

**BRENTWOOD CAMPUS
LONG ISLAND UNIVERSITY**

2011-2012

**UNDERGRADUATE AND
GRADUATE BULLETIN**

BRENTWOOD CAMPUS



Long Island University Brentwood Campus

2011 - 2012 Undergraduate & Graduate Bulletin

100 Second Avenue, Brentwood, N.Y. 11717

General Information: 631-273-5112

www.liu.edu/brentwood

Admissions: 631-273-5112

Fax: 631-952-0809

Notice to Students: The information in this publication is accurate as of September 1, 2011. However, circumstances may require that a given course be withdrawn or alternate offerings be made. Therefore, Long Island University 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.

LONG ISLAND UNIVERSITY

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

Long Island University's more than 600 full-time faculty members provide outstanding instruction, which is supplemented by internships and cooperative education opportunities. The accomplishments of more than 182,000 living alumni are a testament to the success of its mission – providing the highest level of education to people from all walks of life. The University's NCAA Division I and II athletic teams, nationally renowned George Polk Awards in journalism and Tilles Center for the Performing Arts provide enrichment for students and the community.

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

Accreditation and Program Registration

Long Island University 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.

TABLE OF CONTENTS

LONG ISLAND UNIVERSITY	2
CAMPUSES OF LIU	4
Residential Campuses	4
Regional Campuses	5
BRENTWOOD CAMPUS	6
COURSE OFFERINGS	
ACADEMIC CALENDAR	7
DIRECTIONS TO THE BRENTWOOD CAMPUS	9
GENERAL INFORMATION	10
ADMISSION	12
General Information	12
Undergraduate	12
Graduate	13
International Students	13
UNDERGRADUATE ACADEMIC POLICY	14
DIVISION FOR STUDENT SUCCESS	19
REGISTRATION AND ACADEMIC ADVISEMENT	20
TUITION & FEES	25
FINANCIAL AID	29
Application Process	29
Undergraduate Scholarships and Grants	29
New York State Programs	31
Federal Programs	32
UNDERGRADUATE STUDIES	34
B.A. in Criminal Justice	34
College of Liberal Arts and Sciences	39
College of Education and Information Sciences	40
School of Visual and Performing Arts	40
GRADUATE STUDIES	41
M.S. in Criminal Justice	41
College of Education and Information Sciences	44
Department of Counseling and Development	46
Department of Curriculum and Instruction	51
Palmer School of Library and Information Science	60

Department of Special Education and Literacy	68
BLENDED AND ONLINE LEARNING	77
APPROVED PROGRAMS – BRENTWOOD CAMPUS	77
CAMPUS FACULTY	78
ADMINISTRATION	81
Brentwood Campus	81
C.W. Post Campus	81
LIU TRUSTEES AND ADMINISTRATION	83

CAMPUSES OF LONG ISLAND UNIVERSITY

The Residential Campuses

Brooklyn Campus

The Brooklyn Campus is distinguished by dynamic curricula reflecting the great urban community it serves. Distinctive programs encompass the arts and media, the natural sciences, business, social policy, urban education, the health professions, pharmacy and the health sciences, all on a pluralistic campus that draws insight and strength from differences. The Campus offers Ph.D. programs in clinical psychology and pharmaceuticals, the D.P.T. in physical therapy and the Pharm.D. in pharmacy. In the past year, the Brooklyn Campus has received more than \$3,000,000 in new external funding to support a variety of programs including faculty research, community outreach and student-centered projects.

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

The Brooklyn Campus offers more than 200 associate, undergraduate, graduate, doctoral and certificate programs. 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 School of Nursing; the School of Health Professions; and the Arnold & Marie Schwartz College of Pharmacy and Health Sciences. It is known for its nationally recognized Honors Program.

The \$45-million Wellness, Recreation and Athletic Center 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.

C.W. Post Campus

The C.W. Post Campus is distinguished by programs of excellence and small classes in five schools of study: College of Education and Information Sciences, College of Liberal Arts and Sciences, College of Management, School of Health Professions and Nursing, and School of Visual and Performing Arts. The wooded suburban campus, only 20 miles from New York City, is home to the renowned Tilles Center for the Performing Arts, Hillwood Art Museum and WCWP-FM. C.W. 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. Named for breakfast cereal magnate Charles William Post, C.W. Post offers its full-time, part-time and non-credit students a comprehensive range of more than 240 associate, undergraduate, graduate, and doctoral degree programs and certificates. In addition, the Campus offers college credit courses to high school students in area schools.

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

Fifteen NCAA men's and women's sports teams take advantage of C.W. Post's 70 acres of playing fields. Clubs, fraternities and sororities provide many other outlets for student activities. C.W. Post's \$18-million Pratt Recreation Center is a state-of-the-art health and fitness facility featuring an eight-lane swimming pool, three full-size basketball courts, racquetball courts and an elevated jogging track.

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

The Regional Campuses

Brentwood Campus

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

The Brentwood Campus has been an innovator in developing fast-track master's degree programs for working professionals who wish to accelerate their studies. These programs offer a set schedule of courses and a reduced tuition rate. Qualified applicants enroll as a cohort and proceed to earn the M.S. in criminal justice.

The Campus offers M.S. degrees in early childhood education B-2, childhood education 1-6, childhood education/special education, childhood education/literacy education B-6, mental health counseling and school counselor, as well as the M.S.Ed. in literacy B-6 and special education 1-6.

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

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

Hudson Graduate Centers at Rockland and Westchester

For more than a quarter of a century, Long Island University has been offering graduate degree and certificate programs in Rockland and Westchester Counties. The Hudson Graduate Center at Rockland is conveniently located near the Palisades Parkway in Orangeburg, N.Y., just two miles from the New Jersey border. The Hudson Graduate Center 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 certificate); health or public administration (M.P.A. and advanced certificate in gerontology); 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. The Palmer School of Library and Information Science, which is based at the University's C.W. Post Campus, also offers a rich array of graduate-level courses at the Hudson Graduate Center at Westchester.

Long Island University at Riverhead

Long Island University at 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 during the evenings and weekends.

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. and an advanced certificate in homeland security management 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.

BRENTWOOD CAMPUS COURSE OFFERINGS

Bachelor's Degree Program

Criminal Justice

Brentwood Campus Degree

B.A.

Master's Degree Program

Literacy Education (Birth - Grade 6)

Special Education (Grades 1-6)

Early Childhood Education (Birth - Grade 2)

Childhood Education (Grades 1-6)

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

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

School Counselor

Mental Health Counseling

Brentwood Campus Degree

M.S.Ed.

M.S.Ed.

M.S.

M.S.

M.S.

M.S.

M.S.

M.S.

The following programs are registered at the C.W. Post Campus and have a residency requirement:**Graduate Courses**

Library and Information Science

School Media Specialization

Adolescence Education (Grades 7-12)

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

C.W. Post Campus Degree

M.S.

M.S.

M.S.

M.A.

Students interested in these C.W. Post programs:

- Must apply to the C.W. Post Campus
- Must take a minimum of 3 credits at the C.W. Post Campus
- Will receive a C.W. Post Campus degree
- Will derive any financial aid eligibility from the C.W. Post Campus. Palmer School applicants, please see note below.
- Applicant's to C.W. Post's Palmer School of Library and Information Science may select the Brentwood Campus as their Financial Aid Center. Contact the Brentwood Campus Office of Financial Aid for details by calling 631-273-5112.

ACADEMIC CALENDAR 2011-2012

Fall Term 2011

FALL TERM 2011

Classes Begin	September 7
Add/Drop and Late Registration (instructor permission required to add Lab Science courses as of 9/14)	September 7 - 20
Award of September Degrees	September 18
Columbus Day - Administrative Offices Open - <i>No Classes</i>	October 10
Last Day to File for January 2012 Degree	October 14
Registration Begins for Spring 2012 (tentative date)	October 17
Election Day - Classes Meet/Administrative Offices Open	November 8
Last Day to Opt P/F or Withdraw	November 18
Thanksgiving Recess - <i>No Classes</i>	November 23 - 27
Last Day of Regular Classes	December 12
Study/Snow Days/Alternate Class Days	December 13 - 14
Final Examination/Final Class Meetings	December 15 - 21
Term Ends	December 21

Spring Term 2012

SPRING TERM 2012

Classes Begin	January 17
Add/Drop and Late Registration	January 17 - 30
Award of January Degrees	January 20
Last Day to File for May 2012 Degree	February 11
Presidents' Day Weekend - <i>No Classes</i>	February 18 - 20
<i>Monday Classes Meet, Tuesday Classes Suspended</i>	February 21
Spring Recess - <i>No Classes</i>	March 12 - 18
Registration Begins for Summer and Fall 2012 (tentative)	March 19
Last Day to Opt P/F or Withdraw	April 6
Last Day of Regular Classes	April 24
Study/Snow Days/Alternate Class Days	April 25 - 26
Final Examinations/Final Class Meetings	April 27 - May 3
Commencement	May 4
Conferral of May Degrees	May 13

Summer Term 2012

SUMMER SESSION I - 2012

Classes Begin	May 14
• 5-Week Session, May 14 - June 15	
• 10-Week Session, May 14 - July 20	
• 12-Week Session May 14 - August 3	
Add/Drop and Late Registration	May 14 - 15
Memorial Day Holiday – No Classes (Make-up Day – June 1)	May 26 - 28
Make-up Day for Memorial Day	June 1
Last Day to Opt P/F or Withdraw for Five Week Session*	June 8
Summer I 5-Week Session Ends	June 15

SUMMER SESSION II - 2012

Classes Begin - 2nd 5 Week Session (for all courses except Education and Library Science)	June 18
Add/Drop and Late Registration (for all courses except Education and Library Science)	June 18 - 19
Classes Begin - 2nd 5-Week Session (for Education and Library Science only)	June 25
Add/Drop and Late Registration (for Education and Library Science only)	June 25 - 26
July 4th Holiday – No Classes (Make-up Day – July 6)	July 4
Make-up Day for July 4th Holiday	July 6
Last Day to Opt P/F or Withdraw (for all courses except Education and Library Science)	July 13
Last Day to File for September 2012 Degree	July 13
Last Day to Opt P/F or Withdraw (for Education and Library Science only)	July 20
Summer II 5-Week Session Ends (for all courses except Education and Library Science)	July 20
10 Week Session Ends	July 20
Summer II 5-Week Session Ends (for Education and Library Science only)	July 27

SUMMER SESSION III - 2012

Classes Begin – 3rd 5-Week Session (for all courses except Education and Library Science)	July 23
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Add/Drop and Late Registration (for all courses except Education and Library Science)	July 23 - 24
Classes Begin – 3rd 5-Week Session (for Education and Library Science only)	July 30
Add/Drop and Late Registration (for Education and Library Science only)	July 30 - 31
12-Week Session Ends	August 3
Last Day to Opt P/F or Withdraw (for all courses except Education and Library Science)	August 17
Last Day to Opt P/F or Withdraw (for Education and Library Science only)	August 24
Summer III 5-Week Session Ends (for all courses except Education and Library Science)	August 24
Summer III 5-Week Session Ends (for Education and Library Science only)	August 30

*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

Weekend College 2011-2012

WEEKEND COLLEGE SESSION I, FALL 2011

A: 1st Sat. Seven Week Session	September 11 - October 22
C: C.W. Post Campus	September 10 - 11; October 1 - 2; October 15 - 16
C : Brentwood	September 17 - 18; October 8 - 9; October 22 - 23
G: 1st Sunday Seven Week Session	September 11 - October 23

WEEKEND COLLEGE SESSION II, FALL 2011-12

A: 2nd Sat. Seven Week Session	October 29 - December 17
C: C.W. Post Campus	October 29 - 30; November 19 - 20; December 10 - 11
C : Brentwood	November 5 - 6; December 3 - 4; December 17 - 18
G: 2nd Sunday Seven Week Session	October 30 - December 18

No Classes: November 26 - 27 - Thanksgiving

WEEKEND COLLEGE SESSION III, SPRING 2012

A: 1st Sat. Seven Week Session	January 21 - March 10
C: C.W. Post Campus	January 21 - 22; February 11 - 12; March 10 - 11
C: Brentwood	January 28 - 29; March 3 - 4; March 24 - 25
G: 1st Sunday Seven Week Session	January 22 - March 11

No classes: February 18 - 19 - President's Weekend

WEEKEND COLLEGE SESSION IV, SPRING 2012

A: 2nd Sat. Seven Week Session	March 31 - May 12
C: C.W. Post Campus	March 31 - April 1; April 21 - 22; May 12 - 13
C: Brentwood	April 7 - 8; April 28 - 29; May 19 - 20
G: 2nd Sunday Seven Week Session	April 1 - May 13

No classes: May 26 - 28 - Memorial Day Weekend

WEEKEND COLLEGE SESSION V, SUMMER 2012

A: Seven Week Session - Sat.	June 23 - August 4
C: C.W. Post Campus	June 23 - 24; July 21 - 22; August 11 - 12
C: Brentwood	June 30 - July 1; July 28 - 29; August 18 - 19
G: Seven Week Session	June 24 - August 5

DIRECTIONS TO THE BRENTWOOD CAMPUS

FROM THE EAST OR WEST — VIA SUNRISE HIGHWAY. Take Sunrise Highway to Brentwood Road (Exit 44N). Proceed north about three miles to Second Avenue. Make a right turn onto Second Avenue. Proceed one half mile to the Brentwood Campus on your right side.

FROM THE WEST — VIA L.I.E. — Long Island Expressway to Exit 53. Stay on the Service Road to Washington Avenue (DO NOT exit at Wicks Road). Make a right turn onto Washington Avenue and proceed south two miles to the first traffic light after railroad tracks, Second Avenue. Make a left turn onto Second Avenue. Proceed one half mile to the Brentwood Campus on your right side.

FROM THE EAST — VIA L.I.E. — Long Island Expressway to Motor Parkway (Exit 55). Proceed on the Expressway Service Road for two traffic lights. Turn left at the second traffic light (Washington Avenue) and continue south for two miles. Turn left at the first traffic light after the railroad tracks (Second Avenue). Proceed one half mile to the Brentwood Campus on your right side.

VIA NORTHERN STATE PARKWAY — Take Exit 44 off the Northern State Parkway to the Sagtikos State Parkway. Proceed to Exit S-3 (Pine Aire Drive). At the bottom of the exit ramp, make a right turn onto Pine Aire Drive. Proceed about two miles to Brentwood Road. Make a left turn onto Brentwood Road. Proceed to the first traffic light, which is Second Avenue. Make a right turn onto Second Avenue. Proceed one half mile to the Brentwood Campus on your right side.

VIA SOUTHERN STATE PARKWAY — Take Exit 42 North (Fifth Avenue). Make an immediate right turn onto Spur Drive North. Proceed on Spur Drive North one mile to Brentwood Road. Make a left turn onto Brentwood Road and proceed three miles to Second Avenue. Make a right onto Second Avenue. Proceed one half mile to the Brentwood Campus on your right side.

GENERAL INFORMATION

Brentwood Campus Overview

The Brentwood Campus of Long Island University provides a unique environment for learning on 172 wooded acres in western Suffolk County. The Campus 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 16-month length of the program.

The teacher education and counseling programs at the Brentwood Campus 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, 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. These courses are designed around the needs of the working professional.

Long Island University's Palmer School of Library and Information Science, based at the C.W. Post Campus, offers a master's degree in library and information science at the Brentwood Campus. Students in this program may pursue a great variety of paths, including careers in public libraries, school libraries and the corporate arena.

Brentwood Campus Mission Statement

The mission of the Brentwood Campus of Long Island University 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. The Brentwood Campus 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. The Campus utilizes the resources of a multi-campus University to provide faculty, administrative support, and other services.

Policy for Students with Special Needs

Students who are unable to use the stairs may be eligible for a pass to use the elevator. Please see the Assistant Provost to obtain the required pass. A ramp is available on the ground floor for wheelchair access. There is a reserved area for handicapped parking.

Reasonable accommodations will be offered at the Brentwood Campus of Long Island University 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 Campus departments as required for non-academic matters. Students with special needs who desire accommodations should contact the Office of Disability Support Services at the C.W. Post Campus.

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

Policy of Non-Discrimination

Long Island University does not discriminate on the basis of sex, sexual orientation, race, color, creed, national origin, religion, age, handicap or political belief, in any of its educational programs and activities, including employment practices and its policies relating to recruitment and admission of students. Additionally, Long Island University takes affirmative action to recruit applicants from among women, members of protected minority groups, handicapped individuals and veterans, including disabled veterans and Vietnam-era veterans.

Security

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 the Brentwood Campus of Long Island University 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:

Long Island University
 Brentwood Campus
 100 Second Ave.

Brentwood, NY 11717

Attn: Main Office

631-273-5112

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

Policy on 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 provost and dean of student affairs, or the academic dean of the discipline in which the student has his/her primary academic affiliation. In addition, a student may contact a Brentwood Campus representative. Please call 631-273-5112 for details.

Disciplinary Action

Disciplinary action involving academic matters (academic irregularities, plagiarism, faculty-student disputes or grading issues) are the responsibility of the appropriate academic dean. Actions involving non-academic conduct (verbal or physical harassment, sexual harassment, violence or threat of violence, forgery or falsification of records, illegal possession of keys or unlawful entry, vandalism, smoking, weapons, parking, theft, fire safety, soliciting, gambling, unauthorized use of computers, alcohol and drugs or failure to cooperate) are the responsibility of the Assistant Provost at the Brentwood Campus.

Decisions on disciplinary matters are the responsibility of the Assistant Provost and/or the respective academic Dean. Appeals of any disciplinary decision of the Brentwood Campus must be made in writing to the Assistant Provost or Dean (within five days), whose decision is final.

Liberal Education

While the Brentwood Campus 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. The Brentwood Campus is primarily a teaching institution where classroom instruction is top priority. Members of the Brentwood Campus faculty are members of the Long Island University faculty and adjunct staff.

Library

The Brentwood Campus library maintains a wide variety of print and electronic resources. The

library supports a print collection of over 50,000 volumes and subscribes to more than 300 print journals. It also provides access to approximately 50,000 journal titles in electronic format through more than 250 databases, over 100 of which provide the full-text of articles. These databases provide bibliographic and full-text information in a variety of subject fields, including education, psychology, business, criminal justice, and library and information science. There are also more than 40,000 book titles available in digital format. The library has ten computer workstations available for student research needs. Wireless access is also available for students using their own computers.

Brentwood students may also borrow material from other Long Island University campuses through Long Island University's Interlibrary Loan System.

In order for students to borrow material or access the online databases from home, they must register in the library and receive a bar code for their student photo ID card. Students should come to the library after they receive their ID cards to fill out a registration form and get a bar code.

The library is located on the lower level of the building. It is open during the fall and spring semesters Monday through Thursday from 9 a.m. to 9:30 p.m. and on Fridays from 9 a.m. to 4:30 p.m. The library is open on Saturdays and Sundays from 9 a.m. to 3 p.m. when Weekend College is in session. Summer hours are based upon course schedules and will be posted.

Computer Labs

The Brentwood Campus has two labs that are equipped with personal computers that are linked to the Long Island University networks. SmartBoards are also available on-campus. Wireless connectivity is available throughout the Campus. The computer labs are available whenever class is in session.

Academic and Student Support Services

At the Brentwood Campus, 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. A student lounge, equipped with television and snack machines, gives students a place to relax between classes or during study breaks.

Office Hours

Academic counselors, financial aid and admissions counselors are available days and evenings. During regular academic semesters, the Brentwood Campus Main Office in room 215 is open as follows:

Monday through Thursday:

10:30 a.m.-6:30 p.m.

Friday:

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

Saturday and Sunday:

(during Weekend College sessions):

9:00 a.m.-12 p.m

C.W. Post Campus Facilities Access

In addition to the research facilities available at the Brentwood Campus, students may also use the library and information technology/computer services at the C.W. Post Campus of Long Island University.

The B. Davis Schwartz Memorial Library houses more than one million volumes and more than 5,000 periodical, newspaper and database subscriptions in its various public service departments. The Library is open days, evenings and weekends, with extended hours during final examination periods.

Special facilities include an extensive reference and bibliographical collection; a Special Collections library; a rapidly growing federal depository; a music listening room; study carrels; typing rooms; an Instructional Materials Center; an Accounting Tax Institute and Research Library; and the Center for Business Research.

The Information Technology Center at C.W. Post introduces and encourages the use of computers in academic endeavors. The Center serves individual research needs of faculty and students by providing computer equipment, guidance, and specialized assistance. All Brentwood students may use these computer services by presenting a valid Brentwood Campus ID card at the Center's main office and registering for a user's account.

ADMISSION

General Information

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

Admissions Office
Brentwood Campus
Long Island University
100 Second Avenue
Brentwood, NY 11717-5300
Telephone: 631-273-5112
Fax: 631-273-3155

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

Undergraduate Admission

Programs of Study

The Brentwood Campus of Long Island University is registered with the State of New York as a campus that offers upper-division undergraduate and graduate education. Transfer students from two-year or four-year institutions may complete a four-year degree in Criminal Justice.

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.

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.

The Brentwood Campus 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 the Brentwood Campus 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.

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.

Articulation Agreements

Long Island University's Brentwood Campus has developed articulation agreements with Nassau Community College and Suffolk County Community College. These agreements enable qualified students to benefit from automatic admission and guaranteed transfer credit toward their bachelor's degree. For further information, contact the Brentwood Campus Admissions Office at 631-273-5112.

Joint Admissions Agreement with Suffolk County Community College

Any student interested in attending the Brentwood Campus after completing his/her associate degree at Suffolk County Community College may do so with one application to both SCCC and the Brentwood Campus through the Joint Admissions Agreement. Students who take advantage of this agreement receive several benefits including academic counseling and access to Brentwood Campus facilities. For further information, contact the Brentwood Campus Admissions Office at 631-273-5112.

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 Brentwood Campus 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 the Brentwood Campus.
- **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 Brentwood Campus 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.

