
LIU Post

2022 - 2023 Graduate Catalog

720 Northern Blvd, Brookville, New York 11548

General Information: 516-299-2000

www.liu.edu/post

Admissions: 516-299-2900

Email: post-enroll@liu.edu

Notice to Students: The information in this publication is accurate as of September 1, 2022. However, circumstances may require that a given course be withdrawn or alternate offerings be made.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 regulations.

The University reserves the right to effect changes in the curriculum, administration, tuition and fees, academic schedule, program offerings, modes and methods of instruction, 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, epidemic, government action, 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 Office of University Admissions. Registered students should speak with their Success Coach.

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ABOUT LONG ISLAND UNIVERSITY

Mission Statement

Long Island University's mission is to provide excellence and access in private higher education to those who seek to expand their knowledge and prepare themselves for meaningful, educated lives and for service to their communities and the world.

Vision

To become a nationally recognized, globally engaged, teaching and research university.

Motto

Long Island University's motto is *Urbi et Orbi* – "To the City and to the World."

Founding Date

Long Island University was founded in 1926.

Carnegie Classification

Doctoral Universities-High Research Activity (R2)

Alumni

LIU has an active network of more than 285,000 alumni, including leaders and innovators in industries across the globe.

Athletics

Colors: Blue and Gold
Mascot: Shark
Teams: 38
National Affiliation: NCAA Division I

Accreditation

Long Island University is accredited by the Middle States Commission on Higher Education, 1007 North Orange Street, 4th Floor, Wilmington, DE 19801 (www.msche.org). The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

In addition to the institutional accreditation provided by Middle States, many of LIU's academic programs are accredited by specialized accreditation agencies. Additional information can be found at <https://liu.edu/about/accreditations>.

University Policies

Long Island University maintains a Policy Site to provide a comprehensive listing of all policies that

are easily accessible to all members of the University community. The site contains the most up-to-date versions of all policies. For questions regarding a policy, contact policy@liu.edu.

Policy categories include:

- Academic Affairs
- Admissions
- Compliance
- Diversity, Equity, and Inclusion
- Facilities
- Human Resources
- Information Technology
- Public Safety
- Student Affairs
- Student Finance
- Student Registration

To view all University Policies, visit www.liu.edu/policy.

Title IX

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

Title IX Coordinator

Long Island University
700 Northern Boulevard
Brookville, New York 11548
Phone: (516) 299-3522

For assistance related to Title IX or other civil rights laws, please contact OCR at OCR@ed.gov or 800-421-3481, TDD 800-877-8339.

FERPA Notice to Students

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

Students who wish to have their directory information withheld can make this election by filing the appropriate form at Enrollment Services.

University Grievance Policy

This policy complies with the Middle States Commission on Higher Education's Verification of Compliance with Accreditation—Relevant Federal Regulations, area 4, and with the Commission's policy on published information. The University additionally complies with federal

regulations 34 CFR §602.16(a)(1)(ix) and 34 CFR §668.43(b).

Pursuant to the United States Department of Education's Program Integrity Rules, the University provides all prospective and current students with the contact information of the state agency or agencies that handle complaints against postsecondary education institutions offering in-person [classroom] learning, distance learning or correspondence education within that state.

Students should attempt to resolve academic and non-academic grievances through the proper internal channels at the University, which are identified in the Student Handbooks and/or current University Catalogs

For an academic complaint, students should first attempt to resolve their complaint directly with the appropriate faculty member. If the student is not satisfied with the result, they should address their complaint to the department chair or program director. Students who wish to pursue the matter further should contact their respective academic dean. Students seeking clarification of program requirements, graduation requirements, academic standing, or academic suspension should contact their Success Coach or academic advisor.

For a non-academic complaint, students should first consult their Success Coach or academic advisor for guidance on how to resolve the issue. Success Coaches or academic advisors may direct the student to other resources, such as a Resident Director, Public Safety, a faculty member with whom the student is familiar, or counseling staff. If the student is not satisfied with the result and wishes to pursue the matter further, they should contact the Dean of Students or an Associate Dean of Students. Students may request confidentiality; on occasion, confidentiality cannot be guaranteed, except by counseling staff, where matters are always confidential unless otherwise outlined in the Student Health and Counseling Confidentiality Policy.

Students are advised that most external complaint processes require that they exhaust avenues of complaint internal to the institution before they pursue an appeal.

To report violations of law, breaches of policy or allegations of improper conduct pertaining to the University; or, to otherwise provide reliable information may file a report through the EthicsPoint 2 Compliance Line/NAVEX Global toll free number, 866-295-3143. The University expects that reports submitted through EthicsPoint are made in a good-faith effort to address legitimate issues needing correction, or to otherwise provide reliable information.

Current and prospective students who wish to file

complaints with the Middle States Commission on Higher Education or with the New York State Department of Education will find appropriate contact information on the Accreditations page of the University website.

DIRECTORY

Student Support Offices & Resources

Department Name	Phone	E-Mail
Admissions, Office of • Undergraduate • Graduate • International	516-299-2900	post-enroll@liu.edu
Alumni & Employer Engagement • Alumni Relations • Employer Engagement	516-299-2263	LIUAlumni@liu.edu
Athletics	516-299-2289	Liuathletics.com
Bookstore	516-744-6778	liunet-brooklyn.bncollege.com/shop/liu-post
Campus Recreation • Recreation & Intramurals • Fitness Center • Pool	516-299-3608	studentaffairs@liu.edu
Center for Healthy Living • Health Services • Immunizations • Student Counseling	516-299-3468	post-healthyliving@liu.edu
Dining and Food Service	516-299-3668	reinhard-robert@aramark.com
Enrollment Services • Academic Advisement • Financial Aid • International Student Services • Transcripts	516-299-2323	Post-enrollmentservices@liu.edu
Facilities	516-299-2277	
Learning Center • Tutoring Program • Writing Program • Disability Support Services • Student Veteran Resource Center	516-299-3057	Post-learningcenter@liu.edu
Library	516-299-2305	post-Ref@liu.edu
LIU Promise • Academic Advisement • Career Success • Residence Life • Student Life • Study Abroad	516-299-3737	liupromise@liu.edu
Public Safety, Department of	516-299-2222	Post-publicsafety@liu.edu
Student Affairs, Division of • Dean of Students • Diversity, Equity, and Inclusion • Commencement • Parent & Family Programs • Title IX	516-299-1200	studentaffairs@liu.edu
Technology, Help Desk	516-299-3300	it@liu.edu
Tilles Center	516-299-3100	tillescenter@liu.edu

Academic Colleges & Schools

Department Name	Phone	E-Mail
College of Arts, Communication, & Design <ul style="list-style-type: none"> • School of Performing Arts • School of Visual Arts • School of Film and Digital Media 	516-299-2395	post-cacd@liu.edu
College of Education, Information & Technology <ul style="list-style-type: none"> • School of Education • Palmer School of Library and Information Science 	516-299-2210	post-CEIT@liu.edu
School of Health Professions & Nursing	516-299-2485	post-SHPN@liu.edu
College of Liberal Arts <ul style="list-style-type: none"> • School of Humanities and Social Sciences • George Polk School of Communications 	516-299-2233	post-CLAS@liu.edu
College of Management <ul style="list-style-type: none"> • School of Accountancy • School of Business • School of Entrepreneurship and Innovation 	516-299-2233	post-COM@liu.edu
College of Science		
Roosevelt School	516-299-2851	https://liu.edu/roosevelt-school
Honors College	516-299-2840	heather.butts@liu.edu
College of Veterinary Medicine	516-299-3679	vetmed@liu.edu
School of Professional and Continuing Education	516-299-2236	post-CE@liu.edu

ACADEMIC CALENDAR 2022-2023**Fall 2022**

Labor Day-Holiday	September 5
Weekday Classes Begin	September 7
Registration and Program Changes (after 9/14 permission needed to enroll in Lab Science courses)	September 7-20
First Weekend Session Classes Begin	September 10-11
Registration and Program Changes End	September 20
Spring 2022 Registration Begins (tentative)	October 10
Columbus Day - No Classes in Session	October 10
Last Day to Apply for January Degree	October 28
Second Weekend Session Classes Begin	October 29-30
Election Day - Classes in session	November 1
Last Day for Withdrawal/Opt Pass/Fail for Full-semester Classes	November 11
Thanksgiving Holiday	November 23 - 27
Classes Resume	November 28
Semester Classes Meeting Monday through Friday End	December 12
Class Make-up/Study Days	December 13-14
Final Examinations-Undergraduate and Graduate	December 15-21
Final Exam Make-up Day (in the event of snow closure)	December 22
Winter Recess Begins	December 23

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

Winter 2023

Intersession Classes Begin	January 2
Final Class Meeting/Final Exam	January 13

Spring 2023

Martin Luther King Day-No Classes	January 16
Weekday Classes Begin	January 17
Registration and Program Changes (after 1/24, permission needed to enroll in Lab Science courses)	January 17-30
Awarding of January Degrees	January 13
First Weekend Session Classes Begin	January 21-22
Registration and Program Changes End	January 30
Summer/Fall 2023 Registration Begins (tentative)	February 13
Presidents' Day-No Classes	February 20
Tuesday Follows a Monday Schedule	February 21
Last Day to Apply for May Degree	February 24

First Weekend Session - last classes/final exams	March 4-5
Spring Recess Begins	March 6
Classes Resume	March 13
Second Weekend Session Classes Begin	March 18-19
Last Day for Withdrawal/Opt Pass/Fail for Full-Semester Classes	March 31
Semester Classes Meeting Monday through Friday End	April 25
Class Make-up/Study Days	April 26-27
Final Examinations-Undergraduate and Graduate	April 28-May 4
Commencement Ceremony (tentative)	TBD
Conferral of May Degrees	May 12

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

Summer 2023**SUMMER SESSION I**

Weekday classes begin (1st Five Week, 10 week and 12 Week sessions)	May 15
Registration and program changes end for 5 Week Session	May 17
Registration and program changes end for 10 & 12 Week Sessions	May 21
Memorial Day-NO CLASSES - Make up class date June 2	May 29
Make-up day for Memorial Day	June 2
Last day to withdraw (or Opt P/F) from courses	June 8
Last day of class/Finals for 1st Five week Session	June 15

SUMMER SESSION II

Weekend Session begins	June 24
Classes Begin - 2nd Five Week Session	June 26
Registration/Programs Changes for 2nd Five Week Session ends	June 28
Independence Day - Holiday (makeup day July 7)	July 4
Make up day for July 4	July 7

Last day to withdraw (or Opt P/F) from 10 & 12 week session	July 7
Last day to Apply for September Degree	July 7
Last day to withdraw (or Opt P/F) from 2nd Five week session	July 20
Last day to withdraw (or Opt P/F) from 12 week session	July 20
Last Class/Finals for 2nd Five week and 10 week sessions	July 28

SUMMER SESSION III

Classes Begin - 3rd Five Week Session	July 31
Registration/Programs Changes for 2nd Five Week Session ends	August 2

Last Class/Finals for 12 week session	August 3
Last Day to Withdraw (or Opt P/F) from 3rd Five Week Session	August 24
Summer Degree Conferral	August 31
Last day of class/Finals for 3rd Five week Session	September 2

*Last day to withdraw from a class or elect Pass/Fail option is:

Five week session: One week prior to end of session

Ten week session: Two weeks prior to end of session

ADMISSION

Office of Graduate Admissions
LIU Post
720 Northern Boulevard
Brookville, New York 11548-1300
Telephone: 516-299-2900
Online application: www.liu.edu/apply
Email: post-enroll@liu.edu
Website: www.liu.edu/post/graduate

General Information

Long Island University accepts applications for enrollment in a registered certificate, undergraduate, graduate, or doctoral programs. Through the application review process, the University seeks evidence that applicants are academically and intellectually qualified and prepared to pursue college-level work.

All communications concerning admission to Long Island University should be addressed to the Office of Admissions. Information about admission to the University is found on liu.edu/visit.

The Office of Admissions accepts and reviews applications on a rolling basis, allowing prospective students to submit applications at any time during the cycle. Some graduate or doctoral academic programs may have an established application deadline.

Graduate Admission

To apply to an LIU graduate program, a student must submit an application and official undergraduate and/or graduate transcripts from all colleges or universities the student attended. Applicants for graduate study must have a conferred bachelor's degree, or its equivalent, from an accredited institution prior to the start of the program. A non-refundable application fee must accompany the application. Graduate and doctoral application fees may vary by academic program.

Application requirements vary depending on the academic program and may be found in the program-specific section of the catalog. Some programs require standardized test scores, interviews, and/or other documentation in order to be considered for admission.

Applicants are notified promptly of the receipt of their applications and are advised which, if any, of their credentials have not been received by the Office of Admissions.

After all required credentials are received, the applications are reviewed, and the applicants are advised of their status, which will be one of the

following:

- **Acceptance:** For students whose credentials meet admissions LIU admissions standards for whom a place is available
- **Pending:** For students who have to submit additional information before a decision can be made.
- **Wait List:** For students to whom admission may be offered at a later time when a place becomes available.
- **Denial:** For students who do not meet the criteria for admittance.

Applicants who are offered admission are encouraged to accept the offer as soon as possible by submitting a nonrefundable tuition deposit. The deposit deadline is May 1, or two weeks from date of acceptance, whichever is later.

International Admission

Applicants who are not citizens or permanent residents of the United States apply to LIU as international students. Applications for international admission should be submitted to the Office of Admissions by February 1 for fall admission or by September 1 for spring admission.

Applicants should submit the below required material for consideration:

- Original official records of all university work, including graduation certificate or equivalent. Official certified translations in English are also required if the records are in a language other than English.
- Non-refundable application fee.
- Professional evaluation of their university credits from a NACES-member organization (www.NACES.org).
- Official Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or Pearson Test of English (PTE) scores.

Each applicant is considered through a review of their application and supporting material.

Language Proficiency may be determined based on the criteria below:

- Minimum TOEFL score for graduate applicants: 79 (Some academic programs may require a higher score or previous university-level academic coursework in the United States.)
- Minimum IELTS score for admission: 6.5
- ELS 112 completion certificate
- Minimum Duolingo score: 105

Admitted students who intend to apply for an F-1 student visa must also submit an I-20 application and supporting documentation showing that the student or sponsor is willing and able to undertake the approximate costs of education and living expenses. A copy of a valid passport is also required. Upon acceptance, eligible students are

sent a "Certificate of Eligibility for Nonimmigrant (F-1) Student Status" (also called a Form I-20). This form may be used to apply for an F-1 entrance visa to the U.S. issued by American embassies abroad.

International students are required to submit their LIU tuition deposit in order to receive their I-20. Once students receive their I-20 released by LIU they are able to begin the process of obtaining an F-1 visa to study in the United States.

For detailed information on immigration policy and maintaining F-1 status, international students should familiarize themselves with the LIU International Student Handbook.

Readmission

Graduate students who have not attended classes for one or more semesters but less than three years, maintained their maintenance of matriculation status, or have not been granted a leave of absence, must submit a readmission form.

Graduate students who have not attended for more than three years must submit a new graduate application and all supporting credentials required for admission.

Any student who left the University on probation will be readmitted with the same probationary status that was in place during the last term of attendance unless the student provides academic transcripts demonstrating that they have met the requirements of the probation.

If readmission is approved, a graduate student's return is subject to the academic requirements posted in the graduate catalog in effect at the time of readmission.

Visiting Students

Long Island University permits students to enroll as a visiting student for one (1) academic semester. To enroll for more than one (1) academic semester, visiting students may request an extension of their visiting student status through the Office of Admissions.

Visiting students are expected to adhere to all policies set forth by Long Island University. Financial aid is not available for students who are visiting at Long Island University.

Visiting students seeking to matriculate into an LIU program must submit an application through the Office of Admission.

Non-Degree Students

A student who holds a bachelor's degree and wishes to take a limited number of undergraduate

or graduate-level courses for certification, professional advancement or personal enrichment may be admitted as a non-degree student. Acceptance as a non-degree student does not constitute acceptance into a degree or certificate program, although courses taken might apply to degree programs if a student subsequently applies to and gains admission to a specific program. Personal enrichment credits are typically limited to 6 to 9 credits. Some departments do not allow students to enroll with Personal Enrichment status. A maximum of two semesters of Personal Enrichment is permitted, and students must complete an application each semester before registration.

Transfer Credits

Graduate courses taken at another accredited college or university before admission to LIU may, at the discretion of the academic program chair/director and if pertinent to the plan of study, be credited to the graduate degree. The following criteria apply:

- Permission to transfer such credits must be requested at the time of admission, and official transcripts must be submitted to the office of LIU Admissions.
- Transfer credit toward the master's degree is normally limited to six semester hours, for courses in which the student has received a grade of B or better (or the equivalent if another grading system was used).
- Transfer coursework is not recorded as part of the LIU grade point average (GPA).

Courses taken at another university after admission to a graduate program at LIU may not be used for transfer credit unless prior written permission is obtained from the academic program chair/director.

New York State Immunization Law

In accordance with the New York State Department of Health, the following immunizations are required at Long Island University:

Measles, Mumps, and Rubella (MMR): In accordance with New York State Public Health Law § 2165, all students born on or after January 1, 1957 and are enrolled for at least six (6) credits or more are required to provide Long Island University with certified proof of vaccination from a health care provider.

Meningococcal Disease (Meningitis): In accordance with New York State Public Health Law § 2167 all students enrolled for at least six (6) credits or more are required to provide the University with certified proof of vaccination within the past 10 years from a health care

provider.

Rabies Vaccine: In accordance with CDC recommendations, all students enrolled in the College of Veterinary Medicine are required to provide the University with certified proof of rabies pre-exposure prophylaxis (PreP) vaccination and proof of continued compliance during their enrollment at the University.

Students may request a medical or religious exemption from any of the vaccination requirements set forth above by submitting documentation in writing to the Center for Healthy Living, the department responsible for the collection and validation of immunization documents.

Proof of immunization, or documentation for exemption, must be submitted on the Immunization Portal prior to the beginning of the first semester of classes.

The University reserves the right to impose additional immunization requirements in collaboration with local and state health directives or recommendations.

ACADEMIC POLICY

Refer to specific department listings for degree requirements.

Academic Responsibility

The responsibility for compliance with these regulations rests entirely with the student.

Grading and Grade Point Average

Credits are granted for undergraduate courses completed with the grade of A, A-, B+, B, B-, C+, C, C-, D, or P. A grade of F signifies failure and no credit is awarded.

Credits are granted for graduate courses completed with the grade of A, A-, B+, B, B-, C+, C, or P. A grade of F signifies failure and no credit is awarded.

A grade of Incomplete (INC) may be assigned if a student has failed to complete part of the required course work. An INC is given by the faculty member. It is the student's responsibility to make specific arrangements with the instructor to complete the course work and to have the grade submitted to the Office of the University Registrar within 2 semesters of the term in which the INC was earned.

INC grades will remain permanently on the record if the work is not completed within 2 semesters. If an unusual extension of time is necessary to complete the work, permission is required from the Vice President of Academic Affairs, and the grade change must be approved by the faculty member, the chairperson, and the dean. Upon completion of the INC grade, the grade date the work was completed is indicated on the transcript.

Students who never attended or stopped attending before the course withdrawal deadline date as defined in the academic calendar and did not properly withdraw by published deadline may be assigned a grade of NC - No Credit earned.

The W grade is automatically assigned when a student officially withdraws from a course by the published deadline dates in the academic calendar. View Withdrawal Policy.

Students who receive grades of W (withdrawal), NC (unauthorized withdrawal), INC (incomplete) or an opted Pass/Fail in the fall or spring semester are ineligible for inclusion on the Dean's List for that semester.

Students have the option to repeat a course. In the event that individual programs have their own policies on repeating a course, the more restrictive

policy will apply. Credits will be earned only once, and although the original grade remains on the student's permanent record, the second grade (whether higher or lower) will be used in computing the grade point average. No student who has taken a course and received a passing grade in it may repeat that course for credits after he or she has taken a related course containing content of a higher level. A course may not be repeated more than once, except with the prior approval, following procedures contained in the Academic Catalogs. If a course is taken more than twice, all grades after the first grade will be computed into the student's GPA. To be considered for graduation with honors, the student's average shall include only the grade given to that student the first time he or she has taken any specific course.

Required courses in which a grade of F was earned should be repeated within one year.

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

Undergraduate students are permitted to opt for a pass/fail grade in a maximum of one course per semester for a total of eight semesters. Pass/Fail option does not apply to courses in the student's major, to courses that are prerequisites to or required by the major, or to courses that are used to satisfy the core requirement. The election of the pass/fail grading system must be designated by the 10th week of the semester, as listed in the Academic Calendar. All requirements of examination and work assigned by the instructor must be fulfilled. If a grade of P is assigned, credits are earned for the course but the grade is not calculated into the GPA. If a grade of F is assigned, the F is calculated into the GPA.

The symbol U is assigned in certain proficiency courses when a student has completed all work but in a fashion unacceptable to warrant a passing grade. The student must, therefore, repeat the course in the semester immediately following. The symbol U is not computed in the student's average.

A student may receive only one U symbol in any course. On the second enrollment, the student must either satisfactorily complete the course or receive an F.

Students must achieve designated GPAs in order to graduate. Graduate students must achieve an overall Grade Point Average (GPA) of 3.00 to graduate. Undergraduate students must achieve an overall grade point average (GPA) of 2.00 to graduate. In some departments requirements may be higher (see departmental requirements). In the

major area, the student must achieve an average of at least 2.00; in certain programs the minimum major average may be higher.

Quality points for a specific course are determined by multiplying the corresponding quality points (see below) for the grade received in the course by the number of credits awarded for the course. Total quality points are determined by adding all quality points for all courses. The grade point average (GPA) is determined by dividing the total quality points by the total number of credits, including those of failed courses. The grades W, NC and P are not counted in the GPA computation nor are the grades for courses taken at another college or university. All courses taken at any LIU campus or offered by LIU at off-site locations will be computed into the student's cumulative and major averages.

Grade Quality points per credit

- A 4.000
- A- 3.667
- B+ 3.333
- B 3.000
- B- 2.667
- C+ 2.333
- C 2.000
- C- 1.667*
- D 1.000*
- F 0.000

* not used for graduate level courses

Undergraduate students must maintain the following quality-point ratios to be in good academic standing:

- 1.8 if they have accumulated up to 29 credits
 - 1.9 if they have accumulated 30 to 59 credits
 - 2.0 if they have accumulated 60 credits or more
- GPA computations are carried to the third decimal place from which rounding takes place to the second decimal place. 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. Major GPAs are calculated using all courses required in a student's major (excluding core and co-related courses).

Grades of "P" are not computed into the overall GPA, but do count towards graduation credits.

Grade Changes

A faculty member may change a grade in situations where it is warranted. All changes from one letter grade to another require instructor, chair and dean approval and must be completed prior to degree conferral. Changes to grades cannot be made once a degree has been conferred. In the event that a graduating student appeals a grade through the formal grade appeal process, a grade may be changed at the conclusion of the appeal process.

Student Grade Appeals

A grade appeal is only available before the student's degree is awarded. The basis for filing a grade appeal in any course is limited to:

- Fundamental fairness in treatment of the student by the instructor, as specified by a syllabus conforming to the LIU Syllabus Compliance Policy, and
- grading of the student by the instructor relative to other students in the same course and section. Issues that do not meet these criteria are not appropriate for a grade appeal.

Graduation

Students who meet all requirements for their degrees in August or January are considered to be in the graduation class of the following May. Diplomas are dated four times a year: January, May, July, and August. Candidates for graduation should confirm that their graduation term is reflected on MY.LIU at least one month prior to the end of their final term of enrollment. Students who file their degree applications after the specified graduation filing date will have their degrees awarded at the next conferral regardless of the date of completion of requirements.

Students who file a degree application after the conferral date for the term will have their degree awarded at the following conferral if all requirements have been fulfilled, regardless of the date of completion of requirements. Under no circumstances are degrees backdated and conferred for a prior conferral date.

Candidates for all degrees at LIU are expected to know the graduation requirements set forth in the catalog for the academic year in which they were admitted/matriculated. It is the responsibility of the student to draw up an acceptable program of study in consultation with their Success Coach or academic department.

Attendance

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

Student Absence due to Religious Observance

Students who anticipate being absent because of a religious observance will notify their respective faculty at the beginning of the semester. The University complies with Section 224-a of New York State Education Law—Absence Due to Religious Observation.

Notification of Student Rights Under Section 224-a of New York State Education Law—Absence Due to Religious Observation

Under § 224-a of the NYS Education Law: "Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his or her religious beliefs, an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity."

Oral, Qualifying or Comprehensive Examination

Some departments may require a student to take examinations in their area of study. These examinations include:

Qualifying Examination

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

Comprehensive Examination

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

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

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

Students must register and attend LIU classes or maintain matriculation during the semester they apply to take the examination.

Student Conduct in the Classroom

Discipline in the classroom is the responsibility of the faculty member teaching the class.

Misbehavior that interferes with the educational efficiency of a class will be considered sufficient cause for the removal of a student from a class. A student who is removed from class for disciplinary reasons must first attempt to resolve the problem with the faculty member. If this is not feasible, the problem can be referred to LIU Promise or the Dean of Students' Office if the faculty member sees fit.

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

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

Student Academic Conduct

Proper academic conduct requires that all work submitted for academic purposes be entirely the work of the person or persons who submit it. Actions that violate the standards of academic conduct include:

Plagiarism represents in any academic activity the words or ideas of another as one's own without proper acknowledgment. Acts of plagiarism include but are not limited to:

- paraphrasing ideas, data, or writing, even if it constitutes only some of one's own written assignment, without properly acknowledging the source; or
- using someone's words or phrases and embedding them in one's own writing without using quotation marks and citing the source; or
- quoting material directly from a source, citing the source on the bibliography page, but failing to mark properly the author's text or materials with quotation marks and a citation; or

- submitting as one's own, part of, or an entire work, produced by someone else; or
- transferring and using another person's computer file as one's own; or
- obtaining papers, tests, and other assessment material from organizations or individuals who make a practice of collecting papers for resubmission; or
- using visual images, dance performances, musical compositions, theatrical performances, and other digital resources as one's own without proper acknowledgement.

Cheating is improper application of unauthorized materials, information, or study aids, including but not limited to:

- obtaining unauthorized prior knowledge of an examination or part of an examination; or
- using resources or instruments on academic tasks not explicitly permitted by the supervising instructor (e.g., textbook, notes, formula list, calculator, etc.); or
- using any electronic device in an academic exercise or examination that is not explicitly authorized by the supervising faculty. This includes but is not limited to the Internet, cell phones, beepers, iPods, headphones, PDAs, and other wireless handheld devices; or
- altering an exam or paper after it has been graded and requesting a grade change; or
- collaborating by sharing information or requesting assistance, when such collaboration has been explicitly prohibited by the instructor; or
- making use of another person's data or work without proper citation in an assignment; or
- allowing another person to take a quiz, exam, or similar evaluation; or
- submitting work with identical or similar content in concurrent courses without permission of the instructors; or
- resubmitting a work that has already received credit with identical or substantially similar content in another course without consent of the present instructor.

Facilitating academic dishonesty is assisting another to cheat, fabricate, or plagiarize, including but not limited to:

- allowing another student to copy from one's own work; or
- providing material or other information to another student with knowledge that such assistance could be used in any of the violations stated above; or
- taking a quiz, exam, or similar evaluation in place of another person; or
- signing on the attendance sheet the name of a student who is not present.

Fabrication is the falsification or invention of any information or citation in an academic activity, including but not limited to:

- crediting source material that was not used for

research; or

- presenting results from research that was not performed; or
- altering data to support research; or
- presenting fabricated excuses for missed assignments, tests, or classes; or
- falsifying documents or records related to credit, grades, status, or other academic matters.

Sabotage is understood as stealing, concealing, destroying or inappropriately modifying classroom or other instructional material of another, such as posted exams, library materials, laboratory supplies, or computer programs.

Students accused of violating the University's standards of academic conduct will be subject to disciplinary processes set forth in the Academic Conduct Procedures.

Appeals Process

Level One

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

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

Level Two

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

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

Criminal Background and Drug Testing

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

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

Additional Academic Policies

Respective academic departments may have additional academic policies.

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

Related Curricular Matters

Course Numbers

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

Course Frequency

A complete listing of courses is available at www.liu.edu/post/schedules. Evening, summer, and weekend course frequency are not indicated.

Information on course offerings during these sessions is available by contacting the appropriate academic department.

Change of Major

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

Time Limit

Degree requirements for a master's degree must be completed within five years from the term for which the candidate is admitted and enrolled (exclusive of time spent in military service). Doctoral degrees must be completed within 8 years. All requests for an extension must be in writing and submitted to the appropriate dean for approval.

INSTITUTIONAL LEARNING OUTCOMES

1. CRITICAL THINKING

Appropriate to the discipline and degree level.

Critical thinking is the careful and comprehensive exploration and analysis of issues, opinions, ideas, texts, and events before accepting or formulating a position. It includes understanding facts, evaluating various perspectives and their underlying assumptions, and analyzing a situation within its context.

2. RESEARCH AND SCHOLARSHIP

Research and Scholarship or equivalent skills, knowledge, and experiences appropriate to the discipline and degree level. These skills may be demonstrated in the following areas:

- *Research Skills (especially for doctoral or academic master's programs)*
- *Professional Skills (especially for professional programs)*
- *Practical Skills (especially for clinical or teaching programs)*
- *Creation or Performance Skills (especially for artistic programs)*

REGISTRATION

Enrollment

Students are eligible to enroll in courses at the University if the following criteria have been met:

- Must be a current/active student
- Must be in good financial standing with the University.
- Must be academically eligible to continue in their program
- Must have satisfied all Admissions requirements

Students must adhere to the following deadlines for enrollment:

- Enrollment should be completed by the end of the drop/add for each term, as defined in the academic calendar which is published in the catalog and available online at <https://liu.edu/enrollment-services/registration/academic-calendar>. For Fall and Spring full-semester courses, the drop/add period is the first two weeks of the semester
- If extenuating circumstances exist, permission for late enrollment must be secured by each course instructor, department chair, and dean within 2 weeks following the drop/add period as described above. All required signatures must be secured on an enrollment card and submitted to Enrollment Services.
- Students are not permitted to enroll beyond the fourth week of the term. Students are not permitted to continue attending classes for which they are not enrolled beyond the fourth

week of the term. Under no circumstances is retroactive enrollment beyond the fourth week of the term permitted.

Students are eligible to select and register for classes through their My LIU (my.liu.edu) account. Students with academic and financial restrictions may not be able to register online and should meet with their success coach.

The Division of Student Affairs disseminates registration communications to all students via LIU email before the start of the summer/fall and the winter/spring semester registration periods. Registration dates are also noted on the academic calendar and the My LIU account under "Enrollment Dates".

Students are encouraged to meet with their Success Coach before the start of the registration period to plan their academic semester schedule.

Adding or Dropping Courses

Adding courses: Students may add classes to their schedules through their MyLIU portal during the online registration period. Online registration ends after the second week of classes for the fall and spring terms. Nontraditional terms and sessions will have customized add dates. See the University's Tuition Liability Policy for additional details. Some classes may be blocked for online registration because they require department approval. If online registration is unavailable, the student must submit a completed Enrollment Change Form to the Office of Enrollment Services with approval signatures. Please see the section on Departmental Consent below for additional information.

Beginning with the third week of classes, course additions require the approval of the following persons and/or departments before the Office of Enrollment Services will process the change:

- Instructor (required)
- Dean or Department Chairperson (required)
- Student Financial Services (for changes in cost of attendance or enrollment status)

All course enrollment for full-semester courses must be completed by the end of the fourth week of the term. Enrollments after that time is not permitted. Retroactive enrollment for courses from a prior term is not permitted under any circumstance.

The following course enrollments require special administrative or departmental consent:

- **Restricted Courses:** occurs if the department has restricted enrollment in a course. The student must obtain either a course permission code or signature from the instructor, department chair, or dean, as defined by the academic department.
- **Credit Overloads:** occurs at the career level; when a student would like to add a course(s)

that will take him/her over 19 credits for undergraduates and 12 credits for graduates for the semester. Full-time undergraduate students who add credit hours over 18 will be charged additional fees for those excess hours. Students wishing to enroll in an overload must obtain the signature of the advisor and chair as defined by the academic department.

- **Closed Courses:** occurs when there are no seats available in the course. The student must obtain the signature of the course instructor and department chairperson.
- **Time Conflicts:** occurs when two courses take place during the same or overlapping time period. The student must obtain the signature of both instructors and the department chairperson for each course.
- **Requisite Overrides:** occurs when the student does not have the required pre- or co-requisite for the course. The student must obtain the signature of the instructor and department chairperson.
- **Service Indicator Overrides:** occurs when a student has a hold on their account that prevents them from engaging in an enrollment activity. Students are advised to check for registration holds on their MyLIU portal Student Center page to determine the origin of each hold. The student should contact that office noted and remedy the situation so as to have the hold either removed from their account or obtain approval for the hold to be overridden.

Dropping courses: Students can drop full-semester classes up through the second week of the term with no penalty as follows:

- Drop one or more courses online using their MyLIU portal
- Drop courses at the Office of Enrollment Services
- Drop courses through their Success or Enrollment Services coach.

The drop period for classes that meet for less than the full semester is as follows:

- Sessions meeting 7 or more weeks: courses can be dropped up through the first week
- Sessions meeting 3 to 6 weeks: courses can be dropped up through the 3rd day of the session
- Sessions meeting 2 weeks or less: courses can be dropped up through the 1st day of the session

Students may have their financial aid reduced if the student's enrollment status changes from full-time to part-time, or from full-time or part-time to below half-time. Students will have their financial aid canceled if the student drops all courses and does not incur any liability, or fails to meet satisfactory academic progress standards as a result of the cancellation of enrollment. Financial aid for future terms will also be canceled. See the Drop and/or Withdrawal from Courses Policy and

the Satisfactory Academic Progress Policy for additional details. Students receiving Veterans benefits should meet with the Veteran's Certifying Official to determine if drops will affect their current and future benefits when they; add or drop any course, withdraw from or terminate enrollment at the University.

Drops that change a student's enrollment status from full-time to part-time, or from full or part time to below half-time, may have their Federal, State, and/or University aid adjusted. The University may also be required to report the student's change in enrollment status to lenders, which can trigger the repayment of student loans. Students will be notified in these cases via writing.

Drops after the add/drop period must be officially processed as a partial or full withdrawal. Please see Withdrawal Policy and/or Appeals Policy for additional details.

The following course drops may require special administrative or departmental consent as follows:

- **Co-Requisite Overrides:** occurs when the student is attempting to drop a course that is a co-requisite of another course not being dropped. The student must obtain the signature of the instructor, and chairperson, as defined by the academic department.
- **Student-Athletes:** NCAA regulations require that student-athletes must be full-time degree-seeking students to participate in intercollegiate athletics. Student-Athletes must be enrolled in a minimum of 12 credits per term. If a student-athlete falls below 12 credits, they are immediately ineligible to practice or compete. Athletes are advised to speak with the athletic department before dropping courses.
- **Residential Life:** Undergraduate resident students are expected to maintain full-time enrollment status each term. Undergraduate residents are advised to speak with the Office of Residence Life before dropping classes.

Withdrawal

Students are able to withdraw from course(s) after the end of the drop/add period. An official withdrawal refers to an action taken by a student to discontinue enrollment in the course. The course is recorded on the transcript with a grade of W.

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

An unofficial withdrawal refers to a student who fails to attend or ceases to attend one or more classes before the withdrawal deadline detailed in the academic calendar but doesn't take appropriate

action to officially withdraw from the class/university. Since no official withdrawal was completed, faculty can assign a grade of NC (No Credit earned) or F at their discretion.

Students may officially withdraw from one or more courses through the 10th week of the term for full-term courses during the fall and spring semesters.

Students may officially withdraw from Summer Session courses or courses meeting for shorter sessions within regular fall/spring semesters according to the schedule below:

- 12 week sessions – withdrawals permitted through the 8th week
- 10 week sessions – withdrawals permitted through the 7th week
- 7 week sessions – withdrawals permitted through the 5th week
- 6 week sessions – withdrawals permitted through the 4th week
- 5 week sessions – withdrawals permitted through the 3rd week
- 2 week sessions – withdrawals permitted through the 7th day
- 1 week sessions – withdrawals permitted through the 3rd day

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

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

Tuition Liability and Refunds: Refunds for room and/or board, tuition and fees will depend on when the student withdraws from courses.

- For official withdrawals, the effective date of the withdrawal will determine the student tuition liability due or refund due to the student.
- For unofficial withdrawals, the student is responsible for all associated tuition charges and fees.

Transcripts and Grades: Transcript grades will depend on when the student withdraws from courses.

- For official withdrawals, a grade of W will be assigned for the course or courses and will appear on the student's transcript
- For unofficial withdrawals, a grade of NC or F will be assigned for the course or courses and will appear on the student's transcript.

For both official and unofficial withdrawals,

credits for the course or courses will be considered attempted but not earned.

Withdrawn courses or NC (No credit earned) grades do not affect a student's grade point average.

Students who change their enrollment status from full-time to part-time, or from full or part-time to below half-time, due to a partial drop or withdrawal, may have their federal, state, and/or University aid adjusted. The University may also be required to report the student's change in enrollment status to lenders, which can trigger the repayment of student loans. Students will be notified in these cases via writing.

Students will have their financial aid canceled if the student drops all courses and does not incur any liability, or fails to meet satisfactory academic progress standards as a result of the withdrawal. Financial aid for future terms may also be canceled. See Appeals for Late Drop or Withdrawal of Courses Policy and Satisfactory Academic Progress Policy for additional details.

The University is required to return funds for students who stop attending all courses before completing 60% of the term. The student will be notified by mail of the unearned amounts returned to the federal financial aid programs. The return of federal funds may result in a balance due to the University, particularly if the student previously received and cashed a refund check. See Return of Federal Funds Policy for additional details.

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

Students who withdraw from all courses may be subject to readmission according to the University's Readmission Policy. Students who withdraw from the university must be in good financial standing in order to register for future classes or have access to their official and unofficial transcripts.

In accordance with National Collegiate Athletic Association (NCAA) regulations, all intercollegiate athletes must notify the Athletic Department and Office of Admissions when partially or fully withdrawing from the University.

In accordance with the U.S. Department of

Veterans Affairs (VA) regulations, students receiving veteran's benefits must notify the VA Certifying Official in Office of Enrollment Services when partially or fully withdrawing from the University.

Appeals for Late Drop or Withdrawal

A student may appeal for permission to drop or withdraw from a course outside of the timeframes establish in the Adding or Dropping Courses Policy. The appeal may be made in person, by fax, or email by submitting a signed and completed Student Appeal Request Form along with the required documentation to the Office of Enrollment Services by the appropriate appeals deadline. All appeal requests must be submitted by the student. Appeals submitted by a parent, legal guardian or spouse will be accepted only if the student is incapacitated.

REQUIRED DOCUMENTATION

- A written statement from the student: must clearly state the request, the reason for the request and the type of resolution they are seeking. The statement must explain why the appeal request is justified. In addition, information regarding extenuating or unusual circumstances that impacted his/her situation must be included.
- Supporting documentation: may include the following:
 - Proof of attending another Institution
 - Proof of deployment
 - Death Certificate or obituary statement
 - Documentation of medical diagnosis and visit dates
 - Records of hospitalization, mental health or drug treatment
 - Other supporting documentation supporting the inability to follow the normal drop/withdrawal deadlines

Course Load

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

Admission of Undergraduate Students to Graduate Programs

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

Any interested student must:

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

Graduate Credits Applied to Undergraduate Degree Requirements

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

Maintenance of Matriculation

It is expected that students will fulfill the requirements for the degree by registering over successive semesters (excluding summer sessions), by attending classes, filing for a Leave of Absence, or by maintaining matriculation. A fee must be paid for each term in which a student maintains their matriculation.

Students approved for maintenance of matriculation can 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 a Success Coach or Enrollment Services representative for

maintenance of matriculation prior to or during the registration period in a given semester. This matriculation status will be recorded on students' records as a "class" for zero credits.

Maintenance of matriculation is generally limited to two semesters. An extension beyond two semesters, due to extenuating circumstances, must be approved by the appropriate academic dean. Students who do not properly maintain their matriculation must apply for readmission to their academic program in accordance with procedures set forth in the academic catalogs.

Leave of Absence

LIU 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.

A student who wants to interrupt their studies at the University for a temporary period (up to one year) may maintain degree status and ensure that his/her degree requirements will remain the same by taking a leave of absence. A degree candidate who is granted a leave of absence does not need to be readmitted to the University upon returning to their program of study. Students are not permitted to attend another college or university while on an official leave of absence. No financial aid or additional fees will be assessed during the leave of absence period.

A student must meet the following requirements to be eligible for a leave of absence:

- Be a degree-seeking undergraduate or graduate student
- Be registered for the semester immediately prior to the beginning of the Leave of Absence
- Be academically eligible to enroll (i.e., has not been academically suspended or dismissed)
- Have no holds (i.e. disciplinary or financial) which would restrict registration
- Submit a formal written and signed Leave of Absence application form, which specifies the reason for the student's leave
- Graduate students and students in certain cohort-based programs require department/dean approval to be indicated on the Leave of Absence form.

A Leave of Absence Application must be submitted to Enrollment Services prior to the start of the term for which the leave is requested. If a student has already enrolled for the semester for which a leave is being requested, they must drop all courses; if they do not, their courses will automatically be dropped upon approval of the Leave of Absence.

Leaves of Absence are granted for future terms only, and are not granted retroactively or in the

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

Federal student loan guidelines mandate that a student must return from an approved leave of absence within 180 days from the start date of the approved leave. When a student fails to return from a leave of absence, the student's withdrawal date will be reported to the National Student Clearinghouse and NSLDS as the date the student began the leave of absence. Upon returning from a leave of absence, the student may register for classes accordingly.

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

Audit Policy

Selected classes may be audited on a non-credit basis with department permission. Auditing status must be elected at the time of registration for the class. *No grade or credit is awarded for courses that are audited. Please note: The laboratory component of all science courses cannot be audited, nor can any independent study/individual instruction classes.*

Transcript Requests

Official transcripts for professional and graduate schools, prospective employers, and other institutions must be requested and authorized by the student. The university adheres to the Family Education Rights and Privacy Act of 1974. A student's record will not be released without prior consent from the student.

To request an official transcript the following procedures apply:

- Currently Enrolled Students - Login to the My LIU portal and select "Order Transcripts Online." Cost: \$15.00 per transcript.
- Alumni or students not currently enrolled can order transcripts online through Parchment at www.parchment.com. You can submit a transcript request 24 hours/day, 7 days/week. Be assured that Parchment uses current web encryption technology and your information is secure. Cost: \$15.00 per transcript.
- In-Person "On Demand" transcripts- Students may come to the campus Enrollment Services Office, show picture ID, and official transcripts can be printed on the spot. Cost: \$25.00 per

transcript.

Students who wish to release their transcripts to a third party for pick up must provide signature authorization for that request. The third party will be required to show a photo id.

Additional Administrative Policies

Changes to Academic Records

Students have until the time of their graduation to have changes made to their academic records. Once a student has graduated, the academic record is frozen and cannot be changed retroactively.

Failure to Fulfill All Non-Academic Requirements

Students failing to fulfill all non-academic requirements (tuition, fees, library obligations, etc.) will be denied subsequent services, including issuance of diplomas.

Course Cancellations

The university reserves the right to cancel undersubscribed courses. When it does so, there is no fee charged to the student.

Changes of Address or Phone Number

A student must report changes of address or phone number to Enrollment Services or by updating the information directly at MyLIU.

TUITION AND FEES

Tuition and Fee Schedule

Application Fee, non-refundable	\$ 50
Tuition Deposit (Information Studies PhD, Psychology-Clinical PsyD, Speech Language Pathology MA), non-refundable	500
Tuition Deposit (all other graduate programs), non-refundable	200
Master's Degree and Graduate Studies, per credit	1,325
Graduate Audit Fee, per credit	664
Dietetic Internship and Speech Language Pathology MA, per credit	1,350
Clinical Psychology Doctoral Program, 12+ credits, per term (years 1-3)	27,552
Doctoral Degree and Doctoral Studies, per credit	1,763
Dissertation and Supervision (PSY 842) and Dissertation Maintenance (PSY 843), per course	1,763
Dining Dollars, 9+ credits, per term	75
University Fee:	
12+ credits, per term	1,017
Less than 12 credits, per term	509
Testing and Lab Fee	
Family Nurse Practitioner MS, per term	300
Nutrition & Dietetics MS and Adv Cert, per term	100
Course Fees (additional fee per class):	
ATCG 601, 602, 603, 604	200
PSY 841	200
MUS (Private Instruction)	475
Other Fees:	
First and Second Late Payment Fee	100
Third Late Payment Fee	150
Maintenance of Matriculation Fee (Doctoral)	250
Maintenance of Matriculation (all other graduate programs)	100
Late Registration Fee	50
Returned Check/Credit Card Chargeback Fee	25

Replacement Student ID Card	25
Diploma Replacement Fee	35
Official Transcript, on demand, per request	25
Official Transcript, online, per request	15

Housing and Meal Plan Schedule

Fall/Spring Accommodations (per term)

Housing Deposit (non-refundable)	\$ 300
Single Room	9,187
Single Room*	9,437
Medical Single Room	5,250
Medical Single Room*	5,500
Double Room	5,250
Double Room*	5,500
Suite Double	5,616
Suite Single	8,425
Triple Room	4,525
Triple Room*	4,775

* Temperature Controlled

Intersession Rate:

Per week	346
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Summer Accommodations (per session)

Single Room	2,467
Double Room	1,837

Fall/Spring Meal Plans (per term)

Residential Plan 1 (unlimited meals/ \$300 dining dollars)	2,938
Residential Plan 2 (14 weekly meals/ \$300 dining dollars)	2,695
Residential Plan 3 (10 weekly meals/ \$300 dining dollars)	2,441
Dining Dollars+ Plan (\$200 additional dining dollars)	200
Commuter Plan 1 (25 meals plus \$50 dining dollars)	260
Commuter Plan 2 (50 meals plus \$50 dining dollars)	416

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

Payment Plans

Payment Plans

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

The University offers the following payment plans each semester:

	Fall Monthly Payment Plan	Spring Payment Plan
Enrollment Fee	\$35	\$35
Enrollment Dates	June 1 - September 15 (Late enrollment through October 31)	December 1 - February 15 (Late enrollment through March 31)
Balance Calculation	All applicable charges, less any approved financial aid. Your plan will automatically recalculate if changes are made to your student account.	
Payment Structure	The payment structure will be equal installments based on the enrollment date of the plan. Your last installment may not be due later than the last month of the semester.	
Down Payment	15%-50% (depending on date of enrollment).	
Late Payment Fee	\$25 if payment is not received within 7 days of the scheduled due date.	
Payment Methods	Mastercard, Visa, American Express, Discover, or ACH; auto deduction options are also available.	
How to Enroll	Log into your MyLIU account and select "Make a Payment." Then log into the LIU Payment Gateway and select "Payment Plans."	
Authorized User Access	Yes. You must first set up an authorized user using their email account. You may have more than one authorized user.	

Financial Policies

Payment Due Dates

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

Student Bills are subject to change based on modifications made to courses, credit loads, housing, and meal plans. In addition, additional fees or fines may occasionally alter the bill. Anticipated aid and financial aid credits will be visible on a student's account but are not applied until all requirements have been completed. Financial aid is based on full-time enrollment. Students may view their anticipated financial aid student account, and make payments via their MyLIU. Visit www.MyLIU.edu to log in. Click on Make an E-Payment and login using your MyLIU credentials to utilize our secure online payment gateway that allows students to make a deposit, pay a bill, or set up a payment plan.

Late Payment Assessment

Fall Term	Amount
End of Drop/Add	\$100
45th Day	\$100
75th Day	\$150
Winter Term	
1st Day	\$150
Spring Term	
End of Drop/Add	\$100
45th Day	\$100
75th Day	\$150
Summer Term	
July 15	\$150

Residence Hall Cancellation

Students who wish to cancel their residence hall room must notify LIU Promise by completing the cancellation form to be eligible for a refund. The effective date for a student's cancellation is the date on which the student has completed all of the following requirements:

- Submits the Residence Hall Cancellation Form
- Vacates and removes all personal belongings from their assigned room
- Properly checks out with residence hall staff

Refund eligibility for residence halls rooms are determined according to the schedule below:

Withdrawals during	Fall/Spring	Summer
1st Calendar Week	90%	60%
2nd Calendar Week	75%	25%
3rd Calendar Week	50%	No Refund
4th Calendar Week	No Refund	No Refund

A refund will be initiated upon completion of the cancellation process. Refunds are issued to a student's Student Financial account and are first applied to any outstanding balance before being credited back to a student. Meal plans are not eligible for a refund once the semester begins.

Students who are restricted from the residence halls or removed from housing due to violations of the Student Code of Conduct or other policies of Long Island University are not eligible for a residence hall refund.

Student Billing and Collection Policy

The University takes all necessary and reasonable collection efforts to ensure that outstanding and overdue accounts are accurate and paid in accordance with the following:

- The University deals with all students in a fair and equitable manner and will be professional and accountable in all interactions with our students.
- The University is consistent in its billing and collections actions and the application of University payment policies. The process for the collection of outstanding accounts is standardized and comprised of a series of e-mails, notices, and telephone calls informing students of the status of their accounts.
- Under New York State Law S.5924-C/A.6938-B, the University may not withhold official transcripts from students.
- The University may withhold diplomas or may not allow future registration for students with outstanding accounts receivable.
- The University works with students to resolve all outstanding bills and makes efforts to keep collections in-house.
- The University places difficult to collect accounts with external licensed collection agencies, all of whom are reputable and respectful of applicable legislation, codes of conducts and the privacy of information. Accounts are sent to collections only after all other efforts have been exhausted and the student is no longer in attendance.

The Office of Student Financial Services assumes the following roles and responsibilities with regard to this policy:

- establishes a collection policy and the escalating nature of the collection process.
- clearly articulates and publishes the collections policy on the University's web site and in student publications and guides so that students and families are informed of the repercussions of non-payment.
- ensures that oversight and monitoring of external collection agency relationships exist and are maintained.
- ensures that collection agency staff do not gather, retain or disclose information about any student in contravention of any federal, state, or local laws or statutes.
- tenders new collection agency services through a competitive bidding process. New placements to collection agencies are based solely upon the successful recovery of outstanding amounts due.

The Office of Enrollment Services assumes the following roles and responsibilities with regard to this policy:

- ensures established protocol and standardized business processes are in place for the collection of outstanding overdue amounts and that all collection activities are undertaken within an approved collection business processes, guidelines and accepted code of ethics.
- ensures all efforts to collect overdue accounts have taken place before an account is placed with an external collection agency.
- identifies accounts that should be managed in house and not be placed with external agencies.

Students who have previously filed bankruptcy or have a current open bankruptcy claim are covered by the period of automatic stay. Students who have an open bankruptcy claim or who have previously had debt forgiven by Long Island University through bankruptcy (any chapter), will have full access

to records and may register for future semesters. However, all payments must be made prior to the registration of the semester for which they are enrolling, or students must have completed their financial aid packet and have funds awarded by the payment deadline. If financial aid does not cover the entire semester enrolled, students must pay in full the remaining balance by the payment deadline.

Student Health Insurance

Long Island University requires all residential, clinical, intercollegiate athletes, and international students to maintain health insurance. The University sponsors a Student Health Insurance Plan with below-market rates that provides students with health coverage at school, at their permanent residence, and while traveling or studying abroad. The plan is fully compliant with Federal Health Care Reform and provides students access to a network of doctors, hospitals, and pharmacies. All eligible students are automatically enrolled in the University-sponsored Plan, but may waive their participation by providing evidence of coverage under a family plan or other policy that meets or exceeds coverage set forth in the University-sponsored Plan. Additional information regarding LIU’s Student Health Insurance Plan can be found on the University’s website: <https://liu.edu/enrollment-services/tuition-fees/student-health-insurance>

Third Party Payment Policy

The University allows third-party bill clearance to accommodate delays in receiving payments or for those entities that required the submission of completed grades for the term prior to the release of funds. In order for the University to recognize an anticipated third-party payment for a student’s tuition, fees and/or other charges, written authorization is required on corporate letterhead. All letters are subject to review by the Office of Enrollment Services and must include the following information:

- Student name
- Student ID and/or social security number
- Term or academic year covered
- Number of credits or coursework covered
- Dollar or percentage limit of total charges (if applicable)
- Sponsoring company’s name, billing address, contact name, telephone number and e-mail address.

Students must submit the written authorization described above in person to the Office of Enrollment Services, along with a completed Third-Party Payment Form and payment for any remaining balance.

The University will place a student in good financial standing for the term if the student presents written authorization from a third party or sponsoring company that intends to make payment on their behalf.

Tuition and Fees Liability and Refund Policy

By registering for courses at LIU, a student enters into a legally-binding contract to pay all tuition and fees, including any non-refundable fees. A refund of tuition depends on when a student drops classes and whether the student adds other classes. Whether a student withdraws from a single course or withdraws from the University completely, refunds are directly tied to the University Academic Calendar as published on the LIU website.

To be eligible for a refund of tuition, program fees, and mandatory fees, students must drop courses by the specified refund dates published for each semester in the Academic Calendar. Sessions with beginning or ending dates different from the standard term schedule will have refund schedules specific to each session. Class start and end dates will identify the proper refund calendar to follow.

Tuition liability is the amount of money a student owes the University for tuition, fees, room, board, and miscellaneous charges based on the student’s expected presence or participation in University activities. The following criteria apply to tuition liability:

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

Students are expected to pay for their 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 tuition and fee liability, if any, is based on the date of the student’s official withdrawal or drop in accordance with University’s Adding or Dropping Courses Policy and Withdrawal from Courses Policy. The University offers tuition insurance for all registered students, which can be purchased directly through the University each term.

Room and board charges must be cancelled through the Office of Residence Life. Liability for these charges will be pro-rated based on occupancy dates and assessed at the time of cancellation. Student health insurance charges cannot be refunded once the policy has been utilized (e.g., a claim has been filed on behalf of the student).

