painting and graphic arts of India, China, Korea and Japan from their prehistoric origin to the arts of today. Emphasis is on the interrelationships among philosophy, religion, literature and art.

Spring, 3 credits

ART 79 History of Photography

This course covers the development of photography from its earliest days as both a technique and as an art and its relation to the other arts in terms of mutual influence. This course examines the relationship of technique to photographic form as seen in daguerreotypes, ambrotypes, calotypes, wet plates, tin types, and today's 35mm photography.

Fall, 3 credits

ART 80 Concepts & Issues in Contemporary Photography

A look at photography as practiced in the Contemporary Era (i.e., post 1950) taking into account the historical, sociological and artistic concepts and issues that shape and inform the medium.

Prerequisite: Art 79 or permission of instructor.

Spring, 3 credits

ART 85 History of Visual Communications

This course covers the evolution of books, typography, illustration, posters, advertising, etc. Emphasis is placed on 20th century developments.

Spring, 3 credits

ART 91 Senior Seminar in Art History

This course is individual, supervised research regarding problems in Art History. Topics reflecting the student's major interest are selected in consultation with the instructor.

Every Semester, 3 credits

ART 91, 92 Independent Study in Art History

An independent study course in Art History for subjects not included in the scheduled offerings.

Every Semester, 3 credits

Art Therapy Courses

Studio fees are subject to change on an annual basis. In addition to the studio fees that are charged for Art Therapy Courses, students may be required to buy supplementary course-related supplies.

The following courses are required for Art Therapy majors:

ARTH 1 Introduction to Art Therapy

This course is an introduction to the origins, historical development and application of art therapy principles and skills specific to diverse populations. The course covers current developments in the field of art therapy and clinical observations with registered art therapists.

Fall, 3 credits

ARTH 2 Art Therapy Theories for the Handicapped

This course covers the theoretical framework for the use of art therapy skills with the developmentally delayed, emotionally disturbed, physically limited, neurologically impaired and other populations with emphasis upon developing practical skills for the field.

Prerequisites: ARTH 1, PSY 25, 26.

Studio fee, \$60

Fall, 3 credits

ARTH 3 Art Therapy Workshop: Clinical Methods

This course is an exploration of the art media as a treatment modality.

Experimental workshops provide basic understanding of individual and group processes in Art Therapy.

Prerequisites: ARTH 1, 2, PSY 25, 26.

Studio fee, \$60

Every Semester, 3 credits

ARTH 4 Art Therapy Practicum 1: Child-Adolescent

This course provides experience in a clinical setting (disability centers, schools with special education programs, hospitals, institutions, correctional facilities), serving children and or adolescents, using art therapy principles and instruments. Students analyze case material obtained from the practicum site and present data at a weekly seminar.

Prerequisites: PSY 25, 26, ARTH 1, 2, 3.

Every Semester, 3 credits

ARTH 5 Art Therapy Practicum II: Adult Geriatric

This course provides experience in a clinical setting (community mental health centers, psychiatric facilities, hospitals, private health institutions), serving adults and the aged using art therapy principles and instruments. Students analyze case material obtained from the practicum site and present data at the weekly seminar.

Prerequisites: PSY 63, 70, ARTH 1, 2, 3, 4.

Every Semester, 3 credits

ARTH 6 Art Therapy Research Seminar I

This course is a seminar on advanced individual projects that are chosen by the student and teacher in the student's field of specialization. Additional field experience is required in the area of concentration.

Prerequisite: All required Art Therapy courses.

Every Semester, 2 credits

ARTH 7 Art Therapy Research Seminar II

This course is the continuation of the research project with a final analysis of case material.

Prerequisites: All required Art Therapy courses, including ARTH 6.

Spring, 2 credits

MEDIA ARTS

Phone: (516) 299-2382

Fax: (516) 299-3327

Web site:

www.liu.edu/svpa/mediaarts

Faculty

Jean Carlomusto

Program Director, Television Studio;

Associate Professor of Media Arts

B.F.A., Long Island University;

M.P.S., New York University

Christopher F. Dodrill

Professor of Media Arts

B.A., Long Island University;

M.S., Brooklyn College, City University of New York

christopher.dodrill@liu.edu

Abby Dress

Associate Professor of Media Arts

B.F.A., Hofstra University;

M.B.A., Dowling College

Barbara R. Fowles

Chair, Department of Media Arts;

Professor of Media Arts

B.A., Barnard College;

M.A., Ph.D., Yeshiva University

bfowles@liu.edu

David A. Jasen

Professor of Media Arts

B.A., American University;

M.S., Long Island University

Dorothy Reed

Assistant Professor of Media Arts

B.A., Howard University;

M.A., University of San Francisco

Media Arts

The of Media Arts Department offers the following degree programs:

Bachelor of Fine Arts in:

Electronic Media

Print/Electronic Journalism

Public Relations

Each degree program offers the student a combination of strong conceptual foundations and practical experience.

Advanced courses are designed to bring students into contact with professionals working in their chosen field of specialization, both in the classroom and through an exceptional internship program. The department also offers the

minor in Electronic Media, Print and Electronic Journalism, and Public Relations, as well as a Specialty Journalism minor. New majors are required to take a written competency exam during their first semester in the department. Continuation in the major is contingent upon satisfactory performance on this test.

All Media Arts students are required to maintain a minimum 2.67 grade point average in the major.

B.F.A. Degrees in Electronic Media, Print and Electronic Journalism, and Public Relations

Each curriculum for the B.F.A. degree – Electronic Media, Print and Electronic Journalism, and Public Relations – has four components: I) Liberal Arts Core (required of all undergraduate students); II)-Media Arts Core, providing a foundation in the field; III) the area of specialization; and IV) Free Electives.

Degree Requirements

I. College of Liberal Arts and Sciences Core Requirements

(The B.F.A. requires 4 credits in Science and 6 credits in History or Philosophy for a minimum of 34 credits.)

II. Media Arts Core	Credits
CMA 1**	3
CMA 4	3
CMA 5	3
BDST 1	3
JOUR 1	3
PR 1	3
ORC 1*	3
Total	21

*ORC 17 is a permissible alternative in the PR specialization

** Electronic Media majors may take CMA 1 or CMA 4

III. Major Specialization

B.F.A. in Electronic Media

The B.F.A. in Electronic Media is designed to prepare the student for a career in radio, television or related fields, or for advanced study. The student is offered courses in the technical, creative, management and aspects of electronic media, as well as in the critical analysis of

media content and effects. Electronic Media students are strongly encouraged to work at the campus' FM and Web radio stations, WCWP, and at the campus television station, PTV, and to gain experience through participation in the department's strong internship program.

Required Courses:

BDST 2
BDST 4
BDST 5
BDST 6
BDST 17
BDST 25
ART 4 CMA6, CMA 10, ART 30, or CGPH 16
12 additional credits in Broadcasting or CMA

It is strongly recommended that all students choosing this specialization take BDST 1, BDST 2, BDST 4, BDST 25 and CMA 5 in the freshman or sophomore year. BDST 34 and 57 recommended

Typical program for B.F.A. majors in Electronic Media (130 credits)

Freshman Year	Credits
BDST 1	3
BDST 25	3
BDST 4	3
ORC 1 or 2	3
ENG 1, 2	6
Soc. Science	6
History/Phil.	6
College 101	1
Total	31
Sophomore Year	Credits
BDST 2	3
CMA 4	3
CMA 1	3
CMA 5	3
PR 1	3
BDST 17	3
JOUR 1	3
BDST 6	3
Lab. Science	4
BDST 5	3
Total	31
Junior Year	Credits
MATH	3
ENG 7, 8	6
CMA 6	3
CMA 10	3
ART 19, 4 or CGPH 16	3
Pol Sci/Eco.	3
Arts Electives	3
BDST 5	3
BDST 87	3
BDST 57	4
Total	34

Senior Year	Credits
BDST 91, 92	6
BDST 88	3
Pol. Sci/Eco.	3
BDST or CMA electives	12
Free electives	9
Total	33
Total credits	129

B.F.A. in Print and Electronic Journalism

The B.F.A. in Print and Electronic Journalism provides the student with an understanding of the increasingly complex task of reporting, writing, editing and delivering the news in a multimedia environment. The program develops practical knowledge and conceptual foundations for work in the varied forms of print and electronic journalism as well as for graduate study in journalism and related fields.

Required Courses:

JOUR 3
JOUR 4
JOUR 5
JOUR 41
JOUR 56
BDST 5
BDST 25
BDST 54
BDST 63 or 64
ART 30
CMA 6
CMA 10
JOUR 91,92 - 9 Additional credits in JOUR/CMA

Typical program for B.F.A. major in Print and Electronic Journalism (129 credits)

Freshman Year	Credits
BDST 1	3
ENG 1, 2	6
ORC 1	3
JOUR 3	3
CMA 6	3
Soc. Science	3
Hist./Phil.	3
Pol Sci./Eco	3
Math	3
College 101	1
Total	31
Sophomore Year	Credits
JOUR 1	3
CMA 1	3
JOUR 4	3
JOUR elective	3
PR 1	3
CMA 4	3
CMA 5	3
Pol Sci./Eco	3

Soc Sci.	3
Lab Science	4
Hist./Phil.	3
Total	34

<i>Junior Year</i>	<i>Credits</i>
JOUR 5	3
CMA 10	3
JOUR 41	3
JOUR 6	3
BDST 5	3
BDST 25	3
BDST 63 or 64	3
ART 30	3
CMA elective	3
Free electives	6
Total	33

<i>Senior Year</i>	<i>Credits</i>
JOUR 40E	3
JOUR 91, 92	6
CMA 20	3
BDST 54	6
ENG 7, 8	6
Free electives	10
Total	31

Total credits 129

B.F.A. in Public Relations

The B.F.A. in Public Relations prepares the student for a career in this rapidly growing field and exposes the student to the varied communication skills required in the corporate, nonprofit and government sectors. The student learns special writing and editing, applications of computer technology, creative communication and critical business strategies. An internship program provides valuable field experience. Our PRSSA chapter exposes students to practitioners and work experience.

Required Courses:

PR 2
PR 20
PR 25
PR 29
PR 30
PR 70
MKT 11
CMA 6 or CMA 10
PR 91, 92
15 additional credits in Public Relations

Typical program for B.F.A. major in Public Relations (129 credits)

<i>Freshman Year</i>	<i>Credits</i>
BDST 1	3
MATH	3
ENG 1, 2	6

Hist./Phil.	6
Soc. Science	6
ORC 1	3
CMA 5	3
College 101	1
Total	31

<i>Sophomore Year</i>	<i>Credits</i>
CMA 1	3
CMA 6	3
MKT 11	3
PR 1, 2	6
Lab. Science	4
CMA 4	3
PR electives	9
Total	31

<i>Junior Year</i>	<i>Credits</i>
JOUR 1	3
ENG 7, 8	6
CMA 10	3
Pol. Sci./Eco.	3
PR 20	3
PR 30	3
PR 25	3
PR 70	3
PR electives	3
Free electives	6
Total	36

<i>Senior Year</i>	<i>Credits</i>
ARTS elective	3
PR 91, 92	6
PR 87, 88	6
PR Elective	3
Pol.Sci./Eco.	3
Electives	10
Total	31

Total credits 129

Minor in Electronic Media

For students who choose a minor in Electronic Media, the following courses are required:

- 12 credits in BDST 1, 2, and 17 BDST 4 or 6
- 6 additional credits in BDST or CMA electives

Minor in Print and Electronic Journalism

For students who choose a general minor in Print and Electronic Journalism, the following distribution is required:

- 12 credits in JOUR 1, 3, 4, 5
- 6 additional credits in JOUR or CMA

Minor in Specialty Reporting

A newly created minor in Specialty Reporting is open to students in all majors outside the Media Arts Department who wish to develop reporting and writing skills and expand their career options while focusing on their major field of study. This minor will be "customized" for each student.

The following distribution is required:

- 10 credits in JOUR 3, 4 and 90
- 1 credit in CMA 95
- 7 additional credits in JOUR or CMA

Minor in Public Relations

For students who choose a minor in Public Relations, the following distribution is required:

- 12 credits in PR 1, 2, 20, 25 and 29
- 3 additional credits in PR or CMA

Media Arts Courses

Special fees are subject to change on an annual basis. In addition to the special fees that are charged for Media Arts Courses, students may be required to buy supplementary course-related supplies.

"CMA" is the designation for those courses that are Media Arts Core Courses or are acceptable for credits in all areas of specialization.

CMA 1 Introduction to Mass Communication Theory

This course is an overview of the theoretical foundations of the mass communication field, explaining how newspapers, print, radio, television, film and web media are related by theory and practice. History, social functions and effects of media messages on audiences are examined.

Every Semester, 3 credits

CMA 4 Fundamentals of Media Literacy

This course introduces the student to an analytic approach to media. Becoming media literate means developing an understanding of how media, both print and electronic, formulate and deliver their messages as well as how audiences receive and interpret those messages.

Every Semester, 3 credits

CMA 5 Introduction to Media Writing

An intensive writing laboratory focusing on the specialized writing skills required in

media arts fields. Writing exercises, based on subjects drawn from the communication field, include drafting, organization and planning, analysis of formats, editing, re-writing, and team writing.

Prerequisite: ENG 2 or permission of instructor.

Every Semester, 3 credits

CMA 6 Media Ethics

This course is an examination of key ethical issues confronting media practitioners in today's competitive media environment. Topics include conflict of interest, invasion of privacy, sensationalism and truth. The use of sources and exploitation.

Every Semester, 3 credits

CMA 9 Introduction to the Media Arts

This course is an overview of mass media arts and their impact on society and culture. Studies of various media forms and content. Writing intensive sections available on occasion.

For non-majors only

Every Semester, 3 credits

CMA 10 Media Law

A study of the legal responsibilities and rights of print, broadcast and new media. Topics include First Amendment rights and their constraints under the law of libel, sedition, privacy, copyright and obscenity, as well as FCC and other telecommunications regulations as applied to broadcast and internet technologies. Current cases will be discussed.

Prerequisite: JOUR 1.

Every Semester, 3 credits

CMA 40 Topics in Communication Arts

This course covers varied topics of current interest in communications, dealing with theoretical, social, technical and cultural aspects of media. Subjects to be determined each semester.

Prerequisite: Varies with subject matter.

Every Semester, 3 credits

CMA 90 Careers in Communications

This seminar informs students about career opportunities in the communications field and explores personal career interests and academic choices.

On Occasion, 3 credits

CMA 303/304 Introduction to Media (Honors Equivalent of CMA 9)

Introduces the student to ways of thinking systematically and critically about the mass-mediated culture which surrounds us. Examples of several critical approaches to popular media are applied to a variety of media genres drawn from radio, television, cable, film, the print

media and the Internet. The aesthetic merit and social influence of media forms are considered.

Non-majors only

Fall, 3 credits

Electronic Media/Broadcasting Courses

Special fees are subject to change on an annual basis. In addition to the special fees that are charged for Electronic Media/Broadcasting Courses, students may be required to buy supplementary course-related supplies.

BDST 1 Introduction to Broadcasting

This course is a historical survey of the social, legal, technological and economic developments in broadcasting and related fields. This course is strongly recommended as the first major course for Electronic Media majors.

Every Semester, 3 credits

BDST 2 Current Issues and Trends in Electronic Media

This course is an analysis of the major developments in contemporary broadcasting, cable and related media, including issues such as survival of the traditional networks, the impact of cable satellite and digital technologies, developments in audience research and changing regulatory policies.

Prerequisite: BDST 1.

Every Semester, 3 credits

BDST 4 Introduction to Audio Technology

This course is an introduction to the tools and techniques of audio production with emphasis on audio analysis, mastery of equipment, editing and assembly of programming elements. Includes music mixing for radio and production of commercial and public service announcements. Provides the student with basic technical skills required in audio production.

Prerequisites: Media Arts majors and

Electronic Media minors only.

Laboratory Special fee, \$55

Every Semester, 3 credits

BDST 5 Radio and Television Speech

This course is an introduction to the microphone and camera speaking techniques critical for electronic journalism and broadcast announcing. Audio and video recording of news, commercial and dramatic scripts allow the student to evaluate his/her own progress.

Prerequisites: ORC 1.

Every Semester, 3 credits

BDST 6 Television Production: Studio

Basic techniques of multi-camera production in the studio setting, including camera, audio, graphics, lighting, scenery, special effects and basic editing. Students learn how a production moves from idea to finished product. Media Arts majors and Electronic Media minors only.

Special fee, \$80

Every Semester, 3 credits

BDST 17 Writing for TV and Radio

This course covers organizing, outlining and scripting commercial, documentary, instructional and promotional material for radio and TV. Includes study of various format requirements. The emphasis is on the development of strong writing skills. Several short scripts are written.

Prerequisite: CMA 5.

Every Semester, 3 credits

BDST 20 Producing Radio Programs

A workshop in which students write, produce and direct programs for today's radio market. Music, news and talk programs are created. Students work in teams to solve programming problems.

Prerequisites: BDST 1 and BDST 4.

On Occasion

BDST 24 Media Management

This course analyzes the successful radio and TV station's operation: includes music programming, news, promotion, sales, research and physical operation. Students learn the job functions of various positions in the modern radio and TV station.

Prerequisite: BDST.

On Occasion, 3 credits

BDST 25 Introduction to Television: Field Production

This course introduces the student to single-camera video production in the field. Use of the camcorder, lighting kit, microphone, and shot composition are covered. Students produce short projects, with emphasis on pre-production and post-production critical analysis.

Special fee, \$80

Annually, 3 credits

BDST 27, 28 Applied Television

Students staff the television studio and participate in the operation of PTV.

Hours and area of concentration are arranged according to the student's interests and skills as well as the needs of the studio.

Prerequisites: BDST 6 and permission of the instructors.

Every Semester, 3 credits

BDST 34 Advanced Digital Audio Production

This course is an introduction to multi-track recording techniques for audio production. Includes non-linear computer-based digital editing, multimicrophone mixing, producing, editing, directing, recording and assembly of audio features within the digital multitrack environment. Advanced audio processing devices such as digital delays and equalization techniques are covered.

Prerequisite: BDST 4.

Special fee, \$55

Annually, 3 credits

BDST 35 Advanced Studio Production

Students will work in rotating production teams to produce a variety of in-studio programs. The roles of producer and director will be emphasized through the elements of script writing, program content and time, working with talent, set design and lighting.

Prerequisites: BDST 5, 6.

On Occasion, 3 credits

BDST 40 Topics in Electronic Media

This course covers advanced special topics in broadcasting focusing on contemporary developments in the field.

Subjects are announced each semester.

Prerequisites: Vary with subject matter.

On Occasion, 3 credits

BDST 42 The Broadcast Documentary

This course examines the television and radio documentary forms as they have evolved since the early years of broadcasting. Style, format and content of classic and contemporary documentaries are considered. Students engage in critical analysis of selected documentaries.

Prerequisite: BDST 1.

On Occasion, 3 credits

BDST 43 Creating Television for Children

Students study key issues – such as emotional development, violence and sex role stereotyping and then create positive programs designed for young audiences.

On Occasion, 3 credits

BDST 44 Documentary Production Workshop

Students analyze various documentary forms, then work individually and in teams to produce short documentaries. Emphasis is placed on finding an appropriate approach to the content of each documentary. The functions of producer, director, and crew are experienced through research, planning, writing, shooting, and editing.

Prerequisite: BDST 25.

Annually, 3 credits

BDST 45 Producing Talkshows

Students conduct research, plan and carry out radio/TV debates on vital, controversial issues. Recorded programs are played back for class analysis. Speaking skills and critical thinking are stressed.

Prerequisite: BDST 5.

On Occasion, 3 credits

BDST 52 Interview Techniques

Practical training in interview techniques including the one-on-one interview, the news interview, panels, and discussions. Students use recorded video and audio feedback to improve performance.

Same as JOUR 52.

Prerequisite: BDST 5.

Annually, 3 credits

BDST 54 Producing the Newscast

In this course, Journalism and Broadcasting students work together to create a weekly news program to be shown on campus cable channel PTV. Students experience every role from the assignment desk to the anchor desk entailed in the writing, field reporting, and editing of stories as well as integrating them into a live new cast.

This course must be taken together with JOUR 40E.

Prerequisite: BDST 25, Co-requisite

JOUR 56.

Special fee, \$80

Annually, 3 credits

BDST 56 Scriptwriter's Workshop

An advanced course in scriptwriting for television, including entertainment programs, documentaries, infomercials, commercials and investigative reports. Understanding of visual and technical elements and the development of a substantial piece is stressed.

Prerequisites: CMA 5, BDST 6.

On Occasion, 3 credits

BDST 57 Advanced Digital Editing

This course provides an in-depth look at the aesthetics and techniques of video editing. The class combines lectures and laboratory work, covering the language of video editing, combining shots to create a narrative, off-line editing, creating an editing decision list, on-line editing, linear and non-linear editing.

Prerequisites: BDST 6 and BDST 25, or permission of the instructor.

Special fee, \$80

Annually, 3 credits

BDST 58 Television Station Management

This course gives the student an opportunity to learn first-hand what happens in the management of a campus television

station. Students evaluate audience needs, produce shows, develop new programming and design strategies to improve the station's profile on the campus. Students are expected to devote non-class time to working in the station.

Prerequisites: BDST 6, CMA 5.

Special fee, \$80

On Occasion, 3 credits

BDST 59 Short Story to Video Production

In this advanced video production course, students work as a team to adapt a short story for video production and carry out all phases of the production. The writer, director and producer roles are emphasized through scriptwriting, pre-production, shooting and editing. A critique of the final product is a key part of the process.

Prerequisite: BDST 25, Co-requisite

BDST 57.

On Occasion, 3 credits

BDST 63, 64 Applied Radio: News

This course is a practicum for students with radio experience who wish to refine their skills in news writing and delivery for radio. Students produce news programming for WCWP-Web radio.

Advanced work may be broadcast on WCWP-FM

Prerequisites: 1 semester of Applied Radio, BDST 5, or permission of the instructor.

Every Semester, 3 credits

BDST 65, 66 Applied Radio: Studio and Production

This course is a practicum for students with previous radio experience who wish to refine their skills and apply them in a real radio station environment, producing and hosting regular on-air music and talk/interview programs or producing recorded material such as PSAs.

Prerequisite: BDST 4 or JOUR 5.

Every Semester, 3 credits

BDST 67/68 Applied Radio: Public Relations

This course is a practicum for students who wish to gain experience in radio and use their writing and publicity skills for promotion of WCWP-Web Radio and WCWP-FM.

Same as PR 67/68.

Prerequisites: PR1, PR 2.

Every Semester, 3 credits

BDST 87, 88 Internship

This course is an opportunity for the advanced student to supplement classroom instruction with on-the-job experience in a professional setting. Internships are geared to the individual student's

interests and abilities. Students work 120 hours per semester, to be arranged by the student and employer. Regular meetings with a faculty mentor during the semester and a final paper are required. May be repeated for a maximum of 6 credits.

Prerequisites: Junior or Senior in good standing. Permission of Media Arts chair. Every Semester, 3 credits

BDST 89, A, B, C Advanced Independent Study in Electronic Media

This independent study is an individual, faculty-guided study of a media topic of special interest to the student which is not covered in other available courses. The student meets regularly with the faculty mentor to discuss progress.

Prerequisites: Junior or Senior in good standing; permission of department chair. Every Semester, 1, 2, or 3 credits, respectively

BDST 91 Senior Research in Electronic Media*

Senior Research is a substantial annotated research bibliography on a topic appropriate to the student's field of interest, prepared with the guidance of a faculty mentor. The student must submit a detailed outline, rough draft and final copy of the bibliography to the mentor. Senior Research serves as the foundation for the student's senior project. Regular meetings with the faculty mentor are required.

Prerequisite: Seniors in Electronic Media only. Every Semester, 3 credits

BDST 92 Senior Project in Electronic Media*

This is an opportunity for the advanced student to apply knowledge of the electronic media field to develop an audio or video production, a script or screenplay, or a research paper. Students work independently with supervision by a faculty mentor. Regular meetings with the faculty mentor are required.

Prerequisite: Seniors in Electronic Media only. The senior project must be based on the research conducted in BDST 91. Every Semester, 3 credits

**BDST 91, 92 may not be taken in the same semester.*

Journalism Courses

Special fees are subject to change on an annual basis. In addition to the special fees that are charged for Journalism Courses, students may be required to buy supplementary course-related supplies.

JOUR 1 History of Journalism

Survey of the evolution of American journalism across media. Students explore the enduring need to gather and spread news from the spoken word to written news, printed news, newspapers, and electronic news.

Every Semester, 3 credits

JOUR 3 Basic Newswriting

The course is an introduction to the reporting and writing of the news story. Emphasis is on the construction of a coherent story from available facts. News writing on deadline and computer skills are also stressed.

Co-requisites: ENG 1.

Special Fee, \$70

Fall, 3 credits

JOUR 4 Intermediate Reporting

This course focuses on writing assignments with a strong emphasis on reporting actual events in campus or off-campus settings.

The course includes an introduction to public affairs, municipal and campus government reporting.

Same as PR 8.

Prerequisite: JOUR 3.

Special fee, \$70

Spring, 3 credits

JOUR 5 Writing for Electronic Journalism

News writing and editing practices specifically for electronic news media.

Prerequisites or Co-requisite: JOUR 4.

Annually, 3 credits

JOUR 6 Feature and Article Writing

An introduction to writing "soft" news, features and articles for newspapers and magazines. The emphasis is on specialized writing techniques, research and interviewing, evaluating ideas, analyzing magazine markets and related legal and ethical issues.

Prerequisites: JOUR 3, 4.

Special fee, \$70

On Occasion, 3 credits

JOUR 7 Review Writing

This course covers the effective writing of reviews including reviews of plays, movies, music, books, records/CDs and DVDs and films. Students analyze examples of the best writing about these forms and are encouraged to publish their work in appropriate outlets.

Prerequisite: JOUR 3, Co-requisite JOUR 4.

Special fee, \$70

On Occasion, 3 credits

JOUR 8 Copy Editing and Layout

Introduces the techniques of editing copy for print and web news. Topics include: standards of good writing, Associated

Press style, headline and cutline writing, and layout.

Prerequisites: JOUR 3.

Special fee, 70

On Occasion, 3 credits

JOUR 12 Investigative Journalism

Introduces the special techniques of journalism that seek information beyond immediately available news sources.

Topics include: ethics, developing tips, special interviewing problems, the nature of public information and the use of the Freedom of Information Act.

Prerequisites: JOUR 3 and 4.

On Occasion, 3 credits

JOUR 40 Topics in Journalism

Advanced special topics in journalism focusing on contemporary developments in the field. Subjects determined and announced each semester.

Prerequisites: JOUR 3.

On Occasion, 3 credits

JOUR 41 Newspaper Laboratory

Students are required to be members of *The Pioneer* staff, making a regular and substantial contribution to the newspaper. Students must meet regularly with *The Pioneer* faculty advisor and submit pieces weekly as well as a final portfolio to be reviewed by the faculty advisor. At least 120 hours of work during the semester is expected.

Prerequisites: JOUR 3 and 4, prior experience at the The Pioneer, and permission of the The Pioneer faculty advisor.

Every Semester, 3 credits

May be repeated for a maximum of six credits

JOUR 52 Interview Techniques

Practical training in interview techniques including the one-to-one interview, the news interview and panels. Students use recorded video and audio to improve performance.

Same as BDST 52.

Prerequisite: BDST 5.

Annually, 3 credits

JOUR 54 Sports Reporting

The special skills of reporting and writing about athletic events, athletes and the sports business. Topics include: special problems of the sports reporter, the use of opinion and fact in sports writing, techniques of sports writing, basics of sports photography. Daily print journalism, magazines, television, radio and on line sports reporting are considered.

Prerequisites: JOUR 3 and 4.

On Occasion, 3 credits

JOUR 55 Consumer Reporting

Acquaints the student with the techniques of reporting and writing about business at the personal and public levels. Topics include: personal finances, consumer activities, investment activities and related political, technical and social developments.

Prerequisites: JOUR 3 and 4.

On Occasion, 3 credits

JOUR 56 Television News

This is a television news production course, a hands-on class, for advanced students in journalism and broadcasting. It is taken along with BDST 54; the classes are taught back-to-back. Students will be expected to work in teams, rotating jobs, as they learn to write, tape and edit news packages and, later in the semester, produce a news broadcast for PTV.

Prerequisites: BDST 5, 25, JOUR 3, 4.

It can be taken at the same time as JOUR 5. Spring, 3 credits

JOUR 61, 62, 71, 72, 81, 82

Applied Newspaper Reporting Students work on the Pioneer with hours and areas of concentration to be arranged with the editor-in-chief. Students are required to provide work samples and self-evaluations to a faculty mentor.

Prerequisites: JOUR 3, and one semester experience on Pioneer staff.

Every Semester, 1 credit

JOUR 63, 64 Applied Radio: News

This course is a practicum for students with previous radio experience who wish to refine their skills in news writing for radio. Students produce nightly news programming for WCWP – Web Radio. Advanced work may be broadcast on WCWP-FM.

Prerequisites: JOUR 5.

Every Semester, 3 credits

JOUR 87, 88 Internship

This course is an opportunity to carry classroom experience into on-the-job situations. Students work for a total of 120 hours for media outlets that make significant use of the student's journalistic training. Hours are arranged by the student and the on-site supervisor. Regular meetings with the faculty mentor, regular evaluation reports, compilation of a portfolio of work samples and a final essay are required.

Prerequisites: Junior or Senior status in good standing; permission of the program director. *Every Semester, 3 credits*

JOUR 89 Independent Study in Journalism

This course is a faculty-guided, independent research and writing project arranged with the instructor. Student must meet regularly with the instructor. Independent study may be chosen only when the student has a strong interest in a subject area not covered in another class.

Prerequisites: Permission of program director.

Juniors and Seniors in good standing.

Every Semester, 1, 2, or 3 credits, respectively

JOUR 90 Tutorial in Specialty Reporting

This course is designed for non-majors who wish to create a minor combining journalism with their major subject area. Guided by a journalism faculty member and a faculty member from the student's major area, the student will undertake a project utilizing research, interviewing, investigative techniques and other reporting skills to produce a substantial piece of print journalism concerning an issue drawn from the major study area. The student will meet regularly with the faculty mentors.