Readmission

Students who stop attending the Brentwood Campus 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 Brentwood Campus Admissions Office or online at www.liu.edu/brentwood. If readmission is approved, students return subject to the academic requirements as posted in the Brentwood Campus Bulletin in effect at the time of readmission. Students who have been out of attendance for more than five years must reapply and send required transcripts.

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

- Submit an Application for Readmission to the Brentwood Campus Admissions Office.
- Provide a formal statement of permission from the chairperson of their major department or program indicating their eligibility to pursue that major.
- Submit a letter of appeal to the Academic Standing Committee for consideration.

Academic Standing Committee

Students who are granted readmission on probation are generally directed to immediately repeat all courses in which they have received the grade of F. They are further directed to limit their registration to 12 credits if full-time, six credits if part-time; to refrain from taking any courses on a Pass/Fail basis; and to raise their cumulative and major averages to the minimum specified in the requirements of the Campus and their major by the time they have completed 12 credits. Failure to comply with any of these directives will result in academic dismissal.

Students who have been dismissed on academic grounds are not eligible for readmission unless they appeal to the Academic Standing Committee for consideration.

Transfer Opportunity Program (TOP)

The Brentwood Campus offers a special program for economically disadvantaged students. The Transfer Opportunity Program (TOP) provides an excellent chance for students to attend college and to succeed academically despite financial difficulties.

Program Entrance Requirements

A student interested in applying for the Transfer Opportunity Program must be:

- a legal resident of New York State
- economically "disadvantaged" as defined by

government guidelines

- considered to have academic potential to successfully complete a college program

Academic and Financial Support

Transfer Opportunity Program students receive special academic support services including tutoring, academic, financial, career, and personal counseling.

Participating students receive financial aid packages equivalent to full need as determined through the financial aid application process.

Application Procedures

To apply for the Transfer Opportunity Program, a student must submit a standard Brentwood Campus Application for Undergraduate Admission along with a cover letter requesting consideration for TOP. For further information, please call the Brentwood Campus Office of Financial Aid at 631-273-5112.

Graduate Admission

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

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 Brentwood Campus Admissions Office at 631-273-5112.

Admission Status

Entering Brentwood Campus 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 Brentwood Campus Admissions Office.

Transfer Credit

Graduate courses taken at other institutions before admission to the Brentwood Campus 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 the Brentwood Campus. The appropriate chairperson and dean must approve all requests for transfer credit.

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.

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 Admissions Office as follows:

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

International Student Admission

All international student applicants must supply the following information for consideration by the Brentwood Campus Admissions Office in sufficient time (May 1 for fall or November 1 for spring) to allow processing:

1. Official records of all post-secondary education must be translated by World Education Services (WES). You may purchase this

translation by contacting WES at 1-800-937-3895. Request a course-by-course translation with conversion of all grades into a U.S. 4 point scale with U.S. degree equivalencies. This translation must be received by the Office of Admissions in an envelope sealed by WES.

2. Appropriate TOEFL scores.
3. Statement of field of interest or intended major subject. Long Island University is authorized under Federal Law to enroll nonimmigrant alien students.

The Brentwood Campus is a regional campus of Long Island University and does not provide residential facilities to any of its students. Residential facilities and international student services are available through the C.W. Post Campus of Long Island University by calling 516-299-2900.

Immigration Requirements

International applicants who wish to apply for an F-1 student visa must do so through the International Admissions Office at the C.W. Post Campus of Long Island University. Such applicants will be required to submit a "Financial Affidavit of Support" showing that the student or sponsor is willing and able to undertake the approximated costs of education and living expenses. Upon acceptance, and after receipt of a tuition deposit, eligible students are sent a "Certificate of Eligibility for Nonimmigrant (F-1) Student Status" (also called a Form I-20). This form may be used to apply for an F-1 entrance visa to the U.S. issued by American Embassies abroad.

UNDERGRADUATE ACADEMIC POLICY

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

Undergraduate Degree

Long Island University's Brentwood Campus awards the Bachelor of Arts degree. 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.

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.

The 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.

Core Requirements

(1) Competencies (Variable Credits)

Prior to the junior year, the student must exhibit proficiency in writing, computer literacy, oral communication, and library use. This may be fulfilled by satisfactory completion of an examination, workshop, or coursework. The student may satisfy the computer competency in one of three ways:

1. Take and pass the Computer Competency Examination, which is offered each semester.
2. Enroll in and satisfactorily complete the non-credit Computer Competency Workshop, COM 01, offered by the Department of Computer Science.
3. Enroll in and satisfactorily complete a credit-bearing introductory course offered by the Computer Science Department, such as CSC 2, CSC 6, and CLA 6, or courses offered by departments other than Computer Science which are cross listed with CSC 6.

See your academic counselor for further details.

(2) Laboratory Sciences (8 credits required in sequence)

Course ID	Course Name	Credits
BIO 1	Foundations of Biology I	4
BIO 2	Foundations of Biology II	4
BIO 3	General Biology I	4
BIO 4	General Biology II	4
BIO 7, 8	Human Biology: Anatomy and Physiology I, II	4
CHM 1, 2	Foundations of Chemistry	4 each
ERS 1, 2	Earth Science	4 each

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

Students with appropriate backgrounds may obtain permission to substitute more advanced Chemistry or more advanced Physics courses for the science requirement.

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

Course ID	Course Name	Credits
HIS 1	Western Civilization to 1789	3
HIS 2	Western Civilization since 1789	3
HIS 3	American Civilization, 1607-1877	3
HIS 4	American Civilization since 1877	3
PHL 8	Beginning Philosophy	3
PHL 13	Human Values	3
PHL 25	History of Ancient Philosophy	3
PHL 26	History of Modern Philosophy	3

(4) Language and Literature (6 credits; required in sequence for foreign languages 1 through 4)

Course ID	Course Name	Credits
ENG 7	Literature of the Western World: Classical, Medieval, Renaissance	3
ENG 8	Literature of the Western World: Enlightenment to Modern	3

FRN 1, 2, 3, 4	Elementary and Intermediate French	3 each
FRN 11, 12	Introduction to French Literature	3 each
GER 1, 2, 3, 4	Elementary and Intermediate German	3 each
GER 11	Introduction to German Literature	3
GER 12	Survey of German Literature	3
HEB 1, 2, 3, 4	Elementary and Intermediate Modern Hebrew	3 each
ITL 1, 2, 3, 4	Elementary and Intermediate Italian	3 each
ITL 11	Selected Readings in Early Italian Literature	3
ITL 12	Selected Readings in Modern and Contemporary Italian Literature	3
JPN 1, 2, 3, 4	Elementary and Intermediate Japanese	3 each
KOR 1, 2, 3, 4	Elementary and Intermediate Korean	3 each
RUS 1, 2, 3, 4	Basic and Intermediate Russian	3 each
SPN 1, 2, 3, 4	Elementary and Intermediate Spanish	3 each
SPN 11	Introduction to Peninsular Literature	3
SPN 12	Introduction to Spanish American Literature	3
WLT 46,47	Russian Literature	3 each
WLT 55, 56	French Literature	3 each

WLT 72, 73	Spanish Literature	3 each
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(5) Arts (3 credits required in each of 2 disciplines)

Course ID	Course Name	Credits
ART 1	Introduction to Visual Arts	3
ART 5	Introduction to Basic Drawing	3
ART 17	Introduction to Two-Dimensional Design	3
ART 18	Introduction to Three-Dimensional Design	3
ART 101	Interpreting Art in the 21st Century	3
MUS 1	Introduction to Musical Concepts	3
MUS 2	Elementary Musicianship	3
CIN 11	The History of World Cinema	3
THA 1	The Art of Theatre	3
THA 42	History of the Theatre	3
DAN 1	Beginning Movement 1	3
DAN 8	History of Dance	3
CMA 9	Introduction to Media Arts	3

(6) Political Science and Economics (6 credits in one discipline)

Course ID	Course Name	Credits
ECO 11, 12	Introduction to Macroeconomics	3 each
POL 1, 2	Introduction to Political Science I and II	3 each

(7) Sociology, Psychology, Geography, Anthropology (6 credits in one discipline)

Course ID	Course Name	Credits
SOC 1	Introduction to Sociology	3
SOC 2	Social Institutions	3

ANP 1	Development of the Human Species, Culture, and Society	3
ANP 2	Human Society	3
PSY 1, 2	General Psychology	3 each
GGR 1	Human Geography: Man, Environment, and Technology	3
GGR 2	Human Geography: The Cultural and Demographic Environment	3

Students may not take both Psychology 3, 4 (section 2 above) and Psychology 1, 2 (section 7 above) for core requirements.

(8) Mathematics (Depending on major, one or more of the following courses are required.)

Course	Course Name	Credits
MTH 1	Introduction to College Mathematics	3
MTH 3	College Algebra and Trigonometry	4
MTH 5	Linear Mathematics for Business and Social Science	3
MTH 6	Calculus for Business and Social Science	3
MTH 7, 8	Calculus and Analytic Geometry I and II	4 each
MTH 15, 16	Mathematics for Childhood Education	3 each

Writing Across the Curriculum Program

The Campus' Writing Across the Curriculum program is aimed at ensuring that all graduates can write formally correct and persuasively argued prose. The 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. Beyond the required Freshman Composition sequence (English 1 and 2), students must produce substantial written work throughout their academic careers, taking courses defined as "writing intensive." These courses are designed to build upon the basic skills and rhetorical strategies developed in Freshman Composition, adapting them to the specific expectations of each academic field. Transfer students are required to take English 1 and 2 and at least two writing intensive classes in their sophomore, junior, and senior years. Transfer students (if they have completed the required 6-credit freshman composition sequence) take one writing intensive course for each year of residence: transfer students entering as sophomores (33 to 64 credits) take three writing intensive courses; transfer students entering as juniors (65 to 96 credits) take two writing intensive courses; transfer students entering as seniors (97 credits and above) take one writing intensive course.

Grading

Credits are granted for courses completed with the grade of A excellent, A- very good, B+ very good, B good, B- good, C+ above average, C average, C- Below average, D below average, or P passed. The grade of F signifies failure. A grade of incomplete (INC) indicates that some of the course requirements have not been completed. W indicates a student initiated withdrawal from a course after the change of program period though the last day for grade change options (as noted in each semester's Schedule of Classes), UW indicates an unauthorized withdrawal with no penalty, WF indicates an unauthorized withdrawal with record of failure.

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

A permanent grade of INC will remain on a student's transcript if the work is not completed by the end of the following full semester. If an unusual extension of time becomes necessary to complete the work, the grade change must be approved by the faculty member, the chairperson and the dean. The grade "I" is printed on the transcript along with the final earned grade and the date the work was completed. Students with an

excessive rate of unexcused absences may receive a grade of F or UW or WF for the semester.

Except as noted below, any grade may be removed from the student's cumulative average by repeating the course at C.W. Post.

Students have the option to repeat any course. Credits will be earned only once, and although the original grade remains on the student's permanent record, the second grade (whether higher or lower) will be used in computing the grade point average. No student who has taken a course and received a passing grade in it may repeat that course for credits after he or she has taken a related course containing content of a higher level. No course may be repeated more than once, except with the prior approval of the Academic Standing Committee. If a course is taken more than twice, all grades after the first will be computed into the student's G.P.A. To be considered for graduation with honors, the student's average shall include only the grade given to that student the first time he or she has taken any specific course.

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

Required courses in which a grade of F was earned must be repeated within one year. Students are encouraged to repeat such courses, provided they are offered, during the subsequent semester; this applies particularly to those students who are on academic probation. The Academic Standing Committee will evaluate the status for any student who fails the same required course twice.

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

Pass/Fail Option

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

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 Long Island University, 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

Each student must satisfactorily complete at least 128 credits for a baccalaureate degree (except those transfer students exempted from 1 credit of College 101); in some departments more credits are required. The student must achieve an overall grade point average (G.P.A.) of 2.00, and in some departments requirements may be higher (see departmental requirements). In the major area, the student must achieve an average of at least 2.25; in certain programs the minimum major average may be higher.

A credit is defined as 50 minutes of classroom work per week, completed on one 15-week semester, or its equivalent, plus appropriate out-of-class assignments and readings. Quality points are computed by multiplying the number of credits in a course by: 4.00 for grade A, 3.67 for grade A-, 3.33 for grade B+, 3.00 for grade B, 2.67 for grade B-, 2.33 for grade C+, 2.00 for grade C, 1.67 for grade C-, 1.0 for grade D.

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

For example:

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

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

Dean's and Honor's Lists

Eligibility for the Dean's and Honor's lists is 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), Unauthorized Withdrawal with Failing Record (WF) 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 (Long Island University 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 Long Island University. Such students must apply for readmission through the Admissions Office. 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 the Brentwood Campus 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 the Brentwood Campus 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 the Brentwood Campus.

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 assistant provost for the Brentwood Campus.

Graduation and Diplomas

Students who meet all requirements for their degrees in September or January are considered to be in the graduation class of the following May. Diplomas are dated three times a year: September, January, and May. Candidates for graduation are required to notify the Records Office of their intended date of graduation by filing a degree application at least three months in advance. Please consult the Academic Calendar, which is available 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
- 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 Long Island University for the student to qualify for honors.

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.

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 Brentwood Campus Admissions Office 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 Long Island University. 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 Long Island University 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 Long Island University 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.

DIVISION FOR STUDENT SUCCESS

The Division for Student Success supports all LIU Brentwood students in developing an individualized educational experience, allowing them to maximize their knowledge and skills and fulfill their personal, professional and academic goals. Student Success 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.

Academic and Career Planning

Every undergraduate 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 of classes is conducted online through the MyLIU 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 Assistant Provost at 631-273-5112.

Transfers

The LIU Brentwood Admissions Office and the office of Academic and Career Planning at LIU Post provide 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 a LIU Brentwood degree are awarded. All questions regarding transfer credits should be directed to the Office of Academic & Career Planning.

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 Development

Career Development is available to assist both students and alumni of LIU Brentwood. The office offers group and individual counseling to all

students who request it, and provides information on career opportunities in business, government, education and other professional fields, as well as training programs, field experiences, and graduate school information. Listings of summer and part-time jobs are also maintained.

Students are assisted in the technique of finding a suitable position through seminars, workshops in resume and cover letter preparation, interview rehearsals, and interest testing. Notification of job openings is available through our Web page at www.liu.edu/pep. Students and alumni are eligible to participate in the on-campus recruitment program when employers come to campus to recruit personnel. An annual career fair is held in the Spring.

For further information about Career Planning and Advisement contact the Office of Academic & Career Planning at 516-299-2435 or Career Development at 516-299-2251 or visit: www.liu.edu/cwpost/pep.

Essential Literacies

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

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

Learning Support Center

The Learning Support Center administers five programs designed to help C.W. Post and LIU Brentwood students to achieve academic success. The Learning Center is located in the east wing on the lower level of Post Hall at C.W. Post. The Academic Resource Program (ARP) is a support program designed to meet the needs of undergraduate students who have been evaluated by a qualified professional and certified as having a learning disability and/or an attention deficit disorder. The Academic Resource Program provides each student in the Program one-to-one contact with a trained learning assistant for a minimum of two hours per week, an up-to-date computer lab with assistive technology, workshops and a social worker.

Accommodations are provided in the Learning Support Center. Program students assume full responsibility for class attendance, attendance at meetings with their learning assistant, tutors, and Program administrators. The goal of this Program

is to assist students in becoming independent learners and self-advocates. There is an additional fee for this Program.

The College 101/Peer Mentor Program trains students to serve as Peer Mentors. The Peer Mentors in the College 101 Freshman Seminars help new students adjust to college life by serving as guides, advisors, confidantes and friends.

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

REGISTRATION AND ACADEMIC 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.

Audit Policy

Selected classes may be audited on a non-credit basis with permission from the academic counselor.

Per Capita Classes

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

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 Brentwood Campus 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 the Brentwood or C.W. Post Campus.
2. If a required course is not being offered at the Brentwood or C.W. Post Campus, 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 the Brentwood Campus, 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 the Brentwood Campus 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.

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 either of the grades UW (unofficial withdrawal – no penalty) or WF (withdrawal with failure).

Complete Withdrawals

Students who wish to withdraw from all their classes must see their academic counselor to process the "official withdrawal." The withdrawal deadline is specified in the Academic Calendar available online at www.liu.edu/brentwood. All complete withdrawals are processed through the Office of the Registrar.

Refunds of tuition for withdrawals from the Brentwood Campus are made on a prorated basis in accordance with the refund schedule in the Tuition and Fees section. Consult the Office of the Bursar, 631-273-5112, for further information.

Students who do not plan to continue their studies at the Brentwood Campus must either apply for a Leave of Absence or file a Termination of Studies application (see following sections). Failure to do so may affect the availability of transcripts and/or future financial aid eligibility.

Leave of Absence

The Brentwood Campus 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 Admissions Office. A leave will not be granted after the normal withdrawal deadline specified in the Academic Calendar. Students who encounter special circumstances after the deadline should contact the Academic Standing Committee. Students are not permitted to attend another college or university while on an official Leave of Absence.

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

Medical Leave of Absence

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

A student who wishes to request a Medical Leave of Absence will need to obtain an application form from the Student Health and Counseling Center at the C.W. Post Campus. This form is also available on C.W.Post's Web site (Search: Leave of Absence). 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-time or part-time undergraduate student and is initially granted for one semester only. A request for a continuance may be granted for up to one year. The director of student health and counseling at the C.W. Post Campus evaluates the request and forwards the decision to the Academic Standing Committee.

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

All students are required to meet with and

provide medical documentation to the Director of Student Health and Counseling prior to receiving approval to return.

Maintenance of Matriculation

Unless they have obtained an official leave of absence, undergraduates must register for consecutive semesters (excluding summer sessions). Although students typically proceed toward their degrees by enrolling in classes, they may apply for "Maintenance of Matriculation" status provided that they are engaged in some sort of academic activity, such as working on a thesis.

Students approved for Maintenance of Matriculation are entitled to avail themselves of Campus facilities and services (e.g. computer labs, library privileges, etc.). Maintenance of Matriculation does not, however, extend the time limits specified under "Requirements for Degrees," and students should be aware that such status may affect their eligibility for financial aid.

Students must apply to an academic counselor for Maintenance of Matriculation prior to or during the registration period in a given semester. The fee is \$50, and this matriculation status will be recorded on their transcript as a class 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 must apply for readmission to their academic program in accordance with procedures and policies stated elsewhere in this Bulletin.

Maintenance of Matriculation is particularly important for international students, who must either attend classes or else maintain matriculation through suitable academic activity in order to maintain their visa status. In addition, Maintenance of Matriculation status enables students to continue to purchase student health insurance through Long Island University.

Termination of Studies

Students who intend to transfer to other colleges or universities, or intend to leave Long Island University permanently (or indefinitely) must file a "Termination of Studies" form. This form is available from the academic counselors.

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 Registration Office. Students have a financial obligation to Long Island University for full tuition costs unless they officially withdraw prior to the start of the semester.

Course Numbers

Odd-numbered courses are usually offered in the fall semester, even-numbered courses in the spring. A few courses are offered each term without regard to this numbering code. Courses numbered from 1 to 299 are for undergraduates only. Courses numbered 300 to 399 are Honors Program courses. Courses numbered 400 to 499 are special, undergraduate multidiscipline courses. Courses 500 and above are for graduate students and are described in this Bulletin.

Transcript Requests

There are three ways in which students can obtain transcripts:

1. In Person – Students may come to the C.W. Post Campus Registrar's Office, show picture ID, and receive up to two official transcripts on the spot. Please call 516-299-2756 for office hours.
2. Phone – Call the Long Island University, C.W. Post Transcript Ordering System, 1-800-646-1858.
3. Brentwood Campus students and alumni can request official transcripts through the "Order Transcript" link on the Brentwood Campus website at www.liu.edu/brentwood.

Please remember, students with outstanding debt to the University and students with "freezes" on their accounts will have their transcript requests refused.

Once a request is received it will take five to eight business days to process. Please note that the Registrar's Office does not fax actual transcripts.

GRADUATE ACADEMIC POLICY

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

Graduate Degrees

Long Island University's Brentwood Campus awards the Master of Science (M.S.) and Master of Science in Education (M.S.Ed.) degrees.

Registration and Academic 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 the Web at www.liu.edu/brentwood.

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.

Maintenance of Matriculation

Unless they have obtained an official leave of absence, graduate students must register for consecutive semesters (excluding summer sessions). Although students typically proceed toward their degrees by enrolling in classes, they may apply for "Maintenance of Matriculation" status 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 Long Island University.

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 Admissions Office. 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 the C.W. Post Campus. 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 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 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 at the C.W. Post Campus prior to receiving approval to return.

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.

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.

Audit Policy

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

Withdrawal

In order to withdraw from a course, a student must complete an official Drop/Add Withdrawal Form and submit it to his or her academic counselor during the official drop/add period listed in the academic calendar. The withdrawal is noted on the student's transcript with a grade of (W). If the drop/add period deadline has passed, the student must obtain the appropriate instructor and dean's approval. A student who is failing a course and requests authorization to withdraw, or stops attending classes without obtaining this authorization, will be given the grade (WF).

Class Size

Every effort is made to provide an optimal learning environment by limiting the number of students in each course section. The Brentwood Campus 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 approximately two 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.

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.

Grading

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

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-Point Index

A student's grade point average is calculated using the University's quality-point index. A grade of (A) corresponds to an index number of 4.00, (A-) to 3.67, (B+) to 3.33, (B) to 3.00, (B-) to 2.67, (C+) to 2.33, (C) to 2.00 and (F or WF) to 0.

Grades of (W), (UW), (P), (SP), and (INC) are not factored into the computation, nor are grades for courses taken at another college or university.

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) or (WF) 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.

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 assistant provost for the Brentwood Campus.

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 assistant provost for the Brentwood Campus. 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.

Course Numbers and Course Frequency

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. 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 Credit

Courses taken at another university after admission to a master's degree program at the Brentwood Campus 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. Transfer credits are not recorded on a student's transcript until he or she completes 15 semester credit hours in residence.