The University develops and publishes tuition liability schedules by term that are clear and consistently applied.

For withdrawals during traditional fall and spring terms:

Withdrawal Date	Liability
Week 1	0%
Week 2	25%
Week 3	50%
Week 4	75%
Week 5+	100%

For withdrawals during summer and other sessions seven weeks or greater:

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

For withdrawal during summer and other sessions three to seven weeks:

Withdrawal Date	Liability
Day 1-3	0%
Day 4-5	50%
Day 6+	100%

For withdrawal during winter and other sessions two weeks or less:

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

Students requesting a review of tuition and fee liability must complete the University’s Student Appeals Form in accordance with University policy and submit all required supporting documentation. Students who withdraw with

liability and have purchased tuition insurance can file a claim with the University after withdrawing to recoup the insured amount.

FINANCIAL AID

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

University scholarships or fellowships may be granted by themselves or in conjunction with federal and/or state aid, including scholarships, loans, and work-study. To receive the maximum amount of aid, students must apply for financial aid by the appropriate deadline.

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

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

Applying for Financial Aid

Students must submit the Free Application for Federal Student Aid (FAFSA), and New York State residents must also complete the New York State Tuition Assistance Program (TAP) application. The TAP application is available on the web when a student completes the FAFSA online. The FAFSA (available online at www.fafsa.gov) is the basic form for all student aid programs. Be sure to complete all sections. Students should permit the FAFSA for application data to be sent directly to Long Island University (the LIU federal school code number is **002751** and our New York State code is **0403**). Entering freshmen should apply by February 15 for the fall

term or by November 1 for the spring term. Returning undergraduates and transfer students should apply no later than March 1. Students requiring summer financial aid must make an appointment with Enrollment Services in addition to completing the FAFSA and TAP application.

To be considered for federal and/or state based aid, students must be classified either as US citizens or as eligible noncitizens, be officially admitted to LIU, or matriculated in a degree program, and making satisfactory academic progress toward degree requirements. Students in a certain certificate or diploma programs may also be eligible for consideration. Generally, University-administered aid is awarded to full-time students. Part-time students (fewer than 12 but at least 6 credits per semester) may be eligible for Federal loans but must also maintain satisfactory academic progress. Part-time undergraduate students may also be eligible for TAP, Aid for Part-Time Study (APTS), or Pell Grants.

RENEWAL ELIGIBILITY

Financial aid awards are not automatically renewed each year. Continuing students must submit a FAFSA each year by the LIU deadline, continue to demonstrate financial need, make satisfactory progress toward degree requirements, and be in good academic standing. For institutional scholarships, students must generally maintain full-time enrollment and a cumulative GPA of 3.2 to have their awards renewed. Any break in enrollment without an approved deferment on file with the Enrollment Services office will result in a loss of your scholarship. Please visit our renewal policy on the web at www.liu.edu/enrollment-services.

WITHDRAWAL

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

Awards

UNIVERSITY-SPONSORED AND ADMINISTERED PROGRAMS

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

SCHOLARSHIPS AND GRANTS

Long Island University maintains an extensive program of scholarships and grants-in-aid based on

academic merit and demonstrated financial need. Awards are made during the admissions process to a limited number of graduate students. Institutional scholarships may be combined with government-supported grants and loans into a single financial aid package. Scholarships and grants are normally applied to tuition charges; they can range from \$500 to full tuition and do not require repayment.

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

PART-TIME EMPLOYMENT

Student Career & Job Portal

Many financial aid award packages include work-study. This means that students are eligible to participate in the Federal Work-Study Program and may earn up to the amount recommended in their award package. Work-study wages are paid directly to the student on a bi-weekly basis and are normally used for educational expenses. On-campus and off-campus jobs and internships are available through Handshake at <http://handshake.liu.edu>. It is not necessary to be awarded work-study earnings to use Handshake.

ALL OTHER SOURCES OF AID

NEW YORK STATE GRANTS

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

States Other Than New York

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

FEDERAL GRANTS AND BENEFITS

Veterans Benefits

Various programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans as well as for

veterans and in-service personnel who served on active duty in the United States Armed Forces after January 1, 1955. In these programs, the amount of benefits varies. Applications and further information may be obtained from the student's regional office of the Department of Veterans Affairs. The University participates in the Yellow Ribbon Program. Additional guidance may be obtained from Enrollment Services or at the US Department of Veterans Affairs website at www.benefits.va.gov/GIBILL

SCHOLARSHIPS AND GRANTS FROM OTHER ORGANIZATIONS

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

FEDERAL LOANS

Federal Direct Student Loan Program

The Federal Direct Student Loan is obtained from the U.S. Department of Education. The total amount borrowed in any year may not exceed the cost of education minus the total family contribution and all other financial aid received that year.

Federal Direct loan payments are co-payable to LIU and the student, and funds are applied first to any outstanding balance on the student's account. An origination fee will be deducted from the loan funds. Students may qualify for both subsidized and unsubsidized Direct loans. The interest on the Federal Direct Subsidized Loan is paid by the US government while the student is in school and remains enrolled at least half-time. The Federal Direct Unsubsidized Loan terms and conditions are essentially the same as the subsidized loan except the federal government does not pay the interest while the student is in school. Instead, the interest is accrued and added to the principal of the loan. Subsidized Direct loans are based strictly on financial need. Graduate students can borrow up to a total of \$20,500 in unsubsidized funds per year under this program; certain degree programs allow for borrowing up to \$40,500. For details about additional unsubsidized amounts available and the maximum aggregate limits for all Federal Direct loans combined, visit the US Department of Education website at www.studentaid.gov.

Federal Direct Graduate PLUS Loan Program

The graduate PLUS loan enables students to borrow up to the full amount of an LIU education less other aid. There is no aggregate loan limit, and individual lenders will evaluate your credit history. PLUS loan disbursements are made payable to LIU and funds are applied first to the current term's outstanding balance on the student's account. To apply for a PLUS loan, simply accept your loan in your MyLIU account.

PRIVATE LOANS

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

Each student has the right to select the educational loan provider of their choice. To see your choice of lenders, log onto www.elmselect.com and select Long Island University.

If you have considered applying for a private loan, you may be required to complete the Free Application for Federal Student Aid (FAFSA) (see above for application instructions) 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. 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.

EMPLOYEE EDUCATION PLANS

Many companies pay all or part of the tuition of their employees under tuition refund plans. Employed students attending the University should ask their personnel officers or training directors about the existence of a company tuition plan. Students who receive tuition reimbursement and LIU employees who receive tuition remission must apply with Human Resources.

Federal Student Aid Credit Balances and Refunds

It is the University's policy to ensure Federal Student Aid (FSA) credit balances are managed in accordance with Federal and other regulations. When the University disburses Title IV aid to a student's account and the total amount of all Title IV aid exceeds the amount of tuition and fees, room and board, and other billed charges, the University will pay the resulting credit balance directly to the student or parent via check as soon

as possible but:

- no later than 14 days after the balance occurred if the credit balance occurred after the first day of class of a payment period; or
- no later than 14 days after the first day of class of a payment period if the credit balance occurred on or before the first day of class of that payment period.

The Office of Enrollment Services monitors FSA credit balances on a daily basis for all active financial aid years. Refund checks are processed at University Center each day after the receipt of refund lists from the campuses. If PLUS loan funds create the credit balance, the refund will be issued to the parent unless he/she has authorized the University in writing or through studentaid.gov to transfer the proceeds directly to the student for whom the loan is made. The University issues refund checks by mail to the student's and/or parent's permanent address on record. Students may also set up direct deposit refunding by adding their domestic bank account of choice to their MyLIU account. Refund checks that are unclaimed after 240 days will be returned to the Department of Education. The University does not require students to take any action to obtain their credit balance. It is the sole responsibility of the University to pay all FSA credit balance within the 14-day regulatory time frame. The University may use current year funds to satisfy prior award year charges for tuition, fees, room and board for a total that does not exceed \$200.

Notwithstanding any authorization obtained by the University, LIU will provide students with any remaining FSA credit balances resulting from FSA loan funds by the end of the loan period and any other FSA program credit balances by the end of the last payment period in the award year for which the funds were awarded. Students of parents who receive an FSA refund triggered by the disbursement of Title IV funds may still owe a balance to the University, most often related to a prior term or a subsequent withdrawal from some or all of their classes. Upon receiving a refund, students and/or parents should verify whether any outstanding balance remains on the account and determine how best to satisfy payment obligations so as to avoid any holds or late payment fees being placed on the account. If a student or parent overpays a student's account, related credit balances will be refunded to the student, regardless of the source of payment. Overpayments resulting from credit card transactions will be refunded to the original credit card from which the payment was made. EFT and wire transfers will be refunded to the original bank account from which the payment was made. All other non-FSA credit balances will be refunded by check or via direct deposit if the student has added their bank account of choice to their MyLIU account.

Return of Federal Funds

The University returns Federal funds in accordance with Federal regulations.

Students who receive Title IV federal aid and withdraw from all courses prior to completing 60 percent of the academic term will have their federal financial aid pro-rated in accordance with a Return to Title IV (R2T4) calculation. After the 60 percent point of the academic term, students are considered to have earned all of their Title IV aid for the term.

For students who officially withdraw from the University, the last date of attendance will be either: 1) the date that the student submits to the Office of Enrollment Services a signed Official Withdrawal Application; or 2) the date that the student emails the Office of Enrollment Services requesting to withdraw and providing all required information. In cases where the student partially withdraws from some classes before fully withdrawing for the term, the University will use the latest date as the last date of attendance. Students who are granted an official leave of absence in accordance with the University's Leave of Absence Policy are not considered to have withdrawn for the term.

For students who unofficially withdraw from the University, the last date of attendance will be the midpoint of the term. For students who receive a combination of W, NC, UW grades and one F, the student will be considered to be in attendance unless the individual who submitted the F grade, upon request by the Registrar, does not change the grade to a NC.

The calculation of the amount of Title IV assistance earned by the student is based on the payment period associated with the term during which the student withdrew from classes. The payment period represents the duration between the start and end date of the term, less any scheduled breaks of five consecutive days or more.

To determine the amount of Title IV aid to be considered, the University will calculate the total amount of disbursed Title IV aid for the term in which the student withdrew. Aid is counted in the calculation if it has been applied to the student's account on or before the date the student withdrew or could have been disbursed had the student still been registered for classes. The amount of this Title IV aid earned is calculated on a pro-rata basis using the last date of attendance within the payment period.

The amount of unearned aid to be returned is based on the total institutional charges for the term, which includes tuition, fees, room, and board, less the amount of aid earned by the

student. The University will return, in the order specified below, the lesser of the following:

- the total amount of unearned Title IV assistance to be returned; or
- the total amount of unearned institutional charges.

Title IV funds that are not the University's responsibility to return must be returned by the student. The University will notify each student in writing when they have a responsibility to return funds. In certain cases, the return of unearned aid will result in a balance due to the University, particularly if the student previously received and cashed one or more refund checks.

The portion of federal aid that is not earned by a student will be returned to the appropriate federal student aid program(s) in the following order:

- Federal Direct Unsubsidized Loan
- Federal Direct Subsidized Loan
- Federal Perkins Loan
- Federal Direct Graduate PLUS Loan
- Federal Direct Parent PLUS Loan
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant

Once the University determines which federal student aid program(s) are to receive returns, a formal written letter is mailed to the student.

The University will return the amount of Title IV funds for which it is responsible as soon as possible but no later than 45 days after the student's last date of attendance as defined above. For students who unofficially withdraw from the University, Title IV funds will be returned no later than 45 days after the end of the term.

Returns of Title IV grant funds, other than funds that are being returned to stay in compliance with the excess cash requirements, are offset by a downward reduction in the student's records at the federal Common Origination and Disbursement (COD) system. Similarly, all returns of Direct Loan funds are offset by downward reductions to a student's record at COD. In addition, when all or a portion of a Direct Loan is cancelled (either because the borrower requested the cancellation within the regulatory time frames or to comply with statutory or regulatory requirements), the University will make the appropriate adjustment to the student's record in COD. All returns of FSA Grants and Direct Loan funds previously disbursed are also performed by the University through the federal G5 system. If the total amount of Title IV aid that the student earned is greater than the total amount of Title IV aid that was disbursed to the student or on behalf of the student in the case of a PLUS loan, as of the student's last date of attendance, the difference between these amounts must be treated as a post-withdrawal disbursement.

If outstanding charges exist on the student's account, the University will obtain written confirmation from the student and/or parent to determine if they wish to have a Title IV post-withdrawal disbursement processed. Upon receipt of written approval, the University will apply the funds directly to the outstanding balance due. If the student and/or parent does not respond, no post-withdrawal disbursement will occur.

Standards for Satisfactory Academic Progress (SAP)

Students are required to make satisfactory academic progress (SAP) toward the completion of a registered degree or certificate program in order to receive federal financial aid and state tuition assistance. Satisfactory academic progress is measured by a student's cumulative grade point average (GPA) and the amount of credits they have earned.

Standards for 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 Federal Pell and SEOG Grants, Federal Work Study, Federal Perkins Loans and the Federal Direct Loan Program. Satisfactory academic progress is measured qualitatively and quantitatively by two components: a student's cumulative grade point average (GPA) and the amount of credits they have earned relative to their year in school and enrollment status.

Satisfactory academic progress is measured annually, at the end of the Spring semester, after all grades have been submitted. Students failing to meet the above criteria are eligible to appeal this decision if extenuating circumstances played a factor in their academics. An appeal must be made in writing to the University and include an explanation of the circumstance that may have adversely affected the student's ability to meet the academic requirements, and the 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: 1) be placed on probationary status for one semester after which the student must meet SAP guidelines; or 2) be successfully adhering to an individualized academic plan that was developed for them 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 satisfactory academic progress will have their summer aid cancelled and will be liable for all assessed charges unless an appeal is filed and granted as outlined above.

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

Credits Attempted	Credits Earned	Credits Earned	Cum GPA
0-29	50%	0 - 29	1.8
30-120	67%	30 - 59	1.9
121-180	80%	60 and above	2.0

The criteria below outline the progress that is required for a full-time graduate or dual degree student in their graduate phase of studies to be considered in good standing:

Completion Rate Requirement: All students must earn at least 67 percent of their attempted hours. The maximum time frame to complete each degree varies by department and is outlined in the Academic Catalogs under the specific degree program.

GPA Requirement: Students who have earned fewer than 13 credits must maintain a 2.5 GPA; students who have earned 13 credits or more must maintain a 3.0 GPA.

The criteria below describe the progress that is required for a full time professional Pharm.D. student to be considered in good standing:

SAP Completion

Requirements		SAP	
Credits Attempted	Credits Earned	Total Credits Earned	Cumulative GPA Required
0 - 29	50%	0- 29	1.8
30-208	67%	30- 59	1.9
209 and above	80%	60- 138	2.0
		139 and above	2.0

The criteria below outline the progress that is required for a full-time Doctor of Veterinary Medicine student to be considered in good standing:

- **Completion Rate Requirement:** All students must earn at least 67 of their attempted hours. Students may not receive federal aid for classwork that exceeds 150 percent of their degree requirements.
- **GPA Requirement:** Students must maintain a 2.0 GPA

Federal SAP requirements also include the following criteria:

- 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), NC (No Credit Earned), INC (Incomplete), and IF (Incomplete Fail) are counted as credits attempted but not completed, and do not affect the GPA.
- Repeated classes will count only once towards credits completed. A student may receive aid for a repeated class that has been successfully completed once.
- Students may not receive Federal aid for classwork that exceeds 150 percent of their degree requirements.
- Any departmental requirements that exceed these standards must be adhered to for the purposes of evaluating SAP.

Standards for New York State

Awards

To receive financial aid awards from New York State, including undergraduate Tuition Assistance Program (TAP) funding, students must meet academic standing requirements as defined by the New York State Education Department. These requirements are different from those set forth by the Federal government, and are applicable 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 required 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 academics.

Waivers may be granted in accordance with NYCCRR 8 §145-2.2.

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

Before Being Certified for Payment

Semester	Must accrue this many credits	With at least this GPA
1st	0	0
2nd	6	1.5
3rd	15	1.8
4th	27	1.8

5th	39	2.0
6th	51	2.0
7th	66	2.0
8th	81	2.0
9th	96	2.0
10th	111	2.0

New York State SAP requirements also include the following criteria:

- Students must be registered for a minimum of 12 credits per semester.
- Students may not receive a New York State award for repeating a class that they have already successfully completed (i.e. the credits for a repeated class for which the student has already received a satisfactory grade will not count towards the full-time requirement).
- The standards that students must meet are dependent upon when they first received an award from NY State, as well as their remedial status.
- Students are evaluated according to their total TAP points received, including any awards received at previous institutions.
- Students must complete a minimum number of credits each term, as well as on a cumulative basis, to continue to receive TAP funding.
- Students who have accrued 60 credits are required to declare a major to maintain their TAP eligibility.
- Students must maintain a minimum grade point average (GPA) prior to being certified for a TAP payment. This average increases as students progress in payment points.
- All students must have a cumulative GPA of 2.0 or better after accumulating 24 or more payment points (e.g., four full time semesters).
- Students who are not making progress, and/or not meeting the "C" average requirement may request a one-time waiver if extenuating circumstances affected their academic performance.

Enhanced Tuition Awards (ETA)

Award recipients selected by New York State must meet the following criteria to remain eligible for ETA awards. Failure to meet these requirements will also result in the conversion of the state portion of your grant into a loan.

- Must meet annual income requirements (\$125,000 or below).
- Must earn a passing grade in your coursework.
- Must be registered for at least 12 credits in the Fall to receive the first payment and earn at least 30 credits by the end of Spring to receive the second payment.
- Must continue to meet New York State residency requirements.
- Students in an undergraduate program of study normally requiring five years (HEOP) are eligible to receive the award for five years. Students with disabilities under the ADA are allowed to attend on a part-time basis and their

awards will be prorated.

Student Loan Counseling

The University follows federal regulations 34 CFR 685.304 governing federal direct loan programs and 42 CFR Part 57 governing the HRSA health professions student loan program.

In accordance with these provisions, LIU manages the loan counseling process by identifying:

- students who require entrance and exit counseling
- methods by which the University communicates with students regarding entrance and exit counseling
- process by which students will receive counseling; and
- procedures to be followed by students who do not complete the loan counseling process

Verification of Financial Aid Information

There is a process for verifying application information and making corrections on a student's Free Application for Federal Student Aid (FAFSA) with the Department of Education's Central Processing System (CPS). The regulations in 34 CFR Part 668 Subpart E govern institutional verification of information submitted by applicants for federal student financial assistance.

In accordance with the provisions of Subpart E, LIU has established verification procedures that address the following:

- the time period within which an applicant must provide any documentation requested by the University
- the consequences of an applicant's failure to provide the requested documentation within the specified time period
- the method by which the University notifies an applicant of the results of its verification if, as a result of verification, the applicant's Expected Family Contribution (EFC) changes and results in a change in the amount of the applicant's assistance under the Title IV, Higher Education Act (HEA) programs
- the procedures the University will follow or the procedures the University will require an applicant to follow to correct FAFSA information determined to be in error; and
- the procedures the University will follow for making referrals to the Office of Inspector General.

Institutional Responsibility: The University must require an applicant whose FAFSA information is selected for verification to submit supporting documentation to verify specified data elements of the FAFSA, unless the applicant qualifies for a federal exclusion.

Applicant Responsibility: If the University requests documents or information from an applicant under this Subpart E, the applicant must provide the specified documents or information.

STUDENT LIFE

Long Island University is an exciting and vibrant community that provides students with opportunities to become engaged on-campus, make life-long friendships, explore professional and career interests, or enhance their leadership skills and complement their in-the-classroom experience.

Through the Division of Student Affairs and LIU Promise, students can participate in over 70 student organizations, join national fraternities and sororities, and attend over 1,000 events held each year. In addition, our robust Division I Athletic program is at the heart of Shark Nation. Residence halls also provide students the opportunity to live on campus while they complete their degree.

Students can be informed on various campus life programs and opportunities through EXPERIENCE | Shark Nation, the University's student engagement platform. To learn more, visit liu-post.presence.io/events.

Experience Shark Nation

Experience | Shark Nation is the University-wide student engagement platform. Powered by Presence, the engagement platform serves as the hub for student life and engagement at the University. Each student has access to Experience | Shark Nation and is encouraged to visit frequently for updates regarding campus events, programs, and activities. The platform is how students will join student organizations, learn about campus events, and mark their attendance using the Shark Points system.

In addition, a full listing of events is sent via email from LIU Promise each week that highlights the opportunities students can take advantage of and shares the student engagement calendar. To access the platform, visit www.liu.edu/campus-life.

Division I Athletics

LIU is home to an accomplished and proud Division I athletics program that represents Shark Nation. Fielding 38 athletic teams on two campuses, LIU's NCAA Division I program builds on a foundation of tradition and excellence. In LIU's history, its teams have a combined 24 national championships, 248 conference championships, and 380 All-Americans. For more information on Athletics, visit liuathletics.com.

Student Organizations

LIU seeks to educate, challenge, and cultivate students by providing services and promoting programs that encourage student involvement, and offer both personal and academic support for

student growth. With nearly 100 active student organizations, there is an opportunity for every student. Students may also start a new student organization by working with LIU Promise and the Student Government Association.

Students may participate in academic, social, media, leadership, and special interest organization. In addition, many honor societies recognize outstanding student accomplishments. For a full list of student organizations, visit www.liu.edu/campus-life.e.io/

Student Government Association

The Student Government Association is the representative body of all students at Long Island University. SGA serves as an outlet for student voices to be heard by working closely with the administration and faculty to enhance the overall campus experience. All members share the common goal of bettering the campus community.

SGA elections take place twice a year and include an executive board, class presidents, commuter senators, resident senators, transfer senators, international senators, and at-large senators to represent all students.

SGA has weekly general meetings that are open for all students to attend.

LIU Cares

LIU students give back to the local and global communities through service organizations, charity events, and social awareness initiatives throughout the year. The LIU Cares initiative connects our students, faculty and staff, and alumni to the power of service through volunteerism and community engagement. Students can support a cause that is important to them or join one of the many opportunities that already exist.

Students typically perform more than 150,000 service hours and fundraise thousands of dollars for various charities each year. For more information on service opportunities, contact liucares.org or visit LIU Promise.

Diversity, Equity and Inclusion

Long Island University is committed to inclusive excellence and a sense of belonging for all members of the University community. Our community is built upon a foundation of diversity, equity, inclusion, access, opportunity, innovation, confidence, trust, respect, caring, and relationship-building. The University's educates the country and the world, drawing students from over 67 countries. The University is recognized as a top 100 national university for social mobility (U.S. News and World Report Best Colleges, 2021).

Diversity, Equity, and Inclusion (DEI) at the University, is facilitated by the Chief Diversity Officer and is supported by a University-wide DEI committee and a student-run council on Diversity. Programs and initiatives are held throughout the year to fulfil the University's mission. Visit the DEI page at www.liu.edu/diversity-equity-and-inclusion to become engaged.

Residential Life

Resident students are part of an exciting college community that attracts students from all over the world. Residence halls are tailored to individual needs, from honors college housing to semi-private suites. Living on campus allows students to become totally immersed in college life. Students will enjoy the freedom of living on their own while meeting new people and making lasting friendships. For more information, visit www.liu.edu/campus-life/residence-life.

Living at LIU offers:

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

Residence Halls

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

Campus Recreation and Intramurals

University Recreation and Intramurals serves as an integral part of campus life. University Recreation provides engaging programs and state-of-the-art facilities and equipment to enrich the student experience and foster a lifetime appreciation of and involvement in wellness and recreational sports. Campus Recreation offers student and community membership, open gym and pool

hours, access to the fitness center, opportunities for club sports and intramural events, and health and wellness programs for students. To learn more about University Recreation, visit www.liu.edu/university-recreation.

Student Code of Conduct

Long Island University students are expected to abide by the five principles of the Student Code of Conduct: respect for oneself, respect for others, respect for property, respect for authority, and honesty. Students who violate the policies of Long Island University may be subject to appropriate disciplinary action.

Student Affairs, through designated hearing officers, oversees the enforcement of the Student Code of Conduct. The University recognizes that disciplinary jurisdiction may extend to off-campus activities. The University has the discretion to exercise jurisdiction over off-campus behavior if it: 1) adversely affects the health, safety, or security of any member of the University community; or 2) adversely affects the interests of the University.

In determining whether to exercise off-campus jurisdiction, the University will consider the seriousness of the alleged harm, the risk of harm involved, whether the victim(s) are members of the University community or whether the off-campus conduct is part of a series of actions which occurred both on and off campus.

Students are accountable for adhering to all regulations in the LIU Student Handbooks. As noted under item "U", 'Violation of University policies' in "Respect for Authority" below, students must understand that they are subject to "all policies communicated elsewhere in this Handbook, University publications, verbal directives by University officials or as posted by any department."

Students enrolled in specific schools or colleges may be subject to the code of conduct established within that school or college and as overseen by the academic dean or an applicable accreditation body. If there is a conflict the more restrictive code applies.

To read the full Student Code of Conduct, please see the LIU Student Handbook or visit www.liu.edu/policy.

FACILITIES

3D Simulation Laboratory

Long Island University's new 3D simulation laboratory featuring Dassault Systèmes' 3DEXPERIENCE platform is available for student use in multiple programs. The facility will allow students to utilize the revolutionary platform for design and research projects. The Dassault Systèmes technology is a key component to LIU's artificial intelligence, computer science and healthcare degree programs and provides students in various fields of study the opportunity to engage in real-world solutions through digital simulations.

Benjamin and Elizabeth Abrams Communication Center

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

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

Career Bar

Located in Hillwood Commons, the Career Bar offers a central location for students to access computers, print, and study. The Career Bar serves as the host for many Career Success workshops and events throughout the academic year.

Dining and Food Service

Aramark is the official food service and dining provider for Long Island University. Foodservice is provided at several locations throughout the campus. Food may be purchased using meal plans, credit cards, or cash.

To view food options, locations, and hours of operations, students should visit, <https://liu.campusdish.com>

Esports Arena

The Esports Arena is a state-of-the-art facility that houses the University's Division I Esports program. The arena, located in Hillwood Commons, has been recognized as one of the top facilities in the region. The 2,400 square foot

venue is equipped with over 30 computer stations, large-screen viewing televisions, gaming stations, and custom game-day lighting.

Gold Coast Cinema

The Gold Coast Cinema is located in Hillwood Commons and is a 250+ seat venue. The Cinema hosts the Gold Coast Cinema series that provides free movie screenings for students each week. In addition, the Gold Coast Cinema serves as programming and events space for students, faculty, and staff.

Hillwood Commons

Hillwood Commons is the student and community hub of LIU Post. The Commons features multiple dining options, Blue Fit Peloton Studio, Fraternity and Sorority Life Pavillion Center, Bookstore, ESports Arena, Multicultural Student Lounge, and various student-run businesses. Hillwood is also home to LIU Promise and the Dean of Students. The Commons is open seven days a week, from 8:30 a.m. to midnight. If you have any questions, please contact the Campus Concierge at 516-299-2800.

Interprofessional Simulation Center

Interprofessional Simulation Center (ISC) is a state of the art patient simulation center designed to improve health outcomes by providing programs that promote and enhance safe, quality healthcare through clinical competence, teamwork, and interprofessional collaboration.

The ISC occupies a vital role in enhancing students' preparedness to practice through an experiential and collaborative approach to learning, including simulation that combines faculty-directed and independent learning. In addition, the ISC supports interdisciplinary and translational research to add to the body of knowledge on simulation, practice, technology, quality, and safety in the workplace. Using state of the art simulation equipment, students learn proper techniques, refine interprofessional skills, and build confidence in their abilities.

Speech and Hearing Center

The Speech and Hearing Center, located in the lower level of Post Hall, has the dual mission of assisting those with communication and related disorders by offering a full range of diagnostic and therapeutic services for infants, children, and adults and training graduate students in communication sciences and disorders. All services are provided by supervisors with years of experience and graduate clinicians, both working together to provide quality care that family

members can observe.

Pratt Fitness and Recreation Center

The Pratt Fitness and Recreation Center provides LIU students with a modern fitness facility where they can exercise, play, compete or work out. From high-action basketball games to leisurely laps in an eight-lane swimming pool, the Pratt Fitness and Recreation Center is outfitted for a variety of recreational, intramural, and competitive activities and sports. The center is home to an elevated running track, an 8-lane swimming pool, racquetball courts, and a gymnasium that features basketball and volleyball courts with seating for 3,000.

The fitness area features free weights and state-of-the-art exercise equipment, including, treadmills, stationary bicycles, and arc trainers. A multipurpose room houses classes in aerobics, dance, and exercise. The Pratt Fitness and Recreation Center is conveniently located in the athletics complex, next to the football field and field house. It is open on days, evenings, and weekends. For more information visit the website at www.liu.edu/university-recreation.

Psychological Services Center

The Clinical Psychology Doctoral Program operates the Psychological Services Center (PSC). The PSC is an independent community mental health facility whose purpose is to provide low-cost psychological services to the community and to serve as a training facility for graduate students in the doctoral program.

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

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

Tilles Center for the Performing Arts

Tilles Center for the Performing Arts provides LIU Post with an internationally recognized venue for great performances, featuring the most important classical and popular artists of our time. The concert hall is the Long Island home to many of the world's finest performers, ensembles, Broadway tours, and comedians. Tilles Center

presents nearly 70 performances annually. LIU students receive substantial discounts on many Tilles Center events. The Box Office can provide current schedules and prices at 516-299-3100 or www.tillescenter.org.

Trading Floor

Featuring Bloomberg Terminals, the global benchmark for financial data and analysis, the Trading Floor gives students the tools to analyze financial markets, assess economic scenarios and interpret the key news developments that impact the global economy. All students in the school are encouraged to get Bloomberg Certified, a credential that can give them an advantage in the competitive job market.

Winnick Student Center

The Arnold S. Winnick Student Center, located in the Residential Quad, contains a modern food court with an “all-you-care-to-eat” menu offering meal choices ranging from home cooking to gluten-free, vegan, vegetarian, and other health-conscious meals. Also located in Winnick Center are: the Gold Coast Room, for large banquets; the Shark Bite; and, a student convenience store. The building is named for the father of LIU alumnus Gary Winnick.

STUDENT SERVICES AND RESOURCES

Student Affairs

Student Affairs is a collaborative and innovative unit dedicated to providing a highly individualized holistic student support and education that fosters student success, retention, and persistence; cultivates a community of belonging; encourages life-long learning; and develops global citizenship and future leaders. Student Affairs is comprised of several student support services including LIU Promise, Enrollment Services, the Learning Center, and the Center for Healthy Living. In addition, Student Affairs coordinates several key programs including, Commencement and Parent and Family Programs.

Student Affairs is led by the Dean of Students that can be reached at deanofstudents@liu.edu.

Student Success

Student Success Coaching is housed in LIU Promise and Enrollment Services. Student Success is our commitment to ensuring students have the right tools, guidance, and support to achieve their goals. When students apply to LIU, they will be assigned a Success Coach who will be there for them through graduation. The coach will be the point of contact for everything they need—from academic and career counseling to campus activities to financial aid. It's our promise to help each student chart their success! To learn more about Student Success, visit www.liu.edu/student-success.

Success Coaches will work with students one-on-one to:

- Fast-track the enrollment process
- Help them select the right major
- Find the right scholarships for them
- Construct a financial plan to fund their education
- Introduce them to our vibrant campus life
- Identify internships and study-abroad opportunities
- Launch their career, connecting them with employers before graduation

The Learning Center

The Learning Center is committed to helping Long Island University students achieve academic success. The Center provides a full range of support services, educational strategies, and opportunities to achieve their personal, academic, and professional goals.

Services include:

- Tutoring Program
- Writing Center

- Academic Success Workshops
- Disability Support Services
- Veteran Services

Learning Center resources are offered free for all LIU students during the academic year. The Center works collaboratively with each student and their success coach to ensure successful academic progress towards completing their LIU degree. The Center also collaborates with academic faculty, LIU Promise, the Center for Healthy Living, and other University departments to maximize each student's support. The Learning Center is conveniently located in the Library, an important tool for student success and learning at Long Island University.

To learn more about the Learning Center, visit liu.edu/student-success/learning-center.

Disability Support Services

Disability Support Services (DSS)

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

Policy for Students with Disabilities

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

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

Accommodations

Academic accommodations are provided to students with disabilities by their individual professors within the academic departments. Accommodations will be made by other campus departments as required for non-academic matters.

Accommodations will be considered reasonable when they do not fundamentally alter the nature of a program, course, or service or present an undue administrative burden on the university. Students requesting accommodations are required to submit documentation to verify eligibility under the Americans with Disabilities Act, As Amended, and Section 504 of the Rehabilitation Act of 1973. Appropriate documentation of the disability must be provided so that DSS can: 1) determine the student's eligibility for accommodation; and 2) if the student is eligible, evaluate appropriate academic and/or non-academic accommodations. Disability documentation must include a written evaluation from a physician, psychologist, or other qualified specialists that establish the nature and extent of the disability and includes the basis for the diagnosis and the dates of testing. The documentation must establish the current need for accommodation.

Determining Eligibility

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

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

Denial of Accommodations

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

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

Student Appeal

A student who disagrees with the Learning Center determination of eligibility or accommodation is

encouraged to meet with an administrator to resolve the matter informally. Students may appeal the denial of the DSS determination to the dean of students.

Student Veterans Resource Center

Long Island University has a proud and distinguished history of serving its nation's military veterans, active duty service members, and their families. The Long Island University Student Veterans Resource Center (SVRC), facilitated by the Learning Center, provides the resources that veterans need to pursue their education while balancing the demands of life both inside and outside the classroom.

For additional information and resources for veterans, please visit the Student Veterans Resource Center (SVRC) in Hillwood Commons, Room 260. The Veterans School Certifying Official can be reached at 516-299-1200 or by email at studentaffairs@liu.edu. To learn more about Veteran Services, visit <https://liu.edu/student-success/learning-center/veteranservices>.

International Student Services

The University is home to international students from countries around the globe. Student Affairs is committed to providing a supportive and exceptional student experience for all international students. International Student Services, housed within Enrollment Services, coordinates international student orientation, programming, and resources. The Primary Designated School Official (PDSO) and Designated School Officials (DSOs) work with each international student on all immigration and related matters during their time enrolled as a student. These staff members are also a source of reference for international students on F-1, M-1, and J-1 visas.

To view a copy of the International Student Handbook for information on maintaining F-1 Visa status, visit liu.edu/student-success.

Career Success

Preparation for jobs and internships begins as soon as a student starts at the University. Students will work with their success coach to build their resume, practice job, and interview skills, and apply for various opportunities. LIU Promise holds dozens of career-related workshops each semester and hosts Career Weeks that provide individual appointments with coaches to review resumes, cover letters, and LinkedIn Profiles.

As part of student success coaching, students will complete the following with their coach:

- Explore majors and career options
- Plan your curriculum
- Prepare for the job search
- Write résumés and cover letters
- Identify internships and jobs in your field
- Build a network and find mentors
- Research and apply for graduate school

Handshake

Students are encouraged to utilize Handshake, the University's job and internship portal. Students have access to thousands of positions, can upload their resumes, and begin their career search while at LIU. Each student automatically has an account and can log in using their MyLIU credentials.

Big Interview

The University's Big Interview platform provides students with the tools to conduct video interviewing to prepare for jobs and internships.

Big Interview introduces students to essential life skills needed to excel in the interview process including, communication skills, self-confidence, negotiation, and other vital workplace-readiness competencies.

To access all Career Success resources, visit liu.edu/career-success.

Bookstore

The Official Bookstore of Long Island University is powered by Barnes and Noble. The University Bookstore is conveniently located on campus where students can purchase or rent their textbooks. In addition, the store carries Long Island University and Shark Nation apparel, gifts, accessories, supplies, and electronics.

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

Visit the bookstore at liunet.bncollege.com.

Public Safety

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

The Public Safety Department administers a comprehensive public safety program, including traffic enforcement, crime prevention programs,

fire prevention exercises, escort services, an emergency alert system, and a network of sirens and loudspeakers in the event of outdoor emergencies. The Department of Public Safety works closely with the Old Brookville and Old Westbury Police Departments, Roslyn Fire Department, and the Nassau County Office of Emergency Management to ensure the safety of the campus community. In addition, the department models its security procedures by the guidelines of the United States Department of Homeland Security.

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

Annual Campus Security Report

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

www.liu.edu/Post/PublicSafety. You can also obtain a PDF copy of the Annual Security and Fire Report by accessing the following website: www.liu.edu/Post/PublicSafety. A hard copy will be mailed within ten (10) days of the request.

The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education.

Emergency Management

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

Twitter accounts.

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

Information Technology

Information Technology's (IT) role includes academic and administrative computing services that facilitate and fosters technology innovations across the institution - moving the university ahead of the technology curve to build a competitive edge in higher education and to offer modern tools to our students, faculty, staff members and administrators.

The Office of Information Technology is responsible for managing all aspects of the university's information technology operations, including academic and administrative systems and computing, databases, dashboards, networking, audiovisual, video and telecommunications infrastructure, academic computer labs, and smart classroom spaces. IT provides facilities technical support to campus residence halls and special off-campus programs. IT also maintains the campus' security camera systems, cafeteria and retail space cash registers, campus videoconferencing and campus plasma displays, electronic and web signage.

Information Technology also provides oversight for university-wide information systems, compliance, and security in accordance with policies set forth by University Counsel. Information Technology collaborates with Academic Affairs to implement a unified, comprehensive learning management system and online education initiatives. Information Technology also manages business process improvement initiatives across the university. Each residential campus has a fully-staffed Information Technology helpdesk centralized through Browse, LIU's technology store.

Instructional Technology Centers

LIU's Instructional Technology Resource centers promote excellence in teaching throughout the university. This includes face-to-face, online, and blended settings. Our mission is to provide pedagogical support for every situation across campus. The instructional design team provides faculty training on a wide variety of pedagogical issues, curriculum design consultation, and one-on-one support for anyone looking to build or improve outstanding courses. Also, the staff is available to facilitate the utilization of the e-learning management system along with other teaching and learning tools. We also collaborate with administrative offices to create an exceptional

teaching and learning environment at LIU.

My LIU

MyLIU is the university's portal that provides students with convenient access to information about their records. By logging into <https://My.LIU.edu>, students may view the schedule of classes, register for courses, obtain their grades, and request transcripts. They may also view financial aid awards, billing information, make online payments, accept and decline Federal Loans and Federal College Work-Study, and make an appointment to see counselors.

Student Email

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

Helpdesk Support

If you have any questions regarding your technology support services at LIU or have a request requiring helpdesk support, please contact visit <https://it.liu.edu>.

Alumni Engagement

Long Island University has an active network of over 285,000 alumni across the globe. Whether students graduate from Brooklyn, Post, or the regional campuses in Riverhead and Hudson, to the former Southampton campus, the Alumni and Employer Engagement Team continue to support LIU students after their graduation. Find out more regarding Alumni and Employer Engagement and alumni benefits by visiting liu.edu/alumni.

ACADEMIC HONOR SOCIETIES

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

Purpose: The Society is named for the Greek letters equivalent to the first letters of *Allied Health*, which were *Alpha Eta*. There are currently over 25,000 members with over 80 National Chapters, LIU Post being the 84th. The active membership consists of candidates for an associate, baccalaureate, or graduate degree in an allied health program, candidates for post-degree certificates in allied health programs, faculty in allied health programs, and alumni of the programs.

Eligibility:

1. IV.2B Graduate Degree Candidates: Those graduate students who are enrolled in Allied Health programs leading to graduate degrees and:
 - are in their last year of enrollment in an Allied Health graduate program (see Article III.1.2).
 - have maintained an overall scholarship average of 3.8 or better (on a 4 point scale) while enrolled in the program.
 - have shown a capacity for leadership and achievement (*i.e.*, promise for the profession) in their chosen Allied Health field.
 - have been recommended by members and approved by the dean of the Allied Health unit or their equivalent.
2. IV.2C Certificate Candidates: Those students who are enrolled in a program leading to a certificate of professional competency in an Allied Health program who:
 - are in their last year of enrollment in an Allied Health post-degree certificate program (see Article III.1.2).

Alpha Phi Sigma – Criminal Justice (Epsilon Beta Chapter)

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

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

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

Purpose: The primary objective of Beta Alpha Psi is to encourage and give recognition to scholastic and professional excellence in the business information field. This includes promoting the study and practice of accounting, finance, and information systems; providing opportunities for

self-development, service, and association among members and practicing professionals; and encouraging a sense of ethical, social, and public responsibility.

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

Chi Sigma Iota – Counseling

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

Eligibility: Students who have completed a minimum of 12 credits and have attained a Grade Point Average (GPA) of 3.5 and above, demonstrate evidence of leadership qualities, are active members of one or more of the professional associations (e.g., ACA, AMHCA), and are recommended by a full time faculty member are eligible to become members of Chi Sigma Iota. Students can obtain an application and more information on CSI and the local chapter by contacting the CSI faculty coordinator Dr. Paul Ciborowski at paul.ciborowski@liu.edu or Dr. Jonathan Procter at jonathan.procter@liu.edu.

Phi Alpha Theta – History

Purpose: Phi Alpha Theta is the national history honor society, created in 1921, to promote the study of history through the encouragement of research, teaching, publication, and the exchange of learning and ideas among historians. It brings students, teachers, and writers of history together both intellectually and socially and encourages historical research and publication. Membership includes a one-year subscription to the distinguished academic journal, *The Historian*, invitation to participate in regional and national conventions, as well as special programs.

Eligibility: Undergraduate students must complete

at least 12 credits in history at LIU Post, with a GPA above 3.0 in history and no grades below a B. Graduate students must complete 12 credits in history at LIU Post, with a GPA of at least 3.5 and no grades below a B. For more information, call 516-299-2408.

Phi Delta Kappa - Education

Purpose: Phi Delta Kappa (PDK) was founded in 1906 and is the premier professional association for educators with chapters around the world. PDK is dedicated to fostering leadership, research, and service in education. The Phi Delta Kappa Chapter 1524 was founded on the LIU Post Campus in 1986. It holds free programs open to undergraduate and graduate students, educators, administrators, higher education faculty, and those interested in education. These meetings include speakers and activities designed to further the aims of PDK and enrich all participants. Phi Delta Kappa Chapter 1524 actively engages our students in educational pursuits that are needed in today's educational landscape.

Eligibility: All, undergraduate and graduate, education students are encouraged to become members of PDK Chapter 1524. Students can obtain an application and additional information regarding PDK and the local LIU Post chapter via email at: Roberta.Levitt@liu.edu. *Phi Delta Kappa Chapter 1524 at LIU Post is now a SED-approved sponsor of Continuing Teacher and Leader Education (CTLE). This designation means that participants can apply their time at our workshops towards their required CTLE hours. A Registered holder of a professional classroom teaching certificate, educational leadership certificate, or Level III teaching assistant certificate is required to successfully complete 100 clock hours of acceptable CTLE during the registration period if they practice in an NYS school district or BOCES. The CTLE requirement may be completed at any time during the registration period.*

Pi Gamma Mu – Social Sciences

Purpose: The purpose of Pi Gamma Mu is to improve scholarship in the social sciences and to achieve synthesis therein; to inspire social service to humanity by an intelligent approach to the solution of social problems; to engender sympathy toward others with different opinions and institutions by a better mutual understanding; and to supplement and to support, but not to supplant, existing social science organizations by promoting sociability and attendance at meetings.

Eligibility: Any person of good moral character who is, or was, an officer, member of the teaching staff, alumnus, graduate student, senior or junior in college, university, or other institution of higher learning, where there is a chapter of Pi Gamma Mu, may be elected to membership by a majority vote of the chapter under the supervision of chapter faculty members or by a committee of chapter faculty members. Such a person must have had at least 20 semester hours of social science

with an average grade therein of not less than B or 85 percent and has further distinguished himself in the social sciences. Only students in the upper 35 percent of their class may be admitted to society. For further information, call 516-299-2408.

Pi Sigma Alpha – Political Science

Purpose: Pi Sigma Alpha is the National Honor Society for Political Science. Its purpose is to stimulate productive scholarship and intelligent interest in the subject of government among men and women students at institutions of higher learning in which chapters are maintained.

Eligibility: Juniors, seniors, and graduate students meeting the following criteria are eligible for induction: 1) a minimum cumulative average of 3.5; 2) completion of at least 15 credits of political science coursework; 3) a minimum average of 3.75 in political science; and 4) successful review by departmental faculty. For further information, call 516-299-2407.

Psi Chi – Psychology

Purpose: To advance the science of psychology; and to encourage, stimulate and maintain scholarship of the individual members in all fields.

International Eligibility: For active student membership, the student must be enrolled in an accredited college or university, and must have completed 12 quarter (eight semester) hours of psychology, or nine quarter (six semester) hours and be registered for at least three quarter (2 semester) hours of psychology in addition, or equivalent credits in psychology. They must be registered for major or minor standing in psychology, or for a program in psychology, which is equivalent to such standing.

Undergraduate students must rank no lower than the highest 35 percent of their class in general scholarship; graduate students must have an average grade of B in all graduate courses. All must have the vote of three-fourths of those present at a regular meeting of the chapter.

Eligibility: In addition to the international requirements, undergraduate students wishing to join the LIU Post chapter must have a minimum psychology GPA of 3.50, a minimum overall GPA of 3.00, and must have completed both PSY 53 (Statistics) and PSY 21 (Experimental Psychology I). Graduate students must have an overall GPA of 3.50. For further information please contact the Psychology Department at 516-299-2377.

LIBRARY

The LIU Libraries serve a combined total of over 15,000 students, more than 500 full-time faculty members, and over 1,000 part-time faculty across residential and regional campuses, as well as the university's international sites. 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 338,000 online journals, 230 online databases, 287,000 electronic books, and 17,700 files of streaming media.

Collectively, the university's libraries house approximately 627,000 print books and more than 13,600 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, but not available at a particular campus, can be requested through LIUCAT and supplied via LIU's intralibrary loan service. Items not available at the LIU libraries can be obtained through interlibrary loans and sent to the campus or delivered electronically. In addition, the LIU Libraries administer the Digital Commons @ LIU, an open-access online repository that preserves, promotes, and disseminates the academic work of LIU students and faculty.

As the intellectual center of each campus, the LIU Libraries prepare LIU students for academic success, lifelong learning, and being responsible global citizens. The LIU Libraries are committed to supporting the mission of the University, and to learning and inquiry, as well as the creation of new knowledge and its dissemination.

The LIU Libraries provide a reference, instruction, research, circulation, reserves, and interlibrary loan services. The LIU Libraries have computers for student use, wireless access, a variety of seating options, including individual study carrels, quiet and group study space, and copy and scanning facilities. These computers and other computers in the library are also equipped with productivity software such as word processing, spreadsheet, and presentation programs. The university's libraries also have instructional labs, equipped with computers that provide access to databases, the library catalog, and the Internet as well as up-to-date word processing, spreadsheet, presentation, and database programs. Printing and scanning facilities are available for student use.

Archives and Special Collections are available at the LIU Brooklyn and LIU Post libraries. Highlights of the Special Collections at the LIU Brooklyn Library include the Artist Books Collection, the New York African Society for Mutual Relief Collection, the Robert C. Weinberg Collection, and the Seawanhaka Student Newspaper Collection. The LIU Post Library houses more than 30 distinguished rare book collections and 75 major archival collections. Highlights include the pre-eminent American Juvenile Collection; the Archives of LIU and LIU Post; the Original Movie Poster Research Collection; Theodore Roosevelt Association Collection and Cedar Swamp Historical Society Collection (Long Island); the Eugene and Carlotta O'Neill Personal Library; and the Winthrop Palmer Collection: French & Irish Literature. The Digital Initiatives (DI)/Art Image Collection at the LIU Post Library has a collection of slides in multiple formats, and a growing collection of digital images, including the William Randolph Hearst Archive.

The LIU Libraries also have a media collection at each campus library. The multimedia collections and media equipment are available to support curricular needs. The Instructional Media Center (IMC) is the multimedia resource center and the K-12 curriculum center for LIU Post. In addition, the LIU Brooklyn Library's Cyber Lab, a "green" lab, its "smart" instructional labs, and the LIU Post Library's Instructional Lab.

The LIU Libraries provide remote access 24/7 and offer specialized tools such as Journal Finder and LibGuides to support the teaching, learning, and research requirements of the faculty and students. In addition, the university's libraries are members of several consortia, providing additional resources and services to LIU users.

In addition to information literacy classes and curriculum-integrated instruction, the LIU Libraries provide a wide range of reference services including drop-in, telephone, email, chat, and text reference services. Research consultations by appointment are also available to users. Library faculty and staff are available to help students and faculty with reference questions and research strategies.

SCHOOL OF VISUAL ARTS

Dedicated to rigorous professional training, the School of Visual Arts & Digital Technologies prepares graduate students for careers in many of today's fastest-growing visual, print, digital, and broadcast industries. The School's individual degree programs offer unique programs of study and opportunities to engage in a multitude of artistic mediums.

Today's creatives must be aware of market trends in order to remain on the cutting edge of innovation while being able to apply aesthetic solutions to enhance the value of a product or service. From concept to completion, our students engage in making high-quality content every day. It is a creative act, to be sure, but it also requires technical skill, collaboration, organization, communication, critical analysis, and a healthy dose of problem-solving. These skills, alongside and in concert with specific disciplinary expertise, allow students to develop the professional content that we all want, need, and expect today and for years to come.

DEPARTMENT OF ART, DESIGN AND GAME DEVELOPMENT

The Department of Art, Design and Game Development offers the M.A. in Clinical Art Therapy and Counseling. The graduate art program is conceived and structured to provide the student with rigorous preparation and the opportunity to qualify for licensure as an Art Therapist.

Our master's degree program is designed for serious, talented students who desire a strong liberal arts background and the cultural advantages that only a private university can offer. Renowned practicing therapists, educators, and artists conduct lectures, critiques and seminars, and every student has access to numerous art studios, state-of-the-art imaging, student exhibition galleries, and the university's permanent collection and ongoing new exhibitions in the Steinberg Museum of Art. You will take full advantage of LIU Post's proximity to New York City's wealth of creative resources.

M.A. in Clinical Art Therapy and Counseling

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

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

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

- Application for Admission.
- Application fee: non-refundable
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Bachelor's degree from an accredited school with at least a 3.0 cumulative grade point average. The candidate must have fulfilled the prerequisite of 12 credits in psychology and a minimum of 18 credits in studio art. A portfolio evaluation, student profile with a statement of philosophy, submission of an APA/MLA research paper, personal interview with the director of the Art Therapy program, and attendance to a graduate art therapy class is required. Students who do not meet the minimum grade point average (3.00) or who are in need of prerequisites may be accepted on a limited matriculation basis. The student with serious deficiencies in preparation, but holds promise as a student, may be given non-matriculated status with the one-year probationary review. All limited matriculated students have one year to complete the requirements for full matriculation. See the director of the art therapy program for further information.
- Portfolio evaluation, student profile with a statement of philosophy, and an interview with the director of the Art Therapy program are required. Students who do not meet the minimum grade point average (3.0) or who are in need of prerequisites may be accepted on a limited matriculation basis. The student with serious deficiencies in preparation, but holds promise as a student, may be given non-matriculated status with the one-year probationary review. All limited matriculated students have one year to complete the requirements for full matriculation. See the director of the art therapy program for further information.
- A portfolio, evaluated by the Art Therapy Department faculty, is required for admission and is the substitution for the Graduate Record Examination. The portfolio must be submitted to the Art Department Graduate Studies Office

and should contain 15 to 20 samples of your most recent work and a numbered inventory list. Samples can be either original work or jpeg images on a flash drive.

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

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

Graduate Admissions
LIU Post
720 Northern Blvd.
Brookville, NY 11548-1300

The portfolio should be mailed to:

(Please include your name, phone number, and email address as well as the Program of Study and Degree applying for on portfolio)
Art Department Graduate Studies Office
LIU Post Campus
Long Island University
720 Northern Boulevard
Brookville, N.Y. 11548-1300
Phone: 516-299-2935
Email: post-arttherapy@liu.edu

Clinical Art Therapy and Counseling M.A. Requirements

[Program Code: 36442]

Required Art Therapy Courses

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

ARTH 615	Internship II: Supervision Seminar	3.00
ARTH 616	Clinical Projectives and Art-Based Assessments	3.00
ARTH 706	Research Methods	3.00
PSY	Elective/Counseling Elective	3.00

Required Counseling Courses

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

Any one graduate-level course: ARTH 617; ARTH elective

ARTH 617	Art Therapy International Social Action	3.00
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or ARTH elective

Or One of the following EDC courses:

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

Required Thesis Courses

ARTH 707	Thesis Research	3.00
ARTH 708	Thesis	3.00

Art Electives- 3 credits

Courses that are being used to satisfy major.

Credit Requirements

Minimum Required Credits: 60

Art Department Courses

ART 590 Graduate Projects

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

Credits: 3

Every Semester

ART 591 Graduate Projects

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

Credits: 3

Every Fall and Spring

ART 598A Figure Painting with Mixed Media

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

Credits: 3

Every Summer

ART 600J Raku Ceramics

This workshop will explore a range of firing methods to broaden the artist's or teacher's creative expression in clay. Students will be encouraged to create works that embrace an aesthetic of simplicity, spontaneity and raw beauty. Raku firings and guest artists will contribute to a sense of community and creative exchange.

Credits: 3

Every Summer

ART 642 New Media In Art

This course introduces students to the use of electronic media in studio arts. Through both a hands-on and an analytical approach, students create works using video, computer, sound and light as tools. These media are developed in conjunction with the student's prior interest (photo, sculpture, installation and performance art). The critical dialogue surrounding the use of various media are addressed through readings and the viewing of films and videos. Emphasis is placed on

the relationship between individual art practice and its implications for social and aesthetic issues.

