

LIU Brentwood

2014-2015

**Undergraduate and
Graduate Bulletin**



LIU Brentwood

2014 - 2015 Undergraduate & Graduate Bulletin

Michael J. Grant Campus

1001 Crooked Hill Road, Brentwood, NY 11717

General Information: 631-287-8500

www.liu.edu/brentwood

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Notice to Students: The information in this publication is accurate as of September 1, 2014. However, circumstances may require that a given course be withdrawn or alternate offerings be made. Therefore, LIU reserves the right to amend the courses described herein and cannot guarantee enrollment into any specific course section. All applicants are reminded that the University is subject to policies promulgated by its Board of Trustees, as well as New York State and federal regulation. The University therefore reserves the right to effect changes in the curriculum, administration, tuition and fees, academic schedule, program offerings and other phases of school activity, at any time, without prior notice.

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

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LIU

Long Island University (LIU) is one of America's largest and most comprehensive private universities with locations and programs spanning the New York metropolitan area, overseas and online. World-class faculty, small classes and résumé-building hands-on learning experiences are the hallmarks of an LIU education.

The university offers nearly 500 academic programs and educates over 24,000 students in degree-credit and continuing education programs in Brooklyn, Brookville (LIU Post), Brentwood, Riverhead, and Rockland and Westchester (LIU Hudson). Its international unit, LIU Global, provides a wide range of study abroad options at overseas centers in China and Costa Rica, and through programs in Australia, South Africa, Taiwan, Thailand, Turkey and, beginning in 2015, Europe.

The accomplishments of more than 191,000 living alumni are a testament to the success of LIU's mission of "Access and Excellence." The institution also provides enrichment for students and neighboring communities, including the excitement of NCAA Division I and II athletics, internationally acclaimed arts programming at Tilles Center for the Performing Arts and the nationally renowned George Polk Awards in journalism.

Accreditation and Program Registration

LIU is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. The degree and certificate programs also are approved and registered by the New York State Department of Education.

CAMPUSES OF LIU

The Residential Campuses

LIU Brooklyn

Located in the heart of downtown Brooklyn's thriving Tech Triangle, LIU Brooklyn provides students with experiential learning opportunities reflecting the entrepreneurial urban community it serves. Distinctive programs encompass the arts and media, the natural sciences, business, social policy, urban education, the health professions, pharmacy, and the health sciences.

Founded in 1926, LIU Brooklyn is the original unit of Long Island University. Its beautifully landscaped, 11-acre campus is a self-contained urban oasis, steps away from world-class arts and entertainment venues like Brooklyn Academy of Music and the Barclays Center, as well as the hip restaurants and cafes of Fort Greene. Just a 10-minute subway ride from the professional and cultural opportunities of Manhattan, the vibrant campus includes residence halls for more than 1,100 students.

LIU Brooklyn offers nearly 160 associate, undergraduate, graduate, doctoral, and certificate programs, including Ph.D. programs in clinical psychology and pharmaceuticals, the D.P.T. in physical therapy, and the Pharm.D. in pharmacy. Serving a diverse student body, 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 Harriet Rothkopf Heilbrunn School of Nursing; the School of Health Professions; LIU Pharmacy (the Arnold & Marie Schwartz College of Pharmacy and Health Sciences); and the School of Continuing Studies. The campus is known for its nationally recognized Honors Program, which was the first of its kind in the country and emphasizes a holistic, liberal arts background.

LIU Brooklyn has a deeply rooted tradition of athletic excellence. The basketball teams of the 1930s captured two national championships, and the campus' success in sports has continued over the decades with numerous Northeast Conference championships. Over the last 10 years, the Blackbirds have won 34 NEC titles, including 12 in the last three seasons. The campus currently fields 18 NCAA Division I teams.

The \$45-million Steinberg Wellness Center, which features an NCAA-regulation swimming pool, a 2,500-seat arena, state-of-the-art workout facilities and a rooftop track, serves the campus and the surrounding community, and the Cyber Café provides a high-tech hot spot for students and faculty members to meet and eat.

LIU Post

Twenty-five miles east of New York City on Long Island's historic Gold Coast, LIU Post is a leader in cultivating the entrepreneurial spirit in our students through innovative collaborations, partnerships, and student-run businesses. The university, which offers a small-school environment, but with the access and resources of a major metropolitan university, includes five schools of study: the College of Education, Information and Technology; the College of Liberal Arts and Sciences; the College of Management; the School of Health Professions and Nursing; and School of Visual and Performing Arts.

The scenic, scholarly campus is home to the Steinberg Museum of Art at Hillwood, the renowned Tilles Center for the Performing Arts, and WCWP-FM Radio. In addition, LIU Post offers the Ph.D. in information studies, the Psy.D. in clinical psychology, and the Ed.D. in interdisciplinary educational studies.

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. Ranked a "Best Regional University," by *U.S. News and World Report*, LIU Post offers its full-time, part-time, and non-credit students a comprehensive range of nearly 200 associate, undergraduate, graduate, and doctoral degree programs and certificates. In addition, the campus offers college credit courses to high school students in area schools.

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

Twenty-two NCAA men's and women's sports teams, which recently earned top ranking in Division II sports, take advantage of LIU Post's 70 acres of playing fields, including the new Bethpage Federal Credit Union Stadium. Clubs, fraternities, and sororities provide many other outlets for student activities. LIU 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.

The Regional Campuses

LIU Brentwood

Since 1959, LIU Brentwood has served the diverse communities of western Suffolk County with premier undergraduate and graduate programs. Conveniently located on the Michael J. Grant Campus of Suffolk Community College, it offers access to a full range of amenities, including a state-of-the-art library and computer resources, as well as personalized academic advisement and support services. Since LIU Brentwood is primarily a teaching institution, classroom instruction is its top priority. While most faculty members are involved in research, scholarly writing, or creative activities appropriate to their discipline, all are measured against the highest standards of teaching excellence. Some programs require completing coursework at another LIU campus.

LIU Hudson

For more than a quarter of a century, Long Island University has been offering graduate degree and certificate programs in Rockland and Westchester counties. LIU Hudson at Rockland is conveniently located near the Palisades Parkway in Orangeburg, N.Y., just two miles from the New Jersey border. LIU Hudson at Westchester is located in a state-of-the-art facility on the grounds of Purchase College, which features high-tech classrooms designed for adult learners. Both centers boast technologically advanced library resources and mainframe-networked computer labs, and offer small classes with personalized instruction delivered by full-time and adjunct faculty members who bring a wealth of practical experience and an understanding of career trends to the classroom.

Students enroll as degree candidates or as non-degree students who wish to pursue graduate courses for personal enrichment or professional advancement. Most classes in Rockland and Westchester 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. and/or advanced certificates in health care sector management and cyber security for business professionals); health or public administration (M.P.A. and advanced certificate in long term care); educational leadership (M.S.Ed. and/or advanced certificate); 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, autism, literacy, bilingual, TESOL, bilingual extension, gifted extension, writing and reading, school counseling and school psychology; marriage and family therapy (M.S.); mental health counseling (M.S.); and pharmaceuticals (M.S.) with specializations in industrial pharmacy and cosmetic science.

LIU Riverhead

LIU Riverhead offers high-quality undergraduate and 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 in conveniently scheduled day and evening programs.

Offerings include the upper division B.S. in childhood education (grades 1-6), the upper division B.A. in communication studies - new media, the M.S. in childhood education (grades 1 – 6), the M.S. in literacy education (birth – grade 6), the M.S. in teaching students with disabilities (grades 1 – 6 or generalist grades 7 – 12) and an advanced certificate in applied behavior analysis. In addition, an M.S. in homeland security management and advanced certificates in homeland security management and cyber security policy are offered fully online. The Homeland Security Management Institute features comprehensive curricula designed by professionals for professionals. Faculty members and guest lecturers include some of the top names in law enforcement, counterterrorism and government.

ABOUT LIU BRENTWOOD

Statement of Mission

The mission of LIU Brentwood supports the goal of the university in providing excellence and access in education to people from all backgrounds to meet the needs and expand the horizons of each student. LIU Brentwood enhances the university's educational outreach, serving students located in Suffolk County, Long Island, by providing course offerings in various degree programs primarily to adult, working professionals. LIU Brentwood utilizes the resources of a multi-campus university to provide faculty, administrative support, and other services.

Overview

LIU Brentwood provides a unique environment for learning on the Michael J. Grant Campus of Suffolk County Community College in western Suffolk County.

LIU Brentwood, as part of Long Island University, utilizes the resources of one of the country's largest multi-campus universities to provide superior educational opportunities to a population comprised mostly of adult, working professionals. We have developed innovative degree programs for individuals who wish to complete their degree programs quickly, yet maintain a full-time work schedule.

The innovative Fast Track Master of Science degree in Criminal Justice is completed in only four semesters and at a discounted tuition rate that remains frozen for the length of the program.

The teacher education and counseling programs at LIU Brentwood are among the largest and most comprehensive in New York State. Graduate programs include early childhood education, childhood education, childhood/special education, childhood/literacy, special education, literacy education, clinical mental health counseling and school counseling. A specialization in autism also is offered within the single and dual certification programs in special education. Courses are available in teaching English to speakers of other languages and adolescent education.

Undergraduate transfer students can take advantage of evening courses in the Bachelor of Arts degree program in criminal justice or the Bachelor of Science degree program in Nursing (for RNs only). These programs are designed around the needs of the working professional.

LIU Post's Palmer School of Library and Information Science, offers a Master of Science degree in Library and Information Science at LIU Brentwood. Students in this program may pursue a great variety of paths, including careers in public libraries, school libraries and the corporate arena.

While LIU Brentwood provides professional and pre-professional programs that may prove

valuable in the job market, it is also committed to giving the student the general education he or she needs for continued personal and professional growth. LIU Brentwood is primarily a teaching institution where classroom instruction is top priority. Members of LIU Brentwood faculty are members of the LIU faculty and adjunct staff.

University Policies

Policy on Non-Discrimination

LIU 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 in policies relating to recruitment and admission of students.

Policy on Non-Sexual Harassment

The university officers share the universally held belief that a proper academic/employment environment cannot be maintained when members of our community are subject to sexual harassment. Thus, the officers reaffirm the university's policy that strictly and absolutely forbids the sexual harassment of any student or employee.

Students who wish to file a complaint alleging harassment may do so by contacting the associate dean and director of campus operations, or the academic dean of the discipline in which the student has his/her primary academic affiliation. In addition, a student may contact an LIU Brentwood representative. Please call 631-287-8500 for details.

LIU BRENTWOOD ACADEMIC PROGRAM OFFERINGS

Bachelor's Degree Programs**Degrees**

Criminal Justice

B.A.

*Nursing (for RNs only)

B.S.

Master's Degree Programs**Degrees**

Criminal Justice

M.S.

Literacy (Birth - Grade 6)

M.S.Ed.

Special Education (Grades 1-6)

M.S.Ed.

Early Childhood Education (Birth - Grade 2)

M.S.

Childhood Education (Grades 1-6)

M.S.

Childhood Education/ Special Education (Dual Certification) (Grades 1-6)

M.S.

Childhood Education/ Literacy (Dual Certification) (Birth - Grade 6)

M.S.

School Counselor

M.S.

Clinical Mental Health Counseling

M.S.

*Library and Information Science

M.S.

*Library and Information Science/School Library Media

M.S.

**Adolescence Education (Grades 7-12) (Pedagogy Only)

M.S.

**T.E.S.O.L. (Grades K-12)

M.A.

Advanced Certificate Program**Degree**

***Students With Disabilities (SWD) "7-12" Generalist

Adv.Cert.

***Clinical Mental Health Counseling

Adv. Cert.

*These programs are LIU Post programs offered at LIU Brentwood. Students interested in these LIU Post programs apply to LIU Brentwood. Students must take a minimum of 3 credits at LIU Post to satisfy the residency requirement. Student's financial aid is administered by LIU Brentwood. Students in these programs earn an LIU Post degree. Contact the LIU Brentwood Office of Admissions for details by calling 631-287-8505.

**These programs are LIU Post programs offered on occasion at LIU Brentwood. Students interested in these programs must apply to LIU Post. At least 3 credits must be completed at LIU Post to satisfy the residency requirement. Students derive any financial aid eligibility from LIU Post. Students in these programs earn an LIU Post degree. Contact the LIU Brentwood Office of Admissions for details by calling 631-287-8505.

*** For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at www.liu.edu/ge.

ACADEMIC CALENDAR 2014-2015

Fall Term 2014

Classes Begin	September 3
Add/Drop and Late Registration (instructor permission required to add Lab Science courses as of 9/10)	September 3-16
Award of September Degrees	September 19
Columbus Day - Administrative Offices Open - <i>No Classes</i>	October 13
Last Day to File for January 2015 Degree	October 17
Registration Begins for Spring 2015 (tentative date)	October 14
Last Day to Opt P/F or Withdraw	November 7
Veteran's Day - Administrative Offices Open - <i>No Classes</i>	November 11
Thanksgiving Recess - <i>No Classes</i>	November 26 - November 30
Last Day of Regular Classes	December 9
Study/Snow Days/Alternate Class Days	December 10-11
Final Examination/Final Class Meetings	December 12-18
Term Ends	December 19
Conferral of January Degrees	January 16

Winter Term 2014-2015

Classes Begin	January 6
Add/Drop and Late Registration	January 6
Classes End	January 17

Spring Term 2015

Classes Begin	January 20
Add/Drop and Late Registration (instructor permission required to add Lab Science courses as of 1/27)	January 20 - February 2
Last Day to File for May 2015 Degree	February 6
Presidents' Day - <i>No Classes</i>	February 16
<i>Monday Classes Meet, Tuesday Classes Suspended</i>	February 17
Registration Begins for Summer 2015 (tentative)	March 2
Spring Recess - <i>No Classes</i>	March 9-15
Registration Begins for Fall 2014 (tentative)	March 16
Last Day to Opt P/F or Withdraw	April 3
Last Day of Regular Classes	April 28

Study/Snow Days/Alternate Class Days	April 29/30
Final Examinations/Final Class Meetings	May 1-7
Commencement (tentative)	May 8
Conferral of May Degrees	May 15

Summer Term 2015

SESSION I - 2015

Classes Begin	May 18
• 5-Week Session, May 18 - June 19	
• 10-Week Session, May 18 - July 24	
• 12-Week Session May 18 - August 7	
Add/Drop and Late Registration	May 18-19
Memorial Day Holiday – No Classes (Make-up Day – May 30)	May 25
Make-up Day for Memorial Day	May 29
Last Day to Opt P/F or Withdraw for Five Week Session*	June 5
Summer I 5-Week Session Ends	June 19

SESSION II - 2015

Classes Begin - 2nd 5-Week Session	June 22
Add/Drop and Late Registration	June 22-23
Last Day to File for September Degree	July 10
Last Day to Opt P/F or Withdraw	July 17
Ten Week Session Ends	July 24
Summer II 5-Week Session Ends	July 24

SESSION III - 2015

Classes Begin – 3rd 5-Week Session	July 27
Add/Drop and Late Registration	July 27-28
12-Week Session Ends	August 7
Last Day to Opt P/F or Withdraw	August 21
Summer III 5-Week Session Ends	August 28

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

UNDERGRADUATE ADMISSION

General Information

Students interested in applying for undergraduate admission to LIU Brentwood may do so online at www.liu.edu/brentwood, or may request application materials by mail at the following address:

Office of Admissions
LIU Brentwood
Michael J. Grant Campus
1001 Crooked Hill Road
Brentwood, NY 11717-1017
Telephone: 631-287-8505
Fax: 631-287-8575

Be sure to include your name, address, e-mail address, telephone number, intended major, most recent school attended, and date of graduation.

Programs of Study

LIU Brentwood is registered with the State of New York as a campus that offers upper-division undergraduate programs. Transfer students from two-year or four-year institutions may complete the B.A. in Criminal Justice or the LIU Post B.S. in Nursing (for RNs only).

Application Procedure

To apply for undergraduate admission, an applicant must submit a completed application for undergraduate admission and one official transcript from each college/university previously attended. Individuals may also apply online at www.liu.edu/brentwood by selecting the "Apply Online" link.

Notification of Application Status

All applicants are notified promptly of the receipt of their applications and are advised which, if any, of their credentials have not been received by the LIU Brentwood 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:

- **Acceptance:** For students whose credentials meet admission standards of LIU Brentwood.
- **Pending:** For students who are to submit additional information before decisions can be made.
- **Denial:** For students whose admission cannot be approved.

Admitted candidates are encouraged to accept the offer to enroll as soon as possible.

Admission Status

Entering undergraduate LIU Brentwood

students will be admitted in one of the following categories:

- **Full Matriculant:** A student who has successfully satisfied all admission requirements and has been officially accepted into a degree program.
- **Non-Matriculant:** A student who does not satisfy one or more of the entrance requirements and who may enroll, but may not pursue a degree.

Visiting Students

Visiting students must have written permission from their primary educational institution granting permission to register at, and transfer credit from, Long Island University. This letter must specify which courses will be accepted in transfer upon successful completion of coursework.

Transfer Admission

For admission as a transfer student, the Office of Admissions generally considers a minimum cumulative GPA of 2.0 on the college record. The minimum cumulative GPA for students applying to the B.S. in Nursing program is 3.0.

Transfer students are evaluated primarily on the basis of their college work. However, students with less than 24 credits of previous college work must be prepared to submit secondary school records and test scores from either SAT or ACT. Students who are 25 years of age or older need only submit high school transcripts.

LIU Brentwood does not admit first-time freshmen.

Transfer Credit

Transfer credit is awarded for academic courses successfully completed with a grade of C- or better at an accredited college or university. A student transferring to LIU Brentwood with a conferred associate degree from an accredited institution will receive a maximum of 72 credits including those with earned grades of (D) and better. A student transferring from a non-accredited institution must consult with his or her academic counselor to determine transfer credit eligibility.

Articulation Agreements

LIU Brentwood has developed an articulation agreement with Suffolk County Community College. This agreement enables qualified students to benefit from automatic admission and guaranteed transfer credit toward their bachelor's degree. For further information, contact the LIU Brentwood Office of Admissions at 631-287-8505.

Joint Admissions Agreement with Suffolk County Community College

Any student interested in attending LIU Brentwood after completing his/her associate degree at Suffolk County Community College may do so with one application to both SCCC and LIU Brentwood through the joint Admissions

Agreement. Students who take advantage of this agreement receive several benefits including academic counseling and access to LIU Brentwood facilities. For further information, contact the LIU Brentwood Office of Admissions at 631-287-8505.

Academic Residency Requirements

Transfer students from four-year colleges must be in academic residence for at least the final 32 credits, nine of which must be completed in the student's major field. Transfer students from two-year colleges must complete a minimum of 56 credits in residence, nine of which must be in the student's major field. A maximum of 72 credits may be accepted in transfer from two-year colleges. Students must also satisfy departmental major requirements.

Advanced Placement Credits

Academic credit 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 credit for the grade of 3). No credit will be awarded for a score less than 3.

Credit by Proficiency Examination

The LIU Brentwood Office of Admissions will accept a number of "transfer credits" earned by a student who receives an eligible score on the College-Level Examination Program examinations or a similar proficiency examination given by the New York State Department of Education. Some academic departments have placed restrictions on the applicability of proficiency examinations to degree requirements. Before students are eligible to receive this credit, they must meet the appropriate admission requirements and be accepted for admission. Specific regulations limit the total number of credits accepted toward graduation by proficiency examination to 60; no more than nine credits may be used to fulfill the advanced requirements in the major. A student's final nine credits in the major must be completed at LIU. Further inquiries should be directed to the academic advisor.

Life Experience Credit

Life Experience Credit is credit 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 LIU undergraduate course and the applicant must be able to demonstrate such knowledge. No student may apply for Life Experience Credit before completing six credits at LIU or during the last 32 credits of residency. A maximum of 60 credits can be earned through this process. The student must apply at the Office of the Life Experience Credit, 516-299-2445.

Students serving with the United States Armed Forces, honorably discharged; 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 credit as outlined under "Credits by Proficiency Examination" or advanced standing, or life experience credit.

Readmission

Students who stop attending LIU Brentwood for one or more semesters, and who wish to return within five years of their last date of attendance, must file an application for readmission.

Applications can be obtained from the LIU Brentwood Office of Admissions or online at www.liu.edu/brentwood. If readmission is approved, student's return is subject to the academic requirements as posted in the LIU Brentwood bulletin in effect at the time of readmission.

Students who have been suspended or dismissed are required to:

- Register for 6 credits (suspended) or 12 credits (dismissed) in one academic semester or one summer at another accredited institution (outside the LIU system).
- Earn a cumulative GPA of 2.75 or better in those 6 or 12 credits
- Submit an official transcript from that institution
- Submit a personal letter of intent, indicating your desire to continue your studies at LIU Brentwood
- Submit a written letter of support from the chairperson of their major department indicating eligibility to pursue that major

Applications for reinstatement and supporting documentation must be received by the Academic Standing Office no later than two weeks prior to the first day of classes for the semester for which students are seeking readmission.

Academic Forgiveness

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

- The student must follow the bulletin in effect at the time they were readmitted.
- 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.
- 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.
- 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.

- This option, once chosen, cannot be rescinded.

GRADUATE ADMISSION

General Information

Students interested in applying for graduate admission to LIU Brentwood may do so online at www.liu.edu/brentwood, or may request application materials by mail at the following address:

Office of Admissions
LIU Brentwood
Michael J. Grant Campus
1001 Crooked Hill Road
Brentwood, NY 11717-1017
Telephone: 631-287-8505
Fax: 631-287-8575

Be sure to include your name, address, e-mail address, telephone number, intended major, most recent school attended, and date of graduation.

Graduate admission eligibility requirements are determined by each academic department and are outlined in the departmental information section of this bulletin.

Required credentials vary with each department. In general, a graduate candidate must submit the following:

- A completed application for graduate admission
- One official transcript of all post-secondary coursework, including verification of conferred degrees: All international transcripts of post-secondary education must be translated by World Education Services (WES). This translation must be received by the Office of Admissions in an envelope sealed by WES.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer based or 550 paper-based) or minimum IELTS score: 6.5.

Individual departments may require additional documentation such as letters of recommendation and standardized test scores. Applicants are encouraged to refer to the departmental information sections of this bulletin for further information. All candidates for graduate admission must have a bachelor's degree (or its equivalent) from an accredited institution. Candidates are urged to apply for admission no later than one month before the beginning of the semester. Most academic departments have a rolling admission policy whereby a student is notified of his or her admission decision as soon as all credentials are received and reviewed. Some academic disciplines, however, have specific application deadlines. Current deadline information is available by contacting the LIU Brentwood Office of Admissions at 631-287-8505.

Admission Status

Entering LIU Brentwood graduate students will be admitted in one of the following categories:

- **Full Matriculant:** A student who has successfully satisfied all admission requirements and has been officially accepted into a degree program.
- **Limited Matriculant:** A student who must satisfy certain requirements before he or she may be considered for full matriculation.
- **Non-Matriculant:** A student who does not satisfy one or more of the entrance requirements and who may enroll, but may not pursue a degree.

Visiting Students

It is suggested that visiting students secure written permission from their primary educational institution granting permission to register for courses at Long Island University. This letter should specify which courses will be accepted in transfer upon successful completion of coursework. Visiting students are permitted to register for only one semester unless they have authorization for extended enrollment from the LIU Brentwood Office of Admissions.

Admission to Class

Admission to graduate classes does not imply that a student has been accepted to a degree-granting program. Acceptance for degree candidacy is contingent upon successful completion of all admission and academic requirements.

Transfer Credit

Graduate courses taken at other institutions before admission to LIU Brentwood may be credited to the graduate degree if they are pertinent to the plan of study. Requests to transfer credits must be made at the time of admission, and should be accompanied by official transcripts of all relevant graduate coursework. Transfer credit is normally limited to six credits for which the student has received a grade of (B) or better. Transfer credit is not recorded on the student's permanent record until he/she has completed 15 credits in residence at LIU Brentwood. The appropriate chairperson and dean must approve all requests for transfer credit.

Readmission

If a student is out of attendance for one or more semesters and has not maintained his or her matriculation status, he/she must apply for readmission in the graduate Office of Admissions as follows:

- Students out of attendance for fewer than five years must fill out a "Request for Readmission" form available in the graduate Office of

Admissions. This form must be approved and signed by the appropriate academic department

- Students out of attendance for more than five years must submit a new application and all supporting credentials

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

UNDERGRADUATE ACADEMIC POLICY

Please refer to individual departmental listings in this bulletin for policies which may be specific to each academic discipline.

Undergraduate Degrees

LIU Brentwood awards the Bachelor of Arts degree and LIU Post awards the Bachelor of Science degree offered at LIU Brentwood. The New York State Board of Regents and the New York State Commissioner of Education require that three-quarters of the work for the Bachelor of Arts degree must be in the liberal arts and sciences.

Course Load and Class Standing

Full-time students in good academic standing may carry 12-19 credits during each fall and spring semester (weekend college and summer session programs are subject to different credit allowances). A student wishing to exceed 19 credits in the regular semester must have a minimum 3.25 cumulative grade point average and must obtain the signature of his or her academic counselor and department chairperson. The appropriate dean's permission is also required if, for any reason, the student requests an extraordinary workload that exceeds 21 credits. 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.

For class standing to be considered a sophomore, a student must have earned 30 credits; a junior, 60 credits; a senior, 90 credits.

Grading and Quality Points

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 with no penalty, WF indicates an unauthorized withdrawal with record of failure.

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.

Incomplete grades earned in undergraduate courses will automatically convert to "F" at the

conclusion of the semester following the one in which the grade was assigned (i.e. an outstanding INC earned in a fall course will automatically change to an "F" at the conclusion of the next spring term). 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 LIU Brentwood.

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 GPA. 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 GPA and major average, but will count toward graduation credits. The grade of F will be computed in the student's overall GPA 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 LIU 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.

Core courses, 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 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 LIU, 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 Grade Point Average (GPA)

Each student must satisfactorily complete at least 129 credits for a baccalaureate degree (except those transfer students exempted from 1 credit of College 101). The student must achieve an overall grade point average (GPA) of 2.00. In the major area, the student must achieve an average of at least 2.25.

A credit is defined as 50 minutes of classroom work per week, completed on one 15-week semester, or its equivalent, plus appropriate out-of-class assignments and readings. As of fall 2012, quality points are computed by multiplying the number of credits in a course by: 4.000 for grade A, 3.667 for grade A-, 3.333 for grade B+, 3.000 for grade B, 2.667 for grade B-, 2.333 for grade C+, 2.000 for grade C, 1.667 for grade C-, 1.000 for grade D. Grades of C- and D cannot be awarded in graduate courses.

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

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

For example:

In a semester, a student earns an A- in a 4-credit biology 1 course ($3.667 \times 4 = 14.668$), a B- in a 3-credit English 1 course ($2.667 \times 3 = 8.001$), a B in a 3-credit history 2 course ($3.000 \times 3 = 9.000$), a C+ in a 3-credit math 4 course ($2.333 \times 3 = 6.999$), and an F in a 3-credit art 1 course ($0.000 \times 3 = 0.000$).

The student has earned 38.668 total quality points based on 16 total credits. Dividing 38.668 by 16 yields a cumulative GPA for this semester of 2.417 before rounding. Based on the rounding policy, the cumulative GPA for this semester will be reported on the student's official LIU transcript as 2.420.

Dean's and Honor's Lists

Eligibility for the Dean's and Honor's lists is evaluated after each fall and spring term and 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 12 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 6 - 11 credits in an academic semester 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, WF 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 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 (LIU courses only) falls below 2.00
2. the student's major average falls below the minimum required by the major department or program. The minimum major average is 2.25
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;
2. they may register for only three credits per summer session;
3. they may not receive a grade of UW, WF or F in any course(s);
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.

Generally, the Academic Standing Committee will determine suspensions and dismissals after the spring semester. Students who are suspended at that time may not attend summer sessions or the following fall semester at LIU. Such students must apply for readmission through the Office of Admissions. They must obtain written permission from the department chair in their major to continue in that major. This statement of permission must accompany the application for readmission. If readmitted, they will be permitted to return to LIU Brentwood 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. Students admitted to LIU Brentwood as non-matriculants who fail to make satisfactory academic progress will be subject to academic dismissal. Students who have been academically dismissed are not eligible for readmission to LIU Brentwood.

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 Registrar's 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 at www.liu.edu/brentwood for deadline dates.

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

The final 32 hours of credits earned must be in academic residence (regular attendance), nine of those 32 hours being in the student's major program. 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
- 2.25 major subject average
- 128 credits
- core and major requirements fulfilled
- Writing Across the Curriculum (WAC) requirements

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 LIU for the student to qualify for honors.

Student Conduct

Discipline in the classroom is the responsibility of the faculty member in charge of the class. Misbehavior that interferes with the educational efficiency of a class is considered sufficient cause for suspension of a student from 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 chairperson and if not resolved at the department chairperson level, then the academic dean. A record of the disposition of the case will be sent to the associate dean and director of campus operations for LIU Brentwood.

Preventing and Avoiding Plagiarism and Cheating

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

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

All students are required to read the Post Pride Student Handbook, where you will find the Academic Conduct Policy regarding A.) Academic Respect for the Work of Others, B.) Academic Self-Respect, C.) Academic Honesty, D.) Academic Originality and E.) Academic Fairness. The Post Pride Student Handbook can be found at url: <http://www.liunet.edu/CWPost/StudentLife/Services/Student-Conduct>

Appeals Process

Level One

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

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

decision of this board is final.

5. The outcome of the decision will be communicated to the student, the instructor, the appropriate chair and dean, and (if applicable) the Registrar within seven (7) business days.
6. A copy of the decision of the Faculty Student Appeals Board shall be forwarded to the Office of Student Conduct and Community Education.

Level Two

A student accused of any academic violation, that warrants further insitutional awareness or action beyond the assignment of a grade, has the right to an appeal. A student found to have committed a Level Two violation has the right to appeal the decision of the Committee on Academic Misconduct to the Faculty Student Appeals Board.

1. The student submits an Appeal Request Form to the chair of the Faculty Student Appeals Board within three (3) business days after receiving the decision of the Committee on Academic Misconduct.
2. The chair of the Faculty Student Appeals Board shall convene a meeting, in a timely fashion, to consider the appeal. The decision of this board is final.
3. The outcome of the decision will be communicated to the student, the instructor, the appropriate chair and dean, and (if applicable) the Registrar within seven (7) business days.
4. A copy of the decision of the Faculty Student Appeals Board shall be forwarded to the Office of Student Conduct and Community Education.

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

Related Curricular Matters

Cross-Referenced Courses

Cross-referenced courses may be applied only once to a student's program; 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 credit for ECO 65, which is a liberal arts requirement.

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 this bulletin.

Course Frequency

Course descriptions, in the academic section of this bulletin, indicate the frequency with which each course is offered. A Schedule of Classes is published online each semester at www.liu.edu/brentwood. This schedule lists all courses available for that term and their days and times.

GRADUATE ACADEMIC POLICY

Please refer to individual departmental listings in this bulletin for policies which may be specific to each academic discipline.

Graduate Degrees

LIU Brentwood awards the Master of Science (M.S.) and Master of Science in Education (M.S.Ed.) degrees and Advanced Certificates in Clinical Mental Health Counseling and Students With Disabilities (SWD) Grades 7-12 Generalist.

Course Load

Graduate students are considered to have registered full-time with nine or more credits per semester. Eligibility for some financial aid programs may require enrollment for a minimum of 12 credits. Further information is available from the Office of Financial Aid. Graduate students are encouraged not to take more than two consecutive courses in a single day.

Grading and Quality Points

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

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

Quality Points and Grade Point Average (GPA)

A credit is defined as 50 minutes of classroom work per week, completed on one 15-week semester, or its equivalent, plus appropriate out-of-class assignments and readings. As of fall 2012, quality points are computed by multiplying the number of credits in a course by: 4.000 for grade A, 3.667 for grade A-, 3.333 for grade B+, 3.000 for grade B, 2.667 for grade B-, 2.333 for grade C+, 2.000 for grade C.

For courses in which the grade of F has been earned, no quality points are assigned. To determine the quality points for a specific course, multiply the corresponding quality points (see

above) for the grade received in the course by the number of credits awarded for the course. To determine the total quality points, add all quality points for all courses. To compute the grade point average (GPA), divide the total quality points by the total number of credits, including those of failed courses. The grades W, UW and P are not counted in the GPA computation nor are the grades for courses taken at another college or university.

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

For example:

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

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

Unsatisfactory Grades

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

Attendance

A student is expected to attend all class sessions scheduled for the courses in which he or she is enrolled. The instructor establishes the attendance policy for each respective course. Absences from classes or laboratories may affect the final grade. Permission to make up work missed through absence is not automatic and is given at the discretion of the instructor.

The university reserves the right to exclude a student from an examination, courses, or program if his or her class attendance record is unsatisfactory. Excessive rates of unexcused absences may result in grades of (F) or (UW) for the course(s) in question.

Absence from Final Examination

Any student who is absent from a final examination must:

1. Notify his/her professor or department chairperson within 24 hours and provide a reason for the absence.
2. Request the professor's permission to take a deferred final examination. A deferred final examination is a privilege that may be granted only to a student who complies with the notification regulations outlined above, whose work during the semester is satisfactory and whose reason for missing the scheduled examination is an authorized excuse.

Oral Qualifying of Comprehensive Examination

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

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

Oral Examination (and defense of thesis): academic departments that require a degree candidate to write a thesis may require the candidate to defend his or her thesis through an oral examination. The examination is designed to test the candidate not only on the thesis project but also on ancillary areas. Students must be fully matriculated and must have completed the minimum number of semester credit hours (set by the department) to be admitted to these examinations. Students must register and attend LIU Brentwood classes or maintain matriculation during the semester they apply to take the examination.