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.

Degree Requirement 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.

Oral Qualifying or 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 Brentwood Campus 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 Graduate Records 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.

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 Mike Litroff at 516-299-2901 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.

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 Records Office receives grades for posting.

For more information, visit the C.W. Post Campus Registrar's website at www.liu.edu/cwpost/registrar.

Additional Academic Policies

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

**TUITION AND FEES
UNDERGRADUATE AND GRADUATE**

Tuition & Fees

The tuition, and fees, residence life, health insurance and other miscellaneous fee schedules listed below are at the prevailing rates for the 2011-2012 academic year. Rates for 2012-2013 will be announced on or about June 1, 2012. 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. Room and board charges are reflected at the time of room assignment. **Students must make satisfactory payment arrangements prior to the start of each term or before moving into residence halls to remain in good financial standing.**

The University accepts payment by check, money order, AMEX, VISA, Discover, or MasterCard at the Office of Integrated Student Financial Services or online through your MyLIU account.

General Tuition and Fees

Undergraduate Tuition, flat rate, per semester (12-18 credits)	\$15,023.00
Undergraduate Tuition, per credit, per semester (under 12 or over 18)	938.00
Graduate Tuition, per credit, per semester	\$1,028.00
Criminal Justice Fast Track Program, M.S. (36 credits over 4 terms):	
Entering Fall 2011 or Spring 2012	35,352.00
Entered Fall 2010 or Spring 2011	33,768.00
Tuition Deposit fee (nonrefundable)	100.00 - 500.00
Application fee (nonrefundable)	40.00
Orientation fee (entering and international students only)	175.00
Orientation fee (transfer students)	35.00
University fee, per semester:	
Students carrying 12 or more credits	690.00
Students carrying 11.9 credits or less	345.00
Student activity fee, per semester:	
Students carrying 12 or more credits	110.00
Students carrying 4.1 to 11.9 credits	85.00
Students carrying 4 credits or less	No Fee
Undergraduate Audit fee (half tuition and full fees), per credit	469.00
Graduate Audit fee (half tuition and full fees), per credit	514.00
Undergraduate Life Experience fee, per credit	469.00
Evaluation fee (non refundable)	100.00

Maintenance of Matriculation fee:

Graduate fee, per term	100.00
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Course fees, per semester (see course descriptions).

Other Fees

Transcript of record (on-line, in person, or via mail)

Up to 10, per request	\$7.00
Above 10, per request	2.00
Replacement I.D. card	10.00
Late graduation application fee	50.00
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

Repayment of returned checks and all future payments to the University from a student who has presented a bad check must be tendered via bank check, certified check, money order, AMEX, VISA, Discover or MasterCard.

*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

Health Insurance:

Rates for the Annual Plan	\$999.00
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Rates for the Spring Semester (newly enrolled students), covers the policy period 1/1/12 - 5/15/12	619.00
Rates for the Summer Semester, covers the policy period 5/1/12 - 8/15/12	252.00

Health insurance (Compulsory for domestic resident students, all international students, intercollegiate athletes, and students assigned field work in a health core curriculum). Charges are billed for an annual plan in the Fall semester, covering the policy period 8/15/11 - 8/15/12. Charges are not reduced if a student does not reside in the Residence Hall for the Spring semester, or is no longer in a health core curriculum, since coverage continues to be effective over the full policy period.

Withdrawal Policy

If you register for courses and decide not to attend, you must officially withdraw your registration prior to the end of the first week of classes to avoid liability. You can withdraw online using your MyLIU account through the first week of the term. After the first week of classes, you must complete an **Application for Withdrawal Form** and receive official approval from the Office of the Registrar on your campus. **Non-attendance and/or non-payment do not constitute official withdrawal from the University.**

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

Long Island University Institutional Refund Schedule

Time of Withdrawal	Fall/Spring terms
Cancellation prior to beginning of term or session	Complete refund except for deposit.
During 1st calendar week	100%
During 2nd calendar week	75%
During 3rd calendar week	50%
During 4th calendar week	25%
After 4th week	No refund
Time of Withdrawal	3-Week terms
Cancellation prior to beginning of session	Complete refund except for deposit.
Day 1 of Term	100%
Day 2 thru 8 of Term	60%
After Day 8 of the Term	No refund
Time of Withdrawal	4-, 5- or 6-Week terms
Cancellation prior to beginning of semester or session	Complete refund except for deposit.
Day 1 thru 2 of Term	100%
Day 3 thru 9 of Term	60%
Day 10 thru 16 of Term	25%
After day 16 of the Term	No refund

Time of Withdrawal	7- or 8-Week terms
Cancellation prior to beginning of session	Complete refund except for deposit.
Day 1 thru 2 of Term	100%
Day 3 thru 9 of Term	70%
Day 10 thru 16 of Term	30%
After day 16 of the Term	No refund

Time of Withdrawal	10- or 12- Week terms
Cancellation prior to beginning of session	Complete refund except for deposit.
Day 1 thru 2 of Term	100%
Day 3 thru 9 of Term	80%
Day 10 thru 16 of Term	60%
Day 17 thru 23 of Term	25%
After day 23 of the Term	No refund

Time of Withdrawal	Weekend College
Cancellation prior to beginning of term	Complete refund except for deposit.
Day 1 thru 2 of Term	100%
Day 3 thru 9 of Term	70%
Day 10 thru 16 of Term	30%
After Day 16 of the Term	No refund

Time of Withdrawal	Short-Term Institutes (3 weeks or less)
Cancellation prior to beginning of first class	Complete refund except for deposit.
Day 1 of Term	100%
Day 2 of Term	80%
After Day 2 of the Term	No refund

Time of Withdrawal	Continuing Studies
Cancellation prior to beginning of first class	Complete refund except for deposit.
Prior to start of second class	80%
After second class session	No refund

The University will make all feasible efforts to conduct suitable academic services in the event of an unanticipated interruption. If the University is unable to provide education services to the Campus students because of a natural catastrophe, employee strike, or other conditions beyond its control, tuition and fees will be refunded in accordance with a reasonable refund schedule to be determined at that time.

Financial Obligations

Students are liable for all charges incurred at the time of registration or room assignment. Your MyLIU account makes it easier than ever to manage your financial obligations. To view your current account balance, simply log into your MyLIU 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/About/Administration/University-Departments/SFO/Policies.aspx.

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.

TUITION PAYMENT PROGRAMS

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

University Limited Deferred Payment Plan

You may defer up to half of your tuition and fees provided your account is in good standing with the Bursar. Deferments are available for the fall and spring sessions only. There is a \$35 service charge on all deferments.

If you wish to use the deferment plan, you must submit, with your bill, a payment for 50 percent of your tuition. You must indicate that you wish to defer payment and you must sign the payment agreement on the reverse of the bill.

A confirmation of the deferment will be sent indicating the balance due and the due dates (usually three payments throughout the semester).

Tuition Payment

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

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

Students who have decided not to attend should return their bills with explanations to the Bursar’s Office. Any bill not presented by the due date is subject to a late payment fee.

Failure to return any bill by the end of the first week of classes may result in an official withdrawal, although the student’s financial obligation will remain. In addition, a student who has withdrawn may subsequently become responsible for a reinstatement fee of \$100. For further information, contact the Bursar’s Office at 631-273-5112.

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

Refunds

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

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

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

Fall and Spring Terms:	Liability	Withdrawal
Withdrawal prior to beginning of the Term	0%	100%
During the 1st calendar week	0%	100%
During the 2nd calendar week	25%	75%
During the 3rd calendar week	50%	50%
During the 4th calendar week	75%	25%
After 4th week	100%	0%

Summer Terms (4, 5 or 6 Week):	Liability	Withdrawal
Withdrawal prior to beginning of the Term	0%	100%
Day 1 thru 2 of Term	0%	100%
Day 3 thru 9 of Term	40%	60%
Day 10 thru 16 of Term	75%	25%
After Day 16 of Term	100%	0%

3 Week Terms:	Liability	Withdrawal
Withdrawal prior to beginning of the Term	0%	100%
Day 1 of Term	0%	100%
Day 2 thru 8 of Term	40%	60%
After Day 8 of Term	100%	0%

7 or 8 week Terms:	Liability	Withdrawal
Withdrawal prior to beginning of the Term	0%	100%
Day 1 thru 2 of Term	0%	100%
Day 3 thru 9 of Term	30%	70%
Day 10 thru 16 of Term	70%	30%
After Day 16 of Term	100%	0%

10 or 12 Week Terms:	Liability	Withdrawal
Withdrawal prior to beginning of the Term	0%	100%
Day 1 thru 2 of Term	0%	100%
Day 3 thru 9 of Term	20%	80%
Day 10 thru 16 of Term	40%	60%
Day 17 thru 23 of term	75%	25%
After Day 23 of Term	100%	0%

Weekend College:	Liability	Withdrawal
Withdrawal prior to beginning of the Term	0%	100%
Day 1 thru 2 of Term	0%	100%
Day 3 thru 9 of Term	30%	70%
Day 10 thru 16 of Term	70%	30%
After Day 16 of Term	100%	0%

Short Term Institutes (3 weeks or less):	Liability	Withdrawal
Withdrawal prior to beginning of the Term	0%	100%
Day 1 of Term	0%	100%
Day 2 of Term	20%	80%
After Day 2 of Term	100%	0%

Continuing Education:	Liability	Withdrawal
Withdrawal prior to start of 1st Class	0%	100%
Withdrawal prior to start of 2nd Class	20%	80%
After 2nd Class	100%	0%

Note: The University will make all feasible efforts to conduct suitable academic services in the event of an unanticipated interruption. If the University is unable to provide education services to the Campus students because of natural catastrophe, employee strike, or other conditions beyond its control, tuition and fees will be refunded in accordance with a reasonable refund schedule to be determined at that time.

FINANCIAL AID

Financial Aid is a critical component in meeting the cost of your education. The mission of the Financial Aid Office at the Brentwood Campus of Long Island University is to do everything possible to make a quality education affordable.

The Brentwood Office of Financial Aid is here to assist and counsel you in securing the most financial aid possible utilizing institutional, state and federal aid.

Application Process

Financial Aid is available to an accepted Brentwood Campus student enrolled in a degree-granting program, through scholarships, grants, loans and part-time employment. The degree program must be offered in its entirety at the Brentwood Campus, and the student must attend classes at the Brentwood Campus. Financial Aid awards are on a funds available basis. Contact the Office of Financial Aid at 631-273-5112 for further information.

The Free Application for Federal Student Aid (FAFSA) or the renewal FAFSA is the core application students need to complete to apply for financial aid at the Brentwood Campus. The FAFSA web site is www.fafsa.gov. Please complete this application on-line. Please note that the FAFSA processing code for Long Island University is 002751. Using this code will insure that all electronic information is sent to the University. All students, regardless of which campus they attend, must use this code. All students are urged to complete the FAFSA; regardless of their financial circumstances.

A Federal Aid PIN (Personal Identification Number) is required to complete the FAFSA or renewal FAFSA, or to make a correction. It is strongly recommended that all students, and at least one parent of dependent students, obtain a Federal Student Aid PIN. To apply for a Federal Student Aid PIN, go to www.pin.ed.gov and click "APPLY FOR PIN". Continuing students who have lost their Federal Student Aid PIN can apply for a duplicate PIN by clicking on "REQUEST A DUPLICATE PIN" on the same site.

Financial Aid Deadline Dates

In order to apply for the maximum financial aid available, we recommend continuing students complete and submit the FAFSA by March 1 annually. Entering students have a rolling deadline date and should file their FAFSA as soon as possible after receiving their admissions notification. Consideration of campus based aid requires the completion of the FAFSA and is awarded on a funds available basis.

Undergraduate Scholarships and Grants

The Brentwood Campus of Long Island University offers a wide variety of scholarship and grant programs, the majority of which are awarded at the time of a student's admission to the University.

Eligibility for part-time financial aid awards requires a minimum registration of six credits per semester. Eligibility for full-time financial aid awards requires a minimum registration of 12 credits per semester. Brentwood Campus scholarships will not be awarded during summer semesters. All students are required to complete a Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov.

Brentwood Transfer Grant (for Full-Time Students)

This scholarship awards \$5,000 per academic year for full-time students. A transfer student with an associate degree and a minimum cumulative grade point average of 2.00 from his/her associate degree-granting institution may be considered for this scholarship. This award is not based on financial need. A student who receives this scholarship must maintain at least a 2.00 cumulative grade point average to continue receiving the award.

Part-Time Transfer Award

Students will receive \$150 per credit for part-time attendance. A transfer student with an associate degree and a minimum cumulative grade point average of 2.00 from his/her associate degree-granting institution may be considered for this scholarship. This award is not based on financial need. A student who receives this scholarship must maintain at least a 2.00 cumulative grade point average to continue receiving the award.

Academic Scholarship

This scholarship awards between \$250 and \$2,500 per academic year (see chart below). A transfer student with an associate degree and a minimum GPA of 2.75 will be considered for this scholarship. The award is available to full-time and part-time students. To continue receiving the award a student must maintain a minimum 3.20 cumulative grade point average.

For Part-Time Students:

- 2.75-2.99 GPA \$250 per academic year
- 3.00-3.24 GPA \$500 per academic year
- 3.25-3.49 GPA \$1,000 per academic year
- 3.50-4.00 GPA \$1,500 per academic year

For Full-Time Students:

- 2.75-2.99 GPA \$1,000 per academic year
- 3.00-3.24 GPA \$1,500 per academic year
- 3.25-3.49 GPA \$2,000 per academic year
- 3.50-4.00 GPA \$2,500 per academic year

Transfer Excellence Award

A full-time eligible student can receive \$3,000 per academic year. A part-time eligible student can

receive \$1,500 per academic year. A transfer student with an associate degree and a minimum cumulative grade point average of 3.50 from his/her associate degree-granting institution may be considered for this scholarship. This award is not based on financial need. A student who receives this scholarship must maintain at least a 3.50 cumulative grade point average to continue receiving the award.

Returning Adult Scholarship

Eligible full-time students will receive \$1,000 per academic year. Eligible part-time students will receive \$500 per academic year. A student must be at least 21 years of age to be considered for this award. He/she may attend on a full-time or part-time basis.

Phi Theta Kappa Award

A student who was a member of Phi Theta Kappa (PTK) at a previous institution may be considered for this \$500 per academic year award. A candidate must submit proof of PTK membership and must enroll for at least 12 credits per semester to qualify for this scholarship. This award is not based on financial need. The student must maintain a minimum cumulative grade point average of 3.50 to continue receiving the scholarship.

Brentwood Undergraduate Dollar Grant for Easing Tuition (BUDGET)

A full-time or part-time student with an associate degree may be considered for \$400-\$1,000 a year scholarship. A minimum cumulative grade point average of 2.00 must be maintained to continue receiving this award. The amount granted each semester will be determined based on financial need and academic achievement. This award is subject to the availability of funding.

Brentwood Undergraduate Grant (BUG)

This grant awards a student \$500 per academic year. A student must enroll full-time (at least 12 credits per semester) and must maintain a minimum cumulative grade point average of 2.00 to continue receiving this award. The grant is based on financial need and is subject to the availability of funding.

Martin Luther King, Jr. Grant

The MLK Grant awards a student \$500-\$1,000 per academic year. To qualify for this award a candidate must demonstrate that he/she is economically disadvantaged and must have a minimum 3.00 cumulative grade point average. The amount of the grant will be determined based on financial need and is subject to the availability of funding. This award is available to full-time or part-time students.

Transfer Opportunity Program (TOP)

Participating students receive financial aid packages equivalent to full need as determined through the financial aid application process.

The Brentwood Campus offers this special program for economically disadvantaged students. The Transfer Opportunity Program (TOP) provides an excellent chance for students to attend college and to succeed academically despite

financial difficulties. A student interested in applying for the Transfer Opportunity Program must be:

1. legal resident of New York State
2. economically "disadvantaged" as defined by government guidelines
3. considered to have academic potential to successfully complete a college program

Transfer Opportunity Program students receive special academic support services including tutoring, academic and financial aid counseling.

To apply for the Transfer Opportunity Program, a student must submit a standard Brentwood Campus Application for Undergraduate Admission along with a cover letter requesting consideration for TOP. For further information, please call the Brentwood Campus Office of Financial Aid at 631-273-5112.

State and Federal Assistance

In addition to the awards offered by the Brentwood Campus of Long Island University, undergraduate applicants may also be eligible for Federal and New York State financial aid. Such assistance may include Pell Grant, SEOG, William D. Ford Direct Student Loans, TAP and APTS awards. Students need to complete the FAFSA, at www.fafsa.gov, and the TAP application, a link at the end of the FAFSA application process, in order to be reviewed for eligibility. Please contact the Office of Financial Aid for further details on these types of assistance.

Undergraduate Transfer Scholarships for Alumni of Suffolk County Community College

The following scholarship structure is available for the first time in Fall 2011 to new transfer students to the Brentwood Campus. Scholarship applicants must have an associate degree from Suffolk County Community College and meet the criteria set forth in the scholarship descriptions which follow. Students who were admitted to the Brentwood Campus prior to the Fall 2011 semester must follow the scholarship structure described in the previous section of this Bulletin.

Eligibility for part-time financial aid awards requires a minimum registration of six credits per semester. Eligibility for full-time financial aid awards requires a minimum registration of 12 credits per semester. Brentwood Campus scholarships will not be awarded during summer semesters. All students are required to complete a Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov. Alumni of Suffolk County Community College may combine any of the following awards for which they qualify.

40% Tuition Discount Scholarship for Alumni of Suffolk County Community College

Starting with the Fall semester of 2011, Alumni of Suffolk County Community College who

transfer to the Brentwood Campus of Long Island University are eligible for a 40% tuition discount scholarship. This scholarship is available in Fall and Spring semesters in which the applicant registers for six or more credits.

Academic Scholarship

This scholarship awards between \$250 and \$2,500 per academic year (see chart below). A transfer student with an associate degree and a minimum GPA of 2.75 will be considered for this scholarship. The award is available to full-time and part-time students. To continue receiving the award, a student must maintain a minimum 3.20 cumulative grade point average.

For Part-Time Students:

- 2.75-2.99 GPA \$250 per academic year
- 3.00-3.24 GPA \$500 per academic year
- 3.25-3.49 GPA \$1,000 per academic year
- 3.50-4.00 GPA \$1,500 per academic year

For Full-Time Students:

- 2.75-2.99 GPA \$1,000 per academic year
- 3.00-3.24 GPA \$1,500 per academic year
- 3.25-3.49 GPA \$2,000 per academic year
- 3.50-4.00 GPA \$2,500 per academic year

Transfer Opportunity Program (TOP)

Participating students receive financial aid packages equivalent to full need as determined through the financial aid application process.

The Brentwood Campus offers this special program for economically disadvantaged students. The Transfer Opportunity Program (TOP) provides an excellent chance for students to attend college and to succeed academically despite financial difficulties. A student interested in applying for the Transfer Opportunity Program must be:

1. legal resident of New York State
2. economically "disadvantaged" as defined by government guidelines
3. considered to have academic potential to successfully complete a college program

Transfer Opportunity Program students receive special academic support services including tutoring, academic and financial aid counseling.

To apply for the Transfer Opportunity Program, a student must submit a standard Brentwood Campus Application for Undergraduate Admission along with a cover letter requesting consideration for TOP. For further information, please call the Brentwood Campus Office of Financial Aid at (631) 273-5112.

State and Federal Assistance

In addition to the awards offered by the Brentwood Campus of Long Island University, undergraduate applicants may also be eligible for Federal and New York State financial aid. Such assistance may include Pell Grant, SEOG, William D. Ford Direct Student Loans, TAP and APTS awards. Students need to complete the FAFSA, at www.fafsa.gov, and the TAP application, a link at the end of the FAFSA application process, in order to be reviewed for eligibility. Please contact the Office of Financial Aid for further details on these types of assistance.

Graduate Scholarship and Grants

The Financial Aid Office at the Brentwood Campus of Long Island University issues the following awards. There are five criteria students must meet to be considered for these awards:

1. Student's home campus must be Brentwood as reflected on the Application for Graduate Admission. (Special circumstances exist for students pursuing a master's degree in library and information science who have selected the Brentwood Campus as their financial aid center).
2. Student's major must be offered as a degree program at the Brentwood Campus. (Special circumstances exist for students pursuing a master's degree in library and information science who have selected the Brentwood Campus as their financial aid center).
3. All classes must be taken at the Brentwood Campus each semester, unless special circumstances apply. (See the Financial Aid Office for "acceptable circumstances.")
4. Students must complete individual applications for all relevant scholarships prior to posted deadlines.
5. Students must complete the Free Application for Federal Student Aid (FAFSA).

St. Joseph's Grant

This grant is based on a conferred bachelor's or master's degree from St. Joseph's College (Patchogue or Brooklyn Campuses). The grant is a one-third tuition discount that is valid for the duration of the student's first master's degree at the Brentwood Campus. There is no minimum GPA required. The award is available during fall, spring and summer semesters. Students must submit a one page application before the posted deadline to be reviewed for award eligibility.

Credit Bank Scholarship

This scholarship is a sliding-scale academic award based on a student's final GPA from a previously received bachelor's or master's degree.

Bachelor's Degree GPA Scale

- 3.00 – 3.19 2 free credits
- 3.20 – 3.39 4 free credits
- 3.40 – 3.59 6 free credits
- 3.60 – 4.00 8 free credits

Master's Degree GPA Scale

- 3.50 – 3.69 2 free credits
- 3.70 – 3.79 4 free credits
- 3.80 – 3.89 6 free credits
- 3.90 – 4.00 8 free credits

Please note that these credits are issued at a rate of one free credit for every three credits registered and are awarded at the rate of tuition each student is currently paying. Students with tuition discounts will receive Credit Bank credits at the discounted tuition rate. This is a one-time award for which students may not reapply. The award is available during fall, spring and summer semesters. Students must submit a one-page application before the posted deadline to be reviewed for award

eligibility.