Credits: 3

Every Fall

ART 660 Philosophy of Art Education

This course is the study of past and current philosophies of art education including the work of Pestalozzi, Froebel, Dewey, Lowenfeld, D'Amico, Eisner, Gardner and others. Students have the opportunity to compare current literature to the work of past generations in art education in order to construct strategies for teaching art in the schools.

Credits: 3

Every Fall

ART 661 Elementary Art Education Studio Workshop

This course is an examination of the value and function of art education as it relates to the artistic development of children through early adolescence. Students experiment with a variety of studio methods, strategies, and techniques in teaching and assessing the visual arts and develop original curriculum materials.

Prerequisite of ART 660 is required.

Credits: 3

Every Spring

ART 690 Advanced Graduate Projects

This course focuses on art studio projects in a specialized area. Students select a project of special interest after consultation with the chairperson of the Art Department or graduate art advisor. Special permission must be secured before registering for the course.

Credits: 3

Every Semester

ARTH 600 Theories in Art Therapy & Counseling

This course covers diverse psychological theories as they relate to the field of art therapy. Students will develop skills to identify and describe how important characteristics of art therapy and counseling theories inform clinical practice within the field, including symbolism, creativity and metaphor. This course will help students gain an awareness of the cultural and social implications of applying theoretical foundations to therapeutic practice.

Credits: 3

Every Fall

ARTH 602 Drawing, Painting and Sculpture for the Art Therapist - Studio

This course covers a variety of art therapy materials for drawing, painting and sculpture with an emphasis upon the clinical properties of each media. Students will develop skills to apply knowledge of art therapy techniques and media to art therapy practice, including understanding of safety, psychological properties, materials selection, appropriate strategies and interventions. This course

will help students gain awareness of the social and cultural impacts of art therapy materials and media.

Credits: 3

Every Spring

ARTH 603 Multicultural Art Therapy & Counseling

This course covers the theoretical and clinical issues related to art therapy and diverse populations. Students will develop skills to apply principles of intercultural competencies to develop effective and appropriate therapeutic relationships with clients. The course will help students gain awareness of the impacts of racial, ethical and political biases inherent in society at large and, more specifically, in the mental health field.

Prerequisites of ARTH 600, 605, 607 and 609 are required.

Credits: 3

Every Summer

ARTH 605 History and Philosophy of Art Therapy

This course covers the historical evolution of the art therapy profession, from its roots in psychoanalytic practice to its present-day applications. Students will develop skills to identify major contributors and contributions that shaped the field of art therapy. This course will help students gain an understanding of how to apply the historical antecedents in the context of the ongoing conceptual development of the art therapy profession.

Credits: 3

Every Fall

ARTH 607 Group Techniques in Art Therapy & Counseling

This course covers principles of group dynamics, therapeutic factors, member roles and behaviors, leadership styles and approaches, selection criteria, art-based communication and short- and long-term group processes. These topics will be taught through theoretical and experiential learning. Students will develop skills to become effective art therapy group leaders in a variety of settings.

Prerequisites of ARTH 600 and 605 are required.

Credits: 3

Every Spring

ARTH 609 Theories in Child/Adolescent Art Therapy & Counseling

This course is an overview of the theories of artistic development, principles and practices of art therapy as an assessment as well as learning and treatment modalities for children and adolescents. These topics will be taught through a variety of clinical case examples, reflective readings and writings, research project, art experientials and presentation. This course will help students practice cultural and social sensitivity to each client's unique background as well as individualized intervention.

Prerequisites of ARTH 600 and 605 are required.

Credits: 3

Every Spring

ARTH 611 Family Art Therapy & Family Counseling

This course covers major family systems theories and their applications to family art therapy treatment. Students will develop skills to identify the differences in varied theoretical approaches to family system theory and also to create artistic interventions that embrace the family art therapy evaluative process. This course will help students gain awareness of their own personal, cultural background and how that affects their value systems, behavior, art making, artistic values and personal biases within their own family.

Prerequisites of ARTH 600, 605, 607, 609, and 616 are required.

Credits: 3

Every Fall

ARTH 614 Internship I: Supervision Seminar

This course consists of in-depth field experience under the direct supervision of a registered art therapist. Students will need to complete required 350 hours on site. Students will develop skills to establish art therapy treatment goals, complete clinical documentation and apply decision-making models and legal principles to ethical dilemmas. This course will help students gain awareness of the impact of personal and professional development through supervision and self-care practices appropriate to the art therapist professional role.

Pre requisites: ARTH 600, 605, 607, 609, and 616

Credits: 3

Every Semester

ARTH 615 Internship II: Supervision Seminar

This consists of in-depth field experience under the direct supervision of a registered art therapist. Students will need to complete required 350 hours on site. Students will develop skills to establish art therapy treatment goals, complete clinical documentation, and apply decision-making models and legal principles to ethical dilemmas. This course will help students gain awareness of the impact of personal and professional development through supervision and self-care practices appropriate to the art therapist professional role.

Prerequisites of ARTH 600, 605, 607, 609, and 616 are required.

Credits: 3

Every Semester

ARTH 616 Clinical Projectives and Art-Based Assessments

This course covers a variety of art-based assessments with in-depth exploration of drawing, painting and sculpture for their diagnostic and clinical value. Students will develop skills to administer, score and analyze clinical projective art therapy assessments. This course will help students to gain awareness of ethical, cultural and legal considerations when selecting, conducting and interpreting art therapy assessments.

Prerequisites of ARTH 600 and 605 are required.

Credits: 3

Every Spring

ARTH 620 Mental Images in Psychotherapy: The Theory & Practice of Eidetic Psychotherapy

Mental Imagery can be emotionally more powerful and revealing than words. This course focuses on the presence and use of mental images of the parents, the family, and the self in Eidetic Psychotherapy and discusses these in relation to psychodynamic, humanistic, cognitivebehavioral and expressive therapy approaches. Theoretical orientations to mental imagery and application of imagery techniques used in the clinical setting will be explored.

Credits: 3

On Occasion

ARTH 706 Research Methods

This course is an overview of research paradigms and different research frameworks within the field of clinical art therapy. Students will develop skills to formulate a thesis research topic, formulate an effective research design and conduct a clinically-based research study. This course will help students gain understanding of important ethical, legal and cultural considerations in art therapy research.

Pre requisites: ARTH 600, 605, 607, 609, and 616

Credits: 3

Every Summer

ARTH 708 Thesis

This course covers the following topics: collecting data, analyzing data and identifying research findings and implications. Students will develop skills to conduct effective and ethical art therapy research projects. This course will help students gain understanding of the basic steps required to design, conduct and present an innovative art therapy research study.

Prerequisite of ARTH707 is required.

Credits: 3

Every Semester

COLLEGE OF EDUCATION, INFORMATION, AND TECHNOLOGY

The College of Education, Information and Technology (CEIT) offers undergraduate and graduate degrees, including doctoral programs, in teacher education (early childhood education, elementary education, adolescent education, special education and health and physical education), educational administration and leadership, educational technology, mental health counseling, school counseling, and library and information science. In addition, the CEIT offers graduate-level advanced certificates in such specialties as archives and records management, public library administration, and school district leadership. Programs in the CEIT are nationally accredited by ALA, CACREP, and AAQEP*, signifying that they meet the highest standards in their respective fields.

Small classes, state-of-the-art technology, exceptional student teaching and internship opportunities, and a distinguished faculty of experienced professionals combine for the education of unparalleled quality. Longstanding affiliations with dozens of school districts, public libraries, and other organizations give our students opportunities for real-world experience and a forum for networking. The CEIT is dedicated to preparing students for leading roles in some of the world's fastest-growing and most rewarding fields.

*Teacher Education and Educational Administration and Leadership programs, most recently accredited by Council for Accreditation of Educator Preparation (CAEP), have decided to pursue accreditation through the Association for Advancing Quality in Educator Preparation (AAQEP). As per NYS Commissioner of Education Regulation §52.21, these continue to meet the NYS accreditation requirement while pursuing accreditation with the Association for Advancing Quality in Educator Preparation (AAQEP).

DEPARTMENT OF COUNSELING AND DEVELOPMENT

Our mission is to prepare, ethical, professional, and competent counseling professionals in the areas of clinical mental health and school counseling. They will be equipped to work in our increasingly diverse and multicultural society. We provide our students with the educational and experiential tools to implement best practices and to acquire positions in a wide variety of mental health and school settings. We are committed to the university's larger mission to provide

excellence and access in private higher education, to those who seek a professional life that is meaningful, and a career to promote the best interest of clients, and communities, as well as, service to the profession. The program's curricula is built on the eight core areas of the CACREP (Counseling and Counseling Related Educational Programs) Standards listed below:

(1) Professional Orientation and Ethical Practice
Counseling graduate students will demonstrate an understanding of counselors' roles and responsibilities.

(2) Social and Cultural Diversity
Students will demonstrate cultural competencies consistent with ACA Ethical standards.

(3) Human Growth and Development
Students are able to demonstrate ethical and culturally relevant strategies for differentiated interventions across the lifespan.

(4) Career Development
Counseling graduate students will demonstrate an understanding and the application of career development theory to help individuals with career planning and decisions.

(5) Counseling and Helping Relationships
Counseling graduate students will demonstrate the knowledge and skills of evidence-based theories and practices used in the counseling process.

(6) Group Counseling and Group Work
Students demonstrate competency information and facilitation of group counseling; in the roles and function of group leaders and in the appropriate termination of the group.

(7) Assessment and Testing
Students will demonstrate an understanding of the use of assessments for diagnostic and treatment planning purposes.

(8) Research
Students demonstrate an understanding of the importance of research in advancing the counseling profession and be able to apply research data to inform counseling practice.

Clinical Mental Health Counseling

(1) Foundations
Students will demonstrate an understanding of counseling theories and apply critical thinking skills in the conceptualization and treatment of mental health diagnoses.

(2) Contextual Dimensions
Students will demonstrate an understanding of neurobiological factors and their impact on mental health.

(3) Practice
Students will demonstrate sound ethical practices in the application of techniques and interventions when working with clients who present with mental health concerns.

School Counseling

(1) Foundations
Students will apply developmental counseling and learning theories through the application of strength-based interventions using critical thinking skills.

(2) Contextual Dimensions

Students will learn strategies to provide appraisal and advisement to students and families and identify characteristics, risk factors, and warning signs of students at risk for mental health and crisis situations in a school setting.

(3) Practice

Students will learn how to use data to identify appropriate strategies and apply counseling interventions that positively impact student outcomes.

M.S. in School Counselor

The Master of Science in School Counselor program is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

"The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted Re-accreditation to the following programs in the Department of Counseling and Development at Long Island University: Clinical Mental Health Counseling (M.S.), School Counseling (M.S.Ed.)."

The program prepares students to work with young people from a developmental perspective to clarify goals, overcome behavioral and social obstacles, and enhance the learning experience. Graduates of this program help students cope with a myriad of problems. They learn effective individual and group counseling techniques and gain practical field experience through internships at all levels (elementary, middle, and high school). This 48-credit program leads to Provisional (Initial) New York State certification as a school counselor.

ADMISSION REQUIREMENTS

Applicants to the Master of Science in School Counselor must meet the following requirements for admission.

- Application for Admission.
- Application fee: (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Bachelor's degree with at least a 3.0 cumulative grade point average in undergraduate studies or successful completion of another master's degree. Applicants who do not meet this academic requirement will be required to take the Graduate Record Examination (GRE). For admission purposes, only the writing assessment of the GRE is evaluated. This section of the exam assesses writing and critical thinking skills which are essential attributes for the professional counselor. Applicants will be considered to have met the GRE requirement if they obtain a score of 4.5.
- Applicants who have completed a bachelor's degree and have at least 10 years of work-related experiences beyond their degree and/or

have been involved in extraordinary life experiences are eligible to apply to the graduate counseling programs. At the discretion of the Chair of the Department of Counseling and Development, the GRE will be waived.

- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Interview with a faculty member of the Department of Counseling and Development.
- Pass a spontaneous writing sample at admissions interview.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 85 Internet-based or minimum IELTS score: 7.0.

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

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

M.S. School Counselor

{Program Code: 07004}

Degree Requirements: (60 credits)

EDC 610	Psychopathology for the Professional Counselor	3.00
EDC 613	Diversity and Socio-Cultural Issues in Counseling	3.00
EDC 614	Human Growth and Development Over the Lifespan	3.00
EDC 615	Theories Of Counseling	3.00
EDC 616	Family Counseling	3.00
EDC 668	Counseling Pre-Practicum	3.00
EDC 669	Counseling Practicum	6.00
EDC 676	Career Development	3.00
EDC 687	Group Counseling: Theory and Practice	3.00
EDC 702	Research Methods In Counseling	3.00

Specialization Requirements

EDC 602	Introduction to School Counseling and Ethics	3.00
EDC 604	Leadership, Advocacy, Collaboration and Systemic Change	3.00
EDC 653	Evidenced-Based School Counseling	3.00

EDC 654	Introduction to Addiction Counseling	3.00
EDC 659	College Admissions and Educational Planning	3.00
EDC 670	Educational Tests and Measurements	3.00
EDC 690	School Counseling Internship I (300 hrs.)	3.00
EDC 691	School Counseling Internship II (300 hrs.)	3.00

ELECTIVE

(Elective may be any related course offered in the Department. This should be approved by the academic advisor or the Department Chair.)

TOTAL 60 credits

Culminating Experience - All students in the Counseling Programs are required to take and pass a Comprehensive Examination in order to advance as a candidate for graduation. Students will take the Comprehensive Examination the semester before the one in which they will graduate. Each candidate is expected to register for the exam by downloading the registration Form from the Department's website. The completed Form should be submitted to Carol.Soucic@liu.edu three weeks before the due date. The exams are given each semester. Watch for announcements of dates and specifics.

Students who fail the Comprehensive examination *twice* will be required to take a written exam developed by the Department that is based on the CACREP eight-common core subject areas. Failure to pass the Comprehensive examination will delay graduation.

Note: Upon completion of 12 credits, all students are required to meet with their faculty advisor for an Interim Assessment. Such an assessment allows both the advisor and the student to discuss the student's progress and achievement and to identify any areas of concern.

Credit and GPA Requirements

Minimum Total Credits: 60
Minimum Major GPA: 3.00

M.S. in Clinical Mental Health Counseling

The 60- credit Master of Science in Clinical Mental Health Counseling is a "licensure qualifying" program with the New York State Education Department, Office of the Professions which prepares students for a career as a mental health counselor. Upon completion of the master's degree graduates of the clinical mental health counseling program meet the educational requirements for licensure as a mental health counselor in New York State. The M.S. in Clinical Mental Health Counseling will provide counselors with the preparation and support they need to help others experience healthy, fulfilled lives. As a leader in preparing students for careers in

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

The program integrates mental health counseling theories and approaches with carefully supervised practical experiences in state-of-the-art appropriate field settings. The training comprises individual counseling as well as group and other systemic modalities within the developmental model and brief therapy framework. This is an individualized program emphasizing self-development and the integration of individual and group counseling theories and techniques, with a strong emphasis on carefully supervised clinical experiences. Each degree candidate will be required to complete 100 hours of counseling practicum (EDC 669) and 600 hours of internship experience (EDC 683, EDC 684).

"The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted Re-accreditation to the following programs in the Department of Counseling and Development at Long Island University: Clinical Mental Health Counseling (M.S.), School Counseling (M.Ed.)."

ADMISSION REQUIREMENTS

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

- Application for Admission
- Application fee: (non-refundable)
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Bachelor's degree with at least a 3.0 cumulative grade point average in undergraduate studies or successful completion of another master's degree. Applicants who do not meet this academic requirement will be required to take the Graduate Record Examination (GRE). For admission purposes, only the writing assessment of the GRE is evaluated. This section of the exam assesses writing and critical thinking skills which are essential attributes for the professional counselor. Applicants will be considered to have met the GRE requirement if they obtain a score of 4.5.
- Applicants who have completed a bachelor's degree and have at least 10 years of work-related experiences beyond their degree and/or have been involved in extraordinary life experiences are eligible to apply to the graduate counseling programs. At the discretion of the

- Chair, the GRE will be waived.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program
 - Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study
 - Interview with a faculty member of the Department of Counseling and Development
 - Pass a spontaneous writing sample at the admissions interview
 - Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 85 Internet-based or minimum IELTS score: 7.0.

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

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

M.S. Clinical Mental Health Counseling

{Program Code: 79433}

Degree Requirements: (60 Credits)

EDC 610	Psychopathology for the Professional Counselor	3.00
EDC 613	Diversity and Socio-Cultural Issues in Counseling	3.00
EDC 614	Human Growth and Development Over the Lifespan	3.00
EDC 615	Theories Of Counseling	3.00
EDC 668	Counseling Pre-Practicum	3.00
EDC 669	Counseling Practicum	6.00
EDC 676	Career Development	3.00
EDC 687	Group Counseling: Theory and Practice	3.00
EDC 702	Research Methods In Counseling	3.00

Specialization Requirements

EDC 601	Foundations of Clinical Mental Health Counseling and Ethics	3.00
EDC 608	Diagnostic Interviewing and Assessment in Clinical Mental Health Counseling	3.00
EDC 611	Evidence Based Treatment Planning in Clinical Mental Health Counseling	3.00

EDC 616	Family Counseling Practicum In	3.00
EDC 660	Psychological Testing for Counselors	3.00
EDC 683	Clinical Mental Hlth Coun Intrnship I	3.00
EDC 684	Clinical Mental Hlth Coun Intrnship II	3.00

Electives- 3 Electives

EDC 612	Trauma Counseling	3.00
EDC 617	Principles of Couple Counseling	3.00
EDC 652	Counselor's Approach to Human Sexuality	3.00
EDC 654	Introduction to Addictions Counseling	3.00
EDC 657	Treatment Approaches in Addictions Counseling	3.00
EDC 658	Critical Treatment Issues Confronting Professional Counselors	3.00
EDC 750	*Special Topics in Counseling	3.00

- The Adolescent in Crisis: Detection, Intervention and Referral
- Cognitive-Behavior Therapy (CBT): Theory, Practice and Techniques
- Counseling the Gay, Lesbian, Bisexual or Transgender Client/Student
- Grief Counseling with Clients Facing Dying, Death, Bereavement, Trauma and Loss
- Helping Parents Help Their Children: Practical Strategies for LMHC Practitioners and School Support Personnel

Culminating Experience - Students will take the Counselor Education Comprehensive Examination (CECE). Students must take the exam the semester before they graduate. Students who fail the CECE examination *twice* will be required to take a written examination developed by the department. Students must take the Child Abuse Workshop.

Course Format: The overwhelming majority of courses within both the clinical mental health counseling and school counseling programs are taught in a face-to-face classroom format.

There are some courses that are offered in a blended format. For those courses offered in a blended format, five (5) class sessions are conducted online using Blackboard. Courses offered in the blended format are identified on LIU's schedule of classes, which is posted prior to registration. Thus, students will know which courses are utilizing a blended format when registering for coursework. The syllabi for blended courses are identified as such and include a course calendar informing students when they will be meeting face-to-face and when Blackboard will be utilized.

Credit and GPA Requirements

Minimum Total Credits: 60
Minimum Major GPA: 3.00

Advanced Certificate: Clinical Mental Health Counseling

{Program Code: 35256}

Requirements: (18 credits)

EDC 601	Foundations of Clinical Mental Health Counseling and Ethics	3.00
EDC 608	Diagnostic Interviewing and Assessment in Clinical Mental Health Counseling	3.00
EDC 611	Evidence Based Treatment Planning in Clinical Mental Health Counseling	3.00
EDC 616	Family Counseling	3.00
EDC 683	Clinical Mental Health Counseling Internship I	3.00
EDC 684	Clinical Mental Health Counseling Internship II	3.00

Credit and GPA Requirements

Minimum Total Credits: 18
Minimum Major GPA: 3.00

The Advanced Certificate in Clinical Mental Health Counseling program is not CACREP Accredited. CACREP does not accredit Advanced Certificate programs.

Counseling and Development Courses

EDC 601 Foundations of Clinical Mental Health Counseling and Ethics

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

Credits: 3

Every Fall and Spring

EDC 602 Introduction to School Counseling and Ethics

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

Credits: 3

Every Fall

EDC 608 Diagnostic Interviewing and Assessment in Clinical Mental Health Counseling

This course is a weekly seminar focused on, but not limited to, the following: the etiology, diagnosis, treatment, referral and prevention of mental disorders through the utilization of current

diagnostic assessment tools, including the Diagnostic and Statistical Manual (DSM) and International Classification of Diseases (ICD); psychological assessment, case conceptualization, psychopathology, diagnostic intake interviewing, mental status evaluation, biopsychosocial history, mental health history, psychological assessment for treatment planning and caseload management guidelines.

Prerequisites: EDC 610 and EDC 615

Prerequisite of EDC 610 & 615 is required.

Credits: 3

Every Fall

EDC 610 Psychopathology for the Professional Counselor

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

Credits: 3

Every Fall and Spring

EDC 611 Evidence Based Treatment Planning in Clinical Mental Health Counseling

Evidence-based practice (EBP) has steadily become the standard care in the mental health field. This course is a weekly seminar focused on introducing clinical mental health counseling student trainees to the process of empirically informing their psychotherapy treatment plans. Empirically supported treatments (EST) are treatments whose efficacy has been demonstrated through clinical research. The course will cover:

psychopharmacology; cognitive behavior therapy; rational emotive cognitive behavior therapy; behavior therapy; eye movement desensitization reprocessing dialectical behavior therapy; acceptance and commitment therapy; motivational interviewing; exposure therapies; interpersonal psychotherapy; and other empirically supported treatment approaches as necessary.

A pre requisite of EDC 608 is required.

Credits: 3

Every Spring

EDC 612 Trauma Counseling

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

Credits: 3

Rotating Basis

EDC 613 Diversity and Socio-Cultural Issues in Counseling

Major 21st century contributions of sociology and anthropology are examined with a view to understanding the role of socio-cultural factors in human development and behavior. This course also examines the impact of the socio-cultural viewpoint on contemporary concepts of adaptive and maladaptive human behavior and related mental health issues.

Credits: 3

Every Fall and Spring

EDC 614 Human Growth and Development Over the Lifespan

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

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

Credits: 3

Every Fall and Spring

EDC 615 Theories Of Counseling

This is a basic course in counseling theories and

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

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

Credits: 3

Every Fall and Spring

EDC 616 Family Counseling

This course offers an introduction to the major theories of family development, functioning, and counseling. Transitional issues occurring during the family's developmental life-cycle are covered.

Various methods of assessing family functioning are reviewed. Models of family counseling along with the primary interventions are investigated.

Credits: 3

Every Fall

EDC 617 Principles of Couple Counseling

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

Credits: 3

Rotating Basis

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

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

research on cutting edge issues in counseling clients of diverse cultures; understand the ethical implications of Multicultural counseling; and become aware of the consequences of social intolerance and the global impact. Department consent required.

Credits: 3

On Occasion

EDC 652 Counselor's Approach to Human Sexuality

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

Credits: 3

Rotating Basis

EDC 653 Evidence Based Strategies for School Counselors

This course offers a preparatory to evidenced-based school counseling practice and provides students with information and skills to identify, track, and analyze data through the examination of case examples and scenarios. In addition, students will be able to develop a basic knowledge on how to use and evaluate data and promote evidenced-based interventions.

Prerequisites: EDC 601 or 602 and 615

Credits: 3

Not Set

EDC 654 Introduction to Addictions Counseling

Treatment planning and treatment setting are critical elements related to the efficacy of all substance abuse programs. This course continues the study of addictions counseling and substance abuse by building upon the concepts of accurate assessment and diagnosis. Students will become familiarized with processes of treatment planning and the various approaches to treatment including psychotherapeutic, group, pharmacotherapy, and 12-step programs, as well as maintenance and relapse prevention. The course will cover the various treatment populations including families, persons with disabilities, children, adolescents, college students and the LGBT population. Co-occurring disorders to addiction treatment will also be reviewed.

Credits: 3

Every Fall

EDC 657 Treatment Approaches in Addictions Counseling

Treatment planning and treatment setting are critical elements related to the efficacy of all substance abuse programs. This course continues the study of addictions counseling and substance abuse by building upon the concepts of accurate assessment and diagnosis. Students will become familiarize with the processes of treatment planning and the various approaches to treatment including

psychotherapeutic, group, pharmacotherapy, and 12-step programs, as well as maintenance and relapse prevention. The course will covered the various treatment populations including families, persons with disabilities, children, adolescents, college students and the LGBT population. Co-occurring disorders to addiction treatment will also be reviewed.

Prerequisite of EDC 654 is required.

Credits: 3

Every Spring

EDC 658 Critical Treatment Issues Confronting Professional Counselors

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

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

Credits: 3

Rotating Basis

EDC 659 Counseling for the College Admission and Selection Process

This advanced course provides a deeper exploration into the multifaceted roles of the school counselor. Topics of discussion include the processes of educational planning, the college admissions process, family community partnerships, students with special needs and varying exceptionalities, the impact of current special education regulation, and current educational standards.

A pre requisite of EDC 602 is required.

Credits: 3

Every Spring

EDC 660 Practicum In Psychological Testing for Counselors

This course is laboratory experience designed to develop adequate understandings and competencies with respect to concerns, issues and implementation factors related to administration, scoring, recording and interpretations of aptitude, intelligence tests, as well as interest and personality inventories.

A pre requisite of EDC 601 is required.

Credits: 3

Every Spring

EDC 668 Counseling Pre-Practicum

This is the basic counseling laboratory course designed to provide supervised practical counseling experience from a life span and a multicultural

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

A pre or co requisite of EDC 601 or EDC 602 and EDC 615 is required

Credits: 3

Every Fall and Spring

EDC 669 Counseling Practicum

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

also designed to develop and extend the student's understanding and competencies begun in EDC 668, Counseling Pre-Practicum. This course must be completed prior to taking EDC 683, Mental Health Counseling Internship I or EDC 690, School Counseling Internship I. Health Insurance required for Mental Health Counseling students.

Prerequisite of EDC 668 and a prerequisite or co-requisite of EDC 610 is required.

Credits: 6

Every Fall and Spring

EDC 670 Educational Tests and Measurements

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

Credits: 3

Every Fall

EDC 676 Career Development

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

Credits: 3

Every Fall and Spring

EDC 683 Clinical Mental Health Counseling Internship I

This course is designed for students in the latter part of the graduate program after having taken considerable theory and course work in the counseling process. The student is required to attend seminar meetings and to prepare weekly logs directed toward observation, insight and evaluation of activities in the field setting. Related professional readings are also required. The student is expected to develop a counseling caseload, participate in group work, attend staff meetings and schedule a weekly meeting with the field supervisor for evaluation. A minimum 300 hours in a mental health counseling setting, acceptable to the department is required. Health Insurance is required for Mental Health Counseling students.

Prerequisite of EDC 669 and Pre or Co-requisite of

EDC 601, 608, & 687 are required.

Credits: 3

Every Fall, Spring and Summer

EDC 684 Clinical Mental Health Counseling Internship II

A second semester internship required for mental health counseling students. Course content and time requirements are the same as for EDC 683. Health insurance is required for Mental Health counseling students.

Prerequisite of EDC 683 is required.

Credits: 3

Every Fall, Spring and Summer

EDC 685 Clinical Mental Health Counseling Internship III - Advanced Certificate only

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

Credits: 3

On Occasion

EDC 686 Clinical Mental Health Counseling Internship IV - Advanced Certificate only

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

(EDC 685 & EDC 686 are only taken by students who graduated from the LIU master's degree program in school counseling prior to the implementation of EDC 690 and EDC 691.)

Prerequisites of EDC 685 is required.

Credits: 3

On Occasion

EDC 687 Group Counseling: Theory and Practice

This course will examine the dynamics present in a counseling group and how these forces can be employed in the service of therapeutic change. Leadership styles and skills will be discussed with special consideration given to their application and impact on members. The progressive stages in group development will be identified. Concomitant strategies for addressing relevant issues within the stages will be presented. Practical considerations necessary for screening potential members, beginning/ending groups, process interventions, discussing confidentiality and ethical considerations will be included. A variety of theoretical

orientations on groups will be explored.

Credits: 3

Every Fall and Spring

EDC 690 School Counseling Internship I

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

Pre requisite of EDC 669 and EDC 659, and a pre or corequisite of EDC 687 is required.

Credits: 3

Every Fall

EDC 691 School Counseling Internship II

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

Prerequisite of EDC 690 is required.

Credits: 3

Every Spring

EDC 702 Research Methods In Counseling

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

Credits: 3

Every Fall and Spring

EDC 750 Special Topics in Counseling

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

TOPICS FOR EDC 750

* The Adolescent in Crisis: Detection, Intervention and Referral

* Cognitive-Behavior Therapy (CBT): Theory,

Practice and Techniques

* Counseling the Gay, Lesbian, Bisexual or Transgender Client/Student

* Grief Counseling with Clients Facing Dying, Death, Bereavement, Trauma and Loss

* Helping Parents Help Their Children: Practical Strategies for LMHC Practitioners and School Support

Personnel

Credits: 3

Rotating Basis

DEPARTMENT OF TEACHING AND LEARNING

The Department of Teaching and Learning offers master's degree teacher preparation programs that focus on the different stages of child development. Programs offered are Early Childhood/Childhood Education (Birth-Grade 6), Childhood/Special Education (Grades 1-6), Adolescence Education (Grades 7-12), Special Education (Grades 1-6), and Special Education Generalist (Grades 7-12). Successful completion of the teacher education programs qualifies a prospective educator for New York State (NYS) teacher certification.

The programs, most recently accredited by the Council for Accreditation of Educator Preparation (CAEP), are currently pursuing accreditation through the Association for Advancing Quality in Educator Preparation (AAQEP). As per NYS Commissioner of Education Regulation §52.21, the Teacher Education programs at LIU continue to meet the NYS accreditation requirement while pursuing accreditation with the Association for Advancing Quality in Educator Preparation (AAQEP).

All programs of study require fieldwork hours in formal or informal educational settings. Depending on which degree teacher candidates are seeking (e.g., initial certification, dual certification) the number of fieldwork hours required will differ. Please direct questions on fieldwork to the department chairperson.

All graduate programs in the Department of Teaching and Learning include five state-required workshops: EDUX 100 Project S.A.V.E.: Safe Schools Against Violence in Education Act; EDUX 200 Preventing Child Abduction; Safety Education; Fire and Arson Prevention; EDUX 300 Preventing Alcohol Tobacco, and Other Substance Abuse; CATX 100 Child Abuse Identification and Reporting; and DASX 100 Dignity in Schools Act. Two of these workshops are at cost, the others are free and presented online.

After teacher candidates complete all degree requirements (including coursework, field experiences, and student teaching), successfully pass New York State Licensure tests (Educating All Students (EAS), Content Specialty Test(s) (CST) in their chosen areas of specialization; edTPA) and have completed all required teacher certification workshops, the LIU Post Office of Clinical and Professional Certification will help teacher candidates to process their application for certification.

The New York State Education Department (NYSED) sometimes makes changes to degree requirements that could impact current students. Refer to the NYSED website for the most up-to-

date information regarding certification requirements. Information will be communicated through the College of Education, Information, and Technology through academic advising.

ADMISSION REQUIREMENTS

The following are the admission requirements for all graduate programs in the Teaching and Learning Department.

- Undergraduate GPA of 3.0 or higher *
- Application for Admission.
- Application fee (non-refundable).
- Official copies of undergraduate and/or graduate transcripts from any college(s) or universities attended.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is not a home language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score of 6.5.
- Specifically for the M.S.Ed. in Students with Disabilities Generalist (Grades 7-12), applicants will need to have earned (or will need to pursue) 6 credits coursework in each of the four content areas: English, Mathematics, Science, and Social Studies.

* GPA under 3.0 will be reviewed/considered on a case-by-case basis.

Some programs may have additional admissions requirements.

M.S in Early Childhood Education/Childhood Education (Dual Certification)

The Master of Science dual degree in Early Childhood Education/Childhood Education prepares professional teachers and leaders to work with children from Birth to Grade 6. Graduates develop multiple lenses to view children's growth and development, care and education, methods of assessment, and diverse educational environments in a child-centered program. The program culminates in a semester-long student teaching experience that allows the practice of new skills in actual classroom settings.

Teacher candidates are trained to work in a variety of educational settings, including public and private schools, Head Start programs, child development and child care centers, and other programs related to the education of children through grade 6. The program is designed for individuals who have earned a bachelor's degree from an accredited university or college and who

wish to begin a new career as a certified school teacher. Upon successful completion of all program requirements, teacher candidates will be eligible for Initial Teaching Certification from New York State. In addition, current teachers who have bachelor's degrees in education and Initial Teaching Certification may use this program to expand their expertise from Birth to sixth grade. This program meets the New York State master's degree requirements for Professional Teaching Certification.

The M.S. degree curriculum comprises 14 education courses (42 credits), Practicum in Early Childhood in a Preschool Context (3 credits), and Supervised Student Teaching and Seminar in Childhood (3 credits) for a total of 48 credits. 150 hours of field experience are required in this program.

In the required courses, candidates study the physical, intellectual, emotional and social development of children, including culturally diverse populations. Candidates will gain an understanding of the theory and practice of teaching language arts -- reading, writing, listening and speaking -- in the early childhood and childhood classroom. The curriculum includes courses in psychological foundations of Education, creative expression, child development, beginning reading and writing. The curriculum also includes methods courses in a variety of subject areas aligned with the Next Generation Learning Standards.

This program qualifies teacher candidates to pursue two NYS initial teaching certifications. After teacher candidates complete all degree requirements, successfully pass New York State Licensure tests, and have completed all required teacher certification workshops, they will apply for and be awarded initial teaching certification by the New York State Education Department in both Early Childhood Education (Birth-Grade 2) and Childhood Education (Grades 1-6).

A candidate who is a certified teacher with three years of teaching experience will be eligible to apply for Professional Teaching Certification upon completion of the program. Admission requirements are listed under the Teaching and Learning Department in this section.

M.S. in Early Childhood Education/Childhood Education Dual Certification Leading to NYS Initial Certification:

(Program Code: 36054} (HEGIS: 0823.0)

Requirements (51 Credits)

Core Courses (18 credits) - must be taken prior to co-related and pedagogical core courses:**

EDI	600	Psychological Foundations of Education	3.00
EDI	601	Social Foundations of American Education	3.00
EDI	604	Child Development: Birth to Grade 2	3.00
EDI	643	Education for Cultural Diversity	3.00
EDI	700	Introduction to Educational Research	3.00
EDI	677	Curriculum Development for Classroom Teachers	3.00

Co-Related Content (9 credits)**

EDS	605	Beginning Reading and Writing: Emergent Literacy	3.00
EDS	610	Literacy Teaching and Learning	3.00
EDS	600	Introduction Into the Study of the Exceptional Child/ Adolescent	3.00

Pedagogical Core (15 credits)**

EDI	612	Teaching Social Studies in Grades 1-6	3.00
EDI	613	Teaching Mathematics in Grades 1-6	3.00
EDI	614	Teaching Science in Grades 1-6	3.00
EDI	615	Early Childhood Curriculum: Birth to Preschool	3.00
EDI	639	Play in the Curriculum	3.00

Required Student Teaching Courses

EDI	721	Practicum Early Childhood Education	3.00
EDI	710A	Supervised Student Teaching and Seminar in Childhood Education (K-2) & (1-6)	6.00

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

Required Teacher Certification Workshops

EDUX	100	PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act	0.00
EDUX	200	Preventing Child Abduction; Safety Education; Fire and Arson Prevention	0.00
EDUX	300	Preventing Alcohol, Tobacco, and Other Substance Abuse	0.00

CATX	100	Child Abuse Identification and Reporting	0.00
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DASX	100	Dignity in Schools Act	0.00
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Culminating Experience (0-3 Credits):

All students complete a professional portfolio during student teaching as their culminating project in this program. For the few students who for various reasons elect not to pursue a teaching certification and therefore forego student teaching, a culminating experience is still required. There are two options: students can enroll in six credits of thesis (i.e., EDI 703 and EDI 705) or a six-credit creative project course (i.e., EDI 708).

Credit and GPA Requirements

Minimum Total Credits: 51
Minimum Major GPA: 3.00

M.S. in Childhood Education/Special Education

This 48-credit Master of Science program prepares teacher candidates for New York State certification in both Childhood Education and Special Education. Teacher candidates learn to develop and teach innovative curricula for children in first through sixth grades and to teach elementary school children with special needs, including intellectual disabilities, learning disabilities, emotional and behavioral disorders, developmental disorders and physical disabilities. A minimum of 150 hours of fieldwork are required in the program. The program culminates in a semester-long student teaching experience that allows teacher candidates to practice new skills in actual classroom settings.

Foundational courses examine theories of child development, motivation and learning for youngsters in Grades 1-6. Courses will help teacher candidates master the skills needed to encourage students to learn new material in literacy, math, science, and social studies and to take responsibility for themselves and one another. Throughout their coursework, teacher candidates acquire techniques to assess and evaluate a child's intellectual, social and physical development and learn the basic principles of classroom management for a diverse student population. Additionally, teacher candidates receive a vigorous course of study in the assessment and support of students with a variety of special needs. The program focuses on a variety of educational approaches for students with special needs, as well as practical applications across different educational settings. Candidates learn to identify the characteristics of youngsters with varying levels of learning difficulties and adapt instructional strategies and materials to fit their needs. In addition, courses explore the historical, social and legal foundations of special education. Teacher candidates receive extensive clinical

experience by working with children with special needs in real-world settings.

This program qualifies teacher candidates to pursue two NYS initial teaching certifications. After completing all degree requirements, successfully pass New York State Licensure tests, and have completed all required teacher certification workshops, teacher candidates will apply for and be awarded initial teaching certification by the New York State Education Department in both Childhood Education (Grades 1-6) and Special Education (Grades 1-6). A candidate who is a certified teacher with three years of teaching experience will be eligible to apply for Professional Teaching Certification upon completion of the program. Admission requirements are listed under the heading Teaching and Learning Department in this section.

M.S. in Childhood Education / Special Education

Dual Certification, Leading to NYS Initial Certification - Grades 1 - 6

{Program Code: 26176} {HEGIS: 0808.0}

(48 Credits)

Required General Education Courses

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

Required Special Education Course Requirements:

EDS	600	Introduction to the Study of the Exceptional Child/Adolescent	3.00
EDS	610	Literacy Teaching and Learning	3.00
EDS	617	Literacy for Students with Disabilities	3.00
EDS	630	Curriculum-based Assessment and Instruction of Students with Mild Disabilities at the Elementary and Secondary Levels	3.00

EDS	631	Curriculum-based Assessment and Instruction of Students with Severe Disabilities	3.00
EDS	633	Accommodating Learners with Special Needs in Inclusive Settings	3.00
EDS	635	Behavior Assessment and Management for Learners with Disability Classifications	3.00
EDS	624	Contemporary Issues and Research in Special Education in the Classroom	3.00
EDS	713	Supervised Student Teaching and Seminar in Special Education	3.00

Required Teacher Certification Workshops

EDUX	100	PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act	0.00
EDUX	200	Preventing Child Abduction; Safety Education; Fire and Arson Prevention	0.00
EDUX	300	Preventing Alcohol, Tobacco, and Other Substance Abuse	0.00
CATX	100	Child Abuse Identification and Reporting	0.00
DASX	100	Dignity in Schools Act	0.00

Culminating Experience

All students complete a professional portfolio during student teaching as their culminating project in this program.

For the few students who for various reasons elect not to pursue a teaching certification and therefore forego student teaching, a culminating experience is still required. There are two options: students can enroll in six credits of thesis (i.e., EDI 703 and EDI 705) or a six-credit creative project course (i.e., EDI 708).

Credit and GPA Requirements

Minimum Total Credits: 48
Minimum Major GPA: 3.00

M.S. in Adolescence Education: Pedagogy-Only

This program prepares teacher candidates to teach academic disciplines in middle and high school settings. Typically, students pursuing the M.S. in Adolescence Education: Pedagogy-only degree have previously earned an undergraduate degree in the discipline (e.g., English, Biology, Mathematics, Social Science, Chemistry, Physics,

Earth Science) or they have completed an undergraduate degree in which they have taken 30 credits in one of these disciplines. For applicants pursuing a Social Science certification, they will need to have completed a minimum of 18 credits in History and a combination of 12 credits of content in Economics, Geography, Political Science, or Sociology. Grades of C or higher in the academic discipline coursework previously taken will be necessary in order for the course to count towards this total required 30 credits.

Applicants who do not have the requisite criteria of 30 credits of coursework in the desired discipline and wish to pursue a teaching certification in Adolescent Education must meet with the Department Chairperson who will refer the applicant to the appropriate faculty to design a plan for completing the liberal arts coursework in the chosen discipline. This coursework must be completed either prior to beginning the M.S. in Adolescence Education: Pedagogy-only or while pursuing the M.S. degree. Such coursework can be taken at LIU Post or other institutions, and they can be taken as undergraduate or graduate courses.

After teacher candidates complete all degree requirements, successfully pass NYS licensure tests, and have completed all required teacher certification workshops, they will apply for and be awarded initial teaching certification by the New York State Education Department in Adolescence Education (Grades 7-12) in their academic discipline area. A candidate who is a certified teacher with three years of teaching experience will be eligible to apply for Professional Teaching Certification upon completion of the program. Admission requirements are listed under the heading Teaching and Learning Department in this section.

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

{Program Code: 27268} {HEGIS: 0803.0}

Program Requirements (36 Credits)

Required Adolescence Education Core

Courses**

EDI	551	Psychology of the Adolescent Student	3.00
EDI	555	Organizational and Social Foundation of the High School	3.00
EDI	610	General Methods of Teaching in Middle and High School	3.00
EDI	643	Education for Cultural Diversity	3.00

EDI	677	Curriculum Development for the Classroom Teacher	3.00
EDI	700	Introduction to Educational Research	3.00
EDS	612	Literacy Teaching & Learning: Gr 5-12	3.00
EDS	633	Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion)	3.00
EDS	641	Literacy In Content Area 5-12	3.00

and one of the following (depending on your specialization):

EDI	660	Methods and Materials of Teaching Social Studies in Secondary Schools	3.00
EDI	655	Methods and Materials of Teaching Science in Secondary Schools	3.00
EDI	658	Methods and Materials of Teaching English in Secondary Schools	3.00
EDI	659	Method and Materials of Teaching Mathematics in Secondary Schools	3.00

and Student Teaching**

EDI	712	Supervised Student Teaching and Seminar Grades 7-12	6.00
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****A grade of "B-" or higher is required in all education classes**

Required Teacher Certification Workshops

EDUX	100	PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act	0.00
EDUX	200	Preventing Child Abduction; Safety Education; Fire and Arson Prevention	0.00
EDUX	300	Preventing Alcohol, Tobacco, and Other Substance Abuse	0.00
CATX	100	Child Abuse Identification and Reporting	0.00
DASX	100	Dignity in Schools Act	0.00

Culminating Experience

All students complete a professional portfolio during student teaching as their culminating project in this program.

For the few students who for various reasons elect

not to pursue a teaching certification and therefore forego student teaching, a culminating experience is still required. There are two options: students can enroll in six credits of thesis (i.e., EDI 703 and EDI 705) or a six-credit creative project course (i.e., EDI 708).

Credit and GPA Requirements

Minimum Total Credits: 36
Minimum Major GPA: 3.00

M.S.Ed. in Special Education

Teaching students with special needs in elementary school requires dedication and knowledge. The 30-credit Master of Science in Special Education (M.S.Ed.) prepares teacher candidates to create effective learning environments for students with a variety of disabilities and challenges. In this program, teacher candidates will learn various strategies and methodologies designed to implement Individualized Education Programs (IEPs) for students with special needs, both in inclusive and self-contained classrooms. Course content focuses on the 13 disability classifications as determined by Federal and State legislation. A minimum of 50 hours of field experience, supervised student-teaching opportunities, and practica will give teacher candidates real-world experience with these populations. After teacher candidates complete all degree requirements, successfully pass NYS licensure tests, and have completed all required teacher certification workshops, they will apply for and be awarded initial teaching certification by the New York State Education Department in Special Education Grades 1-6. A candidate who is a certified teacher with three years of teaching experience will be eligible to apply for Professional Teaching Certification upon completion of the program. Admission requirements are listed under the heading Teaching and Learning Department in this section.

M.S.Ed. Special Education

Grades 1-6

{Program Code: 27540} {HEGIS: 0808.00}

Major Requirements (30 credits)

Core requirements (21 credits)

EDI	643	Education for Cultural Diversity	3.00
EDS	600	Introduction to the Study of the Exceptional Child/Adolescent	3.00
EDS	617	Literacy for Students with Disabilities	3.00
EDS	630	Curriculum-based Assessment and Instruction of Students with Mild Disabilities	3.00

EDS	631	Curriculum-based Assessment and Instruction of Students with Severe Disabilities	3.00
EDS	633	Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion)	3.00
		Elective Course (EDI or EDS)*	3.00

One of the following (3 credits)

EDS	632	Instruction and Classroom Management in Special Education	3.00
EDS	635	Behavior Assessment and Management for Learners with Disability Classifications	3.00

Research Course (3 credits)

EDS	624	Contemporary Issues and Research in Special Education in the Classroom	3.00
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Practicum (3 credits)

Students choose one of the following practica:

EDS	702	Supervised Practicum in Special Education at the Elementary and Secondary Levels	3.00
EDS	704	Supervised Practicum in Autism	3.00

Cumulative Project:

A required cumulative project, in the form of a professional portfolio will be completed during the practicum course.

*Recommended Elective: *EDI 680 Bilingual Education, Students with Disabilities, and English as a New Language: Theory and Practice*

Credit and GPA Requirements

Minimum Total Credits: 30
Minimum Major GPA: 3.00

M.S.Ed. in Students with Disabilities Generalist (7-12)

The M.S.Ed. in Students with Disabilities Generalist (7-12) prepares candidates to become knowledgeable, caring and inspiring teachers of students with disabilities in grades 7-12. Typically, applicants pursuing this degree already hold a teaching certificate in Adolescent Education (in any of the areas taught in schools). Applicants pursuing this degree will need to have earned or will need to earn six credits in each of the following disciplines: English, Mathematics, Science, and Social Sciences in order to be recommended for certification.

Applicants will learn to create effective learning environments for students with a variety of disabilities and challenges. In this program, teacher candidates learn various strategies and methodologies designed to implement Individualized Education Programs (IEPs) for students with special needs, both in inclusive and self-contained classrooms. Course content focuses on the 13 disability classifications as determined by Federal and State legislation. A minimum of 50 hours of field experience, supervised student-teaching, and practica opportunities will give teacher candidates real-world experience with these populations. In pursuing this degree, teacher candidates examine theories of adolescent development, motivation, and learning for students in grades 7-12. They will master the skills needed to encourage students with special needs to learn new material and to take responsibility for themselves and one another. They will also acquire techniques to assess and evaluate an adolescent's academic and social development and learn principles of classroom management for a diverse student population. The program culminates in a semester-long practicum experience that will allow candidates to practice their new skills in special education classroom settings.

After teacher candidates complete all degree requirements, successfully pass NYS licensure tests, and have completed all required teacher certification workshops, they will apply for and be awarded initial teaching certification by the New York State Education Department in Student with Disabilities Generalist Grades 7-12. A candidate who is a certified teacher with three years of teaching experience will be eligible to apply for Professional Teaching Certification upon completion of the program. Admission requirements are listed under the heading Teaching and Learning Department in this section.

Degree Requirements

Students with Disabilities Generalist 7-12 M.S.Ed.

{Program code: 39911} {HEGIS: 0808.00}

Students with Disabilities Generalist 7-12 M.S.Ed. Requirements

Required Courses**

EDI	643	Education for Cultural Diversity	3.00
EDS	600	Introduction to the Study of the Exceptional Child/Adolescent	3.00
EDS	617	Literacy for Students with Disabilities	3.00

EDS	630	Curr-based Assess and Instr of Students with Mild Disabilities	3.00
EDS	631	Curriculum-based Assessment and Instruction of Students with Severe Disabilities	3.00
EDS	633	Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion)	3.00
EDS	641	Literacy In Content Area 5-12	3.00

One of the following (3 credits)

EDS	632	Instruction and Classroom Management in Special Education	3.00
EDS	635	Behavior Assessment and Management for Learners with Disability Classifications	3.00

Research Course (3 credits)

EDS	624	Contemporary Issues and Research in Special Education in the Classroom	3.00
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Practicum (3 credits)

Students choose one of the following practica:

EDS	702	Supervised Practicum in Special Education at the Elementary and Secondary Levels	3.00
EDS	704	Supervised Practicum in Autism	3.00

Cumulative Project:

A required cumulative project, in the form of a professional portfolio will be completed during the practicum course.

****A minimum grade of B- is required in all education courses.**

Credit and GPA Requirements

Minimum Major GPA: 3.00

Minimum Credits Required: 30

Education Courses

EDI 551 Psychology of the Adolescent Student

This course examines various aspects of adolescent psychological development, including cognition, social relationships, stress, self esteem and political and moral development. Considerable attention is given to gender, race, ethnicity, the special adolescent and the "at risk" student.

Credits: 3

Every Fall

EDI 555 Organizational and Social Foundation of the High School

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

Credits: 3

Every Spring

EDI 600 Psychological Foundations of Education

This course is designed to introduce students to psychological theories and principles which affect teaching, learning and development. Students have the opportunity to observe student and teacher behavior as well as classroom environments in order to identify operative psychological theories and principles.

Credits: 3

Every Fall and Spring

EDI 601 Social Foundations of American Education

This course introduces students to the social, economic, political and intellectual foundations of American education. It describes the development of the American school system in a rapidly changing environment, with emphasis on the relationship between education and society. Main topics to be explored are the structure and purposes of schooling, the professionalization of teaching, educational policy making and school social factors influencing teaching and learning, and the relationship between education and work. Class discussions are based upon both primary and secondary sources.

Credits: 3

Every Fall, Spring and Summer

EDI 604 Early Child Development: Birth to Grade 2

Scientific findings on the physical, intellectual, emotional and social development of young children, birth to grade two are examined. The integration of perception, cognition and the growth of the total personality are stressed, and their significance for teaching and guidance processes is emphasized.

Credits: 3

Every Fall

EDI 610 General Methods of Teaching in Middle and High School

Cross-listed as LIS 625

This course is a study of generic instructional techniques in which the student begins to explore the development of a repertoire of methodologies and materials to match instructional purposes. Students are expected to demonstrate mastery in a variety of teaching methods.

Prerequisites: EDI 551 OR 600

Pre OR Co requisites: EDI 643 OR ARTH 609

Credits: 3

Every Spring

EDI 612 Teaching Social Studies in Grades 1-6

This course examines social studies curriculum development through examination of theory and current practices in the school. Inquiry approach, model development, organizational patterns and teaching strategies are examined through current research.

Prerequisite of EDI 600 and 601 are required.

Credits: 3

Every Fall, Spring and Summer

EDI 613 Teaching Mathematics in Grades 1-6

Educational and psychological dimensions of learning and teaching mathematics in grades K-6 are examined in the context of current trends in mathematics education. The development of mathematics concepts and understandings is explored through relevant activities and materials. Model programs and teaching approaches are discussed in light of current recommendations for mathematics education.

Prerequisite of EDI 600 and 601 are required.

Credits: 3

Every Fall and Spring

EDI 614 Teaching Science in Grades 1-6

This course is an examination of existing programs, materials and problems of science education in the light of current psychological and philosophical theories. Development of science activities with emphasis on the process of science, conceptual understanding, meeting individual differences, discovery approach and utilization of inexpensive, easily available materials for experiments and demonstrations are covered.

Prerequisite of EDI 600 and 601 are required.

Credits: 3

Every Fall, Spring and Summer

EDI 615 Early Childhood Curriculum: Birth to Preschool

Models, principles, curriculum and practices of developmentally appropriate infant, toddler and preschool care giving; emphasis on knowledge, skills and dispositions necessary to plan and facilitate development of infants, toddlers and preschoolers.

Prerequisite of EDI 600, 601 and 604 are required.

Credits: 3

Every Spring

EDI 620 Practicum In TESOL

TESOL Practicum.

Credits: 3

Every Fall and Spring

EDI 625 Observation and Assessment in Early Childhood

Developmental perspective on measurement and evaluation in early childhood years. Considers standardized tests, observations, checklists, rating scales, portfolios and teacher-designed tests and rubrics; their advantages and disadvantages for use with young children; and professional ethical issues pertaining to evaluating young children.

Prerequisite of EDI 600, 601 and 604 are required.

Credits: 3

Every Spring

EDI 630 Second-Language Literacy Acquisition

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

Credits: 3

Every Spring

EDI 639 Play In the Curriculum

Students will gain an understanding of the direct link between play and early childhood development. It will explore the connection between how play supports the curriculum and how the curriculum supports play. The focus will be on theories of play with the goal of developing the

whole child.

Prerequisite of EDI 600, 601 and 604 are required.

Credits: 3

Every Fall

EDI 643 Education for Cultural Diversity

The principles and practices of multicultural education are studied in this course, which provides a practical approach to implementation of a culturally diverse curriculum and instruction. Major issues covered include human rights, involvement of parents and the community, criteria for multicultural curricula, assessment and evaluation strategies, global issues in education, and formulating an agenda for educational and social action.

Pre or Co requisite(s): EDI 601 or 655 and EDI 600 or 551

Credits: 3

Every Fall, Spring and Summer

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

This is a basic course in the analysis of the teaching of grammar, pronunciation, reading and vocabulary development to students who speak other languages or nonstandard dialects of English, using the principles and application of descriptive linguistics and including problems of cross-cultural communication, and a survey of methods, materials, techniques and media appropriate for individual and group instruction on the elementary, secondary, adult and college levels.

Credits: 3

Every Fall

EDI 651 Methods and Materials of Teaching Art in Secondary Schools

This course is a consideration of the principles and practices of Art Education. The elementary through high school curricula are examined and studied in relation to student needs and current Art curriculum standards. Methods, materials and teaching aids are considered for each developmental level.