Graduation and Diplomas

A graduation candidate is required to file a degree application well in advance of commencement. A candidate must also notify the Registrar's Office of his or her anticipated graduation date by the deadline date found in the Academic Calendar available on the university web site. A student who meets all requirements for his or her degree in September or January is considered for the following May's graduation ceremony.

Diplomas are dated three times a year: September, January, and May. Students who file their degree applications after the specified graduation date will have their degrees awarded at the next conferral regardless of the date of completion of requirements.

Student Conduct

Discipline in the classroom is the responsibility of the faculty member in charge of the class. Misbehavior that interferes with the educational efficiency of a class is considered sufficient cause for suspension of a student from 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 chairperson and if not resolved at the department chairperson level, then the academic dean. A record of the disposition of the case will be sent to the dean for LIU Brentwood.

Academic Irregularities

In cases of academic irregularities or dishonesty in examinations or class work, responsibility for disciplinary action is assigned to the appropriate academic dean. Plagiarism and cheating are not only serious violations of the rules, but also may reflect adversely on the student's reputation as well as on the reputation of the campus. Faculty, administrators, and the student body share responsibility for academic integrity.

A student in violation of accepted academic procedures may be subject to disciplinary action, up to and including expulsion from the campus. Faculty members will report to the appropriate academic dean any case of irregular or dishonest behavior that occurs in the class or in his or her observation. Students may likewise make such a report to the faculty member or academic dean. The academic dean will decide what disposition is to be made of the charges. Requests for appeals may be made to the Student/Faculty Appeals Board. In the case of a minor infraction that is the student's first disciplinary offense, the academic dean may authorize the faculty member to dispose of the charges, limiting the maximum penalty to failure in the course. The faculty member will make a report of the incident and the action taken to the academic dean and the dean for LIU Brentwood. In the case of a major infraction, or in the case of repeat academic offenses, the student may be subject to suspension or expulsion from the campus. If current non-academic disciplinary action is pending for a student, further disciplinary action may result, up to and including expulsion from the campus.

Respective academic departments may have additional academic policies. Exceptions to academic policy provisions may be made only with written permission from the appropriate dean.

Disciplinary Action

Disciplinary action involving academic matters (academic irregularities, plagiarism, faculty-student disputes, grading issues, etc.) are the responsibility of the appropriate academic dean. (Please refer to the Academic Policy sections of this Bulletin.) Actions involving non-academic conduct (including but not limited to verbal or

physical harassment, sexual harassment, violence or threat of violence, forgery or falsification of records, theft, possession or use of weapons, illegal possession of keys or unlawful entry, vandalism, violation of smoking, parking or fire safety regulations, soliciting, gambling, unauthorized use of computers, violation of alcohol and drug policies, failure to cooperate, etc.) are the responsibility of the associate dean and director of campus operations at LIU Brentwood. Decisions on disciplinary matters are the responsibility of the associate dean and director of campus operations for LIU Brentwood. Appeals of any disciplinary decision of LIU Brentwood must be made in writing to the dean (within five days), whose decision is final.

Preventing and Avoiding Plagiarism and Cheating

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

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

All students are required to read the Post Pride Student Handbook, where you will find the Academic Conduct Policy regarding A.) Academic Respect for the Work of Others, B.) Academic Self-Respect, C.) Academic Honesty, D.) Academic Originality and E.) Academic Fairness. The Post Pride Student Handbook can be found at url: <http://www.liunet.edu/CWPost/StudentLife/Services/Student-Conduct>

Appeals Process

Level One

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

1. If the student disputes the instructor's decision, s/he can seek a solution from the chair of the

department involved.

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

Level Two

A student accused of any academic violation, that warrants further insitutional awareness or action beyond the assignment of a grade, has the right to an appeal. A student found to have committed a Level Two violation has the right to appeal the decision of the Committee on Academic Misconduct to the Faculty Student Appeals Board.

1. The student submits an Appeal Request Form to the chair of the Faculty Student Appeals Board within three (3) business days after receiving the decision of the Committee on Academic Misconduct.
2. The chair of the Faculty Student Appeals Board shall convene a meeting, in a timely fashion, to consider the appeal. The decision of this board is final.
3. The outcome of the decision will be communicated to the student, the instructor, the appropriate chair and dean, and (if applicable) the Registrar within seven (7) business days.
4. A copy of the decision of the Faculty Student Appeals Board shall be forwarded to the Office of Student Conduct and Community Education.

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

Related Curricular Matters

Course Numbers

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

undergraduate students.

Course Frequency

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

Transfer Credits

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

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

Change of Major

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

Time Limit

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

UNDERGRADUATE CORE CURRICULUM

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 (eight credits); History and Philosophy (nine credits); Language and Literature (six credits); Arts (six credits); Political Science and Economics (six credits); Sociology, Psychology, Geography, Anthropology (six credits); Mathematics (three credits). Students select from a variety of courses in these areas. The following guidelines should be used in selecting courses:

- (a) 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).
- (b) Courses in the Core Curriculum may not be taken on a pass/fail basis.
- (c) See your academic counselor to develop a plan of study.
- (d) Transfer students only: Previous college coursework may substitute for core courses with academic counselor's approval.

Competency Requirements

NOTE: Since all undergraduate programs at the Brentwood campus are upper-division (requiring at least 60 credits in transfer), students will be exempt from the competency requirements. The information below is provided only for reference purposes.

Prior to the junior year (completion of 60 credits), students must exhibit proficiency in computer literacy, library use, oral communication and writing. This may be fulfilled by satisfactory completion of an examination, workshop or relevant coursework.

Computer Literacy Competency

The student may satisfy this competency in one of three ways:

1. Take and pass the Computer Competency Examination, which is offered each semester. View exam schedule.
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 any CLA or CS course.

Library Use Competency

The student may satisfy this competency in one of two ways:

1. Take and pass the Library Competency Examination, which is offered at various times each semester. View exam schedule.
2. Enroll in and satisfactorily complete the non-credit Library Competency Workshop, LIB 01, offered by the Library.

Oral Communication Competency

The student may satisfy this competency in one of two ways:

1. Take and pass the Oral Competency Examination, which is offered each semester through the Communication Sciences and Disorders Department.
2. Enroll in and satisfactorily complete ORC 1, ORC 17 or SPH 5. (Accountancy, Media Arts and Theatre majors fulfill the oral communication competency requirement within their respective major.)

Writing Competency

All students satisfy the writing competency by satisfactorily completing ENG 1, 2. Students in the Honors Program may satisfactorily complete ENG 303, 304 to satisfy this competency.

Core Courses

(1) Laboratory Sciences (8 credits required in sequence from one discipline; Astronomy, Biology, Chemistry, Earth Science, Geology, Physics or Psychology*)

	Credits
AST 9 Introductory Astronomy I (with AST 9A)	4
AST 10 Introductory Astronomy II (with AST 10A)	4
BIO 1 Foundations of Biology I	4
BIO 2 Foundations of Biology II	4
BIO 7 Human Anatomy and Physiology I	4
BIO 8 Human Anatomy and Physiology II	4
BIO 103 General Biology I	4
BIO 104 General Biology II	4
CHM 1 Introduction to Forensic Science I	4
CHM 2 Introduction to Forensic Science II	4
ERS 1 Earth Science I	4

ERS 2 Earth Science II	4
GLY 1 The Dynamic Earth	4
GLY 2 History of the Earth	4
PHY 9 Introductory Astronomy I	4
PHY 10 Introductory Astronomy II	4
PHY 11 College Physics I	4
PHY 12 College Physics II	4
PSY 3 Principles of Psychology I	4
PSY 4 Principles of Psychology II	4

Students with appropriate backgrounds may obtain permission to substitute more advanced Chemistry or Physics courses to satisfy the laboratory science requirement. Students in all B.F.A. and B.M. programs are required to complete 4 rather than 8 credits in laboratory science.

*Students may not take both PSY 1, 2 (see section 6 below) and PSY 3, 4 (see above) to satisfy core requirements.

(2) History and Philosophy (9 credits required; at least 3 credits from each discipline)

History	Credits
HIS 1 The West and the World to 1750	3
HIS 2 The West and the World Since 1750	3
HIS 3 American Civilization to 1877	3
HIS 4 American Civilization Since 1877	3
HIS 7 Roots of the Modern World	3
HIS 8 Roots of the Modern World: Wars and Revolutions	3
HIS 9 Roots of the Modern World: Migrations	3
HIS 10 Roots of the Modern World: Religion	3
HIS 11 Roots of the Modern World: Nature	3
HIS 12 Roots of the Modern World: Gender	3

HIS 13 Roots of the Modern World: Science 3

HIS 14 Roots of the Modern World: Empires and Nations 3

Philosophy

PHI 8 Introduction to Philosophy 3

PHI 13 Ethics and Society 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 required; 6 credits of literature in English or literature in a foreign language; or 6 credits in sequence in one foreign language)

Literature in English or Credits in a Foreign Language

ENG 7 World Literature I: From Antiquity to the Renaissance 3

ENG 8 World Literature II: From the Enlightenment to the Present 3

WLT 46/RUS 46 Russian Literature from 1800-1917 3

WLT 47/RUS 47 Russian Literature from 1917-Present 3

WLT 55/FRE 55 French Literature of the 17th, 18th and 19th Centuries 3

WLT 56/FRE 56 French Literature of the 20th Century 3

WLT 72/SPA 72 Spanish Literature from the Middle Ages to the 19th Century 3

WLT 73/SPA 73 Hispanic Literature of the 20th Century 3

Foreign Language

FRE 1 Elementary French I 3

FRE 2 Elementary French II 3

FRE 3 Intermediate French I 3

FRE 4 Intermediate French II 3

FRE 11 Introduction to French Literature I 3

FRE 12 Introduction to French Literature II 3

GER 1 Elementary German I 3

GER 2 Elementary German II 3

GER 3 Intermediate German I 3

GER 4 Intermediate German II 3

GER 11 Introduction to German Literature 3

GER 12 Survey of German Literature 3

HEB 1 Elementary Modern Hebrew I 3

HEB 2 Elementary Modern Hebrew II 3

HEB 3 Intermediate Modern Hebrew I 3

HEB 4 Intermediate Modern Hebrew II 3

ITL 1 Elementary Italian I 3

ITL 2 Elementary Italian II 3

ITL 3 Intermediate Italian I 3

ITL 4 Intermediate Italian II 3

ITL 11 Selected Readings in Early Italian Literature 3

ITL 12 Selected Readings in Modern and Contemporary Italian Literature 3

JPN 1 Elementary Japanese I 3

JPN 2 Elementary Japanese II 3

JPN 3 Intermediate Japanese I 3

JPN 4 Intermediate Japanese II 3

RUS 1 Basic Russian I 3

RUS 2 Basic Russian II 3

RUS 3 Intermediate Russian I 3

RUS 4 Intermediate Russian II 3

SPA 1 Elementary Spanish I 3

SPA 2 Elementary Spanish II 3

SPA 3 Intermediate Spanish I 3

SPA 4 Intermediate Spanish II 3

SPA 11 Introduction to Peninsular Literature 3

SPA 12 Introduction to Spanish American Literature 3

(4) Arts (3 credits required in each of two disciplines; Art, Cinema, Dance, Media Arts, Music or Theatre)

<i>Art</i>	Credits
ART 1 Introduction to Visual Arts	3
ART 5 Introduction to Basic Drawing	3
ART 17 Introduction to Basic Design (Two-Dimensional)	3
ART 18 Introduction to Basic Design (Three-Dimensional)	3
ART 101 Interpreting Art in the 21st Century	3
<i>Cinema</i>	
CIN 11 History of World Cinema	3
<i>Dance</i>	
DNC 1 Beginning Movement 1	3
DNC 108 History of Dance	3

<i>Media Arts</i>	
CMA 9 Introduction to the Media Arts	3
<i>Music</i>	
MUS 1 Introduction to Musical Concepts	3
MUS 2 Elementary Musicianship	3
<i>Theatre</i>	
THE 1 The Art of Theatre – Introduction to Acting	3
THE 142 Modern Theatre History	3
(5) Economics or Political Science (6 credits required in one discipline)	
<i>Economics</i>	Credits
ECO 10 Introduction to Microeconomics	3
ECO 11 Introduction to Macroeconomics	3
<i>Political Science*</i>	
POL 2 Introduction to American Politics	3
POL 3 Introduction to Political Science	3
*Students in the Honors Program may also take POL 303 and 304 to satisfy this requirement.	
(6) Anthropology, Geography, Sociology or Psychology* (6 credits required in one discipline)	
<i>Anthropology</i>	Credits
ANT 1 Development of the Human Species, Culture and Society	3
ANT 2 Human Society	3
<i>Geography</i>	
GGR 1 Human Geography: Man, Environment and Technology	3
GGR 2 Human Geography: The Cultural and Demographic Environment	3
<i>Sociology</i>	
SOC 1 Introduction to Sociology	3

SOC 2 Social Institutions	3
<i>Psychology*</i>	
PSY 1 General Psychology I	3
PSY 2 General Psychology II	3
*Students may not take both PSY 1, 2 (see above) and PSY 3, 4 (see section 1 above) to satisfy core requirements.	
(7) Mathematics (minimum of 3 credits required; depending on major, more than one of the following courses will be completed)	
	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 Calculus and Analytic Geometry I	4
MTH 8 Calculus and Analytic Geometry II	4
MTH 15 Mathematics for Elementary Education I	3
MTH 16 Mathematics for Elementary Education II	3

Core Curriculum Requirements for Transfer Students

Effective Fall 2010

- Students transfer to LIU Post as "core complete" if they have received A.A. or A.S. degrees from institutions with which we have articulation agreements, or other accredited institutions granting Liberal Arts degrees. Students with degrees from technical institutions would not qualify as core complete
- No student who transfers to LIU Post without an approved A.A. or A.S. degree may graduate without a minimum of:
 - Math - 3 credits
 - Science - 4 credits
 - Fine Arts - 3 credits
 - Humanities*; - 9 credits
 - Social Sciences** - 6 credits
 - English Composition (ENG 1 and 2) - 6 credits

***Humanities courses include:**

- English
- Foreign Language
- History
- Philosophy
- World Literature

****Social Science courses include:**

- Anthropology
- Economics
- Geography
- Political Science
- Psychology
- Sociology

- Students who transfer to LIU Post with less than 24 completed college credits must satisfy standard (freshman) core curriculum requirements.
- Transfer students transferring in less than 60 credits must complete all competencies. Transfer students transferring in 60 or more credits are exempt from the Computer, Library Use and Oral Communication competencies.
- No two-credit courses in transfer may be applied to the core without department consent and Academic Standing approval. Three-credit science courses in transfer must have a laboratory component to be applied to the core laboratory science requirement.

Writing Across the Curriculum Program

The campus' 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. 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.

Student who take eight or more writing intensive courses (including First Year Composition) and achieve at least a cumulative G.P.A. in those courses of 3.60 or higher will receive a Certificate of Achievement in Writing Intensive Studies.

If they have completed the required six credit First-Year Composition sequence or its equivalency, transfer students take one writing intensive course for each year of residence;

transfer students entering as Freshman 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.

Transfer students must have completed the six credit first-year writing sequence or its equivalency in addition to their other writing-intensive course requirements in order to fulfill the WAC requirement for graduation. Transfer equivalencies for ENG 1 and ENG 2 may not be used to meet additional remaining WAC requirements.

REGISTRATION

Program Changes

A student may drop and/or 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 form with his/her academic counselor. Continuing students may also register and drop and/or add courses using their my.liu.edu self-service pages. The deadline for all such program changes is specified in the Academic Calendar located online at www.liu.edu/brentwood. After this time, these changes cannot be made. All program changes, with the exception of changing course sections, must be approved in writing by the student's academic counselor.

Visiting Student Authorization (VISA)

Any LIU Brentwood student who wishes to be a visiting student at another college or university must consult with and receive approval from their academic counselor in advance of taking all classes. If eligible, the student must complete the Visiting Student Authorization (VISA) form. 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 LIU Brentwood or LIU Post.
2. If a required course is not being offered at LIU Brentwood or LIU 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 credit. 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 LIU Brentwood, 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 nine 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, nine of which must be in their major. Furthermore, students in the ASORAD program (students who transferred to LIU Brentwood with two-year degrees) must complete 56 credits in residence.

Upon completion of coursework, an official transcript of all VISA approved summer courses must be forwarded directly to the student's

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.

Class Size

Every effort is made to provide an optimal learning environment by limiting the number of students in each course section. The LIU Brentwood graduate class size average is 16 students.

Class Schedules

Most courses convene once a week during the fall and spring semesters for a minimum total of 14 class sessions. Each session lasts for between two to three hours. Specifically scheduled days and times are outlined in the Schedule of Classes online at www.liu.edu/brentwood. Weekend classes are available in select academic disciplines.

Leave of Absence

A student is expected to register for consecutive fall-spring semesters until degree requirements have been completed. Absence for one or more semesters will subject a student to degree requirements in effect at the time of his or her return to the program and requires a student to apply for readmission. In order to extend the time allocated to complete the requirements as specified in the bulletin at the time when admitted, a student must apply in writing for a leave of absence to his or her dean. The maximum length of a leave is one year. A student may not attend any other university while on leave. Returning to his/her studies after an approved leave of absence, a student requires no admissions authorization and can register with his or her advisor. A student whose leave of absence extends beyond a year must apply for readmission to the program through the Office of Admissions. Requests for the extension of any leave must be filed with the dean.

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 course work 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 at LIU Post. 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 or graduate 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 Center evaluates the request and forwards the decision to the student's dean.

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 Office of Financial Aid about possible consequences of this change in status. In addition, students should check with the bursar regarding eligibility for a tuition adjustment.

All students are required to provide medical documentation to the director of Student Health and Counseling Center at LIU Post prior to receiving approval to return.

Maintenance of Matriculation

Unless they have obtained an official leave of absence, undergraduate and graduate students must register for consecutive semesters (excluding summer sessions). Although students typically proceed toward their degrees by enrolling in classes, they may apply for "maintenance of matriculation" status 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 resources, etc.). Maintenance of matriculation does not, however, extend the time limits specified under "degree requirement time limits" and students should be aware that such status may affect their eligibility for financial aid.

Students must apply to an academic counselor for maintenance of matriculation prior to or during the registration period in a given semester. The fee is \$100, and this matriculation status will be recorded on their transcript as a class without 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, students will have to apply for readmission to their academic program in accordance with procedures and policies stated elsewhere in this bulletin.

Maintenance of matriculation is 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 LIU.

Audit Policy

With the dean's permission, selected courses may be taken on a non-credit, audit basis.

Withdrawal

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 of this bulletin. All withdrawals must have the approval of the student's academic counselor.

Students may withdraw from an individual 15-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 semester are not eligible for inclusion on the Dean's or Honors list for that academic year.

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 the grade UW (unofficial withdrawal – no penalty).

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 unit charge and the flat rate can be refunded.

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 Office of the Registrar. Students have a financial obligation to LIU for full tuition costs unless they officially withdraw prior to the start of the semester.

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 available online at www.liu.edu/brentwood. All complete withdrawals are processed through the Office of the Registrar.

Refunds of tuition for withdrawals from LIU Brentwood are made on a prorated basis in accordance with the refund schedule in the Tuition and Fees section. Consult the Office of Student Financial Services, 519-299-2323, for further information.

Students who do not plan to continue their studies at LIU Brentwood must either apply for a leave of absence or file a termination of studies application (see previous sections). Failure to do so may affect the availability of transcripts and/or future financial aid eligibility.

Leave of Absence

LIU Brentwood 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 counselor.

Students must file a leave of absence application with the Academic Standing Committee. The application form is available from all academic counselors. 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 Office of Admissions. 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.

Termination of Studies

Students who intend to transfer to other colleges or universities, or intend to leave LIU permanently (or indefinitely) must file a "termination of studies" form. This form is available from the academic counselors.

Readmission

If a student is out of attendance and has not maintained his or her maintenance of matriculation status (as described in the previous section) or has not been granted a leave of absence, he/she must apply for readmission in the Office of Admissions as follows:

- Students out of attendance for one or two semesters (one academic year) must complete a reactivation card available in the Office of Admissions.
- Students out of attendance for more than one academic year, but less than five years, must fill out a "request for readmission" form available in the Office of Admissions. This form must be approved and signed by the appropriate academic department.
- Students out of attendance for more than five years must submit a new application and all supporting credentials.

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 secure student portal (My LIU) (<https://my.liu.edu>) to check their financial and academic status. Students have the four following options to secure transcripts, which cost \$7 each.

Option 1:

Currently Enrolled Students - Login to the My LIU portal and select "Order Transcripts Online."

Option 2:

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

Option 3:

Customer Service Telephone Requests - By calling the toll free customer service number at 1-800-646-1858, you can request a transcript over the phone. An additional \$10 processing fee will be added to your order. (\$17 total per transcript order.)

Option 4:

In-Person - You may come to the campus Record's Office, show picture ID, and up to two (2) official transcripts can be printed for you on the spot. Please call 516-299-2756 for office hours. If you wish to pick up more than two (2) transcripts, contact 516-299-2756 to make arrangements.

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

Essential information to be furnished should include:

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

Name while enrolled, if different from (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 within two business days. If the transcript is to be held for completion of any courses in progress, processing will occur within 10 days after the grades are posted.

Payment of Tuition and Fees

Students who register will be billed for tuition and fees. Payment in full is due upon receipt of the bill. Any exceptions to this policy must be cleared by the Bursar before the billing due date. Students may check their current balance online at my.liu.edu.

UNDERGRADUATE AND GRADUATE TUITION AND FEES (2014-2015 RATES)

Tuition & Fees

The tuition, and fees, residence life, health insurance and other miscellaneous fee schedules listed below are at the prevailing rates for the 2014-2015 academic year. The university reserves the right to change the fees herein stated at any time without notice.

Students are billed for tuition and fees at the time of registration.

The university accepts payment by check, money order, AMEX, VISA, Discover, or MasterCard at the Office of Enrollment Services or online through your My LIU account.

General Tuition and Fees

Undergraduate Tuition, flat rate, per semester (12 or more credits)	\$16,509.00
Undergraduate Tuition, per credit, per semester (less than 12 credits)	1,030.00
Graduate Tuition, per credit, per semester	1,132.00
Criminal Justice Fast Track Program, M.S.	
Entering Fall 2014 or Spring 2015	39,217.00
Application fee (nonrefundable)	50.00
University fee, per semester:	
Students carrying 12 or more credits	867.00
Students carrying 11.9 credits or less	434.00
Undergraduate Audit fee, per credit	515.00
Graduate Audit fee, per credit	566.00
Life Experience, per credit	250.00
Other Fees	
Official Transcripts, per request	\$7.00
Replacement I.D. card	10.00
Reinstatement of cancelled registration	100.00*
Delayed registration fee	200.00*
Late payment fees:	
First (assessed 45 days into the term)	50.00*
Second (assessed on the last day of the term)	100.00*
Deferred final examination fee per examination	
(maximum \$60.00)	20.00
General Comprehensive Examination fee	25.00
Returned check fee	25.00
University Payment Plan fee	35.00

Diploma Replacement fee 35.00

*Students are expected to clear their bills before the start of classes. In the event that a student fails to do so, late payment fees will be assessed. Registered students who have not cleared their bill by the 45th day into the term will be obliged to pay a late payment fee of \$50.00. Bills not cleared by the last day of the term will be assessed an additional late fee of \$100.00. If a student's registration is canceled, the student will be required to pay a reinstatement fee of \$100.00 plus the late payment fees. If the reinstatement takes place one year or more after the semester has ended, current tuition rates will be charged. Any student who deliberately fails to register but attends classes with the intention of registering late in the term will be responsible for paying the delayed registration fee of \$200.00. If the registration takes place one year or more after the semester has ended, current tuition rates will be charged.

Student Health Insurance

Compulsory/Hard Waiver Student Health Insurance Fees:

Fall/Annual Plan (August 15 - August 14)	\$1,910.00
Spring only (January 1 - August 14)	1,228.00
Summer only (May 15 - August 14)	536.00

Compulsory health insurance is required for all domestic resident students, international students, intercollegiate athletes, and students with field work assignments in the health professions. Students enrolled in a comparable health insurance plan are permitted to waive coverage. Visit www.gallagherkoster.com/liu for additional information.

Tuition & Fee Liability Policy

Definitions

Tuition liability is the amount of money a student owes the University for tuition, fees, room, board, and miscellaneous charges based on your expected presence or participation in University activities.

- Zero liability results when a student properly drops or officially withdraws from classes in accordance with university policy prior to the start of the term or during the drop/add period. During zero liability, refunds will be processed and charges removed for tuition and all fees.
- Partial liability results when a student properly drops or officially withdraws from classes after the drop/add period. The amount due to the university will be prorated according to the published session liability schedule, and partial refunds will be processed.
- 100% liability results when a student is liable in full to the university for all tuition, fees, room, board, and miscellaneous charges. During 100% liability, no refunds will be processed and payment is due in full at the time of withdrawal.

Calculating Tuition & Fee Liability

Students are responsible for knowing that they are registered for classes, that they are expected to pay for these classes in a timely manner, and must understand and follow the correct procedures to withdraw from classes. **Non-attendance and/or non-payment do not constitute official withdrawal from the university.** The calculation of your tuition and fee liability, if any, is based on the date of your Official Withdrawal or drop in accordance with university policy.

Room and board charges must be cancelled through the Office of Residence Life. Liability for these charges will be assessed at the time of cancellation.

When a student withdraws, the university will refund tuition and fees as indicated in the following schedule.

Liability Schedules

Fall & Spring Regular Sessions

Period	Liability	Refund
Weeks 1 – 2	0%	100%
Week 3 – 4	50%	50%
Week 5	100%	0%

Summer & Other Multi-Week Sessions Greater Than Four Weeks

Period	Liability	Refund
Week 1	0%	100%
Week 2	50%	50%
Week 3	100%	0%

Sessions of Four Weeks or Less

Period	Liability	Refund
Day 1	0%	100%
Day 2	20%	80%
Day 3+	100%	0%

Financial Appeals

Students requesting a review of tuition and fee liability must complete the university's Appeals Form for Student Withdrawals in accordance with University policy and submit all required supporting documentation.

Financial Obligations

Students are liable for all charges incurred at the time of registration or room assignment. Your My LIU account makes it easier than ever to manage your financial obligations. To view your current account balance, simply log into your My LIU account online at <https://my.liu.edu> and click on the **Account Inquiry** link in the **Finances** section of your **Student Center** homepage. Students must make acceptable payment arrangements or officially withdraw prior to the start of classes to remain in good financial standing.

Acceptable payment arrangements include:

- Payment in full;
- Approved financial aid covering all charges;
- Signed and approved University Payment Plan Agreement Form; or
- Participation in an approved third-party payment agreement.

A student who complies with any of the above shall be considered in good financial standing, so long as all terms and conditions are met throughout the term. All payment arrangements must be completely satisfied in accordance with your university authorized payment agreement or fees and/or penalties may be applied. If your account becomes seriously past due and no arrangements are made, the university will refer it to an external collection agency or law firm, where additional fees and penalties may be charged to your account. The university's policies and procedures governing Student Financial Services can be found online at: www.liu.edu/SFS.

Payment Arrangements

LIU offers convenient options to pay your account balance due. We offer many different payment methods, including check, all credit and debit cards, ACH, money order, and wire transfer.

My LIU: You can use your My LIU account to securely pay your balance online at my.liu.edu using a check, credit or debit card by clicking on the **Make a Payment** link from your **Student Center** homepage or from within the **Account Inquiry** section. To log into the Payment Gateway, enter your My LIU user name and password. From here, you may also set up an authorized user account so that a relative, guardian, or employer can pay any outstanding balance on your behalf. If you need assistance with making a payment online, please visit the **Center for Student Information** website at <http://csi.liu.edu>.

Payment by Mail: If paying with a check or money order by mail, please

date the payment appropriately and make it payable to **Long Island University**. Any payment not honored by the bank is subject to a \$25 returned item fee and may restrict your future payment options to certified check, money order, or credit card. You may also receive an additional charge from your financial institution. The university is not responsible for fees assessed by your bank.

Third Party Payments: The university will temporarily clear student account balances if presented with written authorization from a third party or sponsoring company that intends to make payment on your behalf. Students must submit official written authorization and complete a Deferred Payment Plan Agreement Form, along with payment for any remaining balance due. Additional information on third party payments can be found online at www.liu.edu.

Payment Plans

The university offers two basic types of interest-free payment plans to assist students with managing the cost of their education each term:

- **Monthly Plans** are offered to students who make payment arrangements before the start of the term. Monthly Plans provide the most affordable payment options to our students and immediately place you in good financial standing. The balance is spread across 4-6 equal monthly installments with at least two payments due prior to the start of the term.
- **Term Plans** are offered to students who need to make payment arrangements at or after the start of the term. Term Plans should only be used as a last resort because the number of installments is limited to 2-3 monthly payments. In addition, your total balance due must be covered by an appropriate combination of approved aid, applied aid, and/or an initial student payment.

The university must approve your signed Payment Plan Agreement Form and receive your first initial payment for your account to remain in good financial standing. There is a \$35.00 enrollment fee per term that is due with your first payment.

FINANCIAL AID

Through a mix of personal and online services, LIU Brentwood supports students in managing all aspects of financing their education. The intent is to help students obtain maximum eligible financial aid awards, provide comprehensive counseling, optimize payment arrangements, disseminate financial aid and billing information clearly and understandably, support the university's mission of access and excellence, and increase and assist in student retention efforts.

Using the university's convenient My LIU portal at <https://my.liu.edu>, the student can view his or her financial aid status and account activity, pay bills online, and view "to do" items and "holds" that lead to completion of required tasks to ensure continued enrollment.

Staff members are available to assist and advise regarding financial aid options. Please call 631-287-8500 to discuss financial aid or to make an in-person appointment.

To be eligible for financial aid programs, students must be registered as at least half-time students. While the university defines half-time as six credits, some federal and state financial aid programs require the student to be registered for 12 credits per semester. Continued deferment of undergraduate or graduate loans depends on the source and conditions of each educational loan. Generally, students do not begin repayment on federal student loans until six months after graduation or if enrolled for fewer than six credits per semester. However, repayment provisions may vary with each type of loan.

Students are urged to check with the agencies administering their loans regarding any of the repayment provisions that govern deferment, cancellation, and special benefits as they enter repayment phases of their borrowing.

Application Process

All students are required to complete the Free Application for Federal Student Aid (FAFSA) no later than March 1. The FAFSA should be completed online at www.fafsa.gov. The federal school code for LIU Post is **002751**. Residents of New York State must also complete the Tuition Assistance Program (TAP) application using LIU Post's school code **0403**. Continuing students at LIU Brentwood must reapply for financial assistance each year. Late FAFSA receipt may result in cancellation of awards.

Awards

LIU Scholarships and Awards

LIU awards approximately \$100 million annually in university scholarship assistance to students. These scholarships and grants, which do not require repayment, are based on academic success, athletic ability, community service,

artistic talent, and financial need. The campus also offers honors and departmental scholarships for specific programs of study. A detailed listing of undergraduate scholarships can be found online at: www.liu.edu/brentwood/finaid.

Federal Grants and Loan Programs

The federal government awards financial assistance to students who demonstrate financial need according to a variety of economic criteria as determined by the United States Department of Education. The criteria include an individual and/or parents' income and assets, family's household size, and the number of family members attending college. Benefits from all federal programs are subject to legislative changes. Recipients of federal programs must be U.S. citizens or permanent residents. A detailed listing of Federal programs, including Pell grants, SEOG awards, and Direct Loans, can be found online at: www.liu.edu/brentwood/finaid/programs/federal.

State Programs

The New York State Higher Education Services Corporation (HESC) offers a wide variety of grants, scholarships, student loans and parent loans for part-time and full-time college study. HESC also administers the Tuition Assistance Program (TAP), the nation's largest state grant program. Grants and scholarships are types of aid that do not need to be repaid. Although students apply for financial aid directly to HESC www.hesc.ny.gov using the LIU code 0403, the funds are taken into account when developing your financial aid package. You must be a U.S. citizen and resident of the State of New York to be eligible for HESC awards. Students who reside outside of New York State may be eligible for grants, scholarships and loans from their home state. Contact the Federal Student Aid agency at 1-800-433-3243 or www.studentaid.gov for more information. A detailed listing of New York State awards can be found online at: www.liu.edu/brentwood/finaid/programs/nys.

Veteran Benefits

Veteran benefits provide an easier path to a college degree and LIU Post joins our nation in repaying students for their military service. With the Post-9/11 GI Bill, education-related benefits, including funds for tuition, housing, books and supplies, are better than ever for our veterans. In addition, financial aid, scholarships and New York State tuition awards and grants may also be available to help you with costs that are not covered by your veteran benefits. Additional information can be found online at: www.liu.edu/brentwood/finaid.

Private Loans

If you find that you need funding beyond the

limits of the Federal Direct Student Loan Program, you may wish to consider an Alternative Loan. These loans are not guaranteed by the Federal government and are considered private loans. We urge all students and parents to research any lender they are considering for this type of funding and to specifically ask a number of key questions, including:

- current interest rates
- co-signer requirements
- repayment options, both in school and out
- whether or not the loan may be sold to another provider

The university does not have a preferred lender for alternative loans; each student has the right to select the educational loan provider of his or her choice. However, there are a number of independent resources that can be used to evaluate and analyze alternative loan options.

