

**LIU Riverhead**

**2015-2016**

**Undergraduate and  
Graduate Bulletin**

**LIU**  
Riverhead

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# LIU Riverhead

2015 - 2016  
Bulletin

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Notice to Students: The information in this publication is accurate as of September 1, 2015. However, circumstances may require that a given course be withdrawn or alternate offerings be made. Therefore, LIU reserves the right to amend the courses described herein and cannot guarantee enrollment into any specific course section. All applicants are reminded that the University is subject to policies promulgated by its Board of Trustees, as well as New York State and federal regulation. The University therefore reserves the right to effect changes in the curriculum, administration, tuition and fees, academic schedule, program offerings and other phases of school activity, at any time, without prior notice.

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

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**Accreditation and Program Registration**

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

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## ABOUT LIU RIVERHEAD

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### Mission Statement

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The mission of LIU Riverhead is to provide exceptional educational programs through a faculty dedicated to teaching. To achieve this mission, the campus is committed to excellence in teaching in face-to-face, online and blended formats and to high quality services that support students in becoming accomplished, ethical and thoughtful scholars who have advanced abilities to become effective practitioners, change agents, and leaders in their field.

It is through strategically focused Riverhead programs that students from all backgrounds expand their knowledge and prepare themselves for meaningful professional lives and service to their communities and the global marketplace. We operate on Margaret Mead's principle: *"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."*

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### Overview

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LIU Riverhead is a private institution of higher learning offering unique and distinguished programs with local and international appeal. Conveniently located on Suffolk County Community College's Eastern Campus, just 10 minutes from exit 70 on the Long Island Expressway, the campus provides a diverse mix of undergraduate and graduate degrees and attracts students from as close by as Montauk, Long Island and as far away as Dubai.

Through a unique partnership with Suffolk County Community College, LIU Riverhead offers two landmark upper-division bachelor's degree programs: a B.S. in Childhood Education and a B.A. in Communication Studies – New Media. These programs provide students with a unique opportunity to earn a four-year undergraduate degree without having to leave the east end of Long Island. We also offer traditional master's degree programs in the field of teacher education, including 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. Accredited by the Teacher Education Accreditation Council (TEAC), our teacher education programs (both graduate and undergraduate) are highly regarded by local school districts. Courses are taught by caring and experienced faculty.

The Homeland Security and Terrorism Institute at LIU Riverhead was designated by an Act of Congress as a U.S. Department of Homeland Security National Transportation Security Center of Excellence. Designed for professionals by

professionals, the Institute offers the Master of Science degree in Homeland Security Management, and Advanced Certificates in Homeland Security Management and Cyber Security Policy. The programs, which are delivered entirely online, maintain an outstanding reputation and access to the highest levels of the United States Department of Homeland Security (DHS) as well as research opportunities for students and faculty in the field. We are the only degree program to be designated as a DHS Center of Excellence.

LIU Riverhead provides working adults and recent baccalaureate graduates with the opportunity to pursue advanced education in conveniently scheduled day and evening programs. The campus's convenient class times and flexible schedules allow you to pursue your education without compromising your commitments outside of school. Extensive financial aid and scholarships are available. Small class sizes and comprehensive academic advising ensure that each student is given the direction and guidance needed for a successful academic experience that will help them make transformative changes in their lives and careers.

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### Accreditation

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#### Middle States Commission on Higher Education (MSCHE)

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#### New York State Education Department (NYSED)

The academic programs of LIU Riverhead are registered with the New York State Education Department.

#### Teacher Education Accreditation Council

The teacher education program at LIU Riverhead is awarded TEAC accreditation by the Inquiry Brief Commission of the Council for Accreditation of Educator Preparation (CAEP) for a period of seven years, from April 2015 to April, 2022.

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### University Policies

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

#### Ronald Edwards

Title IX Coordinator  
Long Island University  
700 Northern Boulevard

Brookville, New York 11548

Phone: (516) 299-4236

For further information on notice of non-discrimination, visit <https://wcdrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

## LIU RIVERHEAD ACADEMIC PROGRAM OFFERINGS

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Master's degree programs offered at LIU Riverhead are designed for working adults as well as traditional students, with evening and weekend courses available for students who need to balance work and family responsibilities with their education. Upper-division (junior and senior year) undergraduate programs build upon associate's degrees or core curricula earned at other institutions, leading to degrees that prepare students for the work place or further study at the graduate level. Graduates of Suffolk County Community College can seamlessly transfer into the undergraduate programs.

All academic programs offered by LIU Riverhead are approved by, and registered with the New York State Education Department. Enrollment in programs other than registered or approved programs may jeopardize a student's eligibility for certain student aid awards. LIU Riverhead offers the following academic degree programs. HEGIS codes are in brackets.

B.S., Childhood Education (Grades 1 – 6) [0802.00]

B.A., Communication Studies - New Media [0601.00]

M.S., Childhood Education (Grades 1 – 6) [0802.00]

M.S., Literacy Education (Birth–Grade 6) [0830.00]

M.S., Teaching Students with Disabilities (Grades 1 – 6 or Generalist Grades 7 – 12) [0808.00]

\*Advanced Certificate, TESOL(All Grades) [0830]

Advanced Certificate, Applied Behavior Analysis [2299.00]

M.S., Homeland Security Management [2105.00]

Advanced Certificate, Homeland Security Management [2105.00]

Advanced Certificate, Cyber Security Policy [5505.00]

\*This program is an LIU Hudson program. Students interested in this programs apply to LIU Hudson through LIU Riverhead. Students must take all but 3 credits online through LIU Hudson. Student's financial aid is administered by LIU Riverhead. Students in this program earn an LIU Hudson degree. Contact the LIU Riverhead Office of Admissions for details by calling 631-287-8010.

## ACADEMIC CALENDAR 2015-2016

### Fall Term 2015

Classes Begin	September 8
Add/Drop and Late Registration (instructor permission required to add Lab Science courses as of 9/15)	September 8 - 21
Award of September Degrees	September 18
Columbus Day - Administrative Offices Open - No Classes	October 12
Registration Begins for Spring 2016	October 12
Tuesday Classes Suspended/Monday Classes Meet	October 13
Last Day to File for January 2016 Degree	October 16
Last Day to Opt P/F or Partial Withdrawal	November 6
Thanksgiving Recess - No Classes	November 25 - 29
Last Day of Regular Classes	December 11
Last Day for Full Term Withdrawal	December 11
Study/Snow Days/Alternate Class Days	December 14 - 15
Final Examinations/Final Class Meetings	December 16- 22
Final Exam Make up Day (in the event of snow closure)	December 23
Term Ends	December 23
Conferral of January Degrees	January 15

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

### Spring Term 2016

Classes Begin	January 19
Add/Drop and Late Registration (instructor permission required to add Lab Science courses as of 1/26)	January 19 - Feb. 1
Last Day to File for May 2016 Degree	February 5
Presidents' Day - No Classes	February 15
Tuesday Classes Suspended/Monday Classes Meet	February 16
Registration Begins for Summer 2016	March 1
Spring Recess - No Classes	March 7 - 11
Registration Begins for Fall 2016	March 14
Last Day to Opt P/F or Partial Withdrawal	April 1
Last Day of Regular Classes	April 26
Last Day for Full Term Withdrawal	April 26
Study/Snow Days/Alternate Class Days	April 27 - 28
Final Examinations/Final Class Meetings	April 29 - May 5
Commencement	May 6
Conferral of May Degrees	May 15

All classes must meet during the Final Examination period (for either a final

exam or regular class meeting) in order to meet minimum contact hours required by NYSED.

### Summer Term - 2016

#### SUMMER SESSION I

Classes Begin	May 16
5 week Session May 16 - June 17	
10 week Session May 18- July 22	
Add/Drop and Late Registration for 5 Week Session	May 16-17
Add/Drop and Late Registration for 10 and 12 Week Session	May 16 - May 22
<b>Memorial Day Holiday - No Classes (Make-up day - May 29)</b>	May 30
Make-up day for Memorial Day	June 3
Last Day to Opt P/F or Withdraw for Five Week Session*	June 3
Summer I Five Week Session Ends	June 17

#### SUMMER SESSION II

Classes Begin - 2nd 5 Week Session	June 20
Add/Drop and Late Registration	June 20-21
<b>Independence Day Holiday - No Classes (Make up July 8)</b>	July 4
Make Up Day for Independence Day	July 8
Last Day to file for September Degree	July 8
Last Day to Opt P/F or Withdraw Five Week Session*	July 15
Ten Week Session Ends	July 22
Summer II Five Week Session End	July 22

\*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

## ADMISSION

### General Information

Students interested in applying for undergraduate or graduate admission to LIU Riverhead may do so online at [www.liu.edu/riverhead](http://www.liu.edu/riverhead), or may request application materials by mail by contacting the Office of Admissions. Applications are accepted on a rolling basis. Students are required to submit official college transcripts, letter(s) of reference, and other program specific admission requirements. Specific admission requirements for each program can be obtained from the website, the program descriptions in this bulletin or the Office of Admissions. A T.O.E.F.L. score report is required for all applicants whose native language is not English.

For additional information contact:  
Office of Admissions  
LIU Riverhead  
121 Speonk-Riverhead Road  
LIU Building  
Riverhead, New York 11901-3499  
Email: [riverhead@liu.edu](mailto:riverhead@liu.edu)  
631-287-8010  
[www.liu.edu/riverhead](http://www.liu.edu/riverhead)

### Admission Status

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

1. A Full Admit is a student who has submitted all required documentation and meets all eligibility requirements for his or her degree program.
2. A Limited Admit is a student who plans to apply for matriculation but does not meet all academic requirements or has not submitted all required credentials. A limited admit must submit any missing application credentials by the end of the first semester he or she is enrolled. Any student accepted as a limited admit because of academic deficiencies must satisfy all conditions outlined in the acceptance letter to be considered for full matriculation. If the conditions of limited matriculation are not satisfied, the student may be permanently reclassified as a non-degree admit. Once all deficiencies are removed, the student must submit a written request to the Office of Admissions to be re-classified as a full admit.
3. A Non-Degree Admit is a student who is an admitted student but is not a candidate for a degree and is taking a limited number of courses for certification, professional advancement or personal enrichment. Any non-degree admit who wishes to be considered for a degree program must apply for a change of status and satisfy all admission eligibility requirements for his or her area of interest. Certain graduate programs do not allow visiting

students. Please consult with the Office of Admissions for further information at 631-287-8010 or [riverhead@liu.edu](mailto:riverhead@liu.edu).

### Undergraduate Transfer Admission

Admission as an undergraduate transfer to the B.S. in Childhood Education program or the B.A. in Communication Studies – New Media program requires the completion of a minimum of 60 credits of lower level college coursework and/or an associate's degree, a minimum GPA of 2.75 for the B.S. in Childhood Education program and 2.5 for the B.A. in Communication Studies – New Media program, one letter of professional recommendation and a personal interview. For specific program admission requirements, please refer to the program description in this bulletin or on our website at [www.liu.edu/riverhead](http://www.liu.edu/riverhead).

LIU Riverhead welcomes applications from students who wish to transfer from accredited two-year and four-year colleges. Transfer credit generally is awarded for academic courses that have been successfully completed with grades of C- or better. Students transferring to LIU Riverhead from two-year institutions can receive a maximum of 72 transfer credits (including grades of D when an associate's degree is awarded). Those transferring from four-year institutions can receive a maximum of 96 transfer credits. In order to complete a bachelor's degree, students must be in academic residence at LIU Riverhead for at least the final 30 credits of their degree.

The Office of Admissions assists transfer students with their transition to LIU Riverhead and works closely with faculty advisors to provide transfer students with individual counseling. Upon acceptance, transfer students receive an official transfer credit evaluation and a preliminary outline of how their credits apply to their chosen major program. Transfer credit applicability and actual length of time required to complete a bachelor's degree are finalized when new students meet with their academic advisor.

#### Advanced Placement Credits

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

#### Credits by Proficiency Examination

LIU Riverhead will accept a number of "transfer credits" earned by a student who receives an eligible score on the CLEP (College-Level Examination Program) examinations or a similar proficiency examination given by the New York

State Department of Education. Some academic departments at LIU Riverhead have placed restrictions on the applicability of proficiency examinations to degree requirements. Before students are eligible to receive this credit, they must meet LIU Riverhead's entrance requirements and be accepted for admission. Specific LIU Riverhead regulations limit the total number of credits accepted toward graduation by proficiency examination to 60; no more than 9 credits may be used to fulfill the advanced requirements in the major. A student's final 9 credits in the major must be completed at LIU Riverhead. 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 credits as outlined under "Credits by Proficiency Examination" or advanced standing.

Further inquiries should be directed to the Office of Admissions.

### Graduate Admission

#### Graduate Teacher Education Programs

The M.S. in Childhood Education, Literacy Education and Teaching Students with Disabilities programs, and the Advanced Certificate in Applied Behavior Analysis require a bachelor's degree from an accredited college or university with a minimum GPA of 2.75, one letter of recommendation preferably from a professional in the field of education or related disciplines, the completion of an on-campus writing sample and a personal interview. The Advanced Certificate in Teaching English to Speakers of Other Languages (TESOL), requires a master's degree from an accredited university, prior certification, 12 credits in a language other than English, one course in teaching literacy, two letters of recommendation, resume and personal statement. For specific program admission requirements, please refer to the program description in this bulletin or on the website [www.liu.edu/riverhead](http://www.liu.edu/riverhead).

#### Homeland Security and Terrorism Institute

Admission to the master's degree and advanced certificate programs in homeland security management is consistent with other LIU graduate programs and requires a bachelor's degree with minimum grade point average of 3.0 from an accredited college or university or successful completion of another master's degree. Applicants who have attended institutions outside the United States must hold a degree equivalent to a U.S. bachelor's degree. In addition, official copies of your undergraduate and/or graduate transcripts from any college(s) or university(s) you have attended, two professional letters of recommendation and a personal statement/essay are required. Due to the challenging nature of this rigorous course of study, students are expected to



demonstrate outstanding writing, research, analytic and critical thinking skills. Eligibility for admission to the program will be evaluated on an individual basis. For specific program admission requirements, please refer to the program description in this bulletin or on the website [www.liu.edu/riverhead](http://www.liu.edu/riverhead).

Under an exceptional enrollment category for the Advanced Certificate in Homeland Security Management, students who have not yet obtained their bachelor's degree may be considered for admission. Further information can be obtained by contacting the Office of Admissions.

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## Readmission

An applicant for readmission is either a former degree-seeking student who has not been in attendance but remains in good standing for a period of one semester or more or a student who has lost degree-seeking status for at least one semester. The student must file an Application for Readmission no later than two weeks before the start of the term readmission is desired. No fee is required to file an Application for Readmission. If readmission is approved, the student's return is subject to the academic requirements as posted in the bulletin in effect at the time of readmission. Students on an approved Leave of Absence for one or two terms are also required to file an Application for Readmission. Students who attended LIU Riverhead and left to attend another university and now wish to re-enter LIU Riverhead must reapply through the Office of Admissions in Riverhead.

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## Deferred Admission

LIU Riverhead may defer an offer of admission for up to one calendar year. Students who earn college credits during the deferral period are required to submit official transcripts for all college work and may be required to reapply.

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## New York State Immunization Law

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

For information on student procedures for complying with this law, please contact the Office of Student Services at 631-287-8325.

## ACADEMIC POLICY

LIU Riverhead awards the following degrees: Bachelor of Arts, Bachelor of Science, Master of Science and the graduate Advanced Certificate. Please refer to individual program listings in this bulletin for academic policies which may be specific to each academic discipline.

### Academic Load and Class Standing

A full-time undergraduate student in good standing may carry 12-19 credits during each fall and spring semester. An undergraduate student taking 20 or 21 credits in the regular semester must be in good academic standing and obtain the approval of his/her faculty advisor and program director.

To be considered a junior, a student must have earned 60 credits; a senior, 90 credits.

A full-time graduate student must register for at least nine graduate credits each semester.

### Grading and Quality Points

Grade	Quality Points per Credit Hour
A Excellent	4.000
A-	3.667
B+ Very good	3.333
B Good	3.000
B-	2.667
C+ Above Average	2.333
C Average	2.000
*C- Below Average	1.667
*D	1.000
F Failure	0.000

\*Not a grade under the Graduate Grading Basis structure

### Other Current Grading Symbols

INC - INCOMPLETE. Not included in GPA; included in hours attempted. "I" followed by another grade symbol, (i.e., IA, IB+, IF) indicates that the work has been completed and the symbol after "I" is used in the GPA. When the work is ultimately completed, the "I" plus the grade remain permanently on the transcript. INCOMPLETE grades earned in undergraduate courses will automatically convert to "F" at the conclusion of the semester following the one in which the grade was assigned (i.e. an outstanding INC earned in a fall course will automatically change to an "F" at the conclusion of the next spring term).

P - PASS. Counted in hours attempted and hours earned, but excluded from computation of GPA.

UW - UNOFFICIAL WITHDRAWAL. Not computed, but counted in hours attempted. Student never initiated proper withdrawal procedure but just stopped attending class.

W - AUTHORIZED WITHDRAWAL. Not computed, but counted in hours attempted. Indicates student-initiated withdrawal.

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

Each student must satisfactorily complete at least 128 credits for a baccalaureate degree. The student must achieve an overall grade point average (GPA) 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 in one 15-week semester, or its equivalent, plus appropriate out-of-class assignments and readings.

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

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

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

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

## Dean's List

Eligibility for the Dean's List is determined by grades earned by full-time students during the regular academic semesters (fall and spring). Summer session grades are not considered. An average of 3.50 in 12 or more completed credits in a given semester is required for inclusion on the Dean's List. Only full-time students are eligible to make the Dean's List. Students who receive grades of Incomplete (INC or I), Failure (F), Withdrawal (W), Unauthorized Withdrawal (UW) or Pass/Fail (P/F) are not eligible. In addition, students repeating courses are not eligible.

## Attendance

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. 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 and noted in the course syllabus. Responsibility for class attendance rests with the student.

## Absence from Final Examination

Students who are absent from a final examination must:

1. notify their professor or program director within 24 hours of the reason for the absence, and
2. request permission from the professor 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. If a rescheduled final exam is given after the final day of the term, an initial grade of INC will be assigned.

## Academic Probation, Suspension and Dismissal

Undergraduate students will be placed on academic probation in any one of the following circumstances (see individual programs for exceptions and graduate programs for graduate program requirements):

1. the student's cumulative average (LIU courses only) falls below 2.00 (higher cumulative average required in some programs);
2. the student's major average falls below the minimum required by the major department or program. The minimum undergraduate major

average is typically 2.25 (see individual programs for exceptions);

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 program director. Students on probation must comply with the following stipulations:

1. they may not register for more than 12 credits;
2. they may not receive a grade of UW or F in any courses;
3. 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 program director. **Students who have attempted 24 credits, and achieve a GPA of 1.0 or below, will be suspended from the university.**

Generally, the program director will determine suspensions and dismissals after the fall and spring semesters. Students may appeal their suspension or dismissal in writing to the dean or his/her designee. If readmitted, students will be permitted to return to LIU Riverhead for one semester on probation. Any student who is readmitted on probation after suspension must comply with the stipulations outlined by the dean or his/her designee to return to good standing. Failure to comply with these stipulations will result in the student's academic dismissal from the institution.