Prerequisites: JOUR 3 and 4.

For non majors only.

On Occasion, 4 credits

JOUR 91 Senior Research in Print and Electronic Journalism*

This course is research in preparation for a major journalistic piece such as a series of articles, or for an essay in media analysis and criticism. Independent work is guided in regular conferences with a faculty mentor.

Prerequisites: Senior standing, JOUR 3 and 4.

Every Semester, 3 credits

JOUR 92 Senior Thesis in Print and Electronic Journalism*

The student writes a substantial journalistic work or research paper that is based on the research conducted in JOUR 91 and advances the student's interest and skills. Independent work is guided through regular conferences with a faculty mentor.

Prerequisites: JOUR 91 and Senior standing.

Every Semester, 3 credits

***JOUR 91 and 92 may not be taken in the same semester.**

Oral Communication Courses

ORC 1 Public Speaking

Principles of speech composition and public address with emphasis on effective speaking and fundamentals of voice and diction are covered in this course.

International students may not enroll in ORC 1 in their freshman year.

Every Semester, 3 credits

ORC 2 Sounds and Articulation

This course explains how to use correct English sound structure in speaking and reading. This course is designed to provide individualized training for the improvement of voice control. This course does not provide therapy for students with severe speech disorders.

Annually, 3 credits

ORC 17 Speech Communication in Organizations

The principles of effective speech communication in business, professional, governmental and community organizations are examined. The emphasis is on the public address, the use of visual aids, the informative report, group and sales presentations, conducting and participating in an open meeting.

Every Semester, 3 credits

Public Relations Courses

Special fees are subject to change on an annual basis. In addition to the special fees that are charged for Public Relations Courses, students may be required to buy supplementary course-related supplies.

PR 1 Introduction to Public Relations

A survey of basic public relations principles including definitions, management models and procedures that are standard for the profession. Careers and the functions of PR professionals within organizations, nonprofit or corporate, and governmental agencies are covered. The history of public relations in the United States, legal aspects, publicity types, audiences, business planning, media relations and research techniques are included.

Prerequisites: ENG 1 and 2.

Every Semester, 3 credits

PR 2 Writing and Editing for Public Relations

Introduces the variety of public relations writing and techniques. Students develop the analytic and writing skills required in the field. This course covers the basic press release, what makes news, types of feature articles, writing for radio and television and the publicity photo. Media and message targeting to appropriate audiences are examined and evaluated through the preparation of a press kit.

Co-requisites: PR 1 and CMA 5.

Every Semester, 3 credits

PR 8 Intermediate Reporting

The writing of news stories with a strong emphasis on the actual reporting in on-campus or off-campus events. The course includes an introduction to public affairs, municipal and campus government reporting.

Same as JOUR 4.

Prerequisite: JOUR 3.

Fee, \$30

Every Semester, 3 credits

PR 11 Community Relations

Examines the preparation and management of public relations on a local level by the nonprofit and corporate sectors. Groups include libraries, parent-teacher groups, youth organizations, charities, and athletic and leisure clubs.

Preparation of campaigns for charitable and fraternal organizations is covered.

Prerequisites: PR 1, 2.

On Occasion, 3 credits

PR 12 Publicity and the Personality

Techniques and strategies used to gain public support for the individual such as a company president or media personality. How spokespersons are selected and used to project policy is examined, along with the use of techniques such as interview and speech opportunities, and gossip column reports.

Prerequisite: PR 1.

On Occasion, 3 credits

PR 13 Marketing Promotion

This course covers persuasive communication and promotion in marketing, along with the assessment, formulation and allocation of priorities in the promotional campaign.

Same as MKT 35

Prerequisite: MKT 11.

On Occasion, 3 credits

PR 14 Creating Special Events

The planning and execution of special events (parades, plant tours, sports events, fundraisers, anniversary celebrations) as they are used in a public rela-

tions program. The history of "stunt" publicity and its relevance in today's public relations climate is discussed.

Prerequisite: PR 2 or permission of program director.

On Occasion, 3 credits

PR 15 Political Public Relations

This course explores the preparation, research and planning of public relations efforts on behalf of political candidates. Analysis and creation of speeches, special events, advertising and publicity are covered in the context of electronic and print media as well as in face-to-face situations.

Prerequisite: PR 2.

On Occasion, 3 credits

PR 19 Public Relations in the Marketing Mix

This course provides an understanding of the strategies and tools used by public relations professionals in marketing a product or idea, increasing sales, changing an organization's reputation or positioning an organization. Students are part of a public relations team and learn how to prepare a market-oriented communications plan.

Prerequisite: PR 2.

On Occasion, 3 credits

PR 20 Case Studies in Public Relations

Public relations campaigns are analyzed with stress on strategic planning and implementation. The course provides an overview of problems facing the profession, helps the student identify public relations initiatives and introduces current problem-solving practices and evaluation procedures.

Prerequisite: PR 2.

On Occasion, 3 credits

PR 22 Electronic Public Relations

The course acquaints the student with new tools and techniques of this rapidly evolving field from a production and technology point of view. It integrates writing with photography (still, film, video), electronic media production and presentation, and graphic arts technologies. Also included are monitoring change in public opinion, teleconferencing, video - conferencing, web - based communication and social networking.

Prerequisites: PR 1, 2.

On Occasion, 3 credits

PR 23 Sports Public Relations

The role of publicity and public relations as practiced in relation to professional teams, leagues, colleges and venues. Class work is supplemented by on-site visits.

Prerequisites: PR 1, 2.

On Occasion, 3 credits

PR 25 The Business of Public Relations

Introduces the business side of public relations. In addition to business basics, practical knowledge of budgeting, billing, time sheets, research techniques, client presentations, tracking methods and client relations are explored. The course develops writing and thinking skills essential to successful proposal preparation.

Prerequisite: PR 1.

Co-requisite: PR 2.

On Occasion, 3 credits

PR 29 Persuasion

An overview of historical theories of persuasion and those currently employed in communications. This course prepares the student to recognize public relations uses of rhetoric and propaganda.

Historical uses of propaganda, its importance in message communication and current usage are explored. Negative and positive implications are discussed.

Prerequisite: PR 1.

Co-requisite: PR 2.

Annually, 3 credits

PR 30 Using Business Software in Public Relations/Advertising

In addition to a hands-on introduction to the various computer programs required by communications professionals, this course introduces practical computer skills and applies word processing, database and spreadsheet operations to daily public relations functions. The focus is on the development of editorial, advertising, client or promotion lists; word processing formats; merge mailing capability; response tracking and budgeting that culminates in a computer-based media plan and proposal.

Prerequisites: PR 1, 2.

Special fee, \$75

Every Semester, 3 credits

PR 35 Communication Design for Public Relations

This course is an introduction to desktop publishing using an integrated typography and graphic program to produce and publish a newsletter. Practical knowledge is combined with an exploration of design, typographical principles and message effectiveness. The evaluation and assessment of the visual impact of the output is stressed as part of the creative learning experience. Students research articles, conduct interviews, collect photographs, and develop a series of newsletters.

Prerequisite: PR 2.

Special fee, \$75

On Occasion, 3 credits

PR 40 Topics in Public Relations

Advanced special topics in public relations focusing on contemporary developments in the field are examined in this course. Subjects are announced each semester.

Prerequisites: PR 1, 2 or permission of program director.

On Occasion, 3 credits

PR 42, 43, 44 Applied Public Relations

Applied public relations prepares the student for real-world work assignments through participation in student-run opportunities involving client agency relationships. This course is part of the experience of the LIU/C.W. Post Chapter of the Public Relations Student Society of America.

Prerequisites: PR1, PR2 with permission of the public relations director.

Every Semester, 2 credits each

PR 45 Writing for Corporate Communications

The student is introduced to the full spectrum of writing tasks of the public relations professional in the corporate environment. The writing of external communications such as memos, sales letters, speeches, position papers and backgrounders, annual reports, direct mail, product descriptions, brochures and proposals is included.

Prerequisite: PR 2.

On Occasion, 3 credits

PR 53 Intro to Advertising

This course is an introduction to and analysis of the techniques of creative advertising including research, artistic, ethical and legal aspects and media campaigns.

Prerequisites: PR 1, 2.

On Occasion, 3 credits

PR 54 Advertising – Copywriting Principles

This course is an introduction to advertising from the writing and creative perspectives. Components of audience, message and medium are explored for cost-effective yet results-oriented implementation of institutional, product, political, public service and corporate advertising. Headline, text copy, dynamic visual concepts for print, effective storyboarding and spot production for broadcast advertising are covered.

Prerequisites: PR 1, 2, CMA 5.

On Occasion, 3 credits

PR 55 Advertising Campaigns

This course presents an overview of advertising strategies including factors such as market segmentation, media placement and campaign themes. Students will develop a “game plan” using visual and written materials to create an effective campaign.

Prerequisite: CMA 5.

On Occasion, 3 credits

PR 56 Branding: Integrating Communication

This course shows students how to build a synchronized, multi-channel communications strategy that reaches every market with a single, unified message.

Analysis of branded programs as well as guidance on projects focus on creating, planning, coordinating and controlling the entire communications process using public relations, advertising, direct mail, and in-person contact across traditional and new media.

Prerequisites: PR 1, CMA 5.

On Occasion, 3 credits

PR 65 Crisis Management in Public Relations

This course is a study of institutions', responses to crisis situations. How to prepare a plan, assemble a team, designate an information spokesperson and address all the publics affected by the crisis covered. Also included is how to unify messages, evaluate public perceptions and assess results.

Prerequisite: PR 2.

On Occasion, 3 credits

PR 67/68 Applied Public Relations: Radio

This course is a practicum for students who wish to gain experience in radio and use their writing and publicity skills for promotion of WCWP-Web radio and WCWP.FM.

Same as BDST 67/68.

Prerequisites: PR1, PR2.

Every Semester, 3 credits

PR 70 Research and Evaluation in Public Relations

Assessment is critical to the public relations process. Using quantitative and qualitative methodologies, students evaluate the courses of action available, develop surveys for opinion research and analyze performance to determine if a program of action has met desired goals. The integration of research throughout the public relations planning process is stressed.

Prerequisite: PR 2.

Special fee, \$75

On Occasion, 3 credits

PR 87, 88 Internship and Seminar

This course offers an opportunity for the advanced student to supplement classroom instruction with real-world experience. After preparation of a resume for review by the faculty mentor, the student selects an appropriate internship geared to the individual student's interests and abilities. The student works 120 hours per semester, with times arranged by the student and employer. Meetings with a faculty mentor, reports, and a final paper are required.

Prerequisite: Junior or Senior status in good standing in Public Relations with permission of the program director.

Every Semester, 3 credits

PR 89 Advanced Independent Study

Individual, faculty-guided projects, with topic to be arranged with the instructor; regular meetings with the instructor are required. Students may choose Independent study only when no regular course covers the chosen subject matter.

Prerequisites: Permission of the program director.

Junior or Senior in good standing

Every Semester, 1, 2, or 3 credits, respectively.

PR 91 Public Relations Senior Research*

This course is a preparation of a substantial body of research that deals with a public relations subject of interest to the student. Extensive research on the organization, industry, competition and consumer trends helps the student formulate target audiences and background information. Regular conferences with the faculty mentor are integral to the course.

Prerequisites: Senior status in Public Relations, PR 20, PR 70.

Every Semester, 3 credits

PR 92 Public Relations Senior Project*

Using the research proposed in PR 91, the student develops a public relations campaign plan that solves a public relations problem or need, such as to change an attitude, introduce a new product or increase sales of a mature product.

Prerequisites: Senior status in Public Relations, PR 20, PR 91.

Every Semester, 3 credits

**PR 91 and PR 92 may not be taken in the same semester. These courses require students to attend group seminars, scheduled at the beginning of the semester.*

MUSIC

Phone: (516) 299-2474

Web site: www.liu.edu/svpa/music

The Department of Music offers the following degree programs:

Bachelor of Music in:

Instrumental Performance

Vocal Performance

Music Education (Birth to Grade 12)

Bachelor of Science in:

Music

Music Education (Birth to Grade 12)

Faculty

Genevieve Chinn

Program Director, Music History Studies;

Professor of Music

B.S., M.A., Ph.D., Columbia University

Ruth Golden

Program Director, Vocal Studies;

Professor of Music

B. A., University of California, Berkeley;

M.M., University of Southern California;

M.B.A., University of California, Los Angeles

James W. McRoy

Program Director, Bands;

Program Director, Wind Ensemble;

Professor of Music

B.A., M.S., Aaron Copland School of Music,

City University of New York/Queens College;

D.A., Ball State University

james.mcroys@liu.edu

Jennifer Scott Miceli

Program Director, Music Education;

Associate Professor of Music

B.M., The Hartt School, University of Hartford;

M.M., Ph.D., Eastman School of Music, University of Rochester

Stephanie D. Watt

Chair, Department of Music

Program Director, Piano Studies;

Program Director, Theory Studies;

Associate Professor of Music

B.F.A., M.A., M.S., Long Island University

Vincent Wright

Associate Professor of Music

B.A., City College, City University of New York

vwright@liu.edu

Professor Emeriti

Alexander Dashnaw

Walter Klauss

Raoul Pleskow

Howard Rovics

Music

The Department of Music offers the following degree programs:

Bachelor of Music in:

Instrumental Performance

Vocal Performance

Music Education (Birth to Grade 12)

Bachelor of Science in:

Music

Music Education (Birth to Grade 12)

Over 70 faculty members teach specialized courses such as vocal coaching, Alexander Technique, performance classes, music education and jazz in addition to individualized instruction in all instruments and voice.

For admission to the B.M. and B.S. programs, evidence of prior music training experience and musical aptitude is expected. The emphasis in the B.M. programs is on performance as well as knowledge of music theory and literature. The B.S. programs are for students who prefer a strong music program that provides the opportunity to obtain a well-rounded liberal arts education.

Students can earn a B.F.A. in Arts Management with a B.S. in Music. Music requirements for the B.F.A. in Arts Management/B.S. in Music are listed below. In addition, the Department of Music offers a Minor in Music. Requirements for the Minor in Music are also listed below.

Auditions and placement exams are required for all programs. Deficiencies discovered through the placement exam may require remedial coursework. Updated information about auditions may be found at: www.liu.edu/svpa/music/auditions.htm.

The growing understanding of music theory and literature must be accompanied by increasing skill in some performing medium. Membership in a major performing organization (Chorus, Orchestra, and Symphonic Band) is required for all Music majors throughout their tenure at C.W. Post. In addition, all instrumental music education majors are required to sing in the Chorus for one year. Ensembles are offered for zero or one credit per semester. Music majors, however, must register for zero credit in their primary ensemble. Transcripts will reflect all participation in performing ensembles.

All Music majors must register for Convocation (MUS 4) each semester. Convocation meets at the designated activity hour and may include guest lec-

tures, artists, and master classes. All Music majors are also required to attend at least three Department of Music concerts/ recitals per semester.

All Music majors taking applied music lessons are required to sing or play before a jury at the end of each semester of applied instruction. The results of the jury performance will be reflected in the final grade.

At the end of the junior year all Music majors are given a Junior Comprehensive Examination covering music history, theory and sight singing. The purpose of this examination is to determine weaknesses in the student's knowledge that can still be remedied during the senior year. Deficiencies detected at this time may require a student to take the Senior Music Review (MUS 100).

All Music majors must achieve a grade of "C" or higher to be given degree credit for any MUS course. Students may also not move on to the next level of any sequentially based series of MUS courses unless a grade of "C" or higher is achieved. In order for music majors to maintain Music major standing, and thereby have access to MUS courses, all music majors must maintain a grade point average of 2.75 in their major (MUS courses for the B.M. and B.S. in Music; MUS and EDU courses for the B.M. and B.S. in Music Education) and a grade point average of 2.5 overall. Should a student fall below the minimum grade point averages, the student will be considered on academic probation (see the section at the beginning of this bulletin on Academic Probation).

Professional Conduct

Students in the pre-professional programs in Music are required to rehearse and perform. Professional behavior dictates attending scheduled rehearsals, performances, and other meetings of the performing group. Being on time and prepared for all such activities is essential. Students who have unexcused tardiness or absences from scheduled meetings, rehearsals and performances may be subject to a monetary penalty. These fines range from \$25-\$100. Failure to pay these fines may result in an academic block; delay of graduation; and/or subject the student to dismissal from the pre-professional program.

B.S. in Music

In addition to the specific requirements for each degree provided below, all students must fulfill University requirements. These include completion of all Core and competency requirements as well as 69 credits in the liberal arts and sciences. Note that the specific music requirements satisfy some of these University requirements. Specific music requirements for the B.S. in Music are as follows:

Music Theory 15 credits
Required Courses: MUS 90, 90A, 90B, 91, 91A, 91B, 92, 92A, 92B

Music History and Literature 15 credits
Required Courses: MUS 11, 21, 22, 23
One Music History and Literature elective may be chosen from the following offerings only: MUS 24, 26, 28, 29, 34, 41, 42, 43, 44, 47, 48

Applied Music 8 credits
Required Courses: Applied Lessons in the major performing medium (8 credits)
Major Ensemble (required for each semester)

Typical Program for B.S. Majors in Music (129 credits)

<i>Freshman Year</i>	<i>Credits</i>
Music Theory/Aural Skills	10
Music History and Literature	6
Applied Lessons	2
Ensemble	0-2
Music Convocation	0
Freshman Seminar	1
English 1, 2	6
History/Philosophy	9
	<u>34-36</u>

<i>Sophomore Year</i>	<i>Credits</i>
Music Theory/Aural Skills	5
Music History and Literature	6
Applied Lessons	2
Ensemble	0-2
Music Convocation	0
Language/Literature	6
Mathematics	3
Elective	3
Total	<u>25-27</u>

<i>Junior Year</i>	<i>Credits</i>
Music History and Literature	3
Applied Lessons	2
Ensemble	0-2
Music Convocation	0
Political Science/Economics	6
Lab Science	8
Electives	19
Total	<u>38-40</u>

<i>Senior Year</i>	<i>Credits</i>
Applied Lessons	2
Ensemble	0-2
Music Convocation	0
Fine Arts	3
Social Science	6
Elective	21
Total	<u>32-34</u>

Total credits 129-137

B.M. in Music

There are two areas of concentration within the B.M. in Music degree:
1. Instrumental Performance
2. Vocal Performance

In addition, within the B.M. in Music with a concentration in Instrumental Performance there are seven areas of specialization:

1. Brass Studies
2. Guitar Studies
3. Jazz Studies
4. Percussion Studies
5. Piano Studies
6. String Studies
7. Woodwind Studies

In addition to the specific requirements for each degree provided below, all students must fulfill University requirements. These include completion of all core and competency requirements as well as 62 credits in the liberal arts and sciences. Note that the specific music requirements satisfy some of these University requirements. Specific music requirements for the B.M. in Music are as follows:

Music Theory 22-23 credits
Required Courses: MUS 90, 90A, 90B, 91, 91A, 91B, 92, 92A, 92B

Additional courses are required, which vary depending on the area of concentration or specialization.

Music History and Literature 18 credits
Required Courses: MUS 11, 21, 22, 23
Additional courses are required, which vary depending on the area of concentration or specialization.

Applied Music 40 credits
Required Courses: Applied Lessons in the major performing medium (16 credits)
Applied Piano Lessons for non-piano majors (8 credits)
Conducting (MUS 20 and 40)
Major Ensemble (required for each semester)
Additional courses are required, which vary depending on the area of concentration or specialization.

A half recital in the Junior year and a full recital in the Senior year are required for all B.M. in Music students.

Typical Program for B.M. Majors in Music (132 credits)

<i>Freshman Year</i>	<i>Credits</i>
Music Theory	10
Music History and Literature	6
Applied Lessons	6
Ensemble	0-2
Music Convocation	0
Freshman Seminar	1
English 1, 2	6
Fine Arts	3
Total	<u>32-34</u>

<i>Sophomore Year</i>	<i>Credits</i>
Music Theory	9
Music History and Literature	6
Chamber Music Ensembles	1
Performance Workshop	1
Applied Lessons	6
Ensemble	0-2
Music Convocation	0
Language/Literature	6
Social Science	6
Total	<u>35-37</u>

<i>Junior Year</i>	<i>Credits</i>
Music History Elective	3
Intro to Music Technology	3
Conducting	4
Chamber Music Ensembles	1
Performance Workshop	1
Coaching	2
Applied Lessons	6
Ensemble	0-2
Music Convocation	0
Junior Recital	0
History/Philosophy	6
Political Science/Economics	6
Elective	2
Total	<u>34-36</u>

<i>Senior Year</i>	<i>Credits</i>
Music History Elective	3
Alexander Technique	1
Prof Prep for Music Career	1
Chamber Music Ensembles	2
Coaching	2
Applied Lessons	6
Ensemble	0-2
Music Convocation	0
Senior Recital	0
Lab Science	4
Mathematics	3
Elective	9
Total	<u>31-33</u>

Total credits 132-140

Music Education

The Bachelor of Science (B.S.) and the Bachelor of Music (B.M.) degrees are offered in Music Education. Both the B.S. degree and the B.M. degree lead to New York State teaching certification in music "Birth to Grade 12".

All Music Education majors will complete the Music Education sequence, which includes MUS 15, 17A, 17F, 18A, 19A, 19B, 19C, and 19D. Music Education majors with an instrumental concentration are required to take MUS 17D Instrumental Methods. Music Education majors with a choral concentration are required to take MUS 17C Secondary Choral Methods. Music Education students are encouraged to take both MUS 17C and MUS 17D to ensure a broader understanding of music teaching and the learning process. Great care is taken in preparing candidates for the student teaching experience and for the workplace upon graduation. Departmental Competency Requirements in Music Education, which all Music Education majors must complete, are designed to ensure best practices in student-teaching and to graduate caring, competent, and qualified music educators.

Entering freshman will receive information pertaining to current and updated Departmental Competency Requirements in Music Education, as well as all mid-degree and exit requirements.

Music Education students are required to: a) participate in at least two College Music Educators National Conference (CMENC) sponsored on-campus music education workshops; b) successfully complete the Sophomore Review; c) participate in the Rompertunes early childhood music education program; d) successfully complete 100 hours of pre-student teaching field observation; e) meet the requirements of the Pre-Student Teaching Eligibility Portfolio and Interview; f) complete the LAST, ATSW, and CST state and national teaching certification examinations prior to graduation; and g) meet the requirements of the Exit Portfolio. Details concerning the above requirements are available from the Director of Music Education.

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

In addition to the specific requirements for each degree provided below, all

students must fulfill University requirements. These include completion of all Core and competency requirements as well as 72 credits in the liberal arts and sciences. Note that the specific music requirements satisfy some of these University requirements. Specific music and education requirements for the B.S. in Music Education are as follows:

Music Theory 15 credits
Required Courses: MUS 90, 90A, 90B, 91, 91A, 91B, 92, 92A, 92B

Music History and Literature 12 credits
Required Courses: MUS 11, 21, 22, 23

Applied Music 12 credits
Required Courses: Applied Lessons in the major performing medium (8 credits)
Conducting (MUS 20 and 40)
Major Ensemble (required for each semester)
The study of minor instruments is encouraged in this program.

Music Education 15 credits
Required Courses: MUS 15, 17A, 17F, 18, 19A, 19B, 19C, 19D, and either 17C or 17D

Electives in Music Education
Courses 2 credits

Education Requirements
(School of Education Courses) 27 credits
Required Courses: EDI 14, 15A, 16A, 35G, 38G, EDS 44G and EDS 60, and HE 205

Typical Program for B.S. Majors in Music Education (132 credits)

<i>Freshman Year</i>	<i>Credits</i>
Music Theory	10
Music History and Literature	6
Applied Lessons	4
Ensemble	0-2
Music Convocation	0
Freshman Seminar	1
English 1, 2	6
Social Science	6
Mathematics	3
Total	36-38

<i>Sophomore Year</i>	<i>Credits</i>
Music Theory	5
Music History and Literature	6
Applied Lessons	4
Ensemble	0-2
Music Convocation	0
Music Education	4
Fall: MUS	
Spring: MUS 18A and 19A	

Education 14	3
Foreign Language	6
Lab Science	8
Total	36-38

<i>Junior Year</i>	<i>Credits</i>
Conducting	4
Ensemble	0-2
Music Convocation	0
Music Education	7
Fall: MUS 17A	
Spring: MUS 19D, 17F and 17C or 17D	
Education 15A, 16A and 44G	9
Health Education 205	3
Literature	3
History/Philosophy	9
Total	35-37

<i>Senior Year</i>	<i>Credits</i>
Ensemble	0-2
Music Convocation	0
Music Education	2
Fall: MUS 19B and 19C	
Music Education Elective	2
Education 35G, 60, 38G and 92	12
Literature	3
Political Science/Economics	6
Total	25-27

Total credits 132-140

B.M. in Music (B-12)

In addition to the specific requirements for each degree provided below, all students must fulfill University requirements. These include completion of all Core and competency requirements as well as 71 credits in the liberal arts and sciences. Note that the specific music requirements satisfy some of these University requirements. Specific music and education requirements for the B.M. in Music Education are as follows:

Music Theory 15 credits
Required Courses: MUS 90, 90A, 90B, 91, 91A, 91B, 92, 92A, 92B

Music History and Literature 12 credits
Required Courses: MUS 11, 21, 22, 23

Applied Music 20 credits
Required Courses: Applied Lessons in the major performing medium (16 credits)
Conducting (MUS 20 and 40)
Major Ensemble (required for each semester)
The study of minor instruments is encouraged in this program.

Music Education 15 credits
Required Courses: MUS 15, 17A, 17F, 18A, 19A, 19B, 19C, 19D, and either 17C or 17D
Electives in Music Education Courses (2 credits)

Education Requirements

(School of Education Courses) 27 credits
Required Courses: EDI 14, 15A, 16A, 35G, 38G, EDS 44G and EDS 60, and HE 205

A senior recital is required for all B.M. in Music Education students. Students must give their senior recital during the semester prior to the semester during which they student teach.

Typical Program for B.M. Majors in Music Education (133 credits)

<i>Freshman Year</i>	<i>Credits</i>
Music Theory	10
Music History and Literature	3
Applied Lessons	4
Ensemble	0-2
Music Convocation	0
Freshman Seminar	1
Literature	6
English 1, 2	6
Social Science	3
Mathematics	3
Total	36-38

<i>Sophomore Year</i>	<i>Credits</i>
Music Theory	5
Music History and Literature	3
Applied Lessons	4
Ensemble	0-2
Music Convocation	0
Music Education	4
Fall: MUS 15	
Spring: MUS 18A and 19A	
Education 14, 15A	6
Foreign Language	6
Social Science	3
Lab Science	4
Total	35-37

<i>Junior Year</i>	<i>Credits</i>
Music History and Literature	6
Conducting	4
Applied Lessons	4
Ensemble	0-2
Music Convocation	0
Music Education	7
Fall: MUS 17A	
Spring: MUS 19D, 17F and 17C or 17D	
Education 16A, 44G	6
Health Education 205	3
History/Philosophy	6
Total	36-38

<i>Senior Year</i>	<i>Credits</i>
Applied Lessons	4
Ensemble	0-2
Music Convocation	0
Music Education	2
Fall: MUS 19B and 19C	
Music Education Elective	2
Education 35G, 38G, 60 and 92	12
Political Science/Economics	6
Total	26-28

Total credits 133-141

Minor in Music

For students who choose a Minor in Music, the following credits are required:

Music Theory 6 credits
Courses to choose from: MUS 2, 90, or 91

Music History and Literature 6 credits
Courses to choose from: MUS 11, 21, 22, 23

Applied Music 6 credits
Applied Lessons in the major performing medium

Music Courses

Special fees are subject to change on an annual basis. In addition to the special fees that are charged for Music Courses, students may be required to buy supplementary course-related supplies.

MUS 1 Introduction to Musical Concepts
This course is a study and discussion of music and its aesthetic and creative applications in a multicultural civilization.
Every Semester, 3 credits

MUS 2 Elementary Musicianship
This course is a study of the elements of music-notation, rhythms, study of intervals, and basic ear training and sight singing.
Every Semester, 3 credits

MUS 3 Concert Music in New York
This course acquaints students with current musical events in New York City by attending a variety of performances including recitals, symphonies, opera and chamber music.
On Occasion, 2 credits

MUS 4 Music Convocation
This non-credit course brings all Music Majors together to observe and participate in guest lectures, artist presentations and master classes. Must be taken by all Music Majors every semester except for Music Education Majors in their senior year while they are student teaching.
Every Semester, 0 credits

MUS 5 Chorus
Audition required.
*Every Semester, 1 credit**

MUS 5A Chamber Singers
Audition required.
*Every Semester, 1 credit**

MUS 5B Madrigal Singers
Audition required.
*Every Semester, 1 credit**

MUS 5C Vocal Jazz
Audition required.
*Every Semester, 1 credit***

MUS 6 Symphonic Band
Audition required.
*Every Semester, 1 credit**

MUS 6A Jazz Ensemble
Audition required.
*Every Semester, 1 credit**

MUS 6B Merriweather Consort
Audition required.
*Every Semester, 1 credit**

MUS 6C Percussion Ensemble
Audition required.
*Every Semester, 1 credit**

MUS 6D Guitar Ensemble
Audition required.
*Every Semester, 1 credit**

MUS 6E Brass Ensemble
Audition required.
*Every Semester, 1 credit**

MUS 7 Orchestra
Audition required.
*Every Semester, 1 credit**

MUS 7A Flute Ensemble
Audition required.
*Every Semester, 1 credit**

MUS 7B Contemporary Ensemble
Audition required.
*Every Semester, 1 credit**

MUS 7C Wind Ensemble
Audition required.
*Every Semester, 1 credit**

**Students taking 18 or more credits may register for 0 credits for ensemble.*

MUS 11 Introduction to Music Literature
This course is an overview of the history and literature of music for Music Majors who are planning to take the music history sequence MUS 21, MUS 22 and MUS 23.
Every Semester, 3 credits

MUS 12 Accompanying
This is a course for pianists in accompanying vocalists and instrumentalists. Class meets once a week. In addition, each student is required to work in a vocal or instrumental studio two hours per week as an accompanist under the supervision of a faculty member.
On Occasion, 3 credits

MUS 13A, 13B, 13C, 13D Vocal Diction
A four semester sequence for singers, pianists and conductors.
MUS 13A: Italian
MUS 13B: English
MUS 13C: French
MUS 13D: German
Every Semester, 2 credits

MUS 14A Introduction to Music Technology

Students acquire basic software skills in the use of a sequencer, a sound editor and a notation program. Digital interface theory is studied so that the student understands how components are interacting. The course results in the production of practical arrangements that are both audible and professional looking in appearance. (Note: students who have completed this course are not eligible to enroll in MUS 17F Technology and Music Education.)