If you have considered applying for an alternative loan, you may be required to complete the Free Application for Federal Student Aid at www.fafsa.ed.gov in order for the university to certify your loan eligibility. Alternative loans that are used to cover prior semesters may require additional information for approval, such as letters certifying indebtedness, attendance verification, official transcripts, etc. As such, when requesting funding for prior terms, be sure to reference the correct academic year on your application.

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

Terms and Conditions

Awards are not finalized until all requested supporting documentation has been properly submitted and reviewed. All awards are subject to funding levels and appropriations by Federal and State agencies. Many aid programs require that you be matriculated and attend LIU on at least a half-time basis. LIU reserves the right to adjust or cancel offers of financial assistance if you make changes to your FAFSA, adjust your registration status, withdraw from one or more courses, or fail to maintain good academic standing for financial aid purposes. LIU also reserves the right to change the selection criteria, deadlines, and awarding process of academic awards.

Awards, grants, and scholarships are for undergraduate study only and do not apply to graduate study. Students enrolled in accelerated and dual degree programs are advised to contact the graduate Office of Admissions to obtain

information on aid for the graduate portion of their degree.

All awards from LIU 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. Students are advised to inform LIU of any aid received from outside sources, and awards from LIU may be adjusted if such additional assistance is in excess of estimated need.

Standards for Satisfactory Academic Progress (SAP)

Federal Financial Aid Programs

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

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

Students wishing to receive Title IV financial aid for summer semesters may have these awards evaluated and offered prior to a determination of SAP. All students receiving summer aid will have their SAP evaluated after all spring grades have been submitted. Students not making progress will

have their summer aid cancelled, and the student will be liable for all tuition and fee charges incurred unless an appeal is filed and granted as outlined above.

The criterion below outlines the progress that is required for a full time undergraduate student to be considered in good standing:

Number of Credits Attempted	Number of Credits Earned	Cumulative GPA Required
0-29	50%	1.8
30-121	67%	1.9
122-192	80%	2.0

Notes:

- Progress standards for part-time students are prorated based upon the criteria above.
- Qualifying transfer credits are counted as both attempted and earned credits but have no effect on the GPA.
- Grades of W (withdrawal), UW (unofficial withdrawal), WF (unofficial withdrawal with failure), INC (incomplete), and IF (incomplete fail) are counted as credits attempted but not completed, and do not affect the GPA.
- Repeated classes will count only once towards credits completed. A student may receive aid for a repeated class that has been successfully completed once.
- Students may not receive Federal aid for classwork that exceeds 150% of their degree requirements.
- Any departmental requirements that exceed these standards must be adhered to for the purposes of evaluating SAP.

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

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

Notes:

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

these standards must be adhered to for the purposes of evaluating SAP.

New York State TAP Awards

To receive financial aid awards from New York State, including Tuition Assistance Program (TAP) funding, students must meet the academic standing requirements established by the New York State Education Department. These requirements are different than those set forth by the Federal government, and apply only to New York State awards.

The basic measures for good academic standing for TAP Awards include the following:

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

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

The charts below outline the progress that is required for a student to be considered in good standing:

Baccalaureate Semester Based Program Chart (2006 Standards)

Applies to students first receiving aid in 2007-08 through and including 2009-10 and remedial students first receiving aid in 2007-08 and thereafter.

Semester	Before Being Certified for Payment:	
	A student must have accrued at least this many credits	With at least this GPA
1st	0	0

2nd	3	1.1
3rd	9	1.2
4th	21	1.3
5th	33	2.0
6th	45	2.0
7th	60	2.0
8th	75	2.0
9th	90	2.0
10th	105	2.0

Baccalaureate Semester Based Program Chart (2010 Standards)

Applies to non-remedial students first receiving aid in 2010-11 and thereafter.

Before Being Certified for Payment:

Semester	A student must have accrued at least this many credits	With at least this GPA
1st	0	0
2nd	6	1.5
3rd	15	1.8
4th	27	1.8
5th	39	2.0
6th	51	2.0
7th	66	2.0
8th	81	2.0
9th	96	2.0
10th	111	2.0

Notes:

- All students must be registered for a minimum of 12 credits per semester.
- A student may not receive a NY State award for repeating a class that they have already successfully completed (i.e. the credits for a repeated class for which the student has already received a satisfactory grade will not count towards the full-time requirement).
- The standards that a student must meet are dependent upon when a student first received an award from NY State, as well as their remedial status.
- A student is placed on the chart above based upon their total TAP points received, including any award(s) received at a previous institution(s).
- To continue to receive TAP funding, a minimum number of credits must be completed each term, as well as on a cumulative basis.
- A student must maintain a minimum grade point average (GPA) prior to being certified for a TAP payment. This average increases as the student progresses in payment points.
- All students must have a cumulative GPA of 2.0 (a "C" average) or better after accumulating 24 or more payment points (e.g., 4 full time semesters).
- A student who is not making progress, and/or is not meeting the "C" average requirement may

request a good academic standing waiver if extenuating circumstances affected their academic performance. A student may only receive this waiver once for NY state awards.

- Students who do not have a high school diploma or GED from within the United States or from the District of Columbia, Puerto Rico, the U.S. Virgin Islands, Guam or the Northern Mariana Islands must also pass the State's Ability to Benefit (ATB) test. College graduates from the United States and recognized foreign colleges and universities (per the country's ministry of education) are exempt from this exam.
- Students must declare a major before the start of their junior year.

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

Graduate Semester Based Program Chart

Before Being Certified for Payment:

Semester	A student must have accrued at least this many credits	With at least this GPA
1st	0	0
2nd	6	2.0
3rd	12	2.5
4th	21	2.75
5th	30	3.0
6th	45	3.0
7th	60	3.0
8th	75	3.0

Notes:

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

STUDENT SERVICES, RESOURCES AND FACILITIES

LIU Brentwood supports all students in developing an individualized educational experience, allowing them to maximize their knowledge and skills and fulfill their personal, professional and academic goals. The Office of Student Services provides programs and services that are appropriate to each student's stage of development and responsive to each student's strengths, needs and abilities, and employs varied modes of delivering these programs and services to benefit a diverse student population.

Advisement

Academic counselors will help students select courses appropriate for their major. 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 online at www.liu.edu/brentwood.

Office of Information Technology

George Baroudi, Vice President for Information Technology & CIO

Technology access and support is high priority at LIU Brentwood. We recognize the ever-growing need for our students to have the newest, most efficient tools available at their disposal. For all of our programs, students have hardware and software support available both onsite and remotely. This comprehensive information technology infrastructure is essential to ensure that our students, faculty and staff can do their work with ease, have the advantages of cutting-edge technology and quickly and reliably exchange information. Students in our online programs have access to a 24/7 help desk.

Student E-Mails

Each student is assigned a university e-mail address to use for corresponding with university faculty and staff. Students can check their e-mail by logging into <https://my.liu.edu>. If you have any trouble accessing your MyLIU account, please check with the Office of Information Technology at LIU Brentwood.

IT Website: <http://it.liu.edu>

IT Email: it@liu.edu

My LIU

The university's My LIU portal provides students with convenient access to information about their records including financial aid, billing, grades, class schedule, e-mail account and more. All students will receive a letter from the Student

Services Office with details about how to login to my.liu.edu and access the resources available to them.

Academic and Student Support Services

At LIU Brentwood, special pride is taken in the outstanding service network offered to students. Professional academic counselors as well as admissions and financial aid counselors are available during convenient day and evening hours. Each student is assigned an academic counselor with whom they meet on a regular basis.

Office Hours

Academic counselors, financial aid and admissions counselors are available days and evenings. During regular academic semesters, LIU Brentwood is open as follows:

Monday through Thursday:

9:00 a.m. – 7:00 p.m.

Friday:

9:00 a.m.-5 p.m.

Academic and Career Planning

Every student at LIU Brentwood 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 LIU Brentwood until graduation.

Students meet with their academic counselors to discuss their plan of study, academic progress, and degree requirements. Registration for classes is conducted online through the My LIU student portal.

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 associate dean and director of campus operations at 631-287-8501.

Transfers

The LIU Brentwood Office of Admissions provides transfer students, as well as those considering transferring to LIU Brentwood, with academic guidance and optimum counseling services. All previous college-level study (including study at international and non-accredited institutions) is reviewed and appropriate transfer credits towards an LIU Brentwood degree are awarded. All questions regarding transfer credits should be directed to the Office of Admissions.

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 LIU Brentwood until they complete their undergraduate degree.

Career Services

In collaboration with LIU Post, LIU Brentwood students may take advantage of résumé critiques, job interviewing workshops and an extensive online database of job openings and networking information.

The Office of Employer Relations at LIU Post is a full-service career office for students and alumni of LIU seeking career-related assistance. The office is located in the Winnick House at LIU Post. Call 516-299-2259 for an appointment or with a question.

E-résumé Critiques - Students and alumni can request an online résumé critique via e-mail. Please send your résumé as an MS Word or .rtf file attachment to post-careersuccess@liu.edu. A counselor will have your critiqued résumé back to you within 24-48 hours (longer during holidays, weekends, or seasonally busy periods).

Bookstore

LIU Brentwood's online bookstore is managed by the LIU Post Bookstore. Textbook requirements can be viewed via the online ordering system. Students may choose to purchase their textbooks through this system or take the International Standard Book Number (ISBN) and purchase their books from a different vendor. Textbooks purchased through the LIU Post online bookstore are delivered to LIU Brentwood at no charge. Textbook deliveries may be picked up in the Student Services Office, Sally Ann Slacke Room 120B.

Visit the bookstore at liunet.bncollege.com.

Student Health Insurance

During the 2014-2015 academic year, LIU has partnered with Gallagher Koster and United Health Care to develop a cost-effective Student Health Insurance plan that provides our students and families with robust medical coverage at school, back home, and while traveling or studying abroad. The 2014-2015 Plan is compliant with all phases of the Patient Protection and Affordable Care Act and offers students and their dependents access to a network of doctors, hospitals and pharmacies throughout the country and overseas.

The Student Health Insurance plan is available to all international students, clinical students, residential students, Global college students and intercollegiate athletes. Students are automatically enrolled in the plan but can waive participation online at www.gallagherkoster.com/liu if they have comparable coverage under a family plan or other policy. Students who enter during the spring and summer terms can also participate in the plan with shorter coverage periods, reduced rates, and specific enrollment / waiver deadlines. Voluntary coverage is no longer offered, but assistance in

navigating the health care exchanges is provided where necessary.

Beginning on July 1st, students can go to my.liu.edu and click on the "Student Health Insurance" link from the Student Center Home page to enroll in the plan, waive coverage, print temporary ID cards, and file or check claims. Coverage begins on August 15, 2014, which represents the start of the plan year, and extends through August 14, 2015. You can also visit the Gallagher Koster website directly at www.gallagherkoster.com/liu.

Public Safety

Section 485 of the Higher Education Act, the Federal Crime Awareness and Campus Security Act of 1990, provides for the availability of the annual report of statistics and security policies. A copy of annual security report for LIU Brentwood includes statistics for the previous three years concerning reported crimes that occurred on the campus; in certain off-campus buildings or property within, or immediately adjacent to and accessible from, the campus. You can obtain a copy of this report by contacting:

LIU Brentwood
Michael J. Grant Campus
1001 Crooked Hill Road
Brentwood, NY 11717
Phone: (631) 287-8500

You may also access this information through the following web site: www.liu.edu/brentwood

LIU Post Learning Support Center

The Learning Support Center administers several programs designed to help LIU Brentwood students achieve academic success. The Learning Support Center is located in the east wing on the lower level of Post Hall at LIU Post. The Academic Resource Program (ARP) is a comprehensive, structured fee-for-service 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. ARP 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.

The LIU Post Tutoring Program provides trained, qualified peer tutors to work with LIU Brentwood students in need of academic

assistance. Tutoring is available free of charge both individually and in small groups. The LIU Post Tutoring Program is internationally certified by the College Reading and Learning Association. Students having difficulty with coursework are encouraged to stop by the Learning Support Center, located at LIU Post on the lower level in Post Hall, or call 516-299-3057 or e-mail gregory.schimmel@liu.edu.

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.

Disability Support Services (DSS)

Reasonable accommodations will be offered at LIU Brentwood for individuals with special needs. Students with special needs will receive basic academic accommodations by their individual professors and their academic departments. Accommodations will be made by the other LIU Brentwood departments as required for non-academic matters. Students with special needs who desire accommodations should contact the Office of Disability Support Services at LIU Post.

For more information contact:
Disabilities Support Services
Post Hall Room C-1
LIU Post
720 Northern Boulevard
Brookville, New York 11548-1300
Phone: 516-299-3164
Fax: 516-299-2126

LIU Post Writing Center

LIU Brentwood students may take advantage of the services provided by the LIU Post Writing Center. The Writing Center staff work collaboratively with LIU Brentwood students on a one-to-one basis to help them develop the strongest texts possible. Students come to the Writing Center because all writers can improve their writing through feedback. The staff can help students brainstorm, plan, edit, revise and proofread texts.

Students may schedule a 45-minute face-to-face or Skype Writing Workshop appointment by calling 516-299-2732, or coming to LIU Post Writing Center, Humanities Hall, Room 202. Students can schedule an appointment up to two weeks in advance. Walk-in/drop-in Workshops are also available. An appointment is recommended to ensure the student receives immediate attention upon arrival.

Computer Lab

LIU Brentwood has a lab that is equipped with computers that are linked to the LIU networks and is available whenever class is in session. Wireless connectivity is available throughout LIU Brentwood.

LIBRARY

The LIU Libraries system serves a combined total of more than 27,000 students and more than 600 full-time faculty members across residential and regional campuses. The university's libraries share many online resources that can be accessed from anywhere at anytime via remote access including subscriptions to more than 80,000 online journals; 200 online databases; 120,000 electronic books; and 11,000 files of streaming media. These resources may be accessed via the LIU Brentwood homepage at www.liu.edu/brentwood.

Collectively, the libraries house approximately 700,000 print books and more than 14,000 non-print media items. The collections of all LIU libraries are listed in LIUCAT, the library catalog. Books, journal articles and other library materials owned by LIU's libraries not available at a particular campus can be requested through LIUCAT and through the intercampus library loan courier service. Items not available at LIU libraries can also be requested through interlibrary loan and brought to campus or delivered electronically.

UNDERGRADUATE STUDIES

DEPARTMENT OF CRIMINAL JUSTICE

Phone: 516-299-2467

Fax: 516-299-2587

Chair: Professor Kushner

Associate Professors: Grennan, O'Connor

Adjunct Faculty: 8

The undergraduate criminal justice program provides an ideal foundation for careers in the law and 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.

In the B.A. in Criminal Justice program, 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 pre-law students and those desiring to go on to graduate work in related social and behavioral disciplines.

B.A. Criminal Justice

The 129-credit Bachelor of Arts degree program in Criminal Justice is designed to meet the demands for professionals working in policing, corrections, prosecution and pretrial services, probation, parole, juvenile services, public safety, victim services, civil and family courts, homeland security, international security, and other related fields. The curriculum will expose you to the latest trends in theory and technology that impact criminal justice.

All students receive invaluable, hands-on training in the field of criminal justice in our experienced-based practica program. Students who perform at an outstanding level also will have the opportunity to attend the Justice Semester at American University in Washington, D.C.

LIU alumni are law enforcement officers, federal agents, security officers, prosecutors, corrections counselors, judges, attorneys, private

security professionals, homeland security agents, forensic technologists, crime lab technicians, emergency managers, FBI agents and social service professionals. Many of our graduates enroll in the Master of Science degree program in Criminal Justice at LIU Brentwood or attend law school.

Admission Criteria and Procedures

Applicants to the Bachelor of Arts in Criminal Justice must meet the following requirements for admission.

- Application for Admission.
- Application Fee: non-refundable.
- Official copies of all undergraduate transcripts from any college(s) or universities you have attended.
- Applicants must have a minimum 2.0 undergraduate cumulative average.

LIU Brentwood does not accept first-time freshmen. Transfer students must have completed more than 24 college credits. Students who have completed fewer than 24 credits are encouraged to apply to the B.A. Criminal Justice Program at LIU Post. Please refer to the Undergraduate Admission section of this bulletin for details on admissions procedures.

Academic Policies

All non-Criminal Justice majors may take any criminal justice course without any prerequisites.

All Criminal Justice majors are required to take 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.

B.A. Criminal Justice

Core Requirements

In addition to all major requirements, students pursuing the B.A. in Criminal Justice must satisfy all core curriculum requirements as follows:

COLL 101	1 credit
First-Year Composition	6 credits
Economics/Political Science	6 credits
Fine Arts	6 credits
History/Philosophy	9 credits
Laboratory Science	8 credits
Language/Literature	6 credits
Mathematics	3 - 4 credits
Social Sciences	6 credits
Competencies	Computer, Library, Oral

For a more detailed listing of these requirements, see the Undergraduate Core Curriculum section of

this bulletin.

B.A. Criminal Justice

Major Requirements

Required Criminal Justice Courses

All of the following:

CRJ	11	Introduction to Criminal Justice	3.00
CRJ	20	Critical Issues in Criminal Justice	3.00
CRJ	23	Theories of Crime	3.00
CRJ	30	Gender and the Law	3.00
CRJ	37	Foundation for Scholarship	3.00
CRJ	38	Methods of Criminal Justice Research	3.00
CRJ	41	Criminal Law	3.00
CRJ	44	The Police and Community Relations	3.00
CRJ	68	Correctional Philosophy: Theory and Practice	3.00
CRJ	76	Criminal Procedure	3.00
CRJ	85	Criminal Justice Practicum	6.00

Elective Criminal Justice Courses

Three courses/nine credits from all CRJ or CSA courses excluding 300-level Honors courses

Credit and GPA Requirements

Minimum Total Credits: 129 (128 for transfer students)

Minimum Liberal Arts Credits: 96

Minimum Major GPA: 2.25

Minimum Cumulative GPA: 2.00

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.

*Credits: 3
Every Fall*

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.

*Credits: 3
Every Fall*

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.

*Credits: 3
On Occasion*

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.

*Co-requisite of CRJ 11 and 23 are required for all CRJ majors.
Credits: 3
Every Spring*

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.

*Credits: 3
On Occasion*

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.

*Credits: 3
Every Fall*

CRJ 23 Theories of Crime Causation

This course surveys major psychological, sociological, economic, anthropological and biological causative theories relating to crime and delinquency.

*Prerequisite of CRJ 11 is required.
Credits: 3
Every Fall*

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.

*Credits: 3
On Occasion*

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.

*Credits: 3
On Occasion*

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.

*Co-requisite of CRJ 11 and 23 are required for all CRJ majors.
Credits: 3
Every Fall*

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.

*Credits: 3
Every Spring*

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.

*Credits: 3
On Occasion*

CRJ 33 Deviant Behavior

This course discusses the forms of deviant behavior that relate to crime causation and criminal behavior.

*Credits: 3
Every Spring*

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.

*Credits: 3
On Occasion*

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.

*Credits: 3
On Occasion*

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.

*Credits: 3
On Occasion*

CRJ 37 Foundations 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.

*Co-requisite of CRJ 11 and 23 are required for all CRJ majors.
Credits: 3
Every Fall*

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.

*Co-requisite of CRJ 11 and 23 are required for all CRJ majors.
Credits: 3
Every Spring*

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.

Credits: 3

On Occasion

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.

Co-requisite of CRJ 11 and 23 are required for all CRJ majors.

Credits: 3

Every Spring

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.

Credits: 3

On Occasion

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.

Credits: 3

On Occasion

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.

Co-requisite of CRJ 11 and 23 are required for all CRJ majors.

Credits: 3

Every Spring

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.

Credits: 3

On Occasion

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.

Credits: 3

Every Fall

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.

Credits: 3

On Occasion

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.

Credits: 3

On Occasion

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 counter-terrorism strategies, among other related topics.

Credits: 3

On Occasion

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.

Co-requisite of CRJ 11 and 23 are required for all CRJ majors.

Credits: 3

Every Fall

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.

Credits: 3

On Occasion

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 juveniles through various agencies of the juvenile justice system and his or her processing, detention, disposition, diversion, de-institutionalization, and

aftercare.

Credits: 3

On Occasion

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.

Co-requisite of CRJ 11 and 23 are required for all CRJ majors.

Credits: 3

Every Spring

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.

Credits: 3

On Occasion

CRJ 99 Independent Study

Individually tailored program of supervised research in a selected area of criminal justice.

Credits: 3

Every Fall and Spring

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.

Credits: 3

On Occasion

DEPARTMENT OF NURSING

Phone: 516-299-2320

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Email: Post-Nursing@liu.edu

Chair: Dr. Mary Infantino

Professors: Wysoker

Associate Professors: Kapp, Knapp, Messina, Zitkus

Program Director, Nursing Education: Kapp

Program Director, Family Nurse Practitioner:

Zitkus

Adjunct Faculty: 10

The Department of Nursing offers a Commission on Collegiate Nursing Education (CCNE) accredited program leading to the Bachelor of Science degree in Nursing exclusively for registered nurses. Through baccalaureate education, the Registered Nurse (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. The Department of Nursing offers a comprehensive range of undergraduate courses that prepare nurses to become strong, effective leaders who excel in compassionate care and management.

B.S. in Nursing (for RN's only)

The LIU Post Department of Nursing offers the Bachelor of Science degree in Nursing at LIU Brentwood exclusively for Registered Nurses. This upper-division program, accredited by the Commission on Collegiate Nursing Education, prepares nurses to assume advanced clinical and management positions in a variety of health care settings, including hospitals, home-health programs and public health agencies.

Nursing courses, which are taught by professors who serve as both educators and mentors, include content related to professional issues, theory, research, management theory, human growth and development, communication, pathophysiology, health assessment and family and community nursing. Students are also required to take liberal arts and sciences courses and other courses related to their major.

Courses are offered on flexible day and evening schedules to meet the needs of the working nurse. The nursing courses build on the knowledge and experience that registered nurses already possess as graduates of diploma and associate degree nursing programs. LIU Brentwood offers a wide range of courses in liberal arts and sciences to enhance and broaden your nursing expertise. Classes with your peers in an atmosphere of respect for the needs of the adult learner make returning to school a positive experience.

LIU Brentwood students must take a

minimum of 3 credits in residency at LIU Post. ADMISSION REQUIREMENTS

The Bachelor of Science in Nursing is open to Registered Nurses only. Applicants are considered "transfer students." Graduates of associate degree programs in nursing receive 28 transfer credits for previous nursing education and graduates of diploma schools receive 28 credits of advanced standing toward the degree.

Transfer credits for liberal arts and sciences courses taken at other colleges or universities will be evaluated individually. A total of 72 credits (including the 28 credits of nursing) can be transferred to LIU Brentwood. A total of 128 credits are needed for graduation with the Bachelor of Science in Nursing.

Applicants for admission to LIU Brentwood as nursing majors are required to possess:

1. Application for Admission
2. Application fee (non-refundable)
3. a New York State Registered Nurse license
4. an Associate Degree or Diploma in nursing
5. a minimum overall GPA of 3.0
6. International students are also required to achieve a minimum Test of English as a Foreign Language (TOEFL) score of 90 Internet-based (a minimum listening score of 22 is also required); 225 Computer-based; or 563 Paper-based. IELTS of 7.0 or above is also acceptable.

Applicants who have taken but have not received notification of having passed the NCLEX exam may be admitted to LIU Brentwood as limited matriculants.

Applicants who received their licensure or degree from outside of the United States may be admitted to LIU Brentwood after appropriate evaluation of degree and prior coursework.

B.S. in Nursing Core Requirements

As an upper division B.S. in Nursing program, the core requirements may have been met by associate degree requirements completed in becoming a licensed New York State Registered Nurse. Please consult your advisor for more information.

In addition to all major requirements, students pursuing the B.S. in Nursing must satisfy all core curriculum requirements as follows:

COLL 101	1 credit
First-Year Composition	6 credits
Economics/Political Science	6 credits
Fine Arts	6 credits
History/Philosophy	9 credits
Laboratory Science	8 credits (BIO 7 and 8)
Language/Literature	6 credits
Mathematics	3 credits (satisfied in major)
Social Sciences	6 credits (PSY 1 and 2)

Competencies Computer, Library, Oral
For a more detailed listing of these requirements, see the Undergraduate Core Curriculum section of this bulletin.

B.S. in Nursing Requirements

THIS UPPER DIVISION PROGRAM IS OPEN ONLY TO NEW YORK STATE REGISTERED NURSES (R.N.). PROOF OF N.Y.S. R.N. LICENSE IS REQUIRED.

B.S. in Nursing Requirements

Required Courses

NUR 79	The Philosophical and Conceptual Basis of Nursing	3.00
NUR 81	Issues in Professional Nursing	3.00
NUR 82	Nursing Research	3.00
NUR 82P	Nursing Research Proposal	1.00
NUR 84	Health and the Human Life Cycle	3.00
NUR 85	Health Assessment	2.00
NUR 85L	Health Assessment Lab	2.00
NUR 86	Family Health Nursing Theory	3.00
NUR 86L	Family Health Nursing Clinical	2.00
NUR 86S	Family Health Nursing Seminar	0.00
NUR 87	Community Health Nursing Theory	3.00
NUR 87L	Community Health Nursing Practice	3.00
NUR 87S	Community Health Nursing Seminar	0.00
NUR 90	Management, Leadership and Nursing	3.00
NUR 91	Communication and Group Skills for the Health Care Setting	3.00
NUR 99	Pathophysiology	3.00

Required Co-Related Courses List 1

BIO 7	Human Anatomy and Physiology I	4.00
BIO 8	Human Anatomy and Physiology II	4.00
PSY 1	General Psychology I	3.00
PSY 2	General Psychology II	3.00

Required Co-Related Courses List 2

One of the following:

BIO 250	Microbiology	4.00
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BMS 90 Microbiology in Health Sciences 4.00

Required Co-Related Courses List 3

One of the following:

CHM 1 Introduction to Forensic Chemistry I 4.00

CHM 2 Introduction to Forensic Chemistry II 4.00

CHM 3 Principles of Chemistry I 4.00

CHM 4 Principles of Chemistry II 4.00

CHM 6 Chemistry of Life 4.00

CHM 21 Organic Chemistry I 4.00

CHM 22 Organic Chemistry II 4.00

CHM 25 Basic Organic Chemistry 4.00

CHM 71 Basic Biochemistry 4.00

Required Co-Related Courses List 4

One of the following:

MTH 19 Basic Statistics 3.00

MTH 41 Biostatistics 3.00

Elective Social Science Course

One course from the following areas listed:

ANT Any Elective Anthropology course

SOC Any Elective Sociology course

GGR Any Elective Geography course

PSY Any Elective Psychology course

Free Electives

Courses that are not being used to satisfy major or core requirements.

There are 2 credits in free electives. Please consult with the Department of Nursing or your advisor should you have any questions.

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Liberal Arts Credits: 64

Minimum Major GPA: 3.00

Minimum Cumulative GPA: 3.00

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. Nursing theory as it relates to professional nursing will be examined. Writing Across the Curriculum (WAC) course.

*Credits: 3
Annually*

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.

*Credits: 3
Every Fall*

NUR 82 Nursing Research

An introduction to a conceptual understanding of the research process. Learning experiences will focus on preparing a research-oriented practitioner. The major steps in the research process and various research approaches will be presented. Students will identify a researchable problem. Writing Across the Curriculum course (WAC).

*Prerequisite of MTH 19 or MTH 41 and NUR 79, as well as a co-requisite of NUR 82P are required.
Credits: 3
Every Spring*

NUR 82P Nursing Research Proposal

A researchable problem will be identified and formulated appropriate to the student's area of clinical interest/expertise. This independent study will bridge the gap between theory (NUR 82) and the application of the research process. The student will develop a proposal using the steps of the research process.

*Credits: 1
Every Spring*

NUR 84 Health and the Human Life Cycle

The purpose of this course is to examine the progress of human development throughout the lifespan. 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.

*Credits: 3
Every Fall*

NUR 85 Health Assessment

This 4-credit course has a theory and laboratory component. This theoretical component introduces students to professional nursing skills used in health assessment of a client across the life span. Content will address developmental, psychosocial,

environmental, cultural, as well as the pharmaceutical agents utilized in the treatment of various specific health problems associated with specific body systems.

Prerequisites of (NUR 99 or BMS 20) and (CHM 1 or CHM 6) and BIO 7 and BIO 8 and NUR 79, NUR 81, NUR 82 and NUR 84 and Co-requisite of NUR 85L are required.

*Credits: 2
Annually*

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.

*Co-requisite of NUR 85 is required.
Credits: 2
Annually*

NUR 86 Family Health Nursing Theory

Family Health Nursing focuses on delivery of health care to culturally diverse individuals and their families utilizing the organized framework of the Structural-Functional Theory.

*Prerequisite of NUR 79, NUR 81, NUR 82 and NUR 84 and Co-requisites of NUR 86L and NUR 86S are required.
Credits: 3
Every Fall*

NUR 86L Family Health Nursing Clinical

Students work with assigned families to assess various dimensions of health and promotion and apply the family nursing process based on this assessment.

*Co-requisites of NUR 86 and NUR 86S are required.
Credits: 2
Every Fall*

NUR 86S Family Health Nursing Seminar

Students identify and discuss important issues that emanate from their clinical experiences as they work with culturally diverse families.

*Co-requisites of NUR 86 and NUR 86L are required.
Credits: 0
Every Fall*

NUR 87 Community Health Nursing Theory

The focus of this course is on individuals, families, and groups within the community. Theoretical concepts integral to community health nursing and strategies for nursing intervention for the promotion of community health will be identified.

*Prerequisite of NUR 79, NUR 81, NUR 82, NUR 84, NUR 85, NUR 86 and NUR 91 and Co-requisites of NUR 87L and NUR 87S are required.
Credits: 3
Every Spring*

NUR 87L Community Health Nursing Practice

This course focuses on community nursing practice. Students will work with culturally diverse

individuals, families, and identified groups within selected community health settings.

*Co-requisites of NUR 87 and NUR 87S are required.
Credits: 3
Every Spring*

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-requisites of NUR 87 and NUR 87L are required.
Credits: 0
Every Spring*

NUR 90 Management, Leadership and Nursing

The focus is on the leadership and management concepts and principles, and their application to managing groups of healthcare providers. Nursing management and changes in the current health care system will be explored.

*Pre requisite of NUR 79 is required.
Credits: 3
Every Spring*

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.

*Credits: 3
Every Spring*

NUR 99 Pathophysiology

An in-depth exploration of disease processes across the lifespan which includes epidemiology, pathophysiology, clinical manifestations, and evaluation and treatment for each disease.

*Pre requisite of BIO 7 and BIO 8 are required.
Credits: 3
Every Fall*

UNDERGRADUATE: CORE & ELECTIVE COURSES

The following descriptions for courses in the College of Liberal Arts and Sciences and the School of Visual and Performing Arts are provided for students taking these individual courses in support of the B.A. in Criminal Justice and B.S. in Nursing (for RN's only) offered at LIU Brentwood.

College of Liberal Arts and Sciences

ECO 10 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 their interactions of these choices. Topics include demand and supply, consumption, and production, competitive and non-competitive product markets, markets for resources, and welfare.

Credits: 3

On Occasion

ECO 11 Introduction to Macroeconomics

This course discusses the important economic theory 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. *Prerequisite of ECO 10 is required.*

Credits: 3

Every Fall, Spring and Summer

ENG 3 Grammar and the Structure of English

This course will examine the structures of the English language from both descriptive and prescriptive points of view. We will discuss why certain structures have been deemed to be more correct than others that are also in common use, and how correctness differs from grammaticality. We will examine why the use of certain structures constitutes "good" or "bad" grammar, and look into how these standards have emerged and changed over time. Topics will include sentence structure and phrase structure rules, style, word classes, constituency, parts of speech, sentence relatedness, and usage.

Credits: 3

On Occasion

ENG 7 World Literature I: From Antiquity to the Renaissance

This course provides an introduction to the foundations of Western culture reflected in a series of literary masterpieces that demonstrate evolutions of thought from Antiquity to the Renaissance. Some sections might also integrate non-Western texts into this survey to enlarge the scope of analysis. The course's main objective is to encourage students to conceive of our literary heritage as an ongoing debate on the central issues of human experience. Its syllabus is composed of a selection of foundational texts that still shape our current perceptions of the world. The works that it includes, drawn from such major authors as Homer, Dante, and Shakespeare, are selected both for their stylistic innovations and their insights into basic social issues that still confront us today. Each section of this course may be taught with a thematic focus based on texts selected by the individual instructor.

Credits: 3

Every Fall and Spring

ENG 8 World Literature II: From the Enlightenment to the Present

This course provides an introduction to some of the world's most brilliant literature from the late seventeenth century to the present. Its scope traditionally includes: the Enlightenment (1660-1770); the Romantic Movement (1770-1856); Nineteenth-Century Realism (1856-1900); Modernism (1900-1945); and the Contemporary Period (1945-Present). Its purpose is to examine literary masterpieces for their insights into human nature and society. Although texts are primarily drawn from the Western tradition, the course can also feature literary works from non-Western cultures as well, to focus on issues of cultural exchange. Texts will be examined in light of the intellectual, social, literary, and political contexts in which they developed. Each section of this course may be taught with a thematic focus based on texts selected by the individual instructor.

Credits: 3

Every Fall and Summer

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.

Three hours lecture, three hours laboratory.

Credits: 4

On Occasion

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.

Three hours lecture, three hours laboratory.

Credits: 4

On Occasion

SPA 1 Elementary Spanish I

This course covers the essentials of Spanish structure, simple oral expression, and writing.

Credits: 3

On Occasion

SPA 2 Elementary Spanish II

This course is a continuation of Spanish 1.

Prerequisite of SPN 1 is required.