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## Graduation and Diplomas

Students are responsible for ensuring that their academic program fulfills all necessary requirements for graduation. Requirements for all students and other graduation requirements, including those for specific academic majors, are listed elsewhere in this bulletin. Candidates for graduation are required to notify the Office of Enrollment Services of their intended date of graduation by filing a degree application on-line at least three months in advance. Please consult the academic calendar, which is available at [liu.edu/Riverhead/StudServ/Registrar/Academic-Calendar](http://liu.edu/Riverhead/StudServ/Registrar/Academic-Calendar), 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.

Diplomas will be ordered upon completion of the student's final semester and verification that all requirements have been met. Degrees are awarded in May, September and January. A student who meets all requirements for his or her degree in September or January will have their degree conferred at that time but participate in the following May's commencement ceremony.

The final 32 undergraduate credit hours must be earned in academic residence (regular attendance) at LIU Riverhead.

### Undergraduate Degrees and General Requirements for Graduation

General undergraduate graduation requirements are:

1. 128 credits
2. An overall cumulative average of 2.00 (higher in some areas)
3. 2.25 major subject cumulative average (higher in some areas)
4. Completion of program core requirements
5. Minimum Liberal Arts requirements

### Undergraduate 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 must be earned in academic residence at LIU Riverhead for the student to qualify for honors.

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## Student Conduct

Discipline in the classroom is the responsibility of the faculty member in charge of the class. Misbehavior that interferes with the educational efficiency of a class will be considered sufficient cause for suspension of a student from a class. A student who is suspended from class for disciplinary reasons must first attempt to resolve the problem with the faculty member. If this is not possible, the problem will be referred to the program director. A record of disposition of the case will be sent to the dean. Students may appeal their suspension from a class in writing to the dean or his/her designee.

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## Academic Conduct Policy

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

Plagiarism and cheating are not only serious violations of the rules, but also may reflect adversely on the student's reputation as well as on the reputation of the campus. Faculty, administrators and the student body share responsibility for academic integrity. A student in violation of accepted academic procedures may be subject to disciplinary action, up to and including expulsion from the campus. Faculty members will report to the academic program director 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 program director. The program director will decide what disposition is to be made of the charges. Requests for appeals may be made to the dean.

In the case of a minor infraction that is the student's first disciplinary offense, the program director 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 program director and the dean.

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

### Academic Integrity

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

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

### Appeals Process

Any student who believes he/she has been aggrieved by the offices of LIU Riverhead may pursue the following:

#### Academic Programs:

Students having complaints about academic issues should make an appeal first to the appropriate instructor, followed by the program director, followed then by the dean, or his/her designee. If no resolution is reached, the university vice president of academic affairs may be petitioned. He or she shall have final jurisdiction over all academic complaints.

#### Disciplinary Complaints:

Any individual has the right to file a written complaint with the related area administrative supervisor. A hearing will be convened with the individual(s) involved in the incident as soon as feasible. This administrator will decide on an appropriate course in writing. Any disciplinary action taken by an administrator may be appealed by the person(s) sanctioned, in writing, to the dean, stating the basis of the appeal. This should take place no later than 5:00 p.m. on the fifth business day following notification of the action taken. The dean shall have final jurisdiction over all disciplinary complaints. Detailed guidelines of disciplinary sanctions and the appeal process are available from the dean's office. Students should be assured that no adverse action will be taken against a student for filing a complaint.

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## Criminal Background and Drug Testing

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

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

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## Related Curricular Matters

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### Double Majors - Undergraduate

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

The academic counselor in the primary academic plan will be the official counselor; however, the counselor in the secondary academic plan should be consulted during the registration period for program approval.

### Cross-Referenced Courses

Cross-referenced courses may be applied only once to a student's program/plan; students may choose under which discipline a cross-referenced course will be listed. The course designation may not be changed once the course appears on the

student's permanent record.

### Course Numbers

Courses numbered 300 to 499 are upper division undergraduate courses.

Courses numbered 500 and above are graduate courses.

### Course Frequency

Frequency of course scheduling is indicated after each course description by one of the following: every semester, spring, fall, annually, on occasion. If a course is not offered or is cancelled, it may be taken as independent study with authorization by the dean. Substitutions for major or core requirements must be approved by the academic program director

Frequency of evening, summer and weekend offerings is not indicated within this bulletin; the student should consult the schedule of classes to ascertain which courses will be offered during these sessions.

A complete listing of courses is available at [www.liu.edu/riverhead/academics](http://www.liu.edu/riverhead/academics)

### Public Information Policy

The Family Educational Rights and Privacy Act of 1974 specifically provides that a school may provide what is termed "directory information," and only this information, without the student's consent or as provided by the law. Directory information includes the following: the student's name, address, telephone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, and the most previous educational agency or institution attended.

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## REGISTRATION

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### Course Registration

Students who have completed their first term of study at LIU Riverhead are eligible to select and register for classes through their My LIU ([my.liu.edu](http://my.liu.edu)) student portal. Information about course offerings and closed and cancelled classes is available through My LIU and the online schedule of classes. The Office of Student Services emails a registration reminder notice to all student LIU email accounts prior to the start of the summer/fall and the spring semester registration periods. The registration dates are also noted on the Academic Calendar and on the My LIU account under "Enrollment Dates". Students are encouraged to meet with their faculty advisor prior to the start of registration.

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### Program Changes

Students may drop and add courses, or transfer from one section of a course to another by either doing so in the student portal ([my.liu.edu](http://my.liu.edu)) or completing an official change of program card with the Office of Student Services. The deadline for program changes is the date specified in the academic calendar.

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### Visiting Student Authorization (VISA)

LIU Riverhead students who wish to be a visiting student at another college or university must consult with their program director to determine their eligibility. The following regulations are observed regarding eligibility to attend another institution:

1. Students may not take a course at another institution on Long Island, or on-line, if the course is being offered at LIU Riverhead.
2. If a required course is not being offered at LIU Riverhead 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 visiting student 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 for undergraduates, or B or above for graduate students are acceptable for transfer credits. A grade of P is not transferable. Grades earned at another institution are not used in the computation of either the student's major or cumulative average, they do not remove F grades earned at LIU Riverhead, nor do they count toward fulfillment of residence requirements or the requirements for graduation with honors.

6. Visiting student authorizations are granted for a maximum of 9 credits for undergraduates. Graduate student should consult with their faculty advisor.

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

8. All undergraduate students must complete their final 30 credits in residence, 9 of which must be in their major.

Upon completion of course work, an official transcript of all visiting student approved courses must be forwarded directly to the Office of Student Services.

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### Individual Instruction Classes

Only fully matriculated students can enroll in individual instruction-based classes. Full-time university employees receiving tuition remission are not eligible for these classes.

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### Leave of Absence

LIU Riverhead permits students to interrupt their 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 the Office of Admissions upon return from the leave, but registers through his/her faculty advisor. Students must file a leave of absence application with the Office of Student Services. A positive recommendation by the faculty will result in a recording of 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 Office of Student Services. If such continuation of leave is not granted, application for readmission must be made in writing to the Office of Admissions. A leave will not be granted after the normal withdrawal deadline specified in the academic calendar. Students who encounter special circumstances after the deadline should contact the Office of Student Services. Students are not permitted to attend another college or university while on an official leave of absence.

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### 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 contact the associate dean's office. The student must provide adequate medical documentation for review. A medical leave of absence may be granted to any full or part-time student and is initially granted for one

semester only. A request for a continuance may be granted for up to one year. The associate dean's office evaluates the request and forwards the decision to the program director's office.

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 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 associate dean prior to receiving approval to return.

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### Maintenance of Matriculation

Unless they have obtained an official leave of absence, 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 privileges). 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 their program director 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" for zero credits.

Maintenance of matriculation is generally limited to two semesters. An extension beyond two semesters, due to extenuating circumstances, must be approved by the appropriate program director. Otherwise, they will have to apply for readmission to their academic program in accordance with procedures and policies stated elsewhere in this bulletin. Maintenance of matriculation is particularly important for international students, who must either attend classes or else maintain matriculation through suitable academic activity in order to maintain their visa status.

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### Withdrawal

Please be advised that course withdrawals may effect eligibility for federal, state and institutional aid programs. Contact the Office of Financial Aid for details. Students found to have violated the Academic Conduct Policy may not be permitted to withdraw from the class in which the violation occurred.

## *Partial Withdrawals – Withdrawal from Individual Course(s)*

Withdrawal from an individual course (or courses) may be effected only by an "official withdrawal," which becomes effective on the date that application was made. Refunds on specific course withdrawals are made in accordance with the schedule in the Tuition and Fees section. All withdrawals must have the approval of the student's faculty advisor. Students may withdraw from an individual 15-week course through the 10th week of classes as specified in the academic calendar. Students who withdraw from any courses during the fall or spring term are not eligible for inclusion on the Dean's List or the Honors List for that semester.

In exceptional cases, the dean 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 F.

## *Complete Withdrawals*

Students who wish to withdraw from all their classes must see their faculty advisor to process the withdrawal form. The full withdrawal deadline is specified in the academic calendar printed in this bulletin on the campus website.

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

Consult the Office of Student Services, 631-287-8325, for further information.

## **Termination of Studies**

Students who intend to transfer to other colleges or universities, or intend to leave LIU Riverhead permanently (or indefinitely) must file a "Withdrawal Application" form. This form is available in the Office of Student Services.

## **Partial Cancellation and Withdrawals, Dropping Below 12 Credits**

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

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

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

semester.

## **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 (FERPA) 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) ([my.liu.edu](http://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. To use the system, proceed to the university website [liu.edu/Riverhead/StudServ/Registrar/Transcript-Requests](http://liu.edu/Riverhead/StudServ/Registrar/Transcript-Requests). 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 LIU Post Office of Enrollment Services, show picture ID, and official transcripts can be printed for you on the spot. Please call 516-299-2323 for office hours.

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

Essential information to be furnished should include:

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

Many transcripts do not reach their proper destination in time because incomplete and inaccurate information is included in the original request.

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

## **Payment of Tuition and Fees**

Each semester the university mails a bill for charges to the billing address of students who register. Bills are also available online on the students My LIU page ([my.liu.edu](http://my.liu.edu)). Students are responsible for making payment or approved payment arrangements by the first day of classes. Students who have decided not to attend should refer to the LIU withdrawal policy at [www.liu.edu/riverhead/withdrawal](http://www.liu.edu/riverhead/withdrawal). Students found to have violated the Academic Conduct Policy may not be permitted to withdraw from the class in which the violation occurred. Any balance not paid by the due date is subject to late payment fees.

For further information, contact the Office of Enrollment Services at 516-299-2323 or e-mail: [Post-sfs@liu.edu](mailto:Post-sfs@liu.edu) or visit the Office of Student Financial Services website. No registration may be considered completed without payment or an arrangement acceptable to the Office of Student Financial Services. Students who have outstanding indebtedness to LIU are not eligible to register, receive transcripts of their records, have academic credits certified, be granted a leave of absence, or receive a diploma.

## TUITION AND FEES 2015-2016

Students are billed for tuition and fees at the time of registration. Students must make satisfactory payment arrangements prior to the start of each term to remain in good financial standing. 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 using check or credit card;
- Approved financial aid covering all charges;
- Signed and approved University Payment Plan Agreement Form; and/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 conditions are met throughout the term. All payment arrangements must be completely satisfied or late payment fees and/or penalties will be applied to your account. If your balance 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. All policies can be found online at [www.liu.edu/enrollment-services](http://www.liu.edu/enrollment-services).

### Tuition and Fees

Application Fee (non-refundable)	\$50
Bachelor's Degree and Undergraduate Studies, 12+ credits, per term	16,839
Bachelor's Degree and Undergraduate Studies, per credit	1,051
Master's Degree and Graduate Studies, per credit	1,155
University Fee:	
12+ credits, per term	884
Less than 12 credits, per term	442

A detailed listing of all tuition and fees can be found at [www.liu.edu/enrollment-services](http://www.liu.edu/enrollment-services).

### Tuition Liability and Refund Policy

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

When a student withdraws, the university will refund tuition and fees as per the following schedules:

#### Fall and Spring Regular Sessions

Period	Liability
Weeks 1-2	0%
Weeks 3-4	50%
Weeks 5+	100%

#### Summer and Other Multi-Week Sessions Seven Weeks or Greater

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

#### Summer and Other Multi-Week Sessions Less Than Seven Weeks

Period	Liability
Day 1-2	0%
Day 3-5	50%
Day 6+	100%

Students requesting a review of their assessed tuition and fee liability must complete the appeals form for student withdrawals in accordance with university policy and submit all required supporting documentation. Detailed policies and procedures can be found at [www.liu.edu/enrollment-services](http://www.liu.edu/enrollment-services).

### Student Health Insurance

Long Island University has partnered with Gallagher Koster to develop a cost-effective Student Health Insurance Plan that provides our students and families with robust medical coverage at school, back home, and while traveling or studying abroad. All international and clinical students qualify and are automatically enrolled in the plan but can waive participation online at [www.gallagherstudent.com/liu](http://www.gallagherstudent.com/liu) if they have comparable coverage under a family plan or other policy.

#### Annual Rates

- Mandatory and Compulsory/Hard Waiver Students - \$2,193
- Spouse/Domestic Partner - \$2,193
- Each Additional Child - \$2,193

Qualifying new students who enter during the spring or summer terms can participate in the plan with prorated coverage periods and rates.

#### Enrollment/Waiver Periods

Annual Plan: July 1 – September 30

Spring Plan: January 1 – February 15

Summer Plan: May 15 – July 1

Beginning on July 1st, students can go to their My LIU account and click on the "Student Health Insurance" link from the Student Center Home Page to enroll in the plan, waive coverage, print temporary ID cards, and file or check claims. Coverage begins on August 15, 2015, which represents the start of the plan year, and extends through August 14, 2016. You can also visit the Gallagher Koster website directly at [www.gallagherstudent.com/liu](http://www.gallagherstudent.com/liu).

## FINANCIAL AID

A crucial aspect of a college education is meeting its costs. LIU Riverhead offers comprehensive financial aid services, including scholarships, grants, loans and part-time employment, to help you meet your educational and career goals. Assistance is offered to students admitted into eligible undergraduate degree, graduate degree, and advanced certificate programs.

## Application Process

All students are required to complete the Free Application for Federal Student Aid (FAFSA) no later than March 1. The FAFSA should be completed online at [www.fafsa.gov](http://www.fafsa.gov). The federal school code for the university is **002751**. Residents of New York State must also complete the Tuition Assistance Program (TAP) application using the university's school code **0403**. Continuing students at the university must reapply for financial assistance each year no later than March 1. Financial aid counseling is available on site at 121 Speonk-Riverhead Road- LIU Building in Riverhead. For further information regarding in-person financial aid counseling, you may contact the Office of Student Services at 631-287-8325, or via email at [studentservices@riverhead.liu.edu](mailto:studentservices@riverhead.liu.edu).

## Awards

### LIU Riverhead Scholarships and Awards

LIU Riverhead awards university scholarship assistance to students. These scholarships and grants, which do not require repayment, are based on academic success, evidence of academic potential, community service, and financial need.

A detailed listing of scholarships can be found online at [www.liu.edu/Riverhead/FinAid](http://www.liu.edu/Riverhead/FinAid).

### Federal Grants and Loan Programs

The federal government awards financial assistance to students who demonstrate financial need according to a variety of economic criteria as determined by the United States Department of Education. The criteria include an individual and/or parents' income and assets, family's household size, and the number of family members attending college. Benefits from all federal programs are subject to legislative changes. Recipients of federal programs must be U.S. citizens or permanent residents. Federal financial aid programs such as the Pell and Supplemental Education Opportunity Grant (SEOG) programs are limited to undergraduate studies. Federal Direct Loan program amounts also differ for undergraduate vs. graduate students.

A detailed listing of federal programs including

Pell grants, SEOG awards and direct loans can be found online at: [www.liu.edu/Riverhead/FinAid](http://www.liu.edu/Riverhead/FinAid).

### State Programs

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

### Veteran Benefits

Veterans, Reservists and National Guard members are encouraged to take full advantage of the G.I. Bill Benefits. Application forms, information and assistance in applying for benefits are available at all offices of the Department of Veterans Affairs (VA). Forms can be downloaded from [www.gibill.va.gov](http://www.gibill.va.gov) or you can call 1-888-442-4551.

You must first complete an Application for VA Education Benefits (VA form 22-1990) which determines the type of education benefit you are eligible to receive. Upon the VA's receipt of this form, you will then receive a certificate of eligibility from the VA which verifies your entitlement to the specific benefit you selected. A copy of this certificate should be sent to LIU Riverhead's Office of Financial Aid. We will, in turn, complete the enrollment certification form, confirming your attendance and registration, and submit it to the appropriate Veterans Affairs regional processing office.

Additional information can be found online at [www.liu.edu/Riverhead/Veterans](http://www.liu.edu/Riverhead/Veterans).

### Private Loans

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

- current interest rates

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

The university does not have a preferred lender for private loans; each student has the right to select the educational loan provider of his or her choice. However, there are a number of independent resources that can be used to evaluate and analyze private loan options, including [studentlendinganalytics.com/alternative\\_loan\\_options.html](http://studentlendinganalytics.com/alternative_loan_options.html).

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

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

## Terms and Conditions

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

All awards from LIU Riverhead are accompanied by a letter of stipulation detailing the terms of the award. Students are governed by the stipulations accompanying their specific awards. Full-time status, for the purpose of undergraduate scholarship and grant renewal, is defined as carrying and earning a minimum of 12 credits per semester and billed under the flat tuition rate. Part-time status, for the purpose of graduate scholarship and grant renewal, is defined as carrying and earning a minimum of 6 credits per semester.



Unless otherwise indicated, university assistance is for tuition charges only. Students are advised to inform the university of any aid received from outside sources, and awards from LIU may be adjusted if such additional assistance is in excess of estimated need.

## Standards for Satisfactory Academic Progress (SAP)

### Federal Financial Aid Programs

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

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

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

### UNDERGRADUATE

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

Credits Attempted	Credits Earned	Credits Earned	Cumulative GPA Required
0-29	50%	0 - 29	1.8
30-99	67%	30 - 59	1.9
100-192	80%	60 and above	2.0

#### Notes:

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

### GRADUATE

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

- Completion Rate Requirements : All students must earn at least 67% of their attempted hours. The maximum time frame to complete each degree varies by department and is outlined in the bulletin under the specific degree program.
- GPA Requirements : All students must maintain a cumulative GPA of 3.0.