Brentwood Graduate Scholarship

Students must be registered for a minimum of six credits to apply for this award. This award is only valid for fall and spring semesters. Students must have an overall Long Island University master's-level GPA of 3.2 or higher to maintain eligibility. This award may not be received if students are currently receiving the Credit Bank Scholarship. Maximum award per year is \$500. Students must submit a one-page application before the posted deadline to be reviewed for this award.

Graduate Assistantships

Graduate Assistantships (GA) applications are accepted for fall, spring and summer semesters. Students must be registered for a minimum of three credits to apply for a GA position. Three letters of recommendation must be on file before students will be considered. Although students are not required to file any financial aid forms, students must have applied to the University and be matriculated. All GA positions are considered taxable income by the government and are taxed accordingly.

Referral Credits

The Brentwood Campus will offer one free credit to any student currently registered in a degree or certificate-granting program at the Brentwood Campus for each new student you refer. The students you refer must begin their studies at least one semester later than you. Once the referred student successfully completes at least one course at the Brentwood Campus, the Office of Financial Aid will issue you a Referral Credit Letter redeemable for one free credit at the Brentwood Campus. This letter is valid for two years from the date of issue, and may be redeemed only by the person to whom the letter was issued. Referral Credits may be redeemed at the rate of one free credit for each three credits of registration. Referral Credits will only be issued if the referred students provide your first and last name on their Application for Admission where prompted. Referral credits requested after submission of admission applications will not be granted. Please contact the Office of Financial Aid for details.

Brentwood Campus Alumni Scholarship

A one-third tuition discount is offered to students who hold a Long Island university degree or advanced certificate from the Brentwood Campus. Candidates must be accepted to the Brentwood Campus or enroll in library and information science courses at the Brentwood Campus. This scholarship, which can be applied toward tuition for any course in any program offered at the Brentwood Campus, is available to matriculated as well as non-matriculated students. This award is only applicable to courses taken at the Brentwood Campus of Long Island University. Scholarship applications are available in the Office of Financial Aid and must be submitted prior to each semester of eligibility. The award is available

during fall, spring and summer semesters. Students must submit a one-page application before the posted deadline to be reviewed for award eligibility. Please see the office of Financial Aid for further details.

Special Educators Scholarship for All Counseling and Teaching Majors

The Brentwood Campus of Long Island University has a long history of supporting hard-working professionals in the field of education. Following in this rich tradition, we offer a special scholarship for counselors and teachers. The Campus will award \$1,000 per semester for new students who register for 12 credits or more, and \$500 per semester for new students who register for six to nine credits. These awards are available during Fall and Spring semesters only. Students receiving one-third discounts are not eligible for this scholarship. Students must submit a one-page application before the posted deadline to be reviewed for this award.

New York State Programs

New York State Tuition Assistance Program (TAP)

The New York State Tuition Assistance Program (TAP) helps eligible New York State residents pay tuition at approved schools in New York State. Depending on the academic year in which you begin study, an annual TAP award can be up to \$5,000. TAP is a grant and therefore does not have to be paid back.

To be eligible for TAP, the student must be a U.S. citizen or eligible non-citizen, a New York State resident, be enrolled as a matriculated student in full-time attendance (12 credits or more per semester), and attend an eligible school or college located in New York State. Students need to file a Free Application for Federal Student Aid (FAFSA) and list, on the form, a school or college in New York State.

After you confirm the FAFSA submission, you may file the electronic TAP Application online by clicking on the NYS resident link and completing the TAP on the web application. If you would like additional TAP information or additional eligibility criteria please refer to the HESC Web site at www.hesc.org.

New York State Aid for Part-Time Study (APTS)

Through the Aid for Part-Time Study program, New York state provides tuition assistance to eligible undergraduate students enrolled on a part-time basis in a program of study at participating institutions in New York State. APTS is a grant and therefore does not have to be paid back.

To be eligible for APTS, you must be a citizen or eligible non-citizen, a New York State resident, be enrolled as a matriculated student in part-time attendance (3-11 credits per semester), and attend an eligible school or college located in New York State.

Students need to file a completed Application

for Aid for Part-Time Study with their school for each semester for which the award is sought. The application can be obtained from the Brentwood Financial Aid Office.

If you would like additional APTS Information or additional eligibility criteria please refer to the HESC Web site at www.hesc.org.

Regents Awards for Children of Deceased or Disabled Veterans

Regents Awards for Children of Deceased and Disabled Veterans were created to provide financial aid to students whose parent(s) served in the U.S. Armed Forces during specified times of national emergency.

Eligible students are those whose parent(s) as a result of service, either died or suffered a 40 percent or more disability, was classified as missing in action, or was a prisoner of war. The veteran must currently be a New York State resident or have been a New York State resident at the time of death.

Students must complete the Children of Veterans Award Web Supplement. Be sure to print the Web Supplement Confirmation, sign it, and submit it, along with the required documentation, according to the instructions. In addition, you must complete the FAFSA at www.fafsa.gov, and apply for TAP on the web application.

If you would like additional New York State Regents Awards for Children of Deceased or Disabled Veterans information or additional eligibility criteria please refer to the HESC Web site at www.hesc.org.

State Aid to Native Americans

Being an enrolled member of a New York State tribe or the child of an enrolled member of a New York State tribe may make you eligible for an award through the Aid to Native Americans Program.

Enrolled members of a New York State tribe and their children who are attending, or are planning to attend, a college in New York State and are New York State residents may be eligible for this award. The award is made to all eligible applicants.

Additional information or specific eligibility criteria can be found by writing to:

Native American Education Unit
NYS Education Department
Room 374 EBA
Albany, New York 12234
518-474-0537

NYS World Trade Center Memorial Scholarship

The NYS World Trade Center Memorial Scholarship guarantees access to a college education for the families and financial dependents of innocent victims who died or were severely and permanently disabled as a result of the Sept. 11, 2001 terrorist attacks on the United States of America and the resulting rescue and recovery efforts.

To be eligible for this scholarship a student

must be the child, spouse or financial dependent of a severely and permanently disabled victim of the Sept. 11, 2001 terrorist attacks on the United States or the subsequent rescue and recovery operation. This includes victims at the World Trade Center site, at the Pentagon, or on flights 11, 77, 93, or 175. The student must be enrolled as a matriculated student in full-time attendance (12 or more credits per semester), and attend an eligible school or college located in New York State.

Students must complete and submit the NYS World Trade Center Memorial Scholarship Web Supplement. Be sure to print the Web Supplement confirmation, sign it, and submit it, along with the required documentation, according to the instructions. In addition students need to complete the FAFSA, at www.fafsa.gov and TAP on the Web.

If you would like additional NYS World Trade Center Memorial Scholarship information or additional eligibility criteria please refer to the HESC Web site at www.hesc.org.

NYS Memorial Scholarships

Memorial Scholarships for Families of Deceased Firefighters, Volunteer Firefighters, Police Officers, Peace Officers and Emergency Medical Service Workers provide financial aid to children, spouses and financial dependents of deceased firefighters, volunteer firefighters, police officers, peace officers and emergency medical service workers who have died as the result of injuries sustained in the line of duty in service to the state of New York.

Students have to study at an approved post secondary institution in New York State, have graduated from a high school in the United States and be enrolled as a matriculated student in full-time attendance (12 or more credits per semester).

Applicants need to complete and submit the NYS Memorial Scholarship Web Supplement. Be sure to print the Web Supplement confirmation, sign the supplement and submit it along with the required documentation according to the instructions. In addition students must complete the FAFSA at www.fafsa.gov and TAP on the Web application.

If you would like additional NYS Memorial Scholarship information or additional eligibility criteria please refer to the HESC Web site at www.hesc.org.

Flight 587 Memorial Scholarships

Flight 587 Memorial Scholarships provides financial aid to children, spouses and financial dependents of individuals killed as a direct result of American Airlines Flight 587's crash in the Belle Harbor neighborhood of Queens, New York on the morning of November 12, 2001. This program will help the 266 families who lost loved ones cover the cost of attending college in New York State.

Students have to study at an approved post secondary institution in New York State, have graduated from a high school in the United States and be enrolled as a matriculated student in full-

time attendance (12 or more credits per semester).

Complete and submit the Flight 587 Memorial Scholarship Web Supplement. Be sure to print the Web Supplement confirmation, sign it, and submit it, along with the required documentation, according to the instructions. In addition students must complete the FAFSA at www.fafsa.gov, and apply for TAP.

If you would like additional Flight 587 Memorial Scholarship information or additional eligibility criteria please refer to the HESC Web site at www.hesc.org.

Military Service Recognition Scholarship (MSRS)

The Military Service Recognition Scholarship provides financial aid to children, spouses and financial dependents of members of the armed forces of the United States or state organized militia who, at any time on or after Aug. 2, 1990, while New York State residents, died or became severely and permanently disabled while engaged in hostilities or training for hostilities. MSRS is also available to members of the armed forces of the United States or state organized militia who provided eligible military service at any time on or after August 2, 1990 while New York State residents, and who became severely or permanently disabled as a result of injury or illness suffered or incurred in a combat theater, combat zone or during military operations in preparation for duty in a combat theater or combat zone of operations.

To be eligible for this scholarship, in addition to the above criteria, the student must be enrolled as a matriculated student in full-time attendance (12 or more credits per semester), have graduated from high school in the United States and attend an eligible school or college located in New York State.

Students must complete and submit the Military Service Recognition Scholarship Web Supplement. You will need to print the Web Supplement confirmation, sign it and submit it along with the required documentation, according to the instructions. It will be necessary to complete the FAFSA at www.fafsa.gov and the TAP on the Web application.

If you would like additional NYS Memorial Scholarship information or additional eligibility criteria please refer to the HESC Web site at www.hesc.org.

Veterans Benefits

Long Island University is approved for veterans education benefits under various G.I. Bills for veterans or active duty service men and women. Tutorial assistance payments are also available.

Veterans Tuition Awards (VTA) are awards for full-time and part-time study for eligible veterans matriculated at an undergraduate or graduate degree-granting institution or in an approved vocational training program in New York State. Approved programs are defined as undergraduate degree, graduate degree, diploma, and certificate programs at a degree granting institution.

Eligible students are those who are New York State residents discharged under honorable conditions from the U.S. armed forces, citizens or eligible non-citizens, matriculated full-time or part-time at an undergraduate or graduate degree granting institution in New York State and graduated from high school in New York State. It will be necessary to complete the FAFSA at www.fafsa.gov and the TAP on the Web application.

If you would like additional Veterans Tuition Awards information or additional eligibility criteria please visit the Division of Veterans Affairs and refer to the HESC Web site at www.hesc.org.

Federal Programs

Federal Pell Grants are given to undergraduate students who have not yet earned a bachelor's or a professional degree. Pell Grants are awarded based on eligibility and financial need as demonstrated on the Free Application for Federal Student Aid (FAFSA). The FAFSA application can be found at www.fafsa.gov and it must be filed annually. Pell is a grant and does not have to be repaid.

Students must be enrolled in their first bachelor's degree program, in at least three credits per semester and be attending an approved post-secondary institution.

Federal Supplemental Educational Opportunity Grants (SEOG)

The FSEOG is for undergraduates with exceptional financial need. FSEOG's are awarded by a college's financial aid office based on information in the FAFSA.

Veterans Benefits

Montgomery GI Bill (Ch30)

The Montgomery GI Bill program provides up to 36 months of education benefits. This benefit may be used for degree and certificate programs. Remedial, deficiency, and refresher courses may be approved under certain circumstances. Generally, benefits are payable for 10 years following your release from active duty. This program is commonly known as Chapter 30. The Montgomery GI Bill may also be available to you if you are a member of the Selected Reserve.

Post 9/11 GI Bill (Ch 33)

Since the original GI Bill, which began after World War II, the Post 9/11 GI Bill represents the largest expansion of GI education benefits.

The Post 9/11 GI Bill is for individuals with at least 90 days of an aggregate period on or after September 11, 2001, or individuals discharged with a service-connected disability after 30 days. You must have received an honorable discharge to be eligible for the Post 9/11 GI Bill.

The Post 9/11 GI Bill can help Long Island University Brentwood Campus students to cover tuition and fees. Students may also be eligible for institutional scholarship opportunities.

Yellow Ribbon Program

Long Island University also participates in the

Yellow Ribbon Program, which can allow eligible veterans to earn a private education for a discounted tuition cost. Find out about veterans benefits at www.gibill.va.gov or by calling 888-442-4551 to have a form mailed to you.

All loans through the William D. Ford Federal Direct Loan Program must be repaid. The FAFSA must be filed annually for all loan programs. Students must be enrolled in a minimum of six credits in the semester(s) in which they wish to be eligible for and receive federal student loans.

A borrower may repay a Direct Subsidized Loan, a Direct Unsubsidized Loan, or a Direct Consolidation Loan under the standard, the extended, the graduated, or the income contingent repayment plans.

A borrower may repay a Direct PLUS Loan or a Direct PLUS Consolidation Loan under the standard, the extended, or the graduated repayment plans.

Repayment begins six months after the student ceases half-time enrollment (six credits per semester) and may extend up to 10 years. Loans have a variable or a fixed interest rate, are adjusted each year on July 1 and cannot exceed 8.25 percent interest rate. There is no interest accrual while the student is in college half-time for subsidized loans. Repayment of interest is required for unsubsidized loans while the student is in school or the interest may be capitalized.

A FAFSA must be completed and filed annually for William D. Ford Federal Direct Loan Program eligibility.

Federal Direct Loan Program (subsidized)

Application Procedure: Eligible first time borrowers or students that have been out of attendance for a year, will need to complete an Electronic Master Promissory Note (E-MPN). You may complete your E-MPN online at dlenote.ed.gov. The Electronic Master Promissory Note is valid for a 10 year period.

Federal regulations require that all first time Brentwood Campus student borrowers conduct an online entrance counseling session at www.dl.ed.gov. When the loan is approved by the federal direct loan servicer, notification will be sent to the borrower describing the terms of the loan(s). Loan proceeds will be applied to the student's account in two disbursements during the enrollment period of the loan. Delayed disbursements for the first semester of the direct loan are required for new freshman and transfer undergraduate borrowers.

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

Loan Schedule: Freshmen may borrow up to

\$3,500 per academic year. Sophomores may borrow up to \$4,500 per academic year. Juniors and seniors may borrow up to \$5,500 per academic year. Total undergraduate borrowing may not exceed \$23,000.

A graduate student may borrow up to \$8,500 per academic year, up to a combined total of \$65,500 including any loans for undergraduate study.

Rights and Responsibilities of Recipients: A student may borrow at a relatively low interest rate with no repayment as long as he or she remains enrolled at least half-time (six credits), and for six months after he or she ceases to be at least a part-time student. For current interest rates, students may contact their lender or the Office of Financial Aid.

A variety of deferment provisions exist for all Federal Direct Education Loans. Students/borrowers should investigate these deferment options with their lender.

Federal Direct Loan Program (unsubsidized)

These non-need based unsubsidized loans are available to undergraduate and graduate students who are found to be ineligible for all or part of the need-based subsidized and/or Plus Direct Loan Program, not to exceed the annual loan amounts listed under the subsidized Direct Loan Program previously listed.

Independent undergraduate and graduate students may also apply for these loans in addition to their other direct loan amounts.

Dependent undergraduate students may borrow up to \$2,000 per academic year. Freshman and sophomore independent students (and dependent students whose parents do not qualify for a PLUS loan) may borrow up to \$6,000 per academic year. Independent juniors and seniors may borrow up to \$7,000 per academic year. Graduate students may borrow up to \$12,000 per academic year not exceeding combined federal student loan total of \$20,500 per academic year.

The amount of loans and other financial aid, in any given year, cannot exceed the cost of education.

Aggregate Limits for William D. Ford Federal Direct Loan Program

Aggregate limits for all William D. Ford Federal Direct Loan Program subsidized and unsubsidized loans are:

- \$31,000 for a dependent undergraduate student, no more than \$23,000 in subsidized loans
- \$57,500 for an independent undergraduate student (and certain dependent students), no more than \$23,000 in subsidized loans
- \$138,500 for a graduate or professional student (including loans for undergraduate study), no more than \$65,500 in subsidized loans

Federal Direct Parent and Graduate PLUS Loan Program

Parents and graduate students may borrow up to the full cost of attendance less any financial aid per year. The amount borrowed in any year cannot exceed educational costs, taking into account all

other financial aid received. Repayment begins within 60 days of disbursement. Graduate students may request a deferment, as long as they are registered for at least six credits. For current interest rates, students may contact their lender or the Office of Financial Aid.

UNDERGRADUATE STUDIES

B.A. in Criminal Justice

Phone: 516-299-2467

Fax: 516-299-2587

Chair: Professor Kushner

Professor: Muraskin (Director, Long Island Women's Institute)

Associate Professors: Grennan, O'Connor

Adjunct Faculty: 13

Overview

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, 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. The Epsilon Beta Chapter of Alpha Phi Sigma (The National Criminal Justice Honor Society) is open to all students who have completed half their criminal justice courses while in residence at the Brentwood Campus and who have maintained a minimum overall index of 3.0 and 3.2 in criminal justice. On the graduate level, an overall criminal justice index of 3.5 is required.

The C.W. Post Criminal Justice Association, which is open to Brentwood Campus students, is a student-run organization that studies different aspects of the criminal justice system. The goal is to foster the scientific examination of criminal justice. A student newsletter is published, displaying the results of the association's research.

Admission Criteria and Procedures

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

- Application for Admission
- 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.

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

Core Requirements

Fine Arts Core Requirement

Student must complete 2

courses. Maximum 1 course per subject area listed below.

Fine Arts Core Requirement. Art

ART	1	Introduction to Visual Arts	3.00
ART	5	Introduction to Basic Drawing	3.00
ART	17	Introduction to Basic Design (2-Dimensional)	3.00
ART	18	Introduction to Basic Design (3-Dimensional)	3.00
ART	101	Interpreting Art in the 21st Century	3.00

Fine Arts Core Requirement. Cinema

CIN	11	History of World Cinema	3.00
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Fine Arts Core Requirement. Media Arts

CMA	9	Introduction to the Media Arts	3.00
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Fine Arts Core Requirement. Dance

DNC	1	Beginning Movement I	3.00
DNC	108	History of Dance	3.00

Fine Arts Core Requirement. Music

MUS	1	Introduction to Musical Concepts	3.00
MUS	2	Elementary Musicianship	3.00
MUS	2X	Elementary Musicianship	3.00

Fine Arts Core Requirement. Theatre

THE	1	The Art of Theatre	3.00
THE	142	Modern Theatre History	3.00

History/ Philosophy Core

Students are required to take a total 9

credits of History or Philosophy. Six

credits are required in one subject area.

History Core Courses

HIS	1	Western Civilization to 1789	3.00
HIS	2	Western Civilization since 1789	3.00
HIS	3	American Civilization, 1607-1877	3.00
HIS	4	American Civilization since 1877	3.00
HIS	7	Roots of the Modern World	3.00

Philosophy Core Courses

PHI	8	Beginning Philosophy	3.00
PHI	13	Human Values	3.00
PHI	25	History of Ancient Philosophy	3.00
PHI	26	History of Modern Philosophy	3.00

Social Science Core

Must Complete 6 Units From One Area:

Anthropology Core Courses

ANT	1	Development of the Human Species, Culture and Society	3.00
ANT	2	Human Society	3.00

Geography Core Courses

GGR	1	Human Geography: Man, Environment and Technology	3.00
GGR	2	Human Geography: The Cultural and Demographic Environment	3.00

Psychology Core Courses

PSY	1	General Psychology I	3.00
PSY	2	General Psychology II	3.00

Sociology Core Courses

SOC	1	Introduction to Sociology	3.00
SOC	2	Social Institutions	3.00

Literature or Foreign Language Core Requirement

Students must complete 6 credits of either Literature OR Foreign Language.