Credits: 3

On Occasion

HIS 1 The West and the World to 1750

A survey of the political, economic, social and intellectual developments that shaped Premodern and early Modern Europe and Europe's relationship to the rest of the world. Covers the ancient period through the middle of the eighteenth century. Explores the rise of European dominance in a global context and the growth of "the West" as a concept.

Credits: 3

Every Fall

HIS 2 The West and the World Since 1750

A survey of modern Western civilization and its interaction with other world cultures from the mid-eighteenth century to the present. Examines developments including industrialization, nationalism, socialism, liberalism, imperialism and colonization, decolonization, revolutions, world wars and globalization.

Credits: 3

Every Spring

HIS 3 American Civilization to 1877

A survey of major political, social, economic and cultural developments in what is now the United States from initial colonization through the end of Reconstruction. Explores early cultural encounters, the origins of slavery, the American Revolution, the market revolution and the coming of the Civil War.

Credits: 3

Every Fall

HIS 4 American Civilization Since 1877

A survey of the political, economic, social and cultural change that shaped the United States from the end of Reconstruction to the present. Topics include: emergence of mass society, immigration, economic and technological changes, civil rights movements, and the impact of U.S. military power at home and abroad.

Credits: 3

Every Spring

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 of MTH 4 or 4S or permission of department is required.

Credits: 3

On Occasion

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 of MTH 4 or 4S or permission of department is required.

Credits: 3

On Occasion

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.

Not open to students who have taken MTH 8, 23, 41 or BIO 141.

Credits: 3

Every Spring

PHI 8 Introduction to Philosophy

Philosophy asks fundamental questions about the meaning and purpose of life, truth, morality, social justice, the existence of God, the nature of beauty, etc. This course introduces students to such questions through an encounter with the ideas of some of the greatest philosophers in history.

Credits: 3

Every Fall

PHI 13 Ethics and Society

What does it mean to be a good person? What are our ethical obligations to other individuals and to society as a whole? Is there such a thing as moral truth, or is morality "relative" to individuals or societies? This course is an introduction to ethics, the branch of philosophy that addresses such questions.

Credits: 3

Every Spring

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.

Three hours lecture, three hours laboratory.

Credits: 4

Every Spring

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.

Three hours lecture, three hours laboratory.

Credits: 4

Every Fall

POL 2 Introduction to American Politics

This course introduces the study of the Constitutional structure, major functions and operations of the national government. Must be taken by all Political Science majors.

Credits: 3

Every Fall and Spring

POL 3 Introduction to Political Science

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.

Same as POL 1 prior to Fall 2014.

Credits: 3

Every Fall and Spring

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.

Credits: 3

On Occasion

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 of PSY 1 is required.

Credits: 3

Every Spring

SOC 1 Introduction to Sociology

This course covers the nature and social organization of human society, socialization, culture and social interaction. Meets Core Curriculum requirement when combined with SOC 2.

Credits: 3

On Occasion

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. Meets

Core Curriculum requirement when combined with SOC 1.

Prerequisite of SOC 1 is required.

Credits: 3

On Occasion

**College of Education,
Information and Technology**

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.

Credits: 3

On Occasion

**School of Visual and Performing
Arts**

ART 1 Introduction to Visual Arts

This course covers world art from the beginnings of human culture to today. The aim is to explore why art is the product not only of its creator, but also of the historical, political, economic, and social forces that shaped the artist. Students are introduced to the language and concepts of visual analysis and historical contextualization, with the goal of increasing their understanding of world cultures and the role of artistic representation in society.

Credits: 3

Every Fall, Spring and Summer

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.

Credits: 3

Every Fall and Spring

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. For non-majors only fine arts core requirement. Special fee.

Credits: 3

Every Fall, Spring and Summer

GRADUATE STUDIES

DEPARTMENT OF CRIMINAL JUSTICE

Phone: 516-299-2467

Fax: 516-299-2587

Chair: Professor Kushner

Associate Professors: Grennan, O'Connor

Adjunct Faculty: 8

The graduate criminal justice programs provide an ideal foundation for careers in the law and criminal justice. Our professors are renowned experts and published authors with real-world experience. They specialize in all areas of the criminal justice field, from terrorism to organized crime to women in policing.

Our alumni work in all areas related to the criminal justice system, including probation, parole, law enforcement, court administration, corrections, juvenile justice, diversionary programs and security management. Additionally, our programs provide an excellent pathway toward the study of law.

M.S. in Criminal Justice

The 36-credit Master of Science in Criminal Justice offers an in-depth, 21st century curriculum geared toward forensics, law and society, criminal behavior, cybercrime, terrorism and criminological theory. All students must complete a thesis under faculty supervision. The program prepares students for modern-day careers in criminal justice, including cyberspace crime detection, law enforcement management systems and homeland security. Courses are taught by a distinguished faculty that includes published authors, researchers and widely-consulted authorities on the American and world criminal justice systems. Adjunct faculty members are working professionals in the field and include attorneys, judges and law enforcements officials. Our professors will engage and inspire you to exceed your expectations. Alumni of our program are employed in a wide variety of professional positions: law enforcement officers, federal agents, security officers, prosecutors, corrections counselors, judges, attorneys, private security professionals, homeland security agents, forensic technologists, crime lab technicians, emergency managers, FBI agents and social service representatives.

Classes are scheduled to meet on Tuesday evenings and on Saturdays. Tuition will remain constant for the entire 36 credits. The costs include all books, courses, seminars and most fees. Students take courses in "lock-step" which means they must enter, maintain attendance and graduate as a group.

Admission Criteria and Procedures

Applicants to the Master of Science in Criminal Justice must meet the following requirements for admission.

- Application for Admission.
- Application fee: non-refundable.
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Applicants must have a bachelor's degree with a minimum 3.0 undergraduate cumulative average (students whose GPA is 2.5 or better will be considered on an individual basis).
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program
- Please refer to the Graduate Admission section of this bulletin for details on admissions procedures.

Academic Policies

A student must maintain at least a 3.0 cumulative grade point average in the M.S. in Criminal Justice program. Any student whose cumulative grade point average falls below 3.00 will be evaluated by the Academic Standing Committee of the Department of Criminal Justice, issued a letter of warning, and placed on probation. A student on probation who fails to bring his or her average up to 3.00 in the succeeding semester may be dropped from the program. In addition, a student who receives grades below B in two graduate courses is considered to have an academic deficiency. A third grade below B, after the student receives a formal warning of the deficiency, may cause the student to lose matriculated status or be dropped from the program.

M.S. Criminal Justice

Requirements

Required Criminal Justice Courses

All of the following:

CRJ	555T	Technology and the Criminal Justice System	3.00
CRJ	675T	Critical Issues in Law and Society	3.00
CRJ	690T	Theories of Crime Causation	3.00
CRJ	699T	Foundations of Scholarship	3.00
CRJ	700T	Research Design and Methods	3.00
CRJ	707T	Thesis Research	3.00
CRJ	708T	Thesis Consultation	3.00

Elective Criminal Justice Courses

Five courses/fifteen credits from all CRJ or CSA courses

Credit and GPA Requirements

Minimum Total Credits: 36

Minimum Major GPA: 3.00

Criminal Justice Courses

CRJ 523T Computers and the Criminal Justice System

This course is an explanation of the application of basic computer technology in the criminal justice system. This course includes a discussion of more effective and efficient use of computer systems in various aspects of agency work.

Criminal Justice Majors Only

Credits: 3

On Occasion

CRJ 529T Effectiveness of Prevention and Treatment Programs

This course is a review of the basic concepts and strategies in evaluative research. Topics include topologies of treatment and prevention programs, what works, measuring effectiveness, types of evaluative research designs and exemplary projects.

Criminal Justice Majors Only

Credits: 3

On Occasion

CRJ 530T Victimology

The criminal justice system is discussed with emphasis on treatment of the victims as well as how criminal justice agencies hinder or encourage the victim in reporting a victimization and processing the crime.

Criminal Justice Majors Only

Credits: 3

On Occasion

CRJ 552T Communications and the Criminal Justice System

This course is a discussion of the role of mass media in facilitating and hindering the functioning of the criminal justice system-exposing deviant behavior, communicating information for arrest and crime prevention, prejudicing court procedures, misrepresentation, libel and defamation.

Criminal Justice Majors Only

Credits: 3

On Occasion

CRJ 555T Technology and the Criminal Justice System

This course is an analysis of high-tech society, the impact of advanced technology on the crime scene and its application in criminal justice management.

Criminal Justice Majors Only

Credits: 3

On Occasion

CRJ 560T Funding and Grant Evaluation

This course is a survey of the sources for criminal justice funding. The criteria and standards for meaningful evaluation of grants and reporting responsibilities of both agencies and independent evaluators are examined.

Criminal Justice Majors Only

Credits: 3

On Occasion

CRJ 565T Interpersonal Relations in Administration

This course is an analysis of group behavior in organizations, the dynamics of group membership and leadership as they relate to administration of business enterprise and contributions made by the behavioral sciences.

Criminal Justice Majors Only

Credits: 3

On Occasion

CRJ 570T Seminar in Criminal Justice

The seminar focuses on the major components of the criminal justice system. Special attention is given to the functions and role of the police, correctional institutions, courts, probation and parole. Integration of agencies, bureaucratic structures and value systems is also studied.

Criminal Justice Majors Only

Credits: 3

On Occasion

CRJ 577T Police and Professionalism

This course is an analysis of the concept of professionalism and its relation to social control with special reference to the police. Subject matter explores how professionalism may be functional or dysfunctional, the further accountability and ethical consideration in policy making, the control of police abuses and the self-regulation system.

Criminal Justice Majors Only

Credits: 3

On Occasion

CRJ 585T Seminar in Court Administration

This course is an overview of the administration and management of the court system. The purpose and functioning of a criminal court jurisdiction and the management of intake and control of the participating parties is covered.

Criminal Justice Majors Only

Credits: 3

On Occasion

CRJ 600T Advanced Standing in Criminal Justice I

This course is an independent study in a selected area of criminal justice under the supervision and direction of a member of the criminal justice faculty.

Credits: 3

On Occasion

CRJ 630T Forensic Psychology

This course examines the part that psychology plays with all facets of the police, courts, and corrections. The course probes the interaction of all components and the role of psychological interaction with these components.

Criminal Justice Majors Only

Credits: 3

On Occasion

CRJ 635T The Mass Murderer and the Violent Criminal

This course studies the biological, psychological, and environmental cases of the violent criminal. An in-depth study of individual offenders is made to analyze causation.

Credits: 3

On Occasion

CRJ 640T Seminar in the Administration of Juvenile Justice

This course is a comprehensive study of the juvenile justice system. The seminar deals with apprehension, adjudication, treatment and prevention as these relate specifically to the administration of juvenile justice.

Criminal Justice Majors Only

Credits: 3

On Occasion

CRJ 647T Forensic Investigation of Fire, Arson and Explosions

A safe and systematic investigation and analysis of fire and explosion incidents. Specific procedures will be presented to assist in these investigations.

Criminal Justice Majors Only

Credits: 3

On Occasion

CRJ 650T Class and Social Structure

This seminar examines American cultural pluralism and social structure and their impact on the criminal justice system.

Criminal Justice Majors Only

Credits: 3

On Occasion

CRJ 652T Seminar on the Grand Jury and the Petit Jury

This course is a study of the grand and petit juries and the present-day statutory and constitutional mandates affecting those institutions. Consideration is given to the alternatives to a grand jury system, the possible elimination of the grand jury as presently constituted, the waiver of grand jury presentment, as well as the functions performed and the safeguards, if any, achieved by our present system.

Criminal Justice Majors Only

Credits: 3

On Occasion

CRJ 656T Managerial Supervision

This course is a study of the theories, methods and practices in the administration of punishment. Among the topics covered are trends in punitive policy practices on the local, state and national levels.

Criminal Justice Majors Only

Credits: 3

On Occasion

CRJ 658T Crisis Intervention in Criminal Justice

This course is a survey of the application of crisis negotiation techniques as they apply to probation,

parole, corrections and law enforcement agencies.

Criminal Justice Majors Only

Credits: 3

On Occasion

CRJ 660T Principles and Methods of Rehabilitation of Offenders

This course is an overview of the methods used in the rehabilitative process. The synthesis of theory with primary emphasis on social and cultural milieus is considered.

Criminal Justice Majors Only

Credits: 3

On Occasion

CRJ 665T Criminal Justice Response to Domestic Violence

The course deals with the historic, social, and legal forces that have shaped the criminal justice response to domestic violence.

Criminal Justice Majors Only

Credits: 3

On Occasion

CRJ 670T Narcotic Addiction, Alcoholism and Crime

This course is a survey of the multi-factorial causes of chemical abuse; primarily, addiction to narcotics and alcohol, the characteristics of the addict and abuser and the legal sanctions developed for its control.

Criminal Justice Majors Only

Credits: 3

On Occasion

CRJ 675T Critical Issues in Law and Society

This course is an analysis of the ways laws evolve along with social change, the applicability of laws in relation to the criminal justice system and the structure of society and the viability of laws in relation to changing moral standards.

Criminal Justice Majors Only

Credits: 3

On Occasion

CRJ 686T Seminar in Justice

This course is a comprehensive examination of the organization and management of criminal justice agencies. Particular attention is paid to organization principles and practices, structure, supervision, administrative communications and the fiscal management of the criminal justice budget.

Criminal Justice Majors Only

Credits: 3

On Occasion

CRJ 689T Planning and Management

This course is a systematic analysis of parole and probation management at the administrative, supervisory and line levels.

Criminal Justice Majors Only

Credits: 3

On Occasion

CRJ 690T Theories of Crime Causation

This course is a survey of the theoretical implications of criminal acts in relation to behavioral systems. It is an analysis of sociogenic, psychogenic, economic, anthropological and physical-type theories.

Criminal Justice Majors Only

Credits: 3

On Occasion

CRJ 697T Workload Management

This course examines the workload management for probation and parole staff at the administrative, supervisory, and line levels.

Criminal Justice Majors Only

Credits: 3

On Occasion

CRJ 698T Crime and Criminality in Cinematography

This course is an overview of the various components of the criminal justice system as seen through the case studies presented through the medium of cinematography. Films dealing with court procedures, juries, police practices, prosecutorial problems, sentencing procedures, prisons, causes of crime and corrections are explored.

Criminal Justice Majors Only

Credits: 3

On Occasion

CRJ 699T Foundations of Scholarship

This course must be taken in the student's first semester of attendance in order to develop tools for conducting research and for writing papers in the field of criminal justice. The course explores approaches to writing a research paper, forms of documentation, library resources, data sources, and computer usage.

Criminal Justice Majors Only

Credits: 3

On Occasion

CRJ 700T Research Design and Methods

This course must be taken in the student's first or second semester of attendance. It is a survey of research designs, analytical techniques and the preparation of research papers.

Criminal Justice Majors Only

Credits: 3

On Occasion

CRJ 707T Thesis Research

This course is taken prior to CRJ 708. It is an advanced study of the scientific method in the discipline of Criminal Justice, together with the preparation of a master's thesis proposal and an outline of the thesis. CRJ 707 and CRJ 708 must be taken consecutively in the student's last two semesters of study after maintaining a 3.00 or better GPA.

Criminal Justice Majors Only

Credits: 3

On Occasion

CRJ 708T Thesis Consultation

This course is the actual writing of the master's thesis. CRJ 707 and CRJ 708 must be taken consecutively in the student's last two semesters of study after maintaining a 3.00 or better GPA.

Criminal Justice Majors Only

Credits: 3

On Occasion

CRJ 734T Forensic Homicide Investigation

Students gain knowledge of the crime regarded as the most heinous of all criminal acts. Investigative techniques used, the importance of the medical examiner's autopsy, and the time factors involved in the solution are discussed.

Credits: 3

On Occasion

CRJ 760T Terrorism

This course is a survey of terrorism within the United States. Topics include the threat of domestic and international terrorism, terrorist groups, and counter-terrorism strategies, among other related topics.

Criminal Justice Majors Only

Credits: 3

On Occasion

CSA 571T Private Security Administration

This course is the study of the organization, administration and management of security, plant protection, and loss prevention. Policy and decision-making, personnel, budgeting, safety and fire prevention programs in business, industry and government are covered.

Credits: 3

On Occasion

CSA 581T Security of Intellectual Property

This course is a discussion of the clarification and classification of intellectual property. Particular attention is paid to the use of management skills in stating and implementing company security policy safeguards.

Credits: 3

On Occasion

CSA 582T Instructing Security Trainers

This course covers instructional techniques for security trainers in the preparation and presentation of loss prevention and loss control knowledge and skills; and is a course in training the trainers.

Credits: 3

On Occasion

CSA 587T Institutional Security Planning

This course is the comparative analysis of relevant security problems in public and private institutional settings.

Credits: 3

On Occasion

COLLEGE OF EDUCATION, INFORMATION AND TECHNOLOGY

The College of Education, Information and Technology offers one of the widest ranges of teacher-training and administration programs in the region. Through LIU Brentwood, the College of Education, Information and Technology offers master's degree programs in School Counseling, Clinical Mental Health Counseling, Early Childhood Education, Childhood Education, Literacy, Special Education, an Autism Concentration (CASE), Dual Certification in Childhood & Special Education, Dual Certification in Childhood and Literacy and courses in Adolescent Education and courses in TESOL.

LIU Brentwood also offers LIU Post Palmer School of Library and Information Science master's degree programs in Library and Information Science and Library and Information Science/School Library Media. LIU Brentwood students enrolled in either of these two degree programs must take a minimum of three credits in residency at LIU Post.

Important Notice

Students are required to consult with their academic counselor regularly as they progress through their course of study.

Overview

The College of Education, Information and Technology serves the educational needs of the largest metropolitan area of the nation. Thus, the College of Education, Information and Technology reflects the dynamic character of urban and suburban life and concerns itself with the important role education plays in improving the quality of that life. Through programs of professional study, the College of Education, Information and Technology prepares teachers, specialists and administrators who have commitment and competence to help young people achieve dignity, preserve individuality, develop democratic values and find self-fulfillment.

The College of Education, Information and Technology is committed to providing professional experiences that are important aspects of programs of study for professional educators. These experiences bring the prospective teacher, specialist or administrator face-to-face with the realities of the classroom, the school and the community, as well as provide opportunities for participation in the study, research and analysis of contemporary education issues. In fulfilling this commitment, the resources of the College of Education, Information and Technology are available not only to its students but also to the professionals and school districts of the metropolitan region.

As society is altered by such factors as the

knowledge explosion, technological advances, and population growth, the purposes and processes of education have changed. The College of Education, Information and Technology is aware of its responsibility to society in dealing with complex educational and social issues by providing leadership in curriculum innovation, experimentation and dissemination of information.

Academic Policy and Admission Requirements

An applicant must have a bachelor's degree from an accredited college or university.

Admission to most programs requires a general undergraduate grade point average of 2.50 and a 2.75 average in the major area. Certain programs require higher minimum grade point averages. Grade point averages are computed on a 4.00 point scale. Application for admission to the program must be made through the Office of Admissions at LIU Brentwood. A student who possesses the necessary grade point averages will be admitted to the program upon submission of one official transcript. An applicant who does not meet the minimum required undergraduate grade point averages may petition the dean of the College of Education, Information and Technology or a delegated representative. This petition must be accompanied by evidence of ability to succeed in graduate study. At the dean's discretion, the Academic Standing Committee of the College of Education, Information and Technology may be asked to review an individual student's application. If accepted, this student is enrolled as a limited matriculant.

Any student who does not wish to have credits applied toward a degree may enroll with non-matriculated status with departmental permission. Admission requirements are the same for matriculated and non-matriculated students.

Upon admission to the program, an admissions officer will direct the accepted student to the appropriate chairperson or specialization coordinator. Each student is assigned an academic counselor and a faculty advisor who assists in the development of an initial plan of 12 to 18 hours of coursework.

Please see departmental sections of this bulletin for specific admission requirements.

Academic Status

(A) Upon completion of 12 to 15 credit hours, a matriculated student must apply for interim assessment by submitting a form that is available from his or her faculty advisor or academic counselor.

Faculty from within the candidate's major will examine the interim assessment application, review his or her professional objectives, experiences and strengths, and recommend additional courses and experiences for program completion. During interim advisement, the faculty advisor and student will jointly develop a culminating plan that encompasses faculty

recommendations and student preferences. If the interim assessment does not lead to a positive recommendation, the candidate may petition the dean for reconsideration by the Academic Standing Committee.

The interim assessment application must be approved and a culminating plan developed before a matriculated student may enroll for courses beyond those included on his or her initial plan. (B) Upon admission, a limited matriculated student meets with either the appropriate chairperson, coordinator or academic counselor who advises and assists him or her in developing a maximum 12-credit plan of study. Upon completion of 12 credit hours, the advisor and student develop a new plan of study. The limited matriculated student may then enroll for additional courses. It is important to note that a random collection of elective credits does not constitute an acceptable program of study. A limited matriculated student who later requests matriculated status must obtain approval from the dean of the College of Education, Information and Technology or his/her delegated representative. No more than 18 hours may be transferred from limited matriculated to matriculated status.

Unsatisfactory Grades

The average of grades attained in the approved program of study may be no less than B (equivalent to the quality point index of 3.00). A student who receives grades below B in two graduate courses is considered to have an academic deficiency. A third grade below B, after the student receives a formal warning of the deficiency, requires formal action on the part of the appropriate department. Any such student may lose his or her matriculated status or be ineligible to continue in the graduate program. The dean makes final disposition of such cases. Individual departments may impose stricter academic standards. This is especially true in cases involving a final grade of F. In no case may a student graduate or student teach with a cumulative grade point average below 3.00.

Program Options for Master's Degree

Upon successful completion of interim assessment, the student, in consultation with his or her faculty advisor, is assigned one of the culminating options listed below. Departmental options vary. Specific department requirements are outlined in departmental sections.

Each option provides the student the opportunity to satisfy student teaching requirements for certification.

A. Degree With Thesis

Master's degree programs in education require a minimum of 30-51 semester hours of course work, sometimes including an additional three credits for satisfactory completion of a thesis. Early childhood (birth-grade 2) and childhood (grades 1-

6) (formerly elementary education) students may take most of the work in education with electives appropriate to their background.

The thesis or project required in the graduate programs tests the candidate's ability to engage in original research, evaluate source materials, and communicate clearly and accurately. All thesis option students must take a required research methods course.

A candidate's thesis will be accepted for consideration only after successful interim assessment and completion of required courses and semester hours listed on his or her initial plan of study.

A master's degree candidate who chooses the thesis option will write his or her thesis under the direct supervision of a committee chairperson. Each candidate is encouraged to recommend a chairperson for the committee. The dean, in consultation with the appropriate department chairperson, must approve the final choice.

The student must file the request for the appointment of a thesis chairperson with the College of Education, Information and Technology Office at least 30 days before the time he or she registers for the thesis writing course. In preparing the thesis, the student must follow approved procedures and a specified manual of style.

Once the thesis receives faculty committee approval, the student must defend it through an oral examination. A student who elects the thesis option is exempt from a comprehensive examination.

B. Degree Without Thesis

Master's degree programs in education require a minimum of 30-51 semester hours of course work. For early childhood (birth-grade 2)/childhood (grades 1-6) teachers (formerly elementary education) most of the work may be in education with electives appropriate to the person's background or major interest. Non-thesis candidates must either pass the comprehensive examination described below, or an approved alternative (see each department for specifics).

Comprehensive Examination

Each candidate who selects this option will undergo a written evaluation. Professors from within the candidate's major field develop the examination uniquely. The faculty reserves the right to require subsequent assessment of the candidate should it become necessary.

The student must submit his or her comprehensive examination application to the appropriate departmental office during the semester before, but no later than one month before, the administration of the examination. Eligibility for the comprehensive examination is contingent upon acceptance as a degree candidate. The student must also complete 30 appropriate semester hours of graduate study by the end of the semester in which he or she sits for the examination.

New York State Teacher Certification

New York State requires teachers in public schools to be certified. The following are approved teacher certification programs:

- Early Childhood (Birth-Grade 2)
- Childhood (Grades 1-6)
- Special Ed (Grades 1-6)
- Literacy (Birth-Grade 6)

Those students who complete the above programs are entitled to apply for certification through the LIU Post Certification Office and the TEACH online certification; however, they must complete the entire program including student teaching or practica. All who apply for the first certificate, which is called the initial certificate, are required to take the New York State Teacher Certification Exams. See www.nysed.gov for details.

After initial certificate holders have acquired three years of teaching experience and a master's degree, they will qualify for the professional certificate.

As of May 1, 2014 new assessments for certification are required. See your advisor for details. All May 2014 graduates are required to take these assessments.

The LIU Post College of Education, Information and Technology is required to publish exam results annually. Pass rates for LIU Post and LIU Brentwood students taking the New York Teacher Certification Examinations in 2010-2011 are as follows: For the Assessment of Teaching Skills-Written, a total of 50 students took the test and 50 passed for a "pass rate" of 100 percent. The statewide pass rate is 99 percent. For the Liberal Arts and Sciences Test, a total of 43 students took the test and 42 passed for a "pass rate" of 98 percent. The statewide pass rate is 99 percent. For the Content Specialty Test – Special Populations, a total of 12 students took the test and 12 passed for a "pass rate" of 100 percent. The statewide pass rate is 93 percent. In the Academic Content Areas, 14 students were tested and 14 students passed for a pass rate of 100 percent. The statewide rate is 94 percent. The Total Summary Pass Rate for all tests is 96 percent. The statewide pass rate is 95 percent."

In addition to the above requirements, the following are additional requirements for initial certification.

Required Workshops for Certification

1. Child Abuse: Identification and Reporting (Required of all students)

All persons who apply for an initial (formerly provisional) or professional (formerly permanent) teaching certificate or license and all students in school counseling must complete a state-approved two-hour course in the identification and reporting of suspected child abuse. This requirement must be met by attending a specially scheduled two hour seminar.

2. Violence Prevention Workshop - Project Save

(Required of all students applying for state certification)

All persons who apply for any level of school certification must complete a two-hour state-approved workshop on the warning signs, classroom management techniques, referral process, statutes and regulations regarding school violence prevention and intervention.

3. Autism Workshop

(Required for special education program)

Fingerprinting

All candidates seeking New York state certification must be fingerprinted and submit to criminal background checks. Instructions and materials will be available through each student's academic counselor.

TEACH

The New York State Education Department online application system is now mandated by the department. Students must log in and establish a profile, complete the application process and make a request for a specific certificate upon completion of a registered program. The students must notify the Certification Office at LIU Post in order for LIU Post to verify program completion to the NYSED. Upon verification by LIU Post, the certificate will be issued. Contact your advisor at LIU Brentwood for further information.

Accreditation TEAC

The undergraduate and graduate teacher education programs of the College of Education, Information and Technology at LIU Post and LIU Brentwood are accredited by the Teacher Education Accreditation Council, signifying they meet the highest standards of quality in preparing competent, caring and qualified professional educators who will teach and lead in pre-K through grade 12 schools.

All education programs at LIU Brentwood within the College of Education, Information and Technology's departments are accredited by TEAC. The Teacher Education Accreditation Council, founded in 1997, is a nonprofit organization dedicated to improving academic degree programs for professional educators of pre-K through grade 12.

**DEPARTMENT OF
COUNSELING AND
DEVELOPMENT**

Phone: 516-299-2814/2815

Fax: 516-299-3312

Chair: Colangelo

Professors: Bordan, Goldin, Schaefer-Schiomo

Associate Professors: Ciborowski, Colangelo, Smith

Assistant Professors: Dodson, Keefe-Cooperman, Mariska, Shenker

Adjunct Faculty: 25

The Department of Counseling and Development educates and prepares graduate students to enter the professions of mental health counseling and school counseling through programs of study that are nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The department offers the M.S. in School Counseling and the M.S. in Clinical Mental Health Counseling. Coursework encompasses theory, practica and internships, and preparation of students for New York State licensure or certification in their respective disciplines. The faculty is diverse with a wide range of specializations. They are committed to excellence and support the integration of technology, multicultural competencies and the highest ethical standards. In addition, the program prepares students to become reflective counselors fostering professional identity with a commitment to lifelong learning.

M.S. School Counselor

The Master of Science School Counselor program is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The program prepares students to work with young people from a developmental perspective to clarify goals, to overcome behavioral and social obstacles, and to enhance the learning experience. Graduates of this program help students cope with a myriad of problems. They learn effective individual and group counseling techniques and gain practical field experience through internships at all levels (elementary, middle and high school). This 48-credit program, plus two years of experience as a school counselor in New York, leads to permanent New York State certification as a school counselor.

ADMISSION REQUIREMENTS

Applicants to the M.S. School Counselor must meet the following requirements for admission.

- Application for Admission.
- Application fee: (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or

universities you have attended.

- Bachelor's degree with at least a 3.0 cumulative grade point average in undergraduate studies or successful completion of another master's degree. Applicants who do not meet this academic requirement will be required to take the Graduate Record Examination (GRE). For admission purposes, only the writing assessment of the GRE is evaluated. This section of the exam assesses writing and critical thinking skills which are essential attributes for the professional counselor. Applicants will be considered to have met the GRE requirement if they obtain a score of 4.5.
- Applicants who have completed a bachelor's degree and have at least 10 years work related experiences beyond their degree and/or have been involved in extraordinary life experiences are eligible to apply to the graduate counseling programs. At the discretion of the chair of the Department of Counseling and Development, the GRE will be waived.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Interview with a faculty member of the Department of Counseling and Development.
- Pass a spontaneous writing sample at admissions interview.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

Deadlines for a complete application for admission to the programs of study in the Department of Counseling and Development are as follows:

- August 20 for fall admission
- January 10 for spring admission

Send application materials to:

Graduate Office of Admissions
LIU Brentwood
Michael J. Grant Campus
1001 Crooked Hill Rd.
Brentwood, N.Y. 11717

M.S. School Counselor

Major Requirements (48 credits)

EDC 610	Psychopathology for the Professional Counselor	3.00
EDC 614	Human Growth and Development Over the Lifespan	3.00
EDC 615	Theories Of Counseling	3.00
EDC 668	Counseling Pre-Practicum	3.00
EDC 669	Counseling Practicum	6.00
EDC 676	Career Development	3.00

EDC 687	Group Counseling:Theory and Practice	3.00
EDC 702	Research Methods In Counseling	3.00

One of the following:

EDC 613	Diversity and Socio-Cultural Issues in Counseling	3.00
EDC 619	Socio Cultural Issues in Counseling: A Field Based Experience	3.00

School Counseling Specialization Requirements

EDC 602	Introduction to School Counseling and Ethics	3.00
EDC 659	Counseling for the College Admission and Selection Process	3.00
EDC 670	Educational Tests and Measurements	3.00
EDC 690	School Counseling Internship I	3.00
EDC 691	School Counseling Internship II	3.00
	Elective	3.00

One of the following:

EDC 612	Trauma Counseling	3.00
EDC 616	Family Counseling	3.00
EDC 617	Principles of Couple Counseling	3.00
EDC 652	Counselor's Approach to Human Sexuality	3.00
EDC 654	The Counselor Examines Alcoholism and Substance Abuse	3.00
EDC 657	Counseling Families with Alcoholism and Substance Abuse	3.00
EDC 658	Critical Treatment Issues Confronting Professional Counselors	3.00
EDC 685	Clinical Mental Health Counseling Internship III	3.00
EDC 750	Special Topics in Counseling	3.00

Culminating Experience - Students will take the Counselor Preparation Comprehensive Examination (CPCE). Students must take the exam the semester before they graduate. Students who fail the CPCE examination *twice* will be required to take an oral exam administered by two faculty members.

Workshop Requirements: Students must take the Child Abuse Workshop, the School Violence Prevention & Intervention Workshop, and the DASA workshop (Dignity for All Students Act).

Credit and GPA Requirements

Minimum Total Credits: 48
 Minimum Major GPA: 3.00

M.S. Clinical Mental Health Counseling

The 60- credit Master of Science in Clinical Mental Health Counseling is a "licensure qualifying" program with the New York State Education Department, Office of the Professions which prepares students for a career as a mental health counselor. Upon completion of the master's degree graduates of the clinical mental health counseling program automatically meet the educational requirements for licensure as a mental health counselor in New York State. You will learn individual and group counseling techniques to help youths, adults, couples, parents and families work through their problems and issues. As a mental health counselor, you can have a positive and meaningful impact on people. The M.S. in Clinical Mental Health Counseling will provide counselors with the preparation and support they need to help others experience healthy, fulfilled lives.

As a leader in preparing students for careers in counseling and development, LIU Brentwood provides an educational environment that fosters the personal and professional growth of future counselors and related professionals while upholding the highest ethical standards and respect for individual differences. Our faculty members are actively engaged in mental health counseling and frequently contribute to publications and conferences.

The program integrates mental health counseling theories and approaches with carefully supervised practical experiences in state-of-the-art appropriate field settings. The training comprises individual counseling as well as group and other systemic modalities within the developmental model and brief therapy framework. This is an individualized program emphasizing self-development and the integration of individual and group counseling theories and techniques, with a strong emphasis on carefully supervised clinical experiences. Each degree candidate will be required to complete 90 hours of counseling practicum (EDC 669) and 600 hours of internship experience (EDC 683, EDC 684).

ADMISSION REQUIREMENTS

Applicants to the Master of Science in Clinical Mental Health Counseling must meet the following requirements for admission.

- Application for Admission
- Application fee: (non-refundable)
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Bachelor's degree with at least a 3.0 cumulative grade point average in undergraduate studies or

successful completion of another master's degree. Applicants who do not meet this academic requirement will be required to take the Graduate Record Examination (GRE). For admission purposes, only the writing assessment of the GRE is evaluated. This section of the exam assesses writing and critical thinking skills which are essential attributes for the professional counselor. Applicants will be considered to have met the GRE requirement if they obtain a score of 4.5.