Prerequisite: Minimal music reading and piano skills.

Special fee, \$75

Fall, 3 credits

MUS 14B Intermediate/Advanced MIDI Sequencing

This hands-on course is designed to take students through a series of sequential steps that makes them more proficient in the art of sequencing. Each student has a workstation consisting of a synthesizer and a computer. The material includes explanations and demonstrations of specific recording and arranging techniques for creating dynamic musical sequences in any musical style. Software used in the course is compatible with both PC and Macintosh computers. The concepts covered in this course can apply to any electronic keyboard and any sequencer.

Prerequisite: MUS 14A or 17F, or permission of the instructor.

Special fee, \$75

Spring, 3 credits

MUS 14C Intermediate/Advanced Notation

Advanced features of notation software are studied including score input options, editing tools, layouts and part extraction. Software used in the course is compatible with both PC and Macintosh computers.

Prerequisites: MUS 14A, 17F, or permission of the instructor.

Special fee, \$75

Fall, 3 credits

MUS 15 Introduction to Music Education

This course is an introduction to the philosophy and materials of music education. MENC recommended music programs are included. Should be taken by all sophomores and new transfer Music Education majors.

Fall, 1 credit

MUS 16A, 16B, 16C, etc.

Workshops in Music Education
Workshops and classes in Music Education such as marching band techniques, repairs of instruments, special areas of classroom

methods, including Orff, Kodaly, Suzuki, percussion and other specific instrumental methods, are included.

Prerequisite or Co-requisite: MUS 15.

On Occasion, 1 to 3 credits

MUS 16P Vocal Pedagogy

An overview course including a history component; a vocal science component; and a practical teaching component. The historical overview begins with 17th century "bel canto" technique and continues through the 20th century, exploring the various schools of singing. The voice science component offers an overview of the anatomy, physiology and acoustics of singing. Each student must keep a journal of his/her one-on-one teaching with a sample lesson performed in class.

Spring, 2 credits

MUS 16T 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.

Fall, 2 credits

MUS 17A Elementary General Music Methods

This course is an examination of the organization and operation of general music programs in K-6. Students are required to participate in the Rompertunes Early Childhood Music Teaching and Learning Program. Classroom methods include:

Orff, Kodály, Dalcroze, Gordon and Laban.

Prerequisite: MUS 15.

Fall, 2 credits

MUS 17B Secondary General Music Methods

This course is a study of methods necessary to teach classroom music in the secondary school utilizing the materials made available by the New York State Education Department in response to the Commissioner's regulations and the Regents' goals.

Prerequisite: MUS 15.

On Occasion, 2 credits

MUS 17C 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 such as chorus, select

choir, a cappella chorus and vocal jazz ensemble are included. Special attention is paid to rehearsal techniques, lesson planning and outcome assessment. A field-based experience that includes conducting is required.

Prerequisite: MUS 15.

Spring, 2 credits

MUS 17D 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, and marching hands are included. Special attention is paid to rehearsal techniques, lesson planning and outcome assessment. A field-based experience that includes conducting is required.

Prerequisite: MUS 15.

Spring, 2 credits

MUS 17E Music Theory Methods

This course is an examination of the methods and materials, traditional and electronic, needed to teach the principles of music theory on the elementary, middle and high school levels.

Prerequisites: MUS 90, 91, 92 and 15.

Spring, 2 credits

MUS 17F 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.

Special fee, \$75

Spring, 2 credits

MUS 18A 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 Sophomore Review will serve as the final examination for this course.

Every Semester, 2 credits

MUS 19A 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.

Special fee, \$125

Spring, 1 credit

MUS 19B 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.

Special fee, \$125

Fall, 1 credit

MUS 19C 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.

Special fee, \$125

Fall, 1 credit

MUS 19D 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.

Special fee, \$125

Spring, 1 credit

MUS 20 Conducting I

The course covers the elements of conducting.

Prerequisite: MUS 91 or permission of instructor.

Fall, 2 credits

MUS 21 Music in Western Civilization I

Characteristics and development of Western music, with illustrative examples from literature, are examined. Lectures, discussions, analysis and evolution of style, from antiquity to the 17th century, are also included.

Prerequisite: MUS 11.

Spring, 3 credits

MUS 22 Music in Western Civilization II

The course is a continuation of MUS 21 with an emphasis on the 17th to 19th centuries.

Prerequisite: MUS 11.

Fall, 3 credits

MUS 23 Music in Western Civilization III

Contemporary compositional practices, including the most recent, are the focus of this course. The music of Berg, Bartók, Debussy, Schoenberg, Stravinsky, Varèse, Webern, Wolpe and other composers are studied and discussed.

Prerequisite: MUS 11.

Spring, 3 credits

MUS 24 History of Rock Music

The development of Rock Music from the 1950s to the present is covered. The emphasis is placed upon the music as well as its links to earlier styles of popular music including folk, jazz and blues. The cultural and social positions of rock and its interaction with other music are examined.

Spring, 3 credits

MUS 26 The Symphony

This course is a study of the masterpieces of the symphonic repertoire of the 18th, 19th and 20th centuries.

On Occasion, 3 credits

MUS 28 History of Jazz

A study of this unique American invention from its African and European roots to the present is included in this course. The focus is on the musical and historical evolution of its many styles and its main performers and composers.

Fall, 3 credits

MUS 29 Masterpieces of Choral Music

This course is a study and analysis of sacred and secular choral compositions from the 16th to the 20th centuries. Emphasis is placed on individual masterpieces and their historic significance and interrelationships.

On Occasion, 3 credits

MUS 31 Alexander Technique I

This course is an introduction to the Alexander Technique. The technique is an internationally acclaimed discipline combining mental and physical exercises, postural education and movement to enhance learning for performing artists. The course aids singers and instrumentalists with the coordination of producing sound, thereby promoting efficient breathing techniques and flexibility for the stage.

On Occasion, 2 credits

MUS 32A/32B Applied Music: Alexander Technique Lessons

The course is an application in private format of principles covered in MUS 31, the Alexander Technique.

Special fee, \$310

Every Semester, 1 or 2 credits

MUS 33 Opera Performance Ensemble

Introduction to the study and performance of operatic literature. The students will learn the basics of stage movement, the historic traditions of stagecraft, and then proceed to actually staging and performing solos, duets, trios, and ensembles from the operatic repertoire. Additional topics to be covered include: building a three dimensional character, coordination of singing, acting and movement; memorization and text interpretation techniques; brief overview of historic conventions and musical context for the literature chosen. The course will culminate with a staged performance.

Entrance to course is obtained by audition.

Prerequisite: MUS 88a or MUS 88b.

Co-requisite: MUS 49g or MUS 49h.

Every Semester, 1 credit

MUS 34 Music of Latin America and the Caribbean

An introduction to the rich musical traditions of Latin America and the Caribbean, this course explores a wide variety of genres and the social contexts of their performance. Special attention is given to the presence of many of these musical cultures in the New York area.

On Occasion, 3 credits

MUS 35 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. Suggested for third and fourth-year Music and Music Education majors only.

Fall, 2 credits

MUS 36 String Literature, Techniques and Practices

This course is a detailed and comprehensive study of string techniques, instructional practices and approaches that pertain to public school instrumental music programs. Suggested for third and fourth-year Music and Music Education majors only.

On Occasion, 2 credits

MUS 37 Choral Literature, Techniques and Practices

This course is a comprehensive study of materials, trends, and instructional procedures that pertain to school choral organizations. Suggested for third and fourth-year Music and Music Education majors only.

On Occasion, 2 credits

MUS 38 Instrumental 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.
Co-requisite: Applied instrumental lessons.
Every Semester, 1 credit

MUS 39 Vocal Performance Workshop

This is a weekly master class with instructor and accompanist. Singers can use this class to present works in progress for recitals and rehearsals for opera scenes and productions.
Co-requisite: Applied voice lessons.
Special fee, \$75
Every Semester, 1 credit

MUS 40 Conducting II

Advanced problems and techniques of instrumental and choral conducting are explored.
Prerequisite: Music 20.
Spring, 2 credits

MUS 41 Piano Literature of the 19th Century

The course is the study of piano music from Beethoven through the late 19th century. The course features performances by members of the Department of Music.
On Occasion, 3 credits

MUS 42 Music in Society

This course is a study of the role of music in various cultures and social institutions including the church, the court, and the theatre, as well as the role of music in contemporary life.
On Occasion, 3 credits

MUS 43 Opera History

The course is the study of operatic masterpieces from the 17th to the 20th centuries.
Fall, 3 credits

MUS 44 Song Literature: Performance and History

This course is a historical survey of song literature. Students perform examples of song literature from the 17th century to the present. Both music and poetry are analyzed and discussed in historical perspective. The course is taught jointly by a singer, a pianist and a musicologist. Open to both Music and non-Music majors. Intended for singers and pianists, but open to non-performers as well. The art of grouping songs by text, composers and style periods is taught as well as research methods for writing program notes. This course presents the opportu-

nity to perform excerpts from the song literature with a complete understanding of the repertoire.
On Occasion, 3 credits

MUS 47 Music for the Theatre

This course is a workshop in the preparation and performance of a theatrical production.
On Occasion, 3 credits

MUS 48 History of American Musical Comedy

This is an interdisciplinary course in the study of musical comedy from its origins in the 18th century through its development in the 19th to its fruition in the 20th. Emphasis is on various guises musical comedy has taken and on experiments in the form.
Same as Theatre 48
On Occasion, 3 credits

MUS 49A/49B Applied Music: 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.
Special fee, \$310
Every Semester, 1 or 2 credits

MUS 49C/49D Applied Music: 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.
Special fee, \$310
Every Semester, 1 or 2 credits

MUS 49E/49F Applied Music: Advanced Conducting

An in-depth study in conducting for the advanced student, taught on an individualized basis.
Prerequisite: MUS 40.
Special fee, \$310
Every Semester, 1 or 2 credits

The following courses are Applied Music Lessons.
Special fee, \$310 each.
Every Semester, 1 or 2 credits

Applied Music Lessons – Classical

MUS 33 Opera Performance Ensemble
 MUS 50 A, B Violin
 MUS 51 A, B Viola
 MUS 52 A, B Cello
 MUS 53 A, B Bass
 MUS 54 A, B Guitar
 MUS 60 A, B Flute
 MUS 61 A, B Oboe
 MUS 62 A, B Clarinet
 MUS 63 A, B Bassoon
 MUS 64 A, B Saxophone
 MUS 65 A, B Recorder
 MUS 70 A, B Trumpet
 MUS 71 A, B Horn
 MUS 72 A, B Trombone
 MUS 73 A, B Euphonium
 MUS 74 A, B Tuba
 MUS 80 A, B Percussion
 MUS 83 A, B Piano
 MUS 84 A, B Organ
 MUS 85 A, B Synthesizer
 MUS 88 A, B Voice
 MUS 89 A, B Composition

Applied Music Lessons – Jazz

MUS 53 C, D Bass
 MUS 54 C, D Guitar
 MUS 64 C, D Saxophone
 MUS 70 C, D Trumpet
 MUS 72 C, D Trombone
 MUS 80 C, D Percussion
 MUS 83 C, D Piano

MUS 90 Harmony and Counterpoint I

This course is a study of the basic procedures of tonality with an emphasis on four-part harmony, the principles of counterpoint, voice-leading and figured bass with analytic applications to the music literature.
 Open only to Music Majors
Prerequisite: Music 2 or its equivalent.
Every Semester, 3 credits

MUS 90A Sight Singing and Ear Training I

Open only to Music Majors
Co-requisite: MUS 90.
Fall, 1 credit

MUS 90B Keyboard Harmony I

Practical study at the piano keyboard of harmonic procedures studied in Music 90.
 Open only to Music Majors
Co-requisite: MUS 90.
Fall, 1 credit

MUS 91 Harmony and Counterpoint II

A continuation of MUS 90.
Prerequisite: MUS 90.
Spring, 3 credits per semester



MUS 91A Sight Singing and Ear Training II

A continuation of MUS 90A.
Prerequisite: MUS 90A.
Co-requisite: MUS 91.
 Spring, 1 credit per semester

MUS 91B Keyboard Harmony II

A continuation of MUS 90B.
Prerequisite: MUS 90B.
Co-Requisite: MUS 91.
 Spring, 1 credit

MUS 92 Harmony and Counterpoint III

A continuation of MUS 91.
Prerequisite: MUS 91.
 Fall, 3 credits

MUS 92A Sight Singing III

A continuation of MUS 91A.
Prerequisite: MUS 91A.
Co-requisite: MUS 92.
 Fall, 1 credit

MUS 92B Keyboard Harmony III

A continuation of MUS 90B and 91B.
Prerequisite: MUS 91B.
Co-requisite: MUS 92.
 Fall, 1 credit

MUS 92J Jazz Harmony

This course is a study of harmonic practice as related to the jazz idiom. Course reviews fundamental material (intervals,

scales, triads, etc.) and progresses into more advanced material such as modes, seventh and thirteenth chords, function and substitution.
On Occasion, 3 credits

MUS 93 Harmony and Counterpoint IV

This course continues further study in form and analysis emphasizing late 19th century and 20th century music.
Prerequisite: MUS 92.
 Spring, 3 credits

MUS 93A Sight Singing IV

Ear Training to be taken concurrently with MUS 93.
Prerequisite: MUS 92A.
Co-requisite: MUS 93.
 Spring, 1 credit

MUS 95 Seminar in Composition I

Advanced study in composition.
Prerequisite: MUS 93 or permission of instructor.
On Occasion, 3 credits

MUS 96 Seminar in Composition II

A continuation of the work done in MUS 95
Prerequisite: MUS 95.
On Occasion, 3 credits

MUS 95J Jazz Composition and Arranging I

Concepts and techniques used in arranging and jazz composing are studied through examples taken from the works of Duke Ellington, Thad Jones, Gil Evans and others. Students compose jazz tunes, write arrangements for small groups and big bands, and have them performed.
On Occasion, 3 credits

MUS 95K Jazz Composition and Arranging II

A continuation of the work done in MUS 95J.
Prerequisite: MUS 95J.
On Occasion, 3 credits

MUS 98A 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.
On Occasion, 2 credits

MUS 98D Fingerboard Harmony

Guitarists acquire the knowledge necessary to bring principles of theory and harmony "to life" on the fingerboard. It is essential groundwork for jazz, pop and classical players who are interested in chord comping, arranging, chord melody and improvisation. This material contributes to easier understanding and memorization of repertoire.
On Occasion, 1 credit

MUS 99 Senior Seminar in Music Literature

A seminar devoted to working on advanced individual projects decided by student and teacher. The nature of the project involved varies and depends upon the interest and area of concentration of the student. This course is used to remedy weaknesses determined through the Junior Comprehensive Exam.
 Fall, 3 credits

MUS 99A Senior Seminar in Music Theory

A seminar devoted to working on advanced individual projects decided upon by student and teacher. The emphasis of this course is on Music Theory, but the nature of the project involved varies and depends upon the interest and area of concentration of the student. This course is used to remedy weakness determined through the Junior comprehensive exam.
 Fall, 3 credits

MUS 100 Senior Music Review

A remedial course to address substantive deficiencies in music theory and/or music history to be determined through a Junior Comprehensive Exam (JCE). Curricula will be determined on an individual basis after review of the JCE and in consultation with the instructor.
Prerequisite: MUS 90, 91, 92, 11, 21, 22, 23, *Passing grade on Junior Comprehensive Exam.*
Every Semester, 3 credits

MUS 101 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.
Every Semester, 0 or 1 credit

MUS 102 Piano Literature of the 17th & 18th Centuries

A performance workshop class for pianists in which standard and lesser known works of the piano literature from the early Baroque through Mozart are performed, analyzed and discussed.
On Occasion, 2 credits

MUS 104 Performance Workshop: Piano Literature of the 20th Century

A performance workshop class for pianists in which standard and lesser-known works of the piano literature from the 20th century are performed, analyzed and discussed.
On Occasion, 2 credits

MUS 105 Jazz Combo

This course provides the experience of playing a wide range of jazz styles in a small group setting. The primary goals are the development of improvisational skills and learning of repertoire. Instrumentation is variable, but typically includes bass, drums, piano and/or guitar and several horns.
Every Semester, 0 or 1 credit

MUS 105V Vocal Jazz Combo

This course centers on the stylization of jazz standards. Singers research and perform popular song literature of the 1930s and 1940s. Song form, vocal jazz inflection, chord structure and transportation are discussed. Students enrolled in MUS 15C, the Long Island Sound Vocal Jazz Ensemble, are strongly urged to register for this class.
Every Semester, 0 or 1 credit

MUS 110A Guitar Literature I

This course is a discussion of guitar repertoire from the Renaissance to the Baroque. Included are harmonic and structural analysis, performance practices, techniques and transcription.
Prerequisite: *Study of classical guitar.*
Fall, 2 credits

MUS 110B Guitar Literature II

This course is a discussion of guitar repertoire from the Classical period to the present. Included will be harmonic and structural analysis, performance practices, technique and transcription.
Spring, 2 credits

MUS 111 Guitar Pedagogy

This course is for Music Education majors. Guitar Pedagogy explores the materials relevant for the teaching of guitar in the classroom, individual instruction and guitar ensemble.
On Occasion, 2 credits

MUS 112 Piano Performance Practice

The study of performance difficulties in standard solo and ensemble piano repertoire from the Baroque period through the 20th century.
On Occasion, 2 credits

MUS 113 Piano Sight Reading

Exercises leading to instant recognition of rhythms, chords and basic keyboard patterns are learned and practiced.
Every Semester, 1 credit

MUS 114 Solo and Chamber Music Repertoire for Woodwinds

This course is an overview of the most standard solo and chamber repertoire written for woodwind instruments. It is ideal for the performer as well as the music educator. This practical overview enables both the Performance major and Music Education major to effectively plan for recitals, concerts, competitions, NYSSMA and auditions for themselves as well as for their students. Knowledge of the repertoire along with the foremost woodwind soloists and ensembles is included.
On Occasion, 3 credits

MUS 115 Orchestral Repertoire for Strings

This course is a survey of the major works of the symphonic repertoire that focuses on the preparation of standard excerpts. Students perform in class and are coached on ensemble skills, style and playing in a section. Preparation for orchestral auditions is also emphasized.
On Occasion, 1 credit

MUS 116 Solo and Chamber Music Repertoire for Percussion

This course is a historical and stylistic survey of solo and ensemble literature for percussion.
On Occasion, 2 credits

MUS 120 Chamber Music of Haydn, Mozart and Beethoven

This course is a survey of major works of the chamber music literature by these three great composers of the Classical Era. Development of different genres (i.e., piano trio, string quartet) are traced as well as how each composer was influenced by the other. Students listen to and analyze works in class. Performances in class are encouraged when possible.
On Occasion, 2 credits

MUS 130 Professional Preparation for a Music Career

An overview of tools needed to make the transition from college study to professional life is examined in this course. Sessions cover identifying and researching publications and competitions; preparing resumes, cover letters, publicity photos, demo tapes, professional polish and planning a debut recital.
On Occasion, 1 credit

MUS 150 Junior Recital

The course serves as the means of assessment for the junior recital requirement as part of the B.M. in Instrumental or Vocal Performance degree.
Requires permission of applied instructor.
Every Semester, 0 credits

MUS 151 Senior Recital

The course serves as the means of assessment for the senior recital requirement as part of the B.M. in Instrumental or Vocal Performance and B.M. in Music Education degrees.
Requires permission of applied instructor.
Every Semester, 0 credits

THEATRE, FILM, DANCE AND ARTS MANAGEMENT

Phone: (516) 299-2353

Arts Management Program

Phone: (516) 299-2353 or 299-2110

Web site: www.liu.edu/svpa/theatre

Faculty

Rick DesRochers
Assistant Professor of Film
B.A., Arizona State University;
M.F.A., University of Massachusetts at
Amherst
rick.desrochers@liu.edu

Jon Fraser
Professor of Theatre
B.A., Columbia University;
M.F.A., New York University
jfraser@liu.edu

Cheryl Halliburton-Beatty
Associate Professor of Dance
B.A., Boston University;
M.A., Long Island University

Cara Gargano
Chair, Department of Theatre, Film and
Dance;
Professor of Theatre and Dance
B.A., M.A., University of Rochester;
Ph.D., City University of New York
Graduate Center
New York School of Ballet
cargano@liu.edu

David C. Gild
Professor of Theatre
B.F.A., Carnegie Institute of Technology;
M.F.A., D.F.A., Yale University

John J. Koshel
Associate Professor of Film
B.A., Hamilton College;
M.F.A., New York University
john.koshel@liu.edu

Carter Anne McGowan
Program Director, Arts Management
Associate Professor of Arts Management
B.A., St. John's University;
M.F.A., Brooklyn College;
M.F.A., New York University;
J.D., Cornell Law School
carter.mcgowan@liu.edu

Maria Porter
Professor of Theatre
B.A., M.F.A., University of California at
San Diego

Lisa Robinson
Assistant Professor of Film
B.A., University of California at Berkeley;
M.F.A., New York University
lisa.robinson@liu.edu

Soopum Sohn
Assistant Professor of Film
B.F.A., Art Center College of Design;
B.F.A., Chung Ang University
M.F.A., American Film Institute
sohn@liu.edu

Susan Zeig
Program Director, Film;
Professor of Film
B.S., Empire State College, State
University of New York
szeig@liu.edu

Theatre, Film and Dance

The Department of Theatre, Film and
Dance offers the following degree
programs:

Bachelor of Arts in:
Theatre Arts

Bachelor of Fine Arts in:
Acting
Design and Production
Dance
Film
Arts Management

Admission and Evaluation

Students are admitted into the Theatre,
Film and Dance programs by interview or
audition. Applicants will be notified of
departmental admissions decisions by the
early spring, and mid-year transfer stu-
dents are handled individually. All B.A.
and B.F.A. candidates must maintain a 3.0
grade point average in the major.

Freshman Year (general probation)

The freshman year prepares the student
for admission into the Bachelor of Fine
Arts in Theatre Arts (Acting or Design
and Production), the Bachelor of Arts in
Theatre Arts, the Bachelor of Fine Arts in
Film, or the Bachelor of Fine Arts in
Dance Studies. Although students may
declare a major in the freshman year, they
are not fully admitted to that area until
positive faculty review and successful
completion of the probationary year.

Sophomore Year

This is the qualifying year in the stu-
dent's declared major area of interest.
Students nearing completion of two years
of work will again be reviewed by the
faculty. A student may elect to change
programs at any time prior to reaching
the upper division.

Upper Division (candidacy for degree)

By the third year the student's focus
should be clear, with primary responsibil-
ity to the major area. By this time the
Theatre student is a contributing mem-
ber of the Post Theatre Company. Film
students are expected to be working in
film production and Dance students are
expected to participate in the Post
Concert Dance Company. Students
applying for the directing or playwriting
upper division option will be admitted by
the Fall of the third year.

Production Contracts

All B.A. and B.F.A. students in
Theatre and Dance are required to com-
plete one significant production contract
for each semester they are enrolled.
Theatre minors complete three produc-
tion contracts. Production contracts are
an important part of the theatre and
dance education provided by the depart-
ment and are required for graduation
with a degree in Theatre or Dance.
Failure to complete a contract will lead
to probation or suspension from the
Theatre or Dance program.

Professional Conduct

Students in the pre-professional pro-
grams in Dance and Theatre are required
to rehearse and perform. Professional
behavior dictates attending scheduled
rehearsals, performances, and other meet-
ings of the performing group. Being on
time and prepared for all such activities is
essential. Students who have unexcused
tardiness or absences from scheduled
meetings, rehearsals and performances
are required to make up hours with
service to the department. It is essential
that students learn to respect and value
other's time and recognize this as an
inherent part of their role as a member of
an ensemble. Failure to make up these
hours may result in an academic block,
delay of graduation and/or subject the
student to dismissal from the pre-
professional program.

B.A. in Theatre Arts

The B.A. is an academic degree designed to place theatre within the wider context of humanistic studies. The B.A. student must complete a program of directed study that includes 12 credits of Foundation Courses (THA 4, 5 Tech Theatre and THA 21, 22 Basic Acting), 12 credits of History/Literature (THA 1D Intro to Drama, THA 41, 42 Theatre History, THA 43 Shakespeare in Performance) 3 credits of Production Lab and 9 credits of departmental electives. This results in a total of 36 departmental core credits.

All B.A. students in Theatre are required to complete one production contract for each semester in full-time residence. Additionally, B.A. majors are required to take the 47 credits Liberal Arts Core, and 43 elective credits. The B.A. program can accommodate students interested in double majors in other programs at C.W. Post. All B.A. candidates must complete a minimum of 96 credits in the Liberal Arts. Audition and interview required.

B.A. Requirements (129 credits)

<i>Freshman Year</i>	<i>Credits</i>
Theatre 101 Introduction to Drama	3
Theatre 104 Technical Theatre Practices	3
Theatre 105 Survey of Technical Theatre	3
Theatre 204, 205 Department Contracts	0
Theatre 121, 122 Basic Acting	6
Theatre 151 Prof. Skills/Suzuki	3
Production Laboratory	1
<i>Sophomore Year</i>	<i>Credits</i>
Theatre elective	3
Theatre 141 Theatre History (Classical)	3
Production Laboratory	1
2 Department Contracts	0
<i>Junior Year</i>	<i>Credits</i>
Theatre 143 Shakespeare in Performance	3
Theatre 142 Theatre History (Modern)	3
Production Laboratory	1
2 Department Contracts	0
<i>Senior Year</i>	<i>Credits</i>
Six credits of electives (may include Theatre, Dance or Film)	6
2 Department Contracts	0
Departmental Core	39
Liberal Arts Core Requirement	47
Liberal Arts electives	43
Total credits	129

B.F.A. in Theatre Arts: Acting

The Bachelor of Fine Arts, with a concentration in Acting, is a pre-professional degree that combines a general introduction to all aspects of theatre with an emphasis in Acting. The B.F.A. seeks to provide students with the artistic and intellectual groundwork necessary for a professional life in the theatre and for further specialization through graduate studies. The curriculum includes preprofessional training, study of theatre history and literature and a wide range of liberal arts courses. As this is a processbased and performance-oriented degree, a key component of student education lies in the practical application of training through substantial participation in the work of the Post Theatre Company. Audition and interview required.

Required Courses for the B.F.A. in Theatre Arts: Acting (129 credits)

<i>Freshman Year</i>	<i>Credits</i>
Theatre 104 Technical Theatre Practices	3
Theatre 105 Survey of Technical Theatre	3
Theatre 121, 122 Basic Acting	6
Theatre 101D Introduction to Drama	3
Dance	3
Music 88A Voice	1
Theatre 204A, 205A Department Contracts	0
Theatre 151 Professional Skills/Suzuki	3
Production Laboratory	1
Total	23
<i>Sophomore Year</i>	<i>Credits</i>
Theatre 123, 124 Intermediate Acting	6
Theatre 141, 142 Theatre History	6
Theatre 166, 167 Voice and Speech	3
Theatre 130 Make-up	3
Dance	3
Production Laboratory	2
2 Department Contracts	0
Total	23
<i>Junior Year</i>	<i>Credits</i>
Theatre 143 Shakespeare in Performance	3
Theatre 125, 126 Advanced Acting	6
Theatre 542 Advanced Suzuki	3
Music 88A Voice	1
Production Laboratory	2
Theatre Electives	3
2 Department Contracts	0
Total	18
<i>Senior Year</i>	<i>Credits</i>
Theatre 144 Acting for Film & Television	3
Theatre 152 Professional Skills	3
Dance	3
Electives	6
Music 88A Voice	1

2 Department Contracts	0
Total	16
Department Requirements	80
Liberal Arts Core Requirements	41
Electives	8
Total credits	129

All B.F.A. students specializing in Acting are required to take at least five Production Laboratory Classes during their course of study. All students cast in Post Theatre Company productions must be enrolled in Production Laboratory. Casting is contingent upon maintaining a 3.0 grade point average in the major. Production lab requirements may be adjusted for students transferring into the degree program.

Upper Level Options: Directing or Playwriting

After successful completion of their sophomore year, students in the B.F.A. in Acting program may elect to apply to pursue a course of study in either Directing or Playwriting. Transfer students who wish to apply for this option may be required to take additional preparatory coursework. Typically, a student would apply through the department office for these programs at the end of their sophomore year. An interview will be required for admission to either option.

Each program requires students to complete a senior thesis project. For Directing students, the thesis will involve directing a play; for Playwriting students, a full-length play will be written and receive either a staged reading or production. Directing and playwriting students may collaborate on their thesis project.

Required Courses for B.F.A. in Theatre Arts: Directing (Minimum of 129 credits)

Freshman and Sophomore Year:

See Required Courses for the B.F.A. in Theatre Arts: Acting, listed above.

<i>Junior Year</i>	<i>Credits</i>
Theatre 103 Design Concepts for Visual Artists	3
Theatre 110 Stage Management	3
Theatre 131 Play Directing I	3
Theatre 132 Play Directing II	3
Theatre 145 Playwriting	3
Dance 111 or 112 Composition & Choreography	3
Production Laboratory (2)	2
Department Contract (2)	0
Total	20

<i>Senior Year</i>	<i>Credits</i>
Theatre 2 Current Theatre In New York	3
Theatre 149 History of Style	3
Theatre 188, 189 Thesis	6
Dance 111 or 112 Composition & Choreography	3

One of the following:

Theatre 113, 115 or 171 Scene, Lighting, Costume Design	3
Production Laboratory (2)	2
Department Contracts (2)	0
Total	20

Required Courses for B.F.A. in Theatre Arts: Playwriting (Minimum of 129 credits)

Freshman and Sophomore Year:
See Required Courses for B.F.A. in Theatre Arts: Acting, listed above.