Credits: 3

Every Fall

EDI 655 Methods and Materials of Teaching Science in Secondary Schools

Existing curricula, trends and issues in science instruction in grades 7-12 are examined in light of recent advances in science content and in teaching for process, planning instruction, assessment strategies, classroom management, and the use of easily available materials for laboratory activities. Demonstration lessons are taught by members of the class. The interaction of science and technology and the implication for the development of values and attitudes in today's youth are discussed.

Prerequisites: EDI 551, 555, 643, 677

Credits: 3

Every Fall and Spring

EDI 658 Methods and Materials of Teaching English in Secondary Schools

The course explores the scope and sequence of instruction in secondary English. Students have the opportunity to design and teach lessons, to videotape their teaching and to observe experienced teachers of English.

Prerequisites: EDI 551, 555, 643, 677

Credits: 3

Every Fall and Spring

EDI 659 Method and Materials of Teaching Mathematics in Secondary Schools

The psychological and educational dimensions of teaching mathematics as a secondary school subject are explored. Detailed analysis of the content of algebra I, algebra II, geometry, coordinate geometry, trigonometry and other branches of secondary school mathematics are explored.

Prerequisites: EDI 551, 555, 643, 677

Credits: 3

Every Fall and Spring

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

This course is designed to acquaint the student with the content areas which comprise social studies and to examine the methods relevant to its teaching. It is intended that the student becomes aware of a variety of approaches used in dealing with the subject and creates a method with which to present his or her competence. In addition, the course seeks to provide the understanding that the process of social studies is one of synthesis of the academic areas in the social sciences and that its teaching necessitates creativity. To that end, students are encouraged to enter the public schools for the purpose of observing of teaching styles.

Prerequisites: EDI 551, 555, 643, 677

Credits: 3

Every Fall and Spring

EDI 677 Curriculum Development for the Classroom Teacher

This course examines principles of curriculum construction, planning, development and justification in relationship to historical, theoretical and practical considerations of purpose, content and the organization of educational experiences. Consideration is given to principles of curriculum research and evaluation. The course embraces concerns of the school and non-school settings for educational experiences.

Credits: 3

Every Fall and Spring

EDI 679 Advanced Methods and Evaluation in TESOL

This course focuses on the application of ESL theory and techniques to the development of specific lesson plans, ESL curriculum and evaluation techniques. The use of testing instruments for diagnostic and evaluative purposes is studied. Observations of teachers working in the field are incorporated into the discussion and

evaluation of teaching strategies. A microtaping with videotape is made of student performance.

Credits: 3

Every Spring

EDI 680 Bilingual Education, Students with Disabilities, and English as a New Language: Theory and Practice

This course examines the history, policies, and practices in bilingual education and English as a new language (ENL), and applies it to the teaching of multilingual learners with, or at risk for having, disabilities. Students will become knowledgeable about current educational policies and reform and apply them to the identification and teaching of culturally and linguistically diverse learners with special needs. In order to ensure accurate placement, the course closely examines the referral, evaluation, and placement processes, with an emphasis on supporting culturally and linguistically diverse learners with disabilities using evidence-based practices.?

Credits: 3

Every Fall and Spring

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

This course examines current principles, practices and materials in the use of TESOL in the specific content areas. The course includes the development and adaptation of science, humanities and social science curricula to meet the needs of the non-English speaking child.

Credits: 3

Every Spring

EDI 700 Introduction to Educational Research

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

Prerequisite: 12 credits of EDI/EDS required

Credits: 3

Every Fall and Spring

EDI 703 Thesis Tutorial

Student receives guidance on the selection of a research question and review of literature and/or execution of a research project. This course is available only to those matriculated master's degree candidates electing to develop and write a thesis under the supervision of an approved faculty member. Registration must be approved by the student's departmental chairperson or designated

representative.

Credits: 3

On Demand

EDI 705 Thesis Seminar

In this second part of the thesis seminar, the student receives guidance on the organization and writing of the thesis, specifically on structuring a comprehensive review of literature around a predetermined research topic or conducting a qualitative or quantitative research study to answer a predetermined research question. A comprehensive literature search will already have been conducted in EDI 703. This course is available only to those matriculated master's degree candidates electing to develop and write a thesis under the supervision of an approved faculty member. Registration must be approved by the student's departmental chairperson or designated representative.

Credits: 3

On Demand

EDI 706 Independent Study

The course, Independent Study, involves in-depth development of a project idea as a result of study in a previous course. Permission to take this course would be based on particular criteria: (1) merit of proposed study; (2) needs and background of student; i.e., ability to carry out such a study. Permission to take this independent course would necessitate the signature of the faculty member conducting the study and the department chairperson and Dean of the School of Education. It is understood that the faculty member who would direct the project would be qualified in the area designated by the student and that the choice of faculty (with the previous stipulation) would be made by the student. Curriculum and Instruction Hours arranged with approval of instructor.

Credits: 1 to 3

On Occasion

EDI 708 Creative Project

Student receives guidance on conceptualizing and developing a culminating project that reflects creative problem-solving as applied to educational contexts. The project affords students an opportunity to engage in reflection and divergent thinking as they use a multimedia approach in responding to meaningful questions about education. This course is available only to those matriculated master's degree candidates who opt out of student teaching and decide not to pursue teacher certification. Registration must be approved by the student's departmental chairperson or designated representative.

Credits: 6

On Demand

EDI 709 Supervised Student Teaching and Seminar in the Elementary School

This course is the systematic, extended observation and student teaching experience under supervision in a selected private or public school. Half of the

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

Credits: 6

Every Fall and Spring

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

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

Credits: 3

Every Fall and Spring

EDI 711 Supervised Student Teaching and Seminar in the Middle School

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

Credits: 6

Every Fall and Spring

EDI 712 Supervised Student Teaching and Seminar Grades 7-12

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

Credits: 6

Every Fall and Spring

EDI 713 Supervised Student Teaching and Seminar in Early Childhood Education

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

reflect on their practice in collaborative relationships.

Credits: 6

Every Fall and Spring

EDI 721 Practicum Early Childhood Education

Designed to give students a deeper understanding of the aspects of quality early childhood programs. Students will observe in a variety of early childhood settings and will analyze their findings in keeping with relevant research in the field. The physical, intellectual, sensual, creative, emotional and spiritual needs of young children in general education and inclusion settings will be explored in depth.

Credits: 3

Every Fall, Spring and Summer

EDI 725 Advanced Seminar in Action Research in Early Childhood Education

This culminating experience synthesizes student understanding of early childhood education. Taken in the final semester of the program, it enables students to conduct a field-based project in an early childhood setting, utilizing the body of knowledge gained in coursework, research and field experiences.

Prerequisite of SPE 628, 633 is required.

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

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

Credits: 6

Every Fall and Spring

Special Education and Literacy Courses

EDS 600 Introduction to the Study of the Exceptional Child/Adolescent

A basic introduction to exceptionality. A consideration of emotional, neurological, and physically based etiologies as they relate to exceptionality. Specific reference will be given to an overview of disability and impairment and to a system of classification and criteria of classification.

Credits: 3
Every Fall and Spring

EDS 605 Beginning Reading & Writing Emergent Literacy

This course is designed for teachers who will learn about the teaching of language arts - reading, writing, listening and speaking in the early childhood classroom. This course will acquaint teachers with scientifically based research, theory, principles, practices, strategies, techniques and tools that are appropriate when considering literacy development in the early years (birth through second grade). The stages of child development and language acquisition will provide the framework for observing children's literacy development and determining appropriate approaches to literacy instruction.

Credits: 3
Every Fall

EDS 610 Literacy Teaching and Learning

A study of strategies and resources in childhood language acquisition and the teaching of literacy for elementary school children. The newest techniques and research findings will be discussed. Students will observe, plan and instruct sample literacy lessons.

Credits: 3
Every Fall and Spring

EDS 612 Literacy Teaching & Learning: Grades 5-12

This course is designed to introduce the content and methods of literacy instruction for adolescent students. Beliefs and theories which have become the basis for instructional practices will also be discussed, as will the use of technologies which might offer new insight and opportunities for adolescent literacy instruction.

Prerequisite of EDS 610 is required
Credits: 3
Cross-Listings: EDS 612, EDS 612
Every Spring

EDS 617 Literacy for Students with Disabilities

This course covers theory, research and effective practices for teaching students with significant reading problems. Specifically, graduates will become immersed in the assessment of literacy problems and their use to provide effective instruction. Both formal and informal instruments will be discussed for determining individual strengths and needs. A variety of instructional approaches will be considered for developing reading strategies and skills in students with disabilities.

Summer class on occasion.
Prerequisite of EDS 600 is required.
Credits: 3
Every Fall and Spring

EDS 624 Contemporary Issues and Research in Special Education in the Classroom

This course, an advanced seminar in current issues

in the field of special education, is designed for students to research, discuss, and understand the topics that are impacting our field. Multiple research methods are covered, with an emphasis on experimental design in single subject research and the practical implementation of individualized, empirically validated strategies in the classroom. Research topics are suggested and include identifying academic/instructional, behavior, and social skills interventions. Topics to be considered include the philosophy of behavior analysis, a discussion of experimental control, and data collection techniques with a focus on the applied research. Students are expected to write a comprehensive review of the literature based on student-selected topics. This course covers 45 hours of measurement, data display, and interpretation of experimental design.

Pre requisites: EDS 600 and EDS 629 or 631 and EDS 632 or 635 and 18 credits of graduate coursework must be completed before taking this course

Credits: 3
Every Fall and Spring

EDS 630 Curr-based Assess and Instr of Students with Mild Disabilities

The course will examine the complexity of the issues inherent in the teaching learning process with particular reference to students with mild disabilities in inclusive settings. The instructional dimensions that create the conditions of failure for students with learning problems will be characterized. A framework and practical strategies for the use of assessment procedures that focus on effective instructional planning and can reverse the cycle of failure for students with mild disabilities will be emphasized. An assessment model that generates information for the design of an instructional program and provides for the continuous monitoring of student progress in academic areas (such as reading, writing and math) and in content areas (such as social studies and science), will be outlined. Effective instructional strategies and elements of teaching practice that support the learning and growth of students with mild disabilities will also be addressed.

Prerequisite or Co-requisite of EDS 600 is required
Credits: 3
Every Fall and Spring

EDS 631 Curriculum-based Assessment and Instruction of Students with Severe Disabilities

This course focuses on methodologies of (1) assessment; (2) curriculum development; and (3) individualized instructional planning for children with severe disabilities ages 6-12. Emphasis will be given to curriculum-based assessment as it relates to instructional planning. Within this course, the practice and implementation of the principles of operant conditioning as they apply to the analysis and treatment of students with severe disabilities (including autism and related learning deficits) will be covered. Topics to be considered include

assessment, conditioning, differentiating instruction using comparisons from baseline to intervention, identifying educational strategies of intervention including the use of assistive technology, the federal mandate for data collection implemented to monitor student progress, analysis of data/graphs, and the importance of reinforcing appropriate student behavior and classroom participation. This course covers 15 hours of Concepts and Principles of ABA, 10 hours of Behavior Assessment, and 20 hours of Behavior Change Procedures, as required by the VCS of ABAL. Fieldwork hours are required.

Prerequisite or Co-requisite of EDS 600 is required
Credits: 3
Every Fall and Spring

EDS 632 Instr & Classroom Manage for Children and Adolescents with Emotional and Behavior Problems

Focus in this course will be on program development which will include prescriptive remediation based on diagnostic assessment. A consideration of instructional techniques and resources will be of central focus. Fundamental skills in classroom management and in dealing with maladaptive behavior in both inclusive and non-inclusive educational settings will also be surveyed.

Prerequisite or Co-requisite of EDS 600 is required
Credits: 3
Every Fall and Spring

EDS 633 Accommodating Learners with Special Needs in Inclusive Settings

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

Prerequisite or Co-requisite of EDS 600 is required
Credits: 3
Every Fall and Spring

EDS 635 Behavior Assessment and Management for Learners with Disability Classifications

This course provides an introduction to (or review of) the principles of applied behavior analysis and their relationship to instructional practices. Students will be expected to identify, specify, and measure specific behaviors that interfere with a student's ability to be successful in a school or clinical setting. The focus will include a variety of assessments including the multiple elements required to conduct a Functional Behavior

Assessment (FBA), directly observe students in situ, and utilize assessment tools to measure functional repertoires for individual students. Functional analysis is an additional topic that will be covered. Once these assessments have been explored and practiced, students are expected to identify the function of the interfering behaviors, to identify specific skill deficits, and then design intervention strategies via a Behavior Intervention Plan (BIP) that is to be evaluated using on-going student-designed data collection protocols, graphing, and analysis. This course covers 35 hours of behavior assessment and 10 hours of behavior change procedures including selecting and implementing interventions. Fieldwork experiences are required. *Prerequisite or Co-requisite of EDS 600 is required*

Credits: 3

Every Spring

EDS 641 Literacy In Content Area 5-12

In this course, significant issues concerning adolescent literacy across the curriculum will be highlighted. Specifically, information concerning literacy development in adolescents will be explored in the context of varied philosophies, theories and practical applications. From this context, a range of viewpoints will be discussed and analyzed to provide a foundation for identifying and appraising a variety of perspectives on each issue concerning content are literacy for adolescents.

Co-requisite of EDS 610 is required for all Childhood/Literacy and Childhood/Special Education plans only. No prerequisites for Adolescent plans.

Credits: 3

Every Fall

EDS 702 Supervised Practicum in Special Education at the Elementary and Secondary Levels

The NYS Department of Education defines the practica as a structured, college-supervised learning experience for a student in a teacher education program through direct experiences with individual students or groups of students.

Prerequisites of EDS 600, 620, 617, 630, 631, 632, 633 or EDS 600, 630, 631, 632, 633 are required.

Credits: 3

Every Spring

EDS 704 Supervised Practicum In Special Education - Autism

This course is designed for students to gain practical experience in the selection, design and implementation of behavioral programs for individuals with autism and developmental disabilities. All students are expected to work in school or agency settings, attend and complete required orientations, meet school or agency guidelines, and be supervised by BCBA's or BCBA-D's. Students will spend at least 100 hours (150 hours for students pursuing NYS LBA credential clinical situations designing, implementing

instruction and behavior treatment plans, and collecting data using techniques consistent with the empirical basis of Applied Behavioral Analysis. This course includes 15 hours of concepts and principles in behavior analysis.

Prerequisites: EDS 600, EDS 624, EDS 630, EDS 631, EDS 633 and EDS 635 are required.

Prerequisites of EDS 600, 610 or 620, 617, 629, 630, 750 and co-requisite of EDS 625 or 629 or 635 or SPE 681 are required.

Credits: 3

Every Fall

EDS 713 Supervised Student Teaching and Seminar in Special Education

Student Teaching in Special Education will require the student to spend a minimum of 175 hours working with students with disabilities at the childhood level in school settings. Student teaching will occur with ongoing supervision of a school based cooperating teacher (certified in special education), along with supervision by a member of the faculty. A weekly seminar will also be required in Special Education and Literacy which the student teaching experience will be discussed, along with current issues addressing preparation to enter into the profession.

Credits: 3

Every Fall and Spring

EDS 750 Institute

Summer Institute available summer only.

Credits: 3

Every Summer

**DEPARTMENT OF
EDUCATIONAL LEADERSHIP
AND TECHNOLOGY**

The Department of Educational Leadership, Technology and Administration (DELTA) offers graduate degrees in both Educational Leadership and Educational Technology. Educational Leadership offers master’s degrees and advanced certificates that enable talented educators and newcomers to the field to achieve positions of leadership in public and private school districts. DELTA’s academic programs address the issues facing modern elementary and secondary education including: decision-making; curriculum-writing; human relations; adapting programs to keep up with emerging knowledge and changing social circumstances; the influence of politics and public policy on education; education law; and school business. The full-time and adjunct faculty of the Department includes experienced school leaders such as administrators, principals, chief financial officers and superintendents of schools. All DELTA programs are approved by the New York State Education Department for distance learning.

The M.S. in Educational Technology program is designed for certified K-12 teachers to earn New York State professional certification and/or as an Educational Technology Specialist. It also is designed for the teacher who wants to be part of the changing world of education caused by constantly evolving technologies. The program moves students' thinking from the bricks-and-mortar style to one that builds communities of practice within the virtual world of cloud technologies, on-line learning materials, and multi-media.

The Ed.D. in Transformational Leadership is an inter-disciplinary, research-based doctoral program designed to prepare students for leadership roles in public and private schools as well as in related fields – from kindergarten through high school – and colleges and universities. The cohort model used in the program fosters interdisciplinary thinking by bringing together students with backgrounds in a variety of different fields ranging from education to health sciences, law, and technology. The coursework provides expertise in a variety of perspectives, including organizational leadership and human relations, teaching and learning, professional learning and development, educational technology, policy analysis, and data-informed decision making. The program is built on the premise that research should be conducted in the “laboratory of every day” – in classrooms, schools and communities. Graduates of the program will produce research that addresses identified needs in their particular community of learners.

**M.S.Ed. in Educational
Leadership**

The 36-credit Master of Science in Educational Leadership equips today’s educators with the skills they need to effectively balance six essential components of successful school district administration: human relations, leadership, school-community relations, research, school business, and technology. In addition to coursework in subject areas ranging from curricular concerns to supervision to school law, you will gain valuable insight from our outstanding team of professors - all of whom are active in their specialized fields.

Under the mentorship of a school administrator, students will complete a 400-hour, hands-on administrative internship. Upon completion of this program (and successful passage of the New York State School Leadership Assessment), students will be eligible for New York state certification as a School Building Leader and School District Leader. Candidates for this program are encouraged to have a bachelor’s degree, permanent or professional state certification in teaching or an educational specialty, and satisfactory completion of three years of teaching.

ADMISSION REQUIREMENTS

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

- Application for Admission.
- Application fee: (non-refundable).
- Official copies of undergraduate and/or graduate transcripts from any college(s) or universities attended.
- Permanent or professional state certification in teaching or an educational specialty and satisfactory completion of at least three years experience under such certification is preferred.
- Two professional and/or academic letters of recommendation that address the applicant’s potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5

M.S. in Educational Leadership
{Program Code: 28579}
(36 Credits)

Required Administration Core Courses

EDL	630	Administrative Core I	6.00
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EDL	631	Administrative Core II	3.00
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Required School Building Leader Courses

EDL	632	Curricular Concerns in Public School Administration	3.00
EDL	635	School Law	3.00
EDL	637	Supervisor In School Setting	3.00

Elective School District Leader Courses
Any four of the following courses:

EDL	633	School Business Administration	3.00
EDL	634	School Personnel Administration	3.00
EDL	636	Public School Finance	3.00
EDL	640	Seminar in Youth Problems, Curricular Innovation and the Administration of Innovative Programs	3.00
EDL	641	School District Administration: Problems and Issues	3.00
EDL	643	School Plant Planning	3.00
EDL	644	Collective Negotiations In Education	3.00
EDL	646	Special Education Law For School Administrators	3.00
EDL	647	Administration of Educational Programs for Exceptional Children	3.00
EDL	648	School Organization, Programming and Scheduling	3.00
EDL	649	Leadership and Administration in Multicultural School Settings	3.00
EDL	652	Seminar In School Business Office	3.00
EDL	653	Administration and Leadership at the Middle School Level	3.00
EDL	704	Degree Synthesis	3.00
EDL	705	Thesis Seminar	3.00

Required School Building Leader Internship Course

EDL	650	Internship in School Administration-Master's Level	6.00
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Required Culminating Experience
Portfolio within Internship

Credit and GPA Requirements

Minimum Total Credits: 36
Minimum Major GPA: 3.00

Advanced Certificate in School District Business Leader

This 30-credit program prepares graduates for the positions of assistant, associate, or deputy superintendent for business. Course work includes 24 core credits in educational administration and a 400-hour, hands-on internship in a school business office, enabling students to hone their business acumen. Courses explore public school finance, the school budget process, and school district administration. Students without teaching experience may qualify for New York State certification as a School District Business Leader.

Candidates for this program must possess a master's degree and have an appropriate career background and aspirations. Upon completion of their coursework students must pass the New York State School Leadership Assessment.

ADMISSION REQUIREMENTS

Applicants to the Advanced Certificate must meet the following requirements for admission.

- Application for Admission.
- Application fee: (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities attended.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5

Advanced Certificate School District Business Leader

{Program Code: 28582}

(30 Credits)

Administration Courses

EDL 630	Administrative Core I	6.00
EDL 631	Administrative Core II	3.00

School District Business Leadership Courses

EDL 633	School Business Administration	3.00
EDL 636	Public School Finance	3.00

EDL 641	School District Administration: Problems and Issues	3.00
EDL 651	Internship in School Administration-Advanced Certificate Level	6.00
EDL 652	Seminar In School Business Office	3.00

One of the following Elective Courses

EDL 632	Curricular Concerns in Public School Administration	3.00
EDL 634	School Personnel Administration	3.00
EDL 635	School Law	3.00
EDL 637	Supervisor In School Setting	3.00
EDL 640	Seminar in Youth Problems, Curricular Innovation and the Administration of Innovative Programs	3.00
EDL 643	School Plant Planning	3.00
EDL 644	Collective Negotiations In Education	3.00
EDL 646	Special Education Law For School Administrators	3.00
EDL 647	Administration of Educational Programs for Exceptional Children	3.00
EDL 648	School Organization, Programming and Scheduling	3.00
EDL 649	Leadership and Administration in Multicultural School Settings	3.00
EDL 653	Administration and Leadership at the Middle School Level	3.00
EDL 704	Degree Synthesis	3.00

Credit and GPA Requirements

Minimum Total Credits: 30
Minimum Major GPA: 3.00

Advanced Certificate in Educational Leadership

This 30-credit program prepares candidates for administrative posts in K-12 public and private school systems. Through an advanced curriculum, students will receive the training and credentials needed to qualify for New York State certification

as both a school building leader and a school district leader. Upon completion of the coursework, students must pass the New York State School Leadership Assessment.

Course offerings include topics in leadership, supervision, law, and curricular concerns in public school administration, as well as district administrative problems and solutions. Under the mentorship of a school administrator, students will complete a 400-hour, hands-on administrative internship. Candidates for this program are encouraged to have a master's degree, permanent teaching certificate, and three years of teaching under such certification.

Admission Requirements

Applicants to the Advanced Certificate must meet the following requirements for admission.

- Application for Admission.
- Application fee: (non-refundable).
- Official copies of undergraduate and/or graduate transcripts from any college(s) or universities attended.
- Permanent or professional state certification in teaching or an educational specialty and satisfactory completion of at least three years experience under such certification is preferred.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

Educational Leadership Advanced Certificate Requirements

{Program Code: 28581}

(30 Credits)

Required Administration Core Courses

EDL 630	Administrative Core I	6.00
EDL 631	Administrative Core II	3.00

Required Educational Leadership Courses

EDL 632	Curricular Concerns in Public School Administration	3.00
EDL 635	School Law	3.00
EDL 636	Public School Finance	3.00
EDL 637	Supervisor In School Setting	3.00

EDL 641	School District Administration: Problems and Issues	3.00
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Required Educational Leadership Internship Course

EDL 651	Internship in School Administration-Advanced Certificate Level	6.00
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Credit and GPA Requirements

Minimum Total Credits: 30
 Minimum Major GPA: 3.00

M.S. in Educational Technology

The M.S. in Educational Technology program is designed for certified K-12 teachers to qualify for their New York State professional certification in their classroom teaching certificate and to qualify them to become certified as an Educational Technology Specialist. It also is especially relevant for the teacher who wants to be part of the changing world of education caused by constantly evolving technologies. The program moves your thinking from the bricks-and-mortar style of learning to learning that builds communities of practice within the virtual world of cloud technologies, online learning materials, and multimedia. To qualify for the initial or professional certificate as an Educational Technology Specialist, the candidate must complete the equivalent of 50 hours of field experience or practicum. It should also be noted that among other requirements the student must pass the NYSTCE Content Specialty Test (71) Educational Technology Specialist.

Cohorts

The program uses a cohort approach that joins students with a variety of experience and career goals who stay together from the start of the program until its completion. Together you will emerge as teachers with expertise in using and applying digital technologies for 21st-century communications, content creation and access, and personal and group learning in a virtual world. These skills will transform and enrich a variety of teaching and learning experiences. You can still teach music, math, history, English, or your area of specialty, but you will teach it with greater creativity and a wider knowledge of learning applications that incorporate current and emerging technologies.

M.S. in Educational Technology

{Program Code: 30938}

Required Course

EDT 908B	Assistive & Instructional Technologies for Individuals w/Disabilities: Current Research & Practice	3.00
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Required Culminating Experience

EDT 776A	Culminating Experience: Issues, Challenges, and Opportunities for Applying Technologies in Learning	3.00
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EDT 776B	Culminating Experience: Actualizing Systemic Technology-Based Learning	3.00
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Additional Educational Technology Courses

Seven (7) courses from the following graduate EDT or EDI Courses are selected by the program directors prior to creation of cohorts. Course selection is made to best fit the needs of the cohort group being formed.

EDT 664	Foundations of Educational Technology: Learning Theories, Critical Thinking, and Technologies for Teaching and Learning	3.00
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EDT 676	Understanding Developmentally Appropriate Educational Technologies for Improving Learning Communities and Learning Systems	3.00
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EDT 686	Foundations of Educational Technology II: Fundamentals of Educational Research in Technology-Enriched Learning and Evaluation	3.00
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EDT 736	Applying Educational Technologies for Building Learning Communities and Learning Systems	3.00
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EDT 746	Outcomes Assessment for Educational Technologists	3.00
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EDT 756	Understanding the Role of Educational Technologies in Changing School Cultures, Organizations and Communities	3.00
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EDT 766	Designing and Evaluating Assessment Plans for Technology-Enriched Theoretically-Grounded Learning Environments	3.00
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EDT 661	Transforming Communities of Practice: Applications, Technologies & Implementation	3.00
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EDT 662	Transforming Communities of Practice: Technology-Rich Learning Environments	3.00
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EDT 663	Technologies in the 21st Century: Applying Digital Media and Multimedia in Teaching and Learning	3.00
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EDT 701B	Technology and Learning Conferencing	3.00
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Credit and GPA Requirements

Minimum Total Credits: 30
 Minimum Major GPA: 3.00

DOCTORAL PROGRAM IN TRANSFORMATIONAL LEADERSHIP

Program Overview

The program brings broad perspectives to important issues in education and focuses on the study of theory, practice and issues affecting the Pre-K-16 continuum and other education-related domains. Minimum requirements include satisfactory performance in all coursework within the 10-year time frame, completion of the residency requirement, and a doctoral dissertation. This program leads to the granting of the Doctor of Education (Ed.D.) degree.

Success in the program depends in large part on each student's initiative. Students are strongly encouraged to read broadly, to actively consult, to interact with faculty and fellow students, and attend meetings related to their profession and areas of study. At the completion of the program, graduates are expected to be better prepared to think across paradigms, broadening and deepening their perspectives regarding key issues. Applying different approaches to critical questions in education and related areas and contributing in a critical and meaningful way is the foundation for study in this program.

Program Philosophy

The Ed.D. program is built on the belief that research needs to be conducted not only within the university, but also in the "laboratory of the every day"—in classrooms, schools and communities, and other organizations and settings. In this program, the many complex factors that make up learning communities, as well as the responsibilities of leaders within those communities, will be examined. This is based on the conviction that educational research that fails to consider the context of schools and learning communities frequently misses the many variables inherent in cultures, communities, language, changes in state-level policies, advances in technology and more. Graduates of this program will produce research that addresses identified needs in particular communities of learners.

Admission Requirements

Applicants must hold a master's degree in education or a related field. Additionally, all applicants must have at least three years of successful teaching, leadership, or equivalent experience in related fields such as health sciences, law, and technology. Admission decisions will be based on the following factors: academic proficiency, professional accomplishments, proposed intellectual focus, and potential for completing a rigorous program.

Applications to the Doctoral Program are

conducted on a rolling basis. Applicants must submit the following material in order to ensure admission prior to fall classes.

1. A completed application form (available online).
2. A personal statement/research inquiry that describes educational and professional goals and discusses what applicants hope to gain from doctoral study at Long Island University. The statement of purpose should also include a reference to the candidate's research inquiry, which describes the primary area of research.
3. Two official copies of all undergraduate and graduate transcripts (from each college or university where courses leading to a bachelor's and/or master's degree were taken.) Transcripts of all other coursework deemed relevant to the program should also be submitted. Transcripts must be sent in sealed envelopes with the registrar's signature across the seal.
4. Two letters of recommendation. These letters should be written by persons who can comment from personal knowledge on the academic and/or professional qualifications of the applicant for graduate study. Applicants to the Ed.D. in Transformational Leadership Program must submit one letter of recommendation from a current or former instructor or professor. An employer, school principal, or superintendent must write one other recommendation.

Residency and Registration Requirements

All work for the doctoral degree must be completed within ten (10) years from the date of the start of the program and in consideration of the university resources available both for classroom study and research, students are required to maintain registration every semester until and including the term in which the dissertation is approved by the doctoral program faculty and dean of the college.

Every student must fulfill a residency requirement, which will require the student to be registered for courses as a full-time student for two consecutive semesters followed by one summer semester. The residency requirement will be fulfilled automatically for all students who follow the standard cohort plan. Students who miss courses scheduled for their entry cohort may be allowed to join a subsequent cohort when the missed coursework is offered.

Academic Policies

The academic policies are available on the university website.

Candidacy for the Degree

Upon admission to the program, students become "doctoral students" or doctorants and remain in that status until they have completed their digital portfolio, the comprehensive exams, and have

successfully defended their dissertation proposal. At that time, they are advanced to the status of "doctoral candidate" and may use the initials ABD (all but dissertation) as an indication of their advanced status in the doctoral program. That designation expires with any applicable statutes of limitation.

All students must be eligible for candidacy. To be eligible, students must successfully complete the following: the portfolio, the written comprehensive exam, and the oral comprehensive exam. The following requirements provide the basis for doctoral candidacy.

Digital Portfolios

The Ed.D. Digital Portfolio will provide evidence of the doctoral student's intellectual development and achievement during the coursework phase of the doctoral program.

Each doctoral student will assemble a digital portfolio that includes: (a) a cover page; (b) one paper or project from each doctoral course completed at LIU in the first two years of the program; and (c) a written personal reflection (of three to five pages) in APA style on the role and nature of Interdisciplinary studies in education with a special emphasis on the student's primary area of interest. All materials in the portfolio must be in an Internet-accessible digital format and should include such resources as Adobe PDF or Microsoft Word documents, websites, images, videos, or other digital media.

The portfolio should be developed with the guidance of the student's dissertation committee chair who will also have the authority to approve the Digital Portfolio.

Written and Oral Comprehensive Exams

The Doctoral Program has developed an approach that fulfills the evaluative and assessment objectives of the comprehensive exams and also maximizes their value as an integral component of the learning experience for our students. The format of the comprehensives avoids unnecessary or redundant retesting of students' mastery of course content knowledge that would already have been assessed by individual course instructors. The design of the comprehensives is intended to advance students' progress toward their dissertation research. The comprehensive exams include a research précis that demonstrates the research methods, skills, and perspectives developed during the student's core (covering research skills and methods) courses and reflects the knowledge they developed in their field.

Research Précis

The written portion of the comprehensive exams will be a research précis comprising three components:

- The first component is a preliminary literature

review related to the student's proposed area of dissertation research and should reflect both an understanding of research and of the student's field of expertise [about 10 double-spaced pages plus references].

- The second component is a discussion of the proposed research methodology (including philosophical perspectives, analytic methods, sample, instruments, and measures) and its strengths and limitations [about five to seven pages plus references].
- The third component is a statement describing the interdisciplinary nature of the proposed research and of its benefits (about two to three pages).

The written portion of the comprehensive exams will be assessed by the dissertation committee chair and one other member of the dissertation committee, as designated by the chair. In the event of a split judgment, the third member of the committee would be asked to break the tie. If two members of the committee find the exam not ready for approval, the committee will offer corrective advice to the student and ask that the research précis be revised and resubmitted.

Orals

The oral portion of the comprehensive exams will be achieved by having the student make an oral presentation of the research précis to the three-person dissertation committee. The members of the committee will use that presentation as an opportunity to explore the student's mastery of the content knowledge and understanding of theory and research in the student's specialization, as it relates to the student's planned dissertation topic.

Dissertation Requirements

Under the guidance of a dissertation committee as described in the Ed.D. Student Handbook, the student must develop and successfully defend a dissertation proposal and subsequently, develop and defend a final dissertation of scholarly and professional value.

Curriculum

Students must complete a minimum of 51 credits beyond the master's degree, including eight core courses (24 credits), six field courses (18 credits), and a minimum of three courses of dissertation preparation (9 credits). In addition, students must successfully pass a written and oral comprehensive examination, a dissertation proposal defense, and a dissertation defense. The statutory limit for completion of all degree requirements is five years after a student passes the qualifying examination. Normal progression through the program is as follows:

1. Required doctoral-level core courses (24 credits)
2. Required doctoral-level field courses (18 credits)
3. Development and presentation of a working

- portfolio
- 4. Written comprehensive examination
- 5. Oral comprehensive examination
- 6. Dissertation proposal preparation
- 7. Dissertation proposal defense
- 8. IRB submission and approval
- 9. Dissertation research
- 10. Dissertation defense
- 11. Graduation

Student Cohort Groups

Each incoming class of students will enter the doctoral program as a cohort. Every cohort will work together as an interdisciplinary group.

Doctoral Program Requirements

Doctoral Program (Ed.D.) in Transformational Leadership

{Program Code: 32295}

Program Requirement Core

EDD 1000	Pro-Seminar in the Philosophy of Science and Interdisciplinary Approaches to Educational Studies	3.00
EDD 1001	Multiple Perspectives on Educational Policy Analysis and the History of Educational Reform	3.00
EDD 1003	Psychological, Sociological and Cultural Aspects of Human Development	3.00
EDD 1005	Educational Research Methods I	3.00
EDD 1006	Educational Research Methods II	3.00
EDD 1007	Applied Research Design in Educational Studies	3.00
EDD 1103	Sociopolitical Contexts of Multicultural Education	3.00
EDD 1205	Critical Issues and Trends in Pre-K - 16 Education	3.00

Field Courses from the Following:

EDD 1002	Organizational Theory: Approaches to Studying and Analyzing School Organizations	3.00
EDD 1004	School and Community: Policy and Practices	3.00
EDD 1101	Collaborative Team Models in Education	3.00
EDD 1102	Facilitating Transitions Throughout the Educational Process	3.00
EDD 1104	Bilingual Second Language Acquisition	3.00

EDD 1105	Contemporary Issues in Assessment and Evaluation	3.00
EDD 1106	Technology-Enhanced Teaching & Learning	3.00
EDD 1201	Educational Reform: An Interdisciplinary Theoretical Perspective	3.00
EDD 1202	Perspectives on Leadership, Restructuring and Teacher Empowerment	3.00
EDD 1203	Seminar in Fiscal, Legal and Human Resource Issues in School Renewal and Reform	3.00
EDD 1204	Public and Community Relations: Creating an Environment Conducive to Educational Reform	3.00
EDD 1206	School Reform: Instructional Leadership in Pre-K - 16 Settings	3.00

Dissertation Courses (9 credits minimum)

EDD 1008	Dissertation Seminar	3.00
EDD 1009	Dissertation Advisement I	3.00
EDD 1010	Dissertation Advisement II	3.00
EDD 1011	Continuing Dissertation Advisement (repeated every semester while dissertation research is in progress)	1.00

In addition to course requirements listed above, a Doctoral level written/oral comprehensive exam is required.

Credit and GPA Requirements

Minimum Total Credits: 51
Minimum Major GPA: 3.00

Doctoral Education Courses

EDD 1000 Philosophy of Science & Interdisciplinary Approach to Educational Studies

This foundational seminar must be taken in the first year of the Ed.D. program. It is designed to give students a meaningful context for the development of knowledge as part of a process growing out of their own experiences. It will examine the underpinnings of belief structures and paradigms, and will explore alternate ways of knowing. By deconstructing the assumptions and interests that limit and legitimize the very questions we ask as educators and scholars, students will explore the philosophical, political, sociological, psychological, and scientific basis of knowledge and approaches to problem-solving. Educators, educational leaders and students alike embody personal, cultural and socially-constructed beliefs and practices, concepts, and norms that strongly influence how they perceive and structure their educational experience. With this as a backdrop, students will explore the nature of interdisciplinary research and problem-solving. They will begin their development of interdisciplinary perspectives and methods as an approach to analyzing and understanding the complex problems facing education.

Credits: 3

Annually

EDD 1001 Multiple Perspectives on Educational Policy Analysis and the History of Education

This course surveys the history of American education and focuses on multiple forces (social, intellectual, cultural, political, etc.) that have shaped education policy and practice. At the same time, the course analyzes important reform efforts since the beginning of public education in the United States and considers their intended and unintended consequences. The course also identifies different ways that education reform and policy define educational success, democratic education, and what it means to prepare citizens in an increasingly global world.

Credits: 3

Annually

EDD 1002 Organizational Theory: Approaches to Studying and Analyzing School Organizations

This course addresses multiple approaches to the study of organizations, organizational behavior, and practices of managing and leading people within the context of public schools. Students will learn how organizations are structured and shaped, know what features vary and how they vary, and will better understand how organization theory helps explain organizational structure and behavior. Students will better understand the dynamics of schools and school personnel, as well as the organizational culture that guides and defines public education. Emphasis will be placed on

knowledge of principles and issues relating to fiscal operations of school management, school facilities, and the use of space, and to legal issues impacting school operations. With this knowledge, students will discuss conditions that influence leadership and will be better prepared to facilitate organizational change, to enhance their leadership styles, and to improve school effectiveness.

Credits: 3

Annually

EDD 1003 Psychological, Sociological, and Cultural Aspects of Human Development

The purpose of this course is to involve students in tracing the historical path leading to our current understanding of the way in which psychological, social, and cultural factors intersect and serve as the basis for human development. Field-based experiences will enable students to explore and analyze human interactions in educational settings from multiple perspectives.

Credits: 3

Annually

EDD 1004 School and Community: Policy and Practices

This course draws on the knowledge and understanding of policy analysis and effective change strategies, with a specific focus on the diverse social and cultural aspects of a community and those aspects; influence on goals for teaching and student learning. Students will develop interdisciplinary strategies for learning about and communicating with the greater community. The course will acquaint students with the political forces that propel and shape public education at the local, state, and national levels, and with the social issues that impact the operation of schools and school districts. Students will gain an understanding of community relations and will be able to employ collaborative strategies and processes of communication, in order to explore emerging issues and trends that potentially influence the school community.

Credits: 3

Annually

EDD 1005 Educational Research Methods I

Students will be introduced to the principles of multi-trait, multi-method, interdisciplinary research methodology. They will be encouraged to apply multiple methods in empirically-based, interdisciplinary research, requiring advanced skills in both qualitative and quantitative modes of inquiry. This course explores the fundamental elements of empirically-based, qualitative research methods, including: framing research questions, gaining access as a participant observer, interviewing techniques, journal keeping, data collection, coding and validity/reliability testing, and data analysis. Particular attention will be given to understanding the nature of qualitative research and to the notion that research methods influence observation and conclusions. Upon completion,

participants will be able to demonstrate the ability to plan, carry out, and analyze a qualitative research project.

Credits: 3

Annually

EDD 1006 Educational Research Methods II

Building upon the perspectives and skills developed in Research Methods for Interdisciplinary Inquiry I, this course explores the application of parametric and non-parametric, multivariate statistics and other quantitative research techniques to the design of empirically-based, interdisciplinary, multi-method studies. A background in basic descriptive and inferential statistics is required. Emphasis will be placed on sampling design, data collection and coding, data transformations, distributional assumptions and the selection of appropriate statistical models, and the proficiency in using standard statistical software. As a result of this course, students will have the tools to plan and implement quantitative research components of empirically-based, multi-method, interdisciplinary research projects.

Credits: 3

Annually

EDD 1007 Applied Research Design in Educational Studies

This course provides students with the opportunity to plan and carry out a research project using a multi-method, interdisciplinary, theoretical framework, and the methods explored in previous courses. The research will utilize appropriate mixed models drawing on multiple research traditions and will include both qualitative and quantitative components. Students will be encouraged to select an area of study that focuses on contemporary educational issues.

Prerequisite of EDD 1006 or permission of instructor is required.

Credits: 3

Annually

EDD 1103 Sociopolitical Contexts of Multicultural Education

This course will explore the constant and complex interplay and interactions among personal, social, political, and education factors in exploring the success or failure of students in schools. Research that contributes to the understanding of the complex process of education, and particularly multicultural issues in education, will be examined from an interdisciplinary perspective. Specific attention will be given to: the impact of racism on schooling; discrimination and expectations of students; achievement; structural factors such as school organization and educational policies and practices; and cultural and other differences such as ethnicity, race, gender, language, and class. A rationale for multicultural understanding in an interdisciplinary model will be developed as class members examine case studies about the home, school, and community experiences of successful

students from various backgrounds, and come to understand how these factors influenced school achievement.

Credits: 3

Annually

EDD 1105 Contemporary Issues in Assessment and Evaluation

This course is designed to explore the ways in which assessment and evaluation can be constructed to address learners with diverse strengths and needs. An historical framework of testing and assessment/evaluation will be defined, and will be understood as a springboard from which current views and practices were developed. Current political and sociological factors impacting testing movements will be examined. Consideration for the restructuring of testing and assessment/evaluation will focus on: the needs of students; the link between instruction and assessment; the relationship between and among local classroom and building needs; district policies and practices; and State curricula, standards, and testing programs.

Credits: 3

Annually

EDD 1106 Technology-Enhanced Teaching and Learning

This course is designed to explore the unique possibilities to integrate educational technology with subject domain learning. Students will explore the research, theory, and applications from their investigations in the field of educational technology. They will integrate these findings with their understanding of the content and pedagogy of literacy education, to create an essential context for meaningful development of literacy-enhanced curriculum models. These models can effect dramatic change in how reading, writing, and critical thinking are taught and learned.

Credits: 3

Annually

EDD 1201 Educational Reform: An Interdisciplinary Theoretical Perspective

This course provides an analysis of reform and school leadership against the backdrop of educational administration theories. Emphasis will be placed on using different theoretical and interdisciplinary perspectives to analyze the causes of problems in schools. Students will come to understand how different theoretical frameworks lead policy analysts to look at problems differently, and will focus on a variety of types and sources of information concerning their possible causes.

Credits: 3

Annually

EDD 1202 Perspectives on Leadership, Restructuring, and Teacher Empowerment

This course provides a historical perspective of restructuring and empowerment. Emphasis will be placed on the key dimensions of empowering leadership. As a result, students will have the

opportunity to examine, from an interdisciplinary perspective, various responses to the challenges of empowerment and restructuring. In addition, students will discuss the need to change the roles, culture, and norms within school organizations.

The course will examine the leadership behaviors of principals in schools that are successfully experimenting with multi-grade, multi-age classrooms and other innovations that are part of restructuring and empowerment programs.

Students will discuss strategies for changing the roles, culture, and norms within school organizations, and will evaluate results where empowering and restructuring programs have been implemented.

Credits: 3

Annually

EDD 1205 Critical Issues and Trends in Pre-K - 16 Education

This course will explore some of the major paradigms and paradoxes of educational reform, and will evaluate contemporary issues in administration at the elementary, secondary and post-secondary levels. Using theories of organizational behavior and politics, chaos and complexity, and context and culture, types and definitions of change will be investigated.

Management of conflict between professionals and the public over differing conceptions of good practice; and the interplay between federal, state, and local policies will be examined. This course will also encourage students to re-evaluate their conceptualizations and beliefs regarding issues and trends in educational reform, a key step in developing a personal framework for leadership. A major focus will be to investigate the influences of educational reform issues on the operation of schools and other educational organizations, and, most importantly, on teaching and learning. As a culminating project, all students will conduct a research project which makes extensive use of a multi-method, interdisciplinary, theoretical framework and the methods explored in previous courses.

Credits: 3

Annually

EDD 1206 School Reform: Instructional Leadership in Pre-K - 16 Settings

This course examines school reform through an interdisciplinary perspective and through the lens of building-level leadership in Pre - k - 16 context. It will include a study of the tasks, functions, and roles of the principal, assistant principal, department head, building coordinator, and other related leadership positions influencing change in schools and other educational organizations. It will expand student knowledge of research, theory current practice, and educational innovations in the following areas: leadership, curriculum, supervision, instructional competence, school organization, and personnel and management. It will explore the educational, political, economic, and social forces

that shape the reform agenda, with a special emphasis on the working relationships among administrators, faculty, staff, parents, students, and community in the era of rapid change.

Credits: 3

Annually

Dissertation Courses

EDD 1008 Dissertation Seminar

This course integrates content from methods courses with the intent to equip students with the tools for developing a doctoral proposal that meets the Ed.D. program's policies and expectations. Students explore research trends in their areas and further develop the skills necessary to critically review literature, to frame research problems, and to design a research study using appropriate methodology. In this course, students are expected to choose a broad topic and develop a related research question, conduct an exhaustive literature review, and develop a pre-proposal.

3 credits

Credits: 3

Annually

EDD 1009 Dissertation Advsiement I

This course provides a forum for students to discuss their dissertation proposals and research with each other and with faculty members. Students will be guided through the research process as they develop their proposals, continue writing the research review, and describe the methodologies and analyses necessary for their projects. Students are expected to develop a dissertation proposal that could be presented and defended during the semester in which this course is taken or in the semester immediately following enrollment in this course. After the dissertation proposal is successfully defended and accepted by all members of their committees, students make the necessary arrangements to begin their investigations, including obtaining IRB approval. Once they have approval from the IRB, students begin their data collection process.

Credits: 3

Annually

EDD 1010 Dissertation Advsiement II

In this course students work closely with their dissertation advisors to continue and/or complete their research and writing for the dissertation. After completing the research and the final draft of the dissertation, and once a draft is approved by the advisor, students submit the work to their other committee members. Students then work closely with their dissertation advisors to develop their oral presentations and become prepared to orally defend their dissertations for the committee and any other interested individuals.

Credits: 3

Annually

EDD 1011 Continuing Dissertation Advsiement

This is a one credit course given each semester (Fall and Spring semesters) for those students who have completed the required 51 hours of the Interdisciplinary Educational Studies Doctoral Ed.D. program, but have not yet successfully defended their dissertation. This course allows the doctoral students to continue in the program, enabling them to receive continued support of their dissertation committee members, and giving them access to other university services (e.g. technology and library services) until they successfully defend their dissertation. Students are required to enroll in one (1) credit hour of EDD 1011 after completing Dissertation Advisement until they have completed and successfully defended their dissertations.

Credits: 1

Annually

Educational Leadership and Administration Courses

EDL 630 Administrative Core I

This course presents a balanced viewpoint of theory and practice in analyzing current issues in administration. This sequence includes three interrelated areas within the field of school administration. They are: human relations, leadership and school-community relations.

Credits: 6

All Sessions

EDL 631 Administrative Core II

The goals of this course are to have students become wise consumers of educational research and develop the skills, knowledge, and abilities to understand data, incorporate analytical evidence in executive decisions, and communicate decisions to stakeholders. Core II may be taken before Core I.

Pre requisites: EDL 630 or permission from Dept.

Chair

Credits: 3

All Sessions

EDL 632 Curricular Concerns in Public School Administration

This course is a study of curricular concerns and administrator decision-making. Major topics include administering programmatic change, understanding theories of curriculum and instruction and addressing current curriculum issues related to regional, state and federal policy.

Credits: 3

All Sessions

EDL 633 School Business Administration

This course is a study of the basic areas of responsibility of the school business administrator. Major topics include the role of the school business administrator; budgeting; accounting; purchasing; insurance; operation and maintenance; transportation and food service.

Credits: 3

All Sessions

EDL 634 School Personnel Administration

This is a study of the skills, attitudes and knowledge essential for effective school personnel administration. Areas of concentration for the school personnel administrator include recruitment; certification; selection; assignment; load and transfer; orientation; salaries and scheduling; leaves of absence; tenure; in-service education; personnel records; morale; retirement; professional associations and collective bargaining.

Credits: 3

All Sessions

EDL 635 School Law

This course is a study of the major topics of law related to public schools. Areas of concentration include sources of the law; scope of the law; law and the organization for public education; pupils, employees and school law; school officers and the law; theory of governmental non-liability; liability and individual members of the board; and personal liability of school employees.

Credits: 3

All Sessions

EDL 636 Public School Finance

This course is a study of public school finance. Major topics include: the development of public school finance in the United States; principles of school finance; revenues; expenditures and indebtedness; fiscal problems; fiscal control; and school support formulas.

Prerequisite of EDL 631 is required.

Credits: 3

All Sessions

EDL 637 Supervisor In School Setting

This course is a study of the major components of school supervision. Areas of concentration include: the nature of the supervisory process; functions of the supervisor; principles of supervision; leadership styles of supervisors; procedures used by the supervisor; the supervision of teachers; and the evaluation of the supervisor.

Credits: 3

Every Semester

EDL 641 School District Administration: Problems and Issues

This course is a study of the role and responsibilities of the school district administrator in a school system. Major topics include: organizational, professional and legal issues in school district administration; the school district administrator and organizational decision-making; emerging responsibilities in working relationships among school district administrators and the board and community; critical economic, political and social issues confronting educational leadership.

Credits: 3

All Sessions

EDL 643 School Plant Planning

This course is an analysis of needs and program determination for educational facilities. The course includes: the planning of functional and environmental aspects of school building design and utilization; demographic studies; and financing of school building construction and school building renovations. Also included is the use of abandoned school buildings and the implementation or development of reduction programs.

Credits: 3

On Occasion

EDL 650 Internship in School Administration-Master's Level

During the internship, the six major core areas are reintroduced, providing a synthesizing experience for the student. Practical applications of systematic observation and participation in administrative and supervisory activities are provided at the school building level.

Prerequisites of EDL 630 & a Prerequisite or Co-requisite of EDL 631 are required.

Credits: 6

Every Fall and Spring

EDL 651 Internship in School Administration-Advanced Certificate Level

During the internship, the six major core areas are reintroduced, providing a synthesizing experience for the student. Practical applications of systematic observation and participation in administrative and supervisory activities are provided at the school district level. Permission of the Chairperson of the Department of Educational Leadership and Administration is required to enroll in this course.

Prerequisites of EDL 630 & a Prerequisite or Co-requisite of EDL 631 are required.

Credits: 6

Every Fall and Spring

EDL 652 Seminar In School Business Office

This course provides the student with an in-depth knowledge and understanding of the roles and responsibilities of the district school business official. Topics include an overview of the school business office and responsibilities of the internal and external auditors and the district treasurer. In addition, the course focuses on fund accounting principles, the uniform system of accounts, fund balance management, extra classroom activity funds, tax rates and the budget process.

Credits: 3

On Occasion

EDL 704 Degree Synthesis

This course is a synthesizing experience, with eight hours of group study culminating in a two-hour written examination.

Credits: 3

On Occasion

EDL 705 Thesis Seminar

This course is available only to matriculated master's degree candidates electing to develop and write a thesis under the supervision of approved

faculty. Registration must be approved by the student's departmental chairperson or designated representative.

Credits: 3

On Occasion

EDL 706 Independent Study

Independent Study

Credits: 3

All Sessions

EDUCATIONAL TECHNOLOGY COURSES

EDT 661 Transforming communities of practice: Technology-rich learning environments

Education, public and private, at all levels of delivery is experiencing major changes directly related to the evolution and implementation of technology in teaching and learning practices. This course introduces concepts and principles for creating technology-rich learning environments.

Current practice and trends are explored as students identify and test available tools for delivering learning in diverse ways with, and around, information technologies. Students learn to build a foundation for using technology based learning theory, studying practice and trends that are successful, and using state and national standards. Creating electronic portfolios are developed as a process for documenting student performance. Students produce technology rich, standards based learning activities in collaborative and individual projects. The final project includes a documented rationale for using technology as a form of content delivery. The course utilizes a mix of face-to-face and online/virtual instruction and serves as a model for student work.

Credits: 3

On Occasion

EDT 662 Transforming communities of practice: Applications, technologies, & implementation

Education, public and private, at all levels of delivery is experiencing major changes directly related to the evolution and implementation of technology in teaching and learning practices. This course provides students with the knowledge and skills necessary to critically assess and selectively incorporate 21st century learning tools into new learning environments. The focus is on Web 2.0 tools, second-generation Internet tools, that offer increased interactivity allowing teachers and students to easily create, communicate, collaborate, and share information, projects, and ideas. The course is delivered in a blended format mixing traditional face-to-face and online, asynchronous, learning experiences.

Credits: 3

On Occasion

EDT 663 Technologies in the 21st century: Applying digital media and multimedia in

teaching and learning

Education, public and private, at all levels of delivery is experiencing major changes directly related to the evolution and implementation of technology in teaching and learning practices. Digital media and multimedia provides teachers and students with powerful new ways of expressing, organizing, synthesizing, and evaluating ideas and information. This course provides students with the knowledge and skills necessary to create and use digital media / multimedia for educational purposes. The course will focus on developing skills in digital imaging, audio, and video production; and in combining media in new ways to present information and tell stories. We will examine ways that school based multimedia projects provide students with the opportunity to work collaboratively, engage in multiple modalities of learning and reflective thinking, and use a constructivist approach to learning. Students will work individually and in collaboration on class assignments and projects. The course is delivered in a blended format mixing traditional face-to-face and online, asynchronous, learning experiences.

Credits: 3

Every Fall and Spring

EDT 686 Found. of Ed. Tech. II: Fund. of Educational Research in Technology-Enriched Learning and Evaluation

This course, usually offered in conjunction with EDT 736, introduces educational research for the assessment of learning in technology-enriched, constructivist environments. Students learn to use appropriate educational technologies for synthesizing, generating, and evaluating knowledge. Constructivism and Applied Constructivist theories as models for developing technology-enriched learning systems are explored.

Education Technology majors only.