- Applicants who have completed a bachelor's degree and have at least 10 years work related experiences beyond their degree and/or have been involved in extraordinary life experiences are eligible to apply to the graduate counseling programs. At the discretion of the chair, the GRE will be waived.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program
- Interview with a faculty member of the Department of Counseling and Development
- Pass a spontaneous writing sample at admissions interview
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

Deadlines for a complete application for admission to the programs of study in the Department of Counseling and Development are as follows:

- August 20 for fall admission
- January 10 for spring admission
- April 30 for summer admission

Send application materials to:

Graduate Office of Admissions
 LIU Brentwood
 Michael J. Grant Campus
 1001 Crooked Hill Rd.
 Brentwood, N.Y. 11717

M.S. Clinical Mental Health Counseling

Major Requirements (60 Credits)

EDC 610	Psychopathology for the Professional Counselor	3.00
EDC 614	Human Growth and Development Over the Lifespan	3.00
EDC 615	Theories Of Counseling	3.00
EDC 668	Counseling Pre-Practicum	3.00
EDC 669	Counseling Practicum	6.00
EDC 676	Career Development	3.00

EDC 687	Group Counseling:Theory and Practice	3.00
EDC 702	Research Methods In Counseling	3.00

One of the following:

EDC 613	Diversity and Socio-Cultural Issues in Counseling	3.00
EDC 619	Socio Cultural Issues in Counseling: A Field Based Experience	3.00

M.S. Clinical Mental Health Counseling Specialization Requirements

EDC 601	Foundations of Clinical Mental Health Counseling and Ethics	3.00
EDC 608	Assessment and Intervention Strategies in Clinical Mental Health Counseling	3.00
EDC 616	Family Counseling	3.00
EDC 660	Practicum In Psychological Testing for Counselors	3.00
EDC 683	Clinical Mental Hlth Coun Intrnship I	3.00
EDC 684	Clinical Mental Hlth Coun Intrnship II	3.00

M.S. Clinical Mental Health Counseling M.S. Electives - 4 Electives

EDC 612	Trauma Counseling	3.00
EDC 617	Principles of Couple Counseling	3.00
EDC 652	Counselor's Approach to Human Sexuality	3.00
EDC 654	The Counselor Examines Alcoholism and Substance Abuse	3.00
EDC 657	Counseling Families with Alcoholism and Substance Abuse	3.00
EDC 658	Critical Treatment Issues Confronting Professional Counselors	3.00
EDC 685	Clinical Mental Hlth Coun Intrnship III	3.00
EDC 750	Special Topics in Counseling	3.00

Culminating Experience - Students will take the Counselor Preparation Comprehensive Examination (CPCE). Students must take the exam the semester before they graduate. Students who fail the CPCE examination *twice* will be required to take an oral exam administered by two faculty members.

Workshop: Students must take the Child Abuse Workshop.

Credit and GPA Requirements

Minimum Total Credits: 60
 Minimum Major GPA: 3.00

Advanced Certificate: Clinical Mental Health Counseling

The Advanced Certificate in Clinical Mental Health Counseling is a "licensure qualifying" bridge program approved by the New York State Education Department (NYSED), Office of the Professions which allows individuals with a master's degree in school counseling or other related counseling degree to meet the educational requirements for licensure as a mental health counselor in New York State. The 15-credit advanced certificate is predicated upon the individual having completed a master's degree in school counseling with a minimum of 48 credits in specified core educational content areas as delineated in the state regulations for mental health counselor licensure. Individuals who graduated from a program of less than 48 credits will be required to take additional coursework above the 15 credits to ensure meeting the state requirement of a minimum of 60 graduate credits. Upon application candidates will have their transcript(s) reviewed by the department to ascertain the needed number of graduate credits required for the advanced certificate.

The Advanced Certificate in Clinical Mental Health Counseling requires each candidate to take the following courses at a minimum:

- EDC 601 Foundations of Clinical Mental Health Counseling and Ethics
- EDC 608 Assessment and Intervention Strategies in Clinical Mental Health Counseling
- EDC 616 Family Counseling
- EDC 683 Clinical Mental Health Counseling Internship I (300 hours)
- EDC 684 Clinical Mental Health Counseling Internship II (300 hours)

Upon completion of the advanced certificate the individual will automatically meet the educational requirements for licensure as a mental health counselor in New York State. They will then be eligible to file for a "limited permit" and begin accruing the 3000 post master's experiential hours required for licensure. They will also be eligible to file to take the National Clinical Mental Health Counselor Examination (NCMHCE) which is the licensure examination designated by the State. There is also the possibility that the Office of the Professions may accept experiential hours gained after the receipt of the individual's master's degree if the experience was in an approved setting under the supervision of a recognized licensed mental health professional.

Advanced Certificate: Clinical Mental Health Counseling

Requirements (15 credits)

EDC	601	Foundations of Clinical Mental Health Counseling and Ethics	3.00
EDC	608	Assessment and Intervention Strategies in Clinical Mental Health Counseling	3.00
EDC	616	Family Counseling	3.00
EDC	683	Clinical Mental Health Counseling Internship I	3.00
EDC	684	Clinical Mental Health Counseling Internship II	3.00

Credit and GPA Requirements

Minimum Total Credits: 15
 Minimum GPA: 3.00

Office of Alcohol and Substance Abuse Services (OASAS)

Education and Training Program

The M.S. in Clinical Mental Health Counseling program has been approved as an Education and Training Program by OASAS for the CASAC-T. Graduates of the master's degree program in Clinical Mental Health Counseling who complete the requisite coursework will meet the 350 hour education and training requirements for the Certified Alcohol and Substance Abuse Counselor-Trainee (CASAC-T) designation. Graduates of the master's degree program will also meet 4000 of the 6000-hour requirement for full certification as a CASAC. In addition, if the graduate completed their 100 Counseling Practicum hours and their 600 Clinical Mental Health Counseling Internship hours at an OASAS affiliated facility, then the number of experiential hours needed for full certification as a CASAC will only be 1300. Individuals interested in securing their CASAC-T designation must inform the chair of the Department of Counseling and Development in writing of their intent to pursue the CASAC-T upon admission of the program.

Counseling and Development Courses

EDC 601 Foundations of Clinical Mental Health Counseling and Ethics

To be taken as the first course in the Mental Health Counseling specialization, within the student's first 15 semester hours of work. This course is an introduction to preventive education and counseling for mental and emotional health as uniquely available in mental health centers. The course prepares students to work on counseling teams and enrichment programs, to handle referral procedures, community relations and teamwork, and to deal with mental health problems in terms of their etiology and the innovations in the field. Students will also be exposed to the ethical and legal responsibilities of a clinical mental health counselor. The ACA and AMHCA Code of Ethics will be extensively covered.

Credits: 3

Every Fall and Spring

EDC 602 Introduction to School Counseling and Ethics

This is the basic introductory course that exposes the student to the world of professional counseling with an emphasis on school counseling. It also provides the students with training in ethics within the counseling profession with specific attention given to the American Counseling Association (ACA) Code of Ethics and the Code of Ethics of the American School Counselors Association (ASCAS). This foundation course prepares students to apply basic counseling skills in the elementary, middle and high school settings. Emphasis is placed on the expanded role of the school counselor in curriculum, instruction, assessment, and consultation, as well as providing training in the ASCA National Model of School Counseling. Focus is placed on the various roles of the school counselor, tools and strategies appropriate in the school setting, and consultation and collaboration with other school personnel. The course will also cover concepts and techniques of the counseling process in the school setting, behavioral and developmental problems, and enhancing the creative capabilities of students. It will help to prepare prospective school counselors in helping students reach their academic, career, social, and personal potential. The course will also explore job opportunities on Long Island, New York City, upstate New York and nationally.

Credits: 3

Every Fall

EDC 608 Assessment & Intervention Strategies in Clinical Mental Health Counseling

This course is a weekly seminar focused on, but not limited to, the following: the etiology, diagnosis, treatment, referral and prevention of disorders; psychological assessment, case conceptualization, psychopathology, utilization of current diagnostic

tools, including the DMS-IV; use and limitations of psychopharmacological medications; guidelines for conducting intake, mental status, biophysical and mental health interviews; and consultation theory and practice.

Prerequisite of EDC 610 and 615 is required.

Credits: 3

Every Fall and Spring

EDC 610 Psychopathology for the Professional Counselor

This course provides an in-depth review of a broad spectrum of psychopathological conditions as defined in the current edition of the Diagnostic and Statistical Manual (DSM) of the American Psychiatric Association. The course will focus on understanding the etiology, prevalence and incidence, signs and symptoms of the various mental disorders delineated in the DSM. A focus will also be placed on learning the criteria necessary to provide a differential diagnosis. There will also be an emphasis on increasing understanding of clinical issues and current research in development and maladaptive behavior and on comparing and contrasting different theoretical perspectives on each mental disorder. Ethical issues and limitations related to current diagnostic systems will be discussed. This course will provide the student with a solid foundation in psychopathology and enhance the student's mastery in understanding the pathogenesis of the various mental disorders.

Credits: 3

Every Fall and Spring

EDC 612 Trauma Counseling

This course validates and addresses the emergent new field of trauma studies and the growing body of trauma-related best practices. It provides mental health counselor, and other mental health practitioners with a comprehensive review of the various types of trauma experiences, the human vulnerability for traumatic experiences across the life span, and the intersections among trauma, crisis and disaster events. It discusses pertinent diagnostic and case conceptualization issues as well as presents individual systems interventions and collaborations. The course offers and presents a rich array of trauma-related resources which include websites, films, manuals, DVDs and a variety of other useful tools.

Pre requisite of EDC 610 is required.

Credits: 3

Alternate Semesters

EDC 613 Diversity & Socio-Cultural Issues in Counseling

Major twenty-first century contributions of sociology and anthropology are examined with a view to understanding the role of socio-cultural factors in human development and behavior. This course also examines the impact of the socio-cultural viewpoint on contemporary concepts of adaptive and maladaptive human behavior and related mental health issues.

Credits: 3

Every Fall and Spring

EDC 614 Human Growth and Development Over the Lifespan

This course focuses on understanding the principles and rationale of developmental counseling over the lifespan from a multicultural perspective. Students become familiar with the primary functions of the developmental counselor: counseling, consulting, coordinating, assessment and advocacy. Students will examine the developmental theories of Piaget, Erikson, Vygotsky and others. They will examine the cognitive, physical, social and emotional development of the individual during early childhood, middle childhood, adolescence and adulthood. In addition to an overview of developmental stages and developmental tasks which children face, the course includes exploration and experimentation with various and unique methods used in developmental counseling. Students will explore various developmental crises and impediments to optimum development and, in small groups, do an oral report of their findings. They will compile a developmental portfolio, presenting characteristics of each developmental milestone, and develop a comprehensive guidance plan to address the developmental needs during the school years.

A pre requisite of EDC 601 or EDC 602 is required.

Credits: 3

Every Fall and Spring

EDC 615 Theories Of Counseling

This is a basic course in counseling theories and techniques and their application within a multicultural and diverse society. Students gain an understanding of the major theories of counseling and psychotherapy, (e.g., psychoanalytic, existential, person-centered, gestalt, reality, behavioral, cognitive-behavioral, and family systems, etc.). In addition, the counselor as a person and a professional is explored as well as ethical issues in counseling and therapy.

A pre requisite of EDC 601 or EDC 602 is required.

Credits: 3

Every Fall and Spring

EDC 616 Family Counseling

This course offers a consideration of theories, practices and related activities with couples, parents and/or other related adults and children. Included in the course is a survey of some major trends and problems associated with individual adjustments, adaptations and other reactions within family and social settings.

Prerequisite of EDC 615 is required.

Credits: 3

Every Fall and Spring

EDC 617 Principles of Couple Counseling

A study of the theoretical and practical aspects of couple counseling from initial referral to

termination. The difference between this form and individual, group or family counseling will be examined in order to understand the clinical issues involved. Both the object relations and the systemic theories will be studied with emphasis on the clinical application to help couples change, according to their therapeutic goals.

Credits: 3

Rotating Basis

EDC 619 Socio Cultural Issues in Counseling: A Field Based Experience

It is critical for the helping professional to give due consideration to CULTURE and its impact in the counseling relationship/process. Multicultural counseling is counseling that takes place among people of different cultural backgrounds. It takes into consideration the individual experiences of the clients in their cultural context. This course will provide a field based MULTICULTURAL emersion into a cultural experience (place to be identified by the professor). It will seek to expose students for field experiences which will provide primary exposure to the cultural nuances; explore cultural awareness of one's own cultural values and biases as they reflect on personal stereotypes; understand how race, culture, and ethnicity may affect personality formation, vocational choices, and manifestation of psychological disorders, help-seeking behavior, and the appropriateness of counseling approaches; understand the impact of multiculturalism as a force in the professional helping discipline; understand the pitfalls of Cross Cultural counseling; explore the cultural dynamics of the dominant ethnic groups and the implications for culturally responsive counseling; examine the research on cutting edge issues in counseling clients of diverse cultures; understand the ethical implications of Multicultural counseling; and become aware of the consequences of social intolerance and the global impact. Department consent required.

Credits: 3

Every Summer

EDC 652 Counselor's Approaches to Human Sexuality

A study of human sexuality from its normal manifestations and development to its dysfunctions. The student will be guided to examine his/her own attitudes and values in this area and to learn counseling approaches to problems and questions related to sexuality.

Credits: 3

Rotating Basis

EDC 654 The Counselor Examines Alcoholism and Substance Abuse

Alcoholism, as a behavioral psychological problem, is analyzed to enable the counselor to integrate current theories on this condition into his/her work. Approaches to the treatment will be evaluated, and varied techniques will be studied.

Credits: 3

Every Fall

EDC 657 Counseling Families with Alcoholism and Substance Abuse

Consideration of theories, practices, problems and trends as they relate to counseling the family affected by alcoholism. Sessions will include lectures, films and role-playing to explore the kinds of problems present and the different approaches to counseling these families.

Prerequisite of EDC 654 is required.

Credits: 3

Every Spring

EDC 658 Critical Treatment Issues Confronting Professional Counselors

Newly graduated mental health professionals are frequently confronted with specific mental health issues or common client problems for which they do not feel adequately prepared to deal with. Such mental health issues/problems include eating disorders, sexual abuse, self-injurious behavior, body-image disorders, suicide, trauma, grief/bereavement and sexual preference issues.

This course will provide the counselor trainee with essential information on these critical issues so that they will develop a solid foundation from which to develop competencies and skills necessary to treat clients manifesting these issues. This course is intended to enhance awareness, promote professional competence and provide sufficient basic information about treatment options available and resources to consult for further information.

Prerequisite of EDC 610 is required.

Credits: 3

Rotating Basis

EDC 659 Counseling for the College Admission & Selection Process

This course is designed to provide systematic training in counseling for the college admission and selection process. Graduate students in school counseling and those who are already in the field are introduced to concepts and practical skills required for competency in working with diverse populations: the traditionally aged college student applicant, the disadvantaged, the minority student, the gifted, the learning disabled, the student athlete, and the adult. The course consists of lectures, presentations, cooperative and group learning activities, video viewings, class discussions and "hands-on" type of activities designed to enhance knowledge of the college admission and selection process. College admission personnel and school counselors are invited as guest presenters.

Credits: 3

Every Fall and Spring

EDC 660 Practicum In Psychological Testing for Counselors

This course is laboratory experience designed to develop adequate understandings and competencies with respect to concerns, issues and implementation factors related to administration, scoring, recording and interpretations of aptitude,

intelligence tests, as well as interest and personality inventories.

A pre requisite of EDC 601 is required.

Credits: 3

Every Fall and Spring

EDC 668 Counseling Pre-Practicum

This is the basic counseling laboratory course designed to provide supervised practical counseling experience from a lifespan and a multicultural perspective that can be applied in the school or agency. Students learn the basics in terms of active listening skills and the use of appropriate counseling techniques through role-play and other activities. Students must have three to five actual tape-recorded role playing sessions with another student in the course who will act as the client; the professor may give permission for students to work with a client who is not a member of the class. Interview summaries, detailed analyses, and other relevant counseling experiences are part of the course. Orientation to the role of the professional counselor and ethical concerns are discussed.

A pre requisite of EDC 601 or EDC 602 is required.

Credits: 3

Every Fall and Spring

EDC 669 Counseling Practicum

This course is an in-depth counseling laboratory course designed to provide supervised practical counseling experience from a life span and multicultural perspective through successful completion of 100 hours of which: 60 hours of observation, interaction, and supervision at a school or mental health agency site; 30 hours of direct service via individual and group counseling to clients at that site; and 10 hours off site with clients who will be audio-taped. The purpose of the 60 hours, which can be interspersed throughout the semester, is to acclimate the practicum students to the environment in which the counseling experience occurs. Interview summaries, detailed analysis and other relevant counseling experiences are a part of this course. Again, it must be emphasized that practicum students in 669 must provide 40 hours of direct service to clients of which 30 hours take place at a school or agency site and 10 hours are provided to non-site clients. With onsite clients, practicum students are to document and describe each individual and group counseling experience, which are to be shared with the cooperating counselor and reflected in the logs given to the University professor. These clients are supervised by and remain the primary responsibility of the cooperating counselor. The remaining ten (10) hours with non-site clients are audio-recorded and shared only with the University professor and the other students in EDC 669. Practicum students meet in group seminar with the University professor every week. In addition, the University professor provides an hour of individual or triadic supervision (i.e. professor and two students), the time for which is built into this six (6) credit course.

While the professor and the two students are interacting, the other practicum students observe the supervision being given by the professor. After the triadic supervision occurs, the observing students will be asked to offer their comments and suggestions immediately after the triadic supervision or during the group class. The appropriate roles of the professional counselor, based upon the Ethical Guidelines of the American Counseling Association, are covered. This course is also designed to develop and extend the student's understanding and competencies begun in EDC 668, Counseling Pre-Practicum. This course must be completed prior to taking EDC 683, Mental Health Counseling Internship I or EDC 690, School Counseling Internship I. Health Insurance required for Mental Health Counseling students. *Prerequisite of EDC 668 and a prerequisite or co-requisite of EDC 610 is required.*
Credits: 6
Every Fall and Spring

EDC 670 Educational Tests and Measurements

This is a survey course in the principles and practices of testing and assessment used in schools. After a quick look at the concepts of educational statistics and the underlying mathematical basis of standardized tests, the student will examine the most widely used tests and assessments that he/she will be expected to know and understand in the K-12 setting: achievement tests, interest inventories, aptitude and intelligence measures. In addition, time will be devoted to the New York State Learning Standards and the assessments which will accompany the higher graduation requirements.
Credits: 3
Every Fall and Spring

EDC 676 Career Development

This course provides students with an in-depth study of theories and emerging patterns in career development counseling, as well as their application across a range of settings including schools and agencies. Emphasis is placed on practical counseling techniques, psychoeducational approaches, and evaluation of resources used in career counseling and education. Attention is given to psychological, sociological, economic and educational dynamics; multicultural, gender, and disability perspectives of career development are also discussed. Technological and other current trends as they relate to career counseling and education are reviewed.
Credits: 3
Every Fall and Spring

EDC 683 Clinical Mental Health Counseling Internship I

This course is designed for students in the latter part of the graduate program, after having taken considerable theory and coursework in the counseling process. The student is required to attend seminar meetings, to prepare weekly logs directed toward observation, insight, and evaluation

of activities in the field setting. Related professional readings are also required. The student is expected to develop a counseling caseload, participate in group work, attend staff meetings and schedule a weekly meeting with the field supervisor for evaluation. A minimum 300 hours in a mental health counseling setting, acceptable to the department is required. Health Insurance required for Mental Health Counseling students. *Prerequisite of EDC 669 and Pre or Co-requisite of EDC 601, 608, & 687 are required.*
Credits: 3
Every Fall, Spring and Summer

EDC 684 Clinical Mental Health Counseling Internship II

This is a second semester internship required for Mental Health Counseling students. Course content and time requirements are the same as for EDC 683. Health Insurance required for Mental Health Counseling students. *Prerequisite of EDC 683 is required.*
Credits: 3
Every Fall, Spring and Summer

EDC 685 Clinical Mental Health Counseling Internship III

This course consists of supervised experience involving 300 hours in an approved mental health counseling setting. Professional readings are required. However, the student at this level is expected to be self-initiating and able to perform both competently and creatively in considerable depth in achieving the objectives of the course at the practitioner level. Health insurance required for Mental Health Counseling Students. *Prerequisite of EDC 683 & 684 is required.*
Credits: 3
Every Fall, Spring and Summer

EDC 686 Clinical Mental Health Counseling Internship IV

This course is a continuation of the advanced internship placement and seminar experience as it consists of supervised experience involving 300 hours in an approved mental health counseling setting. Professional readings are required. However, the student at this level is expected to be self-initiating and able to perform both competently and creatively in considerable depth in achieving the objectives of the course at the practitioner level. Health insurance required for Mental Health Counseling students. *Prerequisite of EDC 685 is required.*
Credits: 3
On Demand

EDC 687 Group Counseling: Theory and Practice

This course will examine the dynamics present in a counseling group and how these forces can be employed in the service of therapeutic change. Leadership styles and skills will be discussed with special consideration given to their application and impact on members. The progressive stages in group development will be identified. Concomitant

strategies for addressing relevant issues within the stages will be presented. Practical considerations necessary for screening potential members, beginning/ending groups, process interventions, discussing confidentiality and ethical considerations will be included. A variety of theoretical orientations on groups will be explored.
Credits: 3
Every Fall and Spring

EDC 690 School Counseling Internship I

This course is designed for students in the school counseling specialization. It is taken in the latter part of the graduate program after they have taken considerable theory and coursework in the counseling process and its application within a school setting. The student is required to attend weekly seminar meetings, and to prepare weekly logs directed toward observation, insight, and evaluation of activities in the field setting. Related professional readings are also required. The student is expected to develop a counseling caseload, participate in group work, attend staff meetings, and meet with the cooperating counselor for evaluation. A minimum of 300 hours in a school setting, acceptable to the department is required. *Prerequisite of EDC 669 and a pre or co-requisite of EDC 614 & 687 are required.*
Credits: 3
Every Fall and Spring

EDC 691 School Counseling Internship II

This course consists of a supervised experience involving 300 hours in a school setting. Course content and time requirements are the same as 690. A permission form signed by the field supervisor must be on file with the Department of Counseling and Development before the student begins the internship placement. *Prerequisite of EDC 690 is required.*
Credits: 3
Every Fall and Spring

EDC 700 Independent Study

Independent study involves in-depth development of a project idea as an area of study in a previous course. Permission to take this course is based on the merit of the proposed study and the needs and background of the student. Permission requires the signature of the faculty member sponsoring the study, the Department Chair and the Dean of the College of Education, Information and Technology at LIU Post. Independent Study is not allowed in place of a course offered as part of the program. Hours are arranged.
Credits: 3
On Demand

EDC 701 Counseling Supervision

This course is designed to systematically train experienced professional counselors in counselor supervision. Both didactic and experiential instruction are included. Self-awareness, theoretical and conceptual knowledge, and skill acquisition are stressed. Supervision trainees are required to apply

theory to actual practice through weekly face to face, hour long, individual supervision of graduate students enrolled in EDC 669 Counseling Practicum. Department faculty members, in turn, oversee trainee supervision of EDC 669 practicum students. Master's Degree in Counseling or its equivalent. Department consent required.

Credits: 3

On Demand

EDC 702 Research Methods In Counseling

This is a course in the understanding of the use, process and applications of research findings in counseling. Students will examine recent research studies, explore topics of particular interest to them, and prepare a draft research proposal on an issue of their choosing. This course is project-based, relevant and practical.

Credits: 3

Every Fall, Spring and Summer

EDC 750 Special Topics in Counseling

Summer Session institutes and workshops are three-credit courses, one week in length, designed to enrich one's graduate or post-graduate education by focusing on topics that are of timely interest and concern to working professionals. Often institutes are team-taught by experts in their field, offering students a unique opportunity to accelerate their academic progress for personal, professional and career advancement. All courses are open to visiting students and working professionals.

Credits: 3

Every Summer

DEPARTMENT OF CURRICULUM AND INSTRUCTION

Phone: 516-299-2372/2374

Fax: 516-299-3312

Chair: Choi

Professor: Rasheed

Associate Professors: Ahmad, Byrne, Choi,
Dunne, Goubeaud, Levine, Ogulnick, Piro, Rhee,
Schneiderman, Woo

Assistant Professors: Boyanton, Tolentino

Adjunct Faculty: 46

The Department of Curriculum and Instruction offers one of the most comprehensive teacher preparation programs in New York State. Nationally accredited by the Teacher Education Accreditation Council (TEAC), the department's master's degree programs focus on the different stages of child development: infancy, pre-school, early childhood, childhood, middle and high school and teaching English to speakers of other languages. Students are mentored throughout their entire program by expert faculty who oversee their student-teaching assignments, portfolio development, peer- and self-evaluations, and leadership experiences. All teacher education programs lead to New York State teacher certification.

M.S. Early Childhood Education (Birth - Grade 2)

The Master of Science degree in Early Childhood Education prepares professional teachers and leaders to work with infants, toddlers, preschoolers and younger children in their formative years (Birth to Grade 2). You will be trained to work in a variety of educational settings, including public and private schools, Head Start programs, child development and child care centers and other programs related to the education of children, from ages Birth to 8.

The program is designed for individuals who have earned a bachelor's degree from an accredited university or college and who wish to begin a new career as a certified school teacher. Upon graduation, you will be eligible for Initial Teaching Certification from New York State. In addition, current teachers who have bachelor's degrees in education and Initial Teaching Certification may use this program to expand their expertise to the first through sixth grade levels. This program meets the New York State master's degree requirements for Professional Teaching Certification.

The M.S. degree curriculum comprises 11 education courses (33 credits) plus field experience, supervised student teaching (6 credits), and a culminating experience. In the required

courses you will study the physical, intellectual, emotional and social development of small children, including culturally diverse populations. You will gain an understanding of the theory and practice of teaching language arts -- reading, writing, listening, and speaking -- in the early childhood classroom. The curriculum includes courses in "The Psychological Foundations of Education," "Creative Expression for Early Childhood," "Child Development," and "Beginning Reading and Writing: Emergent Literacy." After completing 12 education credits, students take a seminar in Health & Substance Abuse.

The number of credits required for the program ranges 39 to 42 credits, depending on your culminating experience. You can choose one of three culminating experiences:

Choose from:

- Final Project (0 credits)
- Comprehensive Exam (0 Credits)
- Thesis Seminar (3 credits)

After you complete all degree requirements, successfully pass New York State Licensure tests (Students graduating fall 2013 LAST, ATSW, CST / Students graduating in spring 2014 and later EAS, ALST, CST and edTPA) and you have completed all seminars (Child Abuse, SAVE (Schools Against Violence Education Act), DASA (Dignity for All Students Act), you will be awarded Initial Teaching Certification by the New York State Education Department for Early Childhood: Birth - Grade 2. If you are a certified teacher with three years of teaching experience, you will be eligible to apply for Professional Teaching Certification upon completion of the program.

Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up-to-date changes in certification requirements.

ADMISSION REQUIREMENTS

Applicants to the Early Childhood Education (Birth to Grade 2) must meet the following requirements for admission.

- Application for admission.
- Application fee (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Applicants must have achieved at least a 2.5 overall and 2.75 in major grade point average or equivalent in a bachelor's program.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer based or 550 paper-based) or minimum IELTS score: 6.5.

Send application materials to:

Graduate Office of Admissions
LIU Brentwood
Michael J. Grant Campus
1001 Crooked Hill Rd.

Brentwood N.Y. 11717

M.S. Early Childhood Education (Birth - Grade 2)

Major Requirements (39-42 Credits)

Required Education Core Courses**

EDI	600	Psychological Foundations of Education	3.00
EDI	601	Social Foundations of American Education	3.00
EDI	604	Early Child Development: Birth to Grade 2	3.00
EDI	643	Education for Cultural Diversity	3.00

****A grade of "B" or higher is required in all education courses**

Required Pedagogical Core Courses

EDI	615	Early Childhood Curriculum: Birth to Preschool	3.00
EDI	616	Early Childhood Curriculum: K to Grade 2	3.00
EDI	618	Creative Expression for Early Childhood	3.00
EDI	625	Observation and Assessment in Early Childhood	3.00
EDI	639	Play In the Curriculum	3.00

Required Co-Related Content Courses

EDS	605	Beg Read & Writ Emergent Lit	3.00
EDS	610	Literacy Teaching and Learning: Birth-Grade 6	3.00
EDS	633	Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion)	3.00

Required Health & Substance Abuse Workshop

HE	205A	Adolescent Health-Risk Wrkshp	0.00
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Required Student Teaching Course

EDI	552	Pre-Student Teaching Seminar: Critical Issues in Education	0.00
EDI	713	Supervised Student Teaching and Seminar in Early Childhood Education	6.00

Culminating Experience (0-3 Credits): Choose one of three culminating experiences:

- Final Project (0 credits), **required if applying for teacher certification**
- Comprehensive Exam (0 Credits)
- Thesis Seminar (3 credits)

Thesis Seminar Course

EDI 705 Thesis Seminar 3.00

Credit and GPA Requirements

Minimum Total Credits: 39 - 42 credits
 Minimum Major GPA: 3.00

**M.S. Childhood Education
 (Grades 1-6)**

The Master of Science degree in Childhood Education prepares professional teachers and leaders to address the intellectual, social and emotional needs of children in the first through sixth grades.

The program is designed for individuals who have earned a bachelor's degree from an accredited university and college and who wish to begin a new career as a certified school teacher. Upon graduation, you will be eligible for Initial Teaching Certification from New York State. In addition, current teachers who have bachelor's degrees in education and Initial Teaching Certification may use this program to expand their expertise to the first through sixth grade levels. This program meets the New York State master's degree requirements for Professional Teaching Certification.

The M.S. degree curriculum comprises 11 education courses (33 credits) plus field experience, supervised student teaching (6 credits) in a public or private school, and a culminating experience. Courses range from "The Psychological Foundations of Education," which covers a wide variety of factors that affect teaching, learning and development, to "Accommodating Learners with Special Needs in Inclusive Settings," which includes instruction in assistive and teaching technologies to help integrate students with disabilities into the classroom. Specific courses are devoted to teaching social studies, mathematics and science in the elementary school grades, and to remedial and developmental reading. After completing 12 education credits, all students take a seminar in Health and Substance Abuse.

The number of credits required for the program ranges 39 to 42 credits, depending on your culminating experience. You can choose one of three culminating experiences:

Choose from:

- Final Project (0 credits)
- Comprehensive Exam (0 Credits)
- Thesis Seminar (3 credits)

After you complete all degree requirements, successfully pass New York State Licensure tests (Students graduating fall 2013 LAST, ATSW, CST / Students graduating in spring 2014 and later EAS, ALST, CST and edTPA) and you have completed all seminars (Child Abuse, SAVE (Schools Against Violence Education Act), DASA (Dignity for All Students Act) you will be awarded

Initial Teaching Certification by the New York State Department of Education to teach Childhood: Grades 1 to 6. If you are a certified teacher with three years of teaching experience, you will be eligible to apply for Professional Teaching Certification upon completion of the program.

Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

ADMISSION REQUIREMENTS

Applicants to the M.S. in Childhood Education (Grades 1-6) must meet the following requirements for admission.

- Application for admission
- Application fee: (non-refundable)
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended
- Applicants must have achieved at least a 2.5 overall and 2.75 in major grade point average or equivalent in a bachelor's program
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

Send application materials to:

Graduate Office of Admissions
 LIU Brentwood
 Michael J. Grant Campus
 1001 Crooked Hill Rd.
 Brentwood, N.Y. 11717

MS Childhood Education

**Leading to NYS Initial Certification in
 Grades 1-6**

Major Requirements (39-42 credits)

Core/Prerequisite Courses**

EDI	600	Psychological Foundations of Education	3.00
EDI	601	Social Foundations of American Education	3.00
EDI	643	Education for Cultural Diversity	3.00
EDI	677	Curriculum Development for the Classroom Teacher	3.00
EDI	700	Introduction to Educational Research	3.00

****A grade of "B" or higher is required in all education classes**

Co-related Core Requirements

EDS	610	Literacy Teaching and Learning: Birth-Grade 6	3.00
EDS	611	Literacy Assessment for the Classroom Teacher: Birth-Grade 6	3.00

EDS	633	Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion)	3.00
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Pedagogical Core Requirements

EDI	612	Teaching Social Studies in Grades 1-6	3.00
EDI	613	Teaching Mathematics in Grades 1-6	3.00
EDI	614	Teaching Science in Grades 1-6	3.00

Required Health & Substance Abuse Workshop

HE	205A	Adolescent Health-Risk Wrkshp	0.00
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Required Student Teaching Courses

EDI	552	Pre-Student Teaching Seminar: Critical Issues in Education	0.00
EDI	709	Supervised Student Teaching and Seminar in the Elementary School	6.00

Culminating Experience (0-3 Credits): Choose one of three culminating experiences:

- Final Project (0 credits), **required if applying for teacher certification**
- Comprehensive Exam (0 Credits)
- Thesis Seminar (3 credits)

Thesis Course

EDI	705	Thesis Seminar	3.00
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Electives

Courses that are not being used to satisfy major or core requirements.

Credit and GPA Requirements

Minimum Total Credits: 39 - 42
 Minimum Major GPA: 3.00

**M.S. Childhood Education /
 Literacy (Dual Certification)**

See the **Department of Special Education and Literacy** section of this bulletin for program description, program requirements and admission requirements.