English Literature Courses Open to Students Who Have Not Completed ENG 303 and ENG 304

Brentwood Campus

Two English Literature courses in sequence from the following:

ENG 7	Western Literature: Classical, Medieval, Renaissance	3.00
ENG 7X	Western Literature: Classical, Medieval, Renaissance	3.00
ENG 8	Western Literature: Enlightenment to Modern	3.00
FRE 55	French Literature of the 17th, 18th, and 19th Centuries	3.00
FRE 56	French Literature of the 20th Century	3.00
RUS 46	Russian Literature from 1800-1917	3.00
RUS 47	Russian Literature from 1917-Present	3.00
SPA 72	Spanish Literature from Middle Ages to the 19th Century	3.00
SPA 73	Hispanic Literature of the 20th Century	3.00
WLT 46	Russian Literature from 1800-1917	3.00
WLT 47	Russian Literature from 1917-Present	3.00
WLT 55	French Literature of the 17th, 18th and 19th Centuries	3.00
WLT 56	French Literature of the 20th Century	3.00
WLT 72	Spanish Literature from the Middle Ages to the 19th Century	3.00
WLT 73	Hispanic Literature of the 20th Century	3.00

OR

English Literature Courses Open to Students Who Have Completed ENG 303 and ENG 304

Two English Literature courses in sequence from the following:

ENG 11	English Literature: Anglo-Saxon Period to Early Modern	3.00
ENG 12	English Literature: Neoclassical Age to Twentieth Century	3.00
ENG 13	The Short Story	3.00
ENG 15	Modern Drama	3.00
ENG 16	The Modern Novel	3.00
ENG 17	Modern Poetry	3.00

ENG 19	Early English Literature: From the Beginnings to 1485	3.00
ENG 20	Chaucer	3.00
ENG 21	Shakespeare: Comedies & Histories, Non-Dramatic Poetry	3.00
ENG 22	Shakespeare: Tragedies & Romances	3.00
ENG 23	Milton	3.00
ENG 25	Major Figure	3.00
ENG 32	Contemporary Literature	3.00
ENG 35	Childhood and Literature	3.00
ENG 41	The Art of Poetry	3.00
ENG 42	The Art of Autobiography	3.00
ENG 44	Emerging Writers and Popular Traditions	3.00
ENG 47	Literary Forms and Genres	3.00
ENG 48	Ideas and Themes in Literature	3.00
ENG 49	Development of English Drama: From Beginning to the Present	3.00
ENG 50	Great Plays	3.00
ENG 52	The Bible as Literature	3.00
ENG 54	Eighteenth-Century Literature and Life	3.00
ENG 55	The Romantic Period	3.00
ENG 58	The Victorian Period	3.00
ENG 67	Classical Literature in Translation	3.00
ENG 68	Mythology	3.00
ENG 78	The English Novel: Nineteenth and Twentieth Centuries	3.00
ENG 100	Seminar in English	3.00
ENG 108	African American Literature of the Twentieth Century	3.00
ENG 111	The English Renaissance	3.00
ENG 112	Modern British Literature	3.00
ENG 113	The Eighteenth-Century English Novel	3.00
ENG 136	The Victorian Rebels	3.00
ENG 151	Survey of American Writers to the Civil War	3.00
ENG 152	The American Novel	3.00

ENG 153	Contemporary American Drama	3.00
ENG 154	American Poetry	3.00
ENG 155	O'Neill, Miller, Williams: Forces in Modern American Drama	3.00
ENG 164	American Drama	3.00
ENG 251	American Writers since the Civil War	3.00
ENG 359	Honors Advanced Elective	3.00
ENG 360	Honors Advanced Elective	3.00

OR

Two Foreign Language courses in sequence from the following:

French

FRE 1	Elementary French	3.00
FRE 2	Elementary French II	3.00
FRE 3	Intermediate French I	3.00
FRE 4	Intermediate French II	3.00
FRE 11	Introduction to French Literature I	3.00
FRE 12	Introduction to French Literature II	3.00

German

GER 1	Elementary German I	3.00
GER 2	Elementary German II	3.00
GER 3	Intermediate German	3.00
GER 4	Intermediate German	3.00
GER 11	Introduction to German Literature	3.00
GER 12	Survey of German Literature	3.00

Italian

ITL 1	Elementary Italian	3.00
ITL 2	Elementary Italian II	3.00
ITL 3	Intermediate Italian I	3.00
ITL 4	Intermediate Italian II	3.00
ITL 11	Selected Readings in Early Italian Literature	3.00
ITL 12	Selected Readings in Modern and Contemporary Italian Literature	3.00

Russian

RUS 1	Basic Russian I	3.00
RUS 2	Basic Russian II	3.00
RUS 3	Intermediate Russian I	3.00
RUS 4	Intermediate Russian II	3.00

Spanish

SPA 1	Elementary Spanish I	3.00
SPA 2	Elementary Spanish II	3.00
SPA 3	Intermediate Spanish I	3.00
SPA 4	Intermediate Spanish II	3.00
SPA 11	Introduction To Peninsular Literature	3.00
SPA 12	Introduction to Spanish American Literature	3.00

Hebrew

HEB 1	Elementary Modern Hebrew	3.00
HEB 2	Elementary Modern Hebrew I	3.00
HEB 3	Intermediate Hebrew I	3.00
HEB 4	Intermediate Modern Hebrew II	3.00

Japanese

JPN 1	Elementary Japanese I	3.00
JPN 2	Elementary Japanese II	3.00
JPN 3	Intermediate Japanese I	3.00
JPN 4	Intermediate Japanese II	3.00

Mathematics Core

Mathematics Core

MTH 1	Introduction to College Mathematics	3.00
MTH 3	College Algebra and Trigonometry	4.00
MTH 5	Linear Mathematics for Business and Social Science	3.00
MTH 6	Calculus for Business and Social Science	3.00
MTH 7	Calculus and Analytic Geometry I	4.00
MTH 8	Calculus and Analytic Geometry II	4.00
MTH 15	Mathematics for Elementary Education I	3.00
MTH 16	Mathematics for Elementary Education II	3.00

Writing Competency Core

ENG 1 & ENG 2

ENG 1	Composition	3.00
ENG 2	Composition: Argument and Analysis	3.00

OR

ENG 303 & ENG 304

ENG 303	World Literature I	3.00
ENG 304	World Literature II	3.00

Laboratory Science Core Requirement

Must complete 8 units from one area:

Chemistry

CHM 1	Foundations of Chemistry I	4.00
CHM 2	Foundations of Chemistry II	4.00

Biology

BIO 1	Foundations of Biology I	4.00
BIO 2	Foundations of Biology II	4.00

Biology

BIO 7	Human Anatomy and Physiology I	4.00
BIO 8	Human Anatomy and Physiology II	4.00

Biology

BIO 103	General Biology I	4.00
BIO 104	General Biology II	4.00

One set is required of: Earth Science Or Geology

ERS 1	Earth Science I	4.00
ERS 2	Earth Science II	4.00
GLY 1	The Dynamic Earth	4.00
GLY 2	History of the Earth	4.00

Astronomy

AST 9	Introductory Astronomy I	3.00
AST 9A	Introductory Astronomy I Laboratory	1.00
AST 10	Introductory Astronomy II	3.00
AST 10A	Introduction Astronomy II Laboratory	1.00

Physics

PHY 11	College Physics I	4.00
PHY 12	College Physics	4.00

Psychology

PSY 3	Principles of Psychology I	4.00
PSY 4	Principles of Psychology II	4.00

Economics/Political Science Core

Students must complete 2 courses (6 credits) in either Economics or Political Science

Economics/Political Science Core

ECO 11	Introduction to Macroeconomics	3.00
ECO 12	Introduction to Microeconomics	3.00

Economics/Political Science Core

POL 1	Introduction to Political Science I	3.00
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POL 2	Introduction to Political Science II	3.00
POL 303	European Political Theory I Honors Core	3.00
POL 304	European Political Theory II Honors Core	3.00

Freshman Seminar Core Requirement (not required for transfer students with associate's degrees)

College 101

COLL 101	Freshman Seminar	1.00
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Computer Competency Core (not required for transfer students with associate's degrees)

Students must pass a computer competency examination or complete any Computer Science course or complete

COM 01	Computer Computer Workshop	0.00
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Oral Competency Requirement (not required for transfer students with associate's degrees)

Must complete exam or workshop course

Student must complete a workshop OR an exam to fulfill this requirement.

Oral Literacy Workshop

ORC 1	Public Speaking	3.00
ORC 17	Speech Communication in Organizations	3.00
SPE 5	Voice and Diction	3.00

Library Competency Core

Library Competency Workshop (not required for transfer students with associate's degrees)

LIB 01	Library Comp Workshop	0.00
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Criminal Justice BA Requirements

Criminal Justice Required Courses

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

Criminal Justice Capstone Course

CRJ 85 Criminal Justice Practicum 6.00

Elective Courses (total requirement - 9 credits)

Any three Criminal Justice (CRJ) or Security Administration (CSA) courses (numbered 1 to 299, excludes Honors courses)

2.25 Major GPA Required.

Total Degree Credit Requirement: 129 (128 for transfer students)

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

Annually

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

On Occasion

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

Annually

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

On Occasion

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

Annually

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

Annually

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

On Occasion

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

On Occasion

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

Annually

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

Annually

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

Annually

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

Annually

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

On Occasion

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 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

Annually

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

Annually

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

UNDERGRADUATE CORE COURSES & 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 offered at the Brentwood Campus of Long Island University.

College of Liberal Arts and Sciences

ECO 11 Introduction to Macroeconomics

This course discusses the important economic theory and concepts that facilitate understating economic theories and concepts that facilitate understanding economic events and questions. Its main focus is on analyzing the behavior of important economic aggregates such as national income, unemployment, inflation, interest rates, exchange rates and economic growth. The effects of the government's monetary and fiscal policies on economic growth and inflation are also examined.

Credits: 3
On Occasion

ECO 12 Introduction to Microeconomics

This course discusses the important economic theories and concepts that facilitate understanding economic events and issues. Its main focus is on the choices made by consumers, producers, and governments, and 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

ENG 7 Western Literature: Classical, Medieval, Renaissance

This course is an introduction to the foundations of Western culture reflected in a series of literary masterpieces written during Antiquity, the Middle Ages, and the Renaissance. Its 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 perception of the world. The works that it includes, drawn from such major authors as Homer, Dante, and Shakespeare, are not only selected for their interest as major cultural documents of the Western world and for their stylistic innovations, but also for their insights into basic social problems that still confront us today. Selected works from non-Western cultures might be introduced for comparison. Students who complete

both ENG 7 and ENG 8 fulfill the Core requirement in literature or language.

Credits: 3
Every Fall and Spring

ENG 8 Western Literature: Enlightenment to Modern

This course provides an introduction to some of the most brilliant writing in the Western world from the late seventeenth century to the present. Its purpose is to examine a set of literary masterpieces by such writers as Molière, Voltaire, Mary Shelley, Flaubert, Dostoyevsky, Conrad, Joyce, and Beckett for their insights into human nature and society. Its list of readings is drawn from the five intellectual movements that begin after the Renaissance and culminate in our own time. These include: the Enlightenment (1660-1770); the Romantic Movement (1770-1856); Nineteenth-Century Realism (1856-1900); Modernism (1900-1945); and the Contemporary Period (1945-the present). Texts will be examined in light of the intellectual, social, literary, and political contexts in which they developed. Selected works from non-Western cultures might be introduced for comparison. Students who complete both ENG 7 and ENG 8 fulfill the Core Requirement in literature or language.

Credits: 3
Every Fall, Spring and Summer

ENG 30 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
Every Fall

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 Western Civilization to the 18th Century

A general survey, this course examines significant religious, cultural and political developments in Western societies from the ancient period to the 18th century. Students explore specific developments within Western societies, the place of these communities in a wider global context, and the changing meaning of "the West" as a concept.

Credits: 3
Every Fall

HIS 2 Western Civilization since 1789

A general survey of Western history from the eighteenth century to the present that covers important events and developments like the French Revolution, industrialization, nationalism, socialism, liberalism, imperialism, the First World War, the Russian Revolution, the rise of fascism, World War Two and the Holocaust, the Cold War, the fall of Communism in Eastern Europe, the dissolution of the former Yugoslavia, and globalization.

Credits: 3
Every Spring

HIS 3 American Civilization, 1607-1877

A survey of major political, social, economic, and cultural changes in the area that is now the United States from initial colonization through the end of Reconstruction.

Credits: 3
Every Fall

HIS 4 American Civilization since 1877

A general survey of political, economic, social and cultural changes in the United States from the end of Reconstruction to the present. Examines the emergence of America as a world power by the turn of the 20th century and its position as world's only superpower by the end of the century. Topics include: growth of diverse, urban society, the struggles of those seeking quality and inclusion

in quest for the "American Dream," the emergence of mass society, U.S. and the two world wars, the Cold War, and the use of U.S. military power.

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

PHI 8 Beginning Philosophy

This course is an introductory exploration of basic issues raised by the great philosophers. Readings focus on questions about human nature, God, knowledge, values, meaning and purpose.

Credits: 3

Every Fall

PHI 13 Human Values

This course is an introduction to human values that focuses on such ethical, social and aesthetic questions as: What is the basis of right and wrong? How can one gain knowledge of good and evil? How do we judge beauty? What do we mean by justice? What makes life worth living?

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 1 Introduction to Political Science I

This course is an analysis of the nature of the state, political power, law sovereignty and political ideologies. The stress is on analysis of contemporary concepts. Must be taken by all Political Science majors.

Credits: 3

Every Fall and Spring

POL 2 Introduction to Political Science II

his 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

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

On Occasion

SOC 1 Introduction to Sociology

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

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.

Prerequisite of SOC 1 is required.

Credits: 3

On Occasion

College of Education and Information Sciences

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

CSC 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 Intro Visual Arts

This course is an introduction to the visual arts of all periods emphasizing perception and understanding of painting, sculpture, architecture, and the graphic arts and their relationship to the creative process.

Credits: 3

Every Semester

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 Semester

CIN 11 History Of World Cinema

A concise history of film from its origins in the 1890s to the present is covered. Silent and sound films from around the world are screened and discussed each week. Suggested for non-majors core requirement.

Special fee, \$70

Credits: 3

Every Semester

GRADUATE STUDIES

M.S. in Criminal Justice

Phone: 516-299-2467
 Fax: 516-299-2587
 Chair: Professor Kushner
 Professor: Muraskin (Director, Long Island Women’s Institute)
 Associate Professors: Grennan, O’Connor
 Adjunct Faculty: 13

Overview

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
- 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

Required Courses

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 Consultation	3.00
CRJ	708T	Thesis Writing Consultation	3.00

Elective Courses

15 Additional Credits of Criminal Justice

Electives are Required

Total Degree Credit Requirement: 36

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 valuative research. Topics include

topologies of treatment and prevention programs, what works, measuring effectiveness, types of valuative 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

Annually

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 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.

Criminal Justice Majors Only.

Credits: 3

On Occasion

CRJ 640T Seminar in the Administration

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

Annually

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

Annually

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

Annually

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

Annually

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

Every Fall and Spring

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

Every Fall and Spring

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 AND INFORMATION SCIENCES

The College of Education and Information Sciences offers one of the widest ranges of teacher-training and administration programs in the region. Through the Brentwood Campus, the College of Education and Information Sciences offers master's degree programs in School Counseling, Early Childhood Education, Childhood Education, Literacy, Special Education, an Autism Certificate, Dual Certification in Childhood & Special Education, Dual Certification in Childhood and Literacy and courses in Adolescent Education and courses in TESOL.

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 and Information Sciences serves the educational needs of the largest metropolitan area of the nation. Thus, the College of Education and Information Sciences 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 and Information Sciences 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 and Information Sciences 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 and Information Sciences 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 and Information Sciences 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 the Brentwood Campus. 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 and Information Sciences 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 and Information Sciences 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 and Information Sciences or his/her delegated representative. No more than 18 hours may be transferred from limited matriculated to matriculated status.

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 and Information Sciences 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 (grade 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 C.W. 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. These tests consist of the Liberal Arts and Sciences Test, the Assessment of Teaching Skills-Written, and tests of content knowledge in the certificate area which are called Content Specialty Tests.

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

The C.W. Post College of Education and Information Sciences is required to publish exam results annually. Pass rates for C.W. Post and Brentwood Campus students taking the New York Teacher Certification Examinations in 2008-2009 are as follows: For the Assessment of Teaching Skills-Written, a total of 136 students took the test

and 136 passed for a "pass rate" of 100 percent. The statewide pass rate is 100 percent. For the Liberal Arts and Sciences Test, a total of 115 students took the test and 115 passed for a "pass rate" of 100 percent. The statewide pass rate is 99 percent. For the Content Specialty Test – Special Populations, a total of 146 students took the test and 138 passed for a "pass rate" of 95 percent. The statewide pass rate is 94 percent. In the Academic Content Areas, 52 students were tested and 50 students passed for a pass rate of 96 percent. The statewide rate is 95 percent. The Total Summary Pass Rate for all tests is 96 percent. The statewide pass rate is 95 percent."

New York Teacher Certification Examinations

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.

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 the C.W. Post Campus in order for LIU – C.W. Post to verify program completion to the NYSED. Upon verification by LIU – C.W. Post, the certificate will be issued. Contact your advisor at the Brentwood Campus for further information.

Interim Assessment

(Required of all degree candidates)

To be considered for interim assessment the

student must satisfy the following requirements:

1. Matriculant status (depending on program area)
2. Completion of 12-15 credit hours of graduate courses listed on the candidate's initial plan of study with at least a 3.00 grade index and a review with faculty advisor
3. Formal application for Interim assessment filed in the departmental office
4. Recommendations of the faculty within the candidate's major. Faculty recommendation may be withheld if, in the faculty member's judgment, the candidate lacks moral, emotional, personality or intellectual qualities necessary to function at the professional level appropriate to the graduate program.

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 with a cumulative grade point average below 3.00.

Accreditation TEAC

The undergraduate and graduate teacher education programs of the College of Education and Information Sciences at the C.W. Post Campus and the Brentwood Campus of Long Island University 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 the Brentwood Campus within the College of Education and Information Sciences' 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

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Chair: Bordan

Senior Professors: Araoz, McGowan

Professors: Goldin, Heck, Schaefer-Schiomo,
Bordan

Associate Professors: Ciborowski, Colangelo,
Smith

Assistant Professors: Keefe-Cooperman, Mariska,
Shenker

Adjunct Faculty: 25

Overview

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 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. in School Counselor

Overview

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

Mental Health Licensing Preparation Courses

If you are a certified school counselor interested in obtaining licensure as a mental health

counselor, the Department of Counseling and Development provides a course of study in Mental Health Counseling that will enable individuals with a Master's degree in School Counseling to meet the educational requirements for licensure as a Mental Health Counselor in New York State.

Admission Criteria and Procedures

Applicants to the Master of Science in School Counseling must meet the following requirements for admission. • Application for Admission. • 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. • 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. 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. School Counselor Program. Any student whose cumulative grade point average falls below 3.00 will be evaluated by the Academic Standing Committee of the Department of Counseling and Development, 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.

School Counseling M.S.

School Counseling M.S. Requirements, 48 Credits

EDC	600	Introduction to Professional Counseling	3.00
EDC	610	Behavior Dynamics Over Life Span	3.00
EDC	613	Diversity and Socio-Cultural Issues in Counseling	3.00
EDC	614	Developmental Counseling with Children and Adolescents	3.00
EDC	615	Theories Of Counseling	3.00
EDC	659	Counseling for the College Admission and Selection Process	3.00
EDC	668	Counseling Pre-Practicum	3.00
EDC	669	Counseling Practicum	6.00
EDC	670	Educational Tests and Measurements	3.00
EDC	676	Career Development	3.00
EDC	687	Group Approaches: Theory and Practice	3.00
EDC	689	Group Counseling Laboratory	3.00
EDC	690	School Counseling Internship I	3.00
EDC	691	School Counseling Internship II	3.00
EDC	702	Research Methods In Counseling	3.00

Culminating Experience, 0-3 credits

Option A: Comprehensive Examination or CPCE Examination

Students should plan to take the Comprehensive Examination or CPCE Exam in the semester prior to the one in which they plan to graduate. To be eligible, students must have completed at least 24 credits with 12 credits in-progress that semester.

-	-	Comprehensive Exam	0.00
OR			
-	-	CPCE Exam	0.00

Option B: Thesis Seminar

This seminar is available only to those matriculated master's degree candidates electing to develop and write a thesis under the supervision of approved faculty. Registration must be approved by the department chair or designated representative. Student must have received a grade of A in EDC 702.

EDC 708 Thesis Seminar 3.00

**Total Degree Credit Requirement: 48-51
NEW YORK STATE CERTIFICATION
REQUIREMENTS**

- Project S.A.V.E. Workshop
- Child Abuse Workshop
- New York State Fingerprint Clearance

**M.S. in Mental Health
Counseling**

Overview

The 60-credit Master of Science in Mental Health Counseling prepares you for a career as mental health counselor. 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 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, Long Island University 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).

The Department of Counseling and Developing intends to transition its Mental Health Counseling Program, which is accredited under the 2001 CACREP standards, into the Clinical Mental Health Counseling Program, that will meet the 2009 standards designated by CACREP. The Department is presently undergoing the CACREP reaccreditation process and will seek accreditation of the Clinical Mental Health Counseling Program during this reaccreditation process.

**Mental Health Licensing Preparation
Courses**

If you are a certified school counselor interested in obtaining licensure as a mental health

counselor, the Department of Counseling and Development provides a course of study in Mental Health Counseling that will enable individuals with a Master's degree in School Counseling to meet the educational requirements for licensure as a Mental Health Counselor in New York State.

Admission Criteria and Procedures

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

- Application for Admission.
- 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.
- 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. 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. Mental Health Counseling Program. Any student whose cumulative grade point average falls below 3.00 will be evaluated by the Academic Standing Committee of the Department of Counseling and Development, 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.

**Mental Health Counseling M.S.
Mental Health Counseling M.S. Required
Courses - 54 Credits**

EDC 600	Introduction to Professional Counseling	3.00
EDC 601	Introduction to Mental Health Counseling	3.00
EDC 608	Assessment and Intervention Strategies in Mental Health Counseling	3.00
EDC 610	Behavior Dynamics Over Life Span	3.00
EDC 613	Diversity and Socio-Cultural Issues in Counseling	3.00
EDC 615	Theories Of Counseling	3.00
EDC 616	Family Counseling	3.00
EDC 660	Practicum In Psychological Testing for Counselors	3.00
EDC 668	Counseling Pre-Practicum	3.00
EDC 669	Counseling Practicum	6.00
EDC 676	Career Development	3.00
EDC 683	Mental Hlth Coun Internship I	3.00
EDC 684	Mental Hlth Coun Internship II	3.00
EDC 685	Mental Hlth Coun Internship III	3.00
EDC 687	Group Approaches:Theory and Practice	3.00
EDC 689	Group Counseling Laboratory	3.00
EDC 702	Research Methods In Counseling	3.00

**Mental Health Counseling M.S. Electives - 6
Credits**

EDC 614	Developmental Counseling with Children and Adolescents	3.00
EDC 617	Principles of Couple Counseling	3.00
EDC 652	Counsel Approaches to Human Sexuality	3.00

EDC	654	Counselor Examines Alcoholism	3.00
EDC	657	Counseling Families Of Alcoholics	3.00
EDC	659	Counseling for the College Admission and Selection Process	3.00
EDC	686	Mental Health Counseling Internship IV	3.00
EDC	690	School Counseling Internship I	3.00
EDC	750	Special Topics in Counseling	3.00

Culminating Experience 0-3 credits

Option A: Comprehensive Examination or CPCE Examination

Students should plan to take the Comprehensive Examination or CPCE Exam in the semester prior to the one in which they plan to graduate. To be eligible, students must have completed at least 24 credits with 12 credits in-progress that semester.

-	-	Comprehensive Exam	0.00
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OR

-	-	CPCE Exam	0.00
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Option B: Thesis Seminar

This seminar is available only to those matriculated master's degree candidates electing to develop and write a thesis under the supervision of approved faculty. Registration must be approved by the department chair or designated representative. Student must have received a grade of A in EDC 702.