#### Notes:

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

### New York State TAP Awards

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

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

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

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

### UNDERGRADUATE

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

#### Baccalaureate Semester Based Program Chart (2010 Standards)

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

#### Before Being Certified for Payment:

Semester	Minimum credits accrued	Minimum GPA
1st	0	0
2nd	6	1.5
3rd	15	1.8
4th	27	1.8
5th	39	2.0
6th	51	2.0
7th	66	2.0
8th	81	2.0

9th	96	2.0
10th	111	2.0

**Notes:**

- All students must be registered for a minimum of 12 credits per semester.
- A student may not receive a NY State award for repeating a class that they have already successfully completed (i.e., the credits for a repeated class for which the student has already received a satisfactory grade will not count towards the full-time requirement).
- The standards that a student must meet are dependent upon when a student first received an award from New York State, as well as their remedial status.
- A student is placed on the chart above based upon their total TAP points received, including any award(s) received at a previous institution(s).
- To continue to receive TAP funding, a minimum number of credits must be completed each term, as well as on a cumulative basis.
- A student must maintain a minimum grade point average (GPA) prior to being certified for a TAP payment. This average increases as the student progresses in payment points.
- All students must have a cumulative GPA of 2.0 (a "C" average) or better after accumulating 24 or more payment points (e.g., 4 full time semesters).
- A student who is not making progress, and/or is not meeting the "C" average requirement may request a good academic standing waiver if extenuating circumstances affected their academic performance. A student may only receive this waiver once for New York State awards.
- Students who do not have a high school diploma or GED from within the United States or from the District of Columbia, Puerto Rico, the U.S. Virgin Islands, Guam or the Northern Mariana Islands must also pass the State's Ability to Benefit (ATB) test before the start of the semester.
- Students must declare a major before the start of their junior year (at the completion of 60 credits).

## STUDENT SERVICES, RESOURCES AND FACILITIES

### Academic Advising

The goal of the academic advisors at LIU Riverhead is to partner with each student to fulfill his or her educational and career objectives. Whether you are an undergraduate or graduate student, part-time or full-time, our support team of administrators and faculty is ready to assist you in every aspect of your education. From your first semester through to graduation day, we will provide you with the advising and counseling necessary to create a plan of study that suits your specific needs.

### PROGRAM ADVISORS

#### Graduate Faculty Advisors

##### Literacy Education, Teaching Students with Disabilities and ABA Program:

Dr. Erica Pecorale, Assistant Professor and Director of Teacher Education  
erica.pecorale@liu.edu

##### Childhood Education:

Dr. David Schultz, Assistant Professor  
david.schultz@liu.edu

##### Homeland Security and Terrorism Institute:

Ms. Laura Toja, Graduate Academic Advisor  
laura.toja@liu.edu

#### Undergraduate Advisor

##### Childhood Education and Communications Studies - New Media

Mr. John Brush, Assistant Professor and Director of Liberal Arts Education  
john.brush@liu.edu

### Alumni Relations

Since its opening in September 2006, LIU Riverhead has become a thriving educational institution, fostering intellectual growth and opportunity in education. LIU Riverhead's first class of 125 graduate students began taking courses during the evenings and weekends in a 10,000 square foot free-standing academic building on the grounds of the eastern campus of Suffolk County Community College.

As the only private university serving Long Island's east end, LIU Riverhead uniquely provides both the personal and friendly atmosphere of a small college with the educational resources of one of the nation's largest independent universities. Thousands of LIU Riverhead graduates have gone

on to hold advanced positions in schools, homeland security management, cyber security policy, and more.

LIU Riverhead graduates are invited to stay connected with the LIU Alumni Association to receive access to special events, discounts, the LIU Magazine, transcript services, and all other benefits offered to LIU alumni. For more information please visit <http://www.liu.edu/Alumni>. For all general alumni related questions please contact:

Email: [PostAlumni@liu.edu](mailto:PostAlumni@liu.edu)

Phone: 516-299-2263

LIU Post Office of Alumni Relations

720 Northern Boulevard

Winnick House

Brookville, NY 11548

### Bookstore

LIU Riverhead's online bookstore is managed by the LIU Post Bookstore. Textbook requirements can be viewed via the online ordering system. Students may choose to purchase their textbooks through this system or take the International Standard Book Number (ISBN) and purchase their books from a different vendor. Textbooks purchased through the LIU Post online bookstore are delivered to LIU Riverhead at no charge. Textbook deliveries may be picked up in the Office of Student Services, Suite B-4.

Visit the bookstore at [liunet.bncollege.com](http://liunet.bncollege.com).

### Career Services

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

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

LIU Career Connect's ([liu-csm.symplicity.com](http://liu-csm.symplicity.com)) Resume Builder provides easy to use resume templates, step by step resume building, and e-resume critiques. Log on to LIU Career Connect using your MyLIU email address and password.

### Disability Support Services

In compliance with federal and state laws, LIU Riverhead is committed to providing qualified individuals with disabilities the opportunity to participate in all university programs and activities, curricular and extracurricular, which are available to non-disabled individuals. In order to permit individuals with disabilities the opportunity to benefit from such participation, reasonable accommodations, including appropriate adjustments and modifications of examinations

and activities, must be implemented. Under the law, reasonable accommodations are offered at LIU Riverhead for individuals with disabilities.

Students with disabilities will receive basic academic accommodations by their individual professors and their academic departments. Accommodations will be made by other campus departments as required for non-academic matters. Students with disabilities, who desire accommodations, must submit appropriate documentation of their disabilities to the Office of Student Services. Appropriate professional staff at the LIU Post Office of Disability Support Services will review and evaluate this documentation, establish confidential files, and provide the student with appropriate accommodations forms that the student will present to the teaching faculty. Prior to the beginning of each semester students with disabilities must contact the Office of Student Services to obtain the appropriate accommodations forms to present to the professors. Other campus departments will be notified, as necessary, of the needs for additional accommodations noted in the student's documentation.

### Facilities

LIU Riverhead provides students with excellent facilities to help them learn and professionally mature. The LIU building, located on the beautiful eastern campus of Suffolk County Community College (SCCC), is a 10,000 square foot space which includes smart classrooms, offices for faculty and staff and a cyber-lounge for students with a sitting area, work tables, computers and printers. In addition, a ground lease with SCCC provides LIU students with access to SCCC's Learning Resource Center, cafeteria and parking.

### Information Technology

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

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

#### My LIU

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

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

## Student emails

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

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

**IT email:** [IT@LIU.edu](mailto:IT@LIU.edu)

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## Public Safety

Public safety and security support for LIU Riverhead is provided by the Suffolk County Community College Public Safety Department. The Public Safety staff is available to assist students, faculty, and staff with safety and security issues and concerns. Public Safety will provide limited assistance to students experiencing difficulties with their cars and is charged with enforcing campus parking and other college policies. Blue light emergency phones are located at several locations on the campus. The Public Safety Office is located in the Shinnecock Building, room 120. The office can be reached by dialing 631-548-3636.

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## Student Services

LIU Riverhead offers many resources to assist students from admission to graduation. The Office of Student Services helps students conduct university business, maximize their academic success and employment options, and provides individualized attention for personal needs. Students may receive assistance with the My LIU student portal, academic advising, course registration, financial aid and billing, job searches, ID cards, parking permits and other student service business needs.

The university's My LIU portal provides students with convenient access to information about their records including financial aid, billing, grades, class schedule, email account and more. In addition to our convenient online student portal, our experienced faculty and staff work closely with students and their families to ensure they receive world-class service throughout the college experience.

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## Writing Lab

All LIU Riverhead students have access to online writing support. This support system provides students with a gateway to receive individualized writing instruction from experienced faculty. By providing this service to students online, we maintain the flexibility to

address the particular writing needs of both on-campus students and students in our distance learning programs.

The goal of this service is not merely to show students what can be changed in their writing but to carefully explain how to change it. We want to help students become more effective and more confident writers. It is our belief that becoming a better writer will not only improve the way students communicate on paper, but the way they communicate with others around them as well. We offer guidance through all stages of the writing process and encourage students to ask any writing related questions they may have along the way. Students who seek writing assistance should contact Professor John Brush at 631-287-8156 or via email at [john.brush@liu.edu](mailto:john.brush@liu.edu).

## LIBRARY

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The LIU Libraries system serves a combined total of more than 20,000 students and more than 600 full-time faculty members across residential and regional campuses. The university's libraries share many online resources that can be accessed from anywhere at any time via remote access including subscriptions to more than 99,000 online journals; 150 online databases; 155,000 electronic books; and 56,000 files of streaming media. These resources may be accessed via the LIU Riverhead homepage at <http://www.liu.edu/riverhead>.

Collectively, the libraries house approximately 675,000 print books and more than 14,000 non-print media items. The collections of all LIU libraries are listed in LIUCAT, the library catalog. Books, journal articles and other library materials owned by LIU's libraries not available at a particular campus can be requested through LIUCAT and through the intercampus library loan courier service. Items not available at LIU libraries can also be requested through interlibrary loan and brought to campus or delivered electronically.

LIU's partnership with Suffolk County Community College provides LIU Riverhead students with access to the SCCC library located in the Montaukett Learning Resource Center. In addition, the Naval Postgraduate School provides access for LIU Riverhead's HSTI students to the renowned online Homeland Security digital library.

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**UNDERGRADUATE PROGRAMS**

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LIU Riverhead offers upper-division bachelor's degree programs in Childhood Education (Grades 1-6) and Communication Studies – New Media. Before enrolling in these programs, students generally complete their freshman and sophomore years at a community college or four-year institution. Admitted students then complete their junior and senior years at LIU Riverhead. LIU Riverhead has established a two-plus-two partnership with Suffolk County Community College to offer Suffolk County Community College graduates the opportunity to seamlessly transfer to LIU Riverhead.

Transfer students may be eligible to transfer a maximum of 72 credits for all courses taken at a two-year college and a maximum of 96 credits from an accredited four-year institution. Transfer students will be evaluated on a case-by-case basis and may be required to complete additional specific course work.

## Bachelor of Science in Childhood Education (Grades 1-6)

The upper division Bachelor of Science in Childhood Education program prepares students to make a positive contribution to society as a teacher of children in grades 1-6. Building upon a liberal arts and sciences foundation, students are presented with a curriculum that encourages intellectual pursuit and promotes academic excellence. The theoretical and pedagogical course of study has been carefully planned in a way where students are provided with field experiences which are related to the courses. During this time, students develop, reflect upon, and modify their knowledge of both childhood theory and practice. As a culmination of the degree and certification coursework, students spend a semester applying their knowledge and skills in two separate seven week student teaching experiences.

### Program Admission Requirements

The upper division B.S. in Childhood Education program was developed for students who have earned an associate's degree or have completed the equivalent of two or more years of undergraduate study. The following is a list of the criteria and assessments used for admission to the upper division childhood education program:

The program requires that students:

1. Have completed 68 credits of coursework and/or an associate's degree. Coursework should include a minimum of 30 liberal arts and sciences core credits in the following areas: the arts (visual or performing), foreign language, English, writing, social science, mathematics, and science. In addition, a liberal arts/science concentration is also required (18 cr. minimum). Students who have not earned 68 credits and/or an associate's degree will be evaluated on a case-by-case basis.
2. Submit ALL official college transcripts.
3. Have a grade point average of 2.75 or higher, on a four-point scale.
4. Submit a letter of recommendation from a professional in the field of education or a former professor.
5. Schedule and complete an in-person interview with the Office of Admissions.

### New York State Teacher Certification Requirements

Information regarding New York State Teacher Certification can be accessed at [www.nysed.gov](http://www.nysed.gov). Students may also speak with their academic advisor regarding the current requirements for initial teacher certification.

Degree candidates must earn a minimum grade of "C" or better in all education major courses to be eligible for recommendation for teacher certification.

## B.S., Childhood Education (Grades 1-6)

### Upper Division Program

#### 51 Credits Required

[Program Code: 33033]

#### Required Major Courses

EDU 201	Foundations of Education	3.00
EDU 210	Child Development	3.00
EDU 250	Educational Psychology	3.00
EDU 260	Introduction to Special Education	3.00
EDU 265	Technology in Education	3.00
EDU 270	Curriculum Planning	3.00
EDU 280	Classroom Management	3.00
EDU 301A	Integrated Methods-Reading/Writing and Language Dev. Grades 1-6	6.00
EDU 301B	Integrated Methods-Social Studies/Language Arts Grades 1-6	6.00
EDU 301C	Integrated Methods-Mathematics/Science Grades 1-6	6.00
EDU 401	Student Teaching and Seminar	12.00

#### Liberal Arts and Science Core\*

The 60 credit liberal arts and science core consists of a 30 credit general education core and a 30 credit interdisciplinary content core. A minimum of 12 of these 60 credits must be at the upper division level.

Most of the courses in the liberal arts and science core are completed before a student enters LIU Riverhead. A transcript review of these courses is completed during the admissions process.

#### General Education Core (30 credits)

Social Science: History, 6.00  
Sociology, Economics, Political Science, Anthropology

Scientific Processes 6.00

(including 1 lab course): Biology, Chemistry, Earth Science, Physics

Artistic Expression: 3.00  
Art, Music, Theater, Dance

Literature 3.00

English/Writing/Composition 3.00

Foreign Language 3.00

Mathematics 6.00

#### Content Core (30 credits)

The content core in the liberal arts and sciences consists of 30 semester hours in one or more of the liberal arts and sciences. 30.00

#### Electives

Free Electives 17.00

#### Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Education Major GPA: 2.50

Minimum Cumulative GPA: 2.50

## Bachelor of Arts in Communication Studies - New Media

In today's world, the ability to clearly and effectively communicate is an essential skill in nearly every profession and graduate academic discipline. In order to meet the growing need for effective 21st century communicators, LIU Riverhead offers the upper division Bachelor of Arts in Communication Studies – New Media. This interdisciplinary program brings forth an advanced communication curriculum designed to ensure that graduates are prepared to effectively communicate in a global society. Students will master the art of communicating through writing, speech, and the rapidly expanding area of new and emerging media.

### Program Admission Requirements

The upper division B.A. in Communication Studies – New Media program was developed for students who have earned an associate's degree or have completed the equivalent of two or more years of undergraduate study. The following is a list of criteria and assessments used for admission to the upper division communication studies – new media program.

This program requires that students:

1. Have completed lower level coursework of at least 60 credits and/or an associate's degree. Coursework should include a minimum of 31 credits in the following areas: social science, humanities, English, writing, science and mathematics. Students who have not earned 60 credits and/or an associate's degree will be evaluated on a case by case basis.
2. Submit ALL official college transcripts.
3. Have a grade point average of 2.5 or higher based on a four-point scale.
4. Submit one letter of recommendation from a field professional or a former professor.
5. Schedule and complete an in-person interview with the Office of Admissions.

**B.A., Communication Studies – New Media**

**Upper Division Program**

**51 Credits Required**

[Program Code: 34527]

**Required Major Courses**

CMA 265	Technology in Education	3.00
CMA 270	New Media and Society	3.00
CMA 280	Interpersonal Communication in the Digital Age	3.00
CMA 300	Emerging Media Applications I	3.00
CMA 301	Emerging Media Applications II	3.00
CMA 310	Advertising and Public Relations	3.00
CMA 320	New Media Literacies	3.00
CMA 330	Digital Storytelling	3.00
CMA 340	Business Communications	3.00
CMA 350	Gaming and Society	3.00
CMA 401	ePortfolio II	2.00
ENG 402	Advanced Professional Writing	3.00
CMA 410	Media Law	3.00
CMA 420	Communication Research Methods	3.00
CMA 430	Oral Communication and Presentation	3.00
CMA 440	Case Studies in New Media	3.00

**Capstone Courses - Pick one of the following (4 credits)**

CMA 450	Capstone Project	4.00
CMA 451	Internship	4.00

**Liberal Arts and Science Core**

The 63 credit Liberal Arts and Science core consists of a 31 credit general education core and a 32 credit Interdisciplinary liberal arts and science core. A minimum of 9 of these 63 credits must be at the upper division level.

Most of the courses in the liberal arts and science core are completed before a student enters LIU Riverhead. A transcript review of these courses is completed during the admissions process.

**General Education Core (31 Credits)**

Social Science: History 9.00 (3 credits required),  
Sociology, Economics,  
Political Science,  
Psychology

Humanities: 9.00  
Communications,  
Philosophy, Foreign  
Language, Fine Arts,  
English (3 credits only),  
Cultural Anthropology,  
Religion

English and Writing 6.00

Scientific Processes 4.00  
(including 1 lab):  
Biology, Chemistry,  
Earth Science,  
Astronomy, Physics

Mathematics 3.00

**Interdisciplinary Liberal Arts/Sci Concentration Core (32 Credits)**

The Interdisciplinary 32.00  
core in the liberal arts  
and sciences consists of  
32 semester hours in  
one or more of the  
liberal arts and  
sciences.

**Electives**

Free Electives 14.00

Credit and GPA Requirements

Minimum Total Credits: 128

Minimum Major GPA: 2.25

Minimum Cumulative GPA: 2.00



## Undergraduate Programs

### Courses

#### **CIN 300 Film Theory**

This course will provide a critical study of the technical, artistic, and social aspects of film. It will examine the cinematic, theatrical, and literary elements of film with a focus on stylistic tendencies, narrative strategies, genres, and cinematic themes. The course will not only focus on filmmaking techniques, but will also delve into the many movie themes that are relevant to our everyday lives.

*Credits: 3*

*On Occasion*

#### **CMA 265 Technology in Education**

The impact of computer technology on the instructional learning process is important for today's educators to acknowledge. This course is designed to familiarize the student with the necessary skill base required to meet the demands of effective integration of technology into daily instructional programs. The student will become aware of the technology benchmarks today's educators are expected to draw upon in order to facilitate the learning process and address the needs of a society in which information doubles rapidly. Students will come away from this course with a newly found confidence in the use of technology and a growing appreciation for the increased dimension technology can bring to the learning process.

*Credits: 3*

*Every Fall*

#### **CMA 270 New Media and Society**

This course provides an examination of new media technology and its influence on modern society. As new forms of media constantly emerge, the impact these technologies have on our society is constantly changing as well. In this course, students will study these changes in media and society and develop a clear understanding as to not only what is changing, but why these changes are taking place.

*Credits: 3*

*Every Fall*

#### **CMA 280 Interpersonal Communication in the Digital Age**

In recent years, technological advances have changed the way that we speak, interact, and how we classify our relationships. This course explores this changing world and how the evolving digital landscape has also changed the way we communicate with one another. Students will examine the dynamics of interpersonal communication with a particular focus on how these dynamics are changing with the advancement of technology. Topics include but are not limited to privacy, conflict, self, and creating and maintaining relationships.

*Credits: 3*

*Every Fall*

#### **CMA 300 Emerging Media Applications I**

The first of two emerging media applications courses, this course examines the wide range of emerging technologies and applications available in today's digital age. In an ever changing digital world, it is vitally important to maintain a familiarity with the most current technology. A particular emphasis will be placed on technologies that affect and enhance the way we communicate with each other, most notably in the areas of interpersonal communication and the transference of the written word. Students will be provided with an overview of available products as well as hands on experience.

*Credits: 3*

*Every Spring*

#### **CMA 301 Emerging Media Applications II**

The second of the two emerging media applications courses, students will continue to focus on the wide range of emerging technologies and applications available in today's digital age. In this course, a particular emphasis will be placed on multimedia technologies, focusing on those that incorporate visual images. This course will provide an overview of available products as well as hands on experience.

*Prerequisite of CMA 300 is required.*

*Credits: 3*

*Every Fall*

#### **CMA 310 Advertising and Public Relations**

This course provides students with a study of the relevant media strategies that are paramount in the fields of advertising and public relations. Students will examine the expanding role of media and how this expanding role is changing the nature of these fields in today's global society. A particular emphasis will be placed on the concept of audience and the ways messages are both created and delivered.