**M.S. Childhood Education /
 Special Education (Dual
 Certification)**

See the **Department of Special Education and Literacy** section of this bulletin for program description, program requirements and admission requirements.

M.S. Adolescence Education (Pedagogy-Only)

Program Registration

The M.S. Adolescence Education Grades 7-12 (Pedagogy Only) Program is registered with the New York State Education Department to award degrees through LIU Post. Students interested in this degree program may attend classes at LIU Brentwood, but will apply to, and graduate from, LIU Post. As such, a minimum of three credits must be taken in residence at LIU Post. Students enrolled in this program may apply for financial aid through LIU Post only.

Overview

The M.S. in Adolescence Education: Pedagogy-only degree is intended primarily for those students who have an undergraduate degree in the content area or 36 credits of study (either undergraduate or graduate) in the content area. In the case of social studies, degrees in history or political science (including 21 credits of history) are acceptable. At least three credits in geography must also have been completed.

In the case of applicants without an undergraduate degree in the content area, certain courses will not be counted toward the 36 qualifying credits. These courses include ungraded credits such as CLEP, advanced placement, pass/fail, and life experience, as well as content area teaching methods courses. Students not meeting these criteria or denied admission to the pedagogy-only degree are encouraged to apply to the joint M.S. in Adolescence Education degree which includes 18 credits in the following content areas: biology, earth science, English, mathematics, social studies and Spanish.

For applicants without a degree in the content area, the following criteria will be used to determine admission to the pedagogy-only degree.

BIOLOGY

Thirty-six credits in Biology with a biology GPA not less than 3.0 are required. A course in genetics is also required. All courses to be counted toward the 36 credits must have grade of B or better.

CHEMISTRY

Please contact the associate dean for the College of Liberal Arts and Sciences for specific requirements.

EARTH SCIENCE

Thirty-six credits in earth science are required, which must include no more than four introductory level courses with no more than two courses in geology or earth science, no more than one course in astronomy, no more than one course in meteorology. Students must have earned at least a B in each of the content courses. Earth science certification includes geology, astronomy, meteorology, and earth science. It does not include environmental science.

ENGLISH

Thirty-six credits in English (not including composition) are required, with grades of B or better in each course. The courses should include 1 course in Shakespeare, 2 courses in British literature of any kind (other than Shakespeare), 2 courses in American literature of any kind, 1 course in world literature survey, or equivalent, 1 course in research, theory, and literary analysis and 5 additional elective courses, not including freshman composition. The English Department believes the student should have as broad a range of English courses as possible, with studies in literature related to various historical periods (from medieval to modern) and genres (poetry, fiction, drama), and with studies also in literary analysis.

GERMAN

Please contact the associate dean for the College of Liberal Arts and Sciences for specific requirements.

ITALIAN

Please contact the associate dean for the College of Liberal Arts and Sciences for specific requirements.

MATHEMATICS

Thirty-six credits in mathematics are required with grades of B or better and should include two semesters of calculus and analytic geometry and at least six semesters of course work from the following list:

1. Multivariable or Advanced Calculus
2. Set Theory
3. Mathematical Logic
4. Euclidean Geometry
5. Probability and Statistics
6. Abstract Algebra
7. Linear Algebra
8. Real Analysis
9. Complex Analysis
10. Differential Equations
11. Discrete Mathematical Structures

SOCIAL STUDIES

Thirty-six credits in social studies to include three credits in U.S. government, six credits in a U.S. history survey, six credits of either a world history or a western civilization survey, six credits of upper-level courses that indicate a level of rigor beyond that of introductory courses and three credits in geography. A social studies GPA of at least 3.0 is required.

SPANISH

Thirty-six credits in Spanish with a minimum of a 3.0 Spanish and 3.0 cumulative GPA's are required. The Spanish credits should include a minimum of 30 credits above level 4 (intermediate) Spanish and should not include Spanish conversation or courses given in English.

Admission Requirements

Applicants to the M.S. in Adolescence Education (Grades 7-12) (Pedagogy-Only) Program must meet the following requirements for admission:

- Application for admission.
- Application fee: non-refundable.
- Official Copies of your undergraduate and/or

graduate transcripts from any college(s) or universities you have attended.

- Applicants must have achieved at least a 3.0 overall grade point average or equivalent in a bachelor's program.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Students for whom English is a second language must submit official score results of Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is .79 internet-based (213 computer-based or 550 paper-based) or minimum IELTS score of 6.5.

SEND APPLICATION MATERIALS TO:

Graduate Office of Admissions

LIU Post

720 Northern Blvd.

Brookville, N.Y. 11548-1300

M.S. in Adolescence Education (Grades 7-12) (Pedagogy Only)

Major Requirements (36-39 Credits)

Social Studies Sub-Plan Required Course

EDI	660	Methods and Materials of Teaching Social Studies in Secondary Schools	3.00
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Biology Sub-Plan Required Course

EDI	655	Methods and Materials of Teaching Science in Secondary Schools	3.00
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Chemistry Sub-Plan Required Course

EDI	655	Methods and Materials of Teaching Science in Secondary Schools	3.00
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English Sub-Plan Required Course

EDI	658	Methods and Materials of Teaching English in Secondary Schools	3.00
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Earth Science Sub-Plan Required Course

EDI	655	Methods and Materials of Teaching Science in Secondary Schools	3.00
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German Sub-Plan Required Course

EDI	654	Methods and Materials of Teaching Modern Languages in Secondary Schools	3.00
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Italian Sub-Plan Required Course

EDI	654	Methods and Materials of Teaching Modern Languages in Secondary Schools	3.00
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Mathematics Sub-Plan Required Course

EDI	659	Method and Materials of Teaching Mathematics in Secondary Schools	3.00
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Spanish Sub-Plan Required Course

EDI	654	Methods and Materials of Teaching Modern Languages in Secondary Schools	3.00
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Required Adolescence Education Core Courses**

EDI	551	Psychology of the Adolescent Student	3.00
EDI	555	Organizational and Social Foundation of the High School	3.00
EDI	610	Curriculum and Teaching in Middle and High Schools	3.00
EDI	643	Education for Cultural Diversity	3.00
EDI	677	Curriculum Development for the Classroom Teacher	3.00
EDI	700	Introduction to Educational Research	3.00
EDS	612	Literacy Teaching & Learning: Gr 5-12	3.00
EDS	633	Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion)	3.00
EDS	641	Literacy In Content Area 5-12	3.00

****A grade of "B" or higher is required in all education classes**

Health & Substance Abuse Workshop

HE	205A	Adolescent Health-Risk Wrkshp	0.00
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Required Student Teaching Courses

EDI	552	Pre-Student Teaching Seminar: Critical Issues in Education (passing grade required)	0.00
EDI	712	Supervised Student Teaching and Seminar Grades 7-12	6.00

Culminating Experience (0-3 Credits): Choose one of three culminating experiences

- Final Project (0 credits), **required if applying for teacher certification**
- Comprehensive Exam (0 Credits)
- Thesis Seminar (3 credits)

Thesis Course

EDI	705	Thesis Seminar	3.00
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Credit and GPA Requirements

Minimum Total Credits: 36 -39
 Minimum Major GPA: 3.00

M.A. Teaching English to Speakers of Other Languages (TESOL)

Program Registration

The M.A. in Teaching English to Speakers of Other Languages Program is registered with the New York State Education Department to award degrees through LIU Post. Students interested in this degree program may attend classes at LIU Brentwood, but will apply to, and graduate from, LIU Post. As such, a minimum of three credits must be taken in residence at LIU Post. Students enrolled in this program may apply for financial aid through LIU Post only.

Overview

Imagine being in a room where everyone is speaking a language completely unfamiliar to you. Many students in our local schools face this problem on a daily basis. The Master of Arts program in TESOL program prepares you to help children in all grades to overcome language barriers and learn how to speak the English language effectively. You will develop a greater awareness of the special needs of children in multilingual/multicultural school districts. This highly specialized program - which prepares you for New York State certification - also provides advanced training for experienced TESOL teachers, supervisors and administrators.

Students can choose either face-to-face or blended format options. The program is 39-42 credits depending on course selection and the culminating experience.

After you complete all degree requirements, successfully pass New York State Licensure tests (Students graduating fall 2013 LAST, ATSW, CST / Students graduating in spring 2014 and later EAS, ALST, CST and edTPA) and you have completed all seminars (Child Abuse, SAVE (Schools Against Violence Education Act), DASA (Dignity for All Students Act), you will be awarded Initial Teaching Certification by the New York State Department of Education. Please refer to the NYSED certification website (www.highered.nysed.gov/tcert/) for the most up to date changes in certification requirements.

ADMISSION REQUIREMENTS

Applicants to the M.S. in Teaching English to Speakers of Other Languages must meet the following requirements for admission.

- Application for admission
- Application fee (non-refundable)
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Applicants must have achieved at least a 2.5

overall and 2.75 in major grade point average or equivalent in a bachelor's program.

- Students are required to have 12 credits in a foreign language (may be waived for bilingual students)
- Students for whom English is a second language must submit official score results of the Test of English as a foreign language (TOEFL). The required minimum acceptable TOEFL score is: **79 Internet-based** (213 computer-based or 550 paper based) or minimum IELTS score: 6.5.

SEND APPLICATION MATERIALS TO:
 Graduate Office of Admissions
 LIU Post
 720 Northern Blvd.
 Brookville, NY 11548-1300

M.A. Teaching English to Speakers of Other Languages (TESOL)

Major Requirements (39-42 Credits)

Education Courses**

EDI	600	Psychological Foundations of Education	3.00
EDI	601	Social Foundations of American Education	3.00
EDI	643	Education for Cultural Diversity	3.00
EDI	700	Introduction to Educational Research	3.00
EDS	633	Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion)	3.00

****A grade of "B" or higher is required in all education courses**

Methods & Materials Courses

EDI	650	Methods and Materials in Teaching English to Speakers of Other Languages or Dialects	3.00
EDI	679	Advanced Methods and Evaluation in TESOL	3.00
EDI	689	TESOL in Content Areas: Science, Humanities and Social Science	3.00

Adolescent Health-Risk Workshop

HE	205A	Adolescent Health-Risk Wrkshp	0.00
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Educational Theory & Practice Courses

EDI	630	Second-Language Literature Acquisition	3.00
EDI	680	Bilingual Education and ESL: Theory and Practice	3.00

Co-Related Content Course

ENG	512	Descriptive Linguistics	3.00
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(LIN 512 Descriptive Linguistics 3.00)

One of the following Student Teaching or

Practicum Course and Elective

EDI 552 Pre-Student Teaching 0.00
Seminar: Critical Issues
in Education (passing
grade required)

EDI 726 Supervised Student 6.00
Teaching and Seminar in
Teaching English to
Speakers of Other
Languages (K-12)

EDI 620 Practicum In TESOL and 3.00
3 credit elective if student
teaching is waived

EDI Elective in Education 3.00

**Culminating Experience (0-3 Credits): Choose
one of three culminating experiences:**

- Final Project (0 credits), **required if applying
for teacher certification**
- Comprehensive Exam (0 Credits)
- Thesis Seminar (3 credits)

Thesis Seminar Course

EDI 705 Thesis Seminar 3.00

Credit and GPA Requirements

Minimum Total Credits: 39 - 42

Minimum Major GPA: 3.00

Curriculum and Instruction

Courses

EDI 550 Psychology of the Early Adolescent Student

This course examines various aspects of early adolescent psychological development, including cognition, social relationships, stress, self-esteem, political and moral development. Considerable attention is given to gender, race, ethnicity, the special early adolescent and the "at-risk" student. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 15 hours of fieldwork will be required.

Credits: 3

On Occasion

EDI 551 Psychology of the Adolescent Student

This course examines various aspects of adolescent psychological development, including cognition, social relationships, stress, self esteem and political and moral development. Considerable attention is given to gender, race, ethnicity, the special adolescent and the "at risk" student. The use of the technology as related to teaching and learning will be examined. This course will require a writing component. Also, 15 hours of fieldwork will be required.

Credits: 3

Every Fall and Spring

EDI 554 Organization and School Foundation of the Middle School

Foundational aspects of middle school education are explored in this course which traces the development of the middle school, providing theoretical and practical examples of successful proposals and projects. Issues and problems relating to governance, structure, and middle school constituencies are studied. The use of technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 15 hours of fieldwork will be required.

Credits: 3

On Occasion

EDI 555 Organizational and Social Foundation of the High School

This course explores the foundational aspects of high school education. Various perspectives will aid the asking/answering of foundational questions, such as: How do philosophy and culture inform how students at the high school levels think about teaching and learning? What is the teaching-learning connection? Is learning the same as developing? By engaging in dialectical methods of critical inquiry, students will reexamine the philosophical, sociological, historical, political and cultural contexts of their educational pedagogy. To this effect, traditional definitions of race, class and gender will also be explored with emphasis on issues of ethnicity, sexual orientation, religious

affiliation and the relationship between the public and the private notions of identity. This course will further examine the underpinnings of such belief structures and explore alternate ways of knowing. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 15 hours of field work will be required.

Credits: 3

Every Fall and Spring

EDI 600 Psychological Foundations of Education

This course is designed to introduce students to psychological theories and principles which affect teaching, learning and development. Students have the opportunity to observe student and teacher behavior as well as classroom environments in order to identify operative psychological theories and principles. The use of the technology and learning will be examined. This course will require a writing component. Also, 10 hours of fieldwork will be required.

Credits: 3

Every Fall, Spring and Summer

EDI 601 Social Foundations of American Education

This course introduces students to the social, economic, political and intellectual foundations of American education. It describes the development of the American school system in a rapidly changing environment, with emphasis on the relationship between education and society. Main topics to be explored are the structure and purposes of schooling, the professionalization of teaching, educational policy making and school social factors influencing teaching and learning, and the relationship between education and work. Class discussions are based upon both primary and secondary sources. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 10 hours of fieldwork will be required.

Credits: 3

Every Fall, Spring and Summer

EDI 603 Advanced Topics in the Psychology of Teaching

This course is an analysis of how school conditions, including teachers and behavior, influence students' acquisition and subsequent application of information and abilities. Emphasis is on setting educational objectives and managing classroom variables to help students achieve them. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 10 hours of fieldwork will be required.

Credits: 3

On Occasion

EDI 604 Early Child Development: Birth to Grade 2

Scientific findings on the physical, intellectual, emotional and social development of young

children, birth to grade two are examined. The integration of perception, cognition and the growth of the total personality are stressed, and their significance for teaching and guidance processes is emphasized. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 10 hours of field work will be required.

Credits: 3

On Occasion

EDI 606 Contemporary Issues in American Education

The course offers analyses of selected contemporary issues in American education. The issues are considered in terms of their origin, present institutional manifestations and socio-economic policy implications for schooling or education at the district, state and national levels of American society. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 10 hours of fieldwork will be required.

Credits: 3

On Occasion

EDI 610 General Methods of Teaching in Middle and High School

Cross-listed as LIS 625

This course is a study of generic instructional techniques in which the student begins to explore the development of a repertoire of methodologies and materials to match instructional purposes. Students are expected to demonstrate mastery in a variety of teaching methods. The use of technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 20 hours of fieldwork will be required.

Prerequisite of EDI 551, 555, 643, 677 or EDI 551,555,556 are required. Students in Art Education MS and Music Education MS require prerequisites of EDI 600 and EDI 601.

Credits: 3

Every Fall and Spring

EDI 612 Teaching Social Studies in Elementary School Grades

This course examines social studies curriculum development through examination of theory and current practices in the school. Inquiry approach, model development, organizational patterns and teaching strategies are examined through current research. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 10 hours of fieldwork will be required.

Prerequisite of EDI 600, 601, and EDS 610 are required.

Credits: 3

Every Fall, Spring and Summer

EDI 613 Teaching Mathematics in the Elementary School Grades

Educational and psychological dimensions of

learning and teaching mathematics in grades K-6 are examined in the context of current trends in mathematics education. The development of mathematics concepts and understandings is explored through relevant activities and materials. Model programs and teaching approaches are discussed in light of current recommendations for mathematics education. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 10 hours of fieldwork will be required.

Prerequisite of EDI 600, 601, and EDS 610 are required.

Credits: 3

Every Fall, Spring and Summer

EDI 614 Teaching Science in Grades 1 - 6

This course is an examination of existing programs, materials and problems of science education in the light of current psychological and philosophical theories. Development of science activities with emphasis on the process of science, conceptual understanding, meeting individual differences, discovery approach and utilization of inexpensive, easily available materials for experiments and demonstrations are covered. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 10 hours of fieldwork will be required.

Prerequisite of EDI 600, 601, and EDS 610 are required.

Credits: 3

Every Fall, Spring and Summer

EDI 615 Early Childhood Curriculum: Birth to Preschool

Models, principles, curriculum and practices of developmentally appropriate infant, toddler and preschool care giving; emphasis on knowledge, skills and dispositions necessary to plan and facilitate development of infants, toddlers and preschoolers. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 10 hours of fieldwork will be required.

Prerequisite of EDI 600, 601 and 604 are required.

Credits: 3

On Occasion

EDI 616 Early Childhood Curriculum: Kindergarten to Grade 2

Models, principles, curriculum and practices of developmentally appropriate kindergarten, first and second grade education; emphasis on knowledge, skills and dispositions necessary to plan and facilitate the development of school-age children. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 10 hours of fieldwork will be required.

Prerequisite of EDI 600, 601 and 604 are required.

Credits: 3

On Occasion

EDI 618 Creative Expression for Early Childhood

Techniques for instructing young children to handle various art materials creatively and expressively are examined. Techniques of storytelling, creative dramatics and related language activities for use with young children are included in this course along with the integration of the creative arts into the total curriculum. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 10 hours of fieldwork will be required.

Prerequisite of EDI 600, 601 and 604 are required.

Credits: 3

On Occasion

EDI 620 Practicum In TESOL

TESOL Practicum.

Credits: 3

Every Fall and Spring

EDI 625 Observation and Assessment in Early Childhood

Developmental perspective on measurement and evaluation in early childhood years. Considers standardized tests, observations, checklists, rating scales, portfolios and teacher-designed tests and rubrics; their advantages and disadvantages for use with young children; and professional ethical issues pertaining to evaluating young children. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 10 hours of fieldwork will be required.

Prerequisite of EDI 600, 601 and 604 are required.

Credits: 3

On Occasion

EDI 630 Second-Language Literature Acquisition

The core of literacy is the construction of meaning, either through the creation of one's own text or the interpretation of texts written by others. This course provides a theoretical and practical background in the issues related to the development of reading and writing for second language/bilingual children, adolescents, and adults in Pre-K to College settings. In particular, we will focus on: how and when to teach literacy skills in native languages; the question of transfer of reading skills from native to a second language; the cultural and socioeconomic dimensions of literacy, biliteracy and illiteracy; teaching and learning strategies affecting literacy acquisition from a native to a second language; and developing advanced literacy through the language arts and literature. We will begin by examining research on children's first and second language literacy acquisition in the settings of home, community and in schools. From there we will move on to what this means for daily work in classrooms with second language learners of various ages and linguistic, ethnic, cultural, and socioeconomic backgrounds. The use of the technology as it relates to teaching and learning will

be examined. This course will require a writing component. Also 10 hours of fieldwork will be required.

Prerequisite of EDI 600, 601, and EDS 610 are required.

Credits: 3

Every Spring

EDI 639 Play In The Curriculum

Students will gain an understanding of the direct link between play and early childhood development. It will explore the connection between how play supports the curriculum and how the curriculum supports play. The focus will be on theories of play with the goal of developing the whole child. There will be a synthesis of theory and practice. 10 hours of fieldwork will be required.

The use of the technology as it relates to teaching and learning will be integrated into the course work. This course will require a writing component.

Prerequisite of EDI 600, 601 and 604 are required.

Credits: 3

On Occasion

EDI 643 Education for Cultural Diversity

The principles and practices of multicultural education are studied in this course, which provides a practical approach to implementation of a culturally diverse Curriculum and Instruction. Major issues covered include human rights, involvement of parents and the community, criteria for multicultural curricula, assessment and evaluation strategies, global issues in education, and formulating an agenda for educational and social action. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also 10 hours of fieldwork will be required.

Credits: 3

On Demand

EDI 650 Methods and Materials in Teaching English to Speakers of Other Languages or Dialects

This is a basic course in the analysis of the teaching of grammar, pronunciation, reading and vocabulary development to students who speak other languages or nonstandard dialects of English, using the principles and application of descriptive linguistics and including problems of cross-cultural communication, and a survey of methods, materials, techniques and media appropriate for individual and group instruction on the elementary, secondary, adult and college levels. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 15 hours of fieldwork will be required.

Prerequisite of EDI 600, 601, and EDS 610 are required.

Credits: 3

On Occasion

EDI 654 Methods and Materials of Teaching Modern Languages in Secondary Schools

This course is a study of the current methods of instruction in foreign languages. Curriculum materials and instructional devices for the effective teaching of foreign languages in the middle, junior and secondary schools are discussed, examined and appraised. Materials for co-curricular programs such as assemblies, club meetings and other activities are considered. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 20 hours of fieldwork will be required.

Prerequisite of EDI 551, 555, 643, 677 or EDI 551,555,556 are required.

Credits: 3

Every Fall and Spring

EDI 655 Methods and Materials of Teaching Science in Secondary Schools

Existing curricula, trends and issues in science instruction in grades 7-12 are examined in light of recent advances in science content and in teaching for process, planning instruction, assessment strategies, classroom management, and the use of easily available materials for laboratory activities. Demonstration lessons are taught by members of the class. The interaction of science and technology and the implication for the development of values and attitudes in today's youth are discussed. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 15 hours of fieldwork will be required.

Prerequisite of EDI 551, 555, 643, 677 or EDI 551,555,556 are required.

Credits: 3

Every Fall and Spring

EDI 659 Method and Materials of Teaching Mathematics in Secondary Schools

The psychological and educational dimensions of teaching mathematics as a secondary school subject are explored. Detailed analysis of the content of algebra I, algebra II, geometry, coordinate geometry, trigonometry and other branches of secondary school mathematics are explored. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 20 hours of fieldwork will be required.

Prerequisite of EDI 551, 555, 643, 677 or EDI 551,555,556 are required.

Credits: 3

Every Fall and Spring

EDI 660 Methods and Materials of Teaching Social Studies in Secondary Schools

This course is designed to acquaint the student with the content areas which comprise social studies and to examine the methods relevant to its teaching. It is intended that the student becomes aware of a variety of approaches used in dealing with the

subject and creates a method with which to present his or her competence. In addition, the course seeks to provide the understanding that the process of social studies is one of synthesis of the academic areas in the social sciences and that its teaching necessitates creativity. To that end, students are encouraged to enter the public schools for the purpose of observing of teaching styles. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 20 hours of fieldwork will be required.

Prerequisite of EDI 551, 555, 643, 677 or EDI 551,555,556 are required.

Credits: 3

Every Fall and Spring

EDI 658 Methods and Materials of Teaching English in Secondary Schools

The course explores the scope and sequence of instruction in secondary English. Students have the opportunity to design and teach lessons, to videotape their teaching and to observe experienced teachers of English. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 20 hours of fieldwork will be required.

Prerequisite of EDI 551, 555, 643, 677 or EDI 551,555,556 are required.

Credits: 3

Every Fall and Spring

EDI 677 Curriculum Development for the Classroom Teacher

This course examines principles of curriculum construction, planning, development and justification in relationship to historical, theoretical and practical considerations of purpose, content and the organization of educational experiences. Consideration is given to principles of curriculum research and evaluation. The course embraces concerns of the school and non-school settings for educational experiences. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 10 hours of fieldwork will be required.

Prerequisite of EDI 600, 601, and EDS 610 are required.

Credits: 3

Every Fall, Spring and Summer

EDI 679 Advanced Methods and Evaluation in TESOL

This course focuses on the application of ESL theory and techniques to the development of specific lesson plans, ESL curriculum and evaluation techniques. The use of testing instruments for diagnostic and evaluative purposes is studied. Observations of teachers working in the field are incorporated into the discussion and evaluation of teaching strategies. A microtaping with videotape is made of student performance. The use of the technology as

it relates to teaching and learning will be examined. This course will require a writing component. Also, 15 hours of fieldwork will be required.

Prerequisite of EDI 600, 601, and EDS 610 are required.

Credits: 3

On Occasion

EDI 680 Bilingual Education & ESL: Theory & Practice

This course covers the history of bilingual education and ESL in the United States. The course is a study of present theories and practices and of available materials in these fields. Discussion of the different types of bilingual and ESL programs and the importance of a bicultural component are covered.

Prerequisite of EDI 600, 601, and EDS 610 are required.

Credits: 3

On Occasion

EDI 689 TESOL in Content Areas: Science, Humanities and Social Science

This course examines current principles, practices and materials in the use of TESOL in the specific content areas. The course includes the development and adaptation of science, humanities and social science curricula to meet the needs of the non-English speaking child. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 20 hours of fieldwork will be required.

Credits: 3

On Occasion

EDI 700 Introduction to Educational Research

This course is designed to provide a broad understanding of the theories and practices of teacher action research in education. Students will be introduced to the theoretical background underlying teacher action research and engage in analytic and practical activities designed to demonstrate a systematic and reflexive inquiry into classroom practice. Components include (1) developing research questions, (2) designing and planning a meaningful research study, (3) collecting and analyzing data in ethical ways, (4) representing findings, and (5) incorporating the findings into practice. By the end of the course, students will know how to use action research in their educational practice.

Credits: 3

Every Fall, Spring and Summer

EDI 705 Thesis Seminar

This course is available only to those matriculated master's degree candidates electing to develop and write a thesis under the supervision of an approved faculty member. Registration must be approved by the student's departmental chairperson or designated representative.

Credits: 3

Every Semester

EDI 706 Independent Study

The course, Independent Study, involves in-depth development of a project idea as a result of study in a previous course. Permission to take this course would be based on particular criteria: (1) merit of proposed study; (2) needs and background of student; i.e., ability to carry out such a study.

Permission to take this independent course would necessitate the signature of the faculty member conducting the study and the department chairperson and Dean of the School of Education. It is understood that the faculty member who would direct the project would be qualified in the area designated by the student and that the choice of faculty (with the previous stipulation) would be made by the student. Curriculum and Instruction Hours arranged with approval of instructor.

Credits: 1 to 3

On Occasion

EDI 709 Supervised Student Teaching and Seminar in the Elementary School

This course is the systematic, extended observation and student teaching experience under supervision in a selected private or public school. Half of the experience is in first through grade three, and the other half is in grades four through six. A weekly seminar integrates theory with practice and provides orientation to the teaching profession.

Prerequisite of EDI 50, 600, 601, 612, 613, 614, 677, 643, 700, EDS 610, 611 & EDS 633.

Credits: 6

Every Fall and Spring

EDI 710 Supervised Student Teaching and Seminar for Childhood/Special Ed or Childhood/Literacy

This course is the systematic, extended observation and student teaching experience under supervision in a selected private or public school. Half of the experience is in first through grade three, and the other half is in grades four through six. A weekly seminar integrates theory with practice and provides orientation to the teaching profession.

Prerequisites of EDI 50, 600, 601, 677, 612, 613, 614, EDS 600, 610, 619, 640, 642 or EDS 600, 610, 617, 630, 631, 632, 633 and 624 are required.

Credits: 3

Every Fall and Spring

EDI 711 Supervised Student Teaching and Seminar in the Middle School

Students preparing to qualify as school teachers are required to spend half of their student teaching experience in grades five to six, and the other half in grades seven to nine. Students are expected to participate in conferences, meetings, and extracurricular activities in the schools to which they are assigned. This is for a full semester, which is from 14 to 15 weeks. A weekly seminar integrates theory with practice and provides orientation to the teaching profession.

Prerequisite of EDI 50, 550, 554, 557, 610, one of the following courses (EDI 654 or 655 or 656 or

657 or 658 or 659 or 660), 700 and EDS 641 are required.

Credits: 6

On Occasion

EDI 712 Supervised Student Teaching and Seminar Grades 7-12

Students preparing to qualify as adolescence school teachers are required to spend half of their student teaching experience in grades seven to nine, and the other half in grades 10-12. Students are expected to participate in conferences, meetings and extracurricular activities in the schools to which they are assigned. This is for a full semester, which is for 14 to 15 weeks. A weekly seminar integrates theory with practice and provides orientation to the teaching profession.

Prerequisite of (EDI 50, 551, 555, 610, 643, 677, 700, EDS 612, 641) or (EDI 551, 555, 610, 700, EDS 641 and 18 credits in subject area) and one of the following EDI 654 or 655 or 656 or 657 or 658 or 659 or 660 are required.

Credits: 6

On Occasion

EDI 713 Supervised Student Teaching and Seminar in Early Childhood Education

The one semester student teaching experience provides an opportunity for the teacher candidate to integrate theory and practice through development and implementation of learning experiences for young children from birth to grade 2 in two settings. The teacher candidate will integrate theories of child development, family systems, theories of learning, content knowledge, and early childhood curriculum and pedagogy. The student teaching experience also provides the teacher candidate with opportunities to learn how to work in collaboration with field-site staff, to work as a member of an interdisciplinary team, and to reflect on their practice in collaborative relationships.

Prerequisite of EDI 50, 600, 601, 604, 615, 616, 618, 625, 639, 643, EDS 605 and 610 are required.

Credits: 6

On Occasion

EDI 726 Supervised Student Teaching and Seminar in Teaching English to Speakers of Other Languages (K-12)

This course is the systematic, extended observation and student teaching experience under supervision in selected public and private school settings. This course is designed for students who seek certification in teaching in grades kindergarten through 12 (K-12). A minimum of 360 hours with 110 hours in actual teaching under supervision of certified staff in classroom instruction and appropriate school activities are required. Students who qualify would spend half a semester student teaching on the elementary school level and the other half teaching their academic subject area on the secondary level in a TESOL setting. A weekly seminar integrates theory with practice and

provides orientation to the teaching profession.

Prerequisite of EDI 50, 600, 601, 630, 643, 650, 679, 680, 689, 700, ENG 512 or LIN 512 are required.

Credits: 6

Every Fall and Spring

EDI 750 Summer Institute

Summer Institute on a special topic in Curriculum and Instruction.

Credits: 3

On Occasion

Linguistics Course

LIN 512 Descriptive Linguistics

This course is an overview of descriptive linguistics through the study of such components of language as phonemics, morphology, grammar and semantics.

ENG 787 is cross-listed as LIN 512.

Credits: 3

On Occasion

English Course

ENG 512 Descriptive Linguistics

This course is an overview of descriptive linguistics through the study of such components of language as phonemics, morphology, grammar and semantics.

ENG 787 is cross-listed as LIN 512.

Credits: 3

On Occasion

Health Education Course

HE 205A Adolescent Health-Risk Wrkshp

Adolescent Health-Risk Wrkshp

Credits: 0

Every Fall, Spring and Summer

PALMER SCHOOL OF LIBRARY AND INFORMATION SCIENCE

Phone: 516-299-2866

Fax: 516-299-4168

E-mail: post-palmer@liu.edu

Director: Knapp

Administrators:

School Library Program: Baaden

Manhattan Program: Flynn

Public Library Administration Certificate: Nichols

Rare Books and Special Collections: Pena

Professors: Baaden, Byrne, Chu, Hunter, Koenig,

Pena, Regazzi

Associate Professors: Schneiderman, Westermann-

Cicio, Zhang

Assistant Professors: Jank

Adjunct Faculty: 12

Program Registration

The Master of Science in Library and Information Science is registered with the New York State Education Department at the LIU Post campus and in Manhattan. Selected M.S. courses are offered at LIU Brentwood on Long Island. The M.S. degree program is accredited nationally by the American Library Association. As such, a minimum of three credits must be taken in residence at LIU Post.

Financial Aid

Students in the Palmer School of Library and Information Science have the option to select either LIU Brentwood or LIU Post as their financial aid center. Each campus offers different scholarship and grant opportunities. You may contact the Office of Financial Aid at LIU Brentwood at 631-287-8500 for details on LIU Brentwood scholarship and grant opportunities. You may contact LIU Post's Office of Financial Aid at 516-299-2338 for details on LIU Post scholarship and grant opportunities.

Overview

The Palmer School of Library and Information Science, which recently celebrated its 50th anniversary, offers a Master of Science in Library and Information Science (M.S.L.I.S.) and a Doctor of Philosophy in Information Studies (Ph.D.) Students in the M.S.L.I.S. program can take classes at three locations – LIU Post in Brookville, Long Island; LIU Brentwood, Long Island; and at the Bobst Library of NYU, where the school's highly regarded specialization in Rare Books and Special Libraries is based. The Palmer's School Library Media program is offered in a blended format and online format. and other master's classes are offered online. The school also offers two advanced certificates (both face-to-face and online) – one in Archives and Records Management, the other in Public Library Administration.

The Ph.D. program, the only one of its kind in the New York City area, prepares individuals to

assume positions as researchers, professors, chief information officers and senior executives in information-driven institutions.

Contact Information

For further details about admission, degrees and careers in Library and Information Science, please call the Palmer School of Library and Information Science at 516-299-2866. For information about the LIU Brentwood location, please call the Office of Admissions at 631-287-8505

M.S. in Library Information Science

A Master of Science degree in Library and Information Science (M.S.L.I.S.) will prepare you for careers in a world transformed by the internet. More information reaches people today than ever before. The tremendous value of information is now widely recognized by every for-profit and not-for-profit sector, including corporations, industry, schools, organizations and government agencies. As a result, those who can find, analyze and present information are highly valued by employers. People who hold M.S.L.I.S. degrees are uniquely suited to help individuals and organizations find and use the information they need.