Credits: 3

On Occasion

EDT 701B Technology and Learning Conferencing: Attending Professional Conferences

This course may be taken more than once. Each time it will have a new letter designation. For example, The National Educational Computing Conference (NECC) in 2003 might be EDT 701A Technology and Learning Conferencing: National Educational Computing Conference, Seattle, WA, June/July, 2003, while another conference in 2003, might be EDT 701B with its specifications. And so on.

This course creates an intensive learning experience for the student before, during, and after a major national conference with a strong focus on technology and learning. One dimension of the course is hearing renowned speakers, attending sessions, interacting directly with a broad base of presenters, interviewing exhibitors while exploring new technologies, and reading extensively in both

peer-reviewed scholarly research papers and work on practical ideas for effective technologies used purposively in K-12 settings. Another is the work with the faculty mentor who provides a framework for planning, study, and initial research prior to the conference; team building with all taking the course; mentorship and discussions during the conference; and production including communications and presentation afterwards. Outcomes include discussions online before, during, and after the conference, e-mails with people around the country who have presented, and after the conference a reflective paper and the construction of an interactive, multimedia website for others to view. Together, these constitute a personal portrait of substantive learning based around the conference, in which students evidence learning in the T.E.A.M. program frameworks and each of the three vertical threads (technology, professional growth and scholarship, content/action).

Education Technology majors only.

Credits: 3

On Occasion

EDT 746 Outcomes Assessment for Educational Technologists

Students are introduced to the design and application of outcomes assessment in technology enriched learning environments. Moving from a rich theoretical and skills base, students begin to apply their knowledge to continue scholarly research that supports their personal or group focuses as they build greater understanding and apply learning in designing and evaluating models of learning systems in constructivist environments. This course emphasizes the critical importance of collaborative action and the value of working in teams.

Education Technology majors only.

Credits: 3

On Occasion

EDT 756 The Role of Educational Technologies in Changing School Cultures, Organizations, and Communities

In this course, usually offered in conjunction with EDI 746, students begin to apply their knowledge to build learning communities and systems. Change models are explored, school organization and cultures analyzed, and models for future systems developed. Students (individually and in teams) design action-based teaching and learning models and participate in technology-enriched projects supporting educational outreach to schools, museums, and other learning communities.

Education Technology majors only.

Credits: 3

On Occasion

EDT 776A Culminating Experience: Issues, Challenges, and Opportunities for Applying Technologies in Learning

In this course, students assess and diagnose

opportunities for enhancing the effectiveness of learning systems through the selection, implementation, and ongoing evaluation of appropriate educational technologies. Students identify and address existing and potential impediments in conventional educational settings to the application of technologies for improving learning systems. Students also consider technology specific impacts and applications including digital plagiarism, digital divide, and copyright.

If 776, this is the final core course in the program. Students' capstone experience, begun in 766 is completed and presented in a professional online portfolio with evidence and reflection upon their learning through the entire program. The portfolio is presented to an audience of peers. If 776A, the packaging of this portfolio extends through the next course, 776B.

Education Technology majors only.

Credits: 3

On Occasion

EDT 776B Culminating Experience: Actualizing Systemic Technology-Based Learning

This course serves as the culminating experience for the core of the program, if nine cores are designed for the team. Students are expected to finish developing personal and group learning systems, professionally present and support those systems to peers and mentors, and synthesize their experience in the program. Mentors review program contracts with students. The capstone experience, the online professional portfolio is completed in this semester and presented to an audience of peers.

Education Technology majors only.

Credits: 3

On Occasion

EDT 908B Assistive & Instructional Technologies for Individuals w/Disabilities: Current Research & Practice

Assistive and instructional technologies refer to the application of technology to meet the needs of students throughout special education. IEP teams are now required to consider Assistive Technology for all children in Special Education This summer institute is designed to bring some of the leading researchers, developers and practitioners in this emerging area to Long Island University. Topics include: overview of assistive technology, applications with students with learning disabilities, recent research and development in multimedia applications for at-risk and mildly disabled students, applications for students with physical and/or speech impairments, and integrating assistive technology within the IEP and into the classroom.

Education Technology majors only.

Credits: 3

On Occasion

PALMER SCHOOL OF LIBRARY AND INFORMATION SCIENCE

The Palmer School of Library and Information Science offers a Master of Science in Library and Information Science (MSLIS), an MSLIS leading to teacher certification as a School Library Media Specialist, a Dual Degree master's degree program that combines the MSLIS and any one of approximately 50 master's degrees from New York University's Graduate School of Arts and Science (GSAS), an Advanced Certificate in Archives and Records Management, an Advanced Certificate in Public Library Administration, and a Ph.D. in Information Studies. Students take courses in online, or in blended formats (using zoom or some face to face formats), that offer classroom interaction with the flexibility of online instruction. The degrees, coursework, and faculty are identical for all modes of delivery. Students in the MSLIS may take classes through the following locations: LIU Post in Brookville, Long Island (for all programs except for the Dual Degree and Public Library Administration Advanced Certificate); at the Palmer site in Manhattan in the Bobst Library of New York University (for Dual Degree students), and at various library systems (for the Public Library Administration Advanced Certificate). Courses for the Advanced Certificate in Archives and Records Management are offered both online and in digitization labs on the Post campus (if interested in a hands on experience); classes in Public Library Administration are mostly offered in face to face format at various locations throughout New York State, depending on where the new yearly cohort is established.

The Doctor of Philosophy (Ph.D.) Information Studies -- the only program of its kind in the New York metropolitan area -- prepares individuals to assume leadership positions in research, teaching, and professional practice.

M.S. in Library and Information Science

The 36-credit, ALA-accredited master's degree prepares information professionals for the various career paths in Library and Information Science. In general, the degree requires a total of 12 3-credit courses: 4 required core foundation courses, 1 management elective, 1 internship, and 6 electives that reflect individual interests and intended career paths. Students entering the program with prior graduate degrees may apply for a waiver of 6 credits for the MSLIS, resulting in a program of 30 required credits.

Students choose various areas of study, including Archives and Records Management (certificate

program), School Library Media Specialist (certification program), Youth Librarianship: Children's and Young Adult Services, Public Librarianship, Rare Books and Special Collections, Academic and Special Librarianship, Digital Librarianship and Technical Service/Knowledge Organization.

The average length of time to complete the master's degree depends upon each semester's course load; in general, it is possible to complete the program in one and a half to two years.

INTERNSHIP PROGRAM

One of the most valuable aspects of the MSLIS is the Internship Program. Every student is provided an opportunity to participate in a capstone internship that provides marketable experience, valuable contacts within the field, and essential skills for a competitive job market. Currently, there are three internship types: 1) for general MSLIS students and those in most specialized areas, including those in Archives and Records Management (LIS 690); 2) for students in the School Library Media Program (LIS 691); and 3) for students participating in the Archives and Records Management Gardiner Foundation program supporting the digitization of materials in historical societies (LIS 693).

CAREER OPPORTUNITIES

The MSLIS prepares today's information professionals to assume leadership positions in many kinds of organizations and in a variety of functions. Graduates with this degree work in traditional academic, corporate, law, school, and public library settings, but also work for museums, government agencies, non-profits, and small businesses in areas such as marketing, strategic planning, web development, information architecture, competitive intelligence, database administration, and project management. Some graduates continue to advanced certificates, such as the Public Library Administration Advanced Certificate for positions in public library administration as directors, or to advanced degrees, such as the Ph.D. in Information Studies, leading to more specialized careers, such as research or teaching careers in higher education.

ADMISSION REQUIREMENTS

Students applying to the M.S. in Library and Information Science should submit the LIU Online Application for Admission. Once the application acknowledgment is received, documents can be uploaded. The temporary password will be your date of birth (DDMMYYYY Date-Month-Year). Please be sure to reset your password after the first log in.

Applicants to the Master of Science in Library and Information Science must submit:

- Application for Admission
- Non-refundable application fee

- Official copies of the undergraduate and/or graduate transcripts from any college(s) or universities attended.
- Applicants should have achieved at least a 3.0-grade point average. Applicants who have not completed their degrees prior to submitting the admission application should submit a transcript without the final semester's grades. These applicants may be accepted pending receipt of their final degree noted on the transcript.
- Applicants whose undergraduate average is below a 3.0 may be required to submit the results of the Graduate Record Exam or Miller Analogies Test taken in the last five years. Students already holding a master's degree or who can show successful completion of coursework in graduate school will not be required to take the GRE or MAT exams.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program
- A current résumé
- A written statement that describes the applicant's motivation for seeking the degree, special areas of interest, and career objectives in the profession (250-300 words).
- Students for whom English is a second language must submit the following:
 - Official score results of the Test of English as a Foreign Language (TOEFL) with a minimum score of 100 on the internet-based test or 550 on the paper-based test or 6.5 on the IELTS.
 - Original official transcripts of university work including degrees received.
 - Official certified translations are required if the records are in a language other than English.
 - Proof of financial support for I-20 issuance (tuition, room and board, and personal expenses).
 - Professional transcript evaluations may be required.

LIMITED ADMISSION

In rare instances, and at the discretion of the Palmer School Admissions Committee, applicants who do not meet the above minimum criteria may be considered for admission on a limited (conditional) matriculation basis if it is determined that there is potential for success in the program and the field. A high GRE or MAT score, extensive and successful experience in the field, outstanding letters of recommendation from professionals in the field, or a personal interview that demonstrates that the applicant has attained the level of maturity and dedication necessary to pursue study at the master's level are some of the possible proofs of eligibility.

REQUIRED TECHNOLOGY SKILLS

Applicants to the program should have general

- capabilities in technology. Students should be comfortable with the following skills:
- Can perform basic functions of e-mail: compose, send, receive, delete, manage addresses, folders, etc.
 - Are comfortable with the various functions of Microsoft Office Suite
 - Can perform basic calendar operations and task management
 - Can understand and use basic computer hardware (function of monitor, keyboard, etc.; can recognize removable storage devices like USB drives; can operate printer)
 - Can understand and use the internet (understand the basic structure of WWW; can use browsers; can use navigation buttons, scroll, add favorites, etc.; can download and save files including image, audio, and video)
 - Can use basic software features (menus, toolbars, taskbar, help menu; can open/close, maximize, scroll, print)
 - Can create, open, save or delete files; can select, cut, copy, paste, or delete text; can format and spell-check documents; can use multiple windows simultaneously; run virus checks; empty trash or restore files from trash
 - Can identify available printers, including local vs. networked; can adjust the set-up, preview print jobs, and print

M.S. Library & Information Science

{Program Code: 26161}

Major Requirements (36 credits; applicants with other graduate degrees may apply for a waiver of 6 elective credits)

General Concentration

Required Library and Information Science

Courses

LIS	510	Introduction to Information Science and Technology	3.00
LIS	511	Information Sources and Services	3.00
LIS	512	Introduction to Knowledge Organization	3.00
LIS	514	Introduction to Research in Library and Information Science	3.00
LIS	690	Internship/ LIS 691: Internship, School Library Media/ LIS 693: Gardiner Internship in Local History	3.00
And one (1) of the following management courses is required:			
LIS	513	Management of Libraries & Information Centers	3.00
LIS	622	School Library Media Center Management	3.00

LIS	713	Rare Books and Special Collections Librarianship	3.00
LIS	714	Archives and Records Management	3.00
LIS	741	Public Libraries	3.00
LIS	744	Academic and Special Libraries	3.00

Elective Requirements: Choose Six (6) of the following courses:

LIS	508	Technology for Information Management	3.00
LIS	513	Management of Libraries and Information Centers	3.00
LIS	516	Collection Department	3.00
LIS	517	Emerging Web Technologies	3.00
LIS	519	Great Collections of New York City	3.00
LIS	520	Records Management	3.00
LIS	529	Map Collections	3.00
LIS	606	Information Literacy and Library Instruction	3.00
LIS	610	Readers Advisory	3.00
LIS	611	Film & Media Collections	3.00
LIS	612	Arts Librarianship	3.00
LIS	616	Contemporary Artists' Books	3.00
LIS	618	Online Information Retrieval Techniques	3.00
LIS	620	Instructional Design and Leadership	3.00
LIS	622	School Library Media Center Management	3.00
LIS	624	Introduction to Online Teaching	3.00
LIS	626	Teaching Methodologies for the K-16 Librarians	3.00
LIS	627	Special Needs Students in K-12 Libraries	3.00
LIS	628	Collection Development for K-12 Library	3.00
LIS	629	Technology Applications for the K-12 Library	3.00
LIS	650	Web Design and Content Management Systems	3.00
LIS	652	Exhibitions and Catalogs: Library Meets Museum	3.00
LIS	654	Building Digital Libraries	3.00
LIS	657	Introduction to Preservation	3.00

LIS	658	History of The Book	3.00
LIS	662	Library Public Relations	3.00
LIS	669	Government Information Resources	3.00
LIS	695	Master's Project	3.00
LIS	697	Master's Thesis	3.00
LIS	699	Independent Study	3.00
LIS	705	Principles and Practices in Archival Description: DACS/EAD	3.00
LIS	706	Digital Preservation	3.00
LIS	707	User Experience	3.00
LIS	709	Principles and Practices of Rare Book Cataloging and Descriptive Bibliography	3.00
LIS	710	Rare Books School	3.00
LIS	712	Literacy for the K-12 Librarian	3.00
LIS	713	Rare Books and Special Collections Librarianship	3.00
LIS	714	Archives and Manuscripts	3.00
LIS	716	Audio Preservation	3.00
LIS	718	Facilitating Online Learning	3.00
LIS	721	Appraisal of Archives and Manuscripts	3.00
LIS	727	Corporate Informatics & Knowledge Portals	3.00
LIS	728	K-12 Literature	3.00
LIS	729	Young Adults Sources and Services	3.00
LIS	733	Early Childhood and Children's Literature Sources and Services	3.00
LIS	735	Storytelling & Folk Literature	3.00
LIS	737	Serving Diverse Populations	3.00
LIS	739	Myth and the Age of Information	3.00
LIS	740	Copyright Law and Information Policy	3.00
LIS	741	Public Libraries	3.00
LIS	744	Academic and Speical Libraries	3.00
LIS	749	Health Sciences Libraries	3.00
LIS	755	Information Technologies and Society	3.00

LIS	763	Metadata for Digital Libraries	3.00
LIS	765	Knowledge Representation	3.00
LIS	768	Digital Information Representation	3.00
LIS	770	Information Systems & Retrieval	3.00
LIS	773	Comparative Bibliography	3.00
LIS	774	Information Seeking Behavior	3.00
LIS	775	Technical Services Operations & Systems	3.00
LIS	781	WISE Consortium	3.00
LIS	785	Mentoring Experience	4.00
LIS	901	Special Topics	3.00

Capstone Courses: LIS 690; LIS 693 or LIS 695

LIS	690	Internship	3.00
LIS	693	Gardiner Foundation	3.00
LIS	695	Master's Project	3.00

Rare Books and Special Collections Area of Study

Required Library and Information Science Courses

LIS	510	Introduction to Information Science and Technology	3.00
LIS	511	Information Sources and Services	3.00
LIS	512	Introduction to Knowledge Organization	3.00
LIS	514	Introduction to Research in Library and Information Science	3.00

Rare Books and Special Collections Required Courses

LIS	658	History of The Book (or other course designated as a history of the book)	3.00
LIS	713	Rare Books and Special Collections Librarianship	3.00

Two of the following are strongly suggested as part of the remaining elective credits:

LIS	519	Great Collections of NYC	3.00
LIS	529	Map Collections	3.00
LIS	652	Exhibitions and Catalogs: Library Meets Museum	3.00
LIS	657	Introduction to Preservation	3.00

LIS	709	Rare Book Cataloging and Descriptive Bibliography	3.00
LIS	714	Archives and Manuscripts	3.00
LIS	901	Collecting and Managing Ephemera	3.00
LIS	901	Reference and Instruction in Special Collections	3.00

Must take 3 General Elective Courses and 1 Capstone Course

Credit and GPA Requirements

Minimum Total Credits: 36
Minimum Major GPA: 3.00

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

Overview

The 36-credit M.S. in Library and Information Science (MSLIS) / School Library Media Program will prepare a candidate for a career in K - 12 schools, as a school librarian. This master's degree leads to teacher certification as a Library Media Specialist/ School Librarian. Students need to have a bachelor's degree in any subject area, but should include 36 credits in one of the liberal arts and sciences, as well as at least 3 credits in each of the following: English, social studies, mathematics, science, and a language other than English. It is not necessary to hold a prior teaching certification. This program builds all the required teacher certification courses within its 36 credit Master's degree.

The program comprises 12 courses. Three required core courses provide the foundation upon which students add the prescribed electives that will lead to passing the New York State teacher certification exams and to classes that will enable candidates to be fully prepared as Library Media Specialists upon graduation. The 3 core classes are: LIS 510: Introduction to Library and Information Science; LIS 511: Information Sources and Services; and LIS 512: Introduction to Knowledge Organization. Students in this specialty take a separate internship: LIS 691: Student Teaching Internship, which comprises 40 days (240 hours) of student teaching in a K - 12 school setting.

The average length of time to complete the master's degree depends on the course load each student takes. Full-time students (9 credits/semester) can expect to finish the program in one academic year and a summer session. Students who attend part-time usually complete the degree in two and a half years. Most school library candidates complete the course in 6 semesters.

Please request the **School Library Media Program Handbook** for information about specific objectives, courses, and other requirements from the Director of the School Library Program.

Students with prior teacher certification: a transcript review will determine the specific electives for those with prior teaching certification:

The School Library Media specialization has the following required courses in addition to the core courses for students entering the program with prior NYS Teacher Certification or equivalent:

- LIS 620 Instructional Design & Leadership
- LIS 622 Management of the School Media Center
- LIS 626 Teaching Methodologies for K-16 Librarians
- LIS 725: Instructional Technologies, Applications & Media Literacy
- LIS 901: Library Literacies for K 12 ELL/ENL Learners
- LIS 691 Internship/Student Teaching.

Also one (1) of the following:

- LIS 729 Young Adults Sources and Services
- LIS 733 Early Childhood and Children's Sources and Services
- LIS 728 K-12 Literature

Students entering the program without New York State Teacher Certification or equivalent will be required to take LIS 627: Special Needs Students in K 12 Libraries and LIS 712: Literacy for the K 12 Environment .

To qualify for initial New York State Certification as a School Library Media Specialist, students must also complete or obtain the following:

1. A two-hour child abuse seminar
2. Violence prevention workshop
3. DASA & Preventing Child Abduction; Safety Education; Fire and Arson Prevention
4. Qualifying scores on EAS (Educating All Students test) and the CST in Library Media (Content Specialist Test)
5. New York State fingerprint clearance

Following three years of successful employment in a school library media center, a candidate may apply to the state for professional certification.

Internship Program

Perhaps the most valuable aspect of the Palmer School education is the Internship Program. Every student is offered the opportunity to participate in a capstone internship that will provide them with marketable experience and essential skills for a competitive job market. The LIS 691 internship is a student teaching experience in a K 12 school setting.

Admission Criteria and Procedures

All students entering the School Library Media Program will be subject to a Transcript Evaluation to determine how they meet the requirements set forth by the New York State Department of Education. Please see the Admission Criteria and Procedures section of the M.S. Library and Information Science in the previous section of this bulletin for additional information on admission criteria and procedures.

Academic Policies

A student must maintain a minimum grade point average of 3.0 in the M.S. Library and Information Science Program for continuation in the program and eligibility for practicum experiences. Any student whose cumulative grade point average falls below 3.00 will be evaluated by the Director of the School Library Program, issued a letter of warning, and placed on probation. A student on probation who fails to bring their average up to 3.00 in the succeeding semester may be dropped from the program. In addition, a student who receives grades below B in two graduate courses is considered to have an academic deficiency. A third grade below B, after the student receives a formal warning of the deficiency, may cause the student to lose matriculated status or be dropped from the program. The Director of the Palmer School will make this determination based on this information and student's personal circumstance.

M.S. Library & Information Science / School Library Media

[Program Code: 26160]

Initial Certification

Required Courses (18 credits)

LIS	510	Introduction to Information Science and Technology	3.00
LIS	511	Information Sources and Services	3.00
LIS	512	Introduction to Knowledge Organization	3.00
EDS OR	610	Literacy Teaching and Learning: Birth-Grade 6	3.00
LIS	712	Literacy for K-12 Librarian	3.00

School Library Media Required Courses

LIS	620	Instructional Design and Leadership	3.00
LIS	622	School Library Media Center Management	3.00
LIS	626	Teaching Methodologies for K-16 Librarians	3.00
LIS	725	Instruct Tech, Applications & Media Literacy	3.00

*Special Education Requirement:

EDS 600 or EDS 633 or LIS 627

*Special Education Requirement:

EDS 600 or EDS 633 or LIS 627

Elective Courses: Choose one of the following (3 credits)

LIS	728	K-12 Literature	3.00
LIS	729	Young Adults Sources and Services	3.00
LIS	733	Children's Sources & Services	3.00

Capstone (3 credits)

LIS	691	Internship - School Media Specialist	3.00
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Required Teacher Certification Worksops

EDUX	100	PROJECT S.A.V.E.: Safe Schools Against Violence in Education Act	0.00
CATX	100	Child Abuse Identification and Reporting	0.00
DASX	100	Dignity in Schools Act	0.00

Credit and GPA Requirements

Minimum Total Credits: 36

Minimum Major GPA: 3.00

Dual Master's (M.S. and M.A.) with NYU

M.S. in Library and Information Science from LIU's Palmer School and the M.A. or M.S. from New York University's Graduate School of Arts and Science (GSAS) or specific programs from within the Steinhardt School (see below).

The Program

This unique dual master's degree program prepares subject specialists or scholar-librarians for professions in academic and research institutions and in the information industry. Offered by two of the most prestigious schools in the country, the program grants an ALA-accredited Master of Science in Library and Information Science (MSLIS) from LIU's Palmer School of Library and Information Science and a Master of Arts (in 50 subject concentrations) from the Graduate School of Arts and Science at New York University or from the Media, Culture and Communication or Costume Studies or Food Studies programs at NYU's Steinhardt School. Each NYU department has different curricula requirements. For further information see the Field of Study Descriptions at NYU's GSAS website and the Steinhardt School.

The Training

Integrating subject expertise with education and training in library and information science provides dual-degree graduates with a competitive edge in the growing market for information professionals. Central to the program is a 160-hour mentoring arrangement, in which subject specialists from NYU Libraries work with candidates to introduce them to the requirements of the field, offering the opportunity for hands-on experience within a theoretical framework. If the mentor and student feel it's appropriate, in addition to the time spent in the mentorship, dual degree students may participate in internships in many of the cultural and research organizations in the New York Metropolitan area. All Library and Information Science courses are taught in Manhattan at NYU's Bobst Library or are online. Students enrolled in the dual degree program take approximately 13 fewer credits than would be required if they pursued each master's degree separately.

Career Opportunities

There is a need for subject specialists in academic libraries, research and cultural institutions, and the corporate sector. Our approach to integrating subject expertise with education and training in library and information science provides dual-degree graduates with the opportunity to acquire the skills and knowledge they need for a variety of positions. Graduates of the dual degree program have gone on to work in academic, research, and cultural institutions throughout the United States.

Curriculum

Students who enroll in the dual-degree program will earn two master's degrees for a total of 52-59 credits, depending upon the NYU program. For the Master of Science in Library and Information Science (MSLIS), the Palmer School requires students to complete 28 credits, which includes core courses, elective courses and the mentorship. The Palmer School has elective courses in information technology, rare books and special collections, subject reference, organization of information, web architecture, digital libraries, information retrieval, metadata, archives and management.

Admission Requirements

Students interested in the Dual Degree Program at NYU and LIU apply separately for admission to each school. A student must be admitted to NYU and LIU's Palmer School before being considered for the dual degree program. Please consult the NYU website (www.nyu.edu) for admission requirements. NYU departments each have individual admission applications deadlines. The Palmer School admits throughout the year. For admission requirements to the Palmer School's M.S. in Library and Information Science degree program, visit <http://www.liu.edu/CWPost/Admissions/Graduate>.

Once admitted to both universities, students must complete a separate application/statement of intent for the program itself. Students are asked to indicate their area of interest and their goals so that they are paired with the appropriate dual degree mentor. Details about the dual degree program and the application process can be found on the Palmer site: liu.edu/palmer. Please note that students who have completed more than 6 Palmer credits (2 courses) are no longer eligible to apply for this program; this also applies to the NYU program. Students are advised to speak with a Director of Graduate Study in the intended NYU department before completing their NYU application.

Orientation

Dual Degree Program students must participate in an intensive orientation to the program. This orientation is offered only at the start of the fall semester. Incoming dual degree students are interviewed by a committee of NYU librarians and assigned a mentor. Students work with their mentors throughout the course of the degree program to gain valuable work experience in areas of their professional interests. NYU's thesis and internship requirements vary by department.

Location and Class Schedules

While students may take courses at any campus of the Palmer School, NYU courses are taught at the NYU campus in Manhattan. The Palmer School offers courses for the Master of Science in Library and Information Science (MSLIS) at our NYU Bobst Library location or online. Weekday courses meet after 4:30 p.m. Weekend courses and summer sessions are offered. Many of the Palmer School classes are online.

Graduation

After completing 12 credits at NYU and after completing 12 credits at the Palmer School, students in the dual-degree program may:

*Transfer 8 credits from their NYU program to complete the dual-degree requirements for Palmer.

*Transfer 8-12 credits from their Palmer School program to complete the dual-degree requirements for NYU.

Students are responsible for applying for this transfer of credit and should do so once 12 credits are completed at either institution, but certainly before the graduation semester. Contact the Director of the Palmer School before you begin this process.

Students who complete the required credits, mentoring program, and additional thesis or departmental requirements from NYU will graduate with an American Library Association accredited MSLIS from LIU and a subject Master's degree from NYU. This background is generally required for librarians in most major academic and research institutions. Students have access to the NYU Wasserman Career Center and

to LIU Career Services. In addition, the mentors and faculty work very successfully with students in networking and professional preparation.

Advanced Certificate in Archives and Records Management

The dynamic field of archives and records management is at your fingertips. LIU Post's Certificate of Advanced Studies in Archives and Records Management can help launch a rewarding career as an archivist or records manager who can expertly handle and process vast amounts of information and maintain accessible records.

The Archives and Records Management Certificate program is offered as part of the Master's degree in Library and Information Science (MSLIS) or as a separate post-master's certificate (CARM). In order to attain the certificate, students must complete the program concurrently with the Library Science master's or must hold a previously completed master's degree in any discipline. The Certificate of Advanced Studies in Archives and Records Management may be earned at LIU Post, in Manhattan or completely online. Most classes are online.

CAREER OPPORTUNITIES

Because all types of institutions create and maintain records, there are career opportunities for both archivists and records managers in a variety of settings, such as corporations, government agencies, libraries of all types, museums, historical societies, and non-profit organizations and associations. The certificate program covers content areas included in certification examinations administered by the Academy of Certified Archivists (ACA) and the Institute of Certified Records Management (ICRM).

ADMISSION REQUIREMENTS

Students who wish to obtain a certificate concurrent with the MSLIS degree must comply with Admission Requirements for the Master of Science in Library and Information Science.

For admission to the Archives and Records Management certificate program only, applicants must submit:

- LIU Application for Admission
- Official transcript indicating completion of a master's program
- Two letters of recommendation

For further information, please contact the Director of the Archives and Records Management Program or the Director of the Palmer School.

Advanced Certificate in Archives and Records Management

{Program Code: 22418}

Required Courses

LIS	723	Records Man&Info Gover	3.00
LIS	690	Internship or LIS 693 Gard Intern	3.00
LIS	714	Archives and Manuscripts	3.00

Elective Courses

Students must choose an additional three courses from the electives listed below. Occasionally offered Special Topics classes may also meet a requirement.

LIS	611	Film and Media Collections	3.00
LIS	657	Introduction to Preservation	3.00
LIS	693	Gardiner Foundation Internship	3.00
LIS	705	Principles and Practices in archival Descriptions: DACS/EAD	3.00
LIS	706	Digital Preservation	3.00
LIS	713	Rare Books and Special Collections Librarianship	3.00
LIS	721	Appraisal of Archives and Manuscripts	3.00
LIS	755	Information Technologies and Society	3.00
LIS	763	Metadata for Digital Libraries	3.00
LIS	765	Knowledge Representation	3.00
LIS	770	Information Systems & Retrieval	3.00
LIS	722	Digital Curation	3.00

Special Topics and WISE classes may be approved for Certificate elective credit on a case-by-case basis.

Credit and GPA Requirements

Minimum Total Credits: 18

Minimum Major GPA: 3.00

Advanced Certificate in Public Library Administration

The challenges faced by today's public library administrators require a solid foundation of training and experience. The Palmer School's post-master's Certificate of Advanced Studies in Public Library Administration is designed to develop and enhance the management skills and credentials of professional librarians working within the public library sector and to train the leaders of tomorrow.

The program offers students interested in public library administration a comprehensive education based on practical experience in the critical aspects of managing a public library.

This program is open to librarians with a minimum of two years of professional experience and has been designed to:

- Update librarians on new management principles and organizational structures;
- Integrate these concepts and illustrate their practical application within the public library setting;
- Explore current issues and trends in public library management and improve leadership skills within the workplace;
- Provide a forum where important management issues germane to public librarians can be discussed in light of the theoretical constructs covered within this program.

CAREER OPPORTUNITIES

The growing complexity of public institutions has forced governing boards to become far more selective in choosing their administrators. A working understanding of the law, human resources, finance, and facilities is now a fundamental requirement for public library administrators as directors or middle managers.

The certificate program of the Palmer School Certificate of Advanced Studies in Public Library Administration covers all content areas required in the New York State Public Library Director civil service examination series. The program has been recognized by the New York State Education Department as a formally approved N.Y.S. Certificate of Advanced Studies.

CURRICULUM

The Certificate of Advanced Studies in Public Library Administration encompasses five required courses, generally taken in succession as a cohort. The courses are offered in a seminar format and are limited to a maximum of 25 students per class. Each course carries three graduate credits. Students completing the program (15 credits) are awarded a Certificate in Advanced Studies in Public Library Administration. The specific courses are:

- LIS 700 Principles of Public Library Organization and Management 3.00
- LIS 701 Legal Issues in Public Library Administration 3.00
- LIS 702 Human Resources Administration in the Public Library 3.00
- LIS 703 Financial Management of Public Libraries 3.00
- LIS 704 Administration of Public Library Facilities and Technology 3.00

ADMISSION

Entrance to the Certificate of Advanced Studies in Public Library Administration is limited to working professionals who either hold or aspire to, executive management positions in the public libraries. All applicants should hold a relevant master's degree (the Master of Science in Library and Information Science – MLS or MSLIS) and a minimum of two years experience in public

libraries. The Public Library Administrator's Certificate is designed as a post-M.L.S. "cohort" program, where students register with the intent to complete all five courses as a group. The program is often coordinated with regional public library organizations acting as partners with the Palmer School to assure a focused and meaningful educational experience for the participants.

PROGRAM SITES

The Certificate of Advanced Studies in Public Library Administration is offered at public library systems throughout the state of New York, including Queens Library, Westchester Library System, Mid-Hudson Library System, Buffalo & Erie County Public Library, Nassau Library System, and the Suffolk Cooperative Library System. Generally, new cohorts begin each Fall. Locations of new cohorts vary.

Advanced Certificate in Public Library Administration

{Program Code: 29149}

Required Courses

LIS	700	Principles of Public Library Organization & Management	3.00
LIS	701	Seminar In Legal Issues & the Regulatory/Governance Environment of the Public Library	3.00
LIS	702	Human Resources Administration in the Public Library	3.00
LIS	703	Financial Management of Public Libraries	3.00
LIS	704	Public Library Facilities, Automation Systems and Telecommunications	3.00

Credit and GPA Requirements

Minimum Total Credits: 15

Minimum Major GPA: 3.00

Ph.D. in Information Studies

The Doctor of Philosophy in Information Studies – the only one of its kind in the New York metropolitan area – prepares individuals to assume leadership positions in research, teaching, and practice. Graduates of the program contribute to theoretical and operational research in existing and new fields and are equipped to fill the expanding need for information managers, researchers, and faculty members in the broad, interdisciplinary field of information studies. Taught by faculty of the prestigious Palmer School of Library and Information Science, the 51-credit Ph.D. in Information Studies utilizes a strong interdisciplinary approach because solutions to the

problems of organizing, storing, and retrieving vast amounts of information require the combined knowledge of computer scientists, management specialists, educators, psychologists, librarians, and others. Approximately 15 students from across the United States are admitted each year; current students in the program hold master's degrees in 17 different disciplines.

This program offers two main areas of study – **Information Access and Systems** and **Information Studies and Services** – and includes research into such subjects as human-computer interaction and systems analysis and design. The program is structured to accommodate part-time students who are already working in the information field or related professions.

The two main knowledge areas are composed of the following courses:

INFORMATION ACCESS AND SYSTEMS

Principles of information organization and retrieval as well as the information systems that support both activities.

- Knowledge Organization
- Information Retrieval
- Information Systems
- Human-Computer Interaction

INFORMATION STUDIES AND SERVICES

The relationship of information technologies to individuals, organizations, and society in general.

- Information and Society
- Information Policy
- Information Services
- Organization Information Management

PROGRAM GOALS

Current and emerging information technologies present both challenges and opportunities. Realizing the benefits of information technologies requires individuals who can:

- Represent information and organize knowledge for efficient, timely access and effective use
- Design, test, and evaluate information retrieval systems and methodologies
- Improve human-computer interaction as the basis for designing ever more usable, effective information systems and environments
- Investigate and understand information needs and information-seeking behaviors of individuals, groups, and organizations in a variety of task and technology environments, including the Web
- Investigate the effectiveness, relevance, and evolution of societies' information provision agencies and organizations such as libraries, museums, publishers, and the media; and
- Analyze information policy and ethics at national and international contexts

ADMISSIONS REQUIREMENTS

Incoming students are admitted to the Ph.D. in

Information Studies at LIU Post each fall semester only, with a maximum of 15 students accepted. Applicants must hold a master’s degree which can be in any discipline. Work experience is an asset but is not required. The program is structured to accommodate those who are already working in the information field or related professions.

Admission decisions will be based on the following factors: academic proficiency, professional accomplishments, proposed intellectual focus, and potential for completing a rigorous program. Applicants whose master’s degrees are not from English-language institutions must provide proof of a TOEFL examination score of 600 or more.

This deadline for receipt of completed application forms is March 1. All of the following application materials must be received by the deadline date:

- Complete the LIU Online Application for Admission
- Application fee: (non-refundable)
- Official transcripts for all undergraduate and graduate coursework
- Three letters of recommendation
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- A statement of research/inquiry outlining the reasons for pursuing a doctoral degree, and a description of the proposed area of study and research
- A writing sample of a published work or other scholarly writing
- A full curriculum vitae/resume

The Palmer School encourages applications from members of underrepresented groups in the information professions and is committed to equal-opportunity acceptance of candidates into the program to offset the shortage of under-represented groups in the information professions.

Ph.D. Info Studies Required Courses

{Program Code: 20857}

Area/Content Courses

DIS	801	Knowledge Organization and Access	3.00
DIS	803	Information Studies and Services	3.00

Research Method Courses

DIS	805	Research Methods I	3.00
DIS	807	Research Methods II	3.00

Elective Courses (36 credits total)

Students will choose electives in conjunction with the major advisor. Prior education, experience and research plans will be considered in making decisions about what is to be taken in the field of Information Studies or in co-related areas.

Students complete 18 credits of elective doctoral courses; 9 credits of advanced masters’ level courses, independent study credits, or additional doctoral level electives.

a. Elective Doctoral Courses: 18 credits from the following:

DIS	810	Knowledge Organization	3.00
DIS	812	Information Retrieval	3.00
DIS	815	Information Systems: Theories, Paradigms, and Method	3.00
DIS	816	Human-Computer Interaction	3.00
DIS	820	Information Policy and Services	3.00
DIS	822	Information and Society	3.00
DIS	824	Information Services	3.00
DIS	826	Organizational Information Management	3.00

There are no distribution requirements between two major areas of study. Knowledge Organization and Access and Information Studies and Services. Doctoral students may take any of the above as doctoral level electives, but students must pass the comprehensive examinations in both areas, since one of the objectives of the program is to produce individuals with a broad understanding of the field. It is expected that students will take electives that complement their own strengths and experience.

b. Electives from related master’s level courses, doctoral level electives, or Independent Study (9 credits)

Advanced master’s courses at the 700 level in the Palmer School may be used as electives.

LIS 901, Special Topics, may be used as an elective in the Ph.D. Program with prior written approval from the faculty advisor or Director of the Palmer School.

DIS 899, Independent Study, requires the student to complete an application that is approved by the major advisor, the faculty member who will supervise the independent study, the director of the doctoral program, and the director of the Palmer School. Up to 9 credits be taken as independent study.

In addition, there are master’s-level courses available in the College of Arts and Science, School of Education, College of Management, School of Health Professions, and the School of Visual and Performing Arts that may be used as related electives by doctoral students in information studies. Permission must be obtained from the major advisor or the Director of the Palmer School.

d. Dissertation Research (12 credits)

After passing the comprehensive examination, students must maintain their candidacy status by registering for DIS 880 (Dissertation Research) for at least 1 credit in each Fall and Spring semester. Candidates are required to take a minimum of 12 credits of DIS 880. After registering for 12 credits of DIS 880, students may register for Maintenance of Matriculation.

RESIDENCY AND REGISTRATION

REQUIREMENTS

Students must take six credits of required courses in each of their first two semesters. After the first academic year (fall and spring semesters), continuous registration must be maintained in the program. Summer semesters are excluded. The number of credits that are taken per semester after the first year can vary but may not be less than three until the required credits of course-work have been completed.

Doctoral students who would like to maintain their matriculation without taking classes may register for Maintenance of Matriculation.

Upon completing all required Ph.D. courses and successfully passing the Comprehensive Examination, students may apply for and be awarded the Master of Philosophy in Information Studies (M.Phil.). This degree is awarded in recognition of completion of the Ph.D. milestones only and is not accessible to students outside the doctoral program.

Maintenance of Matriculation permits students to continue under the requirements in effect when admitted and prevents the need to reactivate through admissions. Students must be aware that their financial aid status may be affected by Maintenance of Matriculation. International students may have additional credit requirements and should consult with the International Students Services Office before registering for courses at 516-299-1451 or by email at post-international@liu.edu.

Credits & GPA Requirements

Minimum Total Credits: 51

Minimum Major GPA: 3.00

Library and Information Science Courses

LIS 508 Technology for Information Management

A comprehensive introduction to digital and communications technologies as the underpinnings for information storage and retrieval systems. These include the theory of digital representation of information (text, graphical images, and sound), the inter-relationship of hardware, operating system software and applications software in stand-alone systems, and extensions of these in networked environments.

This course has an additional fee.

Credits: 3

On Occasion

LIS 510 Introduction to Information Science and Technology

Overview of the library and information science (LIS) field. Introduction to the history, functions, and processes of library and information science along with a description of major information technologies applied in libraries and information centers. Discussion of LIS institutions' place in society, practice of the profession in various types of settings, and current issues and trends.

Credits: 3

Every Semester

LIS 511 Information Sources and Services

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

Credits: 3

Every Semester

LIS 512 Introduction to Knowledge Organization

Basic principles of bibliographic control and knowledge organization systems. Emphasizes an understanding of catalogs and cataloging, discovery systems and databases, and the organizational structures that underlie them. Introduction to bibliographic utilities, web site organization, RDA, FRBR, descriptive standards, classification systems, tagging, and metadata schemas such as controlled vocabularies, subject headings, authorities, thesauri, and taxonomies.

Credits: 3

Every Semester

LIS 529 Map Collections

Discusses current issues in managing map and cartographic collections, including the history and use of maps, atlases, globes, and other cartographic tools; geographic information systems (GIS); cartographic information services and related reference sources; issues in map librarianship, including reference services, storage and handling,

conservation and collection development.

Credits: 3

On Occasion

LIS 513 Management of Libraries and Information Centers

Principles and techniques of management applicable to libraries and information service organizations. Focuses management theory on organizing for library and information services, collections, facilities management, and measurement and evaluation of services.

Credits: 3

Annually

LIS 514 Introduction to Research in Library and Information Science

Overview of both quantitative and qualitative research conducted in the field with a focus on gaining the ability to comprehend, evaluate and use the research literature. The scientific approach, from research design to major techniques for data collection and analysis, is discussed from the perspective of library and information science. Students learn and practice research proposal preparation.

Credits: 3

Every Semester

LIS 602 Children's Literature and Emotional Intelligence

Students will explore different literary genres and story formats in their relation to emotional IQ and character. A thematic approach will address issues such as: violence, conflict resolution, cooperation, and tolerance as well as specific character traits such as: courage, integrity, playfulness, empathy, generosity, honesty, and responsibility. Students will develop their own criteria and strategies for evaluating material and will be encouraged to concentrate on themes and issues that interest them.

Credits: 3

On Occasion

LIS 606 Information Literacy and Library Instruction

This course will introduce information literacy and library instruction methods used in a variety of information systems including libraries, archives, and electronic environments. It will include an overview of theoretical and applied research and discusses relevant issues and concepts. The focus of the course is on the process of designing, implementing, and assessing instructional programming.

Credits: 3

On Occasion

LIS 610 Reader's Advisory

This course teaches both traditional reader's advisory skills and the use of print and electronic reader's advisory tools. This course will enhance the skills needed to match the book with the reader. Databases such as Ebsco's Novelist, social cataloging

tools such as Goodreads and social media e.g., Facebook and Pinterest will be evaluated.

Credits: 3

On Occasion

LIS 618 Online Information Retrieval Techniques

A survey of the design and use of computerized information retrieval systems and services, including online catalogs, commercial database searches, and Internet-based search services and electronic resources. Emphasis will be on acquiring a practical understanding of these systems and services to aid in the development of advanced search, selection, and evaluation competencies. Course includes the application of search strategies and techniques to all types of formats of electronic resources, including bibliographic, full-text, and multimedia resources.

Credits: 3

Rotating Basis

LIS 620 Instructional Design and Leadership

Examines the curriculum partner, instructional leadership and instructional design roles of the school media specialist. Opportunities are provided for students to blend recent methods in curriculum design and research processes with information literacy/inquiry standards. Staff development strategies and collaborative, interdisciplinary approaches to learning are emphasized. NOTE: There will be 25 hours of field experiences(observation)related to coursework as part of the requirement in SED 52.21 (b)(3)(i). A total of 100 hours of observation must be completed prior to student teaching or practicum/internship.

Credits: 3

Annually

LIS 622 School Library Media Center Management

Principles and strategies for managing information and school library media centers. This course examines philosophies and practices related to policy development, budgeting, personnel, resource organization, networking, public relations, and facilities planning. NOTE: There will be 25 hours of field experiences (observation) related to the coursework as part of the requirement in SED 52.21 (b)(3)(i). A total of 100 hours of observation must be completed prior to student teaching or practicum/internship.

Credits: 3

Annually

LIS 626 Teaching Methodologies for K-16 Librarians

This course will present teaching strategies important for the school media specialists in the school library information center "classrooms" as well as instructional librarians in K-16 settings. Students will learn and practice direct instruction techniques, including lesson planning, questioning strategies, classroom management strategies, and other lesson elements. Hands on practice is a key

component for this course.

Credits: 3

Annually

LIS 627 Special Needs Students in K-12 Libraries

This course will instruct the student on assisting students with disabilities and other special learning needs for K-12 library services. Students will also gain knowledge about the Dignity for All Students Act (DASA) and the Educating All Students Test necessary for teacher certification as a Library Media Specialist.

Credits: 3

Annually

LIS 628 Collection Development for the K-12 Library

This course provides an overview of collection development and collection management issues and strategies for the K-12 library. This includes a survey of nonfiction materials in support of subject content areas, with an emphasis on policies related to selection of print, non-print, and digital library materials.

Credits: 3

Annually

LIS 632 Collection Development

Students will examine the principles, issues and best practices related to the development of a library collection serving an academic or research community in a college, university, public or special library environment. This course will consider methods for identifying the needs of a user community, designing a collection policy, selecting and acquiring library materials in all formats, making decisions related to a collection's management and preservation, and evaluating the quality and appropriateness of an existing collection.

Credits: 3

Rotating Basis

LIS 633 Emerging Web Technologies

With the advent of the new web technologies, an explosion of new social software tools has emerged enabling users to create, organize, share and collaborate in an online space. This course will explore the features and functionality of emerging web technologies, including how libraries and other online environments are implementing these various tools as well as their potential uses.

Credits: 3

On Occasion

LIS 634 Great Collections of New York City

Introduces students to issues surrounding the management and curation of special collection libraries through guided visits to significant cultural institutions in New York City. Students meet with the institutions' curators and librarians, examine and discuss examples of unique materials in these collections, and develop an understanding and appreciation of the diversity of approaches to collection care, preservation, and services in rare

book and special collections settings.

LIS 652 Exhibitions and Catalogs: Library meets Museum

Considers theoretical issues of conceptualization and criticism and provides practical, hand-on, experience with the steps necessary to create a successful exhibition of rare book and special collections material. Major topics include exhibition planning, implementation, evaluation, and documentation. The course is appropriate for students preparing for careers in rare books and special collections libraries.

Credits: 3

On Occasion

LIS 654 Building Digital Libraries

Designed especially for students intending to work with original research materials of cultural interest such as photographs, manuscripts, and printed ephemera, this course introduces the processes of digitizing these materials for wider public access. Topics include: definition of digital libraries in theory and practice, materials selection criteria, digitization and related technical issues, standards and best practices, copyright, and project management. Students will create fully functioning digital libraries.

Credits: 3

On Occasion

LIS 657 Introduction to Preservation

An introduction to the principles and practices of library and archives preservation. Topics include: the composition of paper, books, and non-book materials; current preservation methods; disaster planning and recovery; reformatting and digitization; collection maintenance and re-housing; management of preservation efforts; and standards and professional ethics.

Credits: 3

Rotating Basis

LIS 690 Internship

120 hours during a semester at an approved site, working under supervision of a professional in the field. Guided by a Learning Contract jointly approved by faculty and the site supervisor, students augment what they have been taught in formal courses, further their career objective, and enhance their skills, competencies, and abilities. For students with extensive library experience, LIS 695 (Masters Project) is available as an alternative to the internship, with permission from the student's advisor and Director. Prerequisite: Students should have completed all core requirements and most electives before enrolling; students should have completed at least 27 credits.

Credits: 3

Every Semester

LIS 691 Internship/Student Teaching (for School Library certification candidates)

240 hours or 40 days is the current required time for student teaching. This can be split between

elementary school (120 hours or 20 days) and secondary school (120 hours or 20 days). Secondary school is defined as either a middle school or a high school. Classroom teacher candidates with current teaching certification can ask for a waiver of some of the required hours/days. It is the student's responsibility to choose the sites, with the guidance of the Director of the School Library program. NYSED allows a candidate to accomplish all 40 days(240 hours) in one setting if the candidate is working in that school. Sites must be approved by the Director. Students will develop a learning contract which will govern this experience and must have a formal teaching observation. Students will be expected to put the theory or principles they have learned during their coursework into practice.

Credits: 3

Every Semester

LIS 693 Gardiner Foundation Fellows Internship

Master's Fellows will register for LIS 693 and will spend 120 hours in the semester digitizing historical images, editing images, creating metadata for the images, performing quality assurance, and adding the images to a digital archives. Fellows use the digitization equipment in the on-campus laboratory. Digitization may also take place at local historical societies. In some cases, fellows may need to travel to the historical societies to conduct on-project activities. Students will receive a fellowship for 6 credits of tuition (LIS 693 plus another course of the student's choosing).

Credits: 3

Every Fall and Spring

LIS 695 Master's Project

Available for students with extensive library experience as an alternative to LIS 690 (Internship). Independent research, design, or development that may include one of the following: a research paper of publishable quality; an instructional or informational design program; a creative performance program. The student will be required to present a proposal for approval as well as the completed results of the selected paper or program project to the faculty advisor, project supervisor and the Director. Required: Palmer School Director's approval

Credits: 3

Every Semester

LIS 697 Master's Thesis

For candidates with extensive library or information center experience. Independent research for the preparation, development, and presentation of a master's thesis under a faculty member's advisement and supervision. The completed thesis must be approved by the thesis advisor and the Director. Required: Palmer School Director's approval

Credits: 3

Every Semester

LIS 699 Independent Study

Through independent study, students may explore in depth areas in the field that are of particular

interest. A student will be limited to two independent studies during their course of study. For further information, contact the Palmer School Director. Required: Palmer School Directors approval

Credits: 3

Every Semester

LIS 700 Principles of Public Library Organization & Management

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

Prerequisite of Public Library Certificate majors only.

Credits: 3

Rotating Basis

LIS 701 Legal Issues in Public Library Administration

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

Prerequisite of Public Library Certificate majors only.

Credits: 3

Rotating Basis

LIS 702 Human Resources Administration in the Public Library

For Public Library Administration candidates ONLY. This seminar deals with issues involved in developing and implementing a human resources program in the public library. Topics include performance evaluation, job descriptions; salary administration; fringe benefits; human resources policies; contract and collective bargaining negotiations; recruitment and interviewing techniques; civil service issues; and all legal aspects of personnel supervision and administration.

Prerequisite of Public Library Certificate majors only.

Credits: 3

Rotating Basis

LIS 703 Financial Management of Public Libraries

For Public Library Administration candidates ONLY. This course is designed to provide library

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

Prerequisite of Public Library Certificate majors only.

Credits: 3

Rotating Basis

LIS 704 Administration of Public Library Facilities and Technology

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

Prerequisite of Public Library Certificate majors only.

Credits: 3

Rotating Basis

LIS 705 Principles and Practices in Archival Description: DACS/EAD

Explores the principles of archival description as expressed in Describing Archives: A Content Standard and implementation of those principles through Encoded Archival Description (EAD) and MARC structures. Topics include: the history and development of archival description, authority and subject analysis, related standards, and description for special formats.

Credits: 3

Rotating Basis

LIS 706 Digital Preservation

An introduction to the theoretical and practical aspects of the preservation of digital records. Topics include: issues facing institutions trying to preserve digital records, storage media and file formats, preservation initiatives underway worldwide, and practical considerations in implementing a digital preservation program.

Credits: 3

Rotating Basis

LIS 707 User Experience

Overview of foundations, interaction design and evaluation techniques in Human-Computer Interaction (HCI), a discipline concerned with understanding user needs, designing and evaluating an interactive system from a user-centered perspective. Topics include: the psychological and social aspects of users, the impact of user

characteristics on design decisions, user requirements, design approaches, usability evaluation methods, and interface paradigms and architectures for user interface implementation.

Focusing on library systems and services as examples for evaluation, students acquire practical skills in collecting patron/user needs, prototype design, and evaluating website/system.

Credits: 3

On Occasion

LIS 709 Rare Book Cataloging and Descriptive Bibliography: Principles and Practices

Explores the principles of rare book cataloging as expressed in current rare book cataloging guidelines and related cataloging descriptive standards, thesauri, and controlled vocabularies. Other practices will include authority control, subject analysis, and form/genre headings relevant to rare books and related special collections material. Emphasis will be placed on the fundamentals of descriptive bibliography as it relates to rare book cataloging, to the history and development of bibliographic description, and to the mastery of technical vocabulary for describing printed books.

Credits: 3

Rotating Basis

LIS 710 Rare Books School

Intensive week-long courses taught by internationally renowned experts at the University of Virginia's Rare Books School (RBS). Students may take up to two (2) courses towards their MSLIS degree and the Palmer Rare Books Concentration. Option must be approved before the student enrolls in the RBS course. See the RBS website www.rarebookschool.org for current course selections. Students must enroll in LIS 710 and the course chosen at RBS. Permission required: Palmer School Director

Credits: 3

On Occasion

LIS 712 Literacy for the K-12 Librarian

This course will develop understanding of the complexity of literacy for K-12 learners. Linguistic aspects (vocabulary, grammar, genre and text structure), cognitive and metacognitive behaviors (reading strategies), and socio-cultural context (beliefs and attitudes of non-English learners) will be examined as influences on a learner's development of literacy. This course will provide school and children's librarians with background knowledge of the various issues relevant to literacy instruction. Special emphasis will be given to strategies to use for students with disabilities. Reading motivation and strategies to incorporate technology into literacy learning will be discussed.

Credits: 3

Annually

LIS 713 Rare Books and Special Collections Librarianship

Examines the current issues, standards, and best practices in managing collections of rare books and

other unique printed material. Topics covered include: the unique research value of printed materials, definitions of rarity, collection development, description and access, preservation and conservation, security, and outreach and promotion.

Credits: 3

Rotating Basis

LIS 714 Archives and Manuscripts

An introduction to the identification, preservation, and use of archival materials. Topics include surveys and starting an archive; appraisal and accessioning; arrangement and description; reference and access; security and disaster protection; and audiovisual and digital records.

Credits: 3

Rotating Basis

LIS 716 Audio Preservation

The purpose of the course is to explore the issues related to the preservation of audio materials, both in legacy formats and in current of future or digital forms. Students will be able to identify audio formats found in a library or archive. They will be knowledgeable about the fragility and obsolescence issues pertaining to preservation and access of audio formats.

Credits: 3

On Occasion

LIS 717 Reference and Instruction in Special Collections

An exploration of the skills and issues related to reference work in rare book libraries, archival repositories, and special collection settings. Also explores instruction and instructional techniques in special collections.

Credits: 3

Rotating Basis

LIS 721 Appraisal of Archives and Manuscripts

An in-depth examination of appraisal, which has been called the archivist's "first responsibility." Topics include: classic archival appraisal theory, recent refinements to appraisal theory, international perspectives on appraisal, collecting manuscripts, and appraisal of audiovisual and digital records.

Credits: 3

Rotating Basis

LIS 722 Digital Curation

Introduction to the fundamental concepts, practices, procedures, processes, and vocabulary for the entire curation lifecycle of digital materials: creation, appraisal, ingest, storage, access, and reuse.

Credits: 3

Annually

LIS 723 Records Management and Information Governance

An introduction to the closely related fields of Records Management and Information

Governance. Topics include: records creation and capture; records inventorying and retention scheduling; records storage and retrieval; inactive records management; vital records protection; and compliance and risk management. This course was formerly LIS 520.