*Credits: 3*

*Every Spring*

#### **CMA 320 New Media Literacies**

This course will examine an area of new media literacy as deemed appropriate by the instructor and department chair for the semester the course is given. The focus of this course will vary from year to year dependent on the emerging trends in media and technology at the time the course is offered. This course may be taken more than once provided that the topic selected for a given semester is not the same topic that a student has already completed.

*Credits: 3*

*Every Spring*

#### **CMA 330 Digital Storytelling**

This course examines the evolution of storytelling with a particular focus on digital media and its impact on storytelling. Students will focus on the use of different media and the ability to accentuate story through the use of digital pictures, sound,

video, and various web based applications. This course is meant to not only enhance a student's ability to tell a story, but their ability to analyze and interpret stories as well.

*Credits: 3*

*Every Fall*

#### **CMA 340 Business Communication**

This course focuses on the theories, skills, and strategies needed to become effective communicators in business and professional settings. Topics include the responsibilities, expectations, and human interactions that take place in the professional world. Students will work to understand the foundation and benefits of professionalism while also learning effective communication strategies, both written and oral, to help them succeed in a wide range of business and professional environments.

*Credits: 3*

*Every Spring*

#### **CMA 350 Gaming and Society**

This course explores the cultural and technological evolution of interactive entertainment. Students will examine the history and evolution of gaming and game design, the psychological and sociological effects of gaming, and the impact of games on today's education. Digital games will also be studied from a critical perspective, focusing on structure, narrative, genre, and social connectedness.

*Credits: 3*

*Every Spring*

#### **CMA 401 ePortfolio II**

In this course, students explore the different media and applications used in the construction of an electronic portfolio. Students apply this knowledge as they create a portfolio of artifacts designed to help them secure employment in their chosen career field. The creation of an electronic portfolio will be required for the completion of this course.

*Credits: 2*

*Every Spring*

#### **CMA 410 Media Law**

This course is designed to introduce students to the major ethical and legal issues in the area of media. A particular emphasis will be placed on the areas of copyright, digital communications, privacy, and the First Amendment. Students will also be introduced to legal cases that have contributed to the establishment of the current media law.

*Credits: 3*

*Every Fall*

#### **CMA 420 Communication Research Methods**

This course provides students with a solid foundation in the process of conducting communications based research. In particular, students will focus on developing the skills used to analyze the works of others as well as the skills necessary for producing their own pieces of research writing. Students will also be exposed to methods of data collection and data analysis that will help to

guide them in their research.

*Credits: 3*

*Every Fall*

**CMA 430 Oral Communication and Presentation**

This course is designed to give students practical experience in speaking situations. Students will work to combine a working knowledge of communication theory and the use of cutting edge technology to master the art of delivering advanced oral presentations. An emphasis will be placed on delivering words with grace and confidence. Students will also work to master the art of augmenting their speech through group discussion and speech analysis.

*Credits: 3*

*Every Fall*

**CMS 440 Case Studies in New Media**

In this course, students will take a case study approach to learning about past and current issues involving the advancement of new media technology. Students will analyze issues on a case by case basis to reinforce concepts in new media that have been presented to them throughout the previous semesters of study. In particular, students will focus on the many concerns that have been documented regarding advancing new media technology in today's digital age.

*Credits: 3*

*Every Spring*

**CMA 450 Communication Capstone Project**

A culminating project completed under the advisement of the instructor, this project will be completed during the student's final semester of study. The Capstone Project may be a substantial research based assignment or a technology based product created for practical use.

*Credits: 4*

*On Demand*

**CMA 451 Communication Internship**

During their final semester, students will have the option of electing to take a new media/communications based internship in lieu of completing the capstone project. This internship opportunity is designed to give students valuable experience in a professional working environment.

*Credits: 4*

*Every Spring*

**EDU 201 Foundations of Education**

An introductory analysis of contemporary American education: its structure, objectives, and problems, viewed through various social, philosophical and historical perspectives and studied in theory and action through seminars, field observations, and on site experiences in public schools.

*Credits: 3*

*On Occasion*

**EDU 210 Child Development**

This course will explore human growth and

development from birth through grade 6. Both learning and behavior will be examined within their physical, intellectual, emotional, and social/cultural concepts. Emphasis will be placed upon normal rather than abnormal behavior, although abnormal behaviors will be briefly explored. Students will be provided with the skills to identify factors that contribute to learner diversity. These factors include but are not limited to language development, home environments, socioeconomic status, racial and cultural identity models, and multiple intelligence concepts. Contemporary issues which may affect the development and functioning of today's youth will also be a strand of study.

*Credits: 3*

*Every Fall*

**EDU 250 Educational Psychology**

This course is designed to promote a greater understanding of the principles underlying the task of guiding children toward maximum learning opportunities and self realization. It will provide a greater understanding of the learning process, of learning situations, and of the learner him/herself in dynamic interaction. Functional insights into various aspects of the teaching/learning process will be examined. Theories and research on cognitive and emotional development in children will be presented. Students will be encouraged to recognize and understand patterns within psychological principles, perceive and comprehend how different facets of psychology interrelate, and to apply these recognitions to actual classroom situations and scenarios. A greater awareness and understanding of different factors involved in learning and teaching will be developed.

*Credits: 3*

*Every Spring*

**EDU 260 Introduction to Special Education**

The effect of litigation regarding individuals with disabilities will be examined with particular emphasis on the concept of the "least restrictive environment." Procedural requirements including referral, evaluation and placement procedures, and the individualized Education Program (IEP) will be examined as they pertain to students with disabilities receiving their education in the least restrictive environment. The characteristics and learning needs of the students classified as "exceptional" will be studied as well as the preferred teaching strategies and behavior management techniques utilized to ensure these students receive an appropriate and effective education when included in the general education classroom. Field observation required.

*Credits: 3*

*Every Fall*

**EDU 265 Technology in Education**

The impact of computer technology on the instructional learning process is important for today's educators to acknowledge. This course is designed to familiarize the student with the

necessary skill base required to meet the demands of effective integration of technology into daily instructional programs. The student will become aware of the technology benchmarks today's educators draw upon in order to facilitate the learning process and address the needs of a society in which innovation doubles rapidly. Students will come away from this course with a newly found confidence in the use of technology and growing appreciation for the increased dimension technology can bring to the learning process.

*Credits: 3*

*Every Fall*

**EDU 270 Curriculum Planning**

Curriculum design is the responsibility of every teacher regardless of the grade level or subject taught. Working within the parameters of a suggested framework, every teacher needs to be able to include all the topics necessary to best prepare students to be successful citizens. Teachers must also be able to integrate the latest approaches into their instruction in an effort to meet the needs of a diverse learning community and prepare them appropriately for the rigors of testing and the demands of society outside the classroom. This course will help students develop the skills and strategies necessary to create curriculum successfully. Strategies related to interdisciplinary instruction, brainstorming and collegial unit planning will be investigated. The students will discover how to develop curriculum in a manner which empowers instruction and learning.

*Credits: 3*

*Every Spring*

**EDU 280 Classroom Management**

The most overwhelming challenge new teachers face is that of implementing effective classroom management. Intent as it relates to achievement can be undermined if strategies are not in place to ensure success. This course is designed to examine classroom management and will explore ways of promoting student motivation and self discipline. Whenever possible, research based findings will be incorporated into instruction. Through this course, the student will begin to formulate a personal philosophy and begin to design a basic plan for organization and functional success. Students will develop an understanding that educational leadership is essential to all educators and that management plays a large part in being a leader. This course will promote a greater understanding of the principles underlying the task of managing the classroom. Field observation required.

*Credits: 3*

*Every Spring*

**EDU 301A Integrated Methods-Reading/Writing and Language Development - Grades 1-6**

This course is an integrated pre-student teaching methods and materials course covering theory and practice in teaching literacy in grades one to six. This theoretical and practical approach to methods

and techniques in the teaching of reading, writing, and language development will focus on reading and writing processes and on ways teachers can help elementary-age children acquire, expand, and deepen their ability to process texts effectively. The overarching goal is to help teachers understand the complex processing systems related to effective reading and develop a repertoire of instructional approaches that support the development of these processing systems. We will study important talking, reading, and writing behavior that serves as evidence of processing. We will assess individual readers and examine reading behavior as it changes over time. In addition, we will take an in-depth look at texts, methodology, and planning as they relate to building a solid foundation for literacy teaching. This course will also examine teaching for a range of reading strategies in whole-group, small-group, and individual settings. We will learn how to develop comprehending strategies through interactive read-aloud (with discussion) and through shared and performance reading. The course will also provide a context for implementing effective reading and writing workshops, which include providing mini-lessons, conferring with individual readers during independent reading, conducting whole-group share sessions, and providing small-group instruction in the form of guided reading and literature discussion. Class meetings will focus on research-based teaching strategies associated with literacy instruction. Students will add to their learned teaching skills as well as investigate authentic assessment strategies. Hands-on workshops will play an integral part in instruction. Application of the New York State P-12 Common Core Learning Standards (ELA) and differentiated instruction will be an integral part of our work. Field experience required.

*Prerequisite of EDU 270 and 280 are required.*

*Credits: 6*

*Every Fall*

#### **EDU 301B Integrated Methods-Social Studies/Language Arts - Grades 1-6**

An integrated pre-student teaching methods and materials course covering theory and practice in teaching curriculum grade one to grade six. This course will examine the theoretical and practical approaches to the methods and techniques of the teaching of social studies and language arts. The integration of reading, writing, listening, and speaking skills with social studies topics will be studied in order to increase students' understanding and achievement of the concepts and skills in both of these curriculum areas. Class meetings will focus on research-based teaching strategies associated with social studies and language arts instruction as well as the life strategies often associated with studying the past. Students will add to their learned teaching skills as well as investigate authentic assessment strategies. Hands-on workshops will play an integral part in instruction. Application of the New York State P-12 Common Core Learning Standards (ELA and SS) to content and differentiated instruction

will be the focus of this course. Field experience required.

*Prerequisite of EDU 270 and 280 are required.*

*Credits: 6*

*Every Fall*

#### **EDU 301C Integrated Methods-Mathematics/Science - Grades 1-6**

An integrated pre-student teaching methods and materials course covering theory and practice in teaching the curriculum related to mathematics and science in grades one through six. Specific research-based instructional methods appropriate to teaching mathematics and science will be demonstrated and analyzed. Emphasis will be on the constructivist approach with special attention to inquiry, problem solving, reasoning skills, communication, hands-on activities, and application of New York State P-12 Common Core Learning Standards to curriculum content. Field experience is required.

*Prerequisite of EDU 270 and 280 are required.*

*Credits: 6*

*Every Fall*

#### **EDU 401 Student Teaching and Seminar**

Student Teaching is the culminating experience for education students and is required for completion of the Education Program. This capstone course provides actual teaching activity all day, every day throughout the semester where the student will blend theory with practice. Participants will demonstrate various teaching strategies which will be observed (often video recorded) by college supervisors. The student teaching seminar complements the student teaching experience. The purpose of this seminar is to assist, support, and facilitate the student teacher in his/her teaching. It is designed to analyze successes and failures, meet challenges, and learn from all of these experiences. Through sharing of personal experiences, participants will address current educational issues which affect children in our schools. Such topics will include workshops on drugs, health, consumer science, etc. These experiences in student teaching and the seminar are based on the conceptual framework (purpose) and the mission of the Education Program.

*Prerequisite of EDU 301A, EDU 301B and EDU 301C are required.*

*Credits: 12*

*Every Fall and Spring*

#### **ENG 300 Advanced Creative Writing**

This course will introduce different forms of creative writing with a specific focus on short fiction and the personal essay. Students will read and discuss the works of established authors as well as create and discuss their own works over the course of the semester. Students will work to improve their writing by delving into the uses of imagery, character development, point of view, dialogue, voice, and other elements of creative writing. A final portfolio of the student's writing

will be submitted at the end of the semester.

*Credits: 3*

*Every Fall*

#### **ENG 301 Poetry and Lyrics**

This course explores the worlds of poetry and song. Students will read and discuss the works of both contemporary and non-contemporary authors as well as examine music from various genres with the goal of developing an appreciation for these forms of art. An emphasis will be placed on creative activities as students not only examine famous pieces but work to develop a foundation for creating their own poetry and music as well.

*Credits: 3*

*On Occasion*

#### **ENG 402 Advanced Professional Writing**

This course explores emerging trends in today's language and how those trends intermesh with the current professional environment. Students will work to master various forms of professional writing including email, letters, resumes, and academic articles. An emphasis will be placed on writing that is clear and concise. Students will also work to develop an understanding of how different audiences and social contexts shape the way we write and interact.

*Credits: 3*

*Every Spring*

#### **ENG 405 Children's Literature**

This course is designed to introduce and examine the works of both contemporary and classic children's literature authors and illustrators. Students will become well versed in a variety of children's literature genres including picture books, wordless books, realistic fiction, fantasy, and children's poetry. They will read, analyze, and share children's books as a means of understanding not only the nature of the different genres but the elements that comprise these genres as well. Students will also work to understand the concept of children as an audience as they explore different writing styles and techniques used by children's authors.

*Credits: 3*

*On Occasion*

#### **ERS 310 Coastal Marine Science**

This course will examine the structure and function of coastal marine habitats, both local to Long Island and around the world. A focus will be placed on rocky intertidal areas, sandy beaches, tidal and mud flats, estuaries, and salt marshes. This course will review the physical makeup, flora, and fauna of these environments and will also examine the wave and tidal processes that help to form these marine landscapes.

*Credits: 3*

*On Occasion*

**MTH 301 Math for Educators**

This course is intended as a review and enrichment of basic mathematical skills with particular consideration given to the needs of elementary school teachers. A focus is placed on understanding the concepts which serve as the foundation of the school mathematics curriculum. Content is based on problem solving, reasoning, and making connections in and out of mathematics.

*Credits: 3*

*On Occasion*

**MUS 301 Poetry and Lyrics**

This course explores the worlds of poetry and song. Students will read and discuss the works of both contemporary and non-contemporary authors as well as examine music from various genres with the goal of developing an appreciation for these forms of art. An emphasis will be placed on creative activities as students not only examine famous pieces but work to develop a foundation for creating their own poetry and music as well.

*Credits: 3*

*On Occasion*

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## GRADUATE PROGRAMS

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Master's degree programs offered at LIU Riverhead include day, evening and online courses and are designed for working adults as well as traditional students.

**Graduate level teacher education and homeland security management programs include:**

Master of Science, Childhood Education (Grades 1 – 6)

Master of Science, Homeland Security Management

Master of Science, Literacy Education (Birth–Grade 6)

Master of Science, Teaching Students with Disabilities (Grades 1 – 6)

Master of Science, Teaching Students with Disabilities (Generalist Grades 7 – 12)

Advanced Certificate, Applied Behavior Analysis

Advanced Certificate, Cyber Security Policy

Advanced Certificate, Homeland Security Management

Advanced Certificate, TESOL (All Grades)

**GRADUATE TEACHER EDUCATION PROGRAMS**

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Graduate teacher education programs at LIU Riverhead include the M.S. in Literacy Education (Birth to Grade 6), the M.S. in Teaching Students with Disabilities (Grades 1 to 6) and the M.S. in Teaching Students with Disabilities Generalist (Grades 7 to 12), for teachers with initial certification who are pursuing a master's degree for professional certification. The M.S. in Childhood Education (Grades 1 to 6) is designed for the career-changer who has a bachelor's degree in a subject other than teacher education (such as math, science or English) and wishes to become a teacher at the elementary school level. The 24-credit graduate Advanced Certificate in Applied Behavior Analysis is designed for teachers of children with autism or other disabilities who seek advanced study in this increasingly prominent specialization.

LIU Riverhead offers LIU Hudson's Advanced Certificate in Teaching English to Speakers of Other Languages (TESOL), all grades. This mostly online 22-credit program prepares certified teachers to help children overcome language barriers and learn how to speak the English language effectively.

The education program faculty are committed to ensuring that graduates are prepared to be outstanding educators who demonstrate the knowledge and skills necessary to educate and work with a diverse school population. Students will follow a curriculum that encourages intellectual pursuit and challenges them to develop their abilities to analyze and synthesize and to make ethically informed decisions.

## General Program Admission

### Matriculation:

To matriculate, students must have:

- An earned baccalaureate degree from an accredited institution
- Minimum 2.75 overall undergraduate average based on a 4.0 scale
- One letter of recommendation from a professional in the field of education or related disciplines which supports the student's request for admission, and addresses the student's academic skills and personal attributes, strengths and/or weaknesses.
- Submit an application for admission
- Complete an on-campus writing sample
- Complete an interview with the program director and the director of admissions

### Transfer Credit:

Up to six graduate credit hours with grades of "B" or higher may be accepted as transfer credits from an accredited graduate college or university if they were completed within five years of the date of application, and if they correspond to similar courses in this program. In-service courses will not be accepted. Courses taken at another college or university after a student has applied for admission may not be used for transfer credit unless prior permission has been obtained (see Visiting Student Authorization section of this bulletin).

*Note: No third-party courses may be used for credits toward a master's degree.*

### Time Limitation:

A student has a maximum of five years from the date of matriculation to complete the degree. A time extension may be granted in certain cases by petition to the program director and with approval from the dean.

### Graduation:

For graduation, a student must have:

- Earned a grade of B- or higher for all graduate education courses
- Completed all required coursework with a 3.0 average or higher
- Successfully completed the thesis project or practicum depending upon the degree taken

### Program Benefits

The faculty support a relationship between professor and graduate student which makes them partners in learning, scholarship, research, and problem-solving. Furthermore, the faculty believe in a close working partnership with area schools in order to provide each candidate experiences with practicing educators.

## Master's of Science: Childhood Education (Grades 1-6)

The Master of Science degree in Childhood Education is designed for individuals who have earned a bachelor's degree from an accredited university or college and wish to begin a new

career as a certified school teacher or current teachers who seek additional training to advance their careers. Graduates are eligible for Initial Teaching Certification from New York State in Childhood Education for Grades 1-6.

The program is accredited by the Council for the Accreditation of Educator Preparation (CAEP), signifying it meets 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.

**A bachelor's degree from an accredited college or university is required.** The degree should include content major or concentration (minimum 30 credits) and a strong liberal arts and science background that meets New York State Education Department criteria. Applicants should hold a bachelor's degree in an area other than education. The M.S. in Childhood Education program requires a general education core and major/concentration (minimum 60 credits) in liberal arts and sciences. Candidates may have to take pre-requisite courses to meet these requirements.

### New York State Teacher Certification Requirements

- Information regarding New York State Teacher Certification can be accessed at [www.nysed.gov](http://www.nysed.gov). Students may also speak with their faculty advisor regarding the current requirements for initial teacher certification.
- Degree candidates must earn a minimum grade of "B-" or better in all education major courses to be eligible for recommendation for teacher certification.