Information professionals are assuming leadership positions in such areas as marketing, strategic planning, web site development and information architecture, in addition to traditional library settings.

Accredited by the American Library Association, the 36-credit master's degree fuses traditional library science with information science and state-of-the-art technology. The program comprises 12 courses. Five required core courses provide the foundation upon which students add the electives that will best prepare them for the career path they choose.

Fifteen credits of required coursework include "Introduction to Library and Information Science," "Information Sources and Services," "Introduction to Knowledge Organization," "Introduction to Research in Library and Information Science" and an internship. An additional 21 credits of electives can be taken from a broad array of courses that are tailored to suit your individual career objectives. Beginning in fall 2013, Palmer School matriculated students will be required to complete an electronic portfolio as part of their graduation requirements.

The average length of time to complete the master's depends on the course load each student takes. Full-time students (9 credits/semester) can expect to finish the program in one academic year and a summer session. Students who attend part-time usually complete the degree in two and a half years.

You can personalize your Master of Science in Library and Information Science degree by adding

a specialization in one of the following areas:

- School Media Specialist
- Public Librarianship
- Academic and Special Librarianship
- Rare Books and Special Collections

REQUIRED COURSES

- LIS 510: Introduction to Library and Information Science
- LIS 511: Information Sources and Services
- LIS 512: Introduction to Knowledge Organization
- LIS 514: Introduction to Research in Library and Information Science
- LIS 690: Internship / LIS691: Internship - School Library Media

ELECTIVE COURSES

Students choose from more than 45 elective courses in a wide range of library and information specialties. In addition, the Palmer School offers special topics on new subjects and emerging technologies.

INTERNSHIP PROGRAM

Perhaps the most valuable aspect of the Palmer School education is the Internship Program. Every student is offered the opportunity to participate in a capstone internship that will provide them with marketable experience and essential skills for a competitive job market.

CAREER OPPORTUNITIES

Among the careers and specialties for which the Palmer School trains students are: academic and public librarianship, digital librarianship, health information management, business information, school media librarianship, knowledge organization, law librarianship, archives and records management, and rare books librarianship.

ADMISSION REQUIREMENTS

The following admission requirements apply to those pursuing the Master of Science in Library and Information Science (M.S.L.I.S.).

Students applying to the M.S. in Library and Information Science programs at LIU Post or the Manhattan program should submit the LIU Online Application for Admission at www.liu.edu/post/onlineapp and select "LIU Post" in the "Campus" field. All additional materials should be submitted to the LIU Post Graduate Admissions Processing Center, P.O. Box 805 Randolph, MA 02368-0805.

Students applying to the M.S. in Library and Information Science programs at LIU Brentwood should submit the LIU Online Application for Admission at www.liu.edu/post/onlineapp and select "LIU Brentwood" in the "Campus" field. All additional materials should be submitted to: LIU Brentwood
Michael J. Grant Campus
1001 Crooked Hill Road
Brentwood, NY 11717

Applicants to the Master of Science in Library and Information Science must adhere to the following requirements for admission.

- Application for admission
- Non-refundable application fee

- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Applicants must have achieved at least a 3.0 grade point average. Applicants who have not have completed their degrees prior to submitting the admission application should submit a transcript without the final semester's grades. Such applicants may be accepted pending receipt of their final degree noted transcript.
- Applicants whose undergraduate average is below a 3.0 may be required to submit the results of the Graduate Record Exam or Miller Analogies Test taken in the last five years. Students already holding a master's degree or who can show successful completion of coursework in graduate school will not be required to take the GRE or MAT exams.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program
- A current résumé
- A written statement that describes the applicant's motivation for seeking the degree, special areas of interest, and career objectives in the profession (250-300 words). You may submit this statement in lieu of the applicant's personal statement requested as part of the Online Application for Admission.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer based or 550 paper-based) or minimum IELTS score: 6.5.

LIMITED ADMISSION

Applicants who do not meet the above minimum criteria may be considered for admission as limited matriculants if potential for success in the program and the field can be confirmed by an unusually high GRE or MAT score, extensive and successful experience in the field, outstanding letters of recommendation from professionals in the field, or a personal interview that will demonstrate that the applicant has attained the level of maturity and dedication necessary to pursue study at the master's level.

**M.S. Library & Information Science
Major Requirements (36 credits)**

General Concentration

Required Library and Information Science Courses

LIS 510	Introduction to Library & Information Science	3.00
LIS 511	Information Sources and Services	3.00

LIS 512	Introduction to Knowledge Organization	3.00
LIS 514	Introduction to Research in Library and Information Science	3.00

Elective Requirements: Choose Seven (7) of the following courses:

LIS 508	Technology for Information Management	3.00
LIS 513	Management of Libraries and Information Centers	3.00
LIS 516	Collection Department	3.00
LIS 517	Emerging Web Technologies	3.00
LIS 519	Great Collections of New York City	3.00
LIS 520	Records Management	3.00
LIS 529	Map Collections	3.00
LIS 602	Children's Literature and Emotional Intelligence	3.00
LIS 606	Information Literacy and Library Instruction	3.00
LIS 610	Readers Advisory	3.00
LIS 611	Film & Media Collections	3.00
LIS 612	Art Librarianship	3.00
LIS 616	Contemporary Artists' Books	3.00
LIS 618	Online Information Retrieval Techniques	3.00
LIS 620	Instructional Design and Leadership	3.00
LIS 622	Management of the School Media Center	3.00
LIS 624	Introduction to Online Teaching	3.00
LIS 626	Teaching Methodologies for School Media Specialists	3.00
LIS 627	Special Needs Students in K-12 Libraries	3.00
LIS 628	Collection Development for K-12	3.00
LIS 629	Integrating Technology into the School Media Curriculum	3.00
LIS 650	Basic Web Design	3.00
LIS 651	Advanced Web Design	3.00
LIS 652	Exhibitions and Catalogs: Library Meets Museum	3.00
LIS 654	Building Digital Libraries	3.00

LIS 657	Introduction to Preservation	3.00
LIS 658	History of The Book	3.00
LIS 662	Library Public Relations	3.00
LIS 669	Government Information Resources	3.00
LIS 695	Master's Project	3.00
LIS 697	Master's Thesis	3.00
LIS 699	Independent Study	3.00
LIS 705	Principles and Practices in Archival Description: DACS/EAD	3.00
LIS 706	Digital Preservation	3.00
LIS 707	Human-Computer Interaction	3.00
LIS 710	Rare Books School	3.00
LIS 712	Literacy for the K-12 Environment	3.00
LIS 713	Rare Books and Special Collections Librarianship	3.00
LIS 714	Archives and Manuscripts	3.00
LIS 716	Audio Preservation	3.00
LIS 718	Facilitating Online Learning	3.00
LIS 721	Appraisal of Archives and Manuscripts	3.00
LIS 722	Electronic Records	3.00
LIS 727	Corporate Informatics & Knowledge Portals	3.00
LIS 728	K-12 Literature for School Media Specialists	3.00
LIS 729	Young Adult Sources and Services	3.00
LIS 731	Materials and Services for Early Childhood	3.00
LIS 733	Children's Sources & Services	3.00
LIS 735	Storytelling & Folk Literature	3.00
LIS 737	Serving Diverse Populations	3.00
LIS 739	Myth and the Age of Information	3.00
LIS 741	Public Libraries	3.00
LIS 744	Academic and Special Libraries	3.00
LIS 755	Information Technologies and Society	3.00

LIS 763	Metadata for Digital Libraries	3.00
LIS 765	Knowledge Representation	3.00
LIS 768	Digital Information Representation	3.00
LIS 770	Information Systems & Retrieval	3.00
LIS 773	Comparative Bibliography	3.00
LIS 774	Information Seeking Behavior	3.00
LIS 775	Technical Services Operations & Systems	3.00
LIS 781	WISE Consortium	
LIS 901	Special Topics	3.00

Capstone Courses: LIS 690 or LIS 695

LIS 690	Internship	3.00
LIS 695	Master's Project	3.00

Rare Books and Special Collections Concentration

Required Library and Information Science Courses

LIS 510	Introduction to Library & Information Science	3.00
LIS 511	Information Sources and Services	3.00
LIS 512	Introduction to Knowledge Organization	3.00
LIS 514	Introduction to Research in Library and Information Science	3.00

Rare Books and Special Collections Required Courses

LIS 658	History of The Book	3.00
LIS 713	Rare Books and Special Collections Librarianship	3.00

Two of the following:

LIS 519	Great Collections of NYC	3.00
LIS 603	Humanities Sources and Services	3.00
LIS 652	Exhibitions and Catalogs in the Library	3.00
LIS 657	Introduction to Preservation	3.00
LIS 714	Archives and Manuscripts	3.00
LIS 763	Metadata for Digital Libraries	3.00
LIS 773	Comparative Bibliography	3.00

LIS 901	Various Special Topics courses	3.00
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Must take 3 General Elective Courses and 1 Capstone Course

Credit and GPA Requirements

Minimum Total Credits: 36
Minimum Major GPA: 3.00

M.S. in Library and Information Science / School Library Media

Overview

The 36-credit M.S. in Library and Information Science (M.S.L.I.S.) / School Library Media will prepare you for careers in a world transformed by the Internet. More information reaches people today than ever before. The tremendous value of information is now widely recognized by every for-profit and not-for-profit sector, including corporations, industry, schools, organizations and government agencies. As a result, those who can find, analyze and present information are highly valued by employers. People who hold M.S.L.I.S. degrees are uniquely suited to help individuals and organizations find and use the information they need.

Information professionals are assuming leadership positions in such areas as marketing, strategic planning, web site development and information architecture, in addition to traditional library settings.

Accredited by the American Library Association, the 36-credit master's degree fuses traditional library science with information science and state-of-the-art technology. The program comprises 12 courses. Five required core courses provide the foundation upon which students add the electives that will best prepare them for the career path they choose.

Fifteen credits of required coursework include "Introduction and Information Science," "Information Sources and Services," "Introduction to Knowledge Organization," "Introduction to Research in Library and Information Science" and an internship. An additional 21 credits of electives can be taken from a broad array of courses that are tailored to suit your individual career objectives.

The average length of time to complete the master's depends on the course load each student takes. Full-time students (9 credits/semester) can expect to finish the program in one academic year and a summer session. Students who attend parttime usually complete the degree in two and a half years.

Certification

The School Library Media specialization has the following required courses in addition to the core courses for students entering the program with NYS Teacher Certification or equivalent:

- LIS 620 Instructional Design & Leadership
- LIS 622 Management of the School Media

Center

- LIS 626 Teaching Methodologies for the School Media Center
- LIS 629 Integrating Technology into the School Media Center
- LIS 690 Internship/Student Teaching.

Also one (1) of the following:

- LIS 729 Young Adult Sources and Services
- LIS 733 Children's Sources & Services or
- LIS 728 K-12 Literature for School Media Specialists.

Students entering the program without New York State Teacher Certification or equivalent will be required to take this education course in addition to the above requirements: EDS 633 or EDS 600 or LIS 901 Special Education Requirement for NYS Certification.

To qualify for provisional New York State Certification as a School Media Specialist, students must also complete or obtain the following:

1. A two-hour child abuse seminar
2. Violence prevention workshop
3. Qualifying scores on TPA, EAS, ALST and CST
4. New York State fingerprint clearance

Following two years of successful employment in a school library media center, a candidate may apply to the state for professional certification.

Internship Program

Perhaps the most valuable aspect of the Palmer School education is the Internship Program. Every student is offered the opportunity to participate in a capstone internship that will provide them with marketable experience and essential skills for a competitive job market.

Admission Criteria and Procedures

All students entering the School Media Program will be subject to a Transcript Evaluation to determine whether or not they meet the requirements set forth by New York State Department of Education. Please see the Admission Criteria and Procedures section of the M.S. Library and Information Science in the previous section of this bulletin for additional information on admission criteria and procedures.

Academic Policies

A student must maintain minimum grade point average of 3.0 in the M.S. Library and Information Science Program for continuation in the program and eligibility for practicum experiences. Any student whose cumulative grade point average falls below 3.00 will be evaluated by the Academic Standing Committee of the Palmer School of Library and Information Science, issued a letter of warning, and placed on probation. A student on probation who fails to bring his or her average up to 3.00 in the succeeding semester may be dropped from the program. In addition, a student who receives grades below B in two graduate courses is considered to have an academic deficiency. A third grade below B, after the student receives a formal warning of the deficiency, may cause the student

to lose matriculated status or be dropped from the program.

M.S. Library & Information Science / School Library Media

Initial Certification

Required Courses (18 credits)

LIS	510	Introduction to Library & Information Science	3.00
LIS	511	Information Sources and Services	3.00
LIS	512	Introduction to Knowledge Organization	3.00
LIS	514	Introduction to Research in Library and Information Science	3.00
EDS OR	610	Literacy Teaching and Learning: Birth-Grade 6	3.00
LIS	712	Literacy for K-12 Environment	3.00

School Library Media Required Courses

LIS	620	Instructional Design and Leadership	3.00
LIS	622	Management of the School Media Center	3.00
LIS	626	Teaching Methodologies for School Media Specialists	3.00
LIS	629	Integrating Technology into the School Media Curriculum	3.00

Elective Courses: Choose one of the following (3 credits)

LIS	728	K-12 Literature for School Media Specialists	3.00
LIS	729	Young Adult Sources and Services	3.00
LIS	733	Children's Sources & Services	3.00

Capstone (3 credits)

LIS	691	Internship - School Media Specialist	3.00
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Special Education Requirement:
EDS 600 or EDS 633 OR LIS 627

Credit and GPA Requirements

Minimum Total Credits: 36

Minimum Major GPA: 3.00

Library and Information Science Courses

LIS 508 Technology for Information Management

A comprehensive introduction to digital and communications technologies as the underpinnings for information storage and retrieval systems. These include the theory of digital representation of information (text, graphical images, and sound), the inter-relationship of hardware, operating system software and applications software in stand-alone systems, and extensions of these in networked environments.

Credits: 3

On Occasion

LIS 510 Introduction to Library & Information Science

Overview of the field. Introduction to the history, purpose, functions, and processes of the field, its place in society, practice of the profession in various types of settings, and current issues and trends.

Credits: 3

Every Fall

LIS 511 Information Sources and Services

Philosophy, process, and techniques of information services. Overview of information access and delivery, types of resources and formats used in information services, evaluation and measurement of sources and services, and information seeking processes and behaviors.

Credits: 3

Every Spring

LIS 512 Introduction to Knowledge Organization

Basic principles of bibliographic control. Emphasizes understanding the function of catalogs, indexes, bibliographies, Web-browsers and acquiring the ability to use and interpret these tools effectively. Introduction to bibliographic utilities, online catalogs and indexes, world wide web, metadata and the Dublin Core, MARC formats, Anglo-American Cataloguing Rules, Library of Congress Subject Headings, Sears List of Subject Headings, Dewey Decimal Classification, Library of Congress Classification.

Prerequisite or Co-requisite of LIS 510 is required.

Credits: 3

Every Spring

LIS 513 Management of Libraries and Information Centers

Principles and techniques of management applicable to libraries and information service organizations. Focuses management theory on organizing for library and information services, collections, facilities management, and measurement and evaluation of services.

Credits: 3

On Occasion

LIS 514 Introduction to Research in Library and Information Science

Theoretical and applied research design, methodologies, and evaluations in library and information science. Review of existing research in the field, techniques of proposal preparation, and design of instruments used in the field.

Prerequisite or Co-requisite of LIS 510 is required.

Credits: 3

Every Fall

LIS 516 Collection Development

Students examine the principles, issues and best practices related to the development of a library collection serving an academic or research community in a college, university, public or special library environment. The course will consider methods for identifying the needs of a user community, designing a collection policy, selecting and acquiring library materials in all formats, making decisions related to a collection's management and preservation, and evaluating the quality and appropriateness of an existing collection.

Credits: 3

Alternate Spring

LIS 517 Emerging Web Technologies

With the advent of the new web technologies, an explosion of new social software tools has emerged enabling users to create, organize, share and collaborate in an online space. Today's Web users are organizing their favorite bookmarks, collaborating on shared documents, cataloging their personal collections and sharing their information with others. This course will explore the features and functionality of emerging web technologies such as blogs, wikis, RSS, social bookmarking, media sharing, tagging, folksonomies and more. This course will look at how libraries are implementing these various tools as well as their potential uses.

Credits: 3

Every Spring

LIS 520 Records Management I

Introduction to the systematic management of business records. Topics covered include: inventorying records, preparation of retention schedules, space management for inactive records, micrographics, protection of vital records, and file organization concepts.

Credits: 3

Annually

LIS 602 Children's Literature, Emotional Intelligence, & the Moral Imagination

Sharing stories and Books is an important part of helping children understand themselves, other people and the world in which they live. Books enhance a child's facility with language and help children identify and express feelings. Students will explore different literary genres and story formats in their relation to emotional IQ and moral imagination. A thematic approach will address

issues such as: violence, conflict resolution, cooperation, and tolerance as well as specific character traits such as: courage, integrity, playfulness, empathy, generosity, honesty, and resilience. Students will develop their own criteria and strategies for evaluating material.

Pre requisite of LIS 510 is required

Credits: 3

On Occasion

LIS 606 Information Literacy and Library Instruction

This course is intended to introduce information literacy and library instruction methods used in a variety of information systems including libraries, archives, and electronic environments. It will include an overview of theoretical and applied research and discusses relevant issues and concepts. The focus of the course is on the process of designing, implementing, and assessing instructional programming. This process has its roots in education and training. As such, much of the content in the course is drawn from the fields of education as well as from library and information science.

Prerequisites of LIS 510 & 511 or permission of instructor are required.

Credits: 3

Rotating Basis

LIS 610 Reader's Advisory Services

This course teaches both traditional reader's advisory skills and the use of print and electronic reader's advisory tools. The purpose of the course is to enhance the skills needed to match the book with the reader. The use and selection of multiple formats will be emphasized in addressing collection development skills for RA librarians. New databases, such as Ebsco's Novelist and social cataloging tools such as Goodreads will be evaluated.

Pre requisite of LIS 510 is required

Credits: 3

On Occasion

LIS 618 Online Information Retrieval Techniques

A survey of the design and use of computerized information retrieval systems and services, including online catalogs, commercial database searches, and Internet-based search services and electronic resources. The emphasis will be on acquiring a practical understanding of these systems and services to aid in the development of advanced search, selection, and evaluation competencies. The course will include the application of search strategies and techniques to all types of formats of electronic resources, including bibliographic, full-text, and multimedia resources. Instructional methods include lecture, online demonstrations, and hands-on training. Special fee required.

Credits: 3

Every Spring

LIS 620 Instructional Design and Leadership

Examines the curriculum consultant and

instructional leadership roles of the school media specialist. Attention is given to the history of curriculum design and delivery systems, and opportunities are provided for students to blend recent developments in curriculum and instruction with information literacy objectives and staff development strategies. Presentation and discussion of appropriate techniques dealing with students having special needs and disabilities and accommodating inclusion children into the library media center. Collaborative, interdisciplinary approaches are emphasized. For information specialists, supervisors, administrators, and others involved in the teaching/learning process. There will be 25 hours of field experiences (observation) related to the coursework as part of the requirement in SED 52.21(b)(3)(i). A total of 100 hours of observation must be completed prior to student teaching or practica (internship).

Prerequisites of LIS 510 & 511 or permission of instructor are required.

Credits: 3

Every Fall and Spring

LIS 622 Management of the School Media Center

An examination of developments in the principles and strategies for managing information and school information centers. This course examines philosophies and practices related to policy development, budgeting, personnel, resource organization, networking, public relations, and facilities planning including examination of facilities for persons with disabilities and special needs. There will be 25 hours of field experiences (observation) related to the coursework as part of the requirement in SED 52.21 (b)(3)(i). A total of 100 hours of observation must be completed prior to student teaching or practica (internship).

Prerequisites of LIS 510, 511, and 512 or permission of the instructor are required.

Credits: 3

Every Fall and Spring

LIS 626 Teaching Methodologies for School Media Specialists

This course will present teaching strategies important for the school media specialist in the school library information center "classroom." Learn and practice techniques for using the school information center as a vital part of the instruction occurring within the school. Lesson planning, questioning strategies, and hands-on practice with important educational trends are integral components of this course.

Prerequisites of LIS 510, 511, 512, 620 and 622 or the permission of the instructor are required.

Credits: 3

Every Fall

LIS 628 Collection Development for K-12

Survey of nonfiction resources in support of the subject content areas in the modern school curriculum including non-fiction materials. Attention is given to new developments in the

curriculum, with emphasis on policies related to collection with selection of library materials.

Prerequisites of LIS 510, 511, 512, 620 and 622 or the permission of the instructor are required.

Credits: 3

On Occasion

LIS 629 Integrating Technology into the School Media Curriculum

Students will examine software, hardware, Internet utilities, and web sites to see how curriculum and technology facilitate learning in the school media center; explore the ways hardware and software should be integrated into the curriculum, including the examination of age appropriate material for children with disabilities and special needs, and use of adaptive technology. There will be 25 hours of field experiences (observation) related to the coursework as part of the requirement in SED 52.21 (b)(3)(i). A total of 100 hours of observation must be completed prior to student teaching or practica (internship).

Prerequisites of LIS 510, 511, 512, 620 and 622 or the permission of the instructor are required.

Credits: 3

Every Fall and Spring

LIS 650 Basic Web Design

This courses introduces students to the fundamentals of designing, building and maintaining passive web sites. Passive web sites are those that do not change appearance as a result of user interaction. Students will learn and apply web site technologies such as XHTML (the Hypertext Markup Language using XML syntax) and CSS (Cascading Style Sheets). Students will be introduced to the web site architecture and web site design literature as far as they are relevant for passive web sites. Some fundamental aspects of the web such as http and URLs will also be addressed.

Credits: 3

Alternate Fall

LIS 654 Building Digital Libraries

Designed especially for students intending to work with original research materials of cultural interest such as photographs, manuscripts, and printed ephemera, this course introduces the processes of digitizing these materials for wider public access. Covered are these topics: local and international contexts, implementation management issues, special collections concerns, technical processes and issues, best practices and standards, marketing, use, evaluation, pedagogy, planning, and prediction. No one, of course, can ever have a full command of this rapidly changing area. "Learning to learn" is a more useful goal than learning "to know" in this area. Reacting to the dynamic and collaborative nature of this work, students will gain experience in finding and evaluating information materials on demand, and in "packaging" this information suitably for their colleagues. Applying their skills, they will also create actual micro-digital libraries representing cultural materials.

Pre requisite of LIS 512 is required

Credits: 3

Alternate Fall

LIS 662 Library Public Relations

Examines the principles and practice of public relations; the library image; the news media; special events and programs; exhibits and displays; library publications; publicity; marketing techniques; and discussion of public relations as it applies to all, types of libraries.

Prerequisite of LIS 510 or permission of instructor is required.

Credits: 3

Every Summer

LIS 690 Internship

120 hours (or a combined 40 days at two school sites for school media students) during a semester at an approved site, working under supervision of a professional in the field. Guided by a Learning Contract jointly approved by faculty and the site supervisor, students augment what they have been taught in formal courses, further their career objectives, and enhance their skills, competencies, and abilities. For students with extensive library experience, LIS 695 (Masters Project) is available as an alternative to the internship, with permission from the student's advisor and the dean.

Prerequisite of LIS 510, 511, 512, 514 and 15 units of electives are required.

Credits: 3

Alternate Fall

LIS 691 Internship - School Media Specialist

The school library media internship is a student teaching experience. It consists of two 120 hour sessions. 120 hours must be spent in an elementary school media center and 120 hours must be spent in a secondary school media center. This is a capstone experience that occurs at the very end of the program.

Pre requisite of LIS 510, LIS 511, LIS 512, LIS 514, LIS 620, LIS 622 and LIS 626 are required

Credits: 3

Alternate Spring

LIS 707 Human Computer Interaction

In this course you will learn about the human part of computing. It focuses on the design and evaluation of interactive systems from a user-centered perspective. You will learn about how people perceive, process, remember, utilize, share and communicate about information in the work and on-work situations; and you will learn how interaction technologies can take these human issues into account. You will become familiar with design principles and evaluation techniques in the field of human-computer interaction (HCI).

Prerequisite of LIS 510 or permission of instructor is required.

Credits: 3

On Occasion

LIS 728 K-12 Literature for School Media Specialists

A survey course covering various genres, styles, authors, illustrators and trends with emphasis on the role of literature in the school library media center. Students will consider methods of selecting and evaluating children's and young adult literature in terms of readability and interest level and several ways in which the titles can be integrated as the content and vehicle to master the Core Curriculum. Through class discussions and constructing lessons, students will explore a range of topics related to literature, including book talks, author studies, read-aloud techniques and book discussion groups.

Credits: 3

Every Summer

LIS 729 Young Adult Sources and Services

A survey of adolescents and their reading with special emphasis on books written especially for this age group (12-18). The readings will include materials emphasizing multi-cultural characters and settings, and bibliotherapy including stories of persons with disabilities and special needs. Students will attain skills in providing library services for the young adult population, including information and referral, programming, applying new technology advocacy, working with professional staff and administration, partnering with parents and community, school and public library cooperative projects, publicity, evaluation of literature and techniques for introducing literature to the adolescent population. The course requires reading of text, reading and discussion of a number of young adult titles in a variety of genres, small group presentations, oral presentations and bibliography.

Prerequisites of LIS 510 & 511 or permission of instructor are required.

Credits: 3

Every Spring

LIS 731 Materials and Services for Early Childhood

Materials and services for the young child, viewed from a library perspective. Discussion of underlying theories such as services and development of appropriate programs including presentation of age appropriate material for children with disabilities and special needs, use of adaptive toys and equipment, and material. Emphasis on books-their selection, analysis, and presentation, with attention to other materials, e.g., oral tradition, recorded materials, toys and puppets.

Prerequisites of LIS 510 & 511 or permission of instructor are required.

Credits: 3

On Occasion

LIS 733 Children's Sources & Services

A survey of literature for children of preschool through elementary school age (pre-K to 11 years) with emphasis on the literary quality and characteristics of fictional and biographical

materials. The survey will include materials emphasizing multicultural characters and settings and bibliotherapy including stories of persons with disabilities and special needs. Issues and problems of bringing books to children are also discussed.

Prerequisites of LIS 510 & 511 or permission of instructor are required.

Credits: 3

Every Fall

LIS 737 Serving Diverse Populations

A seminar on services for multicultural populations and groups with special interests or needs: Sensory or mobility-impaired; learning disabilities; adult beginning readers; English as a second language; gifted and talented; latchkey children; homeless, aging, etc. Covers federal regulations, materials, professional attitudes, techniques, equipment and programs, at all levels and settings.

Prerequisites of LIS 510 & 511 or permission of instructor are required.

Credits: 3

Alternate Spring

LIS 741 Public Libraries

A study of the philosophy, background, function and place of public libraries in contemporary society. Examines the principles and techniques of public library organization, planning, operation, resources, services and facilities, as well as how to identify and serve groups and organizations in a community. Study of present condition, trends and issues. Emphasis on public service orientation.

Prerequisites of LIS 510, 511, and 512 or permission of the instructor are required.

Credits: 3

Alternate Spring

LIS 745 Academic Libraries

A study of the place and function of the academic library within the parent organization with particular concern for library needs of students and faculty. Includes organization and administration, policy-making regarding collections, access, organization, facilities, services, personnel, budget, and finance. Attention is given to higher education, relevant networks, and external influences.

Prerequisites of LIS 510, 511, and 512 or permission of the instructor are required.

Credits: 3

On Occasion

LIS 901 Special Topics

A special topic not covered in the regular curriculum is explored in-depth.

Credits: 3

On Occasion

DEPARTMENT OF SPECIAL EDUCATION AND LITERACY

Phone: 516-299-2245

Fax: 516-299-3312

Chair: Kramer-Vida

Full Professors: Giuliani, Minge, Mittler, Pierangelo, Sanacore

Associate Professors: Cohen, Feeley, Levitt, Kramer-Vida

Adjunct Faculty: 33

The Department of Special Education and Literacy prepares students for New York State certification as special education teachers and literacy specialists. Student can select from two Master of Science degree programs: Literacy or Special Education; our Special Education M.S.Ed offers two concentrations: General and Autism. The department also offers dual certification programs which prepare you to become certified in two specialty areas: Childhood Education (Grades 1 to 6) and Special Education or Literacy.

The mission of the Department of Special Education and Literacy is the generation, preservation, dissemination, and application of knowledge and research in the fields of special education and literacy for the benefit of students, public/private schools and agencies in the Long Island and metropolitan New York community. The department provides premier instructional, applied research, and public service programming in an open and welcoming environment. We fulfill our commitment to quality by using advanced instructional technologies, fostering lifelong learning, promoting cultural diversity, and working in partnership with our service communities.

The programs are accredited by the Teacher Education Accreditation Council, signifying they meet the highest standards of quality in preparing competent, caring and qualified professional educators who will teach and lead in pre-K through grade 12 schools.

The Special Education Program prepares students to create effective learning environments for three types of students: mentally handicapped, emotionally disturbed, and learning disabled in grades 1 to 6. Coursework includes classroom management, the diagnosis and correction of learning disabilities, and the use of inclusion techniques.

The Literacy Program leads to New York State certification as a Literacy Teacher and prepares students to work in schools and clinical settings as a literacy specialist. Students learn to teach reading and written communications, develop reading curricula, evaluate student progress, and identify students in need of corrective and remedial instruction. Participants develop skills and clinical experience for communicating with parents and the expertise to evaluate district-wide reading programs.

M.S.Ed. Special Education

General Concentration

Teaching students with special needs in elementary school requires dedication and knowledge. The 30-credit Master of Science in Education in Special Education (M.S.Ed.) will prepare you to create effective learning environments for three types of students: mentally handicapped, emotionally disturbed and learning disabled. These three areas of specialization are incorporated into one comprehensive program that covers grades 1 to 6.

You will study classroom management and the diagnosis and correction of learning disabilities. You will learn about inclusion techniques - a trend toward keeping special education children in regular classes while also providing additional assistance in that setting. Elective courses include the use of technology in special education, understanding the neurologically impaired child, and the psychology and education of autistic children. Supervised student-teaching opportunities will give you real-world experience with this special population.

The M.S.Ed. in Special Education program is accredited by the Teacher Education Accreditation Council, signifying the program of study meets the highest standards of quality in preparing competent, caring and qualified professional educators who will teach and lead in public and private schools.

Admission Requirements

Applicants to the M.S.Ed. in Special Education must meet the following requirements for admission.

- Application for admission.
- Application fee: (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Applicants must have achieved at least a 2.75 in major and 2.5 overall cumulative GPA in a bachelor's program.
- Initial (or provisional) teaching certificate is required. Special education applicants must hold provisional or initial certification in elementary, early childhood or childhood education.
- A minimum grade point average of B must be maintained for continuation in the program and eligibility for practicum experiences.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

Send application materials to:

Graduate Office of Admissions

LIU Brentwood

Michael J. Grant Campus

1001 Crooked Hill Road

Brentwood, NY 11717

Autism / CASE Concentration

Autism is a complex developmental disability that typically appears in the first three years of life. The Centers for Disease Control estimate that as many as one out of every 110 children falls somewhere on the autism disorder spectrum. Helping these children and their families is the goal of the master's degree program in special education with a concentration in autism. The 30-credit Master of Science in Education prepares highly specialized educators to work with autistic children and adults. It also prepares educators to work in teams with psychologists, social workers and families to respond to the special needs of this unique population. The program leads to New York State certification in Special Education for Grades 1-6, and includes three courses certified by the Behavior Analyst Certification Board.

As a student in this program, you will study the assessment and instruction of students with severe disabilities, behavior management for children with autism and developmental disorders, communication development and language disorders in autistic children and other subjects central to the education of children on the autism spectrum. Professors with extensive experience and expertise lead small classes, and the program places considerable emphasis on field study and practicum.

Admission Requirements

Applicants to the M.S.Ed. in Special Education, concentration in Autism, must meet the following requirements for admission.

- Application for admission
- Applicant fee (non-refundable)
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Bachelor's degree with at least a 2.75 in the candidate's major field and a 2.50 cumulative average in undergraduate studies.
- In addition, a provisional or initial teaching certificate is required. Special education applicants must hold provisional or initial certification in elementary or childhood education.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

Send application materials to:

Graduate Office of Admissions

LIU Brentwood

Michael J. Grant Campus
1001 Crooked Hill Road
Brentwood, NY 11717

M.S.Ed. Special Education (Gr 1-6)

Major Requirements (30 credits)

Special Education Core Course Requirements:

EDS 600	Introduction to the Study of the Exceptional Child & Adolescent	3.00
EDS 617	Literacy for Children with Disabilities:Birth-Grade 6	3.00
EDS 620	Assessment and Diagnosis of Children with Disabilities	3.00
EDS 630	Curriculum-based Assessment and Instruction of Students with Mild Disabilities	3.00

General Concentration

Course Requirements:

EDS 631	Curriculum-based Assessment and Instruction of Students with Severe Disabilities at the Elementary and Secondary Levels	3.00
EDS 632	Instruction and Classroom Management for Children & Adolescents with Emotional and Behavior Problems	3.00
EDS 633	Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion)	3.00
EDS 624	Contemporary Issues and Research in Special Education/Culminating Experience	3.00
EDS 702	Supervised Practicum in Special Education at the Elementary and Secondary Levels	3.00
EDS ____	Elective in Special Education - Students may choose a Special Education course as an elective	3.00

Autism/CASE Concentration

Course Requirements:

EDS 629	Curriculum-based Assessment and Instruction of Students with Severe Disabilities - Autism	3.00
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EDS 635	Behavior Management for Children with Autism & Developmental Disabilities	3.00
EDS 750	Institute	3.00
SPE 681	Language Disorders in Severe Developmental Disabilities and Autism	3.00
EDS 625	Contemporary Issues and Research in Special Education/Culminating Experience (Autism)	3.00
EDS 704	Practicum In Autism	3.00

Credit and GPA Requirements

Minimum Total Credits: 30 credits

Minimum Major GPA: 3.00

M.S.Ed. Literacy (Birth-Grade 6)

The 30-credit Master of Science program leads to New York State certification as a Literacy Teacher for children from Birth to Grade 6, and prepares you to work in schools and clinical settings as a literacy specialist. The curriculum prepares you to teach reading and written communications, develop reading curricula, evaluate student progress, and identify students in need of corrective and remedial instruction. In addition, you will develop skills for communicating with parents and encouraging them to become intimately involved in their child's reading experience.