<i>Junior Year</i>	<i>Credits</i>
Theatre 131 Play Directing	3
Theatre 145, 146 Playwriting	6
Theatre 103 Design Concepts for Visual Artists	3
Production Lab (2)	2
Elective: two of the following ENG. 15, 21, 22, 49, 50, 75, 87; or THE. 132, 148	6
Total	20

<i>Senior Year</i>	<i>Credits</i>
Theatre 2 Current Theatre In New York	3
Cinema 9, 10 Screenwriting	6
Theatre 188, 189 Thesis	6
Production Lab (2)	2
Theatre elective	3
Total	20

B.F.A. in Theatre Arts: Design and Production

The Bachelor of Fine Arts (Design and Production) is a pre-professional degree that combines a general introduction to all aspects of theatre with concentrations in Design, Production and Stage Management. The B.F.A. seeks to provide students with the artistic and intellectual groundwork necessary for a professional life in the theatre and for further specialization through graduate studies. The curriculum includes pre-professional training, study of theatre history and literature, and a wide range of liberal arts courses. As this is a process-based and performance oriented degree, a key component of student education lies in the practical application of training through substantial participation in the work of the Post Theatre Company. Interview and portfolio review required.

Required Courses for B.F.A. in Theatre Arts: Design and Production* (129 credits)

<i>Freshman Year</i>	<i>Credits</i>
Theatre 104 Technical Theatre Practices	3
Theatre 105 Survey of Technical Theatre	3
Theatre 204, 205 Department Contracts	0
Art 5 Drawing	3

Theatre 101D Introduction to Drama	3
Theatre 103 Design Concepts for Visual Artists	3
Theatre 113, 115 or 171 Scene, Lighting, or Costume Design	3
Total	18

<i>Sophomore Year</i>	<i>Credits</i>
Theatre 108 Drafting	3
Theatre 114, 116, or 172 Scene, Lighting or Costume Design	3
Theatre 141 Classical Theatre Seminar	3
Theatre 142 Modern Theatre Seminar	3
Theatre 110 Stage Management	3
Theatre 113, 115, 171 Scene, Lighting, or Costume Design	3
Theatre 121 or 6 Acting	3
Art 17 Painting	3
Theatre Elective	3
2 Department Contracts	0
Total	27

<i>Junior Year</i>	<i>Credits</i>
Theatre 119 Stagecraft*	3
Production Lab (1 cr. per semester)	2
Theatre 149 History of Style	3
Theatre 161, 162 Intermediate Design Seminar	6
Art 59 Survey of World Art 1	3
Art 60 Survey of World Art 2	3
Theatre 131 Directing	3
2 Department Contracts	0
Total	23

<i>Senior Year</i>	<i>Credits</i>
Theatre 2 Current Theatre in New York	3
Production Lab (1 cr. per semester)	2
Theatre 117 Scenic Painting*	3
Theatre 163, 164 Adv Design Seminar	6
2 Department Contracts	0
Total	14

*Substitutions are available according to area of specialization.

Departmental Requirements	82
Liberal Arts Core Requirements	41
Electives	6
Total credits	129

Theatre Minor

All minors are required to complete three department contracts during their course of study.

<i>Courses</i>	<i>Credits</i>
THA 1, 6 Acting	6
THA 101 Introduction to Drama	3
THA 104 Technical Theatre Practices	3
THA 105 Survey of Technical Theatre	3
THA 204, 205 Department Contracts	0
THA 141, 142 History of the Theatre	6
Total	21

Students may advance in some courses if competency is demonstrated.

Theatre Courses

Special fees are subject to change on an annual basis. In addition to the special fees that are charged for Theatre Courses, students may be required to buy supplementary course-related supplies.

Crew work on theatre and dance productions may be required in any theatre course at the discretion of the instructor. Unexcused rehearsal or crew absences may be subject to fines.

THE 1 The Art of Theatre - Intro to Acting

This course is a practical introduction to theatre and performance through exercises and scene study. Creation and performance of theatre pieces in a workshop format. Relation of practical work to theories of acting, directing, theatrical performances and structure. Fulfills fine arts core requirement for non-majors.

Special fee, \$45

Every Semester, 3 credits

THE 101 Introduction to Drama

This course is an introduction to theatre textual and performance analysis through critical, historical and dramatic readings. *For Theatre Majors only.*

Fall, 3 credits

THE 2 Current Theatre in New York

Visits to theatrical productions include: Broadway, off-Broadway, off-off-Broadway and repertory; discussion and analysis of the theatrical experience; social and economic problems of the New York theatre; understanding the separate contributions of the author, actor, director and designer to the production.

Special ticket charge

Every Other Spring, 3 credits

THE 103 Design Concepts for Visual and Performing Artists

This course is a conceptual approach to lighting, scenic and costume design for the actor/director in theatre, dance, media and motion pictures. It includes an analysis of designers, drawings and the necessary communication skills in expressing concepts to designers and directors.

Class projects

Special fee, \$60

Spring, 3 credits

THE 104, 105 Technical Theatre Practices 1 and 2

This course includes an introduction to the materials, processes and techniques for scenic construction, costume construction, stage lighting and arts manage-

ment in addition to practical experience in laboratory exercises and production assignments.

Prerequisite for all courses in Design and Technical Production. Students must register for THE 204 and THE 205.

Crew requirement

Special fee, \$75

Fall, 3 credits each

THE 6 Acting for Non-majors

A comprehensive second-level course that combines exercises, improvisations, and rehearsal and performance of scenes especially designed for the student who is not a Theatre major. May be taken twice for credit.

Prerequisite: THA 1.

Special fee, \$45

Spring, 3 credits

THE 108, 109 Drafting for Designers and Technicians 1 and 2

This course introduces all phases of engineering drawing with special emphasis on the specifics of theatrical drafting: floor plans, design elevations, shop drawings, sections, pictorial drawings.

Prerequisites: THE 104 and 105 or permission of the instructor.

Special fee, \$60

Every Other Fall, 3 credits each

THE 110 Stage Management

The basic principles and skills of stage management, including: analysis of script, preparation of prompt book, rehearsal organization, production coordination and running of productions.

Crew requirement

Prerequisites: THE 104 and 105 or permission of the instructor.

May be repeated a maximum of two semesters.

Special fee, \$60

Spring, 3 credits

THE 111 Theatre Management

This course is a detailed study of the problems of managing various theatrical organizations: single commercial production, repertory companies, touring, educational theatre companies. Includes press relations and publicity, budgeting, audience development, business management, union relations, and economic trends in theatre.

Crew requirement

Prerequisites: THE 104 and 105 or permission of the instructor.

Every Other Spring, 3 credits

THE 112 Contracts, Unions and Law in Theatre

This course is a seminar/class approach to the study of legal aspects of working in theatre. It includes: an introduction to certain legal principles encountered by

arts administrators, playwrights, actors, and directors; the study of actual contracts and their components; investigation of unions governing all aspects of professional theatre and their rules and admissions requirements. It is also an examination of interrelations of various unions through the study of the total production process and legal case histories.

Extensive reading

Individual projects.

Every Other Fall, 3 credits

THE 113, 114 Scene Design 1 and 2

This course includes the art and craft of scenic design, including design sketches, model preparation, designer's elevations and painter's elevations. It also includes the principles and processes of analyzing a play in visual terms to create the scenic environment of productions.

Crew requirement

Prerequisites: THE 104, 105, and 108 or instructor's permission. THE 113 is a prerequisite for THE 114.

Special fee, \$75

Every Other Fall, 3 credits each

THE 115, Lighting Design

This course is an introduction to lighting design, theory and practice. The light plot, color theory, and media; electricity, lighting instruments, and control; physics and optics of stage lighting are considered. Also included is the application of theatrical lighting techniques in related fields, such as television and film.

Crew requirement

Prerequisites: THE 104, 105 and 108 or instructor's permission. THE 15 is a prerequisite for THE 116.

Special fee, \$60 each

Every Other Fall, 3 credits per semester

THE 116 Lighting Technology

This course explores the mechanics of stage lighting instruments, dimming systems, and digital control boards. Proficiency in DMX protocol and programming, set-up and operation of peripheral equipment, and "intelligent" lighting will be covered.

Prerequisites: THE 104 and 105.

Special fee, \$60

Spring, 3 credits

THE 171, Costume Design

This course is an introduction to the principles and procedures of costume design for the theatre; design projects are related to a study of costume history.

Crew requirement

Prerequisites: THE 104 and 105 or instructor's permission.

Special fee, \$60 each

Fall, 3 credits per semester

THE 172 Intermediate Costume Construction

This course builds upon basic costuming skills by providing practical experience in construction, fitting and alteration techniques of garments cut from commercial patterns and covers creating, as well as, researching and analyzing garments and their construction.

Prerequisites: THE 104, 105, 171 or permission of the instructor.

Special fee, \$60

Fall, 3 credits per semester

THE 173 Patterning for Costume Design

This course covers extensive practical experience in flat-patterning techniques, including how to develop basic patterns to achieve complex designs. Costume construction skills are strengthened through cutting, stitching, fitting and alteration of drafted patterns.

Prerequisite: THE 172 or permission of the instructor.

Special fee, \$60

Spring, 3 credits

THE 175 Period Costume Construction

This course is a practical study of period clothing from Egyptian to the Turn of the Twentieth Century and the construction techniques used to create authentic-looking garments that meet the needs of modern costuming. This course includes research and presentation of silhouettes and terms.

Prerequisite: THE 173 or permission of the instructor.

Special fee, \$60

Offered On Occasion, 3 credits

THE 176 The Art of Draping

This course is an introduction to the basic principles and methods of draping patterns for garment construction. Costume construction skills are strengthened through cutting, stitching, fitting and alteration of draped patterns.

Prerequisite: THA 18B or permission of the instructor.

Special fee, \$60

Fall, 3 credits

THE 117, 118 Scene Painting 1 and 2

This course covers extensive practical experience in scene painting techniques from the simplest to "trompe l'oeil."

Crew requirement

Prerequisites: THE 104 and 105 or permission of the instructor.

Special fee, \$75

Every Other Spring, 3 credits each

THE 119, 120 Stagecraft 1 and 2

This course is a detailed and intensive study of the materials, processes and techniques necessary for constructing, rigging and shifting the visual elements of scenic settings. May be repeated for credit 3 times.

Prerequisites: THE 104 and 105 or permission of the instructor.

Special fee, \$45

Spring, 3 credits each

THE 121, 122 Basic Acting

Exercises and improvisations are intended to develop the student's ability to identify readily with various imagined situations and to act truthfully and spontaneously with each situation. May be repeated for a maximum of three semesters.

Prerequisite: Major or minor in Theatre, Dance or Film, or permission of the chair. THE 121 is a prerequisite for THE 122.

Annually, 3 credits per semester

THE 123, 124 Intermediate Acting

The course continues scene work and improvisation with an emphasis on building technique. The student is exposed to elements of movement, voice and speech training. May be repeated for a maximum of three semesters.

Prerequisites: THE 121 and 122.

Annually, 3 credits per semester

THE 125, 126 Advanced Acting

This course is a continuation of Intermediate Acting with emphasis on scene study in classical and modern texts.

Prerequisites: THE 123 and 124.

Annually, 3 credits per semester

THE 128 Sound Technology

Through lecture and demonstration the student will become familiar with the standard equipment that is used in theatrical sound production. The student will learn equipment function and proper operation. Basic sound recording, editing, communications systems, enhancement and repair will be included.

Prerequisites: THE 104 and 105 or permission of the instructor.

Special fee, \$60

Every Other Spring, 3 credits

THA 129 Sound Design

This course is an introduction to sound design, theory and practice. Design projects are related to historical reference with an emphasis on the sources of research needed for a design.

Prerequisite: THE 128 or permission of the instructor.

Special fee, \$60

Every Other Spring, 3 credits

THE 130 Makeup & Mask

This course covers practical instruction in makeup techniques taking into account factors of age, temperament, production style. May be repeated for a maximum of two semesters.

Prerequisites: THE 104, 105 or permission of the instructor.

Special fee, \$75

Spring, 3 credits

THE 131 Play Directing

This is a studio course in all basic elements of theatrical direction: play selection and analysis, pre-production planning, casting, rehearsals, integration of production elements. Students direct short plays for public performance. Substantial rehearsal time required. May be repeated for a maximum of four semesters.

Prerequisites: THE 121, 122, 110 or permission of the instructor.

Fall, 3 credits

THE 132 Directing II

An advanced studio course that explores the challenges involved with directing various forms of theatre, including classical, avant-garde, and post-modern plays. Students direct short plays for public performance. Substantial rehearsal time required.

Prerequisite: THE 131.

Spring, 3 credits

THE 239, 240 Production Laboratory

This course is an intensive experience in theatrical production for public performance. Synthesis of acting, design, technical and managerial elements in total production. Production concept, planning, rehearsal, performance, evaluation.

Prerequisites: THE 104, 105, 121, 122, or permission of chair.

Special fee, \$75

Every Semester, 1 credit per semester

Must be repeated when a student is cast in a PTC production

THE 141 Classical Theatre History

This course investigates historical periods, dramatic genres, and theatre literature of Western theatrical culture from the Greeks through Romanticism.

Prerequisite: THE 101.

Fall, 3 credits

THE 142 Modern Theatre History

This second semester investigates historical periods, dramatic genres and theatre literature from Realism to the present.

Spring, 3 credits

Prerequisite: THE 101.

**Fulfills Fine Arts core requirement for non-majors*

THE 143 Shakespeare in Performance

This course surveys developments in theory and practice of Shakespearean dramatic works. The stylistic analysis of selected plays, performance techniques and theatrical conventions, including contemporary and non-traditional approaches, is examined.

Prerequisite: THE 101 or permission of the instructor.

Fall, 3 credits

THE 144 Acting for Film & Television

This is an advanced level course to prepare the actor for the many demands placed on the performer by the camera.

Prerequisites: THE 125, 126.

Fall, 3 credits

THE 145, 146 Playwriting

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. May be repeated for a maximum of four semesters.

Prerequisites: English 1 and 2 and

Sophomore standing.

May be taken for English credits

Every Other Fall, 3 credits per semester

THE 148 The History of the American Musical

This course is a study of musical theatre from its origins in the 18th century through its development in the 19th to its fruition in the 20th. Emphasis is on the various guises musical comedy has taken and on experiments in the form.

Same as Music 48

On Occasion, 3 credits

THE 149 History of Style

This course is a survey of costume, architecture and decor of the major periods of Western civilization from pre-history to the present time with an emphasis on the sources of research needed for design. Visits to galleries, museums, libraries and historical sites.

Prerequisites: THE 104, 105.

Every Other Fall, 3 credits



THE 150 Stage Combat

An introductory practicum dealing with the fundamental techniques and skills of theatrical combat. Emphasis on safety, as well as integrating staged fighting and movement into the actor's process.

Prerequisite: Theatre major or permission of the instructor.

Every Other Spring, 3 credits

THE 151 Professional Skills Suzuki Technique

This course is an introduction to the Suzuki movement technique (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.

Prerequisites: THE 121.

Spring, 3 credits

THE 152 Professional Skills: Senior Showcase

This is an encyclopedia course in preparation for the Annual New York Agents Showcase for Senior Actors. This course is required for any actor participating in the Showcase. Includes audition techniques, choice of appropriate material, headshots, resumes, rehearsal and preparation for the Showcase.

Prerequisite: Senior Showcase participants only; THE 125 or permission of the chair.

Special fee, \$75

Spring, 3 credits

THE 161, 162 Intermediate Design Seminar

This course is an intermediate seminar in design for the theatre. Included are projects in various styles and types of theatrical productions. Crew requirement.

Prerequisites: THE 13-14, or 15-16, or 17-18 and permission of the instructor.

Special fee, \$60 each

On Occasion, 3 credits per semester

THE 163, 164 Advanced Design 1 and Lab Hours

This course is an advanced seminar in design. Included is experience designing projects for musicals, operas and ballets.

Crew requirement

Prerequisites: THE 161, 162 and permission of the instructor.

Special fee, \$60 each

On Occasion, 3 credits per semester

THE 166 Beginning Speech

This is the application of the fundamentals of American Stage Standard speech and a working knowledge of the International Phonetic Alphabet. The course culminates with basic dialect work.

Prerequisites: THE 121, 122 or permission of the instructor.

Fall, 3 credits

THE 167 Beginning 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.

Prerequisites: THE 121, THE 122.

Spring, 3 credits

THE 168, 169 Advanced Voice and Speech

Continuing work on voice and speech with increasing emphasis on meaningful and effective expression in the theatre is the focus. Students perform selections from poetry and prose, plays in verse and dialect plays.

Prerequisites: THE 166, 167.

THE 168 is a prerequisite for THE 169.

On Occasion, 3 credits per semester

THE 180 Contemporary Musical Theatre Seminar

This course is a practicum in musical theatre, opera, music for dance, etc., relying on participation of music, theatre, and dance faculty as well as guest speakers.

May be taken for credit up to three times.

Prerequisite: Junior or Senior status or permission of chair.

Every Other Fall, 3 credits

THE 188 Thesis

This course is an advanced performance or production project, including research and paper (on an individual basis).

Prerequisite: Departmental permission.

On Occasion, 3 credits

THE 189 Advanced Individual Study in Theatre

This course presents an opportunity for individual faculty-guided projects in production, acting, design, management, playwriting, history and criticism. Appropriate when existing courses in student's area of interest have all been taken. May be repeated for a total of four semesters.

Prerequisite: Departmental permission.

Theatre majors only.

Every Semester, 1, 2, 3 or 4 credits

THE 192, 193 Seminar in Theatre Research

A special project course in which students investigate a single research topic in the course of the semester. Students report regularly to the weekly seminar and share in the evaluation of one another's work. Emphasis is placed on reconstructing actual performance conditions in theatres of various eras.

Prerequisites: THE 141, 142: History of the Theatre.

On Occasion, 3 credits per semester

THE 195 The Union of Theatre, Music, and Dance

This is an interdisciplinary course. Examination of all musical stage forms, including opera, Singspiel, ballet, and musical comedy.

On Occasion, 3 credits

THE 199 Internship in Professional Theatre

This is a full-time, in-residence internship with a professional theatre institution. The student is directly and meaningfully involved in day-to-day operations in a variety of departments, but with an emphasis in an area of special interest. Direct and sustained contact with working theatre artists and administrators.

Prerequisite: Departmental permission.

On Occasion, 3 credits

See statement in bulletin concerning graduate courses open to undergraduates

THE 531, 532 Directing**THE 534, 535 Production Lab****THE 505 Design Concepts for Visual and Performing Artists****THE 542 Advanced Suzuki Technique****THE 590 Seminar in Theatre Research**

B.F.A. in Dance Studies

The Bachelor of Fine Arts in Dance Studies is a pre-professional, process based and performance oriented degree that is an intermediate step toward a career in dance, exploring a variety of ways that dance professionals work in their chosen field. Combining dance and theatrical production with an opportunity to develop specific skills through training and sustained practice in the context of a strong liberal arts program, this degree teaches the art form and not just technique. Students are encouraged to choreograph after the third semester. Coordinated with the Post Theatre Company and the Post Concert Dance Company, the degree offers extensive performance opportunities and requires substantial participation in the work of both companies. Audition and interview required.

Required courses for B.F.A. in Dance Studies (129 credits)

<i>Freshman Year</i>	<i>Credits</i>
Dance 101 Introduction to Dance Studies	2

Dance 103 Laban Movement Analysis	3
Dance 123 Ballet	3
Dance 124 Ballet	3
Theatre 104 Introduction to Technical Theatre	3
Theatre 105 Survey of Technical Theatre	3
Theatre 204, 205 Department Contracts	0
Dance 115 African Dance	3
Dance 139 Repertory	1
Dance 140 Repertory	1
Total	22

<i>Sophomore Year</i>	<i>Credits</i>
Theatre 121 Basic Acting	3
Theatre 122 Basic Acting	3
Dance 123 Ballet	3
Dance 124 Ballet	3
Dance 125 Pointe	1
Dance 111 Composition and Choreography	3
Dance 116 African	3
Dance 139-002 Repertory	1
Dance 104-002 Repertory	1
Dance 105 Modern	3
2 Department Contracts	0
Total	24

<i>Junior Year</i>	<i>Credits</i>
Dance 150 Kinesiology for Dancers	4
Dance 144 Jazz	3
Dance 147 Tap	3
Dance 118 Asian Dance Forms	3
Dance 126 Floor Barre	2
Dance 139-002 Repertory	1
Dance 140-002 Repertory	1
Dance 108 Dance History	3
2 Department Contracts	0
Total	20

<i>Senior Year</i>	<i>Unites</i>
Dance 151 Professional Skills	3
Dance 109 Current Dance in New York	3
Dance 139-002 Repertory	1
Dance 140-002 Repertory	1
2 Department Contracts	0
Dance Elective	3
Music 88A	1
Dance Elective	2
Total	14

Department Requirements	80
Liberal Arts Core Requirements	41
Electives	8
Total credits	129

Dance Courses

Special fees are subject to change on an annual basis. In addition to the special fees that are charged for Dance Courses, students may be required to buy supplementary course-related supplies.

A performance final may be required for all dance courses. All dance technique courses may be repeated for credit a maximum of four semesters. Crew work on theatre and dance productions may be required in any dance course at the discretion of the instructor. Unexcused rehearsal or crew absences may be subject to fines.

Repertory requirements may be adjusted for students transferring into the degree program.

DNC 1 Beginning Movement 1

This course is an introduction to basic technique within one of the following dance forms: African Modern, Jazz, or floor barre. Emphasis is on body alignment and body awareness, which is explored through both exercise and improvisation. Fulfills Fine Arts Core requirement for non-majors. A performance may be required.

Special fee, \$65

Every Semester, 3 credits

DNC 101 Beginning Movement 1 for Dance Majors

This course is an introduction to movement analysis and critical thinking about technique, performance and history for the incoming dance studies major. Emphasis is placed on the many approaches to dance and the many career options available in the world of dance.

Fall, 2 credits

DNC 2 Beginning Movement 2

This course is a continuation of DNC 1 emphasizing personal discipline and technique.

Prerequisite: DNC 1.

Special fee, \$65

Every Semester, 3 credits

DNC 103 Laban Movement Analysis

Students learn to analyze the body in motion, become a more dynamic mover, understand individual movement preferences and habits and investigate the diverse ways the body shapes itself in space.

Spring, 3 credits

DNC 105, 106 Modern Dance

Training that stresses the discipline and vitality of longer phrases of movement to help the student understand the distinction between dance and exercise. May be repeated for two semesters for credit.

Special fee, \$65 each

Prerequisite for DNC 106: Dance major or permission of instructor.

Every Semester, 3 credits per semester

DNC 108 History of Dance

This course is a history of Western dance from the Greeks to the present, exploring the function of dance and its position in various cultures.

Every Other Spring, 3 credits

DNC 109 Current Dance in New York City

This course provides meetings once a week in New York City to attend dance concerts, performances and meet with dancers and choreographers. Special ticket charge.

Every Other Spring, 3 credits

DNC 111, 112 Composition and Choreography

This course studies new and individual modes of expression and the process of giving them order and form.

Improvisation is explored, both for its value as an experience to individual participants and its potential as a group performance event.

Prerequisite: Dance Major or Minor or permission of instructor.

Special fee, \$65 each

Fall, 3 credits per semester

DNC 211 Choreography Practicum

This course offers the dance major the opportunity to choreograph in a mentored situation for the Post Concert Dance Company. Students meet weekly with faculty in a rehearsal environment.

DNC 211 required for all student choreographers

May be taken 6 times for credits.

Prerequisite: DNC 111.

Special fee, \$65

Fall and Spring, 1 credit each semester

DNC 115, 116 African Dance

This course is an introduction to the complex rhythms and movements common to the many varieties of African dance, their cultural and historical perspectives and the pioneering spirits who introduced the genre to this country. May be repeated for two semesters for credits.

Special fee, \$65 each

Every Semester, 3 credits each

DNC 118 Asian Dance Forms

This course is a survey of the forms of dance native to several Asian cultures; this course is both practical and academic with emphasis on cultural and historical significances. May be repeated for two semesters for credit.

Special fee, \$65 each

Spring, 3 credits each

DNC 121, 122, 123, 124 Ballet

Applying the elements of ballet, barre and center floor work to alignment, healthy dance techniques and discipline.

The ballet form is applied to standard and non-traditional repertory. May be repeated for four semesters for credit.

Prerequisite for DNC 123, 124: Dance Major or permission of instructor.

Special fee, \$65 each

Every Semester, 3 credits each

DNC 125 Pointe & Partnering

Applying the elements of classical ballet technique while working on pointe. Issues of balance, gravity, and alignment are explored.

Prerequisite: DNC 123 or permission of instructor.

Special fee, \$65

Fall, 1 credit

DNC 126 Floor Barre

This course promotes healthful alignment and core strength for the dance major through implementation of the Zena Rommett Floor Barre technique.

Prerequisites: DNC 123 or permission of the instructor.

Special fee, \$65

Fall, 2 credits

DNC 131, 132 Applied Technique

This course is the development of an original composition with the instructor/choreographer and culminates in public performance.

Prerequisite: Dance Major or Minor or permission of instructor.

Special fee, \$65 each

On Occasion, 1 credit each

DNC 139, 140, 139-002, 140-002 Repertory

This course is intensive experience in dance production including synthesis of performance, design, technical, management, musical elements and production concept, planning, rehearsal, performance, evaluation with the Post Concert Dance Company.

Prerequisite: Dance Majors only.

Special fee, \$65 each

Every Semester, 1 credit each

DNC 141, 142, 143, 144 Jazz

This course is a skills approach for theatrical performers and others. The emphasis is on technique and floor combinations including the development of new jazz compositions with the instructor/choreographer. May be repeated for two semesters for credit.

Prerequisite for DNC 143/144: Dance Major or permission of instructor.

Special fee, \$65 each

Fall, 3 credits each

DNC 147 Tap

This is an introduction to the basics of tap dance and is usually offered in conjunction with a musical theatre production. May be repeated for two semesters for credit.

Special fee, \$65

Spring, 3 credits

DNC 150 Kinesiology for Dancers

The study of the anatomical and mechanical principles of movement with specific applications to the dancer.

Analysis of dance movements, prevention of injuries, conditioning and relaxation techniques will be examined.

Fall, 4 credits

DNC 151 Professional Skills: Showcase

This course is a practicum with guest choreographers leading to a New York City showcase performance. May be repeated for two semesters for credit.

Special fee, \$65

Prerequisites: Junior and Senior Dance.

Majors only.

Spring, 3 credits

DNC 189 Advanced Individual Study in Dance

Individual faculty-guided projects in dance are appropriate when existing courses in student's area of interest have all been taken. Dance majors may repeat for a maximum of four semesters.

Prerequisite: Departmental permission.

Every Semester, 1, 2, 3 or 4 credits

DNC 199 Internship

This is an opportunity for the student to work in a professional venue and to be directly and meaningfully involved in day-to-day operations with an emphasis in an area of special interest.

Prerequisite: Departmental permission.

On Occasion, 3 credits

FILM

Students who wish to enter the Film program must arrange for an interview with the Program Director. Applicants will be notified of departmental admissions decisions in the early Spring. Midyear transfer students are handled on an individual basis.

B.F.A. in Film

The B.F.A. degree in Film provides hands-on study in all areas of film production as well as intensive course work in film history, analysis, screenwriting and

theory. Requirements include 83 credits in the production and study of motion pictures. Successful completion of a Senior Portfolio Review, including senior thesis, a screenplay for a short film and demonstrated participation in Production Laboratory is required for graduation.

A Film minor of 18 credits is also available through the program.

B.F.A. in Film Requirements (129 credits)

<i>Freshman Year</i>	<i>Credits</i>
Cinema 1, 2 Art of the Film	6
Cinema 6, 7 Basic and Intermediate 16mm Motion Picture Production	6
Cinema 44 Directing and Acting for Film*	3
Total	15

<i>Sophomore Year</i>	<i>Credits</i>
Cinema 3 Major Forces in the Cinema	3
Cinema 4 Major Figures in the Cinema	3
Cinema 8 Advanced 16mm Motion Picture Production	3
Cinema 9, 10 Screenwriting	6
Cinema 12 Cinetech-Sound	3
Cinema 13 Cinetech-Editing	3
Cinema 15 Cinematography	3
Total	24

<i>Junior Year</i>	<i>Credits</i>
Cinema 35-36 Production Lab	6
Cinema 37-38 Production Lab	6
Cinema 24 Video Workshop	3
Cinema 5 The Art of the Documentary Film	3
Cinema 3 Major Forces in the Cinema	3
Cinema 4 Major Figures in the Cinema	3
Total	24

<i>Senior Year</i>	<i>Credits</i>
Cinema 89D (two semesters) Thesis	8
Cinema 28, 29 Film Theory	6
6 credits of Cinema electives (may include CIN 89C, Project or Internship)	6
Total	20

Note: CIN 3 may be substituted for CIN 4 and vice versa, depending on which courses were completed previously.