EDC	708	Thesis Seminar	3.00
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**Total Degree Credit Requirement: 60-63
NEW YORK STATE CERTIFICATION
REQUIREMENTS**

- Project S.A.V.E. Workshop
- Child Abuse Workshop
- New York State Fingerprint Clearance

**Counseling and Development
Courses**

EDC 600 Introduction To Professional Counseling

This is the basic introductory course for counseling in schools, colleges, and mental health agencies and explains the role of the professional counselor. The course focuses on the student as a person and as a potential counselor. The changing world of the counselor is also the world of the developing client. Forces contributing to the variable, emerging culture of values, societal norms, and individual choices are examined in relation to the developmental world of young persons and adults and to the practices, philosophies, and principles of the institutions with which counselors are associated.

*Credits: 3
Every Semester*

EDC 601 Mental Health Counseling

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.

*Credits: 3
Every Fall and Spring*

EDC 608 Assessment & Intervention Strategies in 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*

EDC 610 Behavior Dynamics Over the Life Span

This course provides for the study of the dynamics of human behavior over the life span. This course covers healthy adjustment versus maladjustment at each stage of life. The major models describing human behavior and the causes of mental illness are described. The classifications of mental illness and adjustment disorders according to the DSM IV are discussed and illustrated.

*Credits: 3
Every Semester*

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 Semester*

EDC 614 Developmental Counseling with Children and Adolescents

This course focuses on understanding the principles and rationale of developmental counseling with children from a multicultural perspective. Students become familiar with the three main functions of

the developmental counselor: counseling, consulting, and coordinating. Students are made aware of the kits, games, audiovisual material, and special programs used by the developmental counselor. 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 observe and interact with an individual child from a developmental perspective.

Prerequisite of EDC 600 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.

Prerequisite or Co-requisite of EDC 600 or 601 and EDC 610 are required.

*Credits: 3
Every Semester*

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 Semester*

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.

Prerequisite of EDC 615 is required.

*Credits: 3
Every Spring*

EDC 619 Socio Cultural Issues in Counseling: Field 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 ware of the consequences of social intolerance and the global impact.

Credits: 3

On Occasion

EDC 652 Counsel 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

Every Fall

EDC 654 Counselor Examines Alcoholism

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

Every Fall

EDC 657 Counseling Families of Alcoholics

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

Credits: 3

Every Fall and Spring

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 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.

Prerequisite of EDC 600 is required.

Credits: 3

Every Spring

EDC 668 Counseling Pre-Practicum

This is the basic counseling laboratory course designed to provide supervised practical counseling experience from a lifespan and a multicultural perspective that can be applied in the school, agency, or college setting. 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.

Prerequisite of EDC 600 and a Pre or Co-requisite of EDC 615 are required.

Credits: 3

Every Fall and Spring

EDC 669 Counseling Practicum

This is an in-depth counseling practicum designed to provide supervised practical counseling experience from a lifespan and multicultural perspective, through successful completion of counseling sessions with 40 hours of direct service to clients. Students in the school counseling specialty will provide these services in a school setting while students in the mental health specialty will do services in a mental health facility. This includes actual audio/video tape-recorded sessions with individual clients. Group counseling sessions are also required. Interview summaries, detailed analyses, and other relevant counseling experiences

are part of this course. This course is also designed to develop and extend the students' understanding and competencies begun in EDU 769A/EDC 668. The appropriate roles of the professional counselor, based upon the Ethical Guidelines of the American Counseling Association (ACA), will also be covered. Professional Liability Insurance, available from ACA and other professional associations is required. All students will receive an additional one-hour of triadic supervision (i.e., either one-on-one or the professor and two students); this individual supervision is built into the class time frame. This is a 6-credit practicum of 4 hours.

Prerequisite of EDC 668 is required;

Prerequisite or Co-requisite of EDC 687 is required.

Credits: 6

Every Semester

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 Semester

EDC 676 Career Development

This course is an in-depth study of theories and emerging patterns in career development counseling. Attention is given to psychological, sociological, economic and educational dynamics. Emphasis is placed on practical counseling techniques at the various stages of development, and on the effect that career choices, problems and solutions have on members of the family system. Data from sociology and anthropology is used to understand psychological issues of career and employment as they make an impact on the family.

Credits: 3

Every Semester

EDC 683 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 and development of an action research design 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 counseling setting,

appropriate to the student's specialization, is required.

Prerequisite of EDC 669 and Pre or Co-requisite of EDC 601, 608, & 687 are required.

Credits: 3

Every Fall and Spring

EDC 684 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 EDU 783/EDC 683.

Prerequisite of EDC 683 is required.

Credits: 3

Every Fall and Spring

EDC 685 Mental Health Counseling Internship III

This course consists of supervised experience involving 300 hours in selected school or agency settings. Professional readings and an action research project 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 to achieve the objectives of the course at the practitioner level.

Prerequisite of EDC 683 & 684 is required.

Credits: 3

Every Fall and Spring

EDC 686 Mental Health Counseling Internship IV

This course is a continuation of the advanced internship placement and seminar experience in Mental Health Counseling.

Prerequisite of EDC 685 is required.

Credits: 3

On Occasion

EDC 687 Group Approaches: Theory & Practice

This course is designed to help prospective counselors and practicing counselors to understand the dynamics of therapeutic forces within a counseling group, to facilitate changes in their clients' behavior, and to help clients learn to assist themselves. Evaluative techniques and research findings are considered.

Credits: 3

Every Fall

EDC 689 Group Counseling Lab

This course entails supervised professional level, practical group counseling experiences and counseling of groups and the analysis/evaluation of group counseling work. Weekly seminars, demonstration groups and tapes, readings and faculty conferences are used. Professional liability insurance, available from ACA and other professional associations, is required.

Prerequisite of EDC 687 is required.

Credits: 3

Every Semester

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 and development of an action or research project are also required. The student is expected to develop a counseling caseload and participate in group work.

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 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 and development of an action or research project are also required. The student is expected to develop a counseling caseload and participate in group work.

Prerequisite of EDC 690 is required.

Credits: 3

Every Fall and Spring

EDC 702 Research Methods In Counseling

This course is an overview of basic principles in human relations, covering what a counselor should know in order to understand case studies and to evaluate his or her own work and the studies reported by all in the field. The emphasis is practical.

Credits: 3

Every Semester

EDC 707 Degree Synthesis

Degree synthesis is the review and integration of the material covered in the various areas of study in the M.S. in Counseling Program. The student is expected to demonstrate an understanding of the theory and application of learning in a work setting, whether school, college or community agency.

Each student is also expected to demonstrate ability in written communication using a clear and precise manner in the explanation of curriculum information; and ability in oral communication in the manner of group discussion, listening, asking pertinent questions and explaining information adequately to the professor and student colleagues. Pass/Fail Only

Credits: 1

On Demand

EDC 750 Special Topics in Counseling

Summer Institute on a special topic in counseling.

Credits: 3

Every Summer

DEPARTMENT OF CURRICULUM AND INSTRUCTION

Phone: 516-299-2372/2374

Fax: 516-299-3312

Chair: Goubeaud

Associate Professors: Ahmad, Byrne, Dunne, Levine, McLoughlin, Ogulnick, Piro, Rasheed, Rhee, Schneiderman, Szpara, Woo

Assistant Professors: Boyanton, Choi, Lew, Tolentino

Adjunct Faculty: 46

Overview

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. in Early Childhood Education (Birth to Grade 2)

Overview

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

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

The M.S. degree curriculum comprises 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, 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:

- **Option 1: Student Teaching Portfolio (39 credits)**, which consists of artifacts from your student-teaching experiences (i.e., lesson plans, journal of experiences, research, reports and projects). Mandatory for those who student teach.
- **Option 2: Comprehensive Exam (39 credits)**, which is a written essay exam that assesses your knowledge of teaching and the teaching process that was acquired throughout the program's coursework. There is no thesis/research paper required for this option. This option is for students whose student teaching requirements are waived.
- **Option 3: Education Thesis (42 credits)**, which consists of an original research paper. This option requires three additional credits. Students can pursue the thesis in lieu of the Comprehensive Exam or in addition to the Student Teaching Portfolio. This is an option sought by students who plan deeper research at the post-master's level.

After you complete all degree requirements and successfully pass New York State licensure tests, you will be awarded Initial Teaching Certification by the New York State Department of Education for Early Childhood: Birth to 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 Criteria and Procedures

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

- Application for Admission.
- 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.

Academic Policies

A student must maintain at least a 3.0

cumulative grade point average in the M.S. Early Childhood Education (Birth to Grade 2) Program. Any student whose cumulative grade point average falls below 3.00 will be evaluated by the Academic Standing Committee of the Department of Curriculum and Instruction, 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.

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

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

Required Pedagogical Core Courses

EDI	615	Early Childhood Curriculum: Birth to Preschool	3.00
EDI	616	Early Childhood Curriculum: Kindergarten to Grade 2	3.00
EDI	618	Creative Expression for Early Childhood	3.00
EDI	625	Observation and Assessment in Early Childhood	3.00
EDI	639	Play In the Curriculum	3.00
EDI	713	Supervised Student Teaching and Seminar in Early Childhood Education	6.00

*****100 hours of FIELD EXPERIENCE required prior to student teaching*****

Required Co-Related Content Courses

EDS	605	Beg Read & Writ Emergent Lit	3.00
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EDS	610	Literacy Teaching and Learning: Birth-Grade 6	3.00
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Required Health and Substance Abuse Workshop

HE	205A	Adolescent Health-Risk Workshop	0.00
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Culminating Experience, 0-3 Credits

Option A: Comprehensive Examination or Final Project

-	-	Comprehensive Exam	0.00
OR			
-	-	Final Project	0.00

Option B: Thesis Seminar

This course is available only to those matriculated master's degree candidates selecting 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.

EDI	705	Thesis Seminar	3.00
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Total Degree Credit Requirement: 39-42 Cr.

NEW YORK STATE CERTIFICATION REQUIREMENTS

- **New York State Teacher Certification Exams (LAST, ATSW & CST-Multi)**
- **Project S.A.V.E. Workshop**
- **Child Abuse Workshop**
- **New York State Fingerprint Clearance**
- **Liberal Arts Review**

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

Overview

The Master of Science in Childhood Education (Grades 1-6) Program 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:

- **Option 1: Student Teaching Portfolio (39 credits)**, which consists of artifacts from your student-teaching experiences (i.e., lesson plans, journal of experiences, research, reports and projects). Mandatory for those who student teach.
- **Option 2: Comprehensive Exam (39 credits)**, which is a written essay exam that assesses your knowledge of teaching and the teaching process that was acquired throughout the program's coursework. There is no thesis/research paper required for this option. This option is for students whose student teaching requirements are waived.
- **Option 3: Education Thesis (42 credits)**, which consists of an original research paper. This option requires three additional credits. Students can pursue the thesis in lieu of the Comprehensive Exam or in addition to the Student Teaching Portfolio. This is an option sought by students who plan deeper research at the post-master's level.

After you complete all degree requirements and successfully pass New York State licensure tests 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 Criteria and Procedures

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

- Application for Admission.
- 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.

Academic Policies

A student must maintain at least a 3.0 cumulative grade point average in the M.S. Childhood Education (Grades 1-6) Program. Any student whose cumulative grade point average falls

below 3.00 will be evaluated by the Academic Standing Committee of the Department of Curriculum and Instruction, 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.

MS in Childhood Education Leading to NYS Initial Certification in Grades 1-6

Degree Requirements

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

Co-Related Core Requirements

EDS	610	Literacy Teaching and Learning: Birth-Grade 6	3.00
EDS	611	Lit Assess/Instr For Diverse Populations	3.00
EDS	633	Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion)	3.00

Pedagogical Core Requirements

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

*****100 hours of FIELD EXPERIENCE required prior to student teaching*****

Required Health and Substance Abuse Workshop

HE	205A	Adolescent Health-Risk Workshop	0.00
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Student Teaching Requirement

EDI	709	Supervised Student Teaching and Seminar in the Elementary School	6.00
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Culminating Experience 0-3 credits

Option A: Comprehensive Examination or

Final Project.

- - Comprehensive Exam 0.00

OR

- - Final Project 0.00

Option B: Thesis Seminar

This course is available only to those matriculated master's degree candidates selecting 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.

EDI 705 Thesis Seminar 3.00

Total Degree Credit Requirement: 39-42

NEW YORK STATE CERTIFICATION REQUIREMENTS

- New York State Teacher Certification Exams (LAST, ATSW & CST-Multi)
- Project S.A.V.E. Workshop
- Child Abuse Workshop
- New York State Fingerprint Clearance
- Liberal Arts Review

M.S. in 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 the C. W. Post Campus of Long Island University. Students interested in this degree program may attend classes at the Brentwood Campus, but will apply to, and graduate from, the C.W. Post Campus. As such, a minimum of three credits must be taken in residence at the C.W. Post Campus. Students enrolled in this program may apply for financial aid through the C.W. Post Campus 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.

Admission Criteria and Procedures

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

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

CHEMISTRY: Please contact the Associate Dean for the College of Liberal Arts and Sciences for specific requirements.

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

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

GERMAN: Please contact the Associate Dean for the College of Liberal Arts and Sciences for specific requirements.

ITALIAN: Please contact the Associate Dean for the College of Liberal Arts and Sciences for specific requirements.

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

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

SOCIAL STUDIES: Thirty-six credits in social studies to include 3 credits in U.S. Government, 6 credits in a U.S. History survey, 6 credits of either a world history or a western civilization survey, 6 credits of upperlevel courses that indicate a level of rigor beyond that of introductory courses and 3 credits in Geography. A social studies GPA of at least 3.0 is required.

SPANISH: Thirty-six credits in Spanish with a minimum of a 3.0 Spanish and 3.0 cumulative GPAs 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.

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: \$40 (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.
- Personal Statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

SEND APPLICATION MATERIALS TO:

Graduate Admissions Office
C.W. Post Campus
Long Island University
720 Northern Boulevard
Brookville, N.Y. 11548-1300

Academic Policies

A student must maintain at least a 3.0 cumulative grade point average in the M.S. in Adolescence Education Grades 7-12 (Pedagogy-only) Program. Any student whose cumulative grade point average falls below 3.00 will be evaluated by the Academic Standing Committee of the Department of Curriculum and Instruction, 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.

Adolescence Education 7-12 MS

Requirements (33-36 Credits)

Pedagogy Only

Social Studies Sub-Plan Requirement

Required Course

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

Required Course

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

Required Course

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

Required Course

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

Required Course

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

Required Course

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

Required Course

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

Required Course

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

Required Course

EDI 654	Methods and Materials of Teaching Modern Languages in Secondary Schools	3.00
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MS Adolescence Education Requirements

Required Adolescence Education Core Courses

EDI 551	Psychology of the Adolescent Student	3.00
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EDI 555	Organizational and Social Foundation of the High School	3.00
EDI 610	General Methods of Teaching	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	Lit Teach & Learn: 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

Health and Substance Abuse Workshop

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

EDI 712	Supervised Student Teaching and Seminar Grades 7-12	6.00
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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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M.A. in Teaching English to Speakers of Other Languages (TESOL)

Program Registration

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

The program is 39-42 credits depending on course selection and the culminating experience.

Admission Criteria and Procedures

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

- Application for Admission
- Application fee: \$ 40 (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.
- Personal Statement that addresses the reason why you are interested in pursuing graduate work in this area of study.
- Students are required to have 12 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 Admissions Office
C.W. Post Campus
Long Island University
720 Northern Boulevard
Brookville, N.Y. 11548-1300

Academic Policies

A student must maintain at least a 3.0 cumulative grade point average in the M.A. Teaching English to Speakers of Other Languages Program. Any student whose cumulative grade point average falls below 3.00 will be evaluated by the Academic Standing Committee of the Department of Curriculum and Instruction, 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.A. Teaching English to Speakers of Other Languages (39-42 credits)

MA TESOL Core Requirements

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

Methods & Materials Courses

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

Required 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
(LIN	512	Descriptive Linguistics	3.00)

One of the following Student Teaching or Practicum Course and Elective

EDI	726	Supervised Student Teaching and Seminar in Teaching English to Speakers of Other Languages (K-12)	6.00
EDI	620	Practicum In TESOL and 3 credit elective if student teaching is waived	3.00
EDI		Elective in Education	3.00

Culminating Experience Requirements:

Comprehensive Exam or Final project
Or

Thesis

EDI 705 Thesis Seminar 3.00

M.A. Teaching Education to Speakers of Other Languages GPA Requirements
Minimum GPA is 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.

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.

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.

Credits: 3
Every Semester

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.

Credits: 3
Every Semester

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.

Credits: 3
Every Semester

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. Ten hours of field work 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.

Credits: 3

On Occasion

EDI 610 General Methods of Teaching

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.

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

Credits: 3

Every Semester

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.

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

Credits: 3

Every Semester

EDI 614 Teaching Science in Nursery, Kindergarten and Elementary School Grades

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.

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

Credits: 3

On Occasion

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. Ten hours of field work 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. Ten hours of field work 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.

Prerequisite of EDI 600, 601 and 604 are required.

Credits: 3

On Occasion

EDI 620 Practicum In TESOL

This course is designed for students who are already certified in one area of teaching and now seeking certification as Teachers of English to Speakers of other Languages (TESOL). The purpose of the course is to facilitate the students' understanding and development of skills in the areas of classroom motivation, learning and development; instruction; curriculum; assessment and professional development as described in the INSTASC Standards (Interstate New Teachers Assessment and Support Consortium), a set of national standards for teacher education. This understanding and development will be accomplished through the creation and completion of a teaching portfolio by each of the students. The portfolio will document each student's competency as a Teacher of English to Speakers of Other Languages (TESOL). The

practicum will consist of a series of meetings for the purpose of discussion and supervision of the portfolio creation, as well as the on-going development of the student's teaching skills through the portfolio process and their observation experiences.

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. Ten hours of field work 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

This course is designed to give the student an understanding of the direct link between play and early childhood development. It will explore the connection between how play can support the curriculum and how the curriculum can support play. The focus will be on theories of play, with the goal of developing the whole child. There will be a

synthesis between theory and practice. Ten hours of field work are required.

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. 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.

Credits: 3

Every Semester

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.

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.

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

Credits: 3

Every Semester

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.

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.

Credits: 3

On Occasion

EDI 700 Introduction to Educational Research

The primary purpose of this course is to help teachers and other education professionals become more informed consumers and producers of

educational research relative to their areas of specialization or expertise. The course introduces the major principles which govern the conduct of action or evaluation research. It examines elements common to different types of research design and criteria appropriate to the evaluation of published research. The course also reviews measurement principles relevant to teaching.

Credits: 3

Every Semester

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 kindergarten through grade three, and the other half is in grades four through six. A weekly seminar integrates theory with practice and provides orientation to the teaching profession.

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

Credits: 6

Every Semester

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

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

orientation to the teaching profession. For eight weeks.

Prerequisites of EDI 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 Semester

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 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 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 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 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 512 is cross-listed as LIN 512.

Credits: 3

On Occasion

English Course

ENG512 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 512 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

On Occasion

PALMER SCHOOL OF LIBRARY AND INFORMATION SCIENCE

Contact Information/Faculty Information

Phone: 516-299-2866

Fax: 516-299-4168

E-mail: palmer@cwpost.liu.edu

Interim Director: Howard

Administrators:

School Library Program: Baaden

Director, Manhattan Program: Flynn

Public Library Certificate Program: Nichols

Rare Books and Special Collections: Pena

Professors: Byrne, Chu, Hunter, Koenig, Regazzi,

Saffady, Spaulding, Zhang

Associate Professors: Krichel, Schneiderman,

Westermann-Cicio

Assistant Professors: Howard, 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 C.W. Post Campus and in Manhattan. Selected M.S. courses are offered at Long Island University's Brentwood Campus on Long Island and the Westchester Graduate Campus at SUNY Purchase. The M.S. degree program is accredited nationally by the American Library Association. Students interested in this degree program may attend classes at the Brentwood Campus, but will apply to, and graduate from, the C.W. Post Campus. As such, a minimum of three credits must be taken in residence at the C.W. Post Campus. Students enrolled in this program may apply for financial aid through the Brentwood Campus or the C.W. Post Campus (see Financial Aid information below).

Financial Aid

Students in the Palmer School of Library and Information Science have the option to select either the Brentwood Campus or the C.W. Post Campus as their Financial Aid Center. Each campus offers different scholarship and grant opportunities. You may contact the Office of Financial Aid at the Brentwood Campus at (631) 273-5112 for details on Brentwood Campus scholarship and grant opportunities. You may contact C.W. Post's Office of Financial Aid at (516) 299-2338 for details on C.W. Post Campus 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 four locations – the C.W. Post Campus in Brookville, Long Island; Brentwood, Long

Island; Purchase, Westchester; 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 (hybrid) format and other master's classes are offered online. The school also offers two advanced certificates – 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.

Admission Criteria and Procedures

The following admission requirements apply to those pursuing the Master of Science in Library and Information Science (M.S.L.I.S.) as well as students pursuing the M.S.L.I.S. with specializations in School Media Specialist, Public Librarianship, Academic and Special Librarianship and Rare Books and Special Collections.

Students applying to the M.S. in Library and Information Science programs at the Brentwood Campus of Long Island University should submit the Long Island University Online Application for Admission by selecting "Apply Online" at www.liu.edu/brentwood. Submit all admissions applications and materials to Graduate Admissions Office, Long Island University, Brentwood Campus, 100 Second Avenue, Brentwood, NY 11717.

Applicants to the Master of Science in Library and Information Science and any of the respective specializations must adhere to the following requirements for admission:

- Application for Admission
- Application fee: \$40 (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 grade point average or equivalent in a bachelor's program or in the last two years of the undergraduate program. 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.
- Applicants whose undergraduate average is below a 3.0 will 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 (500-1000 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.