Students will gain clinical experience at our on-campus Literacy and Learning Development Center.

ADMISSION REQUIREMENTS

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

- Application for admission.
- Application fee: (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Applicants must have achieved at least a 2.5 overall and 2.75 in major grade point average or equivalent in an accredited bachelor's program. Applicants must hold provisional or initial teaching certificate. Students who do not meet these requirements are welcome to discuss their options for admissions with the graduate advisor.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

Send application materials to:

Graduate Office of Admissions
LIU Brentwood
Michael J. Grant Campus
1001 Crooked Hill Road
Brentwood, NY 11717

M.S.Ed. Literacy (Birth - Grade 6)

Major Requirements (30 credits)

Required Literacy Foundation Courses

EDS 600	Introduction to the Study of the Exceptional Child & Adolescent	3.00
EDS 610	Literacy Teaching and Learning: Birth-Grade 6	3.00
EDS 613	Literacy and Children's Literature: Birth-Grade 6	3.00
EDS 619	Literacy and Literature-based Reading Instruction: Birth-Grade 6	3.00
EDS 640	Literacy in the Content Areas: Birth-Grade 6	3.00
EDS 642	Literacy & Language Arts Instruction B - GR 6	3.00

Required Literacy Practicum Courses

EDS 615	Practicum I. Literacy Assessment and Intervention:Birth- Grade 6	3.00
EDS 616	Practicum II. Literacy Intervention:Birth-Grade 6	3.00
EDS 703	Practicum III Overcoming Literacy Difficulties:Birth-Grade 6	3.00

Required Culminating Experience Course

EDS 622	Contemporary Issues and Research in Literacy: Birth-Grade 6 (Culmination Experience)	3.00
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Credit and GPA Requirements

Minimum Total Credits: 30 credits

Minimum Major GPA: 3.00

M.S. Childhood Education / Literacy (Birth - Grade 6)

Literacy is an important part of a child's social, emotional and intellectual development. The stronger a child's reading and comprehension skills, the greater the child's potential for life-long success. The Master of Science in Childhood Education/Literacy explores the values of reading, writing and technology and will train you to

become a New York State certified teacher of children from grades 1 to 6. This 48-credit program will greatly expand your career opportunities by preparing you for dual certification – offered by New York State – in both childhood education and teaching literacy. The program is accredited by the Teacher Education Accreditation Council, signifying it meets the highest standards of quality in preparing competent, caring and qualified professional educators in public and private schools.

In your courses, you will explore basic principles of elementary education curricula as well as a full spectrum of instructional strategies and assessment methods. For example, "Social Foundations of American Education" looks at the development of the American school system in a rapidly changing environment, with emphasis on the relationship between education and society, while "Curriculum Development for the Classroom Teacher" examines historical, theoretical and practical considerations of the purpose, content and organization of educational experiences (including non-school settings).

Coursework in literacy covers reading comprehension, selecting appropriate literature for classroom learning, remedial instruction, and current trends in testing and reading techniques. Field work will enable you to work with individual children in classroom settings.

In service to our local community, the Department of Special Education and Literacy offers an on-campus clinic for children with reading challenges: the Literacy and Learning Development Center.

ADMISSION REQUIREMENTS

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

- Application for admission
- Application fee: (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Applicants must have achieved at least a 2.5 overall and 2.75 in major grade point average or equivalent in an accredited bachelor's program. Students who do not meet this requirement are welcome to discuss their options for admissions with the graduate advisor.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

Send application materials to:

Graduate Office of Admissions
LIU Brentwood
Michael J. Grant Campus
1001 Crooked Hill Road
Brentwood, NY 11717

**M.S. Childhood Education / Literacy Dual Certification
Leading to NYS Initial Certification
Major Requirements (48 Credits)**

Curriculum & Instruction Courses

Requirements:

EDI	600	Psychological Foundations of Education	3.00
EDI	601	Social Foundations of American Education	3.00
EDI	677	Curriculum Development for the Classroom Teacher	3.00
EDI	612	Teaching Social Studies in Grades 1-6	3.00
EDI	613	Teaching Mathematics in Grades 1-6	3.00
EDI	614	Teaching Science in Grades 1-6	3.00
HE	205A	Adolescent Health-Risk Workshop	0.00
EDI	552	Critical Issues in Education: Pre-student Teaching Seminar	0.00
EDI	710	Supervised Student Teaching and Seminar for Childhood/Special Ed or Childhood/Literacy	3.00

Curriculum & Instruction Culminating

Experience:

Student is required to take the Final Project or Comprehensive Exam or Thesis (3 credits)

Thesis Course

EDI	705	Thesis Seminar	3.00
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Literacy Courses Requirements:

EDS	600	Introduction to the Study of the Exceptional Child & Adolescent	3.00
EDS	610	Literacy Teaching and Learning: Birth-Grade 6	3.00
EDS	619	Literacy and Literature-based Reading Instruction: Birth-Grade 6	3.00
EDS	640	Literacy in the Content Areas: Birth-Grade 6	3.00
EDS	642	Literacy & Language Arts Instruction Birth-Grade 6	3.00
EDS	615	Practicum I. Literacy Assessment and Intervention: Birth- Grade 6	3.00
EDS	616	Practicum II. Literacy Intervention: Birth-Grade 6	3.00

EDS	703	Practicum III Overcoming Literacy Difficulties: Birth-Grade 6	3.00
EDS	622	Contemporary Issues and Research in Literacy: Birth-Grade 6/Culminating Experience	3.00

Credit and GPA Requirements

Minimum Total Credits: 48 credits

Minimum Major GPA: 3.00

M.S. Childhood Education / Childhood Special Education (Grades 1-6)

General Concentration

This 48-credit Master of Science program prepares you for New York state certification in both Childhood Education and Special Education. You will learn to develop and teach innovative curricula for children in Grades 1 to 6, and to teach elementary school children with special needs, including mental handicaps, learning disabilities, emotional and behavioral disorders, developmental disorders and physical disabilities. In addition, you will explore the historical, social and legal foundations of special education and receive extensive clinical experience by working with children with special needs. You will learn to identify the characteristics of youngsters with varying levels of learning difficulties and adapt instructional strategies and materials to fit their needs.

In service to our local community, the Department of Special Education and Literacy houses two on-campus clinics for children with reading challenges and disabilities: the Literacy and Learning Development Center and the Center for Community Inclusion.

ADMISSION REQUIREMENTS

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

- Application for admission
- Application fee: (non-refundable)
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Applicants must have achieved at least a 2.75 in the candidate's major field and a 2.50 cumulative average. A minimum grade point average of B must be maintained for continuation in the program and eligibility for practicum experiences.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable

TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

Send application materials to:

Graduate Office of Admissions
LIU Brentwood
Michael J. Grant Campus
1001 Crooked Hill Road
Brentwood, NY 11717

Autism / CASE Concentration

The 51-credit program leads to dual New York State certification in childhood education (grades 1 to 6) and special education with a concentration in autism. Courses include psychological and social foundations of education; math, science and social studies methods; and curriculum and assessment. In addition, students take specialized courses in developmental reading, study of the exceptional child, literacy for children with disabilities, behavior management for children with autism, diagnosis and treatment of autism, language disorders, and curriculum-based assessment. Professors with extensive experience and expertise lead small classes, and the program places considerable emphasis on field study and practicum. A minimum of 150 hours of field experience are required prior to student teaching.

ADMISSIONS REQUIREMENTS

- Application for admission
- Application fee: (non-refundable)
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Applicants must have achieved at least a 2.75 in the candidate’s major field and a 2.50 cumulative average. A minimum grade point average of B must be maintained for continuation in the program and eligibility for practicum experiences.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

Send application materials to:

Graduate Office of Admissions
LIU Brentwood
Michael J. Grant Campus
1001 Crooked Hill Road
Brentwood, NY 11717

M.S. Childhood Education / Childhood Special Education (Grades 1 - 6) (48-51 Credits)

Required Curriculum and Instruction Courses:

EDI	600	Psychological Foundations of Education	3.00
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EDI	601	Social Foundations of American Education	3.00
EDI	677	Curriculum Development for the Classroom Teacher	3.00
EDI	612	Teaching Social Studies in Grades 1-6	3.00
EDI	613	Teaching Mathematics in Grades 1-6	3.00
EDI	614	Teaching Science in Grades 1-6	3.00
HE	205A	Adolescent Health-Risk Workshop	0.00
EDI	552	Critical Issues in Education: Pre-student Teaching Seminar	0.00
EDI	710	Supervised Student Teaching and Seminar for Childhood/Special Ed or Childhood/Literacy	3.00

Culminating Experience:

Student is required to do a Comprehensive Exam or Final Project or Thesis (with course).

Thesis Course

EDI	705	Thesis Seminar	3.00
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Special Education Core Course Requirements:

EDS	600	Introduction to the Study of the Exceptional Child & Adolescent	3.00
EDS	610	Literacy Teaching and Learning: Birth-Grade 6	3.00
EDS	617	Literacy for Children with Disabilities:Birth-Grade 6	3.00
EDS	630	Curriculum-based Assessment and Instruction of Students with Mild Disabilities at the Elementary and Secondary Levels	3.0

General Special Education Course Requirements:

EDS	631	Curriculum-based Assessment and Instruction of Students with Severe Disabilities at the Elementary and Secondary Levels	3.00
EDS	632	Instruction and Classroom Management for Children with Emotional and Behavior Problems	3.00

EDS	633	Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion)	3.00
EDS	624	Contemporary Issues and Research in Special Education/Culminating Experience	3.00
EDS	713	Supervised Student Teaching and Seminar in Special Education	3.00

Autism/CASE Requirements: (51-54 Credits)

EDS	629	Curriculum-based Assessment and Instruction of Students with Severe Disabilities - Autism	3.00
EDS	635	Behavior Management for Children with Autism & Developmental Disabilities	3.00
SPE	681	Language Disorders in Severe Developmental Disabilities and Autism	3.00
EDS	750	Institute: Diagnosis/Treatment Autism	3.00
EDS	625	Contemporary Issues and Research in Special Education/Culminating Experience (Autism)	3.00
EDS	712	Supervised Student Teaching and Seminar in Special Education (Autism)	3.00

Credit and GPA Requirements

Minimum Total Credits: 48 - 51 credits
Minimum Major GPA: 3.00

Advanced Certificate, Students With Disabilities (SWD) (Grades 7-12) Generalist

The Department of Special Education and Literacy announces an Advanced Certificate in Students with Disabilities (SWD) (7-12) Generalist. This certificate requires 15 credit hours and will be offered to graduate students who already possess at least initial New York State Teachers Certification or currently meet the requirements for initial New York State Teacher Certification. The certificate program has been State approved. This program alone will not qualify the candidate for New York State Professional Certification. A master's degree is required for Professional Certification in New

York State. This program is geared towards students who already possess initial New York State Certification in some area.

Advanced Certificate, Students with Disabilities (SWD) (Grades 7-12)

Program Requirements (15 Credits)

Required Special Education Courses

EDS	600	Introduction to the Study of the Exceptional Child	3.00
EDS	632	Instruction and Classroom Management for Children with Emotional and Behavior Problems	3.00
EDS	633	Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion)	3.00
EDS	702	Supervised Practicum In Special Education	3.00

One of the following:

EDS	630	Curriculum-based Assessment and Instruction of Students with Mild Disabilities	3.00
EDS	631	Curriculum-based Assessment and Instruction of Students with Severe Disabilities	3.00

Electives

Courses that are not being used to satisfy major or core requirements.

Credit and GPA Requirements

Minimum Total Credits: 15 credits

Minimum Major GPA: 3.00

Special Education and Literacy Courses

EDS605 Beginning Reading & Writing Emergent Literacy

This course is designed for teachers who will learn about the teaching of language arts - reading, writing, listening and speaking in the early childhood classroom. This course will acquaint teachers with scientifically based research, theory, principles, practices, strategies, techniques and tools that are appropriate when considering literacy development in the early years (birth through second grade). The stages of child development and language acquisition will provide the framework for observing children's literacy development and determining appropriate approaches to literacy instruction.

Prerequisite of Early Childhood major required.

Credits: 3

Every Fall

EDI 661 Transforming communities of practice: Technology-rich learning environments

Education, public and private, at all levels of delivery is experiencing major changes directly related to the evolution and implementation of technology in teaching and learning practices. This course introduces concepts and principles for creating technology-rich learning environments. Current practice and trends are explored as students identify and test available tools for delivering learning in diverse ways with, and around, information technologies. Students learn to build a foundation for using technology based learning theory, studying practice and trends that are successful, and using state and national standards. Creating electronic portfolios are developed as a process for documenting student performance. Students produce technology rich, standards based learning activities in collaborative and individual projects. The final project includes a documented rationale for using technology as a form of content delivery. The course utilizes a mix of face-to-face and online/virtual instruction and serves as a model for student work.

Credits: 3

On Occasion

EDI 662 Transforming Communities of Practice: Applications, technologies, & implementation

Education, public and private, at all levels of delivery is experiencing major changes directly related to the evolution and implementation of technology in teaching and learning practices. This course provides students with the knowledge and skills necessary to critically assess and selectively incorporate 21st century learning tools into new learning environments. The focus is on Web 2.0 tools, second-generation Internet tools, that offer increased interactivity allowing teachers and students to easily create, communicate, collaborate, and share information, projects, and ideas. The

course is delivered in a blended format mixing traditional face-to-face and online, asynchronous, learning experiences.

Credits: 3

On Occasion

EDI 663 Technologies in the 21st Century: Applying digital media and multimedia in teaching and learning

Education, public and private, at all levels of delivery is experiencing major changes directly related to the evolution and implementation of technology in teaching and learning practices. Digital media and multimedia provides teachers and students with powerful new ways of expressing, organizing, synthesizing, and evaluating ideas and information. This course provides students with the knowledge and skills necessary to create and use digital media / multimedia for educational purposes. The course will focus on developing skills in digital imaging, audio, and video production; and in combining media in new ways to present information and tell stories. We will examine ways that school based multimedia projects provide students with the opportunity to work collaboratively, engage in multiple modalities of learning and reflective thinking, and use a constructivist approach to learning. Students will work individually and in collaboration on class assignments and projects. The course is delivered in a blended format mixing traditional face-to-face and online, asynchronous, learning experiences.

Credits: 3

On Occasion

EDS 600 Introduction to the Study of the Exceptional Child

A basic introduction to exceptionality. A consideration of emotional, neurological, and physically based etiologies as they relate to exceptionality. Specific reference will be given to an overview of disability and impairment and to a system of classification and criteria of classification. *Prerequisite of EDI 600, 601, 612, 613, 614, 677 are required of all Childhood/Literacy and Childhood/Special Education majors only.*

Credits: 3

Every Fall, Spring and Summer

EDS 610 Literacy Teaching and Learning: Birth-Grade 6

A study of strategies and resources in childhood language acquisition and the teaching of literacy for elementary school children. The newest techniques and research findings will be discussed. Students will observe, plan and instruct sample literacy lessons.

Prerequisites of EDI 600, 601, 612, 613, 614, and 677 with co-requisite of EDI 600 and 601 for Childhood Edu programs are required.

Credits: 3

Every Fall and Spring

EDS 611 Literacy Assessment for the Classroom Teacher: Birth-Grade 6

This course will acquaint students with current assessment techniques that can be used to evaluate elementary school children within the general education classroom. An emphasis will be placed on current literacy practices, techniques, and strategies used in treating achievement problems of the elementary school child. Effective integration of technology in support of literacy within the classroom setting will be explored. Students will be involved in developing and discussing case studies. *Prerequisite of EDI 600, 601, and EDS 610 are required.*

Credits: 3

Every Fall and Spring

EDS 612 Literacy Teaching & Learning: Grades 5-12

This course is designed to introduce the content and methods of literacy instruction for adolescent students. Beliefs and theories which have become the basis for instructional practices will also be discussed, as will the use of technologies which might offer new insight and opportunities for adolescent literacy instruction.

Prerequisite of Adolescent Education major are required.

Credits: 3

Cross-Listings: EDS 612, EDS 612

On Occasion

EDS 613 Literacy and Children's Literature: Birth-Grade 6

A survey of the literature for the school child with emphasis on the quality and characteristics of reading materials suitable for various groups. The changing characteristics of children's reading interests and the presentation of books through various media will be included. A reading file will be developed for a particular age group.

Prerequisite of EDS 610 is required

Credits: 3

Every Fall, Spring and Summer

EDS 615 Practicum I. Literacy Assessment and Intervention: Birth-Grade 6

Lecture: The course will stress diagnostic procedures for reading disabilities; observation and interview procedures; diagnostic instruments; standardized and informal tests; report writing and materials of instruction in these areas. Causative factors contributing to specific reading problems will also be explored and discussed. Clinic: Students will develop case studies with individual clients.

Prerequisites of EDS 610, 613, 619, 640, 642 and co-requisite of EDS 610, 619, 640, 642 are required.

Credits: 3

Every Fall, Spring and Summer

EDS 616 Practicum II. Literacy Intervention: Birth-Grade 6

The course will stress corrective procedures,

planning and management for children with reading disabilities. Major creative techniques and clinical remedial procedures will be included. Clinic: Students will work with individual clients for a minimum of 20 hours under clinical supervision.

Prerequisites of EDS 600, 610, 613, 619, 640, 615, 616 are required.

Credits: 3

Every Fall, Spring and Summer

EDS 617 Literacy for Children with Disabilities: Birth-Grade 6

This course covers theory, research and effective practices for teaching students with significant reading problems. Specifically, graduates will become immersed in the assessment of literacy problems and their use to provide effective instruction. Both formal and informal instruments will be discussed for determining children's strengths and needs. A variety of instructional approaches will be considered for developing reading strategies and skills in children with disabilities.

Prerequisite or Co-requisite of EDS 600 or 610 is required.

Credits: 3

Every Fall, Spring and Summer

EDS 619 Literacy and Literature-based Reading Instruction: Birth-Grade 6

Included are the background and description of the various types of literature-based reading programs. This course will be concerned with planning, developing and implementing such instruction. The assessment procedures used by the classroom teacher and the implication of literature-based reading instruction upon the total school program will also be discussed.

Prerequisite or Co-requisite of EDS 610 is required

Credits: 3

Every Fall, Spring and Summer

EDS 620 Assessment and Diagnosis of Children with Disabilities

An introduction to instruments and valuation strategies used in assessing children with disabilities and the environmental conditions which contribute to their problems in learning. Practice in administration of test interpretation of results, with suggested remedial and therapeutic interventions, is an important facet of this course.

Prerequisite or Co-requisite of EDS 600 is required

Credits: 3

Every Fall and Spring

EDS 622 Contemporary Issues and Research in Literacy: Birth-Grade 6 (Culmination Experience)

This course involves the study of critical issues in literacy education. Theory, research and practice will be explored through a vast body of knowledge and field of inquiry related to the perspectives of psychology, sociology, linguistics, and other pertinent areas. Specifically, a wide variety of important topics will be addressed, including

balanced reading instruction, phonemic awareness and phonics, multicultural perspectives, literacy learning, basal materials and literature-based resources, traditional and invented spelling practices, process writing, emergent literacy, content literacy, struggling literacy learners, and literacy assessment. Within this context, a diversity of positions and opinions will be considered as students formulate their own views by engaging in activities that encourage critical analysis and independent thinking.

Co-requisite of EDS 615 or 616 or 703 and must be taken in last 9 credits are required.

Credits: 3

Every Fall, Spring and Summer

EDS 624 Contemporary Issues and Research in Special Education/Culminating Experience

This course, an advanced seminar in current issues facing the field of special education, is designed to provide an opportunity for students to research, discuss and understand the topics that are impacting our field and its theoretical base.

Prerequisite of EDS 600, (610 or 620), 617, 630 and must be taken in the last 9 credits.

Credits: 3

Every Fall, Spring and Summer

EDS 625 Contemporary Issues and Research in Special Education/Culminating Experience (Autism)

This course, an advanced seminar in current issues facing the field of special education, is designed to provide an opportunity for students to research, discuss and understand the topics that are impacting our field and its theoretical base.

Prerequisite of (EDS 600, 620, 617, 630, 750 or (Childhood/Literacy and Childhood/Special Education EDS 600, 610, 630, 750 and taken in last 9crs are required.

Credits: 3

Every Fall and Spring

EDS 629 Curriculum-based Assessment and Instruction of Students with Severe Disabilities - Autism

This course focuses on methodologies of: (1) assessment; (2) curriculum development; (3) individualized educational planning; and (4) instructional programming for children with severe developmental disabilities aged 6-12. Emphasis will be given to curriculum-based assessment as it relates to instructional planning. Assistive technology to support the learning process will be addressed.

Accommodations to facilitate the successful inclusion of students with severe disabilities in general education classrooms will also be reviewed. Attention will be directed toward developing skill in task analysis, IEP preparation, and lesson planning. Case presentations will be utilized to highlight team building and interdisciplinary collaboration in educating children with severe disabilities. The course also includes 15 hours of field observation. Field experiences are required.

Prerequisite of EDS 600 is required.

Credits: 3

Every Fall

EDS 630 Curriculum-based Assessment and Instruction of Students with Mild Disabilities

The course will examine the complexity of the issues inherent in the teaching learning process with particular reference to students with mild disabilities in inclusive settings. The instructional dimensions that create the conditions of failure for students with learning problems will be characterized. A framework and practical strategies for the use of assessment procedures that focus on effective instructional planning and can reverse the cycle of failure for students with mild disabilities will be emphasized. An assessment model that generates information for the design of an instructional program and provides for the continuous monitoring of student progress in academic areas (such as reading, writing and math) and in content areas (such as social studies and science), will be outlined. Effective instructional strategies and elements of teaching practice that support the learning and growth of students with mild disabilities will also be addressed. The course also includes 15 hours of field observation.

Prerequisite or Co-requisite of EDS 600 is required

Credits: 3

Every Fall, Spring and Summer

EDS 631 Curriculum-based Assessment and Instruction of Students with Severe Disabilities

This course focuses on methodologies of: (1) assessment; (2) curriculum development; (3) individualized educational planning; and (4) instructional programming for children with severe developmental disabilities aged 6-12. Emphasis will be given to curriculum-based assessment as it relates to instructional planning. Assistive technology to support the learning process will be addressed. Accommodations to facilitate the successful inclusion of students with severe disabilities in general education classrooms will also be reviewed. Attention will be directed toward developing skill in task analysis, IEP preparation, and lesson planning. Case presentations will be utilized to highlight team building and interdisciplinary collaboration in educating children with severe disabilities. The course also includes 15 hours of field observation. Field experiences are required.

Prerequisite or Co-requisite of EDS 600 is required

Credits: 3

Every Fall, Spring and Summer

EDS 632 Instruction and Classroom Management for Children with Emotional and Behavior Problems

Focus in this course will be on program development which will include prescriptive remediation based on diagnostic assessment. A consideration of instructional techniques and resources will be of central focus. Fundamental skills in classroom management and in dealing with

maladaptive behavior in both inclusive and non-inclusive educational settings will also be surveyed. The course also includes 10 hours of field observation.

Prerequisite or Co-requisite of EDS 600 is required
Credits: 3
Every Fall, Spring and Summer

EDS 633 Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion)

Inclusion represents one of the most significant challenges facing education in recent years. It requires critical changes in attitudes and practice for both general and special educators. This course will explore the concept of inclusion, discuss it from both a theoretical and practical perspective, and present strategies necessary for it to be successful. Included will be discussions of historical and current perspectives, collaboration among professionals, practical classroom administration, instructional adaptations, etc. One specific mechanism to facilitate inclusion will be the use of assistive and instructional technologies with an emphasis on those that can assist in the integration of students with disabilities. The course also includes 10 hours of field observation.

Prerequisite or Co-requisite of EDS 600 is required
Credits: 3
Every Fall, Spring and Summer

EDS 635 Behavior Management for Children with Autism & Developmental Disabilities

This course provides an introduction to the principles of applied behavior analysis (ABA) and its application for children with autism and other developmental disabilities. Procedures applicable to both individuals and groups will be studied, with particular attention to the area of autism. Skill-building techniques and strategies will be covered with attention devoted to data collection for assessment, evaluation and record keeping. Procedures to improve skills and behaviors as well as to reduce maladaptive and/or stereotypic behaviors will be covered. Opportunities to implement ABA procedures will occur in class, as well as outside of class.

Prerequisite of EDS 600 is required.
Credits: 3
Every Spring

EDS 640 Literacy in the Content Areas: Birth-Grade 6

This course will review expository and narrative materials in the content areas as well as those skills unique to each content field. Readability of texts will be explored and means of adapting instruction to a variety of levels in reading will be discussed. Schema development and direct instruction will be emphasized.

Prerequisite or co-requisite of EDS 610 is required.
Credits: 3
Every Fall, Spring and Summer

EDS 641 Literacy In Content Area 5-12

In this course, significant issues concerning adolescent literacy across the curriculum will be highlighted. Specifically, information concerning literacy development in adolescents will be explored in the context of varied philosophies, theories, and practical applications. From this context, a range of viewpoints will be discussed and analyzed to provide a foundation for identifying and appraising a variety of perspectives on each issue concerning content area literacy for adolescents.

Co-requisite of EDS 610 is required for all Childhood/Literacy and Childhood/Special Education plans only. No prerequisites for Adolescent plans.
Credits: 3
On Occasion

EDS 642 Literacy & Language Arts Instruction Birth-Gr 6

This course will enable teachers to develop a conceptual framework for the teaching of reading and written communication skills in our schools, focusing on composition, syntax, writing, spelling, and handwriting as interrelated elements of written expression. Instructional practices and materials will be presented, analyzed and evaluated for classroom implementation.

Prerequisite or co-requisite of EDS 610 is required.
Credits: 3
Every Fall and Spring

EDS 652 Special Education: A-Z Putting It All Together

Chances are that in the field of special education a graduate of a special education program will probably be hired as a teacher in one of three possible settings: resource room, self-contained special class or an inclusion setting. The first goal of this course will be to discuss the various steps that should be taken to insure the welfare of the children, the proper educational setting, information that should be gathered and other areas to make the individual's job easier and more rewarding. This course assumes nothing and provides important information for all three settings.

The second purpose of this course is to understand the needs of parents of children with disabilities in today's schools. This course will also familiarize students with the rights of parents in the special education process, the laws governing special education, the legal requirements of due process, holding responsible and practical parent conferences, helping parents work with their children at home, dealing and coping strategies for a variety of parent personality styles, explaining strategies to parents, working with parents on IEP development, and the role of the special education teacher in assisting parents and their children with transition services.

Credits: 3
On Occasion

EDS 702 Supervised Practicum In Special Education

The NYS Department of Education defines the practica as a structured, college-supervised learning experience for a student in a teacher education program through direct experiences with individual students or groups of students.

Prerequisites of EDS 600, 620, 617, 630, 631, 632, 633 or EDS 600, 630, 631, 632, 633 are required.
Credits: 3
Every Fall and Spring

EDS 703 Practicum III Overcoming Literacy Difficulties:Birth-Grade 6

(Open only to students in Literacy specialization.) Students will have full responsibility for diagnosis, correction and remediation of clients with various types of reading problems. Case studies will be developed and instruction will take place under supervision in the University clinic. A minimum of 30 contact-hours will be required in addition to weekly seminars.

Prerequisites of EDS 615 and 616 are required.
Credits: 3
Every Fall, Spring and Summer

EDS 704 Practicum In Autism

The NYS Department of Education defines the practica as a structured, college-supervised learning experience for a student in a teacher education program through direct experiences with individual students or groups of students.

Prerequisites of EDS 600, 610 or 620, 617, 629, 630, 750 and co-requisite of EDS 625 or 629 or 635 or SPE 681 are required.
Credits: 3
Every Fall and Spring

EDS 712 Supervised Student Teaching and Seminar in Special Education (Autism)

Student Teaching in Special Education will require the student to spend a minimum of 175 hours working with students with disabilities at the childhood level in school settings. Student teaching will occur with ongoing supervision of a school based cooperating teacher (certified in special education), along with supervision by a member of the faculty. A weekly seminar will also be required in Special Education and Literacy which the student teaching experience will be discussed, along with current issues addressing preparation to enter into the profession.

Credits: 3
Every Fall and Spring

EDS 713 Supervised Student Teaching and Seminar in Special Education

Student Teaching in Special Education will require the student to spend a minimum of 175 hours working with students with disabilities at the childhood level in school settings. Student teaching will occur with ongoing supervision of a school based cooperating teacher (certified in special education), along with supervision by a member of the faculty. A weekly seminar will also be required

in Special Education and Literacy which the student teaching experience will be discussed, along with current issues addressing preparation to enter into the profession.

Credits: 3

Every Fall and Spring

EDS 750 Institute

Summer Institute on a special topic in the Department of Special Education and Literacy.

Credits: 3

Every Summer

Speech Course

SPE 681 Language Disorders in Severe Developmental Disabilities and Autism

This course presents graduate students in special education and speech language pathology with the neurological, cognitive and communicative characteristics of people with developmental disabilities and/or autism. The course also addresses social and emotional aspects of language development across the life span. Both traditional and topical methods of intervention will be discussed and contrasted in class discussions. Class participants will be encouraged to share and discuss their work and/or personal experiences as they pertain to course content during the term. Case presentations will that include principles and practices relevant to identification, diagnosis and treatment procedures, as they relate to autism spectrum disorders and other developmental disabilities, will be discussed as consistent with ASHA guidelines.

Credits: 3

Cross-Listings: SPE 681, SPE 681

Every Spring

BLENDDED AND ONLINE LEARNING PROGRAMS AT LIU

Technology-enhanced, blended and online learning are an important part of fulfilling LIU's mission of access and excellence in higher education. These courses and programs are delivered through the University's Blackboard Learning Management System, which enables students to complete their online coursework at any time of day and at any place in the world there is an Internet connection. LIU's blended learning programs feature both face-to-face and online components, reducing the amount of time students need to be physically present on campus, while still reaping the benefits of meeting in person with professors, fellow students, and other professionals.

The University currently offers the following degree and certificate programs in the blended or online learning format:

LIU Brooklyn

Computer Science, M.S.
Educational Leadership, Advanced Certificate
Bilingual Education, Advanced Certificate ***
Nursing (R.N. to B.S. track), B.S.
Adult Nurse Practitioner, B.S. / M.S. (dual degree)
Adult Nurse Practitioner, M.S.
Adult Nurse Practitioner, Advanced Certificate
Family Nurse Practitioner, M.S.
Family Nurse Practitioner, Advanced Certificate
Nurse Educator, M.S.

LIU Post

Accountancy, M.S.
Taxation, M.S. ***
Archives & Records Management, Advanced Certificate ***
Environmental Sustainability, M.S.
Library & Information Science/School Library Media, M.S.
Mobile GIS Applications Development, Advanced Certificate ***
Educational Technology, M.S.
TESOL, M.A.
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Health Information Management, B.S.
Health Information Management, Certificate (undergraduate) ***
Nursing Education, M.S.
Nursing Education, Advanced Certificate

LIU Hudson

Bilingual Extension, Advanced Certificate ***
Bilingual Special Education (Intensive Teacher Institute), Advanced Certificate ***
TESOL: Special Education (Intensive Teacher Institute), Advanced Certificate ***
TESOL, Advanced Certificate +++

LIU Riverhead

Homeland Security Management, M.S. ***
Homeland Security Management, Advanced Certificate ***
Cyber Security Policy, Advanced Certificate ***
TESOL, Advanced Certificate +++

Our programs are accredited by the Middle States Commission on Higher Education and are registered with the New York State Education Department. For additional program information, please consult the appropriate academic department pages of the campus bulletin.

*** Denotes a fully online program.

+++ Students are enrolled at LIU Hudson, and take their courses online with face-to-face courses taken at either LIU Riverhead or LIU Hudson.

LIU BRENTWOOD APPROVED PROGRAMS

New York State Education Department Inventory of Registered Programs

Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

College of Liberal Arts and Sciences

Major	Hegis Code	Degree
Criminal Justice	2105	BA, MS

College of Education, Information and Technology

Major	Hegis Code	Degree
Childhood Education "1-6"	0802	MS
Childhood Education / Special Education	0808	MS
Special Education "1-6"	0808	MSEd
Students With Disabilities (SWD) "7- 12" Generalist	0808	Adv.Crt.
Early Childhood Education "B-2"	0823	MS
Childhood Education / Literacy "B-6"	0830	MS
Literacy "B-6"	0830	MSEd
Clinical Mental Health Counseling	2104.10	MS, Adv.Crt.
School Counselor	0826.01	MS

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LIU Brentwood and LIU Post share the same faculty. Below is a list of all faculty at LIU Post for the programs offered at LIU Brentwood, some or all of the faculty also teach at LIU Brentwood.

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