*THE 1 or 6: *Art of the Theatre or Acting for Non-majors may be substituted for CIN 44.*

Department requirements	83
Liberal Arts Core requirements	41
Electives	5
Total credits	129

Typical Program for a B.F.A. in Film (129 credits)

<i>Freshman Year</i>	<i>Credits</i>
<i>Fall Semester</i>	
CIN 1 Art of the Film	3
CIN 6 Basic 16mm Motion Picture Production	3
Fine Arts (Core requirement)	3
ENG 1 English 1 (Core requirement)	3
Social Science (Core requirement)	3
Total	15

<i>Spring Semester</i>	<i>Credits</i>
CIN 2 Art of the Film	3
CIN 7 Intermediate 16mm Motion Picture Production	3
CIN 44 Acting & Directing for Film	3
ENG 2 English 2 (Core requirement)	3
Social Science (Core requirement)	3
Lab Science (Core requirement)*	4
Total	19

*Special permission needed. *Sophomore Year*

<i>Fall Semester</i>	<i>Credits</i>
CIN 3 Major Forces in the Cinema	3
CIN 9 Screenwriting	3
CIN 15 Cinematography	3
CIN 12 Cinetech-Sound	3
Lang./Lit. (Core requirement)	3
Pol. Sci./Eco. (Core requirement)	3
Total	18

<i>Spring Semester</i>	<i>Credits</i>
CIN 4 Major Figures in the Cinema	3
CIN 10 Screenwriting	3
CIN 8 Advanced 16mm Motion Picture Production	3
CIN 13 Cinetech-Editing	3
Lang./Lit. (Core requirement)	3
Pol. Sci./Eco. (Core requirement)	3
Total	18

<i>Junior Year</i>	<i>Credits</i>
<i>Fall Semester</i>	
CIN 35 Production Lab	3
CIN 37 Production Lab	3
CIN 23 Video Workshop	3
History/Philosophy (Core requirement)	3
Elective	3
CIN 3 Major Forces in the Cinema	3
Total	18

<i>Spring Semester</i>	<i>Credits</i>
CIN 36 Production Lab	3
CIN 38 Production Lab	3
CIN 5 The Art of the Documentary Film	3
History/Philosophy (Core requirement)	3
CIN 4 Major Figures in the Cinema	3
Total	15

<i>Senior Year</i>	<i>Credits</i>
<i>Fall Semester</i>	
CIN 89D Thesis	4
CIN 28 Film Theory	3
CIN 89C Project or Internship	3
Elective	3
Total	13

<i>Spring Semester</i>	<i>Credits</i>
CIN 89D Thesis	4
CIN 29 Film Theory	3
CIN 4 Major Figures in the Cinema	3
Elective	3
Total	13

Cinema Courses

Special fees are subject to change on an annual basis. In addition to the special fees that are charged for Cinema Courses, students may be required to buy supplementary course-related supplies.

CIN 1 The Art of the Film/1900-1930

This course studies the silent film and the birth and development of film as an art form in the United States, Germany, Russia and France.

Special fee, \$70

Fall, 3 credits

CIN 2 The Art of the Film/1931 to Present

In this course, students study the sound film: the international development of creative motion pictures from the advent of sound through Neorealism, the New Wave and the work of major new directors.

Special fee, \$70

Spring, 3 credits

CIN 3 Major Forces in the Cinema

The influence of major movements in the cinema is examined in this course. Subject changes each semester. May be taken for a maximum of three semesters. Prerequisite: CIN 1, 2, or 11, or permission of the instructor.

Special fee, \$70

Fall, 3 credits

CIN 4 Major Figures in the Cinema

The personal styles and influences of major directors are covered in this course. Subject changes each semester. May be taken for a maximum of three semesters.

Prerequisite: CIN 1, 2, or 11, or permission of the instructor.

Special fee, \$70

Spring, 3 credits

CIN 5 The Art of the Documentary Film

This course is an analysis of the major contributors to the film documentary from the Kino Eye movement of Vertov through the contemporary documentary.

Prerequisites: CIN 1, 2 or 11, or permission of the instructor.
Special fee, \$70
Spring, 3 credits

CIN 6 Basic 16mm Motion Picture Production

The basic concepts of film production, direction and editing are covered in this course.

Prerequisite: Film Major or permission of department.
Special fee, \$70
Fall, 3 credits

CIN 7 Intermediate 16mm Motion Picture Production

Further exploration into the techniques of filmmaking is covered in this course. Individual approach is encouraged.

Prerequisite: CIN 6.
Special fee, \$70
Spring, 3 credits

CIN 8 Advanced 16mm Motion Picture Production

This course utilizes further exploration into the techniques of filmmaking and application of professional practice. Individual approach is encouraged.

Prerequisites: CIN 6 and 7.
Special fee, \$70
Spring, 3 credits

CIN 9, 10 Screenwriting

This course includes an intensive program of screenwriting techniques.

Prerequisites: ENG 1, 2; film majors or permission of the instructor. CIN 9 is prerequisite for CIN10.
Annually, 3 credits each

CIN 11 History of World Cinema

A concise history of film from its origins in the 1890s to the present is covered. Silent and sound films from around the world are screened and discussed each week. Suggested for non-majors core requirement.

Special fee, \$70
Every Semester, 3 credits

CIN 12, 13 Cinetech – Sound, Cinetech – Editing

These courses are designed to give students basic skills in digital picture and sound editing, sound recording and sound mixing.

Prerequisite: CIN 12 is prerequisite for CIN 13.
Special fee, \$70 each
Fall and Spring, 3 credits each

CIN 13A Advanced Motion Picture Editing

An advanced understanding of the practice of motion picture editing using digital tools.

Prerequisite: Film Majors only.
Special fee, \$70
Fall, 3 credits

CIN 14 Cinema and the Arts

This course is a series of films, discussions and forums presented by film professionals working in the contemporary scene. May be repeated for a maximum of three semesters.

Special fee, \$70
On Occasion, 3 credits

CIN 15 Cinematography

This course is an intensive study of the motion picture camera and lighting technology.

Prerequisites: CIN 6, 7, or special permission.
Special fee, \$80
Fall, 3 credits

CIN 16 Advanced Cinematography

This course covers advanced camera, lighting and field production, theory and technique. A series of location and studio set scenes demonstrate techniques used to create and control the “look” of moving images. Related issues from camera and set preparation to post production considerations are covered.

Prerequisite: CIN 15, or permission of the instructor.
Special fee, \$75
On Occasion, 3 credits

CIN 17 Advanced Screenwriting

This course is an advanced workshop for Film Majors devoted to writing and developing the original full-length screenplay.

Prerequisites: CIN 9, 10.
Annually, 3 credits

CIN 22 Current Cinema in New York

This course meets once a week in New York City or in specialized movie houses on Long Island to explore little known films and filmmakers at museums, film societies, filmmakers, studios and art film theatres.

Special ticket fee, \$70
On Occasion, 3 credits

CIN 23, 24 Video Documentary Workshop

Students learn the basics of producing a short documentary film, including research, interviewing, budgeting, shooting styles and organizing footage for editing.

Special fee, \$70
Annually, 3 credits each semester

CIN 25 Animation and Computer Graphics Workshop

This is a basic course in animation and computer graphics techniques.

Special fee, \$80
Annually, 3 credits each

CIN 26 Intermediate Animation and Computer Graphics Workshop

This course is a continuation of CIN 25.

Prerequisite: CIN 25.
Special fee, \$80
Annually, 3 credits each

CIN 27 Advanced Animation and Computer Graphics Workshop

This course is a continuation of CIN 26.

Prerequisite: CIN 26.
Special fee, \$70
Annually, 3 credits each

CIN 28, 29 Film Theory

This course is an analysis of theories related to realism, montage, narrative and non-narrative films. Writings by Eisenstein, Vertov, Bazin and others are examined and films are viewed and discussed.

Prerequisites: CIN 1 and 2 or permission of instructor.
Special fee, \$70 each
Fall, Spring, 3 credits each

CIN 35, 36 Production Laboratory

This course is an intensive practicum in motion picture production that covers advanced cinematography, advanced sound, research, budgeting, production and postproduction practices.

Prerequisites: CIN 6, 7, 12, 13.
Co-requisites: CIN 37 and 38.
Special fee, \$80 each
Annually, 3 credits each

IN 37, 38 Production Laboratory

This course is an intensive 16mm production experience that culminates in a group-made professional film.

Prerequisites: CIN 6, 7, 12, 13.
Co-requisites: CIN 35 and 36.
Special fee, \$80 each
Annually, 3 credits each

CIN 44 Interdisciplinary Concepts

This course introduces exploratory research and cooperative projects in Theatre and Film emphasizing areas of concern to both disciplines that are not normally covered by either. Each semester's concentration is on a different topic; e.g., theatre and film adaptations; video and dance; acting and directing for film; scenic, costume and lighting design for cinema. Frequently team-taught. Course may be repeated for credit with permission of the department.

Special fee, \$80
Every Semester, 3 credits

CIN 88 Film Thesis

Students work with a professor to create an original work that showcases his or her main areas of interest in film. This 2-semester course earns 4 credits per semester. Students must register for both semesters.

Prerequisite: Permission of the Director of Film.

Special fee, \$65

Fall, Spring, 4 credits each semester

CIN 89 Advanced Individual Study in Cinema

Individual faculty-guided projects in cinema are appropriate when existing courses in the student's area of interest have been completed. Film majors may repeat for a maximum of four semesters. Students may register for more than one section during a given semester as long as the number of credits for each section differs.

Prerequisite: Departmental Permission.

Film Majors may repeat for a maximum of four semesters. Students may register for more than one section during a given semester as long as the number of credits for each section differs

Every semester, 1, 2, 3 or 4 credits per semester

CIN 99 Film Internship

This is an opportunity for the student to work in a professional venue and to be directly and meaningfully involved in day-to-day operations with an emphasis in an area of special interest.

Prerequisite: Permission of the Director of Film.

Every Semester, 3 credits

Arts Management Program

Arts administrators are needed in federal, state and community arts agencies, service organizations, galleries, museums, theatre and dance companies, orchestras, performing arts centers, radio and television stations, film distribution and promotion companies, music studios and many other areas in this growing field. The Bachelor of Fine Arts in Arts Management provides competency in the fine arts with a solid foundation in business. The program develops skills in critical thinking, leadership, management, planning and finance, adding specialization courses to apply these aptitudes to arts institutions. A concentration is established in one area of the arts (Visual Art, Media, Film, Music, Theatre, or Dance). Each area of arts concentration includes history and theory classes as well as applied work.



The additional Arts Management coursework includes classes in accounting, economics, management, marketing, law, public relations, communications, public speaking and computer graphics.

The program of study culminates in an internship in a professional arts organization. Internships are available both off and on campus. Recent students have been placed at the Heckscher Museum, Nassau County Museum, WLIU-TV, Tilles Center for the Performing Arts, Hillwood Art Museum and various venues in the New York City metropolitan area. Independent study options and thesis work are also available for advanced study in selected aspects of a student's concentration.

Admission

Candidates for admission to the Bachelor of Fine Arts in Arts Management interview with the Program Director and identify a main area of interest. They will be officially admitted by the arts concentration major area department according to individual department requirements which may include audition or portfolio review.

B.F.A. in Arts Management

Degree Requirements

Coursework in the B.F.A. in Arts Management has two primary components: (1) Arts Management/Business/Related Courses; (2) Arts Concentration and supplemental arts coursework. The total number of credits in these two areas constitutes the major requirement. The B.F.A. consists of 46 credits of arts management/ business and related courses, 39 credits of arts coursework, 41 Core Curriculum credits to include six credits of Economics, and three Elective credits.

Required Curriculum: Arts Management (129 credits)

I. Arts Management/Business/ Related Courses	Credits
ARM 54 Introduction to Arts Management	3
ARM 55 Arts Management Practices	3
ARM IA Arts Mgmt Practicum	1
One Management course in area of major focus:	3

• THA 11 Theatre Management	
• ARM 60 Anatomy of a Museum	
• ARM 61 Museum Management	
• ARM 62 The Music Industry	
• BDST 58 Television Station Management	
MGT 11 Principles of Management	3
MGT 12 Organizational Behavior	3
ARM 99 Arts Management Internship	3
One course in law from the following:	
• ARM 60 Legal Aspects of Visual Art	
• ARM 63 Legal Aspects of the Music Industry	
• ARM 68 Legal Aspects of the Arts and Entertainment Industries	
• JOUR 10 Media Law	
ARM 57 Development, Grants and Fund Raising	3
ARM 58 Accounting in the Arts	3
ARM 59 Marketing the Arts	3
ORC 1 Public Speaking	3
PR 1 Introduction to Public Relations	3
One business communications course from the following:	3
• CMA 5 Writing Styles for the Media Arts	
• MGT 16 Effective Business Communications	
• PR 2 Writing for Public Relations	
Two course sequence in computer use:	6
• ART 4 Introduction to Computer Graphics or, CGPH 16 Digital Imaging followed by	
• CGPH 5 Computer Layout 1	
• PR 30 Using Computers in Public Relations followed by	
• PR 35 Communication Design for Public Relations	
Subtotal Arts Management/Business/Related Courses	46
II. Arts	
Major Area of Concentration (Art Studio, Art History, Media Arts, Film, Music, Theatre, Dance)	30
The student is required to complete 30 credits in the chosen area of focus.	
General Arts	9
The student is expected to take nine credits in the arts supplemental to the Major Area.	
Subtotal Arts	39
III. Core Credits (six credits in Economics are required)	41
VII. Electives	3
Total credit	129

Arts Management Courses

ARM 54 Introduction to Arts Management

This course is an introduction to the field of arts management and the role of the arts, and arts managers, in society. The focus will be on the historical, economic, managerial and social structures of the arts, including study in the arts and economics, the arts and business, and the arts and government. Each sector of the arts and entertainment industries will be introduced and studied.
Fall, 3 credits

ARM 55 Arts Management Practices

This course analyzes the current business practices of the arts and entertainment industries, concentrating on planning, marketing, finance, organizational design, personnel, fundraising and corporate governance. Case studies and current examples are used to examine management theories and applications.
Prerequisite: ARM 54 or permission of the program director.
Spring, 3 credits

ARM 1A Arts Management Practicum

An intensive experience in an arts management position related to the student's area of concentration. To be taken in the freshman or sophomore year.
Prerequisite: ARM 54.
Every Semester, 1 credit

ARM 57 Development, Fundraising and Grant Writing

An introduction to fund development principles in the arts. Topics will include annual and capital campaigns; government, corporate, foundation and individual giving; direct mail solicitation, special events and information systems. This is a writing intensive course in which students will write solicitation letters, grant proposals and complete grant applications and complete a report on the mission, program and income sources of a non-profit arts institution.
Prerequisites: ARM 54, 55.
Spring, 3 credits

ARM 58 Accounting In the Arts

An introduction to the theory and practice of accounting in arts organizations.
Prerequisites: ARM 54, 55.
Fall, 3 credits

ARM 59 Marketing The Arts

An introduction to marketing and development for the arts. The course will explore factors involved in developing and sustaining audiences, budgeting, public relations, and creative problem solving for the special circumstances found in arts organizations.
Prerequisites: ARM 54, 55.
Spring, 3 credits

ARM 60 Legal Aspects of Art

This course is a detailed study of art law, specifically as it applies to museum collections and acquisition. Topics include the legal issues involved in importation, antiquities, ownership, sale and auction, collection and curation.
Spring, Odd years, 3 credits

ARM 61 Anatomy of a Museum

An introductory course exploring the workings of a gallery/museum and the roles that trustees, directors, curators and other museum staff play in the administration of historical properties. 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.
Spring, Even Years, 3 credits

ARM 62 Principles and Practices of the Music Industry

This course will provide a general orientation to the music entertainment profession and assist in the development of critical thinking in the analysis of the music industry. Focus will be on the following topics: scope and overview of the recording industry, artist management, unions and guilds, publishing, retail and distribution, marketing, and concert management.
Every Other Spring, 3 credits

ARM 63 Legal Aspects of the Music Industry

The course provides a continued general orientation to the music entertainment profession and assists in the development of critical thinking in the analysis of the music industry. Focus will be on the following topics: the music business system (from composer to government regulation), songwriting, music publishing, licensing, unions and guilds, agents, managers, attorneys, arts administration and touring.
Fall, 3 credits

ARM 64 Theatre Management

This course is a detailed study of the problems of managing various theatrical organizations: single commercial production, repertory companies, touring, educational theatre companies. It includes press relations, publicity, budgeting, audience development, business management, union relations, and economic trends in theatre.

Prerequisites: THA4 and/or permission of the instructor.

Fall, Even year, 3 credits

Cross listed as THA 12.

ARM 68 Legal Aspects of the Arts and Entertainment Industries

This course is an introduction to entertainment law, specifically to the role of contracts, copyright and the Constitution in the arts and entertainment. Emphasis will be placed on practical aspects of arts and entertainment law so that students studying arts management will learn the vocabulary utilized by entertainment lawyers and the principles of the major working areas of entertainment law.

Fall, 3 credits

ARM 89A, B, C Advanced Individual Study in Arts Management

Individual faculty-guided research projects in Arts Management. Plan of study must be approved by the faculty supervisor and program director.

May be repeated.

Prerequisite: Permission of the director.

Every Semester, 1, 2 or 3 credits

ARM 91 Arts Management Thesis

The Arts Management thesis is generally completed during the senior year and is the compilation of intensive research in the student's arts focus area.

Prerequisite: Permission of the director.

Every Semester, 3 credits

ARM 99 Internship in Arts Management

A resident internship, in the student's concentration, with an arts management organization. Internships require 125 to 150 hours of residency work and must be arranged the semester prior to the residency with the program director. May be repeated for a total of six credits.

Prerequisite: Permission of the director.

Every Semester, 3 credits

APPROVED PROGRAMS – C.W. POST

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 Information and Computer Science

Major	Hegis Code	Degree
Archives & Records Management	1699	Adv. Cert.
Computer Science	0702	BS
Information Management & Technology	0799	BS
Information Management & Technology/Information Technology Education	0799.00	BS/MS
Information Technology Education	0799.00	MS
Information Studies	0702	Ph.D.
Information Systems	0702	BS, MS, BS/MS
Library and Information Science	1601	MS
Library and Information Science/ School Library Media	0899.01	MS, Adv. Cert.
Management Engineering	0913	MS
Public Library Administration	1601.00	Adv. Cert.

College of Liberal Arts & Sciences

Major	Hegis Code	Degree
American Studies	0313.00	BA
Applied Behavior Analysis	2099	Adv. Cert.
Applied Mathematics	1703	MS
Applied Mathematics with Computer Science	1703	BS
Biology	0401	BA, BS, BS/MS, MS
Biology: Adoles Ed	0401.01	BS
Biology: Adoles Ed/Childhd Ed	0401.01/0802	BS/MA
Biology: Adoles Ed/Literacy	0404.01/0830	BA/MS
Biology: Adoles Ed/ Special Adoles Ed	0401.01/0808	BS/MSED
Chemistry	1905	BA, BS
Chemistry: Adoles Ed	1905.01	BS
Chemistry: Adoles Ed/ Childhd Ed	1905.01/0802	BS/MA
Chemistry: Adoles Ed/Literacy	1905.01/0830	BA/MS
Chemistry: Adoles Ed/ Special Adoles Ed	1905.01/0808	BS/MSED
Clinical Psychology	2003	Psy.D.
Comparative Languages	1101	BA
Earth Science: Adoles Ed	1917.01	BS

Earth Sci: Adoles Ed/Childhd Ed	1917.01/0802	BS/MA
Earth Sci: Adoles Ed/Literacy	1917.01/0830	BA/MS
Earth Sci: Adoles Ed/ Special Adoles Ed	1917.01/0808	BS/MSED
Economics	2204	BA
English	1501	BA, MA
English: Adoles Ed	1501.01	BS
English: Adoles Ed/Childhd Ed	1501.01/0802	BS/MA
English: Adoles Ed/Literacy	1501/0830	BA/MS
English: Adoles Ed/ Special Adolescence Ed	1501.01/0808	BS/MSED
Environmental Studies	0420	MS
Forensic Science	1999.20	BS
French	1102	BA
French: Adoles Ed	1102.01	BS
French: Adoles Ed/Childhd Ed	1102.01/0802	BS/MA
French: Adoles Ed/Literacy	1102.01/0830	BA/MS
French: Adoles Ed/ Special Adoles Ed	1102.01/0808	BS/MSED
General Studies	5699	AA
Geography	2206	BA
Geology	1914	BA, BS
German	1103	BA
History	2205	BA, MA
Interdisciplinary Studies	4901	BA, BS, MA, MS
International Studies	2210	BA
International Studies/ Business Administration	2210/0506	BA/MBA
Italian	1104	BA
Italian: Adoles Ed	1109.01	BS
Italian: Adoles Ed/Childhd Ed	1109.01/0802	BS/MA
Italian: Adoles Ed/Literacy	1109.01/0830	BA/MS
Italian: Adoles Ed/ Special Adoles Ed	1109.01/0808	BS/MSED
Mathematics	1701	BA, BS
Mathematics: Adoles Ed	1701.01	BS
Math: Adoles Ed/Childhd Ed	1701.01/0802	BS/MA
Math: Adoles Ed/Literacy	1701.01/0830	BA/MS
Mathematics for Secondary School Teacher	1701.01	MS
Math: Special Adolescence Ed	1701.01/0808	BS/MSED
Mathematics/Physics	1799	BS
Middle Childhood Education: English, Spanish, Biology, Earth Science, Mathematics or Social Studies	0804.00	MS
Philosophy	1509	BA
Physics	1902	BA
Political Science	2207	BA, MA, BA/MA

Political Science/ Public Administration	2207/2102	BA/MPA
Psychology	2001	BA, BS, MA
Sociology	2208	BA
Soc Studies: Adoles Ed	2201.01	BS
Soc Studies: Adoles Ed/ Childhd Ed	2201.01/0802	BS/MA
Soc Studies: Adoles Ed/Literacy	2201.01/0830	BA/MS
Soc Studies: Adoles Ed/ Special Adoles Ed	2201.01/0808	BS/MSED
Spanish	1105	BA, MA
Spanish: Adoles Ed	1105.01	BS
Spanish: Adoles Ed/Childhd Ed	1105.01/0802	BS/MA
Spanish: Adoles Ed/Literacy	1105.01/0830	BA/MS
Spanish: Special Adolescence Ed	1105.01/0808	BS/MSED

College of Management

Major	Hegis Code	Degree
Accountancy	0502	BS, MS, BS/MS, BS/MBA
Accounting & Taxation	0502	Adv. Cert.
Business	0506	Adv. Cert.
Business Administration	0506	BS, MBA, BS/MBA Adv. Cert.
Business Administration & Law (with Touro Law Center)	0506/1401	MBA/JD
Criminal Justice	2105	BA, MS, BA/MS
Criminal Justice- Security Administration	2105	MS
Gerontology	2299.10	Adv. Cert.
Health Care Administration	1202	BS, MPA, BS/MPA
Health Care Administration & Law (with Touro Law Center)	1202/1401	MPA/JD
International Studies/ Business Administration	2210/0506	BA/MBA
Non-Profit Management	2102.00	Adv. Cert.
Political Science/Public Administration	2207/2102	BA/MPA
Public Administration	2102	BS, MPA, BS/MPA
Social Work	2104	BS, MSW
Taxation	0502.10	MS

School of Education

Major	Hegis Code	Degree
Adolescence Education (7-12)	0803.00	MS
Adolescence Education: English, Spanish, 5-6 Ext, Biology, Earth Science Mathematics, Or Social Studies	0803.00	MS

Biology: Adoles Ed	0401.01	BS
Biology: Adoles Ed/Childhd Ed	0401.01/0802	BS/MA
Biology: Adoles Ed/Literacy	0404.01/0830	BA/MS
Biology: Adoles Ed/ Special Adoles Ed	0401.01/0808	BS/MSED
Chemistry: Adoles Ed	1905.01	BS
Chemistry: Adoles Ed/Childhd Ed	1905.01/0802	BS/MA
Chemistry: Adoles Ed/Literacy	1905.01/0830	BA/MS
Chemistry: Adoles Ed/ Special Adoles Ed	1905.01/0808	BS/MSED
Childhood Ed (Internship)	0802.00	MS
Childhood Ed/Adolescence Ed: Biology	0802/0401.01	BS/MS
Childhood Ed/Adolescence Ed: Earth Science	0802/1917.01	BS/MS
Childhood Ed/Adolescence Ed: English	0802/1501.01	BS/MS
Childhood Ed/Adolescence Ed: Mathematics	0802/1701.01	BS/MS
Childhood Ed/Adolescence Ed: Social Studies	0802/1701.01	BS/MS
Childhood Ed/Adolescence Ed: Spanish	0802/1105.01	BS/MS
Childhood Ed/Early Childhood	0802/0823	BS/MA
Childhood Ed/Literacy	0802/0830	BS/MS
Childhood Ed/Special Ed	0802/0808	BS/MSED
Childhood/Special Education	0808.00	MS
Childhood Teaching Literacy B-6	0830.00	MS
College Student Development	0826.00	MS
Early Childhood Ed (Internships)	0823.00	MS
Early Childhood Ed/Childhood Ed	0823/0802	BS/MA
Early Childhood Ed/Literacy	0823/0830	BS/MS
Earth Science: Adoles Ed	1917.01	BS
Earth Sci: Adoles Ed/Childhd Ed	1917.01/0802	BS/MA
Earth Sci: Adoles Ed/Literacy	1917.01/0830	BA/MS
Earth Sci: Adoles Ed/ Special Adoles Ed	1917.01/0808	BS/MSED
Educator in Non-School Settings	0899	BS
Educational Technology	0899	MS
English: Adoles Ed	1501.01	BS
English: Adoles Ed/Childhd Ed	1501.01/0802	BS/MA
English: Adoles Ed/Literacy	1501/0830	BA/MS
English: Adoles Ed/ Special Adolescence Ed	1501.01/0808	BS/MSED
French: Adoles Ed	1102.01	BS
French: Adoles Ed/Childhd Ed	1102.01/0802	BS/MA
French: Adoles Ed/Literacy	1102.01/0830	BA/MS
French: Adoles Ed/ Special Adoles Ed	1102.01/0808	BS/MSED
Health Education	0835	BS
Health and Physical Education	0837	BS
Initial Certification Childhood	0802	BS
Initial Certification Early Childhood	0823	BS
Italian: Adoles Ed	1109.01	BS
Italian: Adoles Ed/Childhd Ed	1109.01/0802	BS/MA
Italian: Adoles Ed/Literacy	1109.01/0830	BA/MS
Italian: Adoles Ed/ Special Adoles Ed	1109.01/0808	BS/MSED
Literacy-Birth-Grade 6	0830	MSED

Mathematics: Adoles Ed	1701.01	BS
Math: Adoles Ed/Childhd Ed	1701.01/0802	BS/MA
Math: Adoles Ed/Literacy	1701.01/0830	BA/MS
Math: Special Adolescence Ed	1701.01/0808	BS/MSED
Mental Health Counseling	2104.10	MS
Middle Childhood Education: English, Spanish, Biology, Earth Science, Mathematics, Or Social Studies	0804.00	MS
Non-Certification Childhood 1-6	0802	BS
Non-Certification Early Childhood	0823	BS
Physical Ed. & Health Ed.	0835	BS
Physical Education	0835.00	BS
School Building Leader	0828	MSED, Adv. Cert.
School Counselor	0826.01	MS
School District Business Leader	0827	Adv. Cert.
School District Leader	0828	Adv. Cert.
Soc Studies: Adoles Ed	2201.01	BS
Soc Studies: Adoles Ed/Childhd Ed	2201.01/0802	BS/MA
Soc Studies: Adoles Ed/Literacy	2201.01/0830	BA/MS
Soc Studies: Adoles Ed/ Special Adoles Ed	2201.01/0808	BS/MSED
Spanish: Adoles Ed	1105.01	BS
Spanish: Adoles Ed/Childhd Ed	1105.01/0802	BS/MA
Spanish: Adoles Ed/Literacy	1105.01/0830	BA/MS
Spanish: Special Adolescence Ed	1105.01/0808	BS/MSED
Special Education	0808.00	MSED
Speech-Language Pathology and Audiology	1220	BS
Speech-Language Pathology	1220	MA
Teaching English to Speakers of Other Languages	1508	MA
Teaching Students with Speech/Language Disability	1220.00	MA

School of Health Professions and Nursing

Major	Hegis Code	Degree
Advanced Practice Nursing	1203.10	BS/MS
Biomedical Science: Clinical Lab Science, Generalist	1299	BS
Biomedical Science: Clinical Lab Science, Categ. Lab.	1299	BS
Biomedical Science: Cytotechnology	0417	BS
Biomedical Technology	1299	BS
Cardiovascular Perfusion	1223	MS
Clinical Laboratory Mgmt.	1299	MS
Dietetics – Dietetic Internship	1306	Adv. Cert.
Family Nurse Practitioner	1203.10	MS, Adv. Cert.
Forensic Science	1999.20	BS
Health Information Management	1215, 5213	BS, Cert.