Students interested in studying at the Brentwood Campus should send application materials to:

Graduate Admissions Office
Long Island University
Brentwood Campus
100 Second Avenue
Brentwood, NY 11717

Students interested in studying at the C.W. Post Campus should send application materials to:

Graduate Admissions Office
C.W. Post Campus
Long Island University
720 Northern Boulevard
Brookville, N.Y. 11548-1300

Students interested in studying at the Westchester Graduate Campus, should send application materials to:

Admissions Office
Westchester Graduate Campus
Long Island University
735 Anderson Hill Road
Purchase, N.Y. 10577

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 Brentwood Campus location, please call the Office of Admissions at 631-273-5112.

M.S. in Library Information Science

Overview

The 36-credit M.S. 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 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.

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

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 CRITERIA AND PROCEDURES

Please see the Admission Criteria and Procedures section of the Palmer School of Library and Information Science in the previous section of this Bulletin.

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. in Library & Information Science Requirements

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

General Concentration - Elective and

Capstone Requirements

General Elective Courses

Seven of the following courses:

LIS	508	Technology for Information Management	3.00
LIS	513	Management of Libraries and Information Centers	3.00
LIS	520	Records Management I: Fundamentals	3.00
LIS	603	Humanities Sources and Services	3.00
LIS	604	Science and Technology Sources and Services	3.00
LIS	605	Social Science Sources and Services	3.00
LIS	607	Health Science Sources and Services	3.00
LIS	608	Legal Sources and Services	3.00
LIS	609	Business & Economics Sources & Services	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	626	Teaching Methodologies for School Media Specialists	3.00
LIS	628	School Media Materials and the Curriculum	3.00
LIS	629	Integrating Technology into the School Media Curriculum	3.00
LIS	650	Basic Web Design	3.00
LIS	651	Advanced Web Site Architecture	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	3.00
LIS	697	Master's Thesis	3.00
LIS	699	Independent Study	3.00
LIS	713	Rare Books and Special Collections Librarianship	3.00
LIS	714	Archives and Manuscripts	3.00
LIS	721	Appraisal of Archives and Manuscripts	3.00

Brentwood Campus

LIS 722	Electronic Records	3.00	LIS 713	Rare Books and Special Collections Librarianship	3.00	LIS 662	Library Public Relations	3.00
LIS 729	Young Adult Sources and Services	3.00	Two of the following:			LIS 669	Government Information	3.00
LIS 731	Materials and Services for Early Childhood	3.00	LIS 519	Great Collections of NYC	3.00	LIS 697	Master's Thesis	3.00
LIS 733	Children's Sources & Services	3.00	LIS 603	Humanities Sources and Services	3.00	LIS 699	Independent Study	3.00
LIS 735	Storytelling & Folk Literature	3.00	LIS 652	Exhibitions and Catalogs in the Library	3.00	LIS 714	Archives and Manuscripts	3.00
LIS 737	Serving Diverse Populations	3.00	LIS 657	Introduction to Preservation	3.00	LIS 721	Appraisal of Archives and Manuscripts	3.00
LIS 739	Myth and the Age of Information	3.00	LIS 714	Archives and Manuscripts	3.00	LIS 722	Electronic Records	3.00
LIS 741	Public Libraries	3.00	LIS 763	Metadata: Description and Access	3.00	LIS 729	Young Adult Sources and Services	3.00
LIS 745	Academic Libraries	3.00	General Elective Courses			LIS 731	Materials and Services for Early Childhood	3.00
LIS 747	Special Libraries	3.00	Three of the following:			LIS 733	Children's Sources & Services	3.00
LIS 749	Health Science Libraries	3.00	LIS 508	Technology for Information Management	3.00	LIS 735	Storytelling & Folk Literature	3.00
LIS 755	Information Technologies and Society	3.00	LIS 513	Management of Libraries and Information Centers	3.00	LIS 737	Serving Diverse Populations	3.00
LIS 763	Metadata: Description and Access	3.00	LIS 520	Records Management I: Fundamentals	3.00	LIS 739	Myth and the Age of Information	3.00
LIS 765	Knowledge Representation	3.00	LIS 603	Humanities Sources and Services	3.00	LIS 741	Public Libraries	3.00
LIS 768	Abstracting and Indexing for Information Systems	3.00	LIS 604	Science and Technology Sources and Services	3.00	LIS 745	Academic Libraries	3.00
LIS 770	Information Storage & Retrieval	3.00	LIS 605	Social Science Sources and Services	3.00	LIS 747	Special Libraries	3.00
LIS 773	Comparative Bibliography	3.00	LIS 607	Health Science Sources and Services	3.00	LIS 749	Health Science Libraries	3.00
LIS 900	Institutes	3.00	LIS 608	Legal Sources and Services	3.00	LIS 755	Information Technologies and Society	3.00
LIS 901	Special Topics	3.00	LIS 609	Business & Economics Sources & Services	3.00	LIS 763	Metadata: Description and Access	3.00
Capstone Courses			LIS 618	Online Information Retrieval Techniques	3.00	LIS 765	Knowledge Representation	3.00
LIS 690 Or LIS 695			LIS 620	Instructional Design and Leadership	3.00	LIS 768	Abstracting and Indexing for Information Systems	3.00
LIS 690	Internship	3.00	LIS 622	Management of the School Media Center	3.00	LIS 770	Information Storage & Retrieval	3.00
LIS 695	Master's Project	3.00	LIS 626	Teaching Methodologies for School Media Specialists	3.00	LIS 773	Comparative Bibliography	3.00
Rare Books and Special Collections Requirements			LIS 628	School Media Materials and the Curriculum	3.00	Capstone Courses		
Required Library and Information Science Courses			LIS 629	Integrating Technology into the School Media Curriculum	3.00	LIS 690 Or LIS 695		
LIS 510	Introduction to Library & Information Science	3.00	LIS 650	Basic Web Design	3.00	LIS 690	Internship	3.00
LIS 511	Information Sources and Services	3.00	LIS 651	Advanced Web Site Architecture	3.00	LIS 695	Master's Project	3.00
LIS 512	Introduction to Knowledge Organization	3.00	LIS 657	Introduction to Preservation	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						

M.S. in Library and Information Science, School Library Media Specialist

Overview

The 36-credit M.S. in Library and Information Science (M.S.L.I.S.) School Media Specialization 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 628 School Media & Materials in the Curriculum, LIS 629 Integrating Technology into the School Media Center, LIS 690 Internship/Student Teaching Also one of the following: LIS 729 Young Adult Sources and Services, LIS 731 Materials & Services for Early Childhood, LIS 733 Children's Sources &

Services.

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 610 Literacy, Teaching, and Learning, Birth-Grade 6 (or equivalent with School Media Director's permission).

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 LAST/ATS-W and CST exams
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 Palmer School of 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. in Library and Information Science with School Library Media Specialist - Initial Certification Lib Info Sci/Schl Lib Media MS

Required 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

*** EDS 610 Must be taken by students without previous certification

School Library Media Specialist Required Courses

EDS	610	Literacy Teaching and Learning: Birth-Grade 6	3.00
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
LIS	712	Learning and Literacy Strategies for Special Education Populations	3.00

Elective Courses

Chose one of the following courses (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

LIS	691	Internship - School Media Specialist	3.00
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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
Every Semester

LIS 510 Introduction to Library & Information Science

Overview of the field. Introduction to the history, purpose, functions, and processes of the field, its place in society, practice of the profession in various types of settings, and current issues and trends.

Credits: 3
Every Semester

LIS 511 Information Sources and Services

Philosophy, process, and techniques of information services. Overview of information access and delivery, types of resources and formats used in information services, evaluation and measurement of sources and services, and information seeking processes and behaviors.

Credits: 3
Every Semester

LIS 512 Introduction to Knowledge Organization

Basic principles of bibliographic control. 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 Fall and 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.

Prerequisite or Co-requisite of LIS 510 is required.
Credits: 3
Every Fall and Spring

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 Semester

LIS 516 Collection Development

To 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
Annually

LIS 517 Emerging Web Technologies

With the advent of Web 2.0, 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 Web 2.0 technologies such as blogs, wikis, RSS, implementing these various tools as well as their potential uses.

Credits: 3
Annually

LIS 520 Records Management I: Fundamentals

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 603 Humanities Sources and Services

A study of the nature of the knowledge, historical development, research, and publications in the humanities. Includes the identification and evaluation of bibliographic, reference, and selection sources in philosophy, religion, language, fine arts, minor and applied arts, performing arts, music, and world literature.

Prerequisite of LIS 511 is required.
Credits: 3
Alternate Years

LIS 604 Science and Technology Sources and Services

A study of the background, trends, terminology, and notable publications in the physical and biological sciences, engineering, and technology. Special consideration is given to the forms taken by scientific literature, bibliographic, selection, and reference sources. The needs of the user of various types of libraries are emphasized.

Prerequisite of LIS 511 is required.
Credits: 3
Alternate Years

LIS 605 Social Science Sources and Services

An examination of trends, terminology, and notable works in history, geography, political science, law, education, psychology, economics, business sociology, anthropology, and social sciences. A consideration for the form taken by social science literature. A study of bibliographic, reference, and selection tools in print and electronic formats.

Prerequisite of LIS 511 is required.
Credits: 3
Alternate Years

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

On Occasion

LIS 607 Health Science Sources and Services

Examines health science reference tools, both print and electronic. Includes study of the National Library of Medicine and health science professional organizations and their publications. Specific attention is given to access to Medline through PubMed. The literature and resources for consumer health information, medical terminology, and Internet resources will be explored.

Prerequisite of LIS 511 is required.

Credits: 3

On Occasion

LIS 608 Legal Sources and Services

Provides an overview of the tools and techniques of legal research. Students are introduced to the structure and processes of the three major components of the legal system in the United States: common law, statutes, and administrative law. Sources of foreign and international law are examined.

Prerequisite of LIS 511 is required.

Credits: 3

On Occasion

LIS 610 Reader's Advisory Services

This course teaches both traditional readers' 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

Annually

LIS 611 Film and Media Collections

In today's multi-media world, libraries, public and academic, collect non-print formats. Many organizations generate and need to store three-dimensional objects such as models and ephemera of all shapes and sizes. Librarians and archivists should have an understanding of the principles and practices related to acquiring and maintaining these collections.

Prerequisites of LIS 510 & 511 or permission of instructor are 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.

This course has an additional fee.

Credits: 3

Annually

LIS 620 Instructional Design and Leadership

(Same as EDU 980) 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

Annually

LIS 622 Management of the School Media Center

(Same as EDU 981) 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

Annually

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

Annually

LIS 628 School Media Materials and the Curriculum

Survey of nonfiction resources in support of the subject content areas in the modern school curriculum including non-fiction materials covering persons with disabilities and special needs.

Attention is given to new developments in the curriculum, with emphasis on the whole language approach as it relates to the selections and use of library materials. 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

Annually

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

Annually

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

On Occasion

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

Alternate Years

LIS 690 Internship

120 hours (240 hours for school media students - a combined 40 days at two school sites) 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

Annually

LIS 691 Internship - School Media Specialist

The school library media internship is a student teaching experience. It consists of two 20-day sessions for a total of 40 or 240 hours. 20 days must be spent in an elementary school media center and 20 days must be spend 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

Annually

LIS 700 Principles of Public Library Organization & Management

This seminar explores public library organization and management. Topics include principles of management and organization; the planning process, policy, decision making, and leadership principles. Issues such as assessing community needs, public and governmental relations, cooperative ventures, leadership and management systems, professional ethics, and censorship are also addressed.

Prerequisite of Public Library Certificate majors only.

Credits: 1 to 3

On Occasion

LIS 701 Seminar In Legal Issues & the Regulatory/Governance Environment of the Public Library

This seminar focuses on the legal basis for the public library, sources of the public library's authority and the organizational framework that enables the library to function in society. Attention is given to the laws, rules and regulations on the local, state, and national level that affect public libraries. Other topics include the roles of the board of trustees and the library director; regulatory agencies and reporting requirements; insurance risk management and liability; library policies and their enforcement and the relationship of the public library to other agencies.

Prerequisite of Public Library Certificate majors only.

Credits: 1 to 3

On Occasion

LIS 703 Financial Management of Public Libraries

This course is designed to provide library managers with an understanding of public finance and economic theory. Specific topics such as basic economic theory, public finance, community assessment, budget process and preparation, the audit function, taxation and capital funding are covered.

Prerequisite of Public Library Certificate majors only.

Credits: 1 to 3

On Occasion

LIS 704 Public Library Facilities, Automation Systems and Telecommunications

This seminar is designed to prepare the public library administrator to deal with the process and problems of planning, managing and evaluating library facilities. Emphasis is placed on maintenance and operation of public facilities, including space planning and utilization; building and grounds maintenance; security; and branch library issues. The process of defining, specifying, evaluating and selecting automation and telecommunication systems, furniture and other equipment is covered in depth. Other topics include the basics of writing a facilities program, selection of an architectural firm, project manager

and building contractor.

Prerequisite of Public Library Certificate majors only.

Credits: 3

On Occasion

LIS 712 Literacy for K-12 Environment

This course will develop understanding of the complexity of literacy for K-12 learners. Linguistic aspects (vocabulary, grammar, genre and text structure), cognitive and metacognitive behaviors (reading strategies), and socio-cultural context (beliefs and attitudes of non-English Learners) will be examined as influences on a learner's development of literacy. This course will provide school and children's librarian's with background knowledge of the various issues relevant to literacy instruction (e.g. language development, reading and writing process, differentiated instruction. Various approaches to literacy and theories of literacy will be examined. Reading motivation and strategies to incorporate technology into literacy learning will be discussed.

Pre requisite of LIS 620 and LIS 626 for school media is required; LIS 510, 511, 512 and 514 for general/public librarians is required

Credits: 3

On Occasion

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

Annually

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

Alternate Years

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

Alternate Years

LIS 737 Serving Diverse Populations

A seminar on services for multicultural populations and groups with special interests or needs: Sensory or mobilityimpaired; learning disabilities; adult beginning readers; English as a secondlanguage; 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 Years

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

Annually

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

Alternate Years

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**

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Chair: Vacca

Full Professors: DeCarlo, Giuliani, Minge, Mittler,
Sanacore

Associate Professors: Cohen, Feeley, Pierangelo,
Vacca

Assistant Professors: Levitt, Palumbo,
Kramer-Vida

Adjunct Faculty: 33

Overview

The Department of Special Education and Literacy prepares students for New York State certification as special education teachers and literacy specialists. Student can select from three Master of Science degree programs: Literacy; Special Education; and Special Education with a Concentration in Autism. The Department also offers dual certification programs which prepare 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. in Special Education

Overview

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 (Grades 1-6) 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.

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

Admission Criteria and Procedures

Applicants to the M.S.Ed. Special Education (Grades 1-6) Program must meet the following requirements for admission.

- Application for Admission.
- 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 or childhood education

Academic Policies

A student must maintain minimum grade point average of 3.0 in the M.S.Ed. Special Education (Grades 1-6) 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 Department of Special Education and Literacy, 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.Ed. in Special Education
(Grades 1-6) with Concentration
in Autism**

Overview

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.

The M.S.Ed. in Special Education (Grades 1-6) Concentration in Autism 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.

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

Admission Criteria and Procedures

Applicants to the M.S.Ed. Special Education (Grades 1-6) Concentration in Autism Program must meet the following requirements for admission.

- Application for Admission.
- 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 or childhood education.
- Departmental Admission Interview.

Academic Policies

A student must maintain minimum grade point average of 3.0 in the M.S.Ed. Special Education (Grades 1-6) Concentration in Autism 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 Department of Special Education and Literacy, 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.Ed. in Special Education (Birth - Grade 6)

Required Courses

EDS	600	Introduction to the Study of the Exceptional Child	3.00
EDS	620	Assessment and Diagnosis of Children with Disabilities	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	3.00
EDS	631	Curriculum-Based Assessment and Instruction of Students with Severe Disabilities	3.00
EDS	632	Instruction and Classroom Management for Children with Emotional and Behavioral Problems	3.00
EDS	633	Accommodating Learners with Special Needs in Inclusive Settings	3.00
EDS	702	Supervised Practicum in Special Education	3.00

EDS	624	Contemporary Issues and Research in Special Education	3.00
EDS	652	Elective in Special Education	3.00

**Total Degree Credit Requirement: 30
NEW YORK STATE CERTIFICATION REQUIREMENTS**

- **New York State Teacher Certification Exams (LAST, ATSW & CST)**
- **Project S.A.V.E. Workshop**
- **Child Abuse Workshop**
- **New York State Fingerprint Clearance**

M.S.Ed. in Special Education (Birth - Grade 6) Autism Concentration

Required Courses

EDS	600	Introduction to the Study of the Exceptional Child	3.00
EDS	620	Assessment and Diagnosis of Children with Disabilities	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	3.00
EDS	629	Curriculum-Based Assessment and Instruction of Students with Severe Disabilities	3.00
EDS	635	Behavior Management for Children with Autism and Developmental Disorders	3.00
SPH	681	Communication Development and Language Disorder in Children with Autism	3.00
EDS	704	Practicum in Special Education and Autism	3.00
EDS	625	Contemporary Issues and Research in Autism Spectrum Disorders	3.00
EDS	750	Diagnosis and Treatment of Autism (Summer Institute)	3.00

**Total Degree Credit Requirement: 30
NEW YORK STATE CERTIFICATION REQUIREMENTS**

- **New York State Teacher Certification Exams**

(LAST, ATSW & CST)

- **Project S.A.V.E. Workshop**
- **Child Abuse Workshop**
- **New York State Fingerprint Clearance**

M.S.Ed. in Literacy (Birth - Grade 6)

Overview

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.

The M.S.Ed. Literacy (Birth-Grade 6) 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.

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

Admission Criteria and Procedures

Applicants to the M.S.Ed. Literacy (Birth – Grade 6) Program must meet the following requirements for admission.

- Application for Admission.
- 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.

Academic Policies

A student must maintain minimum grade point average of 3.0 in the M.S.Ed. Literacy (Birth – Grade 6) 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 Department of Special Education and Literacy, 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.Ed. In Literacy Education (Birth - Grade 6)

Required Courses

EDS	600	Introduction to the Study of the Exceptional Child	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	615	Practicum I. Literacy Assessment and Intervention:Birth- Grade 6	3.00
EDS	616	Practicum II. Literacy Intervention:Birth-Grade 6	3.00
EDS	619	Literacy and Literature-based Reading Instruction: Birth-Grade 6	3.00
EDS	622	Contemporary Issues and Research in Literacy: Birth-Grade 6 (Culmination Experience)	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
EDS	703	Practicum III Overcoming Literacy Difficulties:Birth-Grade 6	3.00

**Total Degree Credit Requirement: 30
NEW YORK STATE CERTIFICATION REQUIREMENTS**

- **New York State Teacher Certification Exams (LAST, ATSW & CST)**
- **Project S.A.V.E. Workshop**
- **Child Abuse Workshop**
- **New York State Fingerprint Clearance**

M.S. in Childhood Education / Literacy (Birth to Grade 6)

Overview

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 Criteria and Procedures

Applicants to the M.S. Childhood Education/Literacy (Birth – Grade 6) Program must meet the following requirements for admission.

- Application for Admission.
- 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.

Academic Policies

A student must maintain at least a 3.0 cumulative grade point average in the M.S. Childhood Education/Literacy (Birth – Grade 6) Program. Any student whose cumulative grade point average falls below 3.00 will be evaluated by the Academic Standing Committee of the Department of Curriculum and Instruction, issued a letter of warning, and placed on probation. A student on probation who fails to bring his or her average up to 3.00 in the succeeding semester may be dropped from the program. In addition, a student who receives grades below B in two graduate courses is considered to have an academic deficiency. A third grade below B, after the student receives a formal warning of the deficiency, may cause the student to lose matriculated status or be dropped from the

program.

M.S. in Childhood Education & Literacy Requirements

Curriculum & Instruction Courses

EDI	600	Psychological Foundations of Education	3.00
EDI	601	Social Foundations of American Education	3.00
EDI	612	Teaching Social Studies in Grades 1-6	3.00
EDI	613	Teaching Mathematics in Grades 1-6	3.00
EDI	614	Teaching Science in Grades 1-6	3.00
EDI	677	Curriculum Development for the Classroom Teacher	3.00
EDI	710	Supervised Student Teaching and Seminar for Childhood/Special Ed or Childhood/Literacy	3.00

*****150 hours of FIELD EXPERIENCE is required prior to student teaching*****

Literacy Courses

EDS	600	Introduction to the Study of the Exceptional Child	3.00
EDS	610	Literacy Teaching and Learning: 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	613	Literacy Through Children's Literature	3.00
EDS	619	Literacy and Literature-based Reading Instruction: Birth-Grade 6	3.00
EDS	622	Contemporary Issues and Research in Literacy: Birth-Grade 6 (Culmination Experience)	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
EDS	703	Practicum III Overcoming Literacy Difficulties: Birth-Grade 6	3.00

Health & Substance Abuse Seminar Course

HE 205A Adolescent Health-Risk 0.00
Wrkshp

Required Culminating Experience, 0-3 Credits

Option A: Comprehensive Examination or

Final Project

- - Comprehensive Exam 0.00

OR

- - Final Project 0.00

Option B: Thesis Seminar

This course is available only to those matriculated master's degree candidates selecting 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.

EDI 705 Thesis Seminar 3.00

Total Degree Credit Requirement: 48-51

NEW YORK STATE CERTIFICATION REQUIREMENTS

- **New York State Teacher Certification Exams (LAST, ATSW, CST-Literacy & CST-Multi)**
- **Project S.A.V.E. Workshop**
- **Child Abuse Workshop**
- **New York State Fingerprint Clearance**
- **Liberal Arts Review**

M.S. in Childhood Education / Special Education (Grades 1-6)

Overview

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.

After you complete all degree requirements and successfully pass New York State licensure tests you will be awarded Initial Teaching Certification by the New York State Department of Education to teach Childhood: Grades 1 to 6 and Students with Disabilities: Birth – Grade 6. A certified teacher with three years of teaching experience will be eligible to apply for Professional Teaching

Certification.