**Students must have earned a bachelor's degree and met the liberal arts and sciences requirements of New York State.**

### M.S., Childhood Education

#### 46 Credits Required

[Program Code 31400]

#### Required Courses

EDU 501	Foundations of Education	3.00
EDU 502	Educational Psychology and Human Development	3.00
EDU 511	Classroom Management	3.00
EDU 580	Introduction to Special Education	3.00
EDU 590	Research and Theories of the Reading and Writing Process	3.00
EDU 601E	Methods and Materials of Teaching Reading (Grades 1-6)	3.00
EDU 613	Assessment Techniques	3.00
EDU 620	Methods of Teaching Social Studies and Language Arts (Grades 1-6)	3.00

EDU 630	Methods of Teaching Mathematics and Science (Grades 1-6)	3.00
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#### Pick one of the following

EDU 500A	Advanced Technology and Curriculum	1.00
EDU 500B	Basic Technology and Curriculum	1.00

#### Pick one of the following

EDU 505A	Field Experience I	3.00
EDU 505B	Fieldwork Experience II	3.00

#### Elective Courses - Pick one of the following

EDU 512	Methods and Materials of Early Child Education Birth - Grade 2	3.00
EDU 581	Instruction in the Content Areas: Special Education	3.00
EDU 582	Applied Behavior Analysis	3.00
EDU 583	Educational Interventions for Young Children with Disabilities	3.00
EDU 584	Educational Interventions for Middle and High School Students with Disabilities	3.00
EDU 585	Collaboration and Consultation in Special Education	3.00
EDU 591	Literacy Research	3.00
EDU 593	Language Acquisition	3.00
EDU 605	Children's Literature	3.00
EDU 607	The Process of the Writing Workshop	3.00
EDU 608	Teaching Reading in the Content Area	3.00
EDU 609	Literacy Assessment and Evaluation: Practicum	3.00
EDU 610	Literacy Instruction for the Struggling Learner: Practicum	3.00
EDU 611	Practicum in Reading: Case Studies	3.00
EDU 612	Supervision of Literacy Programs (K-6)	3.00
EDU 661	Diagnostic/ Prescriptive Techniques for Use with Exceptional Children	3.00
EDU 663	Teaching Students with Emotional/Behavioral Disorders	3.00
EDU 664	Research in Special Education	3.00

EDU 668A	Practicum in Special Education: Adolescence	3.00
EDU 668C	Practicum Special Education: Childhood	3.00

**Practicum Course**

EDU 691E	Student Teaching - Elementary	6.00
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**Capstone Courses**

EDU 700	Education Research	3.00
EDU 800	Thesis - Childhood Majors	3.00

Credit and GPA Requirements

Minimum Total Credits: 46  
 Minimum Major GPA: 3.0

**Master’s of Science: Literacy Education (Birth to Grade 6)**

The 31-credit Master of Science degree in Literacy Education (Birth to Grade 6) enables certified teachers to obtain an additional New York State certification in literacy birth to grade 6. The program prepares professional teachers to teach reading, writing and literacy to children at various educational levels. Graduate students will learn to master the use of cutting-edge instructional techniques and technologies to boost children’s literacy skills and increase academic performance.

Accredited by the Teacher Education Accreditation Council (TEAC), the M.S. in Literacy Education program provides a strong theoretical foundation in early childhood development, learning and literacy. Students are immersed in current and past literacy research theory and develop, reflect upon and modify their knowledge of literacy theory within the context of course objectives. They study literacy trends and research methodology (qualitative and quantitative) and are trained in observational data collection to make informed instructional decisions.

Following several intensive literacy courses, students apply their knowledge of literacy process, assessment and instructional strategies by working directly with young children with specific literacy needs. Students will participate in a literacy practicum and will help lead reading, writing and literacy enrichment activities for children.

**New York State Teacher Certification Requirements**

- Information regarding New York State Teacher Certification can be accessed at [www.nysed.gov](http://www.nysed.gov). Students may also speak with their academic advisor regarding the current requirements for initial teacher certification.
- Degree candidates must earn a minimum grade of "B-" or better in all education major courses to be eligible for recommendation for teacher certification.

**Students must hold an initial teaching certification**

**M.S., Literacy Education  
31 Credits**

[Program Code 31401]

**Required Courses**

EDU 581	Instruction in the Content Areas: Special Education	3.00
EDU 590	Research and Theories of the Reading and Writing Process	3.00
EDU 601R	Reading and Writing Methods in Early and Middle Childhood	3.00
EDU 607	The Process of the Writing Workshop	3.00
EDU 608	Teaching Reading in the Content Area	3.00
EDU 609	Literacy Assessment and Evaluation: Practicum	3.00
EDU 610	Literacy Instruction for the Struggling Learner: Practicum	3.00
EDU 611	Practicum in Reading: Case Studies	3.00
EDU 612	Supervision of Literacy Programs (K-6)	3.00

**Pick one of the following**

EDU 500A	Advanced Technology and Curriculum	1.00
EDU 500B	Basic Technology and Curriculum	1.00

**Pick one of the following**

EDU 593	Language Acquisition	3.00
EDU 605	Children's Literature	3.00

Credit and GPA Requirements

Minimum Total Credits: 31  
 Minimum Major GPA: 3.0

**Master’s of Science: Teaching Students with Disabilities (Grades 1-6 or Generalist Grades 7-12)**

The 31-credit Master of Science in Teaching Students with Disabilities degree program is designed for professional teachers to earn additional New York State certification in teaching students with disabilities at the childhood level grades 1-6, or as generalist at the adolescent level grades 7-12.

Accredited by the Teacher Education Accreditation Council (TEAC), the program is founded on scientifically based assessment and intervention strategies that enable teachers to meet the needs of students with disabilities in

accordance with federal law and New York State Department of Education guidelines.

Students completing the grades 1-6 level program will be equipped with the skills and knowledge to teach children with disabilities in either an inclusion setting or in a self-contained classroom. Students completing the generalist grades 7-12 level program will be prepared to teach in supportive roles, such as consultant teachers, resource room service providers and integrated co-teachers. Each course in the sequence focuses on specific aspects of the teaching/learning process within and across the boundaries of the school environment, the home setting and the therapeutic facility.

In addition to intensive on-campus sessions, students also participate in a variety of field placements and in a practicum to give them valuable on-site experience. Critical topics addressed in the program include research trends and methodology, technology (assistive and instructional), behavioral approaches, instructional modifications, the New York State P-12 Common Core learning standards, and collaborative strategies.

Students must hold initial certification in an area other than Teaching Students with Disabilities (grades 1-6 or generalist grades 7-12) and meet the liberal arts requirements of New York State.

**Subject Area Extension to the Students with Disabilities Generalist Certification**

The Students with Disabilities 7-12 Generalist program includes the option for the student to earn an extension to the base Generalist Students with Disabilities certificate in a specific subject area. For applicants pursuing the content area subject extension option, 18 semester hours of study or its equivalent in the subject area of the certificate extension sought is required. This, coupled with passing the content specialty test in the specific subject area, allows the student to earn an extension to the base certificate which permits the teacher to be employed as the special class teacher in that subject.

**New York State Teacher Certification Requirements**

- Information regarding New York State Teacher Certification can be accessed at [www.nysed.gov](http://www.nysed.gov). Students may also speak with their academic advisor regarding the current requirements for initial teacher certification.
- Degree candidates must earn a minimum grade of "B-" or better in all education major courses to be eligible for recommendation for teacher certification.

The M.S. in Teaching Students with Disabilities leads to New York State Teacher Certification in Students with Disabilities Grades 1 - 6 **OR** Students with Disabilities Generalist Grades 7 - 12. Students must hold initial New York State



Teaching Certification in an area other than Teaching Students with Disabilities (Grades 1 - 6 or Generalist 7 - 12) and meet the liberal arts requirements of New York State.

**M.S., Teaching Students with Disabilities**

**31 Credits**

[Program Code: 31402]

**Required Courses**

EDU 581	Instruction in the Content Areas: Special Education	3.00
EDU 582	Applied Behavior Analysis	3.00
EDU 585	Collaboration and Consultation in Special Education	3.00
EDU 590	Research and Theories of the Reading Writing Process	3.00
EDU 661	Diagnostic/Prescriptive Techniques for use with Students with Disabilities	3.00
EDU 663	Teaching Students with Emotional/Behavioral Disorders	3.00
EDU 700A	Thesis Proposal: Special Education - Analysis of Teaching/Learning	3.00
EDU 800A	Thesis Project: Special Education	3.00

**Pick one of the following**

EDU 500A	Advanced Technology and Curriculum	1.00
EDU 500B	Basic Technology and Curriculum	1.00

**Pick one of the following**

EDU 583	Educational Interventions for Young Students with Disabilities	3.00
EDU 584	Educational Interventions for Middle & High School Students with Disabilities	3.00

**Pick one of the following**

EDU 668A	Practicum in Special Education: Adolescence	3.00
EDU 668C	Practicum in Special Education: Childhood	3.00

Credit and GPA Requirements

Minimum Total Credits: 31

Minimum Major GPA: 3.0

**Advanced Certificate: Applied Behavior Analysis**

The 24-credit graduate level Advanced Certificate in Applied Behavior Analysis is designed for individuals who wish to receive a formal background in the theory and practice of applied behavior analysis. Behavior analysis is used most widely with clinical populations in the area of developmental disabilities, including but not limited to clients diagnosed as autistic.

Behavior analysts work with individuals at all age levels, from infancy through adulthood and old age, in settings that include schools, homes, day programs, communities, residential care settings, businesses and research laboratories. They function as individual clinicians or are employed in organizations in numerous fields including education, behavioral medicine, mental health, disability, and children's services, business and institutions of higher learning.

**Advanced Certificate, Applied Behavior Analysis**

**24 Credits**

[Program Code 32318]

**Required Courses**

EDU 581	Instruction in the Content Areas: Special Education	3.00
EDU 582	Applied Behavior Analysis	3.00
EDU 663	Teaching Students with Emotional/Behavioral Disorders	3.00
EDU 664	Research in Special Education	3.00
EDU 667	Autism	3.00
EDU 700A	Thesis Proposal: Special Education - Analysis of Teaching and Learning	3.00

**Pick one of the following**

EDU 583	Educational Interventions for Young Students with Disabilities	3.00
EDU 584	Educational Interventions for Middle & High School Students with Disabilities	3.00

**Pick one of the following**

EDU 668A	Practicum in Special Education: Adolescence	3.00
EDU 668C	Practicum in Special Education: Childhood	3.00

Credit and GPA Requirements

Minimum Total Credits: 24

Minimum Major GPA: 3.0

**Advanced Certificate in TESOL**

LIU Riverhead offers LIU Hudson's Advanced Certificate program in Teaching English to Speakers of Other Languages (TESOL, all grades). This mostly online program is designed to accommodate the scheduling needs of teachers. The Advanced Certificate program prepares you to help children in all grades overcome language barriers and learn how to speak the English language effectively. You will also develop a greater awareness of the special needs of children in multilingual/multicultural school districts.

The 22-credit Advanced Certificate in TESOL (all grades), is for students who already have teaching certification in another area. The program leads to eligibility for initial and professional NYS Certification in TESOL, preparing students to teach English to speakers of other languages in all grades.

In order to meet the New York State Education Department's licensing requirements, students must have taken, as part of their general education course work, 12 semester hours or the equivalent of study of a language other than English. If this requirement is not met on admission to the program, it can be met concurrent to the student's completing program requirements.

**Admission Requirements and Prerequisites**

In addition to the general graduate admissions requirements, application to the Advanced Certificate in TESOL program requires the following:

**Prerequisites**

1. Prior certification
2. 12 credits in a language other than English
3. Course in teaching literacy

**Program Admission requirements**

1. Master's degree
2. Official undergraduate and graduate transcripts from any college or university attended
3. Two (2) letters of recommendation
4. Current resume
5. Personal statement

**New York State Teacher Certification Requirements**

Information regarding New York State Teacher Certification can be accessed at [www.nysed.gov](http://www.nysed.gov). Students must consult their advisor to determine the requirements that apply for their particular certification(s).

**Advanced Certificate in TESOL - All Grades**

**22 credits required**

[Program Code: 27175]

**Prerequisites:** Master's degree, prior certification, 12 credits in a language other than English and a

course in teaching literacy.

**All of the following courses are required:**

TED	650	Second Language Acquisition	3.00
TED	655	Fundamentals of Linguistics	3.00
TED	660	English and Its Structure	3.00
TED	665	Literacy K-12 in ESOL Programs	3.00
TED	670	Teaching Content Areas in ESOL Programs	3.00
TED	677	Curriculum, Instruction, and Assessment in ESOL Programs	3.00

**Of the following courses only one is required:**

TED	770	Seminar and Student Teaching: TESOL	4.00
TED	771	Seminar and Supervised Teaching: TESOL	4.00

**Credit and GPA Requirements**

Minimum Total Credits: 22

Minimum Major GPA: 3.00

## Graduate Teacher Education Programs Courses

### **EDU 500B Basic Technology and Curriculum**

This course is a project based introduction to using various technologies including computers in the classroom, internet, smart board, and programs such as power point.

*Credits: 1*

*On Occasion*

### **EDU 501 Foundations of Education**

The purpose of this course is to provide an examination of education through the perspectives of history, sociology, philosophy and politics. Those disciplines will be integrated using an interdisciplinary approach to study major issues, problems, controversies, practices, and theories as they apply to education in the United States. Through readings, classroom discussions and research, students will become familiar with the present organization of the teaching-learning process as well as with the major educational concerns which face the nation today. This "perspectives" approach will enable students, as future educators, to make more reasoned decisions about the many challenges teachers will face in the field.

*Credits: 3*

*Every Fall*

### **EDU 502 Educational Psychology and Human Development**

Systematic explorations of contemporary psychological knowledge related to education and learning, particularly constructivism. Emphasis placed upon the principles of cognitive processes, language acquisition and development, and a range of factors related to learning readiness and student diversity.

*Credits: 3*

*Every Spring*

### **EDU 505A Field Experience I**

Graduate students enrolled in one or more methods course during the fall semester must also enroll in this course which will provide the field based experiences related to the pedagogical base of the methods courses. Participants will spend a minimum of 50 hours per semester in a school setting appropriate to the area of certification. Students should note that a total of 100 hours is required prior to the student teaching semester. A weekly seminar on campus will introduce students to topics such as the school/learner environment, the New York State P-12 Common Core Learning Standards, curriculum design and the integrated curricula, lesson planning design, teaching strategies, assessments and classroom management.

*Credits: 3*

*Every Fall*

### **EDU 505B Fieldwork Experience II**

Graduate students enrolled in one or more methods course during the spring semester must also enroll in this course which will provide the field based experiences related to the pedagogical base of the methods course. Participants will spend a minimum of 50 hours per semester in a school setting appropriate to the area of certification. Students should note that a total of 100 hours is required prior to the student teaching semester. A weekly seminar on campus will provide students with opportunities to review and reflect on their efforts at lesson planning and lesson execution to relate content from their liberal arts background to the New York State P-12 Common Core Learning Standards. Other topics related to effective planning, assessment and instruction related to child development and learning psychology will be addressed.

*Credits: 3*

*Every Spring*

### **EDU 511 Classroom Management**

Specific techniques and strategies for motivating and enhancing student achievement (both academic and social) as well as modifying student classroom behavior in predictable and desirable directions will be examined and practiced. Strategies for evaluating the effectiveness of a teacher's behavior in producing desired levels of student motivation and self-discipline will be studied. Selected topics include: safe and nurturing environment, responsibility, respect, working with parents, resolving conflicts.

*Credits: 3*

*Every Spring*

### **EDU 512 Methods & Materials of Early Child Education Birth - Grade 2**

The focus of this course is on the models of teaching the early childhood curricula of mathematics, reading readiness and language arts, social studies, science, art, music and learning issues. This is integrated with the New York State P-12 Common Core Learning Standards. Emphasis will be on designing a developmentally appropriate curriculum as well as assessment of it. Fieldwork is required.

*Credits: 3*

*On Occasion*

### **EDU 580 Introduction to Special Education**

Current trends in the inclusion of exceptional students into the general education classroom will be examined. Procedural requirements, including the referral, evaluation, and placement procedures in addition to development of the Individualized Education Program (IEP) will be examined as they pertain to exceptional children receiving educational services in general education classes. Research based behavioral and instructional strategies will be studied for each category of exceptionality. 25 hours of fieldwork is required.

*Credits: 3*

*Every Fall*

### **EDU 581 Instruction in the Content Areas: Special Education**

This course emphasizes the application of practical, relevant instructional approaches derived from theory and research to the education of learners with special needs. Three broad objectives underpin this course. The first is to direct attention to the necessity for effective teaching methods that will result in the learning of specific skills and concepts. The second is to introduce students to content area curricula as presented in the New York State P-12 Common Core Learning Standards. The third is to apply knowledge of methods and the Standards to the design of appropriate instruction in the content areas.

*Credits: 3*

*Every Fall*

### **EDU 582 Applied Behavior Analysis**

This course is designed to prepare teachers and behavior specialists to analyze and manage the behavior of children with developmental disabilities. This course will provide students with the knowledge and skills necessary to teach appropriate behaviors to children with disabilities. Students will be presented with basic terminology and concepts of applied behavior analysis, strategies for increasing appropriate behaviors and decreasing inappropriate behaviors, skills in the observation and evaluation of behavior change, techniques to promote maintenance and generalization of behavior, and information surrounding the legal and ethical issues related to the use of behavior management strategies.

*Credits: 3*

*Every Spring*

### **EDU 583 Educational Interventions for Young Children with Disabilities**

The theories of developmental appropriateness and constructivism will be the organizing forces of this course and will be applied to the acquisition, remediation and enrichment of literacy, numeracy and social skills of students with disabilities. The New York State P-12 Common Core Learning Standards will be used as the basis for the design of appropriate instructional lessons in the areas of language arts, social studies, science and math. A field work component is included.

*Prerequisite of EDU 581 is required.*

*Credits: 3*

*Every Spring*

### **EDU 584 Educational Interventions for Middle and High School Students with Disabilities**

The focus of this course is the practical application and implementation of research based practices with adolescents with mild disabilities in both special and regular education settings in the school and community. In order to prepare these students for the postsecondary work environments of the 21st century, effective instructional methods, models, and materials in the literacy, math and

social skills will be explored. The New York State P-12 Common Core Learning Standards will be used as the basis for the design of instructional plans. A field work component is included.

*Prerequisite of EDU 581 is required.*

*Credits: 3*

*Every Spring*

### **EDU 585 Collaboration and Consultation in Special Education**

Both special education enabling legislation (IDEA) and civil rights nondiscriminatory legislation (Section 504) mandate that students have a right to a free and appropriate public education (FAPE) in the least restrictive environment (LRE). The inclusion of students with special needs in general education classrooms and students placed in self-contained settings require a team approach to educational programming. Educators must collaborate with professionals, parents and support personnel to maintain the overriding goal of successful educational outcomes for each student. This course will introduce students to the theoretical structure and methods of collaboration and consultation in the school and home setting in order to achieve that goal. Field work requirement.

*Credits: 3*

*Every Summer*

### **EDU 590 Research and Theories of the Reading Writing Process**

This course will focus on the theories of the interrelationship of the reading and writing processes as well as current trends in literacy research. Through participation in a reading/writing process workshop environment, a theoretical framework for the reading/writing process can be developed. Emphasis will be placed on teaching strategies, conferring, and related activities for meaningful classroom applications. Students will engage in an examination of literacy research involving the generation and refinement of models and theories as well as the traditional quest for better methods of teaching reading and writing. Strategies in interpreting and analyzing the professional literature will also be emphasized.