Credits: 3

Annually

LIS 724 Introduction to Online Teaching

Students will learn about historical and current trends and learning theories in online learning. Students will explore the online learning environment through applying instructional design, planning online activities, copyright and intellectual property, assessment of online learners, understanding social learning, collaboration tools, and classroom management in an online environment.

Credits: 3

Rotating Basis

LIS 725 Instructional Technologies, Applications and Media Literacy

Students will examine applications and web sites to explore technologies that can facilitate learning in K-12 libraries and classrooms, including applications that can be integrated into the curriculum; important principles and processes of media and digital literacy. Course also explores the use of adaptive technology. NOTE: There will be 25 hours of field experiences (observation) related to the coursework as part of the requirement in SED 52.21 (b)(3)(i). A total of 100 hours of observation must be completed prior to student teaching or practicum/internship.

Credits: 3

Rotating Basis

LIS 728 K-12 Literature for School Media Specialists

A survey course covering various genres, styles, authors, illustrators and trends with emphasis on the role of literature in the K-12 library. Students will consider methods of selecting and evaluating children's and young adult literature in terms of readability and interest level and ways in which the titles can be integrated as the content and vehicle to master core curriculum standards. Through class discussions and constructing lessons, students will explore a range of topics related to literature, including book talks, author studies, read-aloud techniques and book discussion groups.

Credits: 3

Rotating Basis

LIS 729 Young Adults Sources and Services

A survey of adolescents and their reading with special emphasis on books written especially for 12-18 years old. The readings will include material emphasizing multi-cultural characters and settings, and bibliotherapy including stories of persons with disabilities and special needs. Topics include: programming, applying new technology, advocacy, working with professional staff and administration,

partnering with parents and community, school and public library cooperative projects, publicity, evaluation of literature and techniques for introducing literature to the adolescent population. Students will attain skills in providing library services for the young adult population, including information and referral.

Credits: 3

Rotating Basis

LIS 732 History of The Book

Current theoretical and historical approaches to understanding the impact of printing and the book in western culture. Students gain first-hand experience with the intellectual tools of the book historian's trade, including vocabulary, bibliography in its various manifestations, sources, and major collections and related bibliographic institutions.

Credits: 3

Rotating Basis

LIS 733 Early Childhood and Children's Sources and Services

A survey of literature for children of preschool through elementary school age (pre-K to 11 years) with emphasis on the literary quality and characteristics of fictional and biographical materials. The survey will include materials emphasizing multicultural characters and settings and bibliotherapy including stories of persons with disabilities and special needs. Issues and problems of bringing books to children are also discussed.

Credits: 3

Rotating Basis

LIS 734 Government Information Resources

Study and evaluation of information products, services, and sources available at all levels of government. Topics include: the Depository Library Program, the Government Printing Office, Superintendent of Documents, and the operations of these services. Government information access at the federal, state, regional, and local levels will be examined, with discussion focusing on access protocol, privacy, and public policy. Intensive practice in searching, retrieving, organizing, and analyzing government documents will be provided.

Credits: 3

On Occasion

LIS 735 Storytelling & Folk Literature

Analysis and evaluation of folk literature and epic tales as revelation of the culture of various people. This course emphasizes the art, techniques, and practices of oral presentation as a medium of communication and appreciation of literature.

Credits: 3

Rotating Basis

LIS 737 Serving Diverse Populations

Services for multicultural populations and groups with special interests or needs: Sensory or mobility-impaired; learning disabilities; adult beginning readers; English as a second language; gifted and talented; latchkey children; homeless, aging, etc.

Covers federal regulations, materials, professional attitudes, techniques, equipment and programs, at all levels and settings.

Credits: 3

Rotating Basis

LIS 740 Copyright Law and Information Policy

Explores copyright law relevant to information professionals, and gives students a legal framework to analyze and take action on the copyright issues faced by librarians and cultural institutions. Topics include: copyright issues raised by the digitization of collections, electronic reference services and collecting born-digital material, fair use and the library exceptions, and recent copyright developments, including newly-filed lawsuits and proposed legislation.

Credits: 3

On Occasion

LIS 741 Public Libraries

A study of the philosophy, background, function and place of public libraries in contemporary society. Examines the principles and techniques of public library organization, planning, operation, resources, services and facilities, as well as how to identify and serve groups and organizations in a community. Study of present condition, trends and issues. Emphasis on public service orientation.

Credits: 3

Rotating Basis

LIS 744 Academic & Special Libraries

Overview of the working, organization, operation, and management of both academic and special libraries, with emphasis on their unique characteristics. Comparative analysis of these library settings in all areas, including public services, technical services, systems, regulations, and scholarship. Organizational needs, services, personnel management, and budgeting will be examined within the context of such information functions as research and reference, teaching, and collection development.

Credits: 3

Rotating Basis

LIS 755 Information Technologies and Society

A study of information technologies and their impact on society. Topics include: the historical development of information technologies; the perspectives of different disciplines; and the social, economic, political and cultural effects of contemporary information technologies.

Credits: 3

Rotating Basis

LIS 763 Metadata For Digital Libraries

Application of standards and rules for the construction of cataloging and classification tools and records, especially in digital environments. Overview of the concepts of knowledge organization, with special focus on challenging online environments, such as archival and special collections and digital collections on the Internet.

Additional topics include: metadata formats, descriptive details for different forms of materials, entry and access points, and authority control functions.

Credits: 3

Rotating Basis

LIS 770 Information Representation & Retrieval

Fundamentals of information representation and retrieval (IRR) with an initial focus on the principles, concepts and techniques of information representation for the purpose of information retrieval in the digital environment. After the structure and components of information retrieval (IR) systems are introduced, discussions and hands-on sessions will be conducted on IR language, techniques and approaches. The human dimension in and evaluation of IRR systems are also examined. A brief overview of artificial intelligence (AI) in IRR concludes this course.

Credits: 3

On Occasion

LIS 774 Information Seeking Behavior

An examination of the psychological factors influencing people and their use of information. Students will study the social, behavioral, and interaction components that exist between people and the information systems and services they access and use. Students will analyze established theory in the field via scholarly reading and case studies, and will examine empirical data on information seeking behavior. Students will also observe information use in the field to develop a better understanding of the factors influencing information seeking.

Credits: 3

Rotating Basis

LIS 775 Technical Services Operations and Systems

An examination of library systems in terms of their strategic support of both public and technical services. Topics include acquisition systems, online collection building, bibliographic control, serials management, vendor contracts and licenses, and integrated library systems. Students will have the opportunity to examine back end aspects of library information systems from both a management and implementation perspective.

Credits: 3

Rotating Basis

LIS 785 Mentoring Experience (Dual Degree candidates)

For Dual Degree candidates only. Mentees are assigned a mentor from the NYU Libraries when they are accepted into the dual degree program. Mentors and mentees work together to develop an initial learning contract which is reviewed each semester. On occasion, part of the mentorship may be completed at an off-site library approved by the mentor.

Credits: 1 to 4

Every Fall

LIS 901 Special Topics

A special topic not covered in the regular curriculum is explored in-depth. Students are limited to 6 credits of 901 courses.

Credits: 3

Rotating Basis

Palmer School Ph.D. Courses

DIS 801 Information Access and Systems

Overview of the foundations, topics and issues in information organization and access, including current research in knowledge organization, information storage and retrieval, systems analysis and design, and human computer interaction.

Credits: 3

Annually

DIS 803 Information Studies and Services

This course is an overview of the foundations, topics and issues in information studies and services including current research in information and society, information policy, information services and organizational information management.

Credits: 3

Annually

DIS 805 Research Methods I

Survey of principles of scientific inquiry. Emphasis on the overall research process and developing quantitative methodological skills, including the application of descriptive and inferential statistics in data analysis. Design of research projects and preparation of research report. Critical review of empirical research in information studies.

Credits: 3

Annually

DIS 807 Research Methods II

Examination of the qualitative paradigm of research. Examination of historical methods for research. Overview of meta analysis. Critical review of qualitative and historical research in information studies. Design and implementation of qualitative and historical research.

Credits: 3

Annually

DIS 810 Seminar in Knowledge Organization

This course is the identification and study of problems in knowledge organization, with close attention to theory building through research. The emphasis in the course is on autonomous student investigation, writing and discussion. Students conduct original research and report the results in the class. The course also includes the historical context for bibliographic control; problems related to descriptive cataloging, classification and subject analysis, vocabulary control, authority control; and the design of bibliographic retrieval systems.

Credits: 3

Rotating Basis

DIS 812 Information Retrieval

Fundamentals and theories of information retrieval (IR) are examined, including retrieval language, query formation, IR models, approaches, techniques, IR systems, hypertext and multimedia IR and evaluation. Research in the field, with an emphasis on identifying additional topics for further study.

Credits: 3

Rotating Basis

DIS 815 Information Systems: Theories, Paradigms, and Method

Conceptual and paradigmatic foundations of information systems research and development throughout history, from Shannon and Weaver's mathematical, objectivist perspective and cybernetics, to today's neo-humanistic, ethnographically-oriented socio-cultural paradigm represented in the works of the proponents of distributed cognition and activity theory. The epistemological and ontological assumptions of these paradigms will be examined. Various information systems development and research methodologies will be reviewed, with an in-depth look at the issues surrounding each of these methodologies.

Credits: 3

Rotating Basis

DIS 816 Human-Computer Interaction

Examination of theoretical and methodological developments in HCI research and the application of research findings to the design and development of information systems. Emphasis will be on various theoretical paradigms and cognitive frameworks assumed in HCI studies, as well as usability design and evaluation studies. Research in the field is discussed with an emphasis on identifying additional topics for further study.

Credits: 3

Rotating Basis

DIS 820 Information Policy and Services

This course is an investigation of historical context and current policy agenda with attention to social, political, and economic issues along with the policy implications of the electronic environment particularly the Internet, the World Wide Web and development of the National Information Infrastructure. In this course, the focus is on stakeholders in policy development and implementation; the economics of information and the valuing of information; new information technologies; the role of the legal system; federal, state, and municipal roles and responsibilities; and the international arena for information policy.

Credits: 3

Rotating Basis

DIS 822 Information and Society

The course covers the complexity of the interrelationship between information and information technologies and society. By utilizing

the work of several of the classic thinkers of the 1930s, 40s and 50s (Mumford, Ellul and Gideon) and moving to more modern approaches such as the social constructivist approach of the Society for the History of Technology, the course will investigate the social effects of the use of technology and information, the economics of information and the social and political aspects of information.

Credits: 3

Rotating Basis

DIS 824 Information Services

This course addresses information services from the perspective of institutions dedicated to producing or sharing information; e.g., publishers, schools, libraries, museums, bookstores and research firms. The course covers the impact of electronic formats on all of these. The course provides a reexamination of traditional values and the reshaping of such services as the finding of information, publishing or providing access to it, and the teaching, editing and interpretation of ideas.

Credits: 3

Rotating Basis

DIS 826 Organizational Information Management

Exploration of the ways organizations manage information for decision-making and other purposes. Topics include: organizational structure and culture, archival management, record management, digital records, preservation, knowledge management, data warehousing and data mining.

Credits: 3

Rotating Basis

DIS 880 Dissertation Research

The course is the process of the student's dissertation research, upon approval and the successful defense of the dissertation proposal. All students must register for one (1) to six (6) credits in each of Fall and Spring semesters in order to maintain their candidacy.

Credits: 1 to 6

Annually

DIS 899 Independent Study

The course is an in-depth exploration of a subject that is not covered in the formal curriculum at the doctoral level. The study may be conducted under the direction of an approved instructor inside or outside of LIU. The study must include a comprehensive and analytical review of the literature.

Credits: 3

Annually

SCHOOL OF NATURAL AND LIFE SCIENCES

The School of Natural Sciences provides students with fundamental and applied knowledge of key physical science disciplines, including but not limited to chemistry, earth sciences, mathematics, and physics. Our goal is to develop future leaders with skills needed to launch careers in STEM fields, with an emphasis upon the intersections amongst different scientific disciplines. Students engage in meaningful research, with opportunities to actively contribute to scientific learning, with the potential for new breakthroughs and scientific publications. Given the many challenges for future improvement intimately linked with climate change, diseases (new and old) and opportunities to translate fundamental knowledge into new innovations, a degree in Natural Sciences offers many paths to future success and the ability to make meaningful contributions to the planet and to society. Degrees offered include a Master of Science in Genetic Counseling, in addition, the school offers Bachelor of Science degrees in Biology, Mathematics, Health Sciences and Forensic Sciences, which applies many different aspects of fundamental sciences to analyze crime scenes to help prosecute perpetrators and absolve the innocent from suspicion.

M.S. in Genetic Counseling

As genetic testing becomes more available and patients gain unprecedented access to information about birth defects and the likelihood of diseases and medical conditions, the need for professionals who can help them understand and act on genetic test results is increasing rapidly.

The 60-credit Master of Science program in Genetic Counseling is committed to developing a new generation of genetic counselors with the knowledge and skill to help patients make the best decisions. With a diverse, interdisciplinary academic and clinical faculty, the two-year program is geared toward students who desire rigorous and comprehensive training in the field of clinical genetics. The program emphasizes the scientific, clinical, and psychosocial aspects of genetic counseling. Skills learned through classroom-based didactics pave the way for students to enter their clinical rotations for "real-world" training. Additionally, several supplementary activities ensure that students will be exposed to non-traditional careers in genetic counseling along with traditional, clinic-based careers. Students must also complete a thesis.

The M.S. in Genetic Counseling is dedicated to training a diverse group of students to become leaders in the field of clinical genetics. We believe in embracing a supportive and collaborative atmosphere between our students and faculty. Our

program is the first of its kind on Long Island and is accredited by the Accreditation Council for Genetic Counseling.

APPLICATION AND ADMISSION REQUIREMENTS

Applications to the M.S. in Genetic Counseling are accepted for the fall semester for full-time study only. Applicants to the M.S. in Genetic Counseling must meet the following requirements to be considered for admission:

- Bachelor's degree with an undergraduate GPA of at least 3.0. Higher GPAs are preferred.
- Competitive scores on the general Graduate Record Examination (Verbal Reasoning, Quantitative Reasoning, Analytical Writing). Scores cannot be more than five years old at the time of the application.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.
- Successful completion of the following course work is **required**:
 - Biology, two semesters including a laboratory component
 - Chemistry, two semesters including a laboratory component
 - Organic Chemistry, two semesters OR Organic Chemistry, one semester and Biochemistry, one semester
 - Genetics, one semester
 - Statistics, one semester
 - Psychology, one semester
- Successful completion of the following course work is **suggested**:
 - Medical Embryology
 - Calculus
 - Epidemiology
 - Physiology
- Advocacy and/or health care experience in a volunteer or paid position. This allows applicants to gain personal and professional insight into professions whose goals are to help people.
- An understanding of the genetic counseling profession. Many successful applicants have accomplished this by shadowing or meeting with a genetic counselor.

All application materials must be received by the January 15 deadline, including:

- LIU Post Online Application for Admission (including the Personal Statement) - to be completed online before forwarding additional application materials.
- Master of Science in Genetic Counseling Supplemental Admissions Application
- Undergraduate and/or graduate transcripts from any college(s) you have attended
- Three letters of recommendations

- Application fee: (non-refundable)
- GRE scores; scores cannot be more than five years old at the time of the application. For information about GRE, Educational Testing Service visit <http://www.gre.org> or call 1-800-GRE-CALL. LIU Post's Educational Testing Service Code is 2070.

A criminal conviction and/or the use of illegal drugs may impede or bar entry into your chosen field of study. You should be aware that clinical and hospital sites may reject a student, or remove a student from their site if a criminal record is found or if a positive drug test is noted. Inability to gain clinical or fieldwork will result in the inability to meet program objectives and outcomes. Inability to meet objectives and outcomes may result in your failure to complete the program requirements, thus requiring your withdrawal from the program. In addition, the presence of a criminal conviction may also prevent your completion of the required state or federal licensure, certification, or registration process.

M.S. in Genetic Counseling

{Program Code: 33453}

Required Genetic Counseling Courses

All of the following:

ATCG 600	Issues Confronting Genetic Counselors: Principles, Theories and Practices	3.00
ATCG 601	Clinical Genetics in Practice I	3.00
ATCG 602	Clinical Genetics in Practice II	3.00
ATCG 603	Clinical Genetics in Practice III	2.00
ATCG 604	Clinical Genetics in Practice IV	3.00
ATCG 610	Cytogenetics	2.00
ATCG 613	Molecular Genetics	3.00
ATCG 615	Cancer Genetic Counseling	1.00
ATCG 625	Clinical Applications of Genomic Medicine	2.00
ATCG 628	Human Development	3.00
ATCG 668	Genetic Counseling Pre-Practicum	3.00
ATCG 669	Genetic Counseling Practicum	3.00
ATCG 701	Design and Analysis in Genetics Research (taken twice for a total of 3 cr.)	1.00
ATCG 701	Design and Analysis in Genetics Research	2.00

Required Co-Related Courses

All of the following:

BIO	514	Biochemical Genetics	3.00
BIO	530	Clinical Genetics	3.00
BMS	612	Pathophysiology II	3.00

Required Clinical Genetics Rotations

Four of the following:

ATCG	702	Clinical Genetics Rotation	0.00
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Required Thesis Course

ATCG	708	Thesis	3.00
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Credit and GPA Requirements

Minimum Total Credits: 46

Minimum Major GPA: 3.00

Genetic Counseling Courses

ATCG 600 Issues Confronting Genetic Counselors: Principles, Theories and Practices

This course is designed to expose students to issues confronting genetic counseling from a counseling perspective. The student will explore the counseling contexts and situations that genetics counselors are likely to face. Issues in multicultural genetic counseling, use of interpreters and diversity and equity in healthcare are also covered. In consonance with these needs students will learn the skills that are necessary to gather an accurate and relevant family history. They will explore the genetic counselor's role in working in different sub-specialties with clients who are depressed or grieving.

Credits: 3

Every Fall

ATCG 601 Clinical Genetics in Practice I

This course is designed to explore the specific aspects of medicine that genetic counselors must confront in their clinical and/or laboratory careers. It is important that students understand a historical overview of the profession as they learn the procedures for obtaining a pedigree, helping clients understand diagnoses, determining risks, accessing the need for psychosocial support and exploring diverse counseling theories. The focus of this course is on clinical knowledge and proper risk assessment for genetic counseling. Issues covered in this semester include prenatal genetics, infertility genetics and genetic testing based on ethnicity.

Credits: 3

Every Fall

ATCG 602 Clinical Genetics in Practice II

This course is designed to explore the specific aspects of medicine that genetic counselors must confront in their clinical and/or laboratory careers. There are psychosocial and scientific aspects to every task a genetic counselor must perform. Focus in this course is on clinical knowledge and proper risk assessment for genetic counseling. Issues covered in this semester include, cardiology genetics, pediatric genetics, newborn screening and Bayesian risk calculations. This course has a special fee.

Prerequisite of ATCG 601 is required.

Credits: 3

Every Spring

ATCG 603 Clinical Genetics in Practice III

This course will focus on the legal and ethical issues in the practice of genetic counseling and clinical genetics. This course will address some of the most common legal and ethical challenges face in genetic counseling. Specific topics include ethical principles in medicine, eugenics, legalities and ethics of dealing with confidentiality, elective pregnancy termination, pre-implantation genetic diagnosis and other assisted reproductive technologies, genetic

discrimination, gene patenting regulation of genetic testing, appropriate use of new genetic technologies, human subjects in research and wrongful birth/wrongful life. This course has a special fee.

Pre requisite of ATCG 602 is required.

Credits: 2

Every Fall

ATCG 604 Clinical Genetics in Practice IV

This course deals with the current state of the genetic counseling profession including licensure, billing and reimbursement, professional relationships, professional organizations, supervision and non-traditional roles. It will provide a review of topics, address presentation skills and prepare students for the ABGC Board exam.

Pre requisite of ATCG 603 is required.

Credits: 3

Every Spring

ATCG 610 Cytogenetics

This course will introduce topics of chromosomal structure and function, chromosome abnormalities and their clinical presentations, chromosomal basis of cancer and cytogenetic laboratory techniques.

Credits: 2

Every Fall

ATCG 613 Molecular Genetics

This class will emphasize understanding of the applications of the emerging techniques in molecular biology as they apply to genetics. Special emphasis will be given to topics important to biomedical applications and to those presenting ethical considerations. Due to the rapidly changing nature of this field, all class materials will be derived from primary, non-textbook literature.

Credits: 3

Every Fall

ATCG 615 Cancer Genetic Counseling

This course will provide in-depth discussion of cancer genetics with a focus on clinical knowledge and skill development of the genetic counselor working in this speciality.

Credits: 1

Every Fall

ATCG 625 Clinical Applications of Genomic Medicine

This course will provide in-depth discussion of molecular genetics and genomics with a focus on clinical knowledge and skill development of the genetic counselor. It will focus on preparing genetic counselors to be able to feel comfortable working in multiple specialties where genetic/genomic tests are being used to impact clinical management and/or treatment.

Pre requisite: 2nd year graduate student in LIU

Post Genetic Counseling Program, all first year courses completed satisfactorily

Credits: 2

Every Fall

ATCG 628 Human Development

In this course, we will cover human development including gametogenesis, fertilization, implantation, gastrulation, neurulation, development of major organ systems, and molecular mechanisms controlling pattern formation. Special attention will be given to teratogens, diseases, and genetic conditions that cause particular developmental abnormalities during critical embryological periods.

Credits: 3

Every Fall

ATCG 668 Genetic Counseling Pre-Practicum

This is an entry level counseling laboratory course designed to provide basic fundamental communication skills training to prospective counselors in the genetic counseling program. Students are expected to gain an understanding of the role of the genetic counselor and the counseling process itself and how to establish an effective therapeutic alliance and environment. Students will also develop fundamental foundation communication skills and basic counseling strategies. The main emphasis and focus of the course is on practical experience in a counseling environment. Students will participate in role-plays, recording of counseling sessions with a client, as well as, simulated practice counseling sessions.

Pre requisite of ATCG 600 is required

Credits: 3

Every Spring

ATCG 669 Genetic Counseling Practicum

This is an in-depth counseling practicum designed to provide supervised genetic counseling experience from a developmental, multicultural perspective. The main emphasis and focus of the course is on practice. Students will participate in role-plays and will participate in peer critique in a supervised and positive learning environment.

Fall (2nd Year).

Pre requisite of ATCG 668 is required.

Credits: 3

Every Fall

ATCG 701 Design and Analysis in Genetics Research

This course is designed to help students develop the background knowledge and skills needed to successfully complete the research project requirement for the genetic counseling program. The course will be offered in the spring of the first year and the fall semester of the second year of the program. In the spring semester, the following topics will be covered: research project requirements and timeline, the research process: identifying a project topic and mentor, genetic counselors' role in research, literature searches, approach to writing a literature review, RefWorks and technical writing. In the fall semester, the following topics will be covered: developing the research project: hypothesis, materials and methods, choosing your study population and sampling methods; approach to statistical methods,

qualitative research design, survey design and presentation methods. This course can be repeated for credit.

Credits: 1 to 2

Every Fall and Spring

ATCG 702 Clinical Genetics Rotation

Field-based rotations in clinical genetics.

Prerequisite of a major in Genetic Counseling M.S. program is required.

Credits: 0

Every Fall, Spring and Summer

ATCG 708 Capstone Project/Thesis

This course is open only to matriculated students.

In this course, the student executes a proposed final project or thesis topic which the student completes under the supervision of a faculty member. Written and oral presentations are required.

A pre requisite of ATCG 701 is required.

Credits: 3

Every Spring

SCHOOL OF ENGINEERING, COMPUTER SCIENCE AND ARTIFICIAL INTELLIGENCE

The School of Engineering, Computer Science and Artificial Intelligence provides students with fundamental and applied knowledge of computer and digital sciences. Our goal is to develop future leaders with skills and experience sufficient to launch careers in rapidly-expanding fields, including but not limited to data acquisition, analysis and communication. Given the predominance of data in today's world, we emphasize intersections of digital engineering, computers science and artificial intelligence with other scientific and real-world disciplines and applications. Students engage in meaningful research, with opportunities to actively contribute to scientific learning, with the potential for new breakthroughs and publications. A degree from the School of Engineering, Computer Science and Artificial Intelligence can offer many paths to future success and the ability to make meaningful contributions to the planet and to society. The degrees offered include a Bachelor of Science Artificial Intelligence or Computer Science. The school also offers a Master of Science in Artificial Intelligence.

DEPARTMENT OF DIGITAL ENGINEERING

The Department of Digital Engineering and Artificial Intelligence offers both a BS and an MS in Artificial Intelligence. Not only are these degrees timely and market relevant, but students graduating with these degrees will enter a burgeoning job market with attractive salaries and interesting job opportunities.

M.S. in Artificial Intelligence

To prepare the workforce of the future, the 30-credit M.S. in Artificial Intelligence (AI) aims to educate and train skilled leaders to create AI applications and AI systems that are designed to solve complex real-world challenges and problems across many industry domains while addressing the emerging needs of the market. Additionally, the program, with its faculty and students, aims to accelerate multidisciplinary research and discovery within LIU's current and emerging fields of study. Graduates of the MS in AI program have exciting career prospects in the most innovative sectors of the economy in various industries.

The M.S. in AI program offers a multidisciplinary in-depth study of AI theory and practice with a host of project based learning courses including, two Special Topics courses for the timely introduction of advanced topics in AI research.

Artificial Intelligence, M.S.

Requirements

MS in Artificial Intelligence Requirements

Choose four of the following Core Module

Courses:

AI	602	Programming in Python	3.00
AI	632	Algorithms and Data Structures in Python	3.00
AI	680	Artificial Intelligence: Present and Future	3.00
AI	682	Data Mining and Exploration	3.00
AI	683	Statistical Learning	3.00
AI	686	Automatic Speech Recognition	3.00
AI	688	Image and Vision Computing	3.00

Choose two of the following Specialization

Courses:

AI	687	AI and Machine Learning in Bioinformatics	3.00
AI	689	Computational Neuroscience, Cognition and Artificial Intelligence	3.00
AI	701	Intelligent Autonomous Robotics	3.00
AI	790	Special Topics in Artificial Intelligence I	3.00
AI	791	Special Topics in Artificial Intelligence II	3.00

The following two courses are required:

AI	681	Machine Learning & Pattern Recognition	3.00
AI	700	Applicable Deep Learning	3.00

MS in Artificial Intelligence

Electives/Thesis Options

Choose one of the following options:

6 credits of graduate electives in Artificial Intelligence or Computer Science

OR

Thesis - 6 credits

AI	698	Thesis I	3.00
AI	699	Thesis II	3.00

Credit and GPA Requirements

Minimum Credits (Thesis Option): 30

Minimum Total Credits (Non-Thesis Option): 30

Minimum Major/Overall GPA: 3.0

Artificial Intelligence Courses

AI 602 Programming in Python

Problem solving, algorithmic design, and implementation using the Python programming language are presented. Topics include fundamental data types and associated collection data types, I/O processing, conditional and loop constructs, use and implementation of functions. This first part of the course is complemented with a thorough presentation of Object-Oriented programming. Select advanced features for both procedural programming and Object-Oriented programming are introduced. Throughout the course, good programming styles and sound program development are emphasized.

Three credits; one-hour laboratory.

Credits: 3

Every Fall and Spring

AI 632 Algorithms and Data Structures in Python

A comprehensive study of the design and analysis of efficient data structures and algorithms in Python. The course provides the fundamentals of data structures and algorithms, including their design, analysis and implementations. Fundamental data abstractions include: linear lists; stacks; queues and deques; priority queues; multi-linked structures; trees and graphs; maps; hash tables; internal and external sorting and searching.

Three credits; one-hour laboratory.

Prerequisite: AI 602

A pre requisite of AI 602 is required.

Credits: 3

Every Fall and Spring

AI 680 Artificial Intelligence: Present and Future

AI systems now outperform humans on tasks that were once taken to show great intelligence when undertaken by people (for example, playing chess). How far can this go in the future? What are the assumptions behind different approaches to AI? What dangers can there be from AI systems, and how should AI practitioners take these into account? The course gives a quick overview of the background and of contemporary work in symbolic AI, and looks at the relationship between statistical and 2 logical approaches to AI. It also addresses some of the philosophical and ethical issues that arise. The course surveys the state of the art in current AI, looking at systems and techniques in various subfields (eg, agents and reasoning; planning, constraints and uncertainty; google search and the semantic web; dialogue and machine translation; varieties of learning).

Three credits; one-hour laboratory.

Credits: 3

Every Fall and Spring

AI 681 Machine Learning & Pattern Recognition

This graduate course covers some fundamental

theoretical concepts in machine learning, and common patterns for implementing methods in practice. The intended audience is those wanting the background required to begin research and development of machine learning methods. The course provides foundations of pattern recognition algorithms and machines, including statistical and structural methods. Data structures for pattern representation, feature discovery and selection, classification vs. description, parametric and non-parametric classification, supervised and unsupervised learning, use of contextual evidence, clustering, recognition with strings, and small sample-size problems.

Three credits; one-hour laboratory.

Credits: 3

Every Fall and Spring

AI 682 Data Mining and Exploration

The aim of this course is to discuss modern techniques for analyzing, interpreting, visualizing and exploiting the data that is captured in scientific and commercial environments. The course will develop the ideas taught in various machine learning courses and discuss the issues in applying them to real-world data sets, as well as teaching about other techniques and data-visualization methods. The course will also feature case-study presentations and each student will undertake a mini-project on a real-world dataset.

The course will consist of two parts, the first part being a series of lectures on what is outlined below. It is anticipated that there will also be one or two guest lectures from data mining practitioners.

The second part will consist of student presentations of papers relating to relevant topics. Students will also carry out a practical mini-project on a real-world dataset. For both paper presentations and mini-projects, lists of suggestions will be available, but students may also propose their own, subject to approval from the instructor.

Three credits; one-hour laboratory.

A pre requisite of AI 681 is required.

Credits: 3

Every Fall and Spring

AI 683 Statistical Learning

This course provides an introduction to the statistical methods commonly used in learning from data. The course combines methodology with theoretical foundations and their computational aspects. The course aims to assist you in designing good learning algorithms and analyzing their statistical properties and performance guarantees. Fundamental principles and techniques of probabilistic thinking, statistical modeling, and data analysis are introduced. Topics covered include basic probability and statistics including events, conditional probabilities, Bayes theorem, random variables, probability distributions, and hypothesis testing. Building on these concepts, the course provides an in depth of coverage of supervised learning from data with focus on regression and

classification methods. A few key unsupervised learning methods such as clustering (K-means and Hierarchical clustering) are covered. R is used for computing throughout the course.

Three credits; one-hour laboratory.

Credits: 3

Every Fall and Spring

AI 686 Automatic Speech Recognition

The course covers the theory and practice of automatic speech recognition (ASR), with a focus on the statistical approaches that comprise the state of the art. The course introduces the overall framework for speech recognition, including speech signal analysis, acoustic modelling using hidden Markov models, language modelling and recognition search. Advanced topics covered will include speaker adaptation, robust speech recognition and speaker identification. The practical side of the course will involve the development of a speech recognition system using a speech recognition software toolkit.

Three credits; one-hour laboratory.

A pre requisite of AI 681 is required.

Credits: 3

Every Fall and Spring

AI 687 AI and Machine Learning in Bioinformatics

The digital revolution has seen a dramatic increase in data collection in various disciplines of health sciences. The challenge of big and wide data is especially pronounced in the biomedical space where, for example, whole genome sequencing technology enables researchers to interrogate all 3 billion base pairs of the human genome. With an expected 50% of the world's population likely to have been sequenced by 2025, the resulting datasets may surpass those generated in Astronomy, Twitter and YouTube combined. Machine Learning approaches are hence necessary to gain insights from these enormous and highly complex modern datasets enabling the training of very sophisticated Machine Learning models under the context of Artificial intelligence.

The course addresses various topics of Machine Learning approaches that have been applied under the genomic revolution. Emphasis are placed on Machine Learning algorithms to recognize patterns in DNA sequences such as pinpointing the locations of transcription start sites (TSSs), identifying the importance of junk DNA in the genome and identifying untranslated regions (UTRs), introns and exons in eukaryotic chromosomes. The input data can include the genomic sequence, gene expression profiles across various experimental conditions or phenotypes, protein-protein interaction data, synthetic lethality data, open chromatin data, and ChIP-seq data.

Three credits; one-hour laboratory.

Prerequisites: AI 681

A pre requisite of AI 681 is required.

Credits: 3

Every Fall and Spring

AI 688 Image and Vision Computing

The course addresses the analysis of images and video in order to recognize, reconstruct and model objects in the three-dimensional world. Emphasis is placed on studying the geometry of image formation; basic concepts in image processing such as smoothing, edge and feature detection, color, and texture; motion estimation; segmentation; stereo vision; 3-D modeling; and statistical recognition.

Three credits; one-hour laboratory.

A pre requisite of AI 681 is required.

Credits: 3

Every Fall and Spring

AI 689 Computational Neuroscience, Cognition and Artificial Intelligence

The course addresses foundational tools that connect cognitive science and computational neuroscience with artificial intelligence. Emphasis are placed on computational models that mimic brain information processing during perceptual, cognitive and control tasks tested with brain and behavioral data. Computational approaches to understanding cognitive processes, using massively parallel networks are studied. Biologically-inspired learning rules for connectionist networks and their application in connectionist models of perception, memory and language are discussed.

Three credits; one-hour laboratory.

A pre requisite of AI 681 is required.

Credits: 3

On Occasion

AI 698 Thesis I

Preparation of a thesis under the supervision of a faculty adviser. The completed thesis is evaluated by the Department's graduate Curriculum Committee.

Credits: 3

Every Fall and Spring

AI 699 Thesis 2

Preparation of a thesis under the supervision of a faculty adviser. The completed thesis is evaluated by the Department's graduate Curriculum Committee.

Credits: 3

Every Fall and Spring

AI 700 Applicable Deep Learning

Deep Learning is one of the most highly sought-after skills in AI. In this course, you will learn the foundations of Deep Learning, understand how to build neural networks, and learn how to lead successful machine learning projects. You will learn about Convolutional networks, RNNs, LSTM, Adam, Dropout, BatchNorm, Xavier/He initialization, and more.

Deep learning algorithms extract layered high-level representations of data in a way that maximizes performance on a given task. For example, asked to recognize faces, a deep neural network may learn to represent image pixels first with edges, followed by

larger shapes, then parts of the face like eyes and ears, and, finally, individual face identities. Deep learning is behind many recent advances in AI, including Siri's speech recognition, Facebook's tag suggestions and self-driving cars.

You will work on case studies from healthcare, autonomous driving, sign language reading, music generation, and natural language processing. You will master not only the theory, but also see how it is applied in industry. You will practice all these ideas in Python and in TensorFlow. After this course, you will likely find creative ways to apply it to your work. This course culminates in a capstone project.

Three credits; one-hour laboratory.

Prerequisite: AI 681

A pre requisite of AI 681 is required.

Credits: 3

Every Fall and Spring

AI 701 Intelligent Autonomous Robotics

This course covers basic topics in autonomous robotics/systems. Intelligent autonomous robots and systems can sense their environment, make decisions on how to act based on the sensations, and execute these actions without human aid or intervention. The main focus of the course is on designing and building robotic systems that navigate independently in complex environments. It is a programming intensive course which requires team work and collaboration, the use of the robotic hardware interface and the implementation of several algorithms to address key areas for effective sensor processing, vision processing, and autonomous decision making in a physical setting or a 3D simulated environment.

Three credits; one-hour laboratory.

A pre requisite of AI 688 and AI 700 is required.

Credits: 3

On Occasion

AI 790 Special Topics in Artificial Intelligence I

A course for presenting timely advanced topics in Artificial Intelligence, including research topics. Topics may vary from year to year according to the interest of faculty and students. The course contents and objectives are aligned with the overall program learning goals. The course requires formal submission of the course topic and a detailed syllabus for department and faculty reviews and approvals.

Three credits; one-hour laboratory.

A pre requisite of AI 680 and AI 681 is required.

Credits: 3

Not Set

AI 791 Special Topics in AI: 2

A course for presenting timely advanced topics in Artificial Intelligence, including research topics. Topics may vary from year to year according to the interest of faculty and students. The course contents and objectives are aligned with the overall program learning goals. The course requires formal

submission of the course topic and a detailed syllabus for department and faculty reviews and approvals.

Three credits; one-hour laboratory.

A pre requisite of AI 680 and AI 681 is required.

Credits: 3

Every Fall and Spring

SCHOOL OF PROFESSIONAL ACCOUNTANCY

The School of Professional Accountancy holds the proud distinction of being the first autonomous school of professional accountancy in the nation. Founded in 1974, the school prepares students for careers as accountants, auditors, forensic accountants, tax preparers, estate and financial planners, and more. The curriculum qualifies students to sit for the Certified Public Accountant (CPA) examination in New York State. The courses in the graduate program in accountancy are fully online. The School is part of the College of Management, which is accredited by AACSB International – The Association to Advance Collegiate Schools of Business.

All courses incorporate the latest technology and software applications in the digital accounting and taxation fields. Our faculty members possess an unsurpassed combination of experience and professional and academic credentials. An extensive internship program connects students with leading firms in the New York metropolitan area. Graduates are recruited by the "Big Four" global accounting firms as well as other international, national, regional, and local accounting firms; corporations, and government agencies. In addition, student organizations regularly bring accounting professionals to campus to meet with accounting majors at formal and informal events.

M.S. in Accountancy

The 30-credit Master of Science in Accountancy prepares students for careers in public accounting, industry or government enterprises and is intended for individuals who have completed an undergraduate accounting degree at an accredited college or university and who wish to fulfill the 150-hour requirement. Students who did not major in Accounting in their undergraduate coursework, will need to take the required prerequisite courses. Taught by top accounting and tax professionals with expertise in a broad range of topics, classes in this program are offered completely online.

The M.S. in Accountancy program teaches students to solve problems using the most widespread and state-of-the art accounting software programs and is registered by the New York State Education Department to qualify (where applicable) for a one-year reduction of the experience requirement for CPA licensure.

M.S. in Accountancy

{Program Code: 06982} {HEGIS: 0502}

Required Professional Accounting Courses

Students must complete all of the following (21 credits)

ACC	742	Financial Statement Analysis	3.00
ACC	750	Advanced Accounting Information Systems	3.00
TAX	620	Tax Accounting	3.00
ACC	720	Not-for-Profit Entity Accounting	3.00
ACC	753	Advanced Auditing and Data Analytics	3.00
ACC	754	Forensic Accounting	3.00
ACC	790	Accounting Seminar	3.00

Elective Graduate Accounting & Taxation Courses

Students must complete three of the following electives courses (9 credits):

Note that with department approval, students may opt to select electives from the list of any FIN, IBU, MAN, MIS or MKT courses 700 or above.

TAX	625	Federal Taxation of Estates, Gifts and Trusts	3.00
TAX	726	Tax Strategies and Business Decisions	3.00
TAX	729	State & Local Taxation	3.00
TAX	760	Tax Research	3.00
TAX	762	Procedures and Practices in Federal Taxation	3.00
TAX	771	Corporate Taxation	3.00
TAX	772	Corporate Reorganizations and Consolidations	3.00
TAX	773	Consolidated Returns	3.00
TAX	774	Taxation of High Net Worth Individuals / Introduction to Personal Financial Planning	3.00
TAX	775	Partnerships and Limited Liability Entities	3.00
TAX	776	Subchapter S Corporations	3.00
TAX	777	Estate Planning	3.00
TAX	778	Advanced Partnerships and Limited Liability Entities	3.00
TAX	779	Tax Exempt Organization	3.00
TAX	780	Fundamentals of Qualified Employee Benefit Plans	3.00
TAX	788	International Taxation	3.00

TAX	791	Independent Study (Director's Permission)	3.00
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Credit and GPA Requirements

Minimum Total Credits: 30
Minimum Major GPA: 3.00

Accounting and Business Law Courses

ACC 720 Not-for-Profit Entity Accounting

This course provides an in-depth study of the accounting for government and other nonprofit organizations. The course focuses on the various governmental funds and group of accounts of these public entities. In addition, attention is given to other nonprofit organizations such as colleges, universities, and hospitals.

Credits: 3

Annually

ACC 742 Financial Statement Analysis

This course provides a survey of analytical tools and techniques used to evaluate financial statements. Financial and corporate reports are analyzed for solvency, quality of earnings, investments, and forecasting implications. Emphasis is placed on ratio and trend analysis for the detection and interpretation of strengths, weaknesses, and problems areas.

Credits: 3

Every Fall

ACC 750 Advanced Accounting Information Systems

This course provides an advanced examination of emerging technologies that directly impact on the design, selection, and maintenance of accounting information systems (AIS) and on other aspects of the role of auditors, tax practitioners, and forensic accountants. Topics and projects assigned include data analytics and visualization applications, XBRL applications, Blockchain technologies, cloud computing, data security, and state of the art AIS related technologies.

Credits: 3

Every Fall

ACC 753 Advanced Auditing and Data Analytics

This course provides an advanced review of assurance services, an in-depth analysis of auditing data analytics software and applications, and hands-on experience with a simulated audit. Students study current and emerging applications of assurance services. The course also focuses on the collection and evaluation of evidence using statistical sampling techniques and hands-on computer assisted audit tools and techniques(CAATTs).

Credits: 3

Every Spring

ACC 754 Forensic Accounting

The nature of fraud, elements of fraud, fraud prevention, fraud detection, fraud investigation, design and use of controls to prevent fraud, and methods of fraud resolution are examined in this course. The role of fraud examination to perform a variety of antifraud and forensic accounting engagements including, but not limited to,

investigating suspected fraud, investigating assertions of fraud, developing fraud loss estimates and performing acquisition due diligence are also considered.

Credits: 3

Every Fall

ACC 790 Accounting Seminar

This course examines current trends in accounting and the accounting profession. Events in accounting, auditing, and taxation are analyzed in the context of business, nonprofit, and governmental environments. Special topics include sustainability accounting and reporting, and financial literacy skills pertinent to the practitioner. Particular interests of students are discussed early in the semester and incorporated into future weeks of the semester topics. Active participation in weekly in-class discussions is mandatory.

Prerequisite of Completion of Accounting Core Courses is required.

Credits: 3

Every Spring

BLW 701 Law For Business Managers

This course examines the current legal environment of business and how it affects the decision-making process for managers of business enterprises. The topics covered include ethics, contracts, torts, intellectual property, international transactions, employment agreements, real property, consumer protection, forms of business organizations, and debtor-creditor relations.

Prerequisites of GBA 520, 521, 522, 523, 524, 525 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

On Occasion

GBA 521 Financial Accounting and Reporting

This course examines basic accounting concepts and methods and their significance to management and other users of financial statements. Topics include an introduction to fundamental accounting concepts; the measurement and reporting of income, financial position, and cash flows; and the measurement and reporting of assets, liabilities, and stockholders' equity. Ethical issues are considered throughout this course.

MBA Students only.

Credits: 3

Annually

TAX 620 Tax Accounting

This course will provide the participant with an in-depth analysis of the Code, Regulations, Rulings and Cases governing tax accounting issues. Areas covered include accounting periods and methods (including cash, accrual and installment sales), inventory rules, debt-forgiveness, time-value of money concepts and required adjustments for changes in accounting methods. Materials are introduced via lecture, open class discussion and review of selected case studies.

Credits: 3

Annually

TAX 625 Federal Taxation of Estates, Gifts and Trusts

A detailed study of the gift and estate tax provisions of the Internal Revenue Code is covered. An introduction to the income taxation of trusts and estates is also provided.

Credits: 3

Every Spring

TAX 726 Tax Strategies and Business Decisions

This course includes an examination of how taxes impact the business environment and affect management decision making. Using a planning approach, students learn how to adapt to constantly changing tax rules and assess their future impact. The objective of the course is to provide the student with a framework to assess and predict how taxes affect business activities and participants, including customers, suppliers, employees, investors, and competitors. M.S. in Taxation students and M.S. in Accountancy students in the taxation concentration may not receive credit for this course.

Prerequisite of GBA 520, 521, 522, 523, 524, 525, MBA 620, 621, 622, 623, 624, 625 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

On Occasion

TAX 729 State & Local Taxation

In-depth analysis of Nexus, Uniform Division of Income for Tax Purposes Act, the unitary principle, the multi-state taxes compact regulations and P.L. 86-272. Various landmark Supreme Court decisions pertaining to multi-state taxation are discussed. Emphasis is placed on New York State Income, Franchise and Sales Taxes for those entities doing business in New York State.

Credits: 3

Every Spring

TAX 760 Tax Research

Sources of Legislative, Administrative and Legal precedents are discussed. Utilization of IRS publications, tax reporters, and judicial and statutory authority is explained. An introduction to computer-based tax research tools and techniques is included. Several research projects using these materials are required. Written and oral techniques for presenting research results are discussed. The presentation of three written research papers is required. This course is taught primarily on a distance learning basis. Assignments are prepared on and submitted via the Internet and weekly discussion board questions are discussed. The participant must have access to a computer with Internet access.

Credits: 3

Every Fall and Spring

TAX 762 Procedures and Practices in Federal Taxation

Among topics considered are preparation of tax

returns, due dates and extensions, techniques for gathering information and preparation of returns, statute of limitations, tax examinations, appeals procedures in the IRS, request for rulings, collection matters, tax fraud, and professional responsibility of taxpayer's representatives.

Credits: 3

Every Spring

TAX 771 Corporate Taxation

This course reviews the tax aspects of corporate formations, including corporate characteristics, transfers to controlled corporations, corporate capital structure, the income tax calculations for corporate entities and elections. Topics covered include corporate stockholder relationships, corporate distributions, corporate redemptions and partial liquidation, accumulated earnings, and personal holding companies.

Prerequisite of TAX 620 & TAX 760 is required.

Credits: 3

Every Fall

TAX 775 Introduction to Partnerships and Limited Liability Entities

A study of the fundamentals of Subchapter K of the Internal Revenue Code and regulations pertaining to the Subchapter. Topics that will be covered are: choice of entity, partnership formations, operations, allocations, distributions, sales and exchanges of partnership interests, and transactions between a partner and a partnership. The tax ramifications of Limited Liability Companies (LLC) and Limited Liability Partnerships (LLP) are discussed.

Prerequisite of TAX 620 & TAX 760 is required.

Credits: 3

Every Spring

TAX 776 Subchapter S Corporations

This course is an in-depth study of the federal tax ramifications of operating the S Corporation. The election, operation, termination and special rules associated with the S Corporation status are examined. Tax planning for the S Corporation is also emphasized.

Prerequisite of TAX 771 is required.

Credits: 3

Every Fall

TAX 778 Advanced Partnerships and Limited Liability Entities

An in-depth study of certain advanced topics relating to partnerships and limited liability companies. Topics that will be covered include: a detailed analysis of partnership allocation regulations (704(b) and 704(c) regulations) and the sharing of partnership liabilities (752 regulations), the disguised sales rules and some of the more complex areas of Subchapter K (disproportionate distributions, retirement of a partner, etc.).

A pre requisite of TAX 775 is required.

Credits: 3

Every Fall

TAX 788 International Taxation

This course covers the taxation of United States persons investing or doing business abroad and nonresident aliens and foreign corporations having nexus with the United States. Topics covered include, among others, the foreign tax credit, Subpart F income, controlled foreign corporations, tax treaties, sourcing rules and expatriate taxation.

Prerequisite of TAX 771 is required.

Credits: 3

Every Fall

SCHOOL OF BUSINESS

Long Island University's School of Business is located only 25 miles from New York City, allowing easy access to Fortune 500 companies, internships, and job opportunities. Experiential learning is a fundamental part of the business school curriculum where students can choose from engaging in consulting projects with real companies to serving as financial analysts, researching and investing in the stock market. Because of the market-relevant coursework and hands-on opportunities, students graduate well prepared to enter the job market. Available majors include Finance, Marketing, Management, and Business Administration at the graduate and undergraduate levels.

DEPARTMENT OF BUSINESS

Master of Business Administration (M.B.A.)

The 36 to 48-credit Master of Business Administration (M.B.A.) degree at LIU Post provides students with the knowledge needed to start a business or to propel them to the next step in their current industry. Students learn cutting-edge business acumen from highly credentials faculty from reputable Universities and experienced business professionals.

LIU Post's MBA program offers several flexible options to support individual interests, career objectives, and busy schedules. Students may pursue their education on a full or part-time basis with classes in the evening, on weekends and online. Through the accelerated program, undergraduate students may earn an accelerated B.S. / M.B.A. or B.A. in International Relations & Diplomacy / M.B.A..

The LIU Post MBA program is accredited by the prestigious Association to Advance Collegiate Schools of Business (AACSB) and housed within one of the best Business Schools as ranked by the Princeton Review and the US News & World Report.

Master of Business Administration (M.B.A.)

{Program Code: 79096} {HEGIS: 0506.0}

Required Core Courses

GBA	520	Economics for Business Decisions	3.00
GBA	521	Financial Accounting and Reporting	3.00
GBA	522	Financial Management	3.00
GBA	523	Management in a Global Society	3.00

GBA	524	Marketing Management	3.00
GBA	525	Statistics For Management	3.00

Required Management Perspective Courses

MBA	620	Managing Information Technology and e-Commerce	3.00
MBA	621	Financial Markets and Institutions	3.00
MBA	622	Competitive Marketing Strategy	3.00
MBA	623	Organizational Behavior	3.00
MBA	624	Operations Management	3.00
MBA	625	Global Business: Environment and Operations	3.00

Required Capstone Course

MBA	820	Business Policy	3.00
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M.B.A. Elective Courses

Students must complete 3-5 elective courses taken from BLW 701, TAX 726, or any 700 level FIN, IBU, MAN, MIS, MKT courses.

Students in the shared credit B.S.

Accountancy/MBA must take the following two courses as electives:

ACC	750	Advanced Accounting Information Systems	3.00
ACC	753	Advanced Auditing and Data Analytics	3.00

Accounting majors pursuing the shared credit B.S. Accountancy/M.B.A. are encouraged to take three accounting electives from the following courses: ACC 720, ACC 754, ACC 790, TAX 620, TAX 760. They may choose any other ACC, TAX, FIN, IBU, MAN, MIS or MKT 700 level or above courses.

Total credits required ranges from 36-48, depending on the amount of core course waivers and elective credit requirements.

Credit and GPA Requirements

Minimum Total Credits: 36-48

Minimum Major GPA: 3.00

B.A. Economics / Master of Business Administration (M.B.A.)

See LIU Post Undergraduate Bulletin, College of Management, Department of Innovation and Entrepreneurship for program description and requirements.

B.A. in International Relations and Diplomacy / Master of Business Administration (M.B.A.)

See LIU Post Undergraduate Bulletin, The Roosevelt School for program description and requirements.

Graduate Business Courses

FIN 704 Financial Reports Analysis

This course provides a survey of analytical tools and techniques used to evaluate financial statements. Financial and corporate reports are analyzed for solvency, quality of earnings, investments, and forecasting implications. Emphasis is placed on ratio and trend analysis for the detection and interpretation of strengths, weaknesses, and problem areas of the business.

Cross-listed with ACC 742

Prerequisites of GBA 520, 522, MBA 621 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

On Occasion

FIN 705 Securities Analysis - Equities

This course focuses on security markets and investment opportunities. Students are exposed to the concepts of market efficiency and risk and return in the context of valuation of equities, fixed income securities, and derivative securities. The objective is to provide a systematic method of analyzing investment portfolios and the effects of diversification and risk management.

Prerequisites of GBA 520, 522, MBA 621 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

On Occasion

FIN 708 Financial Engineering

This course covers the creation of derivative securities to meet financing needs. This course will explore the rapid growth of strategic financial product innovation and securitization precipitated by environmental and intra-firm factors. Chiefly as a solution to risk management, financial engineering will be explored from both the corporate treasurer's perspective and from the investor's and speculator's perspectives. Recent debt, equity, equity-related and derivative innovations will be examined.

Prerequisites of GBA 520, 522, MBA 621 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

On Occasion

FIN 710 Corporate Mergers and Restructuring Strategies

The aim of the course is to provide understanding of the decisional dynamics and valuation consequences of financial, business, and organizational restructuring by corporate credits. The course prepares students to plan, evaluate, and execute corporate restructuring activities.

Prerequisites of GBA 520, 522, MBA 621 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

On Occasion

FIN 717 Investment Analysis Fixed Income and Derivatives

This course analyzes the activities of the financial intermediaries in the marketplace. The course presents a rigorous quantitative and qualitative analysis of the money and capital markets, concentrating on the Fixed Income and Derivatives markets. It focuses on the risks and returns associated with investments in those markets, and on how these instruments can be optimally allocated to yield successful portfolio management performance. This course, when combined with FIN705, presents a complete overview of the global capital markets.

Prerequisites of GBA 520, 522, MBA 621 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

On Occasion

FIN 725 Money, Banking, and Capital Markets

This course's main objective is to analyze and understand the principal forces that are shaping the U.S. and world money and capital markets. Money creation, the demand for money, and the relation of money to inflation and financial flows are each examined. Interest rates are analyzed in the context of portfolio choice and their behavior is carefully examined. Emphasis is also placed on the changing role of competitive financial institutions and the effects of these changes on the flow of funds and monetary policy.

Prerequisites of GBA 520, 522, MBA 621 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

On Occasion

FIN 732 Securities Analysis and Student Investment Fund

Students in this course will build on the theoretical concepts learned in undergraduate finance courses, to put these theories into practice. Students will have the opportunity to propose investment ideas and collectively build a portfolio of investments in listed U.S. equities and will take responsibility for stock market sector coverage and make formal written and oral investment proposals. Students will develop, implement and follow investment policies and will conceptualize and formulate portfolio reporting culminating in a presentation of portfolio composition and performance to an outside board of advisors and to trustees, alumni and donors, who have invested the funds to be managed through this engaged learning initiative. Graduate students will gain an understanding of portfolio construction approach and third party manager selection. Graduate students in the course will perform a company valuation using discounted cash flows or dividends as appropriate.