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

Admission Criteria and Procedures

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

- Application for Admission.
- 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.

Academic Policies

A student must maintain at least a 3.0 cumulative grade point average in the M.S. Childhood Education/Special Education (Grades 1-6) Program. Any student whose cumulative grade point average falls below 3.00 will be evaluated by the Academic Standing Committee of the Department of Curriculum and Instruction, issued a letter of warning, and placed on probation. A student on probation who fails to bring his or her average up to 3.00 in the succeeding semester may be dropped from the program. In addition, a student who receives grades below B in two graduate courses is considered to have an academic deficiency. A third grade below B, after the student receives a formal warning of the deficiency, may cause the student to lose matriculated status or be dropped from the program.

M.S. in Childhood Education / Special Education (Grades 1-6) with Concentration in Autism

Overview

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.

Autism has become one of the nation's most serious public health problems. The Centers for Disease Control estimate that as many as one of every 110 children falls somewhere on the autism disorder spectrum. Autism can take a heavy toll on families and on society – but special education designed specifically for the autistic child can help a great deal.

The M.S. Childhood Education/Special Education (Grades 1-6) Concentration in Autism Program prepares highly specialized educators to work with children with autism. It also prepares educators to work in teams with psychologists, social workers and families to respond to the special needs of this unique population. The program leads to New York State certification in childhood education and special education for

Grades 1-6 and includes three courses dedicated to applied behavior analysis (ABA), an effective treatment for autism spectrum disorders. These three classes can be applied to the Behavior Analysis Certification Board's ® (BACB®) course work. You may then take three additional courses in ABA within C.W. Post's Department of Psychology to meet the BCBA® required 225 hours of graduate level course work.

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 disabilities, communication development and disorders in children with autism spectrum disorders as well as 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. Graduates from the Program are employed as teachers and behavioral specialists in many public and private schools on Long Island and in the New York Metropolitan area.

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. A minimum of 150 hours of field experience are required prior to student teaching.

After you complete all degree requirements and successfully pass New York State licensure tests you will be awarded Initial Teaching Certification by the New York State Department of Education to teach Childhood: Grades 1 to 6 and Students with Disabilities: Birth – Grade 6. A certified teacher with three years of teaching experience will be eligible to apply for Professional Teaching Certification.

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

Admission Criteria and Procedures

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

- Application for Admission.
- 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
- Departmental Admission Interview.

Academic Policies

A student must maintain at least a 3.0 cumulative grade point average in the M.S.

Childhood Education/Special Education (Grades 1-6) Program. Any student whose cumulative grade point average falls below 3.00 will be evaluated by the Academic Standing Committee of the Department of Curriculum and Instruction, issued a letter of warning, and placed on probation. A student on probation who fails to bring his or her average up to 3.00 in the succeeding semester may be dropped from the program. In addition, a student who receives grades below B in two graduate courses is considered to have an academic deficiency. A third grade below B, after the student receives a formal warning of the deficiency, may cause the student to lose matriculated status or be dropped from the program.

**M.S. in Childhood/Special Education
Required Special Education Courses**

EDS	624	Contemporary Issues and Research in Special Education/Culminating Experience	3.00
EDS	631	Curriculum-based Assessment and Instruction of Students with Severe Disabilities	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	713	Supervised Student Teaching and Seminar in Special Education	3.00

*****150 Hours of FIELD EXPERIENCE is required prior to student teaching*****

EDS	600	Introduction to the Study of the Exceptional Child	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	3.00

Required Curriculum and Instruction Courses

EDI	600	Psychological Foundations of Education	3.00
EDI	601	Social Foundations of American Education	3.00

EDI	612	Teaching Social Studies in Grades 1-6	3.00
EDI	613	Teaching Mathematics in Grades 1-6	3.00
EDI	614	Teaching Science in Grades 1-6	3.00
EDI	677	Curriculum Development for the Classroom Teacher	3.00
EDI	710	Supervised Student Teaching and Seminar for Childhood/Special Ed or Childhood/Literacy	3.00

Required Health and Substance Abuse Workshop

HE	205A	Adolescent Health-Risk Wrkshp	0.00
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Required Culminating Experience, 0-3 Credits

Option A: Comprehensive Examination or Final Project

-	-	Comprehensive Exam	0.00
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OR

-	-	Final Project	0.00
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Option B: Thesis Seminar

This course is available only to those matriculated master's degree candidates selecting 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.

EDI	705	Thesis Seminar	3.00
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Total Degree Credit Requirement: 48-51

NEW YORK STATE CERTIFICATION REQUIREMENTS

- New York State Teacher Certification Exams (LAST, ATSW, CST-Sp. Ed.& CST-Multi)
- Project S.A.V.E. Workshop
- Child Abuse Workshop
- New York State Fingerprint Clearance
- Liberal Arts Review

Childhood/Special Education MS (Autism Concentration)

Required Special Education Courses

EDS	625	Contemporary Issues and Research in Special Education	3.00
EDS	629	Curriculum-based Assessment and Instruction of Students with Severe Disabilities - Autism	3.00
EDS	635	Behavior Management: Autism and Developmental Disabilities	3.00

EDS	750	Institute: Diagnosis/Treatment Autism	3.00
EDS	712	Supervised Student Teaching in Special Education	3.00

*****150 Hours of FIELD EXPERIENCE is required prior to student teaching*****

EDS	600	Introduction to the Study of the Exceptional Child	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	3.00

Required Curriculum and Instruction Courses

EDI	600	Psychological Foundations of Education	3.00
EDI	601	Social Foundations of American Education	3.00
EDI	612	Teaching Social Studies in Grades 1-6	3.00
EDI	613	Teaching Mathematics in Grades 1-6	3.00
EDI	614	Teaching Science in Grades 1-6	3.00
EDI	677	Curriculum Development for the Classroom Teacher	3.00
EDI	710	Supervised Student Teaching and Seminar for Childhood/Special Ed or Childhood/Literacy	3.00

Required Speech Course

SPE	681	Comm. Dev. and Language Disorders in Children with Autism	3.00
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Required Health and Substance Abuse Workshop

HE	205A	Adolescent Health-Risk Wrkshp	0.0
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Required Culminating Experience, 0-3 Credits

Option A: Comprehensive Examination or Final Project

-	-	Comprehensive Exam	0.00
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OR

-	-	Final Project	0.00
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Option B: Thesis Seminar

This course is available only to those matriculated

master's degree candidates selecting 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.

EDI 705 Thesis Seminar 3.00

Total Degree Credit Requirement: 51-54

NEW YORK STATE CERTIFICATION REQUIREMENTS

- New York State Teacher Certification Exams (LAST, ATSW, CST-Sp. Ed.& CST-Multi)
- Project S.A.V.E. Workshop
- Child Abuse Workshop
- New York State Fingerprint Clearance
- Liberal Arts Review

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 Semester

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 Semester

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 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 Semester

EDS 612 Lit Teach & Learn: Gr 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

All Sessions

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 Semester

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 Semester

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 615 is required.

Credits: 3

Every Semester

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 Semester

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 Semester

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 Semester

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 Semester

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 Semester

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 Semester

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 Semester

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.

Co-requisite of EDS 610 or 620 is required.

Childhood/Special Education MS Majors require a prerequisite of EDS 610 only.

Credits: 3

Every Semester

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.

Co-requisite of EDS 610 or 620 is required.

Childhood/Special Education MS Majors require a prerequisite of EDS 610 only.

Credits: 3

Every Semester

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.

Co-requisite of EDS 610 or 620 is required.

Childhood/Special Education MS Majors require a prerequisite of EDS 610 only.

Credits: 3

Every Semester

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

Inclusion represents one of the most significant challenges facing education in recent years. It requires critical changes in attitudes and practice for both general and special educators. This course will explore the concept of inclusion, discuss it from both a theoretical and practical perspective, and present strategies necessary for it to be successful. Included will be discussions of historical and current perspectives, collaboration among professionals, practical classroom administration, instructional adaptations, etc. One specific mechanism to facilitate inclusion will be the use of assistive and instructional technologies with an emphasis on those that can assist in the integration of students with disabilities. The course also included 10 hours of field observation.

Prerequisite of EDI 600 and 601 for Graduate Childhood Edu Program or Co-requisite of EDS 610 or 620 is required.

Credits: 3

Every Semester

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.

Credits: 3

Annually

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 Semester

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.

Credits: 3

On Occasion

EDS 642 Literacy & Language Arts Instruction B-Gr 6

This course will enable teachers to develop a conceptual framework for the teaching of reading and written communication skills in our schools, focusing on composition, syntax, writing, spelling, and handwriting as interrelated elements of written expression. Instructional practices and materials will be presented, analyzed and evaluated for classroom implementation.

Prerequisite or co-requisite of EDS 610 is required.

Credits: 3

Every Semester

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.

Credits: 3

On Occasion

EDS 702 Supervised Practicum In Special Education

This course is a supervised Clinical Practicum in Special Education.

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 Semester

EDS 704 Practicum In Autism

Practicum in Autism

Credits: 3

On Occasion

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

Every Spring

BLENDING AND ONLINE LEARNING PROGRAMS AT LONG ISLAND UNIVERSITY

Technology-enhanced, blended and online learning are an important part of fulfilling Long Island University'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 classes that include both face-to-face and online components, reducing the amount of time students need to be physically on campus while still reaping the benefit of meeting in person with professors and other professionals.

The University currently offers the following degree programs in the blended or online learning format:

Brooklyn Campus

Advanced Certificate, Bilingual Extension*
 Advanced Certificate, Educational Leadership
 B.S. Nursing (RN to BS track)
 M.S. Adult Nurse Practitioner
 M.S. Computer Science
 M.S. Family Nurse Practitioner
 M.S. Human Resources Management
 M.S. Nurse Educator

C.W. Post Campus

M.S. Accountancy
 M.S. Library & Information Science/School Library Media
 M.S. Nursing Education
 M.S. Taxation

LIU-Hudson Graduate Center at Westchester

Advanced Certificate, Bilingual Extension*

LIU-Riverhead

M.S. and Advanced Certificate in Homeland Security Management*

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.

APPROVED PROGRAMS - BRENTWOOD CAMPUS

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.

School of Public Service

Major	Hegis Code	Degree
Health Administration	1202	MPA
Public Administration	2102	MPA

School of Liberal Arts & Sciences

Major	Hegis Code	Degree
Criminal Justice	2105	BA, MS

School of Education

Major	Hegis Code	Degree
Childhood Education "1-6"	0802	MS
Childhood Education / Special Education	0808	MS
Special Education "1-6"	0808	MSED
Early Childhood Education "B-2"	0823	MS
Childhood Education / Literacy "B-6"	0830	MS
Literacy "B-6"	0830	MSED
Mental Health Counseling	2104.10	MS
School Counselor	0826.01	MS, Adv.Cert.
School Building Leader	0828	MSED, Adv.Cert
Adv.Cert School District Leader	0828	Adv.Cert

CAMPUS FACULTY

Brentwood and C.W. Post share the same faculty. Below is a list of all faculty at C.W. Post for the programs offered at Brentwood, some or all of the faculty also teach at Brentwood.

Iftikhar Ahmad

Associate Professor of Education

B.A., M.A., University of Peshawar (Pakistan);
M.A., Brooklyn College, City University of New York;
M.A., The Graduate Center, City University of New York;
Ed.D., Teachers College, Columbia University

Daniel L. Araoz

Senior Professor of Education

B.A., M.A., Gonzaga University;
M.S.T., University of Santa Clara;
M.A., Ed.D., Columbia University

Terry Bordan

Chair, Counseling and Development Department;

Professor of Education

B.A., Queens College, City University of New York;
M.S., C.W. Post Campus, Long Island University;
Ed.D., University of Sarasota

Dengting Boyanton

Assistant Professor of Education

B.A., Central China Normal University;
M.Ed., University of Virginia;
Ph.D., University of Virginia

Michael M. Byrne

Associate Professor of Education and Library and Information Science

B.A., University of Notre Dame;
M.A., Ph.D., Michigan State University

Haeryun Choi

Assistant Professor of Education

B.A., Seoul National University (South Korea);
M.Ed., State University of New York at Buffalo;
Ph.D., University of Illinois at Urbana-Champaign

Heting Chu

Professor of Library and Information Science

B.A., Peking University;
M.L.I.S., McGill University;
Ph.D., Drexel University

Paul J. Ciborowski

Associate Professor of Education

B.A., University of Dayton;
M.A., New York University;
Ph.D., Fordham University

Lynn Cohen

Associate Professor of Education

B.S., State University of New York, New Paltz;
M.S., Johns Hopkins University;
Ph.D., Fordham University

James J. Colangelo

Associate Professor of Education

B.A., Manhattan College;
M.S.Ed., St. John's University;
P.D., C.W. Post Campus, Long Island University;
Psy.D., California Southern University

Julia E. De Carlo

Professor of Education

B.A., Marymount College;
M.S., St. John's University;
Ph.D., Fordham University

James Dunne

Associate Professor of Education

B.A., State University of New York Stony Brook;
M.A., M.Ed., Ed.D., Teachers College, Columbia University

Kathleen M. Feeley

Director, Center for Community Inclusion;

Associate Professor of Education

B.A., M.S., St. John's University;
Ph.D., University of Minnesota

George A. Giuliani

Professor of Education

B.S., State University of New York at New Paltz;
M.S., Ph.D., St. John's University

Eugene Goldin

Professor of Education

B.A., M.S.Ed., Queens College;
Ed.D., St. John's University

Karleen Goubeaud

Associate Professor of Education

B.S., Bob Jones University;
M.S., University of Pittsburgh;
D.Ed., Indiana University of Pennsylvania

Sean A. Grennan

Associate Professor of Criminal Justice

B.A., M.A., John Jay College of Criminal Justice;
M.Phil., Ph.D., The Graduate Center, City University of New York

Melvin R. Heck

Professor of Education

B.A., University of North Dakota;
M.B.A., Long Island University;
M.A., Ph.D., Northwestern University

Jody Howard

Interim Director of Palmer School;

Associate Professor of Library and Information Science

B.A., Metropolitan State College;
M.L.S., University of Denver;
M.A., University of Colorado;
Ph.D., Emporia State University

Gregory S. Hunter

Director, Doctor of Philosophy in Information Studies Program;

Director, Certificate Program in Archives and Records Management;

Professor of Library and Information Science

B.A., St. John's University;
M.A., M.Phil., Ph.D., New York University

David Jank

Assistant Professor of Library and Information Science

B.A., Northeastern University;

M.S., Simmons College

M.S., Baruch College, City University of New York;

Ph.D., C.W. Post Campus, Long Island University

Kathleen Keefe-Cooperman

Assistant Professor of Education

B.A., Rhode Island College;

M.A., Pace University;

M.S., University of Hartford;

Psy.D., University of Hartford

Susan Ketcham Librarian, Brentwood Campus

Professor, Library B.S., Slippery Rock University;

M.S., M.L.S., Long Island University

Michael E.D. Koenig

Professor of Library and Information Science

B.S., Yale University;

M.S., M.B.A., University of Chicago;

Ph.D., Drexel University

Louisa Kramer-Vida

Assistant Professor of Education

B.A. Marymount Manhattan College

C.A. S. P.D., Ed.D. Hofstra University

Thomas Krichel

Associate Professor of Library and Information Science

Diplome, Université des Sciences Sociales de Toulouaé;

Magistre, Université de Paris, Sorbonne;

M.A., University of Exeter;

Ph.D., University of Surrey

Harvey W. Kushner

Chair, Criminal Justice Department;

Professor of Criminal Justice

B.A., Queens College, City University of New York;

M.A., Ph.D., New York University

Gabrielle Levine*Associate Professor of Education*

B.A., Barnard College, Columbia University;
 M.A., Teachers College, Columbia University;
 Ph.D., Columbia University

Roberta Levitt*Assistant Professor of Education*

B.S., University of Bridgeport;
 M.A., Hofstra University;
 P.D., Ph.D., Hofstra University

Lee Yuen Lew*Assistant Professor of Education*

B.Sc., M.Ed., University of Malaya (Malaysia);
 Ph.D., University of Iowa

A. Scott McGowan*Senior Professor of Education*

B.S., University of Scranton;
 M.A., Niagara University;
 M.S., Ph.D., Fordham University

Andrea Sabatini McLoughlin*Associate Professor of Education*

B.S., Stony Brook University;
 M.S., Queens College, City University of New York;
 Ph.D., Pennsylvania State University, University Park

Ronald Minge*Professor of Education*

B.A., Western Washington College;
 M.A., Ph.D., Washington State University

Joel Mittler*Professor of Education*

B.A., Brooklyn College, City University of New York;
 M.S., Professional Certificate, Queens College, City University of New York;
 M.Ed., Ed.D., Teachers College, Columbia University

Roslyn Muraskin*Director, Long Island Women's Institute;**Professor of Criminal Justice*

B.A., Queens College, City University of New York;
 M.A., New York University;
 M. Phil., Ph.D., The Graduate Center, City University of New York

Martin L. O'Connor*Associate Professor of Criminal Justice*

B.A. C.W. Post Campus, Long Island University;
 J.D., Hofstra University

Karen Ogulnick*Associate Professor of Education*

B.S., State University of New York at Plattsburgh;
 M.A., Hunter College, City University of New York;
 Ph.D., New York University

Anthony Palumbo*Assistant Professor of Education*

B.A., M.S.Ed., St. John's University;
 P.D., Ed.D., Hofstra University

Roger Pierangelo*Associate Professor of Education*

B.S., St. John's University;
 M.S.Ed., P.D., Queens College;
 Ph.D., Yeshiva University

Joseph Piro*Associate Professor of Education*

B.A., St. Francis College;
 M.A., City University of New York, Queens College;
 M.S., Fordham University;
 M.A., Ph.D., Teachers College, Columbia University

Shaireen Rasheed*Associate Professor of Education*

B.A., State University of New York at Stony Brook;
 M.A., New School for Social Research;
 M.A., Ph.D., Columbia University

John J. Regazzi*Professor, College of Education and Information Sciences*

B.A., St. John's University;
 M.A., University of Iowa;
 M.S.L.I.S., Columbia University;
 Ph.D., Rutgers University

Jeong-eun Rhee*Associate Professor of Education*

B.A., Ewha Women's University;
 M.A., West Virginia University;
 Ph.D., Ohio State University

William Roberson*Head Librarian, Brentwood Campus**Professor, Library*

B.A., M.S., SUNY at Stony Brook;
 Advanced Certificate in Library and Information Science, St. John's University;
 M.S.L.S., Long Island University

William Saffady*Professor of Library and Information Science*

B.A., Central Michigan University;
 M.A., M.S.L.S., Ph.D., Wayne State University

Joseph Sanacore*Professor of Education*

B.A., Adelphi University;
 M.A., New York University;
 M.S., C.W. Post Campus, Long Island University;
 P.D., Hofstra University;
 Ed.D., Hofstra University

Kristin Schaefer-Schiumo*Professor of Education*

B.S., Cornell University;
 M.A., Ph.D., Fordham University

Bette E. Schneiderman*Associate Professor of Education and Library and Information Science*

B.A., M.S., Syracuse University;
 Ph.D., Hofstra University

Susan Shenker*Assistant Professor of Education*

B.A., Arcadia University
 M.A., Teachers College, Columbia University

June Ann Smith*Associate Professor of Education*

B.A., Northern Caribbean University (formerly West Indies College);
 M.A., Andrews University; M.S.W., Yeshiva University; Ph.D., Andrews University

Amy E. Spaulding*Professor of Library and Information Science*

B.S., Willamette University;
 M.L.S., University of Pittsburgh;
 D.L.S., Columbia University

Michelle Y. Szpara*Associate Professor of Education*

B.S., Pennsylvania State University;
 Ph.D., University of Pennsylvania

Efleda Tolentino*Assistant Professor of Education*

B.A., M.A., University of the Philippines;
 Ph.D., New York University

James Vacca*Chair, Special Education and Literacy**Department;**Associate Professor of Education*

B.A., State University of New York at Brockport;
 M.A., P.D., State University of New York at Albany;
 Ph.D., Syracuse University of New York

Mary Westermann-Cicio*Associate Professor of Library and Information Science*

B.A., M.S.L.S., M.P.A., C.W. Post Campus, Long Island University;
 M.A., Ph.D., Stony Brook University

Joyceln Yen Yen Woo

Associate Professor of Education

B.A., National University of Singapore;
PGDE National Institute of Education; Nanyang
Technological University;
Ed.M., Ph.D., Teachers College, Columbia
University

Qiping Zhang

*Assistant Professor of Library and Information
Science*

B.S., M.S., Peking University (Beijing, China);
M.S., Ph.D., University of Michigan, Ann Arbor

**BRENTWOOD CAMPUS
ADMINISTRATION**

Paul Forestell

B.A., M.A., Ph.D.

*Provost***Jennifer Browne**

B.S., M.S., J.D.

*Associate Provost and Dean of Student Affairs***John Metcalfe**

B.A., M.S.

*Assistant Provost and Director of Admissions***Andrea Mojica**

B.S., M.B.A.

*Director of Financial Aid***Michele Siskind**

B.S.

*Senior Associate Director of Financial Aid***William Roberson**

B.A., M.L.S., M.S.

*Head Librarian***Susan Ketcham**

B.S., M.L.S., M.S.

*Librarian***Barbee Cherry**

B.S., M.S.

*Academic Advisor***Lorraine Macholz**

B.S., M.S.

*Academic Advisor***Madalynn Predonzan***Student Financials***Kevin Conron***Information Technology***Donald Entress***Public Safety***Joann Jantzen***Office Manager*

**C.W. POST CAMPUS
ADMINISTRATION**

Debra J. Annibell

B.A.

*Assistant Vice President for Human Resource Administration and International Employment***Francis N. Bonsignore**

B.S., M.P.A.

*Dean, College of Management***Edward A. Boss, Jr.**

B.A.

*Bursar***Fr. Ted Brown**

B.S., M.A., M.Div.

*Director of Religious Life***Catherine Calame '01**

B.A., M.B.A.

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