*Credits: 3*

*Every Fall*

### **EDU 593 Language Acquisition**

This course is designed to provide educators with an understanding of normal language development (both spoken and written) from its origins in early infancy to its mastery during the school age years. These systems of representation, spoken and written language, will be seen to be inter-related and as a result, students will be able to integrate their increased understanding of oral language acquisition with reading/writing development. Three underlying assumptions will guide this course: (1) language is a means of representing information, (2) language is a social act, and (3) knowledge about normal language acquisition can be used to better understand the nature of specific

language disorders in children.

*Prerequisite of EDU 590 is required.*

*Credits: 3*

*On Occasion*

### **EDU 601E Methods & Materials of Teaching Reading (Grades 1 - 6)**

This course is designed to assist teachers in the development and refinement of skills necessary to provide and implement activities and materials for the teaching of reading. Basic foundations of reading as a cognitive process and controversies related to reading instruction are investigated and discussed. Topics to be covered include: readiness, skills of reading, testing, and other assessment techniques. Investigation of historical programs, current programs and related research will be included in the study of methodology in reading instruction. 25 hours of field work is required.

*Prerequisite of EDU 590 is required.*

*Credits: 3*

*Every Spring*

### **EDU 601R Reading and Writing Methods in Early and Middle Childhood**

This course is intended to challenge educators to examine their practices regarding their language and literacy interactions and those of the students they will teach. The content will emphasize the relationship between the socio-psycholinguistic model of reading and instructional strategies and the role of language and culture in learning to read and write. Topics to be covered will include, but are not limited to, the following: emergent literacy, curriculum development, the role of literature, reading programs and instruction, assessment, learning environments, multiculturalism (i.e., culturally diverse populations and the demands of reading as per the New York State standards) and technology. Through discussions, readings, writing, classroom observations in the local schools, and workshop activities, students will examine the tensions between convention and invention in the teaching of reading in our schools.

*Prerequisite of EDU 590 is required.*

*Credits: 3*

*Every Spring*

### **EDU 605 Children's Literature**

This course is designed to acquaint students with contemporary, as well as classic children's literature and the work of illustrators. Students will become versed in the variety of genres and their elements. They will read, analyze and share children's books. Literature is an authentic resource that can be the foundation of the literacy program, as well as a component of the major curriculum areas.

*Credits: 3*

*Every Spring*

### **EDU 607 The Process of the Writing Workshop**

This course will focus on the interrelationships of the reading and writing processes. Through participation in a reading/writing workshop environment, a theoretical framework for the

reading/writing process can be developed.

Emphasis will be placed on teaching strategies, conferring, and related activities for meaningful classroom applications. Specific topics include but are not limited to: effective strategies for prewriting, drafting, revising, editing, and publishing, using literature as writing models, writing in different genres, writing for authentic purpose, quantitative and qualitative measures of evaluating writing, reading/writing across the curriculum, conventions of standard written English, individual differences among learners as they engage in the writing process and adapting instruction to meet those needs, and use of appropriate technology to support literacy learning. In field-based experience graduate students will observe a learner engage in the writing process.

*Prerequisite of EDU 601R is required.*

*Credits: 3*

*Every Fall*

### **EDU 608 Teaching Reading in the Content Area**

The purpose of this course is to provide teachers with an indepth understanding of literacy methodology as it relates to the reading of content area text. Topics covered will include literature in the content area classroom, text organization, comprehension and vocabulary strategies, study skills, and the reading/writing connection. Cognitive, sociocultural, and motivational factors will be viewed as important mediators of students' ability to learn from text. This increased cognizance of the literacy processes across curriculums should enable teachers at all levels to better facilitate students' internalization of literacy strategies and to develop active, independent learners.

*Prerequisite of EDU 601R is required.*

*Credits: 3*

*Every Summer*

### **EDU 609 Literacy Assessment and Evaluation: Practicum**

This course will prepare teachers to holistically assess and evaluate the reading and writing ability, both strengths and weakness, of early childhood through grade 6 children. Because reading and writing processes are transactional in nature and a reflection of the interrelationship between language and cognition, the assessment process will be presented as holistic and ongoing. While the focus is on authentic assessment, graduate students will learn and conduct both informal and formal assessment. This course is designed to meet the needs of classroom teachers as well as reading specialists by assessing and synthesizing all the components of literacy, including the academic, emotional, and social aspects.

*Prerequisite of EDU 601R is required.*

*Credits: 3*

*Every Fall*

### **EDU 610 Literacy Instruction for the Struggling Learner: Practicum**

The primary purpose of this course is to provide the

graduate student with the opportunity to utilize the diagnostic evaluation conducted in EDU 609 and to collaborate with the struggling student in designing, implementing, and evaluating an instructional plan based on individual needs.

Emphasis is on the importance of teachers' thought processes to decision-making and the relationship between theory and instructional practices related to socio-psycholinguistic principles and research in the writing process. Course content will stress remedial techniques for students with diverse cultural and SES backgrounds.

*Prerequisite of EDU 609 is required.*

*Credits: 3*

*Every Spring*

#### **EDU 611 Practicum in Reading: Case Studies**

This course offers students an opportunity to work in the Summer Literacy Clinic with children who have reading and/or writing difficulties. During these sessions, the graduate student assesses the student's emerging literacy development and upon analysis of the results, collaborates with her/her student in designing, carrying out, and evaluating a plan for the literacy sessions. Students are expected to write professional preliminary and final reports as well as plans for each literacy session.

*Prerequisite of EDU 610 is required.*

*Credits: 3*

*Every Summer*

#### **EDU 612 Supervision of Literacy Programs (K-6)**

This course is designed to focus on the elementary literacy specialist's leadership role in the planning and delivery of reading instructions from goal setting, program planning, decision making, problem solving, program supervision, and program evaluation for students from varied cultural and linguistic backgrounds. Specific topics include, but are not limited to, developing a system wide philosophy of literacy acquisition/development and program goals, organizing and staffing school/system wide literacy programs, developing collaborative teams to engage in ongoing monitoring, evaluation and improvement of school/system wide literacy assessment/instructional program and practices, exploring introductions to and evaluation of professional development models, and designing programs and techniques that facilitate the development of school-system wide literacy connections.

*Prerequisite of EDU 609 is required.*

*Credits: 3*

*Every Spring*

#### **EDU 613 Assessment Techniques**

The focus of this course is on the construction and analysis of educational measurement and research instruments. Students will critically examine the standardization process, basic statistical concepts, norm- and criterion-referenced testing, and interpreting and reporting of testing data. Evaluation techniques in the areas of special

education, reading, bilingual education as well as classroom assessment (K-12) will be addressed.

*Credits: 3*

*On Demand*

#### **EDU 620 Methods of Teaching Social Studies and Language Arts (Grades 1 - 6)**

A theoretical and practical approach to methods and techniques in the teaching of social studies and language arts. The integration of reading, writing, listening, and speaking skills with social studies topics will be studied in order to increase students' understanding and achievement of the concepts and skills in both of these curriculum areas. Application of the New York State P-12 Common Core Learning Standards (ELA and SS) to content and differentiated instruction will be the focus of this course. 25 hours of field work is required.

*Credits: 3*

*Every Spring*

#### **EDU 630 Methods of Teaching Mathematics and Science (Grades 1 - 6)**

Specific research-based instructional methods appropriate to teaching mathematics and science will be demonstrated and analyzed. Emphasis will be on the constructivist approach with special attention to problem solving, reasoning skills, communication, hands-on activities, and application of New York State P-12 Common Core Learning Standards to curriculum content. 25 hours of field work is required.

*Credits: 3*

*Every Fall*

#### **EDU 661 Diagnostic/ Prescriptive Techniques for Use with Students with Disabilities**

This course focuses on the use of practical diagnostic instruments in order to design an appropriate instructional program for students with disabilities. Participants will use information collected from assessment instruments to guide them in the selection of instructional methods and curricula that will be effective in meeting the individual needs of students with disabilities.

*Credits: 3*

*Every Fall*

#### **EDU 663 Teaching Students with Emotional/Behavioral Disorders**

This course will focus on the etiology, characteristics, identification, and behavioral and educational strategies associated with students classified as emotionally and/or behaviorally disordered. The legal mandates, the procedures for assessment and placement, family issues, social skills and interactions, and classroom (regular or special education) interventions with a special emphasis on behavior management strategies will be examined.

*Prerequisite of EDU 581 is required.*

*Credits: 3*

*Every Spring*

#### **EDU 664 Research in Special Education**

This course is designed to prepare graduate students to become competent consumers of research in the area of special education. Students will become acquainted with current research, the research process, and the tools of research.

*Credits: 3*

*On Occasion*

#### **EDU 667 Autism**

Autism is a disorder present from very early in development characterized by a triad of impairments in social interaction, communication, and behavior repertoire. The specific characteristics and difficulties vary in severity across individuals and over time. This course will focus on the core characteristics of children with autism, how these characteristics impact learning, and best practice intervention programming based upon the principles of applied behavior analysis.

*Prerequisite of EDU 582 is required.*

*Credits: 3*

*On Occasion*

#### **EDU 668A Practicum in Special Education: Adolescence**

This course provides conditions under which the student can demonstrate competencies by working with students with disabilities at the adolescence level under the supervision of a qualified teacher. This course requires fifty practicum hours where students will administer assessments, design individual instructional plans (IEPs), data collection and analysis and instructional adaptations of content area.

*Prerequisite of EDU 584 is required.*

*Credits: 3*

*Every Spring*

#### **EDU 668C Practicum in Special Education: Childhood**

This course provides conditions under which the student can demonstrate competencies by working with young students (grades 1-6) with disabilities under the supervision of a qualified teacher. This course requires fifty practicum hours where students will administer assessments, design individual instructional plans (IEPs), data collection and analysis and instructional adaptations of content area.

*Prerequisite of EDU 583 is required.*

*Credits: 3*

*Every Spring*

#### **EDU 691E Student Teaching - Elementary**

Five days each week are spent in a school assigned by the Teacher Education Program Office. Clinical practice experience in grades 1-6 is required. Observations will occur throughout the semester to assess student progress. Seminars are held weekly on campus. Topics required for study by the New York State Education Department will be the Child Abuse Seminar, the School Safety & Violence Prevention Seminar, and others.

*Credits: 6*

*Every Fall and Spring*

**EDU 700 Education Research**

This course introduces the student to the purposes and procedures of research in education. Students study research designs and their appropriateness to educational problems. With the guidance of a faculty member, students determine a topic and develop a plan for the research project. Faculty approval of a proposal for the thesis must be granted before a student may enroll for EDU 800.

*Prerequisite of 21 completed units of Education are required.*

*Credits: 3*

*Every Fall*

**EDU 700A Thesis Proposal: Special Education - Analysis of Teaching and Learning**

The focus of this course is the use of action research as a method to guide teacher decision making and planning in an educational setting. Students will examine the potential, the problems and the impact of action research and then generate areas of teaching and learning behaviors appropriate for an in-depth analysis. A plan will be developed to address the action or strategy that has been chosen for analysis and will include: an implementation strategy, a timetable, data collection and method of analysis.

*Prerequisite of EDU 583 or 584 is required.*

*Credits: 3*

*Every Fall*

**EDU 800 Thesis - Childhood Majors**

The implementation of the approved thesis/project proposal. Seminars, individual meetings, and conferences will assist the student with implementation, feedback, revision, and evaluation while writing the thesis/project. The completed thesis is placed on permanent file with the LIU Riverhead Education Program and is made available to all interested members of the educational community.

*Prerequisite of EDU 700 is required.*

*Credits: 3*

*Every Spring*

**EDU 800A Thesis Project: Special Education**

On an individual basis, faculty mentors will meet with students and assist them through the completion of their thesis project. Seminars and individual conferences will provide students with ongoing instruction, feedback, support, and evaluation. The completed thesis is placed on permanent file at the LIU Riverhead Education Program Office and is made available to all interested members of the education program.

*Prerequisite of EDU 700A is required.*

*Credits: 3*

*Every Spring*

**TED 650 Second Language Acquisition**

This course examines the theories of language acquisition and focuses on the factors that

influence the acquisition of a second language, including cultural and societal, as well as linguistic variables. Students explore the processes by which a learner develops language proficiency and analyze the stages that naturally occur during these processes. Issues specific to language learning in children, adolescents, and adults will be addressed. Field work required.

*Credits: 3*

*Rotating Basis*

**TED 655 Fundamentals of Linguistics**

This course explores the underlying structure of languages, including phonological, morphological, syntactic, semantic, and discourse patterns. Particular attention is given to those aspects relevant for language teachers.

*Credits: 3*

*Rotating Basis*

**TED 660 English and Its Structure**

In this course students focus on the grammatical structure of English in order to develop curriculum and instructional strategies for the teaching of morphology and syntax to English language learners.

*Credits: 3*

*Rotating Basis*

**TED 665 Literacy K-12 in ESOL Programs**

This course examines the teaching of the literacy skills of listening, speaking, reading and writing in grades K-12, including methods of reading enrichment and remediation, to students who are English language learners. Field work required.

*Credits: 3*

*Rotating Basis*

**TED 670 Teaching Content Areas in ESOL Programs**

This course examines methods of second language teaching for the presentation of content area material in math, science, social studies and language arts to students who are English language learners. The course includes an analysis of research validated approaches to content area curriculum, instruction, and assessment for students K-12. Field work required.

*Credits: 3*

*Rotating Basis*

**TED 677 Curriculum, Instruction, and Assessment in ESOL Programs**

This course examines curriculum development, instructional planning, and both formal and informal assessments for programs in English English to Speakers of Other Languages (ESOL). The course includes a survey of current state and federal regulations, standards, and assessments regarding the instruction of English learners K-adult. Field work required.

*Credits: 3*

*Rotating Basis*

**TED 770 Seminar and Student Teaching: TESOL**

Students participate in a full-time, twelve-week student teaching experience in an ESOL setting. The classroom experience is accompanied by a student teaching seminar.

*Credits: 4*

*Rotating Basis*

**TED 771 Seminar and Supervised Teaching: TESOL**

Students participate in a full-time, twelve-week student teaching experience in an ESOL setting. The classroom experience is accompanied by a student teaching seminar.

*Credits: 4*

*Rotating Basis*

## **HOMELAND SECURITY AND TERRORISM INSTITUTE**

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LIU Riverhead hosts LIU's Homeland Security and Terrorism Institute. This virtual program offers a fully online graduate-level 15-credit Advanced Certificate in Homeland Security Management, a fully online graduate-level 15-credit Advanced Certificate in Cyber Security Policy and a fully online 36-credit Master of Science in Homeland Security Management. The flexible, asynchronous, online learning format is designed to accommodate the demanding and unpredictable schedules of many of our students.

LIU is fully accredited by the Middle States Commission on Higher Education and both programs are fully registered with the New York State Education Department. The Homeland Security and Terrorism Institute has been designated by an Act of Congress as a DHS Homeland Security Center of Excellence.

## **Introduction**

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LIU's Homeland Security and Terrorism Institute offers a graduate-level 15-credit Advanced Certificate in Homeland Security Management, a graduate-level 15-credit Advanced Certificate in Cyber Security Policy, as well as a 36-credit Master of Science degree in Homeland Security Management, all delivered in an entirely online format.

The programs are designed to meet the complex, contemporary needs of homeland security specialists, law enforcement professionals, emergency managers, fire fighters, HazMat experts, military personnel, government and public safety officials, and corporate security professionals across the country and around the globe. Both programs are fully registered with the New York State Education Department and provide outstanding professional credentials that enhance prospects for those aspiring to career opportunities in rapidly expanding homeland security fields.

The Homeland Security and Terrorism Institute's exceptional faculty, outstanding curriculum and commitment to the highest academic and professional standards ensure a rigorous graduate education that is designed and delivered by professionals, for professionals. Our Advanced Certificates and Master of Science degree in Homeland Security Management are recognized as the nation's leading graduate programs in the Homeland Security field. LIU's Homeland Security and Terrorism Institute is an academic partner of the Naval Postgraduate School's renowned Center for Homeland Defense and Security (CHDS). This partnership provides our students and faculty with a wide variety of valuable resources related to homeland security education. In 2007, the Homeland Security and Terrorism Institute was designated by an Act of Congress as a U.S. Department of Homeland Security Center of Excellence, and is the only DHS Center of Excellence to offer a graduate degree in the Homeland Security Management field.

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## **Advantages for Professionals**

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Earning the Advanced Certificate in Homeland Security Management, the Advanced Certificate in Cyber Security Policy and/or the Master of Science in Homeland Security Management allows professionals to attain the credentials required to prepare for a second career, or advancement in their current careers. It also prepares pre-career students with the knowledge, skills, and practical insights required of homeland security professionals and managers.

The graduate-level Advanced Certificates provide the leadership and organizational skills necessary to formulate and execute strategies in harmony with federal homeland security

objectives, as well as the skills needed to apply innovative approaches to problem solving, with a goal toward achieving resilient and adaptive patterns of thinking.

The rigorous five-course Advanced Certificate curricula has been crafted to meet the unique needs of managers and executives in homeland security and related fields. The highly integrated curricula are designed to meet the practical needs of busy professionals working in law enforcement fields, emergency managers, private security personnel, the intelligence community, the transportation industry, critical infrastructure, and a host of other private sector specialties in the complex homeland security and cyber security enterprises.

The 36-credit online Master of Science degree in Homeland Security Management builds upon either the 15-credit online Advanced Certificate in Homeland Security Management or 15-credit online Advanced Certificate in Cyber Security Management program. The 15 credits of these two Advanced Certificate programs form the core curriculum of the Master's degree, permitting qualified students, completing an Advanced Certificate, to continue their studies and earn both an Advanced Certificate and the Master's degree without loss of credit. Students can apply for and receive an Advanced Certificate once they have completed the set of 15-credit core requirements.

The institute's faculty includes highly experienced practitioners with doctoral degrees and other outstanding credentials, many of whom completed their education while working in full-time demanding positions. They understand the practical challenges active homeland security professionals face in pursuing higher education, including unpredictable schedules and the struggle to balance professional with personal responsibilities.

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## **Online Education at the Graduate Level**

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The flexible and asynchronous online distance education format of the Institute's program makes it possible for students to participate without relocating to a distant campus. There is no in-resident requirement for the program. It offers students the kind of scheduling flexibility that is absolutely essential for all types of students, homeland security professionals and deployed military. Distance learning makes the Homeland Security and Terrorism program available to a more diverse cross-section of traditional students and practitioners from homeland security organizations and agencies across the nation, thus enhancing the quality of education by broadening the range of perspectives and experiences represented.

The Homeland Security and Terrorism Institute's dynamic online learning strategies, along with its 'case study' approach to graduate professional education, make it unique in the

nation. No other program offers the opportunity to learn homeland security management with a faculty comprised entirely of practitioner-scholars who are seasoned professional with exceptional credentials.

Our innovative, asynchronous, online approach to education permits our students to participate in a "virtual classroom" that is open 24/7 to access lectures, participate in class discussions, interact with other students and faculty, and structure their attendance around the demands of their lives. All programs utilize the university's highly intuitive and easily mastered online learning platform to support focused and professionally relevant interactive learning.

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## **Interaction Between and Among Faculty and Students**

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The graduate-level Advanced Certificate in Homeland Security Management, graduate-level Advanced Certificate in Cyber Security Management and the Master of Science in Homeland Security Management all recognize the value and the importance of interaction and communication between students and faculty members as well as interaction between and among students. This philosophy of the mutual exchange of ideas and joint learning guide our program, which has been structured to facilitate a high level of formal and informal interaction among all participants.