Magnetic Resonance Imaging	5207	Cert.
Medical Biology	1299	MS
Nursing (RNs)	1203.10	BS
Nursing Education	1203.10	MS
Nursing Education	1203.12	Adv. Cert.
Nutrition	1299, 0424	BS, MS, BS/MS
Radiologic Technology	1225	BS

School of Visual and Performing Arts

Major	Hegis Code	Degree
Art	1002	BFA, MA
Art Education (Internship)	0831	MS
Art Education “B-12”	0831	BA, BFA
Art History and Theory	1003	BA
Arts Management	1099	BFA
Art Therapy	1099	BS
Clinical Art Therapy	1099	MA
Dance Studies	1008	BFA
Digital Arts and Design	1002	BFA
Electronic Media	0601	BFA
Film	1010	BFA
Fine Arts & Design	1001	MFA
Instrumental Performance	1004	BM
Interactive Multimedia	0605	MA
Music	1004	BS, MA
Music Education “B-12”	0832	BS, BM
Music Education (Internship)	0832	MS
Photography	1011	BFA
Print and Electronic Journalism	0601	BFA
Public Relations	0601	BFA
Theatre Arts	1007	BA, BFA
Theatre	1007	MA
Vocal Performance	1004	BM

C.W. POST FACULTY

Michael J. Abatemarco
Professor of Accounting
B.S., J.D., State University of New York at Buffalo;
L.L.M., New York University; CPA

Donna Abbondandolo
Director, Health Information Management Program
Registered Health Information Administrator
B.S., Long Island University;
M.B.A., Hofstra University

Shahla Marvizi Ahdout
Associate Professor of Mathematics
B.S., Arya-Mahr University of Technology (Tehran, Iran);
Ph.D., Massachusetts Institute of Technology

Iftekhar Ahmad
Assistant Professor of Education
B.A., M.A., University of Peshawar, Pakistan;
M.A., Brooklyn College, City University of New York;
M.A., The Graduate Center, City University of New York;
Ed.D., Teachers College, Columbia University

Patrick J. Aievoli
Program Director, Interactive Multimedia Art
Associate Professor of Art
A.A.S., State University of New York at Farmingdale;
B.S., State University of New York at Buffalo;
M.A., Empire State College

Ahmad Aljada
Associate Professor of Biomedical Sciences
B.S., M.S., Ph.D., State University of New York, Buffalo

Barton Allen
Assistant Professor of Education
B.A., Bloomfield College;
M.S., Long Island University;
P.D., Ed.D., Fordham University

John Amato, Jr.
Associate Professor of Education
B.A., Hofstra University;
M.S., Ithaca College;
M.Ed., Ed.D., Columbia University

Susan Andima
Associate Professor of Mathematics
B.A., State University of New York at Binghamton;
M.A., Ph.D., University of Colorado

Daniel L. Araoz
Professor of Education
B.A., M.A., Gonzaga University;
M.S.T., University of Santa Clara;
M.A., Ed.D., Columbia University;
Fellow, American Institute of Psychotherapy and Psychoanalysis
A.B.P.P., Diplomate in Counseling Psychology and Family Psychology;
National Certified Counselor, NBCC;
A.B.P.H., Diplomate in Clinical Hypnosis;
Honorary Professor, Universidad Peruana Cayetano Heredia

Jennifer Astuto
Assistant Professor of Education
B.A., M.S., New York University;
Ph.D., City University of New York

Jeanie Attie
Chair, History Department
Associate Professor of History
B.A., University of Pittsburgh;
M.A., Ph.D., Columbia University

Richard Auletta
Assistant Professor of Foreign Languages
B.A., Long Island University;
M.A., State University of New York at Buffalo

Selenay Aytac
Assistant Professor
B.I.D.S., Istanbul University;
M.B.A., Isik University

Beatrice Baaden
Assistant Professor of Library and Information Science
B.S., St. John's University;
M.S., Long Island University;
C.A.S., P.D., Ed.D., Hofstra University

G. Glenn Baigent
Chair, Finance Department;
Associate Professor of Finance
B.Eng., Technical University of Nova Scotia;
M.B.A., St. Mary's University;
Ph.D., Kent State University

Donald G. Baker
Professor of Political Science
B.A., University of Denver;
M.A., Ph.D., Syracuse University

Tavis Barr
Assistant Professor of Economics
B.A., M.A., Boston University;
M.Phil., Ph.D., Columbia University

Charles A. Barragato
Director, School of Professional Accountancy
Professor of Accounting
B.S., M.S., Long Island University;
Ph.D., Baruch College, City University of New York; CPA, CFE

Marietta Barretti
Assistant Professor of Social Work
A.A., Queensboro Community College;
B.S.S.W., M.S.W., Adelphi University, School of Social Work;
D.S.W., Hunter College, School of Social Work

Meryl Barrow
Associate Professor of Education
B.S., State University of New York at Albany;
M.S., D.A., Adelphi University

James D. Basile
Professor of Computer Science
B.A., State University of New York at New Paltz;
M.A., Ph.D., State University of New York at Stony Brook

Robert L. Battenfeld
Professor
Head, Periodicals Department
B.A., State University of New York at New Paltz;
M.L.A., Queens College, City University of New York;
M.S., Long Island University

James P. Bednarz
Professor of English
B.A., M.A., M.Phil., Ph.D., Columbia University

Geoffrey C. Berresford
Professor of Mathematics
B.A., Lawrence University;
M.S., Ph.D., New York University

Robert E. Bertucelli
Director, Tax and Accounting Institute
Professor of Accounting
B.S., M.S., Long Island University; CPA;
CFP; CLU

Elliott Bird
Professor of Mathematics
B.S., Massachusetts Institute of Technology;
M.A., University of Massachusetts;
M.Ed., Washington State University;
Ph.D., Adelphi University

Margaret F. Boorstein
Chair, Earth and Environmental Science Department
Professor of Geography
B.A., Barnard College of Columbia University;
M.A., M.Phil., Ph.D., Columbia University

Terry Bordan
Professor of Education
B.A., Queens College, City University of New York;
M.S., Long Island University;
Ed.D., University of Sarasota

Arvind Borde
Professor of Mathematics
B.Sc., Bombay University;
M.A., Ph.D., State University of New York at Stony Brook

Thomas F. Bowman
Professor of Education
B.A., Western Washington State College;
M.Ed., Ed.D., Washington State University

Mary Kathleen Boyd-Byrnes
Associate Professor Library, Reference Services Department
B.A., State University of New York at Geneseo;
M.L.S., Long Island University

Carol M. Boyer
Assistant Professor of Finance
B.S., Trinity University;
M.B.A., Texas State University;
Ph.D., Florida State University

Frank Brady
Chair, Department of Health, Physical Education
and Movement Science
Associate Professor of Education
B.A., H.D.E., D.P.E., St. Patrick's College
(Dublin, Ireland);
M.A., Ed.D., New York University

Pamela Brodlieb
Director, Field Education
B.A., M.S., State University of New York at
Albany;
M.S.W., Adelphi University

Theodore J. Brummel
Assistant Professor of Biology
B.A., Transylvania University;
Ph.D., University of California at Irvine

Jeremy A. Buchman
Associate Professor of Political Science
B.A., Columbia University;
M.A., Ph.D., Stanford University

Pasquale Buffolino
Administrator, Forensic Science Program
B.S., M.S. Adelphi University;
M.P., Ph.D., City University of New York

Rosemary Burgos-Mira
Assistant Professor, Library, Acquisitions
Department
A.A., B.A., New York University;
M.S., Long Island University

Anne Burns
Professor of Mathematics
B.A., M.S., Long Island University;
Ph.D., State University of New York at Stony
Brook

Jerrilynn Burrowes
Associate Professor of Nutrition
B.A., Fisk University;
M.S., Ph.D., New York University

Michael Byrne
Co-Chair, Department of Educational Technology
Associate Professor of Education, Professor of
Library Science, Library and Information Science
B.A., University of Notre Dame;
M.A., Ph.D., Michigan State University

Orly Calderon
Assistant Professor of Social Work
B.A., Long Island University;
M.A., Teachers College, Columbia University;
M.S., Psy.D., Hofstra University

Carol Campbell
Associate Professor of Psychology
A.B., University of North Carolina at Chapel Hill;
M.A., Ph.D., University of Illinois;
M.A., New York University

Scott Carlin
Associate Professor of Geography
B.A., Brandeis University;
Ph.D., Clark University, Graduate School of
Geography

Jean Carlomusto
Director, Television Studio
Associate Professor of Media Arts
B.F.A., Long Island University;
M.P.S., New York University

Rose Ellen Carter
Assistant Professor of Education
B.A., M.A., Goddard College;
M.S., Ph.D., Hofstra University

Isaac Cates
Assistant Professor of English
B.A., University of Texas at Austin;
M.A., Johns Hopkins University;
Ph.D., Yale University

T. Steven Chang
Chair, Marketing and International Business
Professor of Marketing and International Business
B.S., M.S., National Cheng Kung University;
Ph.D., National Chengchi University;
Ph.D., George Washington University

James Chilaka
Associate Professor of Mathematics
B.S., University of Nigeria;
M.A., Cornell University;
Ph.D., Boston University

Genevieve Chinn
Program Director, Music History Studies
Professor of Music
B.S., M.A., Ph.D., Columbia University

Haeryun Choi
Assistant Professor of Education
B.A., Seoul National University;
M.Ed., State University of New York at Buffalo;
Ph.D., University of Buffalo

Heting Chu
Professor of Library and Information Science
B.A., Peking University;
M.L.I.S., McGill University;
Ph.D., Drexel University

Paul J. Ciborowski
Associate Professor of Education
B.A., University of Dayton;
M.A., New York University;
Ph.D., Fordham University

Neo Cleopa
Chair, Mathematics Department;
Associate Professor of Mathematics
B.A., University of Arkansas;
M.S., Ph.D., Adelphi University

Lynn Cohen
Assistant Professor of Education
B.S., SUNY New Paltz;
M.S.Ed., Johns Hopkins University;
P.D., Long Island University;
Ph.D., Fordham University

James J. Colangelo
Assistant Professor of Education
B.A., Manhattan College;
M.S., St. John's University;
P.D., Long Island University;
PsyD., Southern California University

Arthur Coleman
Professor of English
B.B.A., Manhattan College;
M.A., Ph.D., New York University

Christine L. Comunale
Associate Professor of Accounting
B.B.A., M.B.A., Loyola College;
Ph.D., University of Florida; CPA

Charles Conover
Program Director, Digital Art and Design
Associate Professor of Art
B.F.A., New York Institute of Technology;
M.A., New York University

Martha Cooney
Associate Professor, Library
Assistant Dean, User Services
B.A., Syracuse University;
M.L.S., Pratt Institute;
M.S., Long Island University

Matthew Cordaro
Associate Professor of Health Care and Public
Administration
B.S., Long Island University;
M.E., New York University
Ph.D., Cooper Union

Jeffrey R. Corey
Professor of Psychology
B.S., Trinity College (Hartford);
M.S., Ph.D., University of Delaware

Manoj Dalvi
Associate Professor of Finance
B.Com., Sydeham College, University of Bombay;
J.D., Government Law College, University of
Bombay;
L.L.M., Harvard Law School;
Ph.D., Columbia University

Julia E. De Carlo
Professor of Education
B.A., Marymount College;
M.S., St. John's University;
Ph.D., Fordham University

Anthony A. DeFalco
Chair, Department of Curriculum & Instruction
Professor of Education
B.A., Maryknoll College;
M.A.Ed., Seton Hall University;
Ed.D., Rutgers University

Richard Del Rosso
Assistant Professor of Art
B.F.A., M.A., Long Island University

Rick DesRochers
Assistant Professor of Theatre
B.A., Arizona State University;
M.F.A., University of Massachusetts at Amherst

Albert De Vivo
Professor of Foreign Languages
B.A., Lehman College, City University of
New York;
M.A., Ph.D., Rutgers University

Joseph A. Despres
Assistant Professor of Education
B.A., Cathedral College;
M.S., Long Island University;
Ed.D., Teachers College, Columbia University

Joan Digby
Director, Honors Program
Professor of English
B.A., New York University;
M.A., University of Delaware;
Ph.D., New York University

Phyllis T. Dircks
Professor of English
B.A., St. John's University;
M.A., Brown University;
Ph.D., New York University

Victor J. DiVenere
Associate Professor of Geology
B.A., B.S., M.S., University of Florida;
Ph.D., Columbia University

Christopher F. Dodrill
Professor of Media Arts
B.A., Long Island University;
M.S., Brooklyn College, City University of New York

Robert Domingo
Associate Professor of Education
B.A., State University of New York at Plattsburgh;
M.S., Adelphi University;
M.Phil., Ph.D., The Graduate School, City University of New York and University Center

Paul Dominguez
Assistant Dean, School of Health Professions and Nursing
B.S., M.S., Long Island University
Registered Diagnostic Medical Sonographer, OB

Michele M. Dornish
Assistant Professor of Education
B.A., Lockhaven University;
M.A., West Virginia University;
Ph.D., Penn State University

Virginia Donovan
Medical Advisor, Clinical Laboratory Science
Chairman of Pathology, Winthrop University Hospital
B.A., M.D., John Hopkins University

Matthew J. Draud
Chair, Biology Department
Associate Professor of Biology
B.A., Thomas More College;
M.S., University of Southwestern Louisiana;
Ph.D., Lehigh University

Douglas H. Dreilinger
Associate Professor of Education
B.A., Hofstra University;
M.S., University of Bridgeport;
Ph.D., Texas Technological College

Abby Dress
Associate Professor of Media Arts
B.F.A., Hofstra University;
M.B.A., Dowling College

James Dunne
Associate Professor of Education
B.A., State University of New York at Stony Brook;
M.A., M.Ed., Ed.D., Teachers College, Columbia University

Jacqueline Elsas
Assistant Dean, Reference Services
Associate Professor, Library
B.A., Long Island University;
M.L.S., Pratt Institute

Thomas R. Fahy
Director, American Studies Program
Assistant Professor of English
B.A., University of California at Davis;
M.A., Ph.D., University of North Carolina at Chapel Hill

Vladimir E. Fainzilberg
Chair, Chemistry Department
Professor of Chemistry
M.S., Moscow Institute of Physics and Technology;
Ph.D., Kishinev State University

Wei Fang
Assistant Professor of Biology
B.S., Peking University;
M.S., Zhongshan University;
Ph.D., State University of New York at Stony Brook

Kathleen M. Feeley
Assistant Professor of Education
B.S., M.S., St. John's University;
Ph.D., University of Minnesota

Eva L. Feindler
Professor of Psychology
B.A., Mt. Holyoke College;
M.A., Ph.D., West Virginia University

John Fekner
Professor of Art
B.F.A., New York Institute of Technology;
M.F.A., Lehman College, City University of New York

Chantal Ferraro
Associate Professor of Anthropology
B.A., Queens College, City University of New York;
M.Phil., Ph.D., The Graduate School, City University of New York;
Diplome d'Etat d'Infirmiere, Ecole d'Infirmieres du Centre Hospitalier de Bourg-en-Bresse;
Baccalaureat es Sciences Economiques et Sociales, Lycee Monge (France)

Susan Fife-Dorchak
Co-chair, Computer Science/Management Engineering Department
Professor of Computer Science
B.S., Massachusetts Institute of Technology;
M.S., Long Island University;
Ph.D., Nova Southeastern University

Carl L. Figliola
Professor of Health Care and Public Administration
B.A., Long Island University;
M.A., Ph.D., New York University

Paul Forestell
Associate Dean, College of Liberal Arts and Sciences
Professor of Psychology
B.A., M.A., University of New Brunswick;
Ph.D., University of Hawaii

Morrey A. Forman
Associate Professor of Health Care and Public Administration
A.A., Staten Island Community College, City University of New York;
B.A., City College, City University of New York;
M.P.A., Baruch College, City University of New York;
Ph.D., New York University

Barbara R. Fowles
Chair, Media Arts Department
Professor of Media Arts
B.A., Barnard College;
M.A., Ph.D., Yeshiva University

Jon Fraser
Professor of Theatre
B.A., Columbia University;
M.F.A., New York University

Amy Freedman
Associate Professor of Political Science
B.A., Barnard College;
M.A., Ph.D., New York University

Maria A. Friedlander, CT (ASCP), CMIAC
Program Director, Cytotechnology
Memorial Sloan Kettering Cancer Center
B.A., Cornell University
M.P.A., New York University

James Freeley
Associate Professor of Management
B.S., Fordham University;
M.B.A., Pace University;
Ph.D., Fordham University

Erica Frouman-Smith
Associate Professor of Foreign Languages
B.A., University of Massachusetts;
M.A., University of Wisconsin;
Ph.D., University of New Mexico

Nancy Frye
Assistant Professor of Psychology
B.A., New College;
M.S., Texas Tech University;
Ph.D., University of Florida

John S. Gafar
Professor of Economics
B.A., University of Guyana;
M.A., University of California;
M.S., Long Island University;
Ph.D., University of West Indies

Cara Gargano
Chair, Theatre, Film and Dance Department
Professor of Theatre and Dance
B.A., M.A., University of Rochester;
Ph.D., City University of New York;
New York School of Ballet

Donald Gelman
Chair, Physics Department
Professor of Physics
B.S., Brooklyn College, City University of New York;
M.S., Ph.D., New York University

Elissa Giffords
Associate Professor of Social Work
A.A., Nassau Community College;
B.A., Hofstra University;
M.S.W., D.S.W., Adelphi University

David C. Gild
Professor of Theatre and Film
B.F.A., Carnegie Institute of Technology;
M.F.A., D.F.A., Yale University

Ryan S. Gingeras
Assistant Professor of History
B.A., University of California at San Diego;
M.A., Ph.D., University of Toronto

George Giuliani
Professor of Education
B.S., State University of New York at New Paltz;
M.S., Ph.D., St. John's University

Frances Gizis
Chair, Nutrition Department
Associate Professor of Nutrition
B.H.Sc., University of Guelph;
M.S., Cornell University;
Ph.D., New York University

Arthur S. Goldberg
Professor of Chemistry
B.A., M.S., New York University;
Ph.D., University of Hawaii

Ruth Golden
Program Director, Vocal Studies
Professor of Music
B.A., University of California at Berkeley;
M.M., University of Southern California;
M.B.A., University of California, Los Angeles

Eugene Goldin
Professor of Education
B.A., M.S.Ed., Queens College, City
University of New York;
Ed.D., St. John's University

Marilyn Goldstein
Program Director, Art History
Professor of Art
B.S., M.S., Queens College, City University of
New York;
M.S., Ph.D., Columbia University

Roger N. Goldstein
Chair, Political Science/International Studies
Department
Professor of Political Science
B.A., Oberlin College;
M.A., Ph.D., Columbia University

Geoffrey Goodman
Associate Professor of Psychology
B.S., Massachusetts Institute of Technology;
M.A., Columbia University;
D.Ed., Northwestern University

Elizabeth Granitz
Associate Professor of Economics
B.A., Cornell University;
M.A., Ph.D., University of California at Los
Angeles

Theodora T. Grauer
Dean, School of Health Professions and Nursing
Professor of Nursing
Diploma, Bellevue Hospital School of Nursing;
B.S., Hunter College;
M.S., Ph.D., Adelphi University

Sean A. Grennan
Associate Professor of Criminal Justice
B.A., M.A., John Jay College of Criminal Justice;
M.Ph., Ph.D., Graduate Center, City
University of New York

Sara S. Gronim
Assistant Professor of History
B.S.N., Boston University;
M.A., Brooklyn College;
Ph.D., Rutgers University

Anke Grosskopf
Assistant Professor of Political Science and
International Studies
Zwischenprüfung, University of Mannheim;
M.A., Ph.D., University of Pittsburgh

Sheila A. Gunther
Chair, Foreign Languages Department
Associate Professor of Foreign Languages
B.A., M.A., University of Pennsylvania

Michael Hadani
Assistant Professor of Management
B.A., M.A., The Hebrew University;
Ph.D., Syracuse University

Cheryl Halliburton-Beatty
Associate Professor of Dance
B.A., Boston University;
M.A., Long Island University

Margaret Hallissy
Professor of English
B.A., St. John's University;
M.A., Ph.D., Fordham University

Joan Harrison
Professor of Art
B.A., M.A., Long Island University

Francis T. Harten
Clinical Director, Forensic Science Program
Adjunct Assistant Professor of Forensic Science
B.S., Fordham University;
M.S., Touro College School of Health Sciences;
NYPD Crime Scene Detective (retired), Crime
Laboratory Detective Serologist (retired)

Christopher L. Hayes
Professor of Gerontology
B.A., M.A., Duquesne University Pittsburgh;
Ph.D., The Fielding Institute, Santa Barbara
California

Melvin R. Heck
Professor of Education
B.A., University of North Dakota;
M.B.A., Long Island University;
M.A., Ph.D., Northwestern University

Steven G. Heim
Associate Professor of Computer Science
B.A., M.S., Long Island University;
D.M.A., State University of New York at Stony
Brook

Walter I. Heimer
Associate Professor of Psychology
B.A., Allegheny College;
M.A., Ph.D., The New School

David Henley, A.T.R.,
Professor of Art
B.A., Kean College of New Jersey;
M.A., New York University;
Ph.D., Union Institute

Steven Hess
Associate Professor of Foreign Languages
B.A., City College, City University of New York;
M.A., Ph.D., Harvard University

Katherine C. Hill-Miller
Dean, College of Liberal Arts and Sciences
Professor of English
B.A., Fordham University;
M.A., M.Phil., Ph.D., Columbia University

Mellissa J. Hinton
Associate Professor, Library
Head, Acquisitions Department
B.A., State University of New York at Oswego;
M.S.L.S., M.A., Long Island University

Lorene Hiris
Professor of Finance
B.S., M.B.A., Long Island University;
D.P.S., Pace University

A. Hoyt Hobbs
Chair, Philosophy Department
Professor of Philosophy
B.A., University of Pennsylvania;
Ph.D., Brandeis University

Michael P. Hogan
Associate Dean, School of Education
Director, Clinical Education and Professional
Certifications
B.A., Spring Hill College;
M.A., University of South Alabama;
Ph.D., University of Alabama

Steven Hollander
Associate Professor of Education
B.S., M.S., Brooklyn College, City University
of New York;
Ed.D., Teachers College, Columbia University

Joann Hong
Associate Professor, Library
Cataloging Department
B.A., M.A., Ewha Women's University (Korea);
M.L.S., Pratt Institute

Gregory Hunter
Professor of Library and Information Science
B.A., St. John's University;
M.A., M.Phil., Ph.D., New York University

Mary Infantino
Associate Professor of Nursing
B.S., Molloy College;
M.S., Ph.D., Adelphi University

Iris Irwin
Associate Professor, Library
Periodicals Department
B.A., Hofstra University;
M.S.L.S., Long Island University

David Jalajas
Associate Professor of Management
A.B., Occidental College;
M.S., San Jose State University;
Ph.D., Stanford University

David A. Jasen
Professor of Media Arts
B.A., American University;
M.S., Long Island University

Emily A. Jones
Assistant Professor of Psychology
B.A., University of Minnesota;
M.A., Ph.D., State University of New York at
Stony Brook

James F. Joyce
Director, Radiologic Technology Program
B.S., State University of New York Downstate
Medical Center;
M.S., Long Island University
Registered Radiologic Technologist

Estelle Kamler
Associate Professor of Education
B.A., M.A., Queens College;
P.D., Ed.D., Hofstra University

Alfred Kanyuru
Assistant Professor of Education
B.A., M.S., Kenyatta University, Nairobi,
Kenya;
Doctoral Candidate, Syracuse University

Minna Kapp
Chair, Department of Nursing
Associate Professor of Nursing
B.S., Hunter-Bellevue, City University of New
York;
M.B.A., Baruch College, City University of
New York;
M.A., M.Ed., Ed.D., Teachers College,
Columbia University

Stewart Karp
Professor of Chemistry
B.S., Queens College,
City University of New York;
M.S., Ph.D., Polytechnic Institute of New York

Robert Keisner
Director, Psy.D. Program
Professor of Psychology
B.A., Long Island University;
M.A., Brooklyn College, City University of New
York;
Ph.D., University of Massachusetts

Thomas Kempton
Assistant Professor of Education
B.S., New York University;
M.S., St. John's University;
Ph.D., Hofstra University

Patrick J. Kennelly
Assistant Professor of Geography
B.S., Allegheny College;
M.S., University of Arizona;
Ph.D., Oregon State University

Christine Kerr, A.T.R.
Program Director, Art Therapy
Associate Professor of Art
B.A., Finch College;
M.A., University of San Francisco;
Ph.D., Saybrook Research Center

Susan Ketcham
Professor
Librarian, Brentwood Campus
B.S., Slippery Rock University;
M.S., M.L.S., Long Island University

Ishita Khemka
Assistant Professor of Education
B.A., Hindu College, Delhi University;
M.A., Ph.D., Columbia University

Margaret Kipp
Instructor of Library Science
B. S., University of Ottawa
MLIS University of Western Ontario

Lawrence Kirschenbaum
Associate Professor, Library
Periodicals Department
B.S., City College of New York;
M.L.S., Columbia University;
M.S., Brooklyn College, City University of New
York;
M.S., Manhattan College

Stanley Klein
Professor of Political Science
B.A., M.A., Ph.D., New York University

Danielle Knafo
Associate Professor of Psychology
B.A., Tel Aviv University (Israel);
Ph.D., City University of New York

Loretta Knapp
Associate Vice President for Academic Affairs
Associate Professor of Nursing
B.S.N., State University of New York
Downstate Medical Center;
M.A., Ph.D., New York University

Ralph Knopf
Associate Professor of Mathematics
B.A., Ph.D., New York University

Nada Kobeissi
Assistant Professor of Management
B.S., University of Houston;
M.I.M., Baylor University;
M.B.A., Ph.D., Rutgers University

Nana Koch
Associate Professor of Education
B.A., M.A., Adelphi University;
M.Ed., Ed.D., Teachers College, Columbia
University

Michael E.D. Koenig
Professor of Library and Information Science
B.A., Yale University;
M.A., M.B.A., University of Chicago;
Ph.D., Drexel University

John J. Koshel
Associate Professor of Film
B.A., Hamilton College;
M.F.A., New York University

Thomas Krichel
Associate Professor of Library and Information
Science
Diplome, Université des Sciences
Sociales de Toulouâe;
Magistre, Université de Paris, Sorbonne;
M.A., University of Exeter;
Ph.D., University of Surrey

Harvey W. Kushner
Chair, Department of Criminal Justice
Professor of Criminal Justice
B.A., Queens College, City University of New
York;
M.A., Ph.D., New York University

Catherine Larkin
Assistant Professor, Library
Digital Services and Slide Librarian
B.A., Long Island University;
M.A., Queens College, City University of New
York

Fung Har Lee
Associate Professor, Library Cataloging
Department
B.A., University of Hong Kong;
M.S.L.S., University of Wisconsin-Milwaukee;
M.A., St. John's University College of Arts;
M.S., Long Island University

Seung Lee
Program Director, Graduate Studies
Associate Professor of Art
B.F.A., Maryland Institute, College of Art;
M.F.A., Pratt Institute

Paula E. Lester
Professor of Education
B.A., M.A., Lehman College, City University
of New York;
M.S., Pace University;
Ph.D., New York University

Gavrielle Levine
Associate Professor of Education
B.A., Barnard College;
M.A., M.Phil., Teachers College, Columbia
University;
Ph.D., Columbia University

Roberta Levitt
Assistant Professor of Education
B.S., University of Bridgeport, Connecticut;
M.S., P.D., Ph.D., Hofstra University

Lee Yuen Lew
Assistant Professor of Education
B.S., Dip. Ed., M.Ed., University of Malaya;
Ph.D., University of Iowa

Eric Lichten
Chair, Sociology/Anthropology Department
Professor of Sociology
B.A., Queens College, City University of New
York;
M.Phil., Ph.D., The Graduate School, City
University of New York

Steven Liebling
Associate Professor of Physics
B.A., Brown University;
M.A., Ph.D., The University of Texas at Austin

Jozsef Losonczy
Professor of Mathematics
B.A., New York University;
Ph.D., Massachusetts Institute of Technology

Arthur Lothstein
Professor of Philosophy
B.A., Queens College, City University of New
York;
M.A., Ph.D., New York University

Kathryn Lusteg
Assistant Dean, School of Education
Associate Professor of Education
B.S., State University College at Geneseo;
M.A., P.D., Long Island University;
Ph.D., New York University

Deborah Lutz
Assistant Professor of English
B.A., University of Colorado at Boulder;
Ph.D., The Graduate Center of the City
University of New York

John Lutz
Assistant Professor of English
B.A., M.A., Long Island University;
Ph.D., State University of New York at Stony
Brook

Amrita Madray
Assistant Professor
Reference Services Department
B.A., Adelphi University;
M.S.L.S., Long Island University

Glenn Magee
Assistant Professor of Philosophy
B.A., George Mason University;
M.A., Ph.D., Emory University

Seth Magot
Co-chair, Computer Science/Management
Engineering Department
Associate Professor of Computer Science and
Library Science
B.S., Ricker College;
M.L.S., M.S., Long Island University;
M.Ph., Ph.D., St. John's University

Lucienne Maillet
Professor of Library and Information Science
B.S., Bates College;
M.S., George Washington University;
M.B.A., Long Island University;
M.S., Catholic University of America;
D.L.S., Columbia University

Christopher Malinowski
Associate Professor of Computer
Science/Management Engineering
B.S., John Jay College of Criminal Justice;
M.S., Long Island University

Robert Manheimer
Dean of Education, School of Education
Associate Professor of Education
B.A., Brooklyn College, City University of New York;
M.A., Ed.D., Teachers College, Columbia
University

Laura Manzari
Associate Professor, Library
Library and Information Science Library
B.A., M.L.S., Queens College, City University
of New York;
J.D., St. John's University

Fausto Marincioni
Assistant Professor of Geography
M.S., Ph.D., University of Massachusetts at
Amherst;
Laurea in Scienze Geologiche Cum Laude –
University of Urbino, Italy

Ariel Markelevich
Assistant Professor of Accounting
B.A., M.Sc., Tel-Aviv University;
Ph.D., Baruch College, City University of New
York; CMA

Vincent G. Massaro
Professor of Finance
B.S., Canisius College;
M.A., Ph.D., University of Notre Dame

Ethel Martin
Professor of Psychology
B.A., Hunter College, City University of New
York;
Ph.D., Columbia University

Russell Lawrence McCann
Professor of Education
B.S., State University of New York at
Plattsburgh;
M.S., P.D., Hofstra University;
Ed.D., Indiana University

Dona McDermott
Associate Professor, Library Instructional Services
B.A., Marymount College;
M.L.S., St. John's University;
M.B.A., Long Island University

Sheila McDonald
Associate Professor of English
B.A., Howard University;
M.A., City College, City University of New York;
Ph.D., State University of New York at Stony
Brook

A. Scott McGowan
Chair, Department of Counseling and
Development
Professor of Education
B.S., University of Scranton;
M.A., Niagara University;
M.S., P.D., Ph.D., Fordham University

Carter Anne McGowan
Program Director, Arts Management
Associate Professor of Theatre
B.A., St. John's University;
M.F.A., New York University;
M.F.A., Brooklyn College, City University of
New York;
J.D., Cornell University

Patrick P. McGuire
Associate Dean of The College of Information
and Computer Science
B.A., St. John's University;
M.A., Fordham University;
Ed.D., Teachers College, Columbia University

Suzanne McGuirk
Clinical Instructor, Radiologic Technology
B.A., State University of New York at Albany;
M.S., Long Island University;
Registered Radiologic Technologist

Andrea Sabatini McLoughlin
Associate Professor of Education
B.S., State University of New York at Stony Brook;
M.S., Queens College, City University of New
York;
Ph.D., The Pennsylvania State University