Credits: 3

Every Spring

GBA 520 Economics for Business Decisions

Key micro and macro economic concepts and issues are used to equip students to analyze economic problems and appreciate the implications of global economic events. The course develops key microeconomic concepts, such as the construction of supply and demand curves, elasticity and marginal analysis. The course then develops key macroeconomic concepts and tools to examine key policy issues as: National Income Accounting, the aggregate supply and demand curve, the supply and demand for money, fiscal and monetary policy, international trade, and the impact of changes in exchange rates.

MBA Students only.

Credits: 3

Every Fall and Spring

GBA 521 Financial Accounting and Reporting

This course examines basic accounting concepts and methods and their significance to management and other users of financial statements. Topics include an introduction to fundamental accounting concepts; the measurement and reporting of income, financial position, and cash flows; and the measurement and reporting of assets, liabilities, and stockholders' equity. Ethical issues are considered throughout this course.

MBA Students only.

Credits: 3

Annually

GBA 522 Financial Management

This course focuses on wealth maximization and managerial decision making in a global market setting. Basic principles by which the modern corporation manages its assets, controls its liabilities and raises new capital are addressed. Topics include the time value of money, valuation and rates of return on securities, financial statement analysis, capital budgeting techniques, as well as cost of capital, capital structure, and leverage considerations.

Prerequisite or co-requisite of GBA 521 or its equivalents is required.

Credits: 3

Every Fall and Spring

GBA 523 Management in a Global Society

This course addresses contemporary global management challenges stemming from changing organizational structures, complex environmental conditions, new technological developments, and increasingly diverse workforces and highlights critical management issues involved in planning, organizing, controlling, and leading an organization. The course focuses on leadership and addresses the complex issue of business ethics inherent in decision making. Students will apply theoretical management concepts to organizational situations with the use of current business headlines and case studies. This synergy of theory and practice will help students gain analytical skills for professional assessments and students will also

make research-based oral presentations to further develop their communications skills.

MBA Students only.

Credits: 3

Every Semester

GBA 524 Marketing Management

This course is an analysis of the operations of marketing systems. It familiarizes students with marketing principles and enables them to adapt marketing operations to opportunities in for-profit and non-profit organizations. Focus is placed upon the principal decision components that include market segmentation, marketing research, consumer behavior, product development, promotion, pricing and distribution. International and ethical issues are discussed.

MBA Students only.

Credits: 3

Annually

GBA 525 Statistics For Management

The course is designed to give a fundamental knowledge of the principles, concepts, and techniques involved in the application of probability and statistics to business research and managerial decisions. The range of applications covers various functional areas such as finance, marketing, accounting, management, economics and production. Topics covered include descriptive statistics, probability concepts and techniques applicable in risk assessment and decision theory, statistical inference (estimation and hypothesis testing), and some basic forecasting models including regression.

MBA Students only.

Credits: 3

Every Semester

IBU 704 Management of International Business

This course focuses on the management of multinational enterprises across national borders. The course examines the nature, growth and new directions of direct investments conducted by multinational enterprises, and how they are related to changing economic, technology, social and regulatory conditions. The strategy formulation and execution for international business expansion will be studied via experiential learning of business simulation. Emphasis is on establishing a new business venture via global configurations for sustainable revenues/profits in a dynamic global business environment.

Prerequisite of MBA 625 or its equivalents is required. Student must be in acceptable plan of study.

Credits: 3

Annually

IBU 707 Multinational Business in Emerging Markets

This course is an analysis and discussion of the opportunities and problems of operating multinational firms in developing nations. Consideration is given to marketing opportunities,

national customs and mores, natural resource policies, tax policies, governmental economic nationalism, economic liberalization and similar concepts and problems of operating in emerging economies.

Prerequisite of MBA 625 or its equivalents is required. Student must be in acceptable plan of study.

Credits: 3

On Occasion

IBU 750 International Business Seminar

This course is an analysis of the decision-making processes and methods for defining, analyzing and resolving contemporary international financial and trade problems. Emphasis is on assessing international developments and trade relating to business.

Prerequisite of MBA 625 or its equivalents is required. Student must be in acceptable plan of study.

Credits: 3

On Occasion

MAN 703 Project Analysis and Program Management

This course provides a comprehensive analysis of projects in contemporary organizations. The course addresses the basic nature of managing all types of projects: public, business, engineering, information systems, and so on as well as the specific techniques for project management. Topics include: the organization's strategy and project selection, project leadership, project planning, uncertainty and risk management, project budgeting and cost estimation, project scheduling, resource allocation, conflict and negotiation, project monitoring and controlling, project auditing, and project evaluation and termination.

Prerequisite of GBA 523 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

On Occasion

MAN 731 Negotiation Strategy

Negotiation is a central part of personal, career, and organizational strategy. Through the study and practice of negotiation students develop strategic thinking, learn about the psychology of bargaining, explore decision making, and recognize psychological biases. Students develop ability to convey important points of view, by analyzing complex bargaining positions while applying the totality of intuition and learning gained through their educational and life experience. The delivery of this class is experiential. Students build advanced interpersonal, communication, presentation, and constructive conflict resolution skills through the use of business-specific, knowledge-intensive exercises and role-plays. Through circumspect situational-analysis balancing ethical consideration students refine strategic thinking. Students will build a comprehensive set of skills necessary for

success in any personal, career, entrepreneurial, and organizational setting. The course is highly beneficial to students in the management major and is a very strong elective for personal development that can complement any major.

Credits: 3

Annually

MAN 734 Supply Chain Management

The function of supply chain management is to design and manage the processes, assets, and flows of material and information required to satisfy customers' demands. Supply logistics related costs account for 20-25% of a typical firm's total cost. On the revenue side the supply chain decisions have a direct impact on the market penetration and customer service. Globalization of economy and electronic commerce has heightened the strategic importance of supply chain management and created new opportunities for using supply chain strategy and planning as a competitive tool.

Electronic commerce has not only created new distribution channels for consumers but also revolutionized the industrial marketplace by facilitating inter-firm communication and by creating efficient markets through trading communities. Moreover combination of enterprise information infrastructure and internet has paved the way for a variety of supply chain optimization technologies. In line with these developments, this course focuses on management and improvement of supply chain processes.

Prerequisite of GBA 525 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

Annually

MAN 745 Business Consulting

This course covers the complete process of business consulting, from developing business proposals and mobilizing a consulting team, to producing deliverables and deploying solutions. The course is designed to provide MBA students with the background and skills needed to pursue a career in consulting. The course discusses specific applications in such consulting fields as strategy consulting, training, organizational development, technical and business development consulting. Specific and practical concepts, tools, techniques and frameworks are covered that can be used in all forms of consulting and any area of consulting application.

Prerequisite of GBA 523 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

Annually

MAN 750 Management Seminar

The problems of organizational management are considered from a multi-disciplinary point of view. Concepts and research from management studies are applied to specialized problems of management.

Theory and technique are integrated by using group and individual study projects. The course is designed to enhance general management skills related to superiors, subordinates, staff specialists and peers.

Prerequisite of GBA 523 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

On Occasion

MBA 620 Managing Information Technology and e-Commerce

This course is devoted to the management of information resources in an organization. It will emphasize management concepts and strategies essential for the selection, development, design, implementation, use, and maintenance of information and e-Commerce technologies and information systems in today's organizations. Business cases will be extensively utilized to facilitate classroom discussion.

Prerequisite or Co-requisite of GBA 520, 521, 524, 525 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

Every Semester

MBA 621 Financial Markets and Institutions

This course provides the student with knowledge of global financial markets; the institutions that operate in those markets and the manner in which various markets and institutions interrelate. Topics covered include: types of markets and of financial institutions; determinants of interest rates; the risk and term structure of interest rates: money markets and capital markets; asset-backed securities; forwards, futures, options, swaps, and other derivatives; equity markets; the role of central banks in the creation of money and in the conduct of monetary policy; and an examination of some recent developments in global finance.

Prerequisite of GBA 522 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

Every Semester

MBA 622 Competitive Marketing Strategy

The course focuses on marketing planning processes, concepts, methods and strategies with a global orientation at the product level as well as at the corporate level. It emphasizes the relationship between marketing and other functions and draws upon perspectives from industrial economics, corporate finance and strategic management literature. Competitive marketing strategies and practices of contemporary firms are discussed as they relate to industrial and consumer products and services. The overall objective of the course is to help students incorporate and apply the skills, methods and insights they have acquired in prior marketing and other business courses in the design and implementation of marketing strategies.

Prerequisite of GBA 524 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

Every Semester

MBA 623 Organizational Behavior

This course examines the important behavioral issues facing individuals within organizations. Initially, focus is placed on the organizational factors that influence behavior. Next, the course examines the individual differences that influence behavior. Topics in this section include motivation, reward systems, and values and ethics. The course then focuses on the development of effective work groups to explore communications, negotiations, teams, and the learning organizations. Selected topics in leadership conclude the course of study.

Prerequisite of GBA 523 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

Every Semester

MBA 624 Operations Management

Operations Management is concerned with the efficient and effective transformation of resources into goods and services. This course is designed to develop the ability to analyze and improve the performance of operations processes in organizations. Topics to be discussed include operations strategy, product/service selection and design, capacity planning, quality management, facility location and layout, inventory management, business process reengineering, and supply chain management.

Prerequisite of GBA 525 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

Every Semester

MBA 625 Global Business: Environment and Operations

This course introduces the student to the discipline of international business. It demonstrates the uniqueness of the international business environment and focuses on aspects of business necessary to compete in the global arena. The first half of the course focuses on: the environmental context in which international firms operate, country-specific factors (socio-cultural, political, legal and economic factors), the global trade, investment environment and the global monetary system. Theories and concepts associated with these factors are surveyed and the forces of regionalization and globalization are discussed, including the facilitating institutions. The second half of the course examines the strategies and structures that firms adopt, and explains how firms can perform their key functions: production, marketing, R & D, finance, human resource management and compete successfully in the

international business environment.

Prerequisite of GBA 520, 521, 522, 523, 524, 525 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

Every Semester

MBA 820 Business Policy

Business policy is an integrating course that prepares students for pulling together the diverse disciplines involved in organizational decision making. The course explores formal and informal aspects of policy formation, its application, and consequences. Students deal with formal decision theory and practice, organizational theory and practice, marketing and personnel policies and social conditions as they impinge upon and require new organizational thinking. This course develops students' capabilities in strategic decision making in a changing world. Issues include the ranking and the definition and measurement of organizational objectives; the concept of organizational strategy; mission; the formulation and evaluation of alternatives; the interrelationships between quantitative and qualitative analytical techniques; the roles of personal values, ethics, and political power; product life cycle; capital allocation; and acquisitions and divestitures. A computer-based simulation, cases, lectures, and group analyses are employed.

Prerequisite of GBA 520, 521, 522, 523, 524, 525, MBA 620, 621, 622, 623, 624, 625 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

Every Semester

MBA 821 Business Applications

This course provides an opportunity for students, in particular international students, to gain business experience in US companies and apply the knowledge learned in the program to the real-world business problems. Students take this course in the form of internship or consulting projects developed by the College of Management. To register for the course, students need to provide a letter from the employer explaining the nature of the intern job, or a description of the consulting projects. Students will be under supervision of the instructor assigned by the college. At the end of the course, students are required to submit a report, which will be evaluated by the instructor.

Credits: 1 to 3

On Demand

MKT 705 Consumer Behavior

This course uses the multi-disciplinary approach to understanding consumer behavior in the marketplace by integrating the contributions of cultural anthropology, psychology, sociology and economics. This course reviews the role of the behavioral sciences in marketing in such areas as determination of product choice, brand loyalty and switching, and company loyalty policies. Topics

include: learning theory, motivation, diffusion of innovation, reference group theory, roleplaying, perception, and attitude formation. Managerial implications are examined using case studies.

Prerequisites of GBA 524, MBA 622, or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

On Occasion

MKT 716 Competing in the Global Trading System

The main goal of this course is to analyze and understand competitive issues in the global trading system from a business perspective. The course reviews and utilizes traditional theories of trade, but emphasizes modern concepts of dynamic competitive advantage- the role of firm strategies, the role of location, country factors, and public policies in the context of the evolving system of world trade. Critical business issues concerning trade and competition arising out of the World Trade Organization (WTO) system, the regional trading arrangements- such as the European Union (EU), and the North American Free Trade Association (NAFTA)-as well as the trade regulations and industrial policies of major trading countries are examined.

A pre requisite of MBA 622 and MBA 625 is required.

Credits: 3

On Occasion

MKT 717 International Marketing

This course is an analysis of both marketing strategy and marketing management in the international marketplace. It provides students with an understanding of the global marketing environment and how the environment impacts the applicability of the marketing strategies. Students will learn theoretical foundations of international marketing and apply them to international marketing campaigns based on the similarities and differences of international markets in terms of cultural, economic, regulatory and competitive forces. Country market selection, market entry modes and ethical issues are discussed.

Prerequisites of GBA 524, MBA 622, 625 or its equivalents are required. Student must be in acceptable plan of study.

Credits: 3

On Occasion

MKT 750 Marketing Seminar

This seminar offers advanced special topics in marketing that are relevant to increasing the effectiveness of marketing as an organizational function. Topics will vary according to advances in the field and the environment in which marketing operates. They include research methodology and techniques, impact of technology, ethics, and global marketing strategy. The course utilizes the expertise of guest speakers, when applicable.

Prerequisites of GBA 524, MBA 622, 625 or its

equivalents are required. Student must be in acceptable plan of study.

Credits: 3

On Occasion

**SCHOOL OF
ENTREPRENEURSHIP AND
INNOVATION**

The School of Entrepreneurship and Innovation offers programs designed for students who think creatively and are seeking to work collaboratively with interdisciplinary applications. Courses are taught by faculty who have work experience in their respective fields to add relevant market context to academic content and prepare students for their future careers. The BS and MS degrees in Data Analytics are highly relevant in today’s data-driven marketplace and applicable to all majors. The School of Entrepreneurship and Innovation offers degrees in Data Analytics, Economics, Entrepreneurship, Fashion Merchandising, and Sports Management.

**DEPARTMENT OF CRIMINAL
JUSTICE**

The graduate criminal justice program provides an ideal foundation for careers in criminal justice. Our professors are renowned experts and published authors with real-world experience. They specialize in all areas of the criminal justice system ranging from cyber security to law enforcement to homeland security.

The M.S. degree in Criminal Justice is awarded upon successful completion of 36 credit hours of coursework. The curriculum is comprised of 24 credits of required coursework and 12 credits of electives. Electives range from courses involving victimology to terrorism.

M.S. in Criminal Justice

The Master of Science degree in Criminal Justice offers an in-depth curriculum geared toward the scientific study of crime including forensics and cyber analytics. In addition to our core curriculum, electives are available in such areas as counseling in criminal justice and terrorism. The program prepares students for entry into modern-day careers in criminal justice that require knowledge of today’s high tech society. Courses are taught by a distinguished faculty that includes published authors, researchers, and widely-consulted authorities on criminal justice and related matters. All faculty are currently involved in the areas they instruct. Our professors will engage and inspire you to exceed your expectations.

Alumni of the program are employed in a wide variety of criminal justice fields such as law enforcement, the courts, and corrections. They populate positions within the public and private sectors. The program’s professional network of graduates is ready to assist and mentor students.

M.S. in Criminal Justice

{Program Code: 07078} {HEGIS: 2105}

Required Criminal Justice Courses

All of the following:

CACJ	555	Cyber Security	3.00
CACJ	675	Critical Issues in Criminal Justice	3.00
CACJ	690	Theories of Crime Causation	3.00
CACJ	699	Foundations of Scholarship	3.00
CACJ	700	Research Design and Methods	3.00
CACJ	707	Thesis Research	3.00
CACJ	708	Thesis Consultation	3.00
CACJ	760	Terrorism	3.00

Elective Criminal Justice Courses

CACJ	523	Computers and the Criminal Justice System	3.00
CACJ	530	Victimology	3.00
CACJ	577	Police and Professionalism	3.00
CACJ	600	Advanced Standing Criminal Justice I	3.00
CACJ	601	Advanced Standing Criminal Justice II	3.00
CACJ	630	Forensic Psychology	3.00
CACJ	631	Seminar in Organized Crime	3.00
CACJ	635	The Mass Murderer and the Violent Criminal	3.00
CACJ	640	Seminar in the Administration of Juvenile Justice	3.00
CACJ	655	Counseling in Criminal Justice	3.00
CACJ	680	Graduate Internship	3.00
CACJ	698	Crime and Criminology in Cinematography	3.00

Credit and GPA Requirements

Minimum Total Credits: 36

Minimum Major GPA: 3.00

Criminal Justice Courses

CACJ 530 Victimology

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

Credits: 3

On Occasion

CACJ 555 Cyber Security

This course is an analysis of our high-tech society, and the impact cyber technology has on the criminal justice system.

Credits: 3

Annually

CACJ 577 Police and Professionalism

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

Credits: 3

On Occasion

CACJ 600 Advanced Standing Criminal Justice I

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

Credits: 3

Every Fall and Spring

CACJ 601 Advanced Standing Criminal Justice II

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

Credits: 3

On Occasion

CACJ 635 The Mass Murderer and the Violent Criminal

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

Credits: 3

On Occasion

CACJ 640 Seminar in the Administration of Juvenile Justice

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

Credits: 3

On Occasion

CACJ 655 Counseling in Criminal Justice

This course is a survey of individual and group counseling techniques for use in treatment-oriented criminal justice agencies. The different counseling techniques in probation, parole, corrections, and drug and alcohol treatment agencies are all explored.

Credits: 3

On Occasion

CACJ 675 Critical Issues in Criminal Justice

This course is an analysis of the ways the criminal justice system is impacted by the media, public opinion, and other forces of change.

Credits: 3

Annually

CACJ 680 Graduate Internship

This course is a planned program of observation and participation in selected criminal justice agencies. It explores the gap between the development of criminological theory and the practical application of that theory.

Credits: 3

On Occasion

CACJ 690 Theories of Crime Causation

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

Credits: 3

Annually

CACJ 698 Crime and Criminality in Cinematography

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

Credits: 3

On Occasion

CACJ 699 Foundations of Scholarship

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

Credits: 3

Annually

CACJ 700 Research Design and Methods

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

Credits: 3

Annually

CACJ 707 Thesis Research

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

Prerequisite of CACJ 699 or CACJ 700 is required.

Credits: 3

Every Fall and Spring

CACJ 708 Thesis Consultation

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

Prerequisite of CACJ 699 or CACJ 700, and CACJ 707 are required.

Credits: 3

Every Fall and Spring

CACJ 760 Terrorism

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

Credits: 3

Every Fall and Spring

**DEPARTMENT OF
ENTREPRENEURSHIP AND
INNOVATION**

**M.S. in Data Analytics &
Strategic Business Intelligence**

This 30-credit Master of Data Analytics (MDA) program offers a curriculum with a blend of data science, IT, and business courses to provides students with the solid business knowledge and analytical skills to serve as data-literate managers and business analysts in a host of industries. The curriculum provides students with fundamental methods and skills to interpret and present digital data and produce practical and meaningful insights into customers, products, services, and marketplaces-- all leading to more informed business decisions for sustainable and competitive advantages. Students will have the opportunity to apply classroom knowledge in real-life data analytics problems through the required course of Global Capstone Action Learning Internship. The program teaches applied knowledge and interdisciplinary understanding of data asset, data collection, data management, data communication, data storage, data visualization, data mining, machine learning, data security, information privacy, and business intelligence. This knowledge can be applied in such industries as consulting, accounting, finance, marketing, IT, supply chain and logistics, gaming, sports, fashion, or health care.

**M.S. in Data Analytics and Strategic
Business Intelligence (MDA)**

{Program Code: 39812} {HEGIS: 0703}

Program Requirements

Required Graduate Core Courses

MDA	525	Business Statistics	3.00
MDA	530	Foundations of Data Science	3.00
MDA	610	Data Management and Mining	3.00
MDA	620	Data-driven Decision-making and Business Intelligence	3.00
MDA	710	Big Data Analytics and Machine Learning	3.00
MDA	720	Applied Data Analytics in Business	3.00
MDA	760	Deep Learning	3.00
MDA	821	Global Capstone Action Learning Internship	3.00

Elective Graduate Courses

Students must complete two MDA electives (6 credits total). Note that with program

director's approval, students may opt to select electives from the list of any ACC, TAX, FIN, MAN, MKT, IBU, CS, GBA, MBA, MIS, MGE, or TEL courses.

Credit and GPA Requirements

Minimum Total Credits: 30 Credits

Minimum GPA.: 3.0

Degree Requirements

M.S. in Sports Management

{Program Code: 438520} {HEGIS: 0599.00}

Program Requirements

Required Graduate Core Courses

SPM	610	Strategic Sports Management	3.00
SPM	620	Legal and Ethical Issues in Sports	3.00
SPM	630	Sports Operations and Facilities Management	3.00
SPM	640	Sports Marketing, Promotions and Sales	3.00
SPM	650	Leadership in Sports Management	3.00
SPM	660	Alternative & Global Sports	3.00
SPM	670	eSports, Sports Betting & Fantasy Sports	3.00
SPM	680	Sports Finance	3.00
SPM	690	Sports Analytics	3.00
SPM	700	Capstone in Sports Management	3.00

Credit and GPA Requirements

Minimum Total Credits: 30 Credits

Minimum GPA.: 3.0

Data Analytic Courses

MDA 525 Business Statistics

This 3-credit course introduces fundamental statistical concepts and techniques used in business decision-making. Problems from the functional business areas of accounting, finance, marketing, management, and operations are used to illustrate how probabilistic and statistical thinking and analysis can enhance the quality of decision-making.

Credits: 3

Every Fall, Spring and Summer

MDA 530 Introduction to Data Science with R and Python

This 3-credit core required course provides a comprehensive introduction to the principles of data science that underlie the data mining algorithms, data-driving decision-making processes, and data-analytic thinking. Topics include learning commands, arithmetic operators, logical operators, and functions in the analytical languages, writing scripts, performing descriptive analytics, creating analytical graphs, and working and manipulating data sets using R or Python. The co-/pre-requisite of taking this course is a graduate-level business statistics course.

Pre requisite: MDA 525

Credits: 3

Every Fall and Spring

MDA 610 Database Management and Data Mining

This 3-credit core required course provides a comprehensive introduction to the principles and tools for managing and mining data, covering database management, data retrieval, data preprocessing, data analysis and mining. The students will learn web development, enterprise database management, data visualization, and representative data mining algorithms. By the end of the course, the students will have mastered the essential skills and tools to approach problems data-analytically and mine data to discover knowledge and pattern.

Credits: 3

Every Fall and Spring

MDA 620 Data-driven Decision-making and Business Intelligence

This 3-credit core required course introduces management concepts of data asset in a business context and examines how data analysis technologies can be used to improve decision-making and inform those at the senior management level. Students will understand how increasingly standardized data, access to third-party data sets, cheap, fast computing, and easier-to-use software are collectively enabling a new age of data-driven, fact-based decision making. Students will also learn why transactional database can't always be queried and what needs to be done to facilitate effective data use for analytics and business intelligence.

Business intelligence tools will also be introduced and cases will be discussed on how business organizations achieve competitive advantages through the valuable, unique, imitation-resistant, and non-substitutable data asset. The emphasis of the course is on application and interpretation of data analytics results for making real-life decisions in terms of business policy and competitive strategy. Topics also include value chain model, strategic positioning, competitive forces model, disruptive innovation, sharing economy, and network-based platform economy.

Credits: 3

Every Fall and Spring

MDA 621 Introduction to Fintech

This course aims to provide basic knowledge and skills in Fintech via a comprehensive introduction. Students should be able to conduct Fintech problem-solving professionally and present their results to peers after taking this class. The major topics to be covered include classic models in Fintech, financial data acquisition, mining, and visualization; Machine learning in finance, credit risk analytics, high-frequency trading (HFT) analytics, and applications of blockchain in finance. It is recommended that students have a python or R programming background for this class.

Pre requisite: MDA 610 is required.

Credits: 3

Every Fall and Spring

MDA 625 Time Series Modeling and Forecasting

Time Series Forecasting is used by public and private companies that take decisions in a data-driven way. Forecasting is an important technique for efficient planning. These techniques should be in the toolbox of an aspiring data scientist. In this course, a student will learn the theory and the implementation of time series forecasting models using a programming language. This course will not only equip the student with statistical forecasting theories, but also with the subset of machine learning techniques used in this field. This course brings forecasting theories to practice. After completing this course, students will be able to tackle planning and forecasting problems using time series modeling.

Credits: 3

Every Fall and Spring

MDA 640 Data Visualization

This graduate course offered by the MDA program (MS in Data Analytics) provides a comprehensive introduction and hands-on experience in basic data visualization, visual analytics, and visual data storytelling. It introduces students to design principles for creating meaningful displays of quantitative and qualitative data to facilitate managerial decision-making in the field of business analytics. Students will learn about how to leverage the power of data visualization to communicate business-relevant implications of analyses and the difference between using visualization for analytics

vs. data storytelling. Modules cover the visual analytics process from beginning to end—from collecting, preparing, and analyzing data to creating data visualizations, dashboards, and stories that share critical business insights. Students will leverage the analytical capabilities of Tableau, the industry leading visualization tool.

Credits: 3

Not Set

MDA 710 Big Data Analytics and Machine Learning

This 3-credit core required course introduces database query languages including traditional SQL and new NoSQL, batch data analysis, Hadoop Map Reduce technology, real-time data analysis, content analysis, clustering, sentiment analysis, text classification and mining, web crawling and analytics, social network analytics, mobile analytics, A/B testing, and massive data mining. The last part of the course introduces the concepts of machine learning, pattern recognition, graphical, visual and speech learning, and artificial intelligence. Topics include supervised learning, unsupervised learning, deep learning, reinforcement learning, and neural networks.

Pre-requisites: MDA 530 Foundations of Data Science

MDA 610 Data Management and Mining

Credits: 3

Every Fall and Spring

MDA 720 Applied Data Analytics in Business

This 3-credit core elective course is delivered in a seminar format in three sections for students to choose: Accounting and Finance Analytics, Business and Marketing Analytics, and AI and Analytical Technology. Industry practitioners in data science fields and faculty members in different departments across the College of Management will come to the classroom and give lectures and speeches on how to conduct data analytics in various business fields.

Pre-requisites: MDA 530 Foundations of Data Science

MDA 610 Data Management and Mining

Credits: 3

Every Fall and Spring

MDA 730 Data Privacy and Regulatory Compliance

This 3-credit core required course surveys the domestic and international development of data security and privacy law and regulation in response to the growing sense of urgency around data breach and analytics ethics. The course also addresses the way in which law, legal and regulatory institutions, and private sectors govern and control the flow of data and information. Topics also include analytics ethics, oversight for algorithms, digital profiling, free speech, open government, search, cloud storage, cybersecurity, and data communications.

Pre-requisite: MDA 620 - Data-driven Decision-making

Credits: 3

Every Fall and Spring

MDA 821 Global Capstone Action Learning Internship

This is a career-oriented capstone course that provides students in the latter part of the program synthesizing, practical, in-depth field experience to work with any business organizations on a real-life data analytics project based upon a learning contract approved by both the program director and the mentor in the hosting or sponsor firm either in the United States or abroad. The student must secure a faculty member who is available and agrees to supervise his or her internship.

Internship placement will give priority to locations outside the United States for domestic students.

Each internship requires at least one month or 100 hours under supervision of a data analytics practitioner on site. At the end of the internship students will prepare a substantial Master's Capstone Project Report concerning their experience, and give presentation to the faculty of College of Management and invited executives and program sponsors. Students should have completed all required core courses and most electives before enrolling in the course.

Pre-requisites: MDA 530, MDA 610, and MDA 620

Co-requisites: MDA 710, MDA 720, and MDA 730

Credits: 3

Every Fall, Spring and Summer

SCHOOL OF HEALTH PROFESSIONS AND NURSING

The School of Health Professions and Nursing offers a wide range of accredited programs that lead to rewarding careers. Certificates, undergraduate and graduate degrees are offered in the departments of Behavioral Health Professions (includes Clinical Doctorate in Psychology, Psychology and Social Work), Diagnostic Health Professions (includes Biomedical/Clinical Laboratory Sciences, Health Administration, Radiologic Technology and Nutrition), Nursing, Therapeutic Health Professions (includes Communication Sciences and Disorders and Veterinary Technology). Please refer to the departments for specific information on degrees and certificates.

Drawing from intense classroom studies, real-world internship opportunities, interprofessional learning experiences, research, laboratory-based courses, and clinical experiences, you will develop the skills to serve others with competency and courage. You may take part in practica at hospitals, research laboratories, private clinical practices, community and governmental agencies, and senior citizen facilities. The school utilizes state-of-the-art technology for the education of our students, including simulated and research laboratories, 3D dissection tables, and virtual reality technology. You will graduate with a comprehensive résumé and a respected degree, ready to take advantage of the many opportunities in the growing field of Health Care and Human Services.

The faculty are renowned experts in their areas of practice and education as evidenced by their abilities in teaching, clinical practice, and scholarship.

DEPARTMENT OF BEHAVIORAL HEALTH PROFESSIONS

M.A. in Behavior Analysis

This Degree meets New York State education requirements leading to licensure as a licensed behavior analyst. Those who are licensed behavior analysts can provide services to persons with autism, autism spectrum disorders, and related disorders pursuant to a diagnosis and prescription or order from a person who is licensed or otherwise authorized to provide such diagnosis and prescription. The degree, along with the hours of required supervised clinical experience, can qualify students to take the Board Certified

Behavior Analyst (BCBA) examination. This national credential attests to an individual's expertise in Applied Behavior Analysis.

The MA in Behavior Analysis requires the completion of 33 credits. It is designed so that all requirements can be met within two years. Classes typically meet in the evening (4:30 pm or later). Depending on the content, classes are either face-to-face, blended, or online.

The program is designed to give students the training needed to understand fundamental principles of behavior and to apply them to the solution of human problems.

Admission Requirements

Applicants to the Master of Arts in Behavior Analysis must meet the following requirements for admission. This program admits for the Fall only. To ensure attention to individual growth, the number of students is limited. Most have undergraduate degrees in psychology. However, we are prepared to provide appropriate support for students with degrees in other disciplines who are now exploring psychology as a career option. Applications are processed as they are received. However, we strongly encourage application by August 1 for students who wish to be considered for assistantships.

- Application for Admission.
- Application fee: (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Applicants must have achieved at least a 3.0 overall grade point average or equivalent in a bachelor's program. Students who do not meet this requirement are welcome to discuss their options for admissions with the graduate advisor.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

Send application materials to:

Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, NY 11548-1300

ACADEMIC POLICIES

Each grade below B is considered a deficiency. Two deficiency grades will result in probation. Three deficient grades will result in dismissal. It is the student's responsibility to bring any deficiencies to the attention of the graduate

committee chairperson.

M.A. in Behavior Analysis

{Program Code: 36182}

Required Behavior Analysis Courses

All of the following:

PSY	607	Measurement and Experimental Design in ABA	3.00
PSY	610	Behavioral Assessment	3.00
PSY	644	Psychology and Diversity	3.00
PSY	651	Concepts and Behavior Analysis	3.00
PSY	657	Behavior Change Procedures	3.00
PSY	658	Ethics and Standards of Practice in ABA	3.00
PSY	659	Practicum in Applied Behavior Analysis	3.00
PSY	704	Autism Spectrum Disorder	3.00
PSY	705	Selecting and Implementing ABA Interventions	3.00
PSY	706	Personnel Supervision and Management	3.00
PSY	759	Maintenance of Client Records	2.00
PSY	799	Behavior Analysis in Theory and Practice	1.00

Credit and GPA Requirements

Minimum Total Credits: 33

Minimum Major GPA: 3.00

Clinical Psychology Doctoral Program

Phone: 516-299-2090

The Clinical Psychology Doctoral Program (Psy.D.) trains students who want to practice as clinical psychologists with a strong interest in traditionally underserved populations. In addition to mastering a rigorous core curriculum, Psy.D. students gain special competencies in one of three areas: Applied Child, Developmental Disabilities, Family Violence and Serious Mental Illness. Our highly experienced faculty provides clinical and theoretical training in the two major orientations in the field today: cognitive-behavioral and psychoanalytic. As a result, our graduates are prepared to practice with one or both models, affording considerable flexibility in a professional world of constantly changing demands and opportunities.

After the first year, students balance course work

with clinical training as externs in approved patient-care institutions. Second-year students train at the LIU Post Psychological Services Center, which offers low-cost preventative and clinical mental health services to community members. Third- and fourth-year students complete closely supervised externships at one of more than 50 training sites in the New York-New Jersey metropolitan area, including inpatient, outpatient and community mental health facilities.

The Clinical Psychology Doctoral Program is accredited by the American Psychological Association. In 2009, the APA awarded the Program with accreditation until 2016, the longest possible period of accreditation. Approximately 20 students from across the United States are admitted each year; most have an undergraduate degree in psychology and some clinical experience. The program requires a full-time, year-round commitment in each of the four years of residency. The fifth-year is spent in a full-time clinical internship at an American Psychological Association-approved facility. As a culminating experience, students design and conduct a significant research project, and write a doctoral dissertation under the direction of the Program faculty. The program is 115 credits, including the clinical practicum.

PRACTITIONER-SCHOLAR TRAINING MODEL PROGRAM

Program Competencies, Goals and Objectives

The term practitioner-scholar best describes the primary educational model at the LIU Post Clinical Psychology Doctoral Program. The professional practice of psychology is the primary focus of the training program. However, this practice is informed by scholarly inquiry.

All program requirements are consistent with a redefinition of a science-practice relationship that includes "the productive interaction of theory and practice in a primarily practice-based approach to inquiry" (Hoshmand and Polinghorne, 1992). In addition, because our program focuses on two theoretical orientations, psychodynamic and cognitive-behavioral, our students are presented with different models of clinical knowledge. Students are encouraged to use the scientific method in clinical thinking and to critically assess their clinical practice. The program also employs a developmental training approach, where expectations of minimum competency gradually increase as students proceed through the sequence of coursework, supervised clinical practice and the completion of other requirements. The program is designed so that students assume increased responsibility and independence as they progress from the first year to completion.

Upon completion of the program, graduates are expected to be able to function as competent and

ethical psychologists providing psychological services to various individuals, groups and organizations. Graduates are also expected to have specialized knowledge and experience with at least one of four populations: children with cognitive and behavior problems, people with developmental disabilities, victims of family violence and people with serious mental illness. These advanced concentration areas represent one facet of our public interest mission. The competencies promoted in the program are based on a blended version of the National Council of Schools and Programs of Professional Psychology Educational Model proposed by Peterson, Peterson, Abrams and Stricker (1997) and the Competencies in Professional Psychology model outlined by Kaslow (2004). This blended version reflects the generally accepted competencies in professional psychology training and the unique mission of the LIU Post Clinical Psychology Doctoral Program. The goals and objectives determine the policies, curriculum, training experiences and environment of the program and are designed to promote foundational competencies, core competencies and specialty competencies (Kaslow, 2004). These competencies are:

Foundational

1. Ethics
2. Individual and cultural diversity,
3. Professional Development

Core

4. Research and evaluation
5. Assessment,
6. Intervention,
7. Consultation and supervision and

Advanced Training Electives

8. Elective concentration

This last competency takes the form of at least one of the three advanced training electives: Applied Child, Developmental Disabilities, Family Violence and Serious Mental Illness.

Foundational Competencies, Goals and Objectives

1. Ethical competence includes the following components: knowledge of ethical codes, standards and legal regulations and case law relevant to professional practice. In particular ethical behavior requires knowledge of an ethical decision-making model and the ability to apply that model in the various roles enacted by a professional psychologist (Kaslow, 2004)
Goal #1: To provide a training experience so that program graduates will become professional psychologists able to exhibit ethically sound relationship skills with diverse populations.
 Objective 1: Students will demonstrate the knowledge necessary to treat clients and other professionals in an ethical and legal manner.
 Objective 2: Students will behave in an ethical

manner when interacting with clients and other professionals.

2. Individual and cultural diversity competence

"requires self-awareness of one's own attitudes, biases, and assumptions and knowledge about various dimensions of diversity and appropriate professional practice with persons from diverse groups" (Daniel, Roysircir, Abeles and Boyd). This can also be identified as multicultural competence. It requires an understanding of the need to consider and include individual and cultural differences in clinical work, possession of the knowledge necessary to conduct culturally competent practice, and the attitudes and values consistent with such professional activities.

Goal #2: To provide a training experience so that program graduates will have the knowledge and skills to provide professional services to organizations and individuals from diverse backgrounds.

Objective 3: Students will demonstrate respect for others who represent culturally diverse backgrounds and experiences.

Objective 4: Students will demonstrate the ability to integrate their knowledge of diversity into their professional practice.

Core Competencies, Goals and Objectives

1. Research and Evaluation Competency

includes the capacity to grasp psychological inquiry and research methodology via the qualitative, quantitative or theoretical study of psychological phenomena relevant to clinical issues. It includes a desire to investigate local and/or individual psychological phenomena using a systematic mode of inquiry. This competency area also involves problem identification and the acquisition and interpretation of information concerning the problem in a scientific manner.

Goal #3: To provide a training experience that presents students with knowledge, skills, and attitudes required for a scholarly approach to a) understanding the results of clinical research, b) effectively applying information from clinical research to practice, c) conducting clinically relevant research to generate new knowledge about clinical phenomena, d) and evaluating the validity and utility of their own scholarly activity. Students should be able to apply these skills to the resolution of individual and group problems of a psychological nature.

Objective 5: Students will demonstrate their understanding of quantitative and qualitative research methods as well as the case study approach to clinical questions.

Objective 6: Students will demonstrate appropriate levels of knowledge in the following content areas: Biological, developmental, cognitive-affective, social, and cultural bases of behavior, learning and the history of psychology.

Objective 7: Students will be able to evaluate and utilize research literature.

Objective 8: Students will be able to formulate a research question, write and defend a proposal,

conduct the research project as proposed, and communicate the purposes, procedures, outcomes, and implications orally and in writing.

2. Assessment Competence requires the ability to "describe, conceptualize, characterize, and predict relevant characteristics of a client" (Peterson, Peterson, Abrams and Stricker, 1997, p.380) This involves the development of assessment, diagnostic, and clinical interviewing skills in cognitive, personality, and behavioral domains and the ethical use of these assessment instruments and methods.

Goal #4: To provide a training experience so that program graduates will successfully employ appropriate professional assessment instruments and methodologies, including psychological tests and interview strategies. They will also be skilled in integrating and communicating their findings. Objective 9: Students will successfully administer and evaluate instruments designed to assess cognitive functioning.

Objective 10: Students will successfully administer and evaluate personality assessment instruments.

Objective 11: Students will successfully administer and evaluate behavioral assessment methodologies.

Objective 12: Students will successfully employ interview methods for assessment purposes.

Objective 13: Students will successfully integrate and communicate information from a variety of assessment sources in developing reports and case conceptualizations.

3. Intervention Competence is expected in the following areas: Intervention skills related to psychodynamic psychotherapy, cognitive-behavioral therapy, and applied behavior analysis with children, adolescents and adults in group as well as individual formats. These skills include the formulation and conceptualization of clinical cases, the development and implementation of treatment plans, the assessment of treatment progress and outcome, the performance of treatment consistent with ethical principles and relevant legal guidelines, and the ability to effectively communicate to clients the methods to be used.

Goal #5: To provide a training experience so that program graduates can successfully employ intervention approaches appropriate to the person and the situation.

Objective 14: Students will apply theory and research when formulating a plan for helping clients to resolve their interpersonal difficulties, to reduce psychological problems and to increase the effective use of coping strategies.

Objective 15: Students will successfully employ at least two theoretical approaches to intervention: psychodynamic and cognitive-behavioral or applied to evaluate levels of competence with the help of psychologists from the community who are independent of the program core faculty.

4. Consultation and Supervision Competence involves "the planned collaborative interaction

between the professional psychologist and one or more clients or colleagues, in relation to an identified problem area or program" (Peterson, Peterson, Abrams and Stricker, 1997, p. 380) and the capacity to exercise supervisory skills, which include knowledge of the ethical codes, laws, regulations and values that determine an ethical approach to psychological practice. The ability to teach others to develop competent clinical intervention skills is also part of the competency.

Goal #6: To provide training experiences so that all graduates will possess the skills necessary to conduct effective clinical supervision and consultation with other professionals.

Objective 16: Students will possess the necessary skills to conduct clinical supervision and professional consultation.

5. Professional Development Competence: Peterson, Peterson, Abrams and Stricker (1997) identified relationship competence as including "a) intellectual curiosity and flexibility, b) openmindedness, c) belief in the capacity for change in human attitudes and behavior, d) appreciation of individual and cultural diversity, e) personal integrity and f) belief in the value self-awareness." Kaslow (2004) refers to a similar competency as professional development. The emphasis on professional development has the advantages of being more inclusive and consistent with a developmental approach to training. She includes a)"interpersonal functioning operationalized as "social and emotional intelligence, the capacity to relate effectively with others, developing one's own professional approaches and persona, internalizing professional standards, seeing one's self as a cultural being, and understanding the impact of one's own culture on interactions with others". b) "Critical thinking implies thinking like a psychologist, that is assuming a psychological and scientific approach to problem-solving and c) "self-assessment, or the capacity for self-reflection, possessing an accurate assessment and awareness of one's own level of knowledge and skill, and using this information to gauge one's readiness to provide psychological services in specific areas of practice" (Kaslow 2004, pp 776-777). Students and graduates should be aware of their own biases, limitations, and distress signals and be capable and desirous of creating and maintaining safe and effective environments when providing psychological services. Our program focuses not only on the application of professional development competency with clinical populations but also on how such change impacts relationships with colleagues, supervisors and community professionals. In addition, an important aspect of professional development, or a central skill necessary for successful clinical practice is what Schon (1983) as described in Hoshmand and Polinghorne (1992), called "reflection-in-action", or a "capacity to keep alive, in the midst of an action, a multiplicity of views of the situation".

Goal #7: To provide training experiences so that

all graduates will possess "emotional and social intelligence" and have the "capacity to relate effectively with others" and for "selfassessment" (Kaslow, 2004).

Objective 17: Students will demonstrate evidence of professional development as it is operationalized in Goal #7 to effectively carry out all clinical responsibilities.

Objective 18: Students will demonstrate professional development as described in Goal#7 to effectively develop and maintain successful contacts with their colleagues.

6. Specialty Competence (Elective Concentration Competence) includes the development of advanced knowledge, skills and attitudes in at least one of three elective concentration areas; Applied Child, Developmental Disabilities, Family Violence and Serious Mental Illness.

Goal #8: To provide a training experience so that program graduates will have the knowledge, attitudes and skills to provide professional services to individuals and groups involved in applied child, developmental disabilities, family violence and serious mental illness.

Objective 19: Students will demonstrate knowledge of the theoretical and research literature in at least one of the concentration areas.

Objective 20: Students will possess advanced clinical knowledge and skills in at least one of the concentration areas.

Following successful completion of the program and all experience requirements, graduates of the program are eligible to sit for the New York State licensing examination. Each candidate should consult the Psychology Handbook (New York State Education Department, 1990) as soon as possible in order to become familiar with training and experience requirements as well as regulations and laws that relate to the independent practice of psychology. Copies of the Handbook are available in the Program Office.

The professional placement and satisfaction of our graduates are two critical outcome measures of program success. Therefore, graduates can expect to be contacted on a regular basis in order to complete program outcome evaluations which will include information about employment and professional development. The program and APA are regularly monitoring these outcome measures.

Program Requirements

The program requires a full-time [year-round] commitment in each of the four years of residency. The fifth year is spent in the completion of a full-time clinical internship. Students are regularly evaluated by the faculty and clinical supervisors. Evaluations reflect continued broadening of knowledge, personal and emotional development, and an ability to employ increasingly sophisticated clinical procedures. Steady development in each area is required for the student to progress in the program.

Specific requirements for the degree are:

- satisfactory completion of 89 credits in general, clinical, professional, and elective concentration courses;
- evaluations that reflect appropriate development of professional skills and judgment;
- satisfactory completion of a clinical competency evaluation consisting of a case presentation, analysis, and defense;
- satisfactory completion of year-long externships in the second, third and fourth years, and the full-time internship in the fifth year of the program
- completion of an acceptable doctoral dissertation usually in the student's elective concentration area, including an oral presentation of findings and conclusions.

Once an applicant is accepted for admission, every effort is made to assist the candidate in the successful and timely completion of the program. Each student is provided with a faculty and peer advisor. Student support groups, instructors, and supervisors are available to help integrate the stresses and challenges of doctoral training into professional growth. Continued and reasonable expansion of professional knowledge, skills and values is the basic guidepost of a student's successful evaluation.

CURRICULUM

The Clinical Psychology Doctoral Program requires four years of full-time residence. The total number of credits required to graduate is 115. Of these credits, 89 are for academic courses and 26 credits are for practica/externships/supervision courses. There are five basic competency areas, each of which includes a sequence of comprehensive courses. Area one deepens the students' knowledge of basic psychological concepts and principles. There are six required courses in this first area. Area two is the clinical core, which consists of courses in assessment, psychopathology, psychotherapy and ethics. This area, the largest, includes twelve required courses designed to train students in the basic understanding of psychopathology, methods of assessment with different groups, and the approaches for intervening with people who have problems in living. The courses address different populations, modalities and theoretical models. Area three is the research core. Three courses in statistics and research methodology prepare students for understanding the role of research in clinical practice and two independent courses are designed to help the student complete a doctoral dissertation. Area four is a series of six seminars that focus on issues of professional development, including learning about clinical psychology in the public interest, professional socialization, clinical supervision and the "psychological life of mental health organizations". The fifth area is a series of two courses where the student receives beginning level training in the application of their clinical knowledge and skills to specific client populations and their problems. The three elective

concentrations are applied child, developmental disabilities, family violence and serious mental illness. In addition, students may choose to take elective courses, such as marital therapy or family therapy (usually offered during summer sessions).

Clinical Orientations

Although the practice of clinical psychology is informed by a number of theoretical approaches, students in this program receive substantial didactic and practical training in two major orientations, cognitive-behavioral and psychoanalytic. One or both of these orientations influence most academic courses and both orientations are a critical part of each student's clinical experience. For example, all second-year students placed in the program's Psychological Services Center, receive psychotherapy supervision from at least two supervisors, one psychoanalytic and the other cognitive-behavioral. As a result of this experience, our graduates have the background and tools to practice with one or both models. This provides them with considerable professional flexibility, necessary in the world of changing demands and possibilities.

CLINICAL TRAINING

< The clinical externships in the second, third and fourth years are critical to the training of every candidate. Sixteen hours per week are required in the second, third and fourth years of training. Students receive a total of fourteen credits for externship work. The second-year placement is fulfilled on campus at the Psychological Services Center. Externship sites are available in the three elective concentration areas, as well as in more general clinical areas. The program is currently affiliated with more than 50 externship sites in a variety of settings, including inpatient, outpatient, and community mental health facilities.

OTHER PROGRAM REQUIREMENTS

Workshops

Project S.A.V.E.:

Students must complete before beginning PSC Practicum Placement. Available through LIU Post's School of Continuing Education

Child Abuse Identification & Reporting:

Available through LIU Post's School of Continuing Education

H.I.V. Workshop for Psychologists:

Offered every 2-3 years by the LIU Post Clinical Psychology Doctoral Program

CLINICAL AND DISSERTATION MILESTONES

Clinical Competency Evaluation

Must be scheduled by the student by June 15 of their fourth year. Students must pass their CCE before applying for internships that fall for the following academic year.

Dissertation Proposal

Completed, generally, in the fall of the student's fourth year.

Dissertation Defense (associated courses: PSY

838, 839 and 842)

Students must defend their dissertations and hand in a bound copy, with the signatures of their dissertation committee members, to the program in order to have this requirement considered complete.

PSYCHOLOGICAL SERVICES CENTER

The Psychological Services Center (PSC) is a private, nonprofit mental health facility operated by the Clinical Psychology Doctoral Program at LIU Post. The clinic operates with the objectives of providing diverse psychological services to all members of the local community as well as serving as a training facility for the LIU Post Clinical Psychology Doctoral candidates. The PSC is staffed by second-year graduate students earning their doctoral degrees in clinical psychology. The graduate student therapist's work is closely supervised by licensed clinical psychologists who are faculty members of the Department of Psychology, as well as licensed clinical psychologists from the Long Island community who serve as Adjunct Clinical Supervisors.

The Psychological Services Center is located in Lodge A on the LIU Post campus, 720 Northern Boulevard, Brookville, New York, 11548-1300. See the campus map. The phone number is 516-299-3211.

ADMISSIONS REQUIREMENTS AND PROCEDURES

An applicant's eligibility for admission to the Doctoral Program in Clinical Psychology is based on evidence of intellectual aptitude, personal maturity and commitment to psychology in the public interest. Applicants must hold at least a bachelor's degree in psychology or a related field from an accredited college or university and have some clinical experience. In addition, applicants must have a minimum of 18 credit hours of psychology, including courses in Statistics, Research Design or Methods, Personality, and Abnormal Psychology, and competitive GRE scores in each of the aptitude subtests and the Advanced Psychology test. Admission decisions will be based on the following factors: academic proficiency, professional accomplishments, proposed intellectual focus, the potential for completing a rigorous program, as well as a desire to work with underserved communities. After an initial review of applications and supporting documents, some applicants will be invited for a personal interview with at least two faculty members.

Applications to the Psy.D. program are accepted for the fall semester only. All application materials must be received by the January 15 deadline, including transcripts, letters of recommendation, statement of purpose, statement of research/inquiry, writing sample, Graduate Record Examination (GRE) test scores, a c.v./resume and non-refundable application fee. All requested

materials should be submitted to the Graduate Admissions Office. The Psy.D. program does not accept applications for the Spring semester admission.

1. Required Admissions Application

Applicants to the Psy.D. program must complete the LIU Online Application for Admission at www.liu.edu/cwpost/onlineapp.

- For the field "Campus", select "LIU Post"
- For the field "Admit type", select "Graduate" or "International Graduate" as appropriate
- For the field "Admit term", select "Fall"
- For the field "I'll be applying as", select "full time"
- For the field "Intended major", select "Psychology-Clinical PSY.D."

2. Application Fee

Mail a non-refundable application fee by either check or money order (made payable to LIU) or contact the Bursar to submit fee via credit card. Please write your name on the check or money order. International applicants must pay the fee in U.S. dollars by sending an international money order or check. You can also pay by credit card by printing the Credit Card Authorization form on the Bursar website at www.liu.edu/cwpost/bursar or by calling 516-299-2323. Cash, international postal money orders or Eurochecks are not accepted.

3. Transcripts

Request one official copy of your undergraduate and graduate transcript(s) from any college(s) you have attended. You may have the transcript(s) sent directly to the Graduate Admissions Office at LIU Post, or you may wish to have them sent to you. In that case, you should submit the transcripts in the original sealed envelope as part of your application packet. Photocopies or student copies are not considered official.

4. Letters of Recommendation

Three letters of recommendation are required. These letters should be written by persons who can comment from personal knowledge on the academic and/or professional qualifications of the applicant. Applicants to the Psy.D. program must submit one letter of recommendation from a current or former instructor or professor. Employers, former instructors or professional colleagues of status may write the second and third letters of recommendation.

5. Personal Statement

Write a statement describing your personal educational and professional goals and discuss what you hope to gain from doctoral study at LIU Post. You may submit your Personal Statement as part of the online application. The statement should be one to three pages in length.

The statement should be one to three pages in length, typed and double-spaced. We prefer double-sided if possible. Be sure to include your full name and page numbers in the upper-right-hand corner of each sheet and include the heading "Personal Statement" on the top of each page. Because our Doctoral program is specifically

geared to training clinical practitioners, your personal statement should address each of the following:

1. Your specific goals in applying to the Doctoral Program in Clinical Psychology.
2. The scope and nature of any prior clinical experience.
3. In addition to general training in the practice of clinical psychology, the LIU Post doctoral program emphasizes training in the program's current specialty concentration areas: Applied Child, Developmental Disabilities, Family Violence and Serious Mental Illness. Please elaborate on any interest you may have in one of these three concentration areas. This statement is a preference, not a commitment. Students make a formal commitment to one of the areas in the spring of the second year in the program.

6. Statement of Research/Inquiry

Write a statement describing your primary areas of research or inquiry interest. The statement should be one to three pages in length. You may submit your statement as a hard copy.

Be sure to include your full name and page numbers in the upper-right-hand corner of each sheet. Include the heading "Statement of Research/Inquiry" on the top of the page.

7. Curriculum Vitae/Résumé

Submit a curriculum vitae or résumé that includes clinical experience. Be sure to include your full name and page numbers in the upper-right-hand corner of each sheet.

8. Graduate Admissions Test

Applicants are required to submit scores for the general test (verbal, quantitative and written) of the Graduate Record Examination (GRE) and the subject GRE in Psychology. It is the applicant's responsibility to request that the Educational Testing Service (ETS) forward official copies of GRE scores directly to the LIU Post Graduate Admissions Office. Inquiries concerning this testing program and application to take the tests should be addressed to the Graduate Record Examinations, Educational Testing Service at <http://www.gre.org>, or call 1-800-GRE-CALL. LIU Post's Educational Testing Service Code is 2070.

9. Sample of Scholarly Work

A sample of a published work or other scholarly writing (Not required, but strongly suggested; limited to 10 pages; this can be a portion of any academic or clinical writing you have done). Be sure to include your full name and page numbers in the upper-right-hand corner of each sheet. Include the heading "Sample of Scholarly Work" on the top of each page.

10. International Students – Degree Requirements

International applicants must complete the LIU Online Application for Admission at www.liu.edu/cwpost/onlineapp (select "International Graduate" in the field 'Admit Type' and select "Psychology-Clinical PSY.D." in the

field "Intended Major.") Applicants who do not have a master's degree from a U.S. institution must also submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 100 Internet-based (250 computer-based or 600 paper-based) or minimum IELTS score: 7.5. International students whose native language is English, or who have received a degree from an accredited college or university where the **only** medium of instruction is English, may have the English Language proficiency requirement waived. The waiver is determined on an individual basis following a review of the student's application.