The evolving field of homeland security is rooted in a number of diverse areas of specialized knowledge and practice. One of the compelling challenges homeland security management faces is the need to integrate these specializations and to create a broader and more comprehensive understanding of how they coordinate and interact. Our curriculum, and our faculty and students who are drawn from a broad array of professions, areas of expertise and geographic locations, reflect this diverse range of specialized fields. Our program encourages exploration, collaboration, dialogue and debate in a highly collegial learning environment that incorporates the diverse knowledge, skills, and areas of expertise our students bring to the program.

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## **Academic Requirements**

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Admissions standards generally reflect those of other LIU graduate programs and require a bachelor's degree from an accredited institution and a cumulative grade point average of 3.0 or better. Admissions decisions are made on a case-by-case basis, and consideration is also given to the professional experience and career history of our applicants. This institute also recognizes that some highly motivated students may not have fulfilled all the requirements of a bachelor's degree and may be considered, on an individual basis, for conditional admission to an Advanced



Certificate program. If admitted, these students are carefully monitored and special requirements may be imposed to maximally support their academic success. For more information about our admissions policies, please contact the Admissions Office or visit our website at: [www.liu.edu/Riverhead/HSTI-Admissions](http://www.liu.edu/Riverhead/HSTI-Admissions).

Courses in the Homeland Security and Terrorism Institute (HSTI) programs are also a valuable option for graduate or upper-level undergraduate students in degree programs at LIU and other institutions who want to explore the homeland security field and/or expand their employment opportunities in this growing area. Students enrolled in other LIU degree programs who wish to take Homeland Security and Terrorism Institute courses for elective credit may register for these courses with the approval of their department and the HSTI director.

Full-time and part-time study options are available for both online 15-credit Advanced Certificates and the online 36-credit Master of Science degree. Students can complete either or both programs in a timely fashion.

HSTI students who are employed by selected federal, state, or local municipal government entities may qualify for a one-third tuition scholarship. This scholarship is also available to active duty military personnel and members of certain unions and professional organizations. It is best to check with the Admissions Office regarding specific scholarship details and criteria. Scholarships and financial aid, including Department of Veteran's Affairs (VA) educational benefits (GI Bill), New York State Veterans Tuition Award and the William D. Ford Direct Loan Program, are available to qualified students. The institute participates in the Yellow Ribbon Program. Additional detailed information regarding financial aid and scholarships is available on our website:

[www.liu.edu/Riverhead/FinAid-Grad](http://www.liu.edu/Riverhead/FinAid-Grad).

For more complete information about HSTI, please visit our website: [www.liu.edu/homeland](http://www.liu.edu/homeland).

## Master of Science: Homeland Security Management

### Offered Fully Online

The Homeland Security and Terrorism Institute (HSTI) provides an exceptional 36-credit Master of Science degree program in Homeland Security Management, delivered completely on-line.

## M.S., Homeland Security Management

### 36 Credits Required

[Program Code: 31403]

#### Core Courses

Pick one of the following concentrations (15 credits):

*Homeland Security Management Core*

HSTI	500	Introduction to Homeland Security	3.00
HSTI	520	Constitutional Issues in Homeland Security	3.00
HSTI	530	Domestic and International Terrorism	3.00
HSTI	540	The Intelligence Function in Homeland Security	3.00
HSTI	555	Advanced Cyber Security: Technology Issues for Policy Makers	3.00

#### OR

#### *Cyber Security Policy Core*

HSTI	500	Introduction to Homeland Security	3.00
HSTI	520	Constitutional Issues in Homeland Security	3.00
HSTI	535	Cyber Security: Issues, Policy and Terrorism	3.00
HSTI	545	Advanced Cyber Security Policy and Intelligence	3.00
HSTI	555	Advanced Cyber Security: Tech Issues for Policy Makers	3.00

#### Required Courses

HSTI	600	Emergency Management	3.00
HSTI	610	Psychological and Sociological Aspects of Disaster and Terrorism	3.00
HSTI	620	Research Design and Methods in Homeland Security	3.00

#### Practicum Courses

Pick one of the following:

HSTI	630	Practicum: Graduate Internship in Homeland Security	3.00
HSTI	640	Practicum: Exercises In Homeland Security	3.00

#### Elective Courses

Pick one of the following:

HSTI	650	Border and Transportation Security	3.00
HSTI	655	Critical Infrastructure and Key Resource (CI/KR) Protection	3.00
HSTI	656	Risk Management for Critical Infrastructure Protection and Transportation Systems	3.00
HSTI	657	The Planning Process for Homeland Security and Transportation Security	3.00

HSTI	658	Cyber Security: Issues and Policy in Transportation and Critical Infrastructure Protection	3.00
HSTI	659	Homeland Defense, Civil Support and Transportation Security: DOD's Role in the Homeland Security Enterprise	3.00
HSTI	660	Funding and Grant Evaluation	3.00
HSTI	662	Emergency Management and the Health Care Sector	3.00
HSTI	665	Ethical Issues in Homeland Security	3.00
HSTI	668	Advanced Cyber Security: Issues and Policy in Transportation and Critical Infrastructure Protection	3.00
HSTI	670	The Economics of Terrorism and Extremism	3.00
HSTI	675	Strategic Thinking in Law Enforcement Intelligence	3.00
HSTI	680	Global Terrorism and Geopolitical Configurations	3.00
HSTI	685	Securing Transportation Networks	3.00
HSTI	690	Post 9/11 America	3.00
HSTI	700	Critical Issues in Homeland Security	3.00
HSTI	710	Weapons of Mass Destruction	3.00
HSTI	720	Advanced Study in Homeland Security	3.00
HSTI	730	Leadership in Homeland Security	3.00

#### Research Courses

HSTI	750	Thesis Research Consultation I	3.00
HSTI	760	Thesis Research Consultation II	3.00

#### Credit and GPA Requirements

Minimum Total Credits: 36

Minimum Major GPA: 3.0

## Advanced Certificate: Homeland Security Management

### Offered Fully Online

The 15 credit Advanced Certificate programs form the core curriculum of the 36-credit Master of Science degree in Homeland Security Management permitting eligible students, who are completing the Advanced Certificate, to continue

their studies and earn both an Advanced Certificate and the Master’s degree. Both Advanced Certificate programs are offered fully online.

**Advanced Certificate, Homeland Security Management**

**15 Credits Required**

*[Program Code: 31404]*

**Required Courses**

HSTI	500	Introduction to Homeland Security	3.00
HSTI	520	Constitutional Issues in Homeland Security	3.00
HSTI	530	Domestic and International Terrorism	3.00
HSTI	540	The Intelligence Function in Homeland Security	3.00
HSTI	555	Advanced Cyber Security: Tech Issues for Policy Makers	3.00

Credit and GPA Requirements

Minimum Total Credits: 15  
 Minimum Major GPA: 3.0

**Advanced Certificate: Cyber Security Policy**

***Offered Fully Online***

LIU’s Homeland Security and Terrorism Institute now offers a 15-credit Advanced Certificate in Cyber Security Policy, which is available online.

The program is an academically challenging program of online graduate study that combines a strong theoretical base with a practical focus on the important policy issues confronting managers and executives working in the cyber security, information technology, and homeland security fields. The Homeland Security and Terrorism Institute's curriculum is designed to develop and refine the skills necessary to apply innovative approaches to problem solving and resilient and adaptive patterns of thinking. The five-course curriculum is crafted to reflect the complexities and multidisciplinary character of cyber security policy and practice providing students with the information, and understanding what the field requires, while providing managers, executives and other professionals with the essential knowledge, insights and skills to develop and implement cogent cyber security policies in public and private sector organizations.

Areas of focus include cyber terrorism, the application of cyber technology and cyber security in law enforcement and the Intelligence Community, technology issues for policy makers, and the intellectual property, civil liberties, and ethical issues that shape the practices of effective cyber security professionals.

The 15 credits of the Advanced Certificate in

Cyber Security Management program form the core curriculum of the 36-credit Master of Science degree in Homeland Security Management permitting eligible students, completing the Advanced Certificate, to continue their studies and earn both the Advanced Certificate and the Master’s degree.

**Advanced Certificate, Cyber Security Policy**

**15 Credits Required**

*[Program Code: 35344]*

**Required Courses**

HSTI	500	Introduction to Homeland Security	3.00
HSTI	520	Constitutional Issues in Homeland Security	3.00
HSTI	535	Cyber Security: Issues, Policy and Terrorism	3.00
HSTI	545	Advanced Cyber Security Policy and Intelligence	3.00
HSTI	555	Advanced Cyber Security: Tech Issues for Policy Makers	3.00

Credit and GPA Requirements

Minimum Total Credits: 15  
 Minimum Major GPA: 3.0

## Homeland Security Management Courses

### HSTI 500 Introduction to Homeland Security

This introductory course surveys the major policies, practices, concepts and challenges confronting practitioners in the complex field of Homeland Security Management. The course provides an overview of various threats to domestic security from terrorism, weapons of mass destruction, and other related risks and vulnerabilities, examining the government and private sector organizations, strategies, and systems involved in protecting against and responding to these threats. Using a case study approach, the course focuses on the managerial, political, legal and organizational issues related to crisis planning and response, the National Incident Management System, risk assessment and mitigation, communications and technology systems, medical and public health emergencies, and infrastructure protection.

Note: This course is part of the Homeland Security core for the Master of Science degree in Homeland Security Management and is required for the Advanced Certificate in Homeland Security Management and the Advanced Certificate in Cyber Security Policy.

*Credits: 3*  
*Annually*

### HSTI 520 Constitutional Issues in Homeland Security

This course provides students with an overview of the various statutes, case law and Constitutional issues governing the activities of practitioners involved in the Homeland Security enterprise at the federal, state and local levels. These issues and bodies of law are of critical importance to Homeland Security practitioners and policymakers, and the course considers their important social, ethical and political implications. The central focus of the course is on the question of how to balance the goals, objectives and activities of effective Homeland Security against the compelling need to preserve and extend fundamental American civil liberties. The course examines the Constitutional and legal framework of the Homeland Security enterprise, discusses specific Constitutional issues and cases as they apply to Homeland Security, and considers the relationship between Homeland Security policies and the preservation of civil liberties. It examines the effectiveness of various court decisions and legislation including the USA PATRIOT Act in preventing and responding to the threat of terrorism as well as their role in shaping the development of Homeland Security agencies, policies, strategies and infrastructure.

Note: This course is part of the Homeland Security core for the Master of Science degree in Homeland Security Management and is required for the

Advanced Certificate in Homeland Security Management and the Advanced Certificate in Cyber Security Policy.

*Requires completion of HSTI 500*

*Credits: 3*  
*Annually*

### HSTI 530 Domestic and International Terrorism

This course provides an in-depth examination of the threat of terrorism and its impact on the Homeland Security enterprise by exploring the overall phenomena of terrorism as well as the complex motivations, ideologies, goals and tactics of various domestic and international terrorist groups. Cultural, religious and economic influences on terrorism will be considered. Students will analyze these groups in light of historical, contemporary and potential future acts of terrorism in order to refine their knowledge of terrorism prevention, detection, response and investigation. The course focuses upon such topical issues as state terrorism, political terrorism, revolutionary terrorism, religious and apocalyptic violence, weapons of mass destruction, and terrorist tactics and targeting, as well as the practical strategies and approaches of counterterrorism.

Note: This course is part of the Homeland Security core for the Master of Science degree in Homeland Security Management and is required for the Advanced Certificate in Homeland Security Management.

*Requires completion of HSTI 500*

*Credits: 3*  
*Annually*

### HSTI 535 Cyber Security: Issues, Policy and Terrorism

This course explores the relationships and interactions between various private-sector institutions and public-sector Homeland Security organizations at the federal, state and local levels as they face cyber threats, particularly terrorism. The course examines the specific roles, responsibilities, and vulnerabilities of private-sector entities in protecting critical infrastructure as well as in preventing, deterring, mitigating, and responding to crises. Among the institutions and organizations considered are public utilities, the private security industry, mental health workers, hospitals and biomedical facilities, the public health sector, chemical and hazardous materials companies, shipping and transportation companies, airlines and airports, the financial services industry, and information technology and telecommunications companies. Particular emphasis is paid to mitigating and managing the threat of cyber terrorism.

Note: This course is part of the Cyber Security Policy core for the Master of Science degree in Homeland Security Management and is required for the Advanced Certificate in Cyber Security Policy.

*Requires completion of HSTI 500*

*Credits: 3*  
*Annually*

### HSTI 540 The Intelligence Function in Homeland Security

This course acquaints students with the concepts and practices involved in the process of collecting, analyzing and evaluating intelligence and in managing the intelligence function, as well as the influence of intelligence in shaping homeland security decision-making at the federal, state and local levels. It examines the structures, roles and interactions of the foreign and domestic intelligence communities, the intelligence gathering and analysis capabilities of criminal justice and private sector entities, and the use of intelligence processes to support homeland security investigations, planning and policy formulation. Based in a case study approach, students in this course will develop an understanding of intelligence tradecraft and the analytic and research skills used in intelligence work, as well as an appreciation for the ethical, Constitutional, and civil liberties issues involved. Specific topics considered include open source intelligence, assessing the reliability and validity of information, intelligence sharing, covert and counterintelligence operations, Homeland Security managers as both producers and consumers of intelligence, and the future of homeland security intelligence.

Note: This course is part of the Homeland Security core for the Master of Science degree in Homeland Security Management and is required for the Advanced Certificate in Homeland Security Management.

*Requires completion of HSTI 500*

*Credits: 3*  
*Annually*

### HSTI 545 Advanced Cyber Security Policy and Intelligence

This course continues the exploration of the relationships and interactions between various private-sector institutions and public-sector Homeland Security organizations at the federal, state and local levels with a focus on intelligence issues. The course broadens the examination of the specific roles, responsibilities, and vulnerabilities of private-sector entities in protecting critical infrastructure as well as in preventing, deterring, mitigating, and responding to crises. Among the institutions and organizations considered are public utilities, the private security industry, mental health workers, hospitals and biomedical facilities, the public health sector, chemical and hazardous materials companies, shipping and transportation companies, airlines and airports, the financial services industry, and information technology and telecommunications companies. The debate on the numerous cyber security related issues and how intelligence plays in each will define the first quarter of the 21st Century. At the end of this

course the students will be able to capably and constructively participate in that debate with a greatly enhanced understanding of the types of intelligence needed in regard to cyber issues.

Note: This course is part of the Cyber Security Policy core for the Master of Science degree in Homeland Security Management and is required for the Advanced Certificate in Cyber Security Policy.

*Requires completion of HSTI 500*

*Credits: 3*

*Annually*

### **HSTI 550 Homeland Security and the Private Sector**

This course explores the relationships and interactions between various private-sector institutions and public-sector Homeland Security organizations at the federal, state and local levels. It examines the specific roles, responsibilities and vulnerabilities of private-sector entities in protecting critical infrastructure as well as in preventing, deterring and responding to crises. Among the institutions and organizations considered are public utilities, the private security industry, mental health workers, hospitals and biomedical facilities, the public health sector, chemical and hazardous materials companies, shipping and transportation companies, airlines and airports, the financial services industry, and information technology and telecommunications companies. Particular emphasis is paid to mitigating and managing the threat of nuclear, biological, chemical and radiological (NBCR) weapons.

Note: This course is part of the Homeland Security core for the Master of Science degree in Homeland Security Management and required for the Advanced Certificate in Homeland Security Management. Students enrolled in the Homeland Security core may alternatively opt to enroll in HSTI 555 to satisfy the HSTI 550 requirement.

*Requires completion of HSTI 500*

*Credits: 3*

*Annually*

### **HSTI 555 Advanced Cyber Security: Tech Issues for Policy Makers**

This course continues the exploration of Cyber Security issues beyond the relationships and interactions between various private-sector institutions and public-sector Homeland Security organizations at the federal, state and local levels. It adds the cutting edge technical issues about which today's policy makers must be fluent if they are to successfully tackle the cyber security issue set. The course broadens the examination of the specific roles, responsibilities, and vulnerabilities of private-sector entities in protecting critical infrastructure as well as in preventing, deterring, mitigating, and responding to crises. Among the institutions and organizations considered are public utilities, the private security industry, mental health workers,

hospitals and biomedical facilities, the public health sector, chemical and hazardous materials companies, shipping and transportation companies, airlines and airports, the financial services industry, and information technology and telecommunications companies. A clear understanding of the numerous cyber security technical issues discussed here will properly equip the students to understand the technical issues that will define the first quarter of the 21st Century. At the end of this course the students will be able to capably and constructively address how these technical issues will affect our Nation's Homeland security.

Note: This course is part of the Cyber Security Policy core for the Master of Science degree in Homeland Security Management and required for the Advanced Certificate in Cyber Security Policy. Students enrolled in the Advanced Certificate in Homeland Security Management may opt to enroll in this course to satisfy the HSTI 550 requirement.

*Requires completion of HSTI 500*

*Credits: 3*

*Annually*

### **HSTI 600 Emergency Management**

This course examines historical and contemporary theories, principles, and practices of Emergency Management, particularly the all-hazards approach and the related processes of mitigation, preparedness, response and recovery. Using a case study approach, the course considers the evolution of Emergency Management and its practical application within government and private-sector institutions. The roles, responsibilities, and duties of Emergency Managers at various levels of government are discussed, as are the relationships between the agencies, organizations, and individuals involved. The course acquaints students with the National Response Plan and such contemporary Emergency Management systems as the National Incident Management System (NIMS), with specific attention paid to their applicability to crises that include terrorist events, natural and man-made disasters, and other hazards.

Note: This is a required course for the Master of Science.

*Prerequisite of three (3) 500 level HSTI courses is required.*

*Credits: 3*

*Annually*

### **HSTI 610 Psychological and Sociological Aspects of Disaster and Terrorism**

This course examines the traumatic psychological consequences of terrorism and disasters upon individuals and groups, as well as the individual and collective social behaviors that typically become manifest after these events. The course examines a range of psychological and social issues related to terrorism and disaster, including theories of psychological trauma, trauma prevention strategies

and crisis intervention, the impact of psychological trauma upon first responders and those directly exposed to terrorism or disasters, the psychological goals of terrorism, and posttraumatic stress.

Note : This is a required course for the Master of Science.

*Prerequisite of three (3) 500 level HSTI courses is required.*

*Credits: 3*

*Annually*

### **HSTI 620 Research Design and Methods in Homeland Security**

This course surveys the various quantitative and qualitative analytic methods and research designs used for policy development and evaluation in Homeland Security fields, as well as the critical thinking skills and practical techniques involved in preparing analytical research products and reports. The course takes an interdisciplinary approach to research, and students become acquainted with such research methods as case studies, field research, surveys, content analysis, experimental designs, secondary analysis, and other forms of evaluative research. Various methods of statistical analysis are also covered, preparing students to design and conduct an original thesis research project.

Note: This is a required course for the Master of Science.

*Prerequisite of three (3) 500 level HSTI courses is required.*

*Credits: 3*

*Annually*

### **HSTI 630 Practicum: Graduate Internship in Homeland Security**

Under the supervision and direction of a member of the Homeland Security and Terrorism Institute's faculty selected by the Program Director, students participate in a planned program of observation and participation in the management operations of a homeland security agency.