Richard McNabb
Associate Professor of English
B.A., M.A., Ph.D., University of Arizona

Lori McNeil
Assistant Professor of Sociology
B.A., Indiana University South Bend;
M.A., Ph.D., Western Michigan University

James W. McRoy
Program Director, Bands
Program Director, Wind Ensemble
Professor of Music
B.A., M.S., Queens College, City University of
New York;
D.A., Ball State University

Angela Meisse
Program Director, Clinical Laboratory Science
B.S., M.P.A., Long Island University
Registered Medical Technologist, Specialist in
Blood Banking

Karin A. Melkonian
Associate Professor of Biology
B.A., Connecticut College;
Ph.D., State University of New York at Stony
Brook

Elizabeth Mezick
Assistant Professor, Library;
Business & Reference Services
B.B.A., Adelphi University;
M.S.L.S., Long Island University

Jennifer Scott Miceli
Program Director, Music Education
Associate Professor of Music
B.M., Hartt School of Music, University of
Hartford;
M.M., Ph.D., Eastman School of Music,
University of Rochester

Edmund Miller
Chair, English Department
Professor of English
B.A., Long Island University;
M.A., Ohio State University;
Ph.D., State University of New York at Stony
Brook

Richard K. Mills
Professor of Art
B.A., M.F.A., City College, City University of
New York

Ronald Minge
Professor of Education
B.A., Western Washington College;
M.S., Ph.D., Washington State University

Joel Mittler
Professor of Education
B.A., Brooklyn College, City University of New
York;
M.S., Professional Certificate, Queens College,
City University of New York;
M.Ed., Ed.D., Teachers College, Columbia
University

Rosario R. Modesto
Chair, Department of Biomedical Sciences
Professor of Medical Biology
B.A., Adelphi University;
M.S., University of Illinois;
Ph.D., Illinois Institute of Technology

Joseph J. Montano
Associate Professor of Education
B.A., Queens College;
M.A., New York University;
Ed.D., Teachers College, Columbia University

Panos Mourdoukoutas
Chair, Economics Department
Professor of Economics
B.A., University of Salonica (Greece);
M.A., Florida Atlantic University;
Ph.D., State University of New York at Stony Brook

Roslyn Muraskin
Professor of Criminal Justice
Director, Long Island Women's Institute
Director, Alumni Development for the College of
Management
B.A., Queens College, City University of New
York;
M.A., New York University;
M.Ph., Ph.D., The Graduate Center, City
University of New York

Muhammad Muslih
Professor of Political Science
B.A., St. Lawrence University;
M.A., American University at Beirut;
Ph.D., Columbia University

Marc Musolino
Laboratory Manager, Department of Biomedical Sciences
B.S., State University of New York at Plattsburg;
M.S., Long Island University

Nishan Najarian
Assistant Professor of Education
B.A., M.Div., Ph.D., Drew University;
M.A., New York University

Suzanne Nalbantian
Professor of English
B.A., Barnard College at Columbia University;
M.A., M.Phil., Ph.D., Columbia University

Ilene L. Nathanson
Director, Master of Social Work Program
Director, Center on Aging
Chair, Social Work Program
Professor of Social Work
B.S., Cornell University;
M.S.W., D.S.W., Yeshiva University

Steven Nathanson
Assistant Professor of Education
B.A., Harper College;
M.A., New York University;
Ed.D., Hofstra University;
P.D., St. John's University

John C. Neill
Associate Professor of Psychology
B.A., University of California at San Diego;
M.A., Ph.D., Boston University

Martin O'Connor
Associate Professor of Criminal Justice
B.A., Long Island University;
J.D., Hofstra University

Terence O'Daly
Assistant Professor of Art
B.F.A., Long Island University;
M.A., New York Institute of Technology

Karen Ogulnick
Associate Professor of Education
B.S., State University of New York at Plattsburgh;
M.A., Hunter College, City University of New York;
Ph.D., New York University

John T. O'Hare
Instructor, Radiologic Technology Program
Diploma, Catholic Medical Center Program of Radiography
B.A., M.S., Adelphi University
Registered Radiologic Technologist

Frank Olt
Program Director, Ceramics
Professor of Art
B.F.A., M.F.A., Long Island University

Camilo Ortiz
Associate Professor of Psychology
B.A., Cornell University;
M.A., Ph.D., University of Massachusetts

Richard Ovens
Associate Professor of Education
A.S., Orange County Community College;
B.A., State University of New York at Albany;
M.S., Psy.D., Long Island University

Dennis A. Pahl
Professor of English
B.A., State University of New York at Albany;
M.A., Ph.D., State University of New York at Buffalo

Shailendra Palvia
Professor of Management Information Systems
B.S., Indian Institute of Technology;
M.B.A., Ph.D., University of Minnesota

Celik Parkan
Professor of Management
Stephen P. Kaufmann Professor for Logistics & Supply Chain Management
Dipl. Eng. Technical University of Istanbul (Turkey);
M.S., University of Pennsylvania;
Ph.D., University of British Columbia (Canada)

Marilyn Pedalino
Assistant Dean, School of Education
B.A., St. John's University;
M.S., Emerson College;
Ph.D., Boston College

Glynis Pereyra
Assistant Professor of Biology
B.A., Kutztown State University of Pennsylvania;
Ph.D., University of Maryland

Ilene L. Persoff
Associate Professor of Accounting
B.A., Brandeis University;
M.S., Long Island University; CPA

James Peters
Professor of Mathematics, Physics
B.S., M.S., Polytechnic Institute;
Ph.D., Stevens Institute of Technology

Nancy J.S. Peters
Professor of Chemistry
B.A., Cornell University;
M.A., Ph.D., Princeton University

Roger Pierangelo
Associate Professor of Education
B.S., St. John's University;
M.S., P.D., Queens College;
Board Certified Diplomate – Fellow in Forensic Sciences,
International College of Professional Psychologists;
Ph.D., Yeshiva University

E. Mark Pires
Associate Professor of Geography
B.A., University of Vermont;
M.A., Ph.D., Michigan State University

Joseph Piro
Assistant Professor of Education
B.A., St. Francis College;
M.A., Queens College, City University of New York;
M.S., Fordham University;
M.S., Ph.D., Teachers College, Columbia University

Louis Pisha
Associate Professor, Library
Head, Interlibrary Loan
A.A., Rockland Community College;
B.A., State University of New York at Geneseo;
M.L.S., Rutgers University;
D.L.S., Columbia University

Patrizia Porrini
Associate Professor of Management
B.A., M.B.A., Ph.D., New York University

Maria Porter
Professor of Theatre
B.A., M.F.A., University of California, San Diego

Joan Powers
Program Director, Photography
Professor of Art
B.A., M.F.A., Brooklyn College, City University of New York

Manju Prasad-Rao
Associate Professor, Library
Head, Instructional Media Center
B.A., Mount Carmel College (India);
M.A., Central College (India);
M.S., Indiana University;
M.S.L.S., M.S., Long Island University

John T. Pruslow
Assistant Professor of Education
B.A., M.S., P.D., Long Island University;
Ed.D., Hofstra University

Nicholas Ramer
Assistant Dean, College of Liberal Arts and Sciences
Associate Professor of Chemistry
B.S., B.S., Long Island University;
Ph.D., University of Pennsylvania

P.M. Rao
Professor of Marketing and International Business
B.A., University of Madras;
M.B.A., University of Toledo;
Ph.D., New York University, Leonard N. Stern School of Business

Srikumar S. Rao
Professor of Marketing and International Business
Louis and Johanna Vorzimer Professor of Marketing
B.S., St. Stephen's College, Delhi University;
M.B.A., Indian Institute of Management, Ahmedabad;
M.Ph., Ph.D., Columbia University

Shaireen Rasheed
Associate Professor of Education
B.A., State University of New York at Stony Brook;
M.A., The Graduate Faculty, New School of Social Research;
M.Phil., Ph.D., Teachers College, Columbia University

Jill H. Rathus
Professor of Psychology
B.A., Cornell University;
M.A., Ph.D., State University of New York at Stony Brook

R.H. Red Owl
Professor of Education
A.B., Erskine College;
M.P.A., Georgia State University;
Ph.D., University of Georgia

Dorothy Reed
Assistant Professor of Media Arts
B.A., Howard University;
M.A., University of San Francisco

John J. Regazzi
Professor College of Information and Computer Science
B.A., St. John's University;
M.S.L.S., Columbia University;
M.A., University of Iowa;
Ph.D., Rutgers University

Henry H. Reiter
Associate Professor of Psychology
B.A., New York University;
M.A., Hofstra University;
Ph.D., St. John's University

Justin R. Renz
Associate Professor of Health Care and Public Administration
B.A., St. John's University;
M.A., D.P.A., New York University

Jeong-eun Rhee
Assistant Professor of Education
B.A., Ewha Women's University;
M.A., West Virginia University;
Ph.D., The Ohio State University

Monica Ricketts
Assistant Professor of History
B.A., Pontificia Universidad Catolica del Peru;
M.A., Ph.D., Harvard University

William Roberson
Professor
Head Librarian, Brentwood Campus
B.A., M.S., State University of New York at Stony Brook;
Advanced Certificate in Library and Information Science, St. John's University;
M.S.L.S., Long Island University

Wendy Roberts
Assistant Professor, Library Reference Services
B.A., M.L.S., State University of New York at Buffalo

Lisa Robinson
Assistant Professor of Film
B.A., University of California at Berkeley;
M.F.A., New York University

Andrew M. Rockett
Professor of Mathematics
B.A., University of Virginia;
M.A., Ph.D., State University of New York at Stony Brook

Lawrence Rocks
Professor of Chemistry
B.S., Queens College, City University of New York;
M.S., Purdue University;
D.Sc., Technische Hochschule (Vienna)

Kim H. Rodriguez
Assistant Professor of Education
B.S., M.S., Long Island University;
Ph.D., Union Institute and University

David L. Roll
Professor of Psychology
B.S., M.S., Ph.D., Florida State University

Jorge Rosario-Valez
Assistant Professor of Foreign Languages
B.A., M.A., InterAmerican University of Puerto Rico;
Ph.D., State University of New York at Stony Brook

Neal Rosendorf
Assistant Professor of History
B.A., Rutgers University;
M.A., Ohio University;
Ph.D., Harvard University

Marilyn Rosenthal
Associate Professor, Library Reference Services
B.A., State University of New York at Stony Brook;
M.S.L.S., M.S., Long Island University

Rebecca Rosner
Associate Professor of Accountancy
B.S., Brooklyn College;
M.B.A., Ph.D., Baruch College, City University New York; CPA; CISA

Grace Rossi
Associate Professor of Psychology
B.A., Susquehanna University;
M.A., Ph.D., Hunter College, City University New York

Sheldon N. Rothman
Professor of Mathematics
B.A., Queens College, City University New York;
M.A., Ph.D., The Graduate School, City University of New York

Udayan Roy
Professor of Economics
B.Sc., Calcutta University;
Ph.D., State University of New York at Stony Brook

David Rozenstein
Associate Professor of Computer Science
B.S., Ph.D., State University of New York at Stony Brook

Joyce Rubenstein
Director, Ladge Speech and Hearing Center
B.A., M.A., Hofstra University;
Ph.D., New York University

Wendy A. Ryden
Assistant Professor of English
Coordinator, Writing Across the Curriculum
B.A., Drew University;
M.F.A., Brooklyn College;
Ph.D., City University of New York Graduate School

Joelle Saad-Lessler
Assistant Professor of Economics
B.A., M.A., M.Phil., Ph.D., Columbia University

William Saffady
Professor of Library and Information Science
B.A., Central Michigan State University;
M.A., M.S.L.S., Ph.D., Wayne State University

Joseph Sanacore
Professor of Education
B.A., Adelphi University;
M.A., New York University;
M.S., Long Island University;
P.D., Ed.D., Hofstra University

Alessandra Sarcona
Director, Dietetic Internship
B.S., East Carolina University;
M.S., New York University;
R.D., Yale-New Haven Hospital

Kristin Schaefer-Schiomo
Associate Professor of Education
B.S., Cornell University;
M.S., Ph.D., Fordham University

John Scheckter
Professor of English
A.B., Grinnell College;
M.A., Ph.D., University of Iowa

Maithili Schmidt-Raghavan
Professor of Philosophy
B.A., M.A., Nagpur University;
A.M., Ph.D., University of Michigan at Ann Arbor

Bette Schneiderman
Co-Chair, Department of Educational Technology
Associate Professor of Education
Library and Information Science
B.A., M.S., Syracuse University;
Ph.D., Hofstra University

Conrad Schoeffling
Associate Professor, Library Head, Special Collections
B.A., Iona College;
M.S.L.S., M.A., Long Island University

Mark B. Scholl
Assistant Professor of Education
B.A., St. Andrew's Presbyterian College;
M.Ed., Ph.D., University of North Carolina at Greensboro

Adam M. Schor
Assistant Professor of History
B.A., Pomona College;
M.A., Ph.D., University of Michigan

William A. Schutt, Jr.
Associate Professor of Biology
B.A., Long Island University;
M.A., Geneseo State College;
Ph.D., Cornell University

Jonna Semeiks
Associate Professor of English
B.A., Hunter College, City University of New York;
Ph.D., Rutgers University

Susan Shenker
Visiting Assistant Professor of Education
B.A., Beaver College;
M.A., Teachers College, Columbia University

Jongtae Shin
Assistant Professor of Management
B.A., M.S., Seoul National University, Korea;
M.S., Stanford University;
M. Phil., Ph.D., Columbia University

Michael Shodell
Professor of Biology
B.S., State University of New York at Stony Brook;
Ph.D., University of California at Berkeley

Barbara Shorter
Assistant Professor of Nutrition
B.S., Hunter College, City University of New York;
M.A., New York University;
M.Ed., Ed.D., Columbia University

Shahid Siddiqi
Professor of Marketing and International Business
B.S., Calcutta University;
M.B.A., Indian Institute of Management;
Ph.D., University of Pennsylvania

Marshall L. Silverstein
Professor of Psychology
B.A., Rutgers University;
M.A., Ph.D., Wayne State University

Neill G. Slaughter
Professor of Art
B.F.A., University of Georgia;
M.F.A., Indiana University

Dianne Slavin
Chair, Department of Communication Sciences
and Disorders
Associate Professor of Education
B.S., Boston University;
M.A., Ph.D., New York University

Richard P. Smiraglia
Professor of Library and Information Science
B.A., Lewis & Clark College;
M.L.S., Indiana University;
M.Div., General Theological Seminary;
Ph.D., University of Chicago

June Ann Smith
Associate Professor of Education
B.A., West Indies College (Jamaica);
M.S.W., Yeshiva University;
M.A., Ph.D., Andrews University

Soopum Sohn
Assistant Professor of Film
B.F.A., Art Center College of Design;
M.F.A., American Film Institute

Madelon Solowey
Director, Long Island University Center for
Gifted Youth
B.A., Hunter College, City University of New York;
M.S., Ed.D., Teachers College, Columbia
University

Michael Soupios
Professor of Political Science
B.A., St. Lawrence University;
M.A., M.S., M.A., Long Island University;
M.A., Seminary of the Immaculate Conception;
Ed.D., Columbia University;
Ph.D., State University of New York at Buffalo;
Ph.D., Fordham University

Amy E. Spaulding
Professor of Library and Information Science
B.A., Williamette University;
M.L.S., University of Pittsburgh;
D.L.S., Columbia University

Deirdre Stam
Associate Professor of Library and Information
Science
B.A., Harvard University;
M.S., New York University;
M.L.S., Catholic University;
D.L.S., Columbia University;
M.Ed., Johns Hopkins University

Phyllis Kudder Sullivan
Professor of Art
B.S., Hofstra University;
M.F.A., Long Island University

Rachel Sullivan
Assistant Professor of Sociology
B.A., University of Detroit;
M.A., Bowling Green State University;
Ph.D., University of Connecticut

Ronald Sverdlowe
Assistant Professor of Finance
A.B., Princeton University;
M.S., M.A., Stanford University;
Ph.D., Mathematics, Stanford University;
Master of Quantitative Finance, Ph.D. Rutgers
University

Lynn Swaner
Assistant Professor of Education
B.A., Binghamton University;
M.S., Long Island University;
Ed.D., Teachers College, Columbia University

Brian Sweeney
Assistant Professor of Sociology
B.A., Ohio Wesleyan University;
Ph.D., University of California at Irvine

Michelle Y. Szpara
Associate Professor of Education
B.S., Pennsylvania State University;
Ph.D., University of Pennsylvania

Seetha M. Tamma
Associate Professor of Biomedical Sciences
B.Sc., M.Sc., Andhra University;
Ph.D., University College, Cork, Ireland

Lillian Hess Tanguay
Director, Environmental Studies Program
Associate Professor of Geology
B.A., New York State University College at
Buffalo;
M.A., Brooklyn College, City University of
New York;
Ph.D., The Graduate School, City University of
New York

Lois Tepper
Associate Professor of Psychology
B.A., M.A., Hofstra University;
Ph.D., State University of New York at Stony
Brook

Stephen T. Tettelbach
Professor of Biology
B.S., University of Miami;
M.S., University of Washington;
Ph.D., University of Connecticut

Jack R. Thomas, II
Assistant Professor of Nutrition
B.S., M.Ed., Bowling Green State University;
Ph.D., The Ohio State University

Jerome Tognoli
Professor of Psychology
B.A., University of North Carolina;
M.A., Ph.D., University of Delaware

William Tornow
Associate Professor, Library
Head, Cataloging Department
B.S., M.L.S., Long Island University

Scott Torns
Assistant Professor of Education
Doctor of Chiropractic, New York Chiropractic
College

Donna M. Tuman
Chair, Art Department
Program Director, Art Education
Associate Professor of Art
B.S., M.S., Queens College, City University of
New York;
Ed.D., Columbia University

Jean Uhl
Assistant Professor, Library
Instructional Media Center
B.A., M.L.S., M.S., Long Island University

Donald L. Ungarelli
Dean, University Libraries
Professor
B.A., M.S.L.S., M.S.Ed., Long Island
University;
D.A.L.M., Simmons College

James Vacca
Chair, Department of Special Education and
Literacy
Assistant Professor of Education
B.A., State University of New York at Brockport;
M.A., State University of New York at Albany;
Ph.D., Syracuse University

Ernestine Marie Vellozzi
Associate Professor of Biomedical Sciences
B.S., M.S., Ph.D., St. John's University;
M.S., College of Pharmacy and Allied
Professions, St. John's University;
Certificate of Qualification – Laboratory Director
– Clinical Microbiology

Carol Venezia
Professor of Art
B.A., Antioch College;
M.F.A., Rochester Institute of Technology

Linda L. Vila
Chair, Department of Healthcare and Public
Administration
Assistant Professor of Healthcare and Public
Administration
B.A., Hunter College, City University of New
York;
J.D., Brooklyn Law School

Joan T. Walker
Assistant Professor of Education
B.M.Ed., University of Kentucky;
M.M.Ed., Arkansas State University;
M.S., Ph.D., Vanderbilt University

Emily Walshe
Associate Professor, Library
Reference Services
B.A., Kalamazoo College;
M.S.L.S., M.A., Long Island University

Jiamin Wang
Assistant Professor of Management
B.E., M.E., Ph.D., Tsinghua University

Stephanie D. Watt
Chair, Department of Music
Program Director, Piano Studies
Program Director, Theory Studies
Associate Professor of Music
B.F.A., M.A., M.S., Long Island University

Thomas C. Webster
Professor of Health Care and Public
Administration;
A.A., B.A., Graceland College;
M.A., Ph.D., Ohio State University

Tzipi Weiss
Baccalaureate Program Director
Assistant Professor of Social Work
B.A., Tel Aviv University;
M.Sc., Technion Israel Institute of Technology,
Medical School;
M.A., Columbia University;
M.S.W., D.S.W., Adelphi University

Linda Wenzel
Associate Professor of Health Care and Public
Administration
B.A., M.A., Hofstra University;
M.B.A., Long Island University;
Ph.D., Hofstra University

Mary Westermann-Cicio
Dean Pro Tem, College of Information and
Computer Science
Associate Professor of Library and Information
Sciences
B.A., M.S.L.S., M.P.A., Long Island
University;
M.A., Ph.D., State University of New York at
Stony Brook

Stephanie White
Professor of Computer Science
B.A., Hunter College;
M.S., New York University;
M.S., Ph.D., Polytechnic University of New York

Joyceln Yen Yen Woo
Assistant Professor of Education
B.A., National University of Singapore;
P.D., National Institute of Education, Nanyang
Technical University;
Ed.M., Ed.D., Teachers College, Columbia
University

Vincent Wright
Associate Professor of Music
B.A., City College, City University of New York

Amy Wysoker
Professor of Nursing
B.S., State University of New York Downstate
Medical Center;
M.A., New York University;
Ph.D., Adelphi University

Baichun Xiao
Chair, Department of Management
Professor of Management
B.S., Nanjing University (China);
M.B.A., Katholieke Universiteit Leuven
(Belgium);
Ph.D., The Wharton School, University of
Pennsylvania

Kathi L. Yanatos
Clinical Coordinator, Radiologic Technology
B.S., M.S., Long Island University;
Registered Radiologic Technologist

Wei Yang
Assistant Professor of Management
B.S., HuaZhong University of Science and
Technology;
M.S., Tsinghua University;
M.S., Ph.D., Carnegie Mellon University;

Kanghyun Yoon
Assistant Professor of Marketing and
International Business
B.A., M.S., Hankuk University of Foreign
Studies, Korea;
M.B.A., Illinois Institute of Technology;
Ph.D., University of Wisconsin
kanghyun.yoon@liu.edu

Maria Zarycky
Associate Professor, Library
Instructional Media Center
B.A., M.L.S., State University of New York at
Buffalo;
M.S., Long Island University

Susan Zeig
Program Director, Film
Professor of Film
B.S., Empire State College, State University of
New York

Mahmoud Zeinalian
Associate Professor of Mathematics
B.A., Sharif University of Technology;
M.A., City University of New York Graduate
Center;
Ph.D., City University of New York Graduate
Center

Qiping Zhang
Assistant Professor of Library and Information
Science
B.S., M.S., Peking University, China;
M.S., Ph.D., University of Michigan

Zhaohui Zhang
Assistant Professor of Finance
B.S., Shaanxi Institute;
M.S., Ph.D., Texas Tech University

C.W. POST CAMPUS ADMINISTRATORS

Debra J. Annibell

B.A.
Assistant Vice President for
Human Resource Administration
and International Employment

Gary R. Bergman

B.S., M.S.
Associate Provost for Enrollment Services

Francis N. Bonsignore

B.S., M.P.A.
Dean, College of Management

Edward A. Boss, Jr.

B.A.
Bursar

Fr. Ted Brown

B.S., M.A., M.Div.
Director of Religious Life

Fred L. Cavaliere '94

B.S., M.S.
Deputy CIO-Information Technology

William Clyde, Jr. '86

B.S., M.S.
Director of Arthur O. Eve Higher
Education Opportunity Program/MLK/EAP

Sherri N. Coe-Perkins

B.A., M.S., Ph.D.
Associate Provost for Student Affairs

Bryan Collins

B.S.
Director of Athletics and Head Football
Coach

Theresa Duggan

B.S.
Director of Conference Services

Paul Forestell

B.A., M.A., Ph.D.
Dean of Undergraduate Programs,
Southampton College at C.W. Post
Associate Dean of College of Liberal Arts
and Sciences

Rhoda Grauer

B.A.
Dean of School of Visual and Performing
Arts

Theodora T. Grauer

B.S., M.S., Ph.D.
Dean of School of Health Professions and
Nursing

Joseph Granitto

B.A., M.A.
Director of English Language Institute

Joanne Graziano '93

B.S., M.B.A.
Executive Director of Admissions and
Recruitment

Jeanette Grill

B.A., M.S.
Executive Director of Professional
Experience and
Career Planning

Adam Grohman '00

B.F.A.
Director of Student Conduct and
Community Education

Jessica Hayes '96, '01

B.S., M.S., Ed.D.
Director of Residence Life and International
Student Services

Katherine Hill-Miller

B.A., M.A., M.Phil., Ph.D.
Dean of College of Liberal Arts and
Sciences

Rita Jorgensen '74, '78, '86

B.F.A., M.A., M.S.
Director of Transfer Center/Adult Student
Services

William Kirker

B.S.
Director of Facilities Services

Michael Kline

B.A. Registrar

Rita Langdon '91, '95

B.S., M.A.
Associate Provost and Director of Public
Relations

Pamela Lennox

B.A., M.A., Ed.D.
Associate Provost for Campus Services

Robert Manheimer

B.A., M.A., Ed.D.
Dean of School of Education

William Milford

B.A., M.S.W., C.S.W., B.C.D.
Director of Student Health and Counseling

Theresa Mall Mullarkey

B.S.
Chancellor

Lisa L. Mulvey '94

B.S.
Associate Vice President for Development
and Alumni Relations

Mary Nigro '86, '96

B.S., M.S., Ed.D.
Director of Recreational Sports

Sarah Ralls

B.A.
Director of Sports Information

Paul Rapess

B.S., M.S.
Director of Public Safety

Susan Rock

B.A., M.A.
Director of Learning Support Center

Kay Hutchins Sato

B.S., Ed., M.Ed., Ed.S., Ed.D.
Interim Director of Continuing Education
& Professional Studies Director and Director
of Hutton House Lectures

Frank Smisek '79, '82

A.A.S., B.S., M.B.A.
Director of Audio/Visual

Elliott Sroka

B.A., M.A., Ph.D.
Executive Director of Tilles Center for the
Performing Arts
Director of Institute for Arts & Culture

Donald L. Ungarelli '60, '62, '73

B.A., M.S.L.S., M.S.Ed., D.A.L.M.
Dean of University Libraries

Karen Urdahl

B.S.
Director of Financial Assistance

Amy L. Urquhart '76, '79

B.S., M.S.
Assistant Provost for Student Affairs

Dana Weiss '95, '05

B.A., M.S., M.B.A.
Assistant Provost for Campus Services

Mary L. Westermann-Cicio '75, '76, '86

B.A., M.S.L.S., M.P.A., M.A., Ph.D.
Dean Pro Tem, College of Information and
Computer Science

Ian Wright

B.S., M.S.Ed.
Director of Academic Counseling

LONG ISLAND UNIVERSITY TRUSTEES AND ADMINISTRATION

Board of Trustees

CHAIRMAN

Edward Travagianti*

SENIOR VICE CHAIR

Thomas L. Pulling*

SECRETARY

Steven J. Kumble H'90*

EXECUTIVE COMMITTEE

Donald H. Elliott H'85
Michael N. Emmerman '67
George L. Engelke Jr.
Alfred R. Kahn '84, H'05
Eric Krasnoff
Byron E. Lewis '53
Howard M. Lorber '70, '91, H'01
Brian Madocks '79
Theresa Mall Mullarkey
Richard P. Nespola '67, '73
David Pinter '72
Joel Press '68
Edward E. Shorin H'99
Martin L. Sperber
Ronald J. Sylvestri '66
Rosalind P. Walter H'83

MEMBERS

Stanley F. Barshay '60
Mark A. Boyar '65
John R. Bransfield Jr.
James P. Breslawski
Michael Devine '68
Les Goodstein
Salvatore Iannuzzi
John A. Kanas '68
Steven A. Klar
William Lynch Jr.
Angelo Mangia
Michael Melnicke
Salvatore Naro '83
Bruce C. Ratner
Harvey Simpson
David Sterling
Sharon Sternheim
Eric Tveter '80
Richard O. Ullman '67
Dan K. Wassong H'92
William Lie Zeckendorf

TRUSTEES EMERITI

William F. de Neergaard '47, H'98
Arthur I. Goldberg '53, H'94
Eugene H. Luntey H'98
John M. May
Richard Stark
William Zeckendorf Jr. H'92

EX OFFICIO

David J. Steinberg*

*also on Executive Committee
H-indicates honorary doctorate from
Long Island University

University Officers

David J. Steinberg
B.A., M.A., Ph.D.,
Litt.D., LL.D.
President

Robert N. Altholz
B.A., M.B.A.
*Vice President for Finance
and Treasurer*

Richard W. Gorman
B.A., M.S.W.
Vice President for University Relations

Gale Stevens Haynes '72, '76 (M.S.)
B.A., M.S., J.D., LL.D.
*Provost
Brooklyn Campus*

Jeffrey Kane
B.A., M.A., Ph.D.
Vice President for Academic Affairs

Mary M. Lai '42, H'86
B.S., M.S., D.H.L.
Senior Advisor & Treasurer Emerita

Daniel J. Rodas
B.A., Ed.M., M.B.A., Ph.D.
Vice President for Planning

George S. Sutton
A.B., J.D.
Vice President

Long Island University Administration

B. George Baroudi
B.S.
University Chief Information Officer

Gordon Bergskaug
Director of Network Operations Center

Kathleen A. Campo
Executive Secretary to the President

Patricia Carson
B.A., M.A.
Director of Foundation Relations

Claude Cheek
B.A., M.A., M.B.A.
Director of Institutional Research

Elizabeth Ciabocchi
B.S., D.C., Ed.D.
*Assistant Vice President for Academic
Planning and Instructional Development*

Lisa Conza
B.S.
*Associate Vice President for Human
Resources*

Elaine M. Crosson
B.A., J.D.
General Counsel and Chief Legal Counsel

Paola Curcio-Kleinman
B.F.A., M.F.A.
*Associate Vice President for
Marketing and Public Relations*

Frederick J. Foran
B.B.A.
*Associate Vice President for Finance,
University Budgets and Business Operations*

Melodee A. Gandia '00
B.S., M.S.
Associate Vice President for Development

Heather Gibbs '03
B.A., M.S.
*Assistant Vice President,
Office of the President*

Robert Glass
B.A., M.A., Ph.D.
*University Dean of International Education;
Dean of Global College*

Jennifer S. Goodwin
B.A., C.F.R.E.
*University Director of
Major Gifts and Planned Giving*