Send application materials to:
Graduate Admissions Office
LIU Post

720 Northern Boulevard
Brookville, NY 11548-1300

Personal Enrichment

Program graduates may take courses in the Program provided that they:

- Complete and submit a "Personal Enrichment/Visiting Student" application to the Program, along with an application fee; and,
- Meet with the Program Director and Instructor of the course for approval

Unfortunately, the program cannot accommodate visiting students enrolled in other graduate or doctoral programs into its required curriculum courses. Visiting students may apply to take the elective courses, given that there is room in the course and on the approval of the instructor.

Transfer Credits and Advanced Standing

Because of the unique nature of the program, a maximum of 12 transfer credits will be granted judiciously. If a student wishes to be considered for transfer credit, those credits must be in graduate courses taken within the last five years with at least a grade of B. All applications for transfer credits must be submitted to the program by the spring of the 1st year.

Other advanced standing status requests may be considered. Note that financial aid from the program will not be available to students who receive Advanced Standing status. Contact the program directly for information on applying for Advanced Standing.

Financial Aid

Students in the first three years of the program may receive a Research Assistantship. In rare exceptions, students in the 4th year of the program can receive additional financial aid. In addition, the department, the University, and individual students supplement these funds from a number of other sources. All students expecting aid from the program must complete the Free Application for Federal Student Aid (FAFSA), regardless of whether or not they will be requesting federal monies.

PsyD Scholarship: As a research assistant, you will assist a professor with their research for six

hours a week during the academic year.

Teaching Assistantship: Students teach their own section of Introduction to Psychology to undergraduates at LIU Post.

Fellowships to Reduce Mental Health Service Disparities: The purpose of this funding program is to encourage our students to work with certain groups (low SES, African Americans, Hispanics, immigrants, people with physical disabilities, and gay/lesbian/bisexual/transgendered people) after they graduate from our program by providing a financial incentive to gain experience and expertise with these groups while a doctoral student at LIU Post. In order to be eligible for this fellowship, a student must plan to devote a significant percentage of their career to working with members of at least one of these groups. To apply, a student does not have to belong to one of these groups. They must simply want to work with clients from at least one of these groups upon graduation.

Safe Zone Coordinator Fellowship: Each year, the coordinator of the Safe Zone Project will receive a fellowship equivalent to the size of the fellowships intended to reduce mental health disparities.

Research Grant Funding: Faculty and students in the doctoral program regularly apply for funding to conduct research. Such funding may include payment for graduate research assistants.

Other Sources of Funding: Program and practice assistantships are often available through external organizations which are associated with the program and/or with which program faculty collaborate. These are typically offered through a separate application process with the organization.

Supplementary Departmental Financial Aid Based on Need, Merit, & Under-represented Ethnic Minority Status: The department will provide between \$3,000 and \$6,000 per year to students who demonstrate a high degree of need, to students who are particularly high performing, and to students who are from underrepresented ethnic minority groups.

Student Health Insurance

Commuter Student Health Insurance is available to all first-year students. In the second, third, fourth, and fifth years (while the student is in clinical placement settings), all students must have health insurance. Compulsory health insurance will be applied to each student's bill every fall but can be waived by the end of October of each academic year.

Program Governance

The Doctoral Training Committee (DTC) is the main governing body of the Clinical Psychology Doctoral Program. Its members include the Program Director, all core faculty, the Psychological Service Center Director, the Psychology Department Chairman, one Psychology faculty representative, one student representative from every student group, and one student representative for every class year.

Student Progress Evaluation

Further elaboration of the program's policies on academic standing and policies are available in the Student Handbook, accessible on our Web site and handed out to all incoming first-year students.

Academic Performance

The time limit for completing the Clinical Psychology Doctoral Program is seven years from the date of enrollment. Students may, in the spring of their 7th year, request an extension via a formal letter to the DTC. Students cannot take more than 8 years to complete the program.

Academic Evaluation

The grading scheme for all doctoral courses can be found on individual instructors' syllabi. The grading scheme is standard across all courses. Students are also rated using the Academic Competency Evaluation form, which rates all foundational competencies as well as the relevant core competencies (which vary by course). Evaluation of students' dissertation progress is monitored by the committee chair and the program director. Dissertation defenses are evaluated on the basis of competencies.

Clinical Work Evaluation

Student externs and interns are evaluated bi-annually by the extern/internship supervisors. All evaluations are reviewed by the Director of Clinical Training and the students' advisor. The Clinical Competency Evaluation is one of the required milestones for all students completing their 3rd-year externship. The CCE must be passed before students are allowed to apply for internships.

Academic Conduct

Academic irregularities or dishonesty, such as plagiarism and cheating, may result in an automatic failure in a course and dismissal from the program.

Unsatisfactory Academic Performance

A student whose academic performance is below competency level (i.e., a B in course grades and a 2 on all relevant competency ratings) will be placed on probation and be required to formulate a remediation plan with their advisor and one faculty member. Remediation can be the result of poor grades, lower than expected competencies, ethical issues, or failures to meet required deadlines.

Other relevant policies are discussed in the Student Handbook, given to all students in their first year.

Unsatisfactory Clinical Work Performance

A student whose clinical work is rated as below the expected competency level will be required to meet with the Director of Clinical Training and their faculty advisor. Other relevant policies are discussed in the Student Handbook, given to all students in their first year.

Leave of Absence

A student requesting a leave of absence must write a formal letter to the Program Director stating reasons for the request, an estimated return to study date and a plan for completion of the program. Leaves are granted on a case-by-case basis. If granted, the time away will not count towards the 7-year limit.

Student Groups

The **Doctoral Student Association (DSA)** is the student organization for the program that meets on a monthly basis to discuss the needs, concerns and various areas of interest of the doctoral students. This organization seeks to enhance the students' professional development and training.

Membership is open to all full-time doctoral students in the program.

Peer-Advisement System: All first-year students are assigned upper-class students who serve as peer advisors.

Students for Multiculturalism Awareness in Research & Training (S.M.A.R.T.) is an organization maintained and run by the program's doctoral students. Its primary aim is to promote and advocate for continued education and training in issues pertaining to diversity and under-served populations within the doctoral program in clinical psychology at LIU Post. Our interests include, but are not limited to poverty, ethnic/cultural diversity, race, sexual orientation, identity, and disability, to name a few. SMART committee members organize activities and outings to provide an atmosphere for learning and discussion. Previous activities have included obtaining a grant enabling us to invite renowned psychologists to provide colloquium lectures to the department, movie nights, and international pot luck dinners.

SafeZone

The Safe Zone Project is a diversity training program that was adopted by the LIU Post Clinical Psychology Doctoral Program to increase the doctoral students' sensitivity, awareness and knowledge of important issues that concern lesbian, gay, bisexual and transgender (LGBT) individuals. In an effort to provide clinical doctoral students with training that will help foster LGBT-affirmative attitudes and engender LGBT-sensitive psychologists, the program provides a Safe Zone training that is mandatory for all entering students enrolled in the program. By bearing some of the responsibility of training individuals to competently and ethically work with LGBT individuals and related issues, the Safe Zone Project is an integral part of the program's effort to respond to the American Psychological Association's call to clinical training programs for the promotion of knowledge and training in human diversity. Although the Safe Zone Project does not provide comprehensive clinical training for treating those with LGBT-specific problems, or sexual and gender identity/orientation issues, the training does prepare a new generation of students to be more informed, sensitive, and ultimately better clinicians to the LGBT community. The Safe Zone Project offers the opportunity for dialogue about diversity and endorses the program's provision of an atmosphere that respects all individuals, regardless of sexual orientation, ethnic background, age, ability, and gender.

Alumni Council

Formed in 2007, the Alumni Council is made up of alums from the first graduating class to the latest

graduating class. The group meets bi-annually and as needed.

Program Publications

The program publishes *The Participant Observer* on a bi-annual basis. This publication includes doctoral student, faculty, and alumni submissions. *Get a Grip*: the weekly e-newsletter of the Clinical Psychology Doctoral Program at LIU Post which keeps the program community informed of program events, outside conferences, and job opportunities.

Psy.D. in Clinical Psychology

[Program Code: 90219]

Required First-Year Courses

All of the following:

PSY 803	Cognitive and Neuropsychological Assessment	3.00
PSY 803L	Cognitive and Neuropsychological Assessment Laboratory	0.00
PSY 804	Personality Assessment	3.00
PSY 804L	Personality Assessment Laboratory	0.00
PSY 806	Advanced Adult Psychopathology	3.00
PSY 807	Behavioral Assessment	3.00
PSY 810	Clinical Psychology in the Public Interest	3.00
PSY 820	Behavior Analysis	3.00
PSY 824	Developmental Psychology: Lifespan	3.00
PSY 826	Clinical Interviewing	3.00
PSY 851	Assessment of Children	3.00
PSY 851L	Assessment of Children Laboratory	0.00
PSY 861	Child and Adolescent Psychopathology	3.00

Required Second-Year Courses

All of the following:

PSY 801	Psychological Statistics I	3.00
PSY 802	Psychological Statistics II	2.00
PSY 805	Integrating Test Findings and Report Writing	3.00
PSY 805L	Integrating Test Findings and Report Writing Laboratory	0.00
PSY 811	Ethical Practice in Clinical Psychology	3.00
PSY 821	Cognition, Perception and Cognitive Therapy	3.00
PSY 822	Individual Intervention: Psychodynamic	3.00

PSY 830	Professional Development Seminar: Case Supervision I	3.00
PSY 837	Introduction to Clinical Research	3.00
PSY 840	Professional Development Seminar: Case Supervision II	3.00
PSY 865	Treatment of Children and Adolescents	3.00
PSY 878	Family/Group Intervention Supervision I	3.00
PSY 879	Family/Group Intervention Supervision II	3.00
PSY 891	Psychological Clinic Practicum I	3.00
PSY 892	Psychological Clinic Practicum II	3.00
PSY 893	Psychological Clinic Practicum III	3.00

Required Third-Year Courses

All of the following:

PSY 844	Biological Basis of Behavior	3.00
PSY 850	Professional Development Seminar: Benefiting from Supervision	3.00
PSY 853	Group Psychotherapy	3.00
PSY 860	Professional Development Seminar: Preparation for the Clinical Competency Exam (CCE)	3.00
PSY 894	Clinical Externship I	1.00
PSY 895	Clinical Externship II	1.00
PSY 896	Clinical Externship III	1.00

Required Fourth-Year Courses

All of the following:

PSY 897	Clinical Externship IV	1.00
PSY 898	Clinical Externship V	1.00

Required Third- or Fourth-Year Courses

All of the following:

PSY 852	Social and Community Psychology	3.00
PSY 862	History and Systems of Psychology	3.00
PSY 864	Cultural Issues in Psychology and Psychotherapy	3.00

PSY 880	Supervision and Management of Mental Health Professionals	3.00
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Required Capstone Courses

All of the following:

PSY 838	Doctoral Dissertation I	3.00
PSY 839	Doctoral Dissertation II	3.00
PSY 841	Full-Time, Year-Long Internship	0.00

Students must choose a concentration in Applied Child, Developmental Disabilities, Family Violence or Serious and Persistent Mental Illness.

Applied Child Concentration

Requirements

Required Applied Child Courses

All of the following:

PSY 849	Consultation in Multicultural School Settings	3.00
PSY 859	Evidence-Based Psychological Interventions in Schools	3.00

Developmental Disabilities

Concentration Requirements

Required Developmental Disabilities

Courses

All of the following:

PSY 848	Concentration: Theory and Research in Developmental Disabilities	3.00
PSY 858	Concentration: Clinical Applications in Developmental Disabilities	3.00

Family Violence Concentration

Requirements

Required Family Violence Courses

All of the following:

PSY 846	Concentration: Theory and Research in Family Violence	3.00
PSY 856	Concentration: Clinical Applications in Family Violence	3.00

Serious Mental Illness Concentration

Requirements

Required Serious and Persistent Mental

Illness Courses

All of the following:

PSY 847	Concentration: Theory and Research in Serious Mental Illness	3.00
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PSY 857 Concentration: Clinical 3.00
Applications in Serious
Mental Illness

Credit and GPA Requirements

Minimum Total Credits: 115

Minimum Major GPA: 3.00

Psychology Courses

PSY 607 Measurement and Experimental Design in ABA

Learn about research methodology in applied behavior analysis, including the fundamentals of measurement, data display and interpretation, and the use of single-subject experimental designs.

Credits: 3

Every Fall

PSY 610 Behavioral Assessment

Learn the fundamentals of functional behavioral assessment and how to identify potential interventions based on assessment results.

Credits: 3

Every Fall

PSY 644 Psychology and Diversity

Due to the increase in culturally diverse populations within the United States, clinicians who work within the framework of behavior analysis must be aware of the role of diversity in people's perceptions, behaviors, and reactions to others. This course introduces students to diversity through a psychological lens. Topics addressed in the course will include definitions of diversity, stereotypes, prejudice, and discrimination; particularly as they apply to working with clients who are diverse in terms of race, ethnicity, gender, sexuality, religion, and age. A focal point will be implications of multiculturalism to the applications of interventions and assessments of diverse clients in the practice of Behavior Analysis and related health and education fields.

Credits: 3

Every Fall

PSY 651 Concepts and Principles of Behavior Analysis

This course provides (1) an introduction to the major theories dealing with conditioning and learning, and (2) a systematic analysis of the current data obtained from animal learning experiments in the areas of reinforcement theory, stimulus control and aversive control.

Credits: 3

Every Fall

PSY 657 Behavior-Change Procedures

Learn about behavior-change procedures used in ABA, the philosophical underpinnings of this discipline, and the role of fundamental concepts and principles of behavior in an applied settings. *A pre requisite of PSY 651 is required.*

Credits: 3

Every Spring

PSY 658 Ethics and Standards of Practice in ABA

The course will consist of a discussion of ethical issues related to the practice of applied behavior analysis. In this context, students will be expected to demonstrate an understanding of the Behavior Analyst Certification Board Guidelines for Responsible Conduct for Behavior Analysts.

Credits: 3

Every Fall

PSY 659 Practicum in Applied Behavior Analysis

This course is an advanced practicum for students to gain practical experience in the design and implementation of behavioral programs for individuals with autism and developmental disabilities. All students will work in community-based agencies, attend and complete agency orientation, meet agency guidelines for volunteers and/or employees, and will be supervised by the community agency. Students will spend at least 150 hours in clinical situations designing, implementing instruction and behavior treatment plans, and collecting data using techniques consistent with the empirical basis of Applied Behavior Analysis.

Credits: 1 to 3

Every Spring

PSY 660 Current Issues in Applied Behavior Analysis

This course is designed to provide information about the current issues facing behavior analysts. Topics may include ethical issues in providing ABA services, state and local licensing of behavior analysts, discussion of evidence-based treatment, and the role of punishment in behavior analysis. *Prerequisite of PSY 657 is required.*

Credits: 3

On Occasion

PSY 700 Topics in Psychology

This course will address topics that are mutually agreed upon by students and faculty.

Credits: 1 to 3

On Demand

PSY 704 Autism Spectrum Disorder

Learn about classification systems and assessment of autism spectrum disorders (ASD), and evidence-based strategies for treatment in the domains of social communication, social interactions, and restrictive and repetitive behaviors.

Credits: 3

Every Spring

PSY 705 Selecting and Implementing ABA interventions

Development of Behavior Intervention Programs. The focus of this course is on integrating the components of behavioral programming in applied settings. The final project will require a written document integrating all components of the intervention and evaluation program.

Credits: 3

Every Fall

PSY 706 Personnel Supervision and Management in ABA

This course focuses on behavior analytic supervision, staff training procedures and performance management. Supervision consists of systematically shaping the skills required of individuals seeking to formally practice applied behavior analysis, and it serves as a gatekeeper of high quality behavior analytic practice. Behavior analysts conduct assessments and write plans, and they rely on support staff to provide the bulk of the intervention hours. Thus, training support staff to implement practices of behavior analysis and using incentive-based performance improvement is a job duty of behavior analysts.

Credits: 3

Every Fall

PSY 759 Maintenance of Client Records

This course is designed to educate behavior analysts and provide a framework for making decisions regarding professional record keeping. Students will be familiarized with the legal and ethical requirements for record keeping of their specific professional context and jurisdiction, including the requirements of state and federal laws, as well as The Behavior Analyst Certification Board's Professional and Ethical Compliance Code for Behavior Analysts.

Credits: 2

Every Spring

PSY 799 Behavior Analysis in Theory and Practice

The purpose of this course is to prepare the students to take a comprehensive exam that will measure their competency and mastery of concepts in the field of behavior analysis. The comprehensive exam will serve as an alternative to a thesis, and the students will have to complete the CBA Learning Module Series. In addition, this course will assist the students in gaining test-taking skills in preparation for certification and licensure exams. *Prerequisites: 9 credits of coursework in the MA in Behavior Analysis or ABA certificate program.*

Credits: 1

Every Spring

Clinical Psychology Doctoral Courses

PSY 801 Psychological Statistics I

This is the first course in a two-course sequence on research and statistical methods. The curriculum includes basic information about descriptive and inferential statistics. Year 2 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Spring

PSY 802 Psychological Statistics II

This course is the continuation of the study of research and statistics that was begun in PSY 801. We cover multiple regression, logistic regression, factor analysis, PCA, meta analysis, and ANCOVA. Year 2 course.

Open to students in the Psy.D. plan only.

Credits: 2

Every Summer

PSY 803 Cognitive and Neuropsychological Assessment

This course consists of three principal areas: 1) professional standards and test theory in psychological assessment; 2) preparation for administration, scoring and interpretation of objective test instruments (emphasizing intellectual assessment); and 3) general introduction to clinical neuropsychology. Lectures, demonstrations, and supervised practice in administration/interpretation of select testing instruments are included. Laboratory: 3 hours weekly. Year 1 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Fall

PSY 803L Cognitive and Neuropsychological Assessment Laboratory

Required laboratory for PSY 803. Meets for 3 hours weekly. Year 1 course.

Open to students in the Psy.D. plan only.

Credits: 0

Every Fall

PSY 804 Personality Assessment

This course emphasizes the administration and clinical interpretation of both projective tests and self-report inventories of personality and psychopathology. Supervised practice in administration and analysis of test findings supplements lecture and in-depth examination of select case studies. Another major focus is the integration of findings from several tests and communication of results in preparing coherent reports. Laboratory: 3 hours weekly. Year 1 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Spring

PSY 804L Personality Assessment Laboratory

Required laboratory for PSY 804. Meets for 3 hours weekly. Year 1 course.

Open to students in the Psy.D. plan only.

Credits: 0

Every Spring

PSY 805 Integrating Test Findings and Report Writing

This course focuses on advanced clinical interpretation of psychological tests of intelligence, cognitive functioning and personality. Attention is directed toward integrating findings from test batteries, formulating clinical inferences about adaptive functioning, and describing personality

functioning in depth. Laboratory: 3 hours weekly. Year 2 course.

Open to students in the Psy.D. plan only.

Credits: 1.50

Every Fall and Spring

PSY 805L Integrating Test Findings and Report Writing Laboratory

Required laboratory for PSY 805. Meets for 3 hours weekly. Year 1 course.

Open to students in the Psy.D. plan only.

Credits: 0

Every Fall and Spring

PSY 806 Advanced Adult Psychopathology

This course introduces the students to concepts of normality and abnormality. It covers basic theoretical models in conceptualizing how and why symptoms are formed and maintained, as well as the different etiological pictures entailed in various diagnostic categories (neuroses, character disorder, mood disorders, psychoses, trauma, psychosomatic disorders, and perversions). Psychopathology is considered from an historical perspective (ways in which different cultures define mental health and foster specific defensive structures, and how cultural factors enter into diagnosis and misdiagnosis of pathology). Year 1 course.

Open to students in the Psy.D. plan only.

Credits: 3

Annually

PSY 807 Behavioral Assessment

This course provides both theoretical and practical knowledge of behavioral assessment. Distinction between traditional and behavioral assessment, psychometric principles, diagnostic considerations and treatment evaluation issues are included. Major behavioral assessment methods are reviewed and practiced.

Year 1 course.

Open to students in the Psy.D. plan only.

Credits: 3

Annually

PSY 810 Clinical Psychology in the Public Interest

Students are familiarized with the program's mission through readings and discussions.

Questions are raised and discussed about: how to define the public interest; the role of psychotherapy in clinical psychology; whether managed care is in the public interest; and how clinical psychotherapy fits into history and the cultural context. Also, it is in the first semester that candidates begin to examine and address how their own values and biases enter into their relationships with clients, supervisors and staff. Special attention is paid to factors like gender, age, ethnicity and social/economic statuses which often enter in to each candidate's treatment of others. Year 1 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Summer

PSY 811 Ethical Practice in Clinical Psychology

This course is devoted to the development of ethical and responsible clinical practice. Students learn to be sensitive to ethical decision-making models in the normal course of professional practice, and are exposed to various ethical decision-making models. General ethical principles, such as nonmaleficence, beneficence, justice, fidelity and autonomy, through processing of ethical dilemmas, are a central part of the course. Comparisons are made among ethical, regulatory, civil and criminal issues and violations. Learning how to integrate ethical guidelines with good clinical practice is the basic objectives of the course. Year 1 course.

Open to students in the Psy.D. plan only.

Credits: 3

Annually

PSY 820 Behavior Analysis

The purpose of this course is to introduce students to the theory, principles and research strategies in the study of animal and human learning as well as the application of behavior analysis in clinical practice. Year 1 course.

Open to students in the Psy.D. plan only.

Credits: 3

Annually

PSY 821 Cognition, Perception and Cognitive Therapy

The course will review basic findings, theories and methodologies in the study of perception, cognition, and emotions in normal and abnormal behavior. Students will also be introduced to cognitive therapy conceptualization and the practice of empirically supported cognitive therapies. Year 2 course.

Open to students in the Psy.D. plan only.

Credits: 3

Annually

PSY 822 Individual Intervention: Psychodynamic

This course is designed to educate students in the theory and practice of psychoanalytic psychotherapy. Basic concepts, such as transference, resistance, countertransference, working alliance, termination and interpretation, are examined through readings, presentations and examinations. Students are introduced to object relational, interpersonal and self-psychology approaches to Freudian treatment. Modification due to patient psychopathology and time limitations is also considered. Year 2 course.

Open to students in the Psy.D. plan only.

Credits: 3

Annually

PSY 824 Developmental Psychology: Lifespan

Provides students with both theoretical and practical knowledge about the human lifespan including an in-depth understanding of the biopsychosocial contributions in the development of the self. The course will familiarize students with the many challenges and opportunities that individuals confront at various ages in the lifespan

and provide sensitivity training about the contributions that and individual's multicultural identity has on their unique personal development. Through supervised case presentations, students will be prepared to conduct interviews utilizing developmental theories and research, which are appropriate to the development level and stage of life of the individual. Year 1 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Fall

PSY 826 Clinical Interviewing

This course introduces the beginning doctoral student to the basic elements of the psychological interview. The course begins with the topics such as the first meetings, listening, note-taking and establishing rapport. Later topics include history taking, mental status exams, special patients, recommendations and communicating findings. Year 1 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Fall

PSY 830 Professional Development Seminar: Case Supervision I

This seminar will aim to facilitate candidate confidence and skill as clinicians. It uses lecturing, reading materials, case materials from formal student presentations and informal student participation to accomplish its goals. The seminar demonstrates the use of a psychoanalytic lens in the conceptualization of patient issues, the formulation of treatment process, and the recognition of therapy as an intrapsychic/interactive process between patient and therapist. Year 2 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Fall

PSY 837 Introduction to Clinical Research

In this course students apply the critical thinking and rigorous methodologies of science to the practice of clinical psychology. The course will focus on research design as well as research strategies relevant to practitioners, and will provide a foundation of research and evaluation competencies that will help prepare students to complete the doctoral dissertation, as well as to consume and conduct research as psychologist. The course will cover both quantitative and qualitative methods. Year 2 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Spring

PSY 838 Doctoral Dissertation I

Student must have dissertation committee chair chosen. Year 3 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Spring

PSY 839 Doctoral Dissertation II

Student must have dissertation topic and dissertation committee members (2) chosen. Year 4 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Fall

PSY 840 Professional Development Seminar: Case Supervision II

This seminar will aim to facilitate candidate confidence and skill as clinicians. It uses lecturing, reading materials, case materials from formal student presentations and informal student participation to accomplish its goals. The seminar demonstrates the use of a psychoanalytic or cognitive behavioral lens in the conceptualization of patient issues, the formulation of treatment process, and the recognition of therapy as an intrapsychic/interactive process between patient and therapist. Year 2 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Spring

PSY 841 Full-Time, Year-Long Internship

The fifth year of the program is spent at a full-year, full-time clinical internship. Various sites are available and most often students choose a site in their concentration area. Student must apply to internships sites, which vary in deadline and acceptance rate. Students must be accepted to and complete an internship program accredited by the American Psychological Association or listed as a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). PSY 841 is a requirement for completion of the program and receipt of the degree. Internships generally begin in June of the fourth year or September of the fifth year. Year 5 or 6 course. Students must register for this course three times. This course has a special fee.

Open to students in the Psy.D. plan only.

Credits: 0

Every Fall, Spring and Summer

PSY 842 Dissertation Supervision Continuation

During the spring of the fourth year and fall of the fifth year, students are required to register for dissertation supervision continuation. If a student successfully defends his/her dissertation before the fall semester of his/her fifth year, this course will be waived. A bound copy of the dissertation must be submitted to the program. This course may be taken only twice. This course has a special fee.

Year 4 (spring) and Year 5 (fall) course

Open to students in the Psy.D. plan only.

Credits: 0

Every Fall and Spring

PSY 843 Dissertation Completion Maintenance

If a student has not successfully defended his/her dissertation by the end of the fifth year and all other program requirements are completed, he/she must register for dissertation completion maintenance in each subsequent fall and spring

semester. May be repeated into Years 6 and 7 if needed. This course has a special fee.

Year 5 (spring), Year 6 (fall) course, Year 6 (spring) A pre requisite of PSY 838, PSY 839 and PSY 842 are required.

Credits: 0

Every Fall and Spring

PSY 844 Biological Basis of Behavior

The purpose of this course is to study the brain through the examination of the nerve cell. Structure and function of the nervous system will be covered, along with neurotransmission and clinically relevant brain anatomy. Methods and techniques are used in the investigation of neural pharmacological aspects of mental health practice. Year 3 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Fall

PSY 846 Interventions with High-Risk Families

This course will cover theory, research, prevention, and treatment approaches for families "high risk." The course will begin with an overview and introduce assessment issues and methods, and then will examine victims and perpetrators and a range of "at-risk" conditions including physical abuse, sexual abuse, child neglect, child psychological maltreatment, child witness to domestic violence, dating violence, and sibling violence. We will also cover special topics such as intergenerational transmission of aggression, issues of diversity in family violence (e.g., age, gender, race), exposure to trauma and loss and bereavement issues for families. Year 3 or 4 course.

Open to students in the Psy.D. plan only.

Credits: 3

Rotating Basis

PSY 847 Concentration: Theory and Research in Serious Mental Illness

The seriously mentally ill represent a unique category of patients suffering from exceptionally long episodes of suffering and adjustment difficulties. These difficulties stem from the intensity of the illness, both psychological and biological, and are manifested in social, interpersonal, family and community problems. Many such patients are treatment refractory and await the continued integration of science and clinical care for hopes of improvement. This course examines the psychology of serious mental illness, exploring etiological, treatment, outcome, and mental health policy issues. Year 3 or 4 course.

Open to students in the Psy.D. plan only.

Credits: 3

Rotating Basis

PSY 850 Professional Development Seminar: Benefiting from Supervision

This course is designed to provide a link between the doctoral program and the first semester for external field placement experiences (externships). Structured exercises and assignments are designed

to produce productive discussions about the externship experience including adjusting to new work environments, new administrative structures and requirements, new patient populations, and new supervisory styles. Students are also guided through the process of selecting potential clients to be the focus of their Clinical Competency Evaluation (CCE). Year 3 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Fall

PSY 851 Assessment of Children

This course will cover theory and application in child assessment. In a combination of classroom and laboratory (applied) settings, students learn the principles of assessments with children, and become familiar with the content and administration of techniques of a range of standard child assessment tools. Students will administer, score and write a report for one child testing case. Laboratory: 3 hours weekly. Year 1 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Spring

PSY 851L Assessment of Children Laboratory

Required laboratory for PSY 851. Meets for 3 hours weekly. Year 1 course.

Open to students in the Psy.D. plan only.

Credits: 0

Every Spring

PSY 852 Social and Community Psychology

An examination of small group processes and social problems in contexts that include issues of gender, disability, racism, homelessness, health psychology, adoption, terror management, environmental psychology, and media influences on aggression, race, and the psychotherapeutic profession. Year 1 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Summer

PSY 853 Group Psychotherapy

This course presents a historical orientation to group psychotherapy. The student will learn about large and small group dynamics - both within the clinic and in society at large. Concepts covered include group-as-a-whole, containment, holding, cohesiveness, leadership (and co-leadership), prejudice and scapegoating, identification and individuation. Year 3 course.

Open to students in the Psy.D. plan only.

Credits: 3

Annually

PSY 854 Introduction to Dialectical Behavior Theory (DBT)

Dialectical Behavior Theory (DBT) is an evidence-based cognitive behavioral mental health intervention initially designed to treat highly suicidal, complex, difficult to treat individuals with co-morbid disorders and now expanding to also

treat Axis I disorders (such as depression, anxiety, eating disorders, substance abuse, oppositional disorder). The treatment's flexibility and ease of use lead to it also being used across a variety of populations: children, adolescents, adults, the elderly, families, and correctional populations. DBT is intended to increase clients' behavioral capabilities, motivation to behave skillfully, generalization of skillful behaviors, environmental support of new behavior, and therapists' capability and motivation to work with such challenging clients. The first part of the course will cover theory, research, treatment structure and modes, treatment targets, dialectics, communication strategies, commitment strategies, validation, and behavior therapy. The focus will be on individual therapy, consultation team, and telephone consultation. The second part of the course will cover the teaching strategies and content of DBT skills modules of Mindfulness, Emotion Regulation, Distress Tolerance, Interpersonal Effectiveness, and Walking the Middle Path.

On Occasion, Year 3 or 4

Credits: 3

On Occasion

PSY 855 Assessment and Treatment of Substance Use Disorders (SUD)

This course outlines approaches to diagnose, assessment, and treatment for substance use disorders. Several theoretical views of the etiology and maintenance of substance use disorders will be covered. Students will be familiarized with the evolution of diagnostic criteria for substance use disorders along with a variety of methods for assessing these disorders. A number of treatment approaches will be covered, including motivational interviewing, cognitive-behavioral therapy, psychodynamic theory, and the transtheoretical approach to therapy.

On Occasion, Year 3 or 4

Credits: 3

On Occasion

PSY 860 Professional Development Seminar: Preparation for the Clinical Competency Exam (CCE)

This semester is a continuation of PSY 850 culminating in a written and oral case presentation to a panel of three professional psychologists (including on full-time faculty member). Students are evaluated on such factors as treatment plans and progress, ethical issues, difficulties with the case and sensitivity to human diversity. Year 3 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Spring

PSY 861 Child and Adolescent Psychopathology

Provides a historical perspective and conceptual models of child and adolescent psychopathology and emphasizes an integration of major developmental issues. The course focuses on specific diagnostic classifications pertinent to

children and adolescents and covers clinical symptomatology, epidemiology, etiologic considerations, course and prognosis, familial patterns, and influences and differential diagnosis. Year 1 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Fall

PSY 862 History and Systems of Psychology

This course covers the philosophical and historical roots of contemporary psychology. Topics include: 1) the question of psychology as science, 2) examples of myths that have permeated our discipline, 3) the prominent schools and systems of psychology, 4) the history of clinical psychology, 5) the role of gender, ethnicity and social issues in the history of psychology and 6) major ethical issues that are part of the history of psychology. Primary readings and letters exchanged by prominent philosophers and psychologists are discussed. Year 3 course.

Open to students in the Psy.D. plan only.

Credits: 3

Annually

PSY 864 Cultural Issues in Psychology and Psychotherapy

This course is designed to help students work more effectively with clients from different racial, ethnic or cultural backgrounds. The lectures and readings provide an introduction to aspects of non-European cultures such as African American, Asian American and Latino in order to help students to better understand their clients' experiences, values and world view. Throughout the course, students will be introduced to clinical concepts that are central to the challenges of cross-cultural client work. Year 2 course.

Open to students in the Psy.D. plan only.

Credits: 3

Annually

PSY 865 Treatment of Children and Adolescents

Examines the psychodynamic and cognitive-behavioral approaches to dealing with various childhood disorders. Developmental psychopathology, childhood assessment and diagnosis, and consultation with school and families are included. Year 2 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Fall

PSY 870 Professional Development Seminar: Internship Preparation

This professional development seminar is the next in the series of courses designed to help students achieve a more advanced level of competence in professional psychology. This seminar is designed to support students through the internship application process. The seminar addresses site selection, essay development, calculating hours, categorizing clinical data, writing a C.V., writing cover letters, selecting supplementary materials,

interviewing, ranking sites, the matching algorithm, match day and the Clearinghouse. The format of the class is an open discussion, in which students will have the opportunity to discuss all aspects of applying for an internship. Further consideration in the field relative to the development and monitoring of internship training experiences will be explained. Students will be able to understand the current issues in training and the implications of recent changes for the future of clinical psychology.

Open to students in the Psy.D. plan only.

Credits: 3

Every Summer

PSY 871 Clinical Issues in Psychology I

This course covers advanced treatment of current issues in psychology chosen by the instructor. Registration by permission of the instructor and program director only. Topics can include, but are not limited to: self psychology, personality disorders and neuropsychology.

Open to students in the Psy.D. plan only.

Credits: 1 to 3

On Occasion

PSY 877 Special Topic Elective

Consideration of a topic in clinical psychology not covered in other courses, such as neuropsychological testing, psychopharmacology, relational approaches to personality development, autism, language and thought disorders, feminist psychology, psychotherapy with difficult patients, psychology and law, and psychology of addictions, Dialectical Behavioral Theory (DBT), object relations theories, unconscious fantasies, dreams, free association, creativity, couples therapy, play therapy and advanced play therapy.

Same as PSY 876 with Pass/No Pass grading.

Open to students in the Psy.D. plan only.

Credits: 1 to 3

On Occasion

PSY 878 Group Intervention Supervision I

All clinical psychology doctoral students are required to develop and lead two time-limited psychoeducational or psychotherapeutic groups during their second year in the doctoral program. This course provides for supervision of the first group leadership experience by faculty who are licensed psychologists. Students will meet weekly with co-leader(s) and faculty supervisor for the duration of the groups. Year 2 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Fall

PSY 879 Group Intervention Supervision II

All clinical psychology doctoral students are required to develop and lead two time-limited psychoeducational or psychotherapeutic groups during their second year in the doctoral program. This course provides for supervision of the first group leadership experience by faculty who are licensed psychologists. Students will meet weekly

with co-leader(s) and faculty supervisor for the duration of the groups. Year 2 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Spring

PSY 880 Supervision and Management of Mental Health Professionals

Focuses upon supporting advanced students in developing their skills as clinical supervisors and managers of psychologists as well as of professional and administrative staff in mental health and other disciplines. The structure includes a combination of didactic and experiential learning with readings encompassing issues of specific technique, interpersonal relatedness, authority and responsibility, ethics and organizational development. Year 3 or Year 4 course.

Open to students in the Psy.D. plan only.

Credits: 3

Alternate Spring

PSY 891 Psychological Clinic Practicum I

This course offers the opportunity for Graduate Student Therapists (GST) at the LIU Post Psychological Services Center (PSC) to receive supervised experience in the delivery of a variety of psychological services including individual and group psychotherapies, marital and family therapy, psychoeducation, prevention and wellness counseling and psychological assessment. In addition to weekly individual supervision by both faculty and community licensed psychologists, the GST participate in weekly group therapy supervision, clinic administrative meetings and educational seminars. Year 2 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Fall

PSY 892 Psychological Clinic Practicum II

Continuation of PSY 891. Year 2 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Spring

PSY 893 Psychological Clinic Practicum III

Continuation of PSY 892. Year 2 course.

Open to students in the Psy.D. plan only.

Credits: 3

Every Summer

PSY 894 Clinical Externship I

Supervised training in clinical psychology at program-approved externship sites for two days per week. Year 3 course.

Open to students in the Psy.D. plan only.

Credits: 1

Every Fall

PSY 895 Clinical Externship II

Continuation of PSY 894. Year 3 course.

Open to students in the Psy.D. plan only.

Credits: 1

Every Spring

PSY 896 Clinical Externship III

Continuation of PSY 895. Year 3 course.

Open to students in the Psy.D. plan only.

Credits: 1

Every Summer

PSY 897 Clinical Externship IV

Continuation of PSY 896. Year 4 course.

Open to students in the Psy.D. plan only.

Credits: 1

Every Fall

PSY 898 Clinical Externship V

Continuation of PSY 897. Year 4 course.

Open to students in the Psy.D. plan only.

Credits: 1

Every Spring

PSY 899 Clinical Externship VI

For students continuing externship beyond requirement and before internship: supervised training in clinical psychology at program-approved externship sites for two days per week. Year 5 course.

Open to students in the Psy.D. plan only.

Credits: 0

Every Fall, Spring and Summer

Master of Social Work

The 60-credit Master of Social Work (M.S.W.) offers degree candidates five different concentrations – gerontology, nonprofit management, alcohol and substance abuse, child and family welfare, or forensic social work. The program is a collaboration between the university's LIU Brooklyn campus and its LIU Post campus (Brookville), and courses are available at both locations. It is accredited by the Council on Social Work Education (CSWE), signifying that it meets the highest standards of academic excellence.

The program is integrated to provide a step-wise progression in student understanding of generalist and specialized practice. The first-year curriculum includes content in the eight foundation areas of policy, practice, human behavior, field, diversity, populations at risk, and promotion of social justice and values. It introduces the student to the components of generalist practice with systems of all sizes and provides an understanding of generalist practice that distinguishes between generalist and advanced content while supporting the integration of specialized knowledge and technologies into a generalist perspective. It also introduces the student to the principles of interdisciplinary collaboration, preparing them for work in interdisciplinary fields of practice.

The second-year curriculum builds upon the first year by deepening the student's understanding and demonstrated mastery of psychosocial assessment, administrative theory and practice, and diversity-sensitive practice. Students select a specific area of concentration – non-profit management, substance abuse, gerontology, child and family welfare, or forensic social work – for more specialized education in a particular area of practice. The research curriculum in the second year supports the concentrated study by demonstrating the application of research methodology to the student's specialized area of concentration. Field experience in the second year provides an opportunity for the student to apply generalist and specialized knowledge in the selected area of concentration. The curriculum is consistent with program goals insofar as the student receives a generalist background that includes a conception of generalist practice, an eclectic knowledge base, and an understanding of the relationship of values, diversity, populations at risk, and promotion of social justice to the social work professional role with systems of all sizes.

ADVANCED STANDING (33 credits only)

Students who have completed foundation coursework achieved under the auspices of an accredited baccalaureate program may be eligible for Advanced Standing status. The Advanced

Standing program is 33 credits including SWK 614 (3 credits) and all second-year courses (30 credits). This policy complies with the Council on Social Work Education's guidelines regarding advanced standing. Students are not expected to repeat coursework already covered in an accredited social work program; however, only those courses in which the student has received a "B" or better will be accepted for credit. Up to one full year of credit may be accepted.

MASTER OF SOCIAL WORK – CONCENTRATIONS

Gerontology Concentration

Students in the Gerontology concentration will show an intellectual mastery of and demonstrate the professional ability to competently respond to the physical, psychological, social, and spiritual needs of older people and the major issues, concepts, and theories related to late-age functioning. Students who choose this concentration may choose one of two tracks: direct client service through senior community service, or leadership in long-term care administration.

The senior community service track incorporates both clinical and administrative content areas. Students in this track will learn to plan and to develop community services for older adults; perform an intervention, develop treatment plans and promote interdisciplinary solutions to clients' problems.

Those who take the long-term care administration track will gain an in-depth understanding of health care facility administration, health care financing, legal issues in health, and personal management. The long-term care administration track meets most of the academic requirements for eligibility for the Nursing Home Administrator's licensing examination in New York State.

As an added benefit, graduates of either Gerontology track may also qualify for a New York State Advanced Certificate by taking just one additional course, which is offered by LIU.

**The Gerontology and Nonprofit Management concentrations are offered in collaboration with the Master of Public Administration (M.P.A.) programs at the LIU Post and LIU Brooklyn, both of which are accredited by the National Association of Schools of Public Affairs and Administration (NASPAA).*

Nonprofit Management Concentration

The concentration in Nonprofit Management provides students with the knowledge, the values, and the skills to work effectively and to administer programs in virtually any segment of the social service community – from child welfare to health

and mental health – and in a variety of programs that address a broad range of social issues from hunger and homelessness to women at risk. Upon completion of the concentration in Nonprofit Management, graduates may also qualify for an Advanced Certificate in Non-profit Management by taking just one additional course, which is offered by M.P.A programs.

**The Gerontology and Nonprofit Management concentrations are offered in collaboration with the Master of Public Administration (M.P.A.) programs at the LIU Post and LIU Brooklyn, both of which are accredited by the National Association of Schools of Public Affairs and Administration (NASPAA).*

Substance Use and Addictive Behaviors

The LIU MSW Program offers students the opportunity to simultaneously meet the partial requirements towards the New York State Certificate in Alcoholism and Substance Abuse Counseling (CASAC) while earning their MSW degree. The LIU MSW Program is a New York State Office of Alcoholism and Substance Abuse Services (OASAS) Education and Training Provider (Provider #: 0586). The Substance Use and Addictive Behaviors concentration satisfies all of the educational requirements for the CASAC credential and issues its own Education and Training Provider Certificate. In addition, the MSW Degree contributes significantly (4000 hours) toward satisfying the 6000 hour work experience requirement for the CASAC certificate. Regardless of where a student is placed for their field placement, they will only have to complete 2000 hours, post MSW, in an OASAS facility to qualify for their CASAC.

Through study in this concentration students: Identify the collaborative role for social work in the treatment of substance use and addictive behaviors, Acquire knowledge and demonstrate its application in the following areas; Knowledge of substance abuse, Alcohol and substance abuse counseling, Assessment, clinical evaluation, treatment planning, case management, and client, family and community education, Professional and ethical responsibilities and documentation

Child and Family Welfare Concentration

The Child and Family Welfare concentration will provide an educational curriculum to students interested in working in an interdisciplinary context with children and their families. This concentration was developed with input from the Nassau County Department of Social Services, the Nassau County Coalition Against Domestic Violence, the Family and Children's Association, and other community-based organizations' personnel. It incorporates the knowledge, values, and skills that professionals need to effectively

work with children and their families across a broad range of social issues and in multiple settings. After completing their first-year M.S.W. coursework, students will develop their understanding of policies and services specific to children and families, family violence across the lifespan, community-based practice with children and families, childhood psychopathology, and the relationship between child and family welfare systems and the criminal justice system.

Forensic Social Work Concentration

Forensic social workers perform a vital public service in guiding their clients through the daunting and ever-changing legal system. These professionals possess a firm grasp of the civil, criminal, and juvenile justice systems, along with a profound understanding of how socioeconomic, cultural, religious, and other aspects of their client's lives may impact access to legal services.

Graduates of the 60-credit Master of Social Work Program with the concentration in Forensic Social Work will be exceptionally prepared to apply the principles of social work to the legal system, including applicable local, state and federal laws; civil and criminal courts and the juvenile justice system; law enforcement agencies; and correctional facilities. Forensic Social Work clients may be children or adults, individuals or families, organizations or communities. Their legal difficulties may involve child custody and parental rights issues due to domestic violence and neglect and crimes relating to mental illness and substance abuse. They may face arrest and incarceration, be imprisoned or hospitalized, or be on probation or parole.

The forensic social work concentration prepares students to apply the principles of social work to the legal system, including applicable local, state and federal laws; civil and criminal courts and the juvenile justice system; law enforcement agencies; and correctional facilities. Your clients may be children or adults, individuals or families, organizations or communities. Their legal difficulties may involve child custody and parental rights issues due to domestic violence and neglect and crimes relating to mental illness and substance abuse. They may face arrest and incarceration, be imprisoned or hospitalized, or be on probation or parole. The Forensic Social Work concentration prepares students to serve all of these populations, by identifying societal issues and their impact on your clients; screening, assessing and counseling your clients; planning and implementing interventions; making client referrals; and otherwise serving as effective advocates for diverse and at-risk clients.

Upon completion of the MSW degree with a concentration in forensic social work, graduates may also qualify for an Advanced Certificate in

Forensic Social Work by taking just one additional course, which is offered by Long Island University.

ADMISSIONS CRITERIA

The admissions criteria reflect the program’s goals and objectives and support LIU’s mission of Access and Excellence. The program seeks students from varied backgrounds who reflect the diversity of the populations its graduates will serve, including the suburban population of Nassau County and the multiethnic, urban population of Brooklyn and Queens, as well as the greater tri-state area. Through direct care or leadership roles in the field of social work, students who apply to this program should be interested in working with populations at risk, including the elderly; immigrants and refugees; the physically and mentally challenged; lesbian, gay, bisexual, and transgender (LGBT) individuals and groups; the suburban and urban poor; and other populations that are economically at risk.

The program seeks applicants who have a broad liberal arts education consisting of the humanities; the social and behavioral sciences; the natural sciences including biology and courses reflective of a basic interest in human services.

ADMISSION REQUIREMENTS

- To be admitted to this program you must:
- Hold a baccalaureate of arts degree from a regionally accredited university or a bachelor of science
 - Have a minimum overall grade-point average of 2.8 or better
 - Have a B average or better in courses taken during the final four semesters of undergraduate study
 - Submit a minimum of three Letters of Reference
 - Submit a personal narrative/autobiographical essay.
 - Resumé
 - Submit an undergraduate transcript from all colleges or universities previously attended
 - Possess the personal characteristics and qualifications essential for professional work with vulnerable individuals and with populations at risk
 - An applicant with any issue which may impede their ability to meet the requirements of the program will be required to have a personal interview as part of the application process.
 - Apply to the Office of Admissions (visit the Office of Graduate Admissions at www.liu.edu/post/admissions).

SUBMITTING AN APPLICATION FOR ADMISSION

Students interested in the M.S.W. degree program

may begin the application process by submitting an Admission Application to the LIU Post or LIU Brooklyn. Applications may be obtained by contacting the program administrators (LIU POST: 516 299-3924 & LIU BROOKLYN: 718 488-1025) or online.

- LIU Post Online Application at <https://apply.liu.edu/quickapp/>
- LIU Brooklyn Online Application at <https://apply.liu.edu/new/UserLogin.aspx>

Note: For the required personal statement in the online application, make sure to follow the specific guidelines for the essay by clicking on the appropriate link on the Admissions Criteria section of the site.

Masters in Social Work

(Program Code: 29207)

Required Social Work Foundation Courses (30 credits)

SWK 601	History and Philosophy of Social Work, Social Welfare Policies and Services (Policy I)	3.00
SWK 602	History & Philosophy of Social Work & Social Welfare Policies and Services (Policy II)	3.00
SWK 611	Social Work Practice I: Working with Individuals	3.00
SWK 612	Social Work Practice II: Working with Families	3.00
SWK 613	Social Work Practice with Organizations and Communities	3.00
SWK 621	Human Behavior in the Social Environment I: Birth Through Adolescence	3.00
SWK 622	Human Behavior in the Social Environment II: Young Adulthood Through Late Adult hood	3.00
SWK 701	Field Instruction I: Foundation	3.00
SWK 702	Field Instruction II: Foundation	3.00
SWK 798	Introduction to Social Work Research	3.00

Required Social Work Advanced Courses (18 credits)

SWK 614	Advanced Principles of Administrative & Clinical Practice within an Interdisciplinary Context*	3.00
SWK 623	Administrative Behavior	3.00
SWK 650	Psychopathology	3.00

SWK 703	Field Instruction III : Specialization	3.00
SWK 704	Field Instruction IV: Specialization	3.00
SWK 790	Capstone	3.00
SWK 799	Advanced Research Methods for Practice	3.00

*This course is required for transfer students or students with advanced standing status. Students in the regular 60 credit M.S.W. Program are not requires to take SWK 614.

Minimum 3.00 Major GPA Required

STUDENTS SELECT 4 COURSES IN ONE AREA OF CONCENTRATION FROM THE FOLLOWING SPECIALTIES IN THEIR ADVANCED YEAR (12 credits):

Gerontology - Long Term Care

Administration Concentration Requirements

Required Long Term Care Administration Courses

HAD 710	Gerontology: Processes of Aging	3.00
HAD 711	Long-Term Care Administration	3.00

Pick two of the following Health Care Administration Courses

HAD 602	Human Resource Administration in the Health Sector	3.00
HAD 603	Foundations of Budgeting and Finance in the Health Sector	3.00
HAD 709	Legal Aspects In Health	3.00

Gerontology - Long Term Care Administration Concentration GPA

Minimum 3.00 Major GPA Required

Gerontology - Senior Community Services Concentration Requirements

Required Senior Community Services Courses

HAD 710	Gerontology: Processes of Aging	3.00
HAD 726	Interdisciplinary Assessment	3.00

Pick two of the following Senior Community Services Courses

HAD 712	The Management of Senior Community Programs	3.00
HAD 729	Bereavement: Psychological, Cultural and Institutional Perspectives	3.00
HAD 728	Financial Estate and Retirement Planning	3.00

Gerontology Senior Community Services

Concentration GPA

Minimum 3.00 Major GPA Required

Nonprofit Management Concentration Requirements

Required Nonprofit Management Courses

NPM 650	Introduction to Nonprofit Management	3.00
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Pick three of the following Nonprofit Management Courses

NPM 651	Fundraising and Development for Nonprofit Organizations	3.00
NPM 652	Human Resource Management in Nonprofit Organizations	3.00
NPM 653	Financial Management in Nonprofit Organizations	3.00
NPM 654	Legal, Ethical and Governance Issues in Nonprofit Organizations	3.00

Nonprofit Management Concentration GPA

Minimum 3.00 Major GPA Required

Alcohol & Substance Abuse Counseling Concentration Requirements

Required Alcohol & Substance Abuse Counseling Courses

SWK 674	Theories & Principles of Alcohol & Substance Abuse Counseling	3.00
SWK 675	Introduction to the Techniques of Substance Abuse Counseling	3.00
SWK 677	Sociological & Psychological Aspects Of Substance Abuse	3.00
SWK 678	Physical & Pharmacological Effects Subs Abuse	3.00

Alcohol & Substance Abuse Counseling Concentration GPA

Minimum 3.00 Major GPA Required

Child and Family Welfare Concentration Requirements

Required Child and Family Welfare Courses

SWK 660	Families & Children:Policies & Services	3.00
SWK 661	Family Violence Across the Lifespan	3.00
SWK 662	Community Based Practice with Children & Families	3.00
SWK 630	Forensic Social Work & the Criminal and Juvenile Justice Systems	3.00

Child and Family Welfare Concentration GPA

Minimum 3.00 Major GPA Required

Forensic Social Work Concentration Requirements

Required Forensic Social Work Courses

SWK 630	Forensic Social Work & the Criminal and Juvenile Justice Systems	3.00
SWK 631	Interviewing, Evaluating, and Offering Treatment as a Forensic Social Worker	3.00
SWK 632	Forensic Social Work with Drug and Alcohol Populations in the Criminal and Juvenile Justice Systems	3.00
SWK 633	Forensic Social Work and Domestic Violence – Legal, Cultural, Ethnic and Religious Issues	3.00

Credit and GPA Requirements

Minimum Total Credits: 60

Minimum Major GPA: 3.00

Advanced Certificate Forensic Social Work

Advanced Certificate in Forensic Social Work

{Program Code: 34760}

Advanced Certificate Requirements

Forensic Social Work Courses (15 credits required)

SWK 630	Forensic Social Work & the Criminal and Juvenile Justice Systems	3.00
SWK 631	Interviewing, Evaluating, and Offering Treatment as a Forensic Social Worker	3.00
SWK 632	Forensic Social Work with Drug and Alcohol Populations in the Criminal and Juvenile Justice Systems	3.00
SWK 633	Forensic Social Work and Domestic Violence – Legal, Cultural, Ethnic and Religious Issues	3.00

Choose one of the following:

CACJ 660	Principles and Methods of Rehabilitation of Offenders	3.0
CACJ 665	Criminal Justice Response to Domestic Violence	3.00
SWK 661	Family Violence Across the Lifespan	3.00

Credit and GPA Requirements

Minimum Total Credits: 15

Minimum Major GPA: 3.00

Social Work Courses

SWK 601 Policy I

This introductory course will present information about the development of social work as a profession. It provides students with knowledge of historical and contemporary social welfare policies, services and institutions. The course examines the economic, political, and organizational systems that influence the creation and delivery of social services. Specific social issues are used to illustrate the link between social welfare policy and social work practice. In addition, students will gain historical and contemporary knowledge of the various forms of oppression and discrimination. Throughout the semester, students will also learn about social and economic justice that benefits populations-at-risk.

Credits: 3

Every Fall

SWK 602 Policy II

This course is the second class in the policy sequence. Students explore the modern welfare state from local, state, federal, and national perspectives and learn about those factors, which contribute to the existence of social problems. Students are introduced to a framework for policy analysis and related concepts such as the basis of social allocations, and the nature of social provisions. The course also provides students with the opportunity to develop a deeper understanding of the social work profession's role in advocacy and social action for policy change. Information about government benefits and programs including those that address income support, family and child welfare, disability, aging, criminal justice, substance abuse, and health care are also provided.

Pre or co-requisites of SWK 601 & 621 are required.

Credits: 3

Every Spring

SWK 611 Practice I

The first of three practice courses, this course provides a foundation for social work practice on micro and mezzo