Note: To ensure that all graduates achieve an appropriate level of practical experience and professional competence in the homeland security field, students must complete a practicum requirement by taking either HSTI 630 - Practicum: Graduate Internship in Homeland Security or HSTI 640 - Practicum: Exercises in Homeland Security. It is up to the student to find a suitable agency to host their internship, and have that agency contact the Homeland Security and Terrorism Institute for further instructions. All students anticipating registration for this course must contact the Homeland Security and Terrorism Institute's Graduate Advisor prior to registration. Students employed in a homeland security field may, upon application to the Program Director and demonstrated competency in the practical aspects of homeland security management, receive a waiver to substitute an appropriate elective course for the

practicum requirement. All students requesting a waiver from the practicum must contact the Homeland Security and Terrorism Institute's Graduate Advisor.

*Prerequisite of three (3) 500 level HSTI courses is required.*

*Credits: 3*

*Every Fall, Spring and Summer*

#### **HSTI 640 Practicum: Exercises In Homeland Security**

Under the supervision and direction of a member of the Homeland Security and Terrorism Institute's faculty selected by the Program Director, students undertake a project involving substantive participation in managing a major simulation, exercise, or drill involving multiple agencies or institutions. Student involvement will include planning, designing, developing, conducting and evaluating the simulation or drill.

Note: All students anticipating registration for this course must contact the Homeland Security and Terrorism Institute's Graduate Advisor prior to registration.

*Prerequisite of three (3) 500 level HSTI courses is required.*

*Credits: 3*

*On Demand*

#### **HSTI 650 Border and Transportation Security**

This course examines the critical tasks and complex challenges involved in securing the nation's airspace and its land and maritime borders, including efforts to prevent intrusions while facilitating the lawful movement of goods and persons. Border and transportation security issues are examined in terms of their impact on the economy, national security, and public safety, with particular emphasis on the interaction between federal, state and local entities with the military and various private sector industries and organizations.

Note: This is an elective course for the Master of Science.

*Prerequisite of three (3) 500 level HSTI courses is required.*

*Credits: 3*

*On Occasion*

#### **HSTI 655 Critical Infrastructure and Key Resource (CI/KR) Protection**

The terrorist attacks on September 11th, 2001 and effects of Hurricane Katrina in the summer of 2005, poignantly illustrated to the world just how vulnerable some of our critical infrastructures (CI) and key resources (KR) were to manmade and natural disasters. This course provides the student with a detailed overview of the way in which public and private leaders are addressing critical CI/KR vulnerabilities that affect our way of life. It will explore and analyze the subsequent National Infrastructure Protection Plan and supporting Sector-Specific Plans to determine if they provide the coordinated approach necessary to set national

priorities, goals, and requirements for CI/KR protection. Based on assigned readings of key government documents, independent reports and expert analyses, the student will gain a base of knowledge about the vast scope of effort and activities required to protect the nation's most essential assets. The student will also be able to reiterate the details required to reduce CI/KR vulnerabilities, deter threats, and minimize the consequences of attacks and other natural incidents across the nation.

Note: This is an elective course for the Master of Science.

*Prerequisite of three (3) 500 level HSTI courses is required.*

*Credits: 3*

*On Occasion*

#### **HSTI 656 Risk Management for Critical Infrastructure Protection and Transportation Systems**

This course explores, discusses, and analyzes the requirements for development of a comprehensive Risk Management Program for the protection of critical infrastructure assets, with particular emphasis on critical infrastructure protection within transportation systems. Areas of focus include Risk Assessment Methodologies, the prioritization of assets for capital and resource allocation, the development of protection strategies, Cost Benefit Analyses, and Business Plan development. Students will achieve and demonstrate a thorough practical understanding of asset prioritization principles, risk assessment methodologies, and capital/resource allocation for effective Critical Infrastructure Protection, particularly for transportation critical infrastructure facilities and components.

Note: This is an elective course for the Master of Science.

*Prerequisite of three (3) 500 level HSTI courses is required.*

*Credits: 3*

*On Occasion*

#### **HSTI 657 The Planning Process for Homeland Security and Transportation Security**

The need to address long-range security challenges across the multiple disciplines and partners within the Homeland Security enterprise highlights the importance of effective Homeland Security planning and planning processes. Effective planning involves the identification of clear tasks and purposes, promotes frequent interaction between and among stakeholders, guides preparedness activities, establishes implementation procedures, and provides measures to synchronize actions. This course examines the entire planning process from the formation of a planning team, to the analysis of hazards and courses of action, to testing and validating plans by conducting exercises. Utilizing a case-study approach and with particular

focus on surface transportation security planning issues, this course addresses operational planning by state and local governments, catastrophic planning at the state and regional levels, and the range of strategies and skill sets that are required to achieve successful planning and successful outcomes.

Note: This is an elective course for the Master of Science.

*Prerequisite of three (3) 500 level HSTI courses is required.*

*Credits: 3*

*On Occasion*

#### **HSTI 658 Cyber Security: Issues and Policy in Transportation and Critical Infrastructure Protection**

This course provides an in-depth examination of the role that cyber security plays in our society and its impact on the Homeland Security enterprise by exploring the overall phenomena of cyber security issues, with particular emphasis on transportation and critical infrastructure protection. The present state of the debate surrounding cyber security and the current policies in place to deal with these issues will be examined in detail. Additionally, cyber war, cyber crime, cyber espionage, and cyber terrorism will all be considered. Students will analyze the policy implications of these subjects, achieve a detailed understanding of the issues, and acquire the knowledge and insights Homeland Security managers and executives need in order to deal effectively with the cyber threats we face. This is not a tactical level technology-oriented course, but rather it provides students with a comprehensive understanding of the cyber landscape in which we must all function. A particular focus will be given to the effect that cyber means and threats have on critical infrastructure, using case studies from the transportation sector. No special technical background is required for this course.

Note: This is an elective course for the Master of Science.

*Prerequisite of three (3) 500 level HSTI courses is required.*

*Credits: 3*

*On Occasion*

#### **HSTI 659 Homeland Defense, Civil Support and Transportation Security - DOD's Role in the H.S. Enterprise**

This course examines the impact of 9/11 on the Department of Defense (DOD), including the creation of new organizations and capabilities focused specifically on Homeland Defense and Defense Support of Civil Authorities. The course explores thoroughly the legal and policy foundations for the domestic employment of the active and reserve components of the U.S. military; DOD's unique roles in helping secure our Nation's transportation systems, infrastructure, and interests

in the air, maritime, land, and cyber domains; and, DOD's Civil Support capabilities and processes. Also addressed is DOD's maturing Chemical, Biological, Radiological, and Nuclear (CBRN) response enterprise, as well as a range of contemporary issues affecting the security of our homeland. Case studies are used to ensure future homeland security leaders understand DOD's contributions to the Enterprise and how to both access and maximize those contributions.

Note: This is an elective course for the Master of Science.

*Prerequisite of three (3) 500 level HSTI courses is required.*

*Credits: 3*

*On Occasion*

### **HSTI 660 Funding and Grant Evaluation**

This course surveys the various funding sources available in the Homeland Security field, examining the process of grant writing and the criteria and standards used by funders to evaluate grant applications. The course also covers the reporting and auditing responsibilities involved in grants management.

Note: This is an elective course for the Master of Science.

*Prerequisite of three (3) 500 level HSTI courses is required.*

*Credits: 3*

*On Occasion*

### **HSTI 662 Emergency Management and the Health Care Sector**

This course provides students with an understanding of the unique concerns and issues health care professionals and health care facilities encounter and deal with prior to, during, and after emergencies, including weather-related emergencies, mass casualty incidents, terrorist attacks, power outages, communication failures, pandemics and other critical situations. Students develop an awareness and understanding of the legal, regulatory, financial, personnel, organizational, and clinical challenges of maintaining health care operations during emergencies that can inhibit the health care organization's ability to continue meeting its fundamental mission. Ensuring that staff members and facilities are safe, secure, and available to deliver necessary services for patients requires extensive planning and practice, as well as the design and execution of regularly scheduled facility-based and community-wide exercises. Particular emphasis is placed on applying various emergency management strategies, concepts, and principles to hospitals.

Note: This is an elective course for the Master of Science.

*Prerequisite of three (3) 500 level HSTI courses is required.*

*Credits: 3*

*On Occasion*

### **HSTI 665 Ethical Issues in Homeland Security**

This course examines the fundamental concepts and principles of ethics and ethical behavior within the homeland security / homeland defense enterprise. It considers the core ethical concepts and values articulated by moral philosophers and thinkers throughout Western history, the ethics codes of various professions, and how these ethical principles may provide guidance in identifying and resolving the ethical dilemmas homeland security and homeland defense practitioners encounter. Taking a case study approach to examine various ethical problems, the course explores issues of moral courage, the nexus between ethics and responsible leadership, and the duty to dissent or to comply with authority.

Note: This is an elective course for the Master of Science.

*Prerequisite of three (3) 500 level HSTI courses is required.*

*Credits: 3*

*On Occasion*

### **HSTI 668 Advanced Cyber Security: Issues and Policy in Transportation and Critical Infrastructure Protection**

This course continues the exploration of the relationships and interactions between various private-sector institutions and public-sector Homeland Security organizations at the federal, state and local levels, with particular emphasis on transportation security issues. The course broadens the examination of the specific roles, responsibilities, and vulnerabilities of private-sector entities in protecting transportation and critical infrastructure as well as in preventing, deterring, mitigating, and responding to crises. Among the institutions and organizations considered are shipping and transportation companies, airlines and airports, public transportation networks, public utilities, the private security industry, mental health workers, hospitals and biomedical facilities, the public health sector, chemical and hazardous materials companies, the financial services industry, and information technology and telecommunications companies. The debate on the numerous cyber security related issues will define the first quarter of the 21st Century. At the end of this course the students will be able to capably and constructively participate in that debate. No special technical background is required for this course.

Note: This is an elective course for the Master of Science.

*Prerequisite of three (3) 500 level HSTI courses is required.*

*Credits: 3*

*On Occasion*

### **HSTI 670 The Economics of Terrorism and Extremism**

This course focuses on the economic aspects of contemporary terrorism and extremism as well as the financing of terrorist operations. In addition to comparing the economic structures and systems of Western democracies with those of Middle East nations and examining the economic conflicts and disparities that may give rise to or exacerbate extremism and terrorism, topics include money laundering activities and the hawala remittance system.

Note: This is an elective course for the Master of Science.

*Prerequisite of three (3) 500 level HSTI courses is required.*

*Credits: 3*

*On Occasion*

### **HSTI 675 Strategic Thinking in Law Enforcement Intelligence**

This course provides participants with the concepts and practices integral to strategic thinking in law enforcement intelligence, with specific application and emphasis on the transportation security field. The roles, structures and processes of applying intelligence methods and principles to support strategic decision-making are the core of this course, and the use of intelligence methods and principles to shape enforcement, crime reduction and homeland security strategies are discussed and evaluated. The essentials of intelligence-led policing, and the processes of collection, analysis, interagency collaboration, planning and direction, tasking and coordination, and intelligence management are explored, with specific reference to transportation security. Based in a case study approach, students develop a full understanding of the application of intelligence in setting a strategic agenda for law enforcement organizations, consistent with ethical, Constitutional, and civil liberty issues.

Note: This is an elective course for the Master of Science.

*Prerequisite of three (3) 500 level HSTI courses is required.*

*Credits: 3*

*On Occasion*

### **HSTI 680 Global Terrorism and Geopolitical Configurations**

This course critically analyzes the dynamic and evolving geopolitical context of terrorism prior to and including the Modern Age of Terrorism, which began in the late 1960s and continues today. Changes in political, diplomatic, military, and/or economic alliances and policies in the United States and other nations often alter, modify, and affect the objectives of extremist groups and the terrorist acts they carry out. Particular attention is paid to perceived threats of terrorism and the geopolitical objectives of the al Qaeda network and

its affiliates as their impact on the United States, Europe, and other global regions.

Note: This is an elective course for the Master of Science.

*Prerequisite of three (3) 500 level HSTI courses is required.*

*Credits: 3*

*On Occasion*

### **HSTI 685 Securing Transportation Networks**

This course provides students with the concepts and practices integral to establishing frameworks necessary to manage and mitigate threats, risks, and vulnerabilities specific to securing transportation networks. Transportation networks are of primary concern for homeland security professionals because disruptions to these networks can significantly impact life, property, and commerce. Threats to transportation networks come in the form of intentional, accidental, and natural modalities.

Note: This is an elective course for the Master of Science.

*Prerequisite of three (3) 500 level HSTI courses is required.*

*Credits: 3*

*On Occasion*

### **HSTI 690 Post 9/11 America**

The terrorist attacks of September 11, 2001 had a profound and lasting effect upon Americans' political and social behaviors as well as their belief systems and collective social conscience, and this course critically examines how those attacks have changed American public opinion and the "American way of life." The course explores the roles played by the media, by political figures, and by government agencies at the federal, state and local levels in shaping contemporary American thought about terrorism, extremism, Homeland Security / Homeland Defense, and the Global War on Terrorism. It examines the public's specific fears, perceptions, and expectations about terrorism and homeland security.

Note: This is an elective course for the Master of Science.

*Prerequisite of three (3) 500 level HSTI courses is required.*

*Credits: 3*

*On Occasion*

### **HSTI 700 Critical Issues in Homeland Security**

This course explores the evolving nature of the Homeland Security enterprise by examining a number of contemporary topical issues and their immediate and long-term impact on Homeland Security policies and practices. Particular attention is paid to the role of the media, law, governmental and non-governmental organizations, and political entities at the federal, state and local levels in determining and shaping Homeland Security policy

and practice.

Note: This is an elective course for the Master of Science.

*Prerequisite of three (3) 500 level HSTI courses is required.*

*Credits: 3*

*On Occasion*

### **HSTI 710 Weapons Of Mass Destruction**

This course provides a detailed overview of current and emerging threats to homeland security posed by Weapons of Mass Destruction, including the range of chemical, biological, radiological, nuclear and explosive (CBRNE) weapons. Among the issues considered in depth are US vulnerability and feasible modes of response to WMD attacks, as well as the technology and availability of WMDs and potential scenarios for their deployment by extremist groups.

Note: This is an elective course for the Master of Science.

*Prerequisite of three (3) 500 level HSTI courses is required.*

*Credits: 3*

*On Occasion*

### **HSTI 720 Advanced Study in Homeland Security**

Students in this course conduct substantive independent reading and research projects in the homeland security field under the guidance of a member of the Homeland Security and Terrorism Institute's faculty selected by the Program Director. Students are expected to prepare a substantial integrative written report at the conclusion of the semester.

Note: This is an elective course for the Master of Science and needs the permission of the Program Director of the Homeland Security and Terrorism Institute. All students anticipating registration for this course must contact the Homeland Security and Terrorism Institute's Graduate Advisor prior to registration.

*Prerequisite of three (3) 500 level HSTI courses is required.*

*Credits: 3*

*On Occasion*

### **HSTI 730 Leadership in Homeland Security**

This course provides the necessary foundation for an understanding of leadership and challenges to its effective implementation, with a special focus on the complexity encountered in the homeland security and interagency arenas. This course will progress through a process of self-assessment, review of selected leadership models, inquiry into the intersection between recognized leadership competency components and still-emerging HLS competency components, review of the homeland security environment, examination of leadership complexity resulting from the interplay of the interagency and public/private/non-profit sectors,

and examination of possible tools to improve one's leadership competency. The aim is to provide learners the self-knowledge and resources to improve their individual leadership competency working within the complex HLS environment.

Note: This is an elective course for the Master of Science.

*Prerequisite of three (3) 500 level HSTI courses is required.*

*Credits: 3*

*On Occasion*

### **HSTI 750 Thesis Research Consultation I**

This course prepares the student to complete the capstone thesis requirement. In consultation with a faculty member selected by the Program Director, the student will identify and develop an appropriate and policy-relevant thesis research issue in the homeland security field, refine that issue to distill a research question or questions, identify the sources of information and research methods suitable to complete the thesis, prepare an annotated bibliography of sources to be used, and develop and submit a comprehensive research plan in the form of a thesis proposal.

Note: This required course is the first of a two-part sequence leading to completion of the Master of Science in Homeland Security Management Program's capstone project: an academically rigorous thesis that reflects the standards, norms, and conventions of academic research at the graduate level and advances the field of knowledge in this evolving discipline. All students anticipating registration for this course must contact the Homeland Security and Terrorism Institute's Graduate Advisor prior to registration.

*Prerequisite of HMS 620 is required.*

*Credits: 3*

*Every Fall, Spring and Summer*

### **HSTI 760 Thesis Research Consultation II**

With the guidance and supervision of a thesis mentor designated by the Program Director, the student will carry out the independent capstone research project outlined in the thesis proposal submitted at the conclusion of HSTI 750 - Thesis Research Consultation I. The thesis project will demonstrate the student's mastery of a substantive issue in the homeland security management field, as well as his or her competence in presenting the results of a substantial academic and/or policy research project in a comprehensive, cogent, and coherent written thesis. The capstone thesis will demonstrate the student's understanding of the academic and/or policy research process, display his or her capacity to identify, assess, and review relevant literature and other sources of information, confirm his or her ability to formulate cogent research questions, and validate his or her ability to select and use appropriate research methods to explore those research questions.

Note: This required course is the second of a two-

part sequence leading to completion of the Master of Science in Homeland Security Management Program's capstone project: an academically rigorous thesis that reflects the standards, norms, and conventions of academic research at the graduate level and advances the field of knowledge in this evolving discipline. HSTI 760 must be taken in the student's final semester. All students anticipating registration for this course must contact the Homeland Security and Terrorism Institute's Graduate Advisor prior to registration.

*Prerequisite of HMS 750 is required.*

*Credits: 3*

*Every Fall, Spring and Summer*



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## LIU RIVERHEAD APPROVED PROGRAMS

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### 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.

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### Homeland Security

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Major	Hegis Code	Degree
Homeland Security Management	2105	M.S., Adv.Crt.
Cyber Security Policy	5505	Adv.Crt.

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### Liberal Arts and Sciences

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Major	Hegis Code	Degree
Communication Studies - New Media	0601	B.A.

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### Teacher Education

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Major	Hegis Code	Degree
Childhood Education "1-6"	0802	B.S., M.S.
Literacy Education "B-6"	0830	M.S.
Teaching Students with Disabilities	0808	M.S.
Applied Behavior Analysis	2299	Adv.Crt.

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Leon Lachman H'12

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Donald H. Elliott H'85  
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Edward Travaglianti H'14  
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Kimberly R. Cline

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*Assistant Professor of Liberal Arts*  
B.A., Providence College;  
M.F.A., LIU Southampton

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*Professor of Homeland Security;*  
*Chair of Department of Criminal Justice, LIU*  
*Post;*  
*Professor of Criminal Justice*  
B.A., Queens College;  
M.A., Ph.D., New York University

**Erica Pecorale**

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B.S., SUNY Oneonta;  
M.S., LIU Brentwood;  
M.S., Massachusetts College of Liberal Arts;  
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B.A., M.S., LIU Post;  
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Center of the City University of New York

**David Schultz**

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Ed.D., Hofstra University

*Adjuncts at LIU Riverhead: 25*