Salvatore Greco
B.S., M.S.
*Associate Vice President for Information
Systems*

Linda Hanssler-Grazioso
Director of Information Technology

Phyllis P. Heinicke
B.S.
Director of University Payroll

Loretta Knapp
B.S.N., M.A., Ph.D.
Associate Vice President for Academic Affairs

Susan Williams, C.P.A.
A.A.S., B.S., M.B.A., Ed.M.
*Assistant Vice President for Student
Financial Operations and Compliance*

Kamel Lecheheb
B.S., M.S., Ph.D.
Deputy CIO

Laura Martin
M.Ed., Ed.D.
*University Coordinator of Instructional
Technology*

Kathleen Morley
B.A., M.A., Ph.D.
University Director of Assessment

Catherine Murphy
B.A., J.D.
Associate Counsel

S. Gavi Narra
B.S., M.S.
Deputy CIO, Database Development

Margaret J. Natalie
A.S., B.S.
Director of Purchasing

Linda Noyes
C.C.P.
*Associate Controller for Compensation
Operations and Tax Compliance*

Joseph Pelio Jr. '93
B.S., M.S.
Associate Controller for Accounting Services

Penelope Reddan '03
B.S., M.S.
*University Director of Development
Database and Information*

M. Peggy Riggs '89
B.S.
Academic Budget Officer

Anthony J. Riso
B.S., M.B.A.
Assistant Controller

Kathryn S. Rockett '82
B.S., M.A., M.B.A.
*Assistant Vice President for Sponsored
Research*

Jeanne M. Schlosser '03
A.A., B.A., M.B.A.
University Bursar

Mark Schmotzer
B.S., M.B.A., C.P.A.
Associate Vice President/Controller

Eileen Cheek
Director of Fundraising Operations

Suzanne Shane
B.A., J.D.
Associate Counsel

Susan Shebar '96
B.A., M.A.
*Director of Development Services/
Campaign Associate*

Spencer S. Simon
B.S., M.B.A.
Director of Academic Workload

Nancy Sissons
A.A.S.
*Director of University Fringe Benefits
Programs*

Wallace A. Smith
A.B., M.A., M.Div., Ph.D.
*Associate Vice President and Director of the
Long Island University Public Radio Network*

Elliott Sroka
B.F.A., M.F.A., Ph.D.
*Executive Director, Tilles Center; Director,
Institute for Arts and Culture*

Matilda Tazzi
*Director of University Printing
and Duplicating Services*

Peter Tymus
B.E.
Associate Vice President for Capital Projects

Donald L. Ungarelli '60, '62, '73
B.A., M.S.L.S., M.S.Ed., D.A.L.M.
Dean of University Libraries

Paola Villatoro-Ragusa '00
B.A., M.A.
Staff to the Board of Trustees

Kim Volpe-Casalino
B.A., M.A.
University Director of Public Relations

Howard J. White
B.S., M.Ed.
*Associate Vice President for Equal
Employment Opportunity /
Affirmative Action and Labor Relations*

Christopher A. Williams, Esq.
B.A., J.D.
*Associate Vice President for Government
Relations & Public Policy*

Index

- Abrams, Benjamin and Elizabeth
Communication Center 51
- Absence from Finals.....14
- Academic Calendar 3-5
- Academic Conduct 15
- Academic Counseling 16
- Academic Forgiveness 12
- Academic Honor Societies.....18-21
- Academic Policy.....12
- Academic Residence Requirement 11
- Academic Resource Center (ARC).....45
- Academic Status.....12
- Academic Success, Program for 10
- Accelerated Programs
- Accounting.....163
 - Criminal Justice 167
 - International Studies/Business
Administration.....157
 - Nursing.....217
 - Political Science.....130
 - Political Science/
Public Administration 133
 - Public Administration 172
- Access Program 10
- Accountancy 163
- Accreditation 295
- Acting (Theatre) 261
- Actuarial Science.....115
- Administration
- C.W. Post Campus 286
 - Long Island University.....287
- Admission.....9
- Adolescence Education 184
- Adult Student Services 8
- Advanced Placement 16
- Advanced Seminars 22
- Alumni 48
- American Government 135
- American Studies.....151
- Anthropology 143
- Applied Mathematics.....118
- Approved Programs (NYSED).....273
- Arboretum, C.W. Post Community.....53
- Art, Department of 231
- Art Education.....232
- Art History 231
- Art Studio.....232
- Art Therapy 234
- Articulation Agreements 11
- Arts Management.....263
- Athletics.....45
- Attendance.....14
- Audit Policy 23
- Benjamin and Elizabeth Abrams
Communication Center.....51
- Biology 68
- Biomedical Sciences,
Department of 206
- Biomedical Technology 209
- Board of Trustees 287
- Brentwood Campus 1
- Broadcasting 245
- Brooklyn Campus.....1
- Business, School of.....154
- Business Administration 155
- Calendar, Academic 3-5
- Campus Description.....1, 6
- Career Development 17
- Certification 183
- Chemistry 73
- Childhood Education.....189
- Class Standing 12
- Clinical Laboratory Sciences 201
- Coaching Certificate 196
- College of Information and
Computer Science 56
- College of Liberal Arts and Sciences....65
- College of Management.....152
- Comparative Language.....99
- Communication Sciences
and Disorders, Department of 185
- Computer Science/Management
Engineering, Department of.....56
- Continuing Education and
Professional Studies 44
- Cooperative Education 17, 55
- Core Curriculum 53
- Core Equivalencies-Honors 22
- Core Requirements.....53
- Course Frequency 16
- Course Numbers 25
- Course Registration 23
- Creative Art Studio 232
- Criminal Justice 167
- Critical Languages Program 100
- Curriculum and Instruction,
Department of 188
- C.W. Post Campus 1, 6
- Dance 260
- Dean's and Honor's List 13
- Deferred Payment Plan 29
- Deposits Tuition-Housing 45, 46
- Development and Alumni Relations....48
- Digital Arts and Design 233
- Disability Support Services 45
- Dismissal.....14
- Double Majors 15
- Early Admission 10
- Earning While Learning.....18
- Earth and Environmental Sciences,
Department of 78
- Economics, Department of.....88
- Education, School of 180
- Electronic Media 245
- Emergencies 45
- Engineering 115, 122
- Enrollment Services, Center of 7
- English 92
- English Education.....94
- English Language Institute.....8
- Environmental Studies.....78
- Essential Literacies 18
- Evening Program 8
- Faculty 7, 276
- Fees 27-28
- Film 260
- Finance, Department of.....157
- Financial Assistance, C.W. Post 29
- Financial Assistance, Federal 41-44
- Financial Assistance, NYS 38-41
- Foreign Languages, Department of 98
- Forensic Science.....214
- French.....100
- Freshman Admission 10
- Freshman Seminar 16
- Geography 78
- Geology.....79
- Gender Studies 142
- German.....102
- Grading.....13
- Graduate Courses open to
Undergraduates.....25
- Graduation and Diplomas 14
- Graphic Design
(see Digital Arts and Design) 233
- Greek 103
- Health and Counseling Center 46
- Health Care Administration 171
- Health Care and Public
Administration, Department of.....171
- Health Education Program.....196
- Health Information Management
Department of 215
- Health, Physical Education and
Movement Science,
Department of 196
- Health Professions and Nursing,
School of.....205
- Hebrew 103

- HEGIS Codes (NYSED) 273
 HEOP, MLK, Jr. 44
 Hillwood Art Museum 52
 Hillwood Commons 51
 History, Department of.....110
 Honors and Merit Programs.....21
 Honor Societies.....18-20
 Housing Application Deposit 46
 Human Performance Laboratory 51

 Immigration Matters 45
 Independent Studies (Honors) 22
 Infirmary (Student Health and
 Counseling Center) 46
 Information and Computer Science,
 College of 56
 Information Systems.....58
 Information Technology, Office of.....50
 Installment Payment Plans 28
 Institute for Arts & Culture.....51
 Interdisciplinary Studies (program) 150
 Interdisciplinary Studies (degrees).....79
 International Baccalaureate Credit 11
 International Business 157
 International Admission 12
 International Student Services 45
 International Studies 130
 Italian 104

 Japanese 105
 Jerrold Mark Ladge Speech and
 Hearing Center.....51
 Journalism, Print & Electronic 247

 Leave of Absence 25
 Liberal Arts and Sciences,
 College of 65-144
 Library 48-50
 Life Experience.....16
 Linguistics.....106
 Literacy 193
 Long Island University.....ii
 Board of Trustees 287
 Long Island University Plan 16

 Maintenance of Matriculation.....25
 Management, College of 152
 Management, Department 159
 Management Information Systems 160
 Map of C.W. Post 296-297
 Map of Long Island University 293
 Marketing/International Business,
 Department of.....157
 Mathematics, Department of.....118
 Mathematics Education 120

 Media Arts, Department of 242
 Media Lab.....51
 Medical Biology 206
 Merit Fellowships 21
 Mission Statement 6
 Modern Comparative Language.....99
 Music, Department of 251
 Music Education.....253
 Music Technology Lab 51

 Notice to Students i
 Notification, Application 11
 Nursing, Department of.....217
 Nutrition, Department of.....219

 Orientation.....46

 Palmer School of Library and
 Information Science.....56
 Pass/Fail Option 13
 Per Capita Classes 23
 Philosophy, Department of 124
 Photography 234
 Physical Education 193
 Physics, Department of 127
 Political Science/International
 Studies 130
 Portuguese.....106
 Pre-Dental 17
 Pre-Engineering Transfer
 Program 121, 129
 Pre-Law Counselor.....17
 Pre-Health Professions 17
 Pre-Pharmacy 227
 Pre-Respiratory Therapy 228
 Probation 14
 Professional Accountancy, School of..163
 Program Changes 24
 Psychological Services Center 50
 Psychology, Department of.....138
 Program for Academic Success (PAS)....10
 Public Administration 172
 Public Relations 248
 Public Safety.....45
 Public Service, School of.....166
 Publications (Student) 47

 Quality Points.....13

 Radio Station 51
 Radiologic Technology,
 Department of 222
 Readmission 11
 Recreational Sports 45
 Refunds.....27

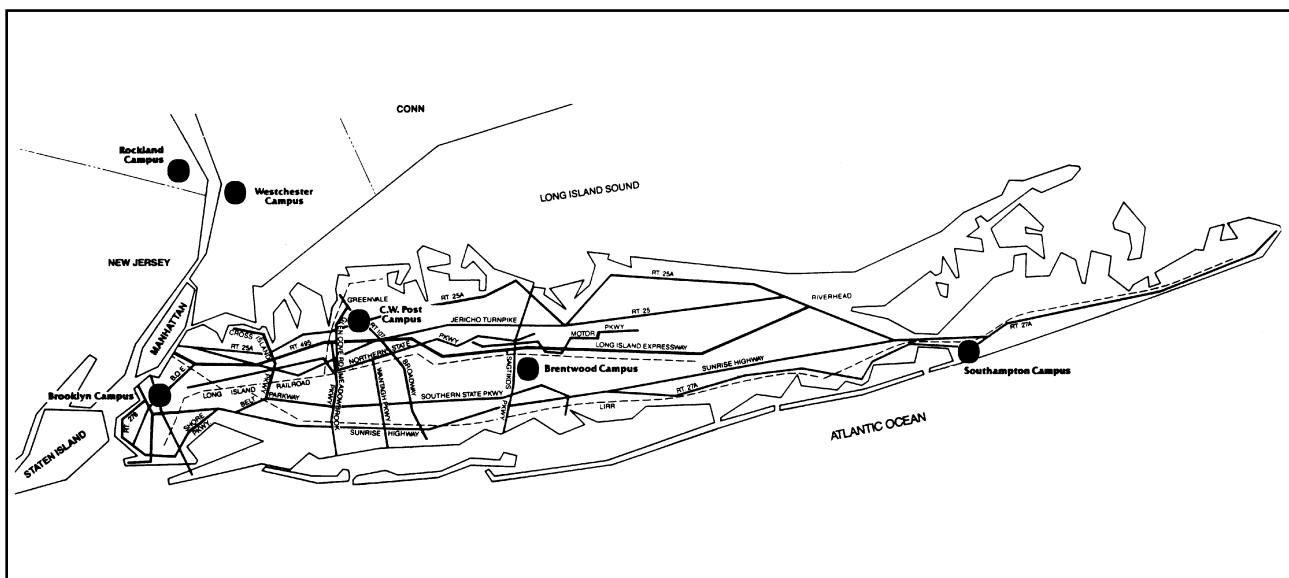
 Registered Programs (NYSED) 273
 Registration 23
 Related Curricular Matters 15
 Religious Life 45
 Requirements for Graduation 15
 Residence Life 45
 Rockland Campus 2
 Room and Board Fees.....28
 Russian (language) 106

 SCALE Program.....8
 Scholarships/Grants 29-43
 Scholarships and Financial Assistance ..29
 School of Business 159
 School of Education.....180
 School of Health Professions
 and Nursing 205
 School of Professional Accountancy ..163
 School of Public Service 166
 School of Visual and
 Performing Arts 229
 School of Visual and Performing
 Arts Media Lab.....51
 Security Report.....7
 Senior Adult Programs.....8
 Serbo-Croatian.....100
 Social Work 175
 Sociology & Anthropology,
 Department of 143
 Southampton Graduate Campus 2
 Spanish 107
 Special Education and Literacy,
 Department of 203
 Speech-Language Pathology
 and Audiology 185
 Student Activities and
 Organizations 46-47
 Student Life and
 Leadership Development 46
 Student Government Association 47
 Student Conduct 15
 Student Health and Counseling
 Services.....46
 Student Health Insurance Policy.....47
 Student Publications 47
 Study Abroad 18
 Summer Sessions 3, 4, 5
 Suspension 14
 Swahili 100

 Termination of Studies.....25
 Teaching and Learning Initiative 52
 Theatre, Film & Dance,
 Department of 260
 Tilles Center for the Performing Arts ..52

Transcript Request	25
Transfer Admission.....	11
Tuition and Fees	27-28
Tuition Payment.....	23
Turkish	100
Credit by Proficiency Exam	16
Credit for Life Experience	16
Veterans/Financial Aid	43
Vietnamese	100
Visiting Student Authorization (VISA)	24
Visual and Performing Arts, School of.....	229
Web site for Students	47
Weekend College	8
Westchester Campus	2
Withdrawal.....	24
Writing Across the Curriculum	54
World Literature.....	109
Yiddish	100

Map Showing Location of Long Island University's Six Campuses



Policy of Nondiscrimination

C.W. Post does not discriminate on the basis of sex, sexual orientation, race, color, creed, national origin, religion, age, handicap or political belief, in any of its educational programs and activities, including employment practices and its policies relating to recruitment and admission of students. Additionally, Long Island University takes affirmative action to recruit applicants from among women, members of protected minority groups, handicapped individuals and veterans, including disabled veterans and Vietnam-era veterans.

Summary of Policy Against Sexual Harassment

Policy Statement

It is the policy of Long Island University to promote a cooperative work and academic environment in which there exists mutual respect for all University students, faculty, and staff. Sexual harassment is inconsistent with this objective and contrary to the University policy of equal employment and academic opportunity without regard to age, sex, sexual orientation, alienage or citizenship, religion, race, color, national or ethnic origin, disability, and veteran status. Sexual harassment is illegal under Federal, State, and City laws, and will not be tolerated within the University.

Prohibited Conduct

It is a violation of University policy for any member of the University community to engage in sexual harassment or to retaliate against any member of the University community for raising an allegation of sexual harassment, for filing a complaint alleging sexual harassment, or for participating in any proceeding to determine if sexual harassment has occurred.

Definition of Sexual Harassment

For purposes of this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other oral or written communications or physical conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing;
2. submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or abusive work or academic environment.

Examples of Sexual Harassment

Examples of sexual harassment include, but are not limited to, the following:

- requesting or demanding sexual favors in exchange for employment or academic opportunities (such as hiring, promotions, grades, or recommendations);
- submitting unfair or inaccurate job or

academic evaluations or grades, or denying training, promotion, or access to any other employment or academic opportunity, because sexual advances have been rejected.

- sexual comments, teasing, or jokes;
- sexual slurs, demeaning epithets, derogatory statements, or other verbal abuse;
- graphic or sexually suggestive comments about an individual's attire or body;
- inquiries or discussions about sexual activities;
- pressure to accept social invitations, to meet privately, to date, or to have sexual relations;
- sexually suggestive letters or other written materials;
- sexual touching, brushing up against another in a sexual manner, graphic or sexually suggestive gestures, cornering, pinching, grabbing, kissing, or fondling;
- coerced sexual intercourse or sexual assault.

Consensual Relationships

Amorous, dating, or sexual relationships that might be appropriate in other circumstances have inherent dangers when they occur between a faculty member, supervisor, or other member of the University community and any person for whom he or she has a professional responsibility. These dangers can include: that a student or employee may feel coerced into an unwanted relationship because he or she fears that refusal to enter into the relationship will adversely affect his or her education or employment; that conflicts of interest may arise when a faculty member, supervisor, or other member of the University community is required to evaluate the work or make personnel or academic decisions with respect to an individual with whom he or she is having a romantic relationship; that students or employees may perceive that a fellow student or co worker who is involved in a romantic relationship will receive an unfair advantage; and that if the relationship ends in a way that is not amicable, either or both of the parties may wish to take action to injure the other party.

Faculty members, supervisors, and other members of the University community who have professional responsibility for other individuals, accordingly, should be aware that any romantic or sexual involvement with a student or employee for whom they have such a responsibility may raise questions as to the mutuality of the relationship and may lead to charges of sexual harassment.

For the reasons stated above, any such relationships which may reasonably be perceived as likely to impair the professional responsibility of the faculty or staff member is prohibited.

Academic Freedom

This policy shall not be interpreted so as to constitute interference with academic freedom.

False and Malicious Accusations

Members of the University community who make false and malicious complaints of sexual harassment, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action.

Procedures

The University has developed procedures to implement this policy. The Provost of each residential campus or the chief operating officer of each nonresidential campus has ultimate responsibility for overseeing compliance with this policy. In addition, each dean, director, department chairperson, administrator, or other person with supervisory responsibility is required to report any complaint of sexual harassment to an individual or individuals to be designated in the procedures. All members of the University community are required to cooperate in any investigation of a sexual harassment complaint. Please be advised that if any employee fails to report any incident of sexual harassment and/or refuses to participate in the investigation, said employee may effectively waive and/or forfeit any available remedies at law.

Investigation

The representative/investigator will schedule a meeting with the person making the complaint. Thereafter, the University will thoroughly investigate the complaint, which will include an interview with the alleged harasser and any potential witnesses. Upon completion of the investigation, the person making the complaint will be contacted and advised of the outcome of the investigation. The University will conduct the investigation as expeditiously as possible given the nature of the academic calendar which includes summer vacation and intersession periods.

Enforcement

There is a range of corrective actions and penalties available to the University for violations of this policy. Employees who are found to have violated this policy are subject to various penalties, up to and including termination of employment. All such disciplinary actions will be subject to the provisions of the relevant collective bargaining agreement, if applicable.

Campus Contact Persons

Any person who wishes to file a sexual harassment complaint may do so by contacting the Campus Representative. The Campus Representatives are:

C.W. Post Campus

Dr. Nish Najarian at (516) 299-4007

Dr. Mary Westermann-Cicio (516) 299-4110

Dr. Eric Lichten (516) 299-2404

Dr. Kay Sato (516) 299-2580

Ms. Beth Carson (516) 299-3952

Dr. Paul Ciborowski (631) 821-1343

Complaints may also be filed with the Campus Provost or Chief Operating Officer or a Dean. In addition, the University has retained Prefix pre-dispute solutions, LLC to be available to accept sexual harassment complaints 24 hours a day, seven days a week by calling the following toll-free number: 1-888-LIU-5559.

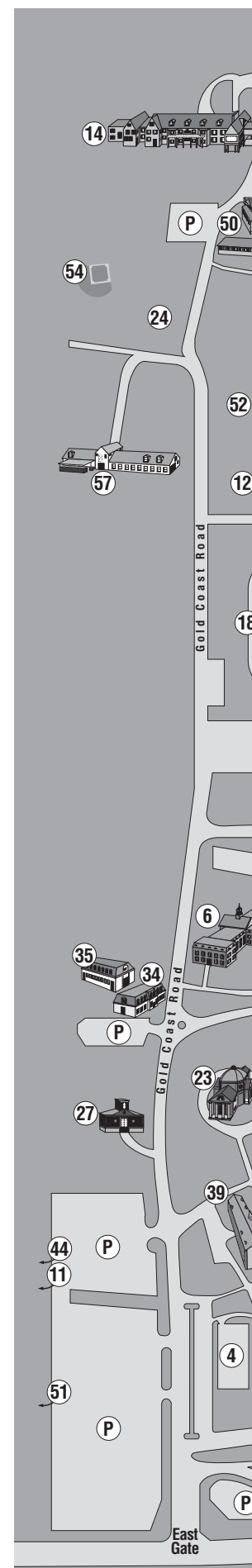
- Commission on Accreditation of Allied Health Education Programs (in cooperation with the Council on Accreditation of the American Health Information Management Association [AHIMA])
- Council on Social Work Education
- Joint Review Committee on Education in Radiologic Technology
- National Accrediting Agency for Clinical Laboratory Sciences
- National Association of Schools of Public Affairs & Administration
- National League for Nursing Accrediting Commission (NLNAC)

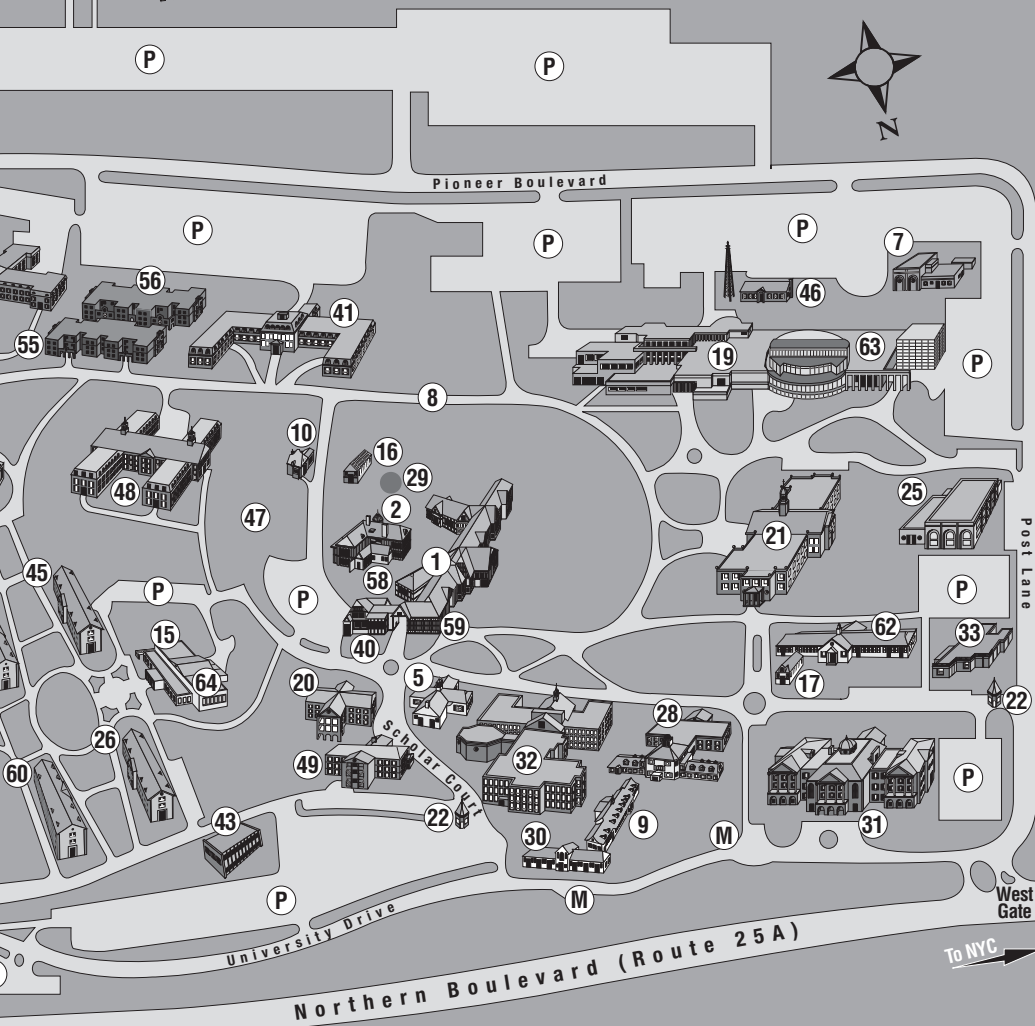
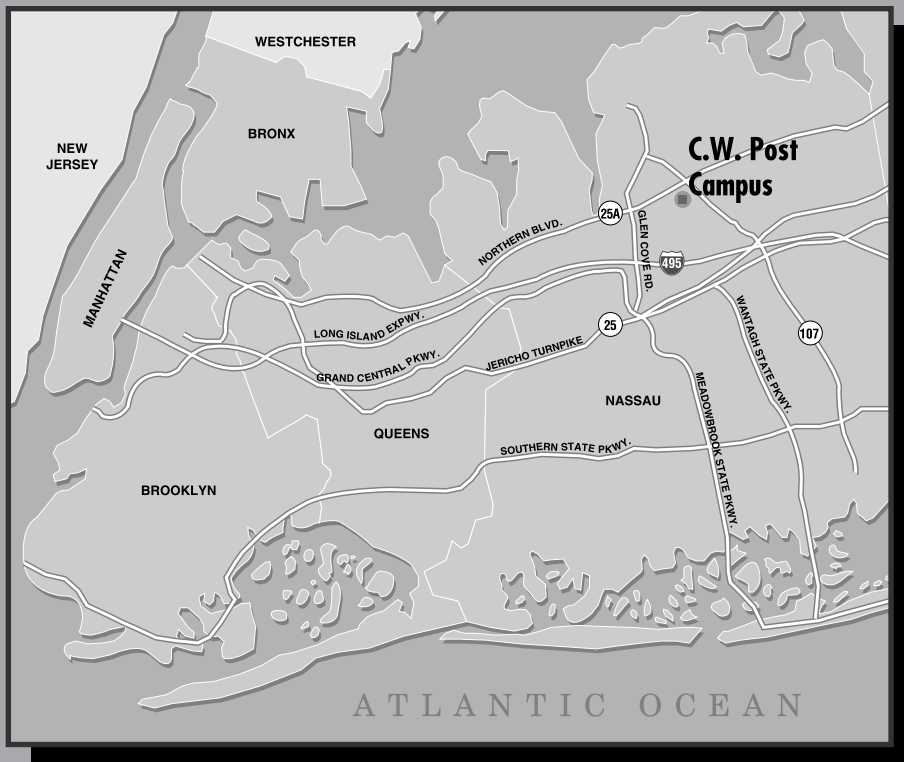
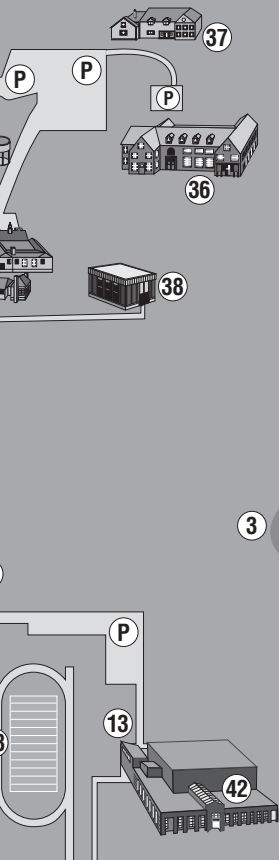
Specialized and Professional Accreditations

The academic programs of C.W. Post are registered with the New York State Education Department and accredited by the Commission of Higher Education of the Middle States Association of Colleges and Secondary Schools. In addition, various other academic programs have received professional and specialized accreditation. They include:

- AACSB International – The Association to Advance Collegiate Schools of Business
- American Art Therapy Association
- American Chemical Society
- Commission on Accreditation for Dietetics Education, American Dietetic Association
- American Library Association
- American Psychological Association
- American Speech-Language-Hearing Association

1 Administration/ Winnick House/ Great Hall	35 Lodge B Residence Hall
2 Admissions	36 Lorber Hall/ School of Accountancy
3 Baseball Field	37 McGrath House
4 Basketball Courts (Outdoors)	38 Music Rehearsal Building
5 Bookstore	39 Nassau Residence Hall
6 Brookville Residence Hall	40 Philosophy Building
7 Central Heating Plant	41 Post Residence Hall
8 Chipmunk Trail	42 Pratt Recreation Center
9 Crafts Center	43 Printmaking Studio
10 Dollhouse	44 Public Safety
11 Facilities Services	45 Queens Residence Hall
12 Field Hockey	46 Radio Station WCWP (Abrams Communication Center)
13 Field House	47 Riggs Park
14 Fine Arts Center	48 Riggs Residence Hall
15 Gold Coast Room	49 Roth Hall
16 Greenhouse	50 Sculpture Studios
17 Greenhouse Terrace	51 Sewage Treatment Plant
18 Hickox Field/Football, Track, Men's Lacrosse	52 Soccer Field (Men's)
19 Hillwood Commons	53 Soccer, Lacrosse Field (Women's)
20 Hoxie Hall	54 Softball Field
21 Humanities Hall	55 South Residence Halls (Red, Green)
22 Information Guard Booths	56 South Residence Halls (Yellow, Blue)
23 Interfaith Center, Chapel	57 Stables/Equestrian Center
24 Intramural Fields	58 Stecklow Gardens
25 Kahn Discovery Center	59 Southampton Undergraduate Programs at C.W. Post Campus
26 Kings Residence Hall	60 Suffolk Residence Hall
27 Klar Intercultural Center	61 Tennis Courts
28 Kumble Hall (Student Services Building)	62 Theatre, Film and Dance Building
29 Labyrinth	63 Tilles Center
30 Ladge Speech & Hearing Center	64 Winnick Student Center
31 Library (B. Davis Schwartz Memorial)	B Long Island Bus
32 Life Science/Pell Hall	P Parking Areas
33 Little Theatre	
34 Lodge A Residence Hall	





C.W. Post Campus
Long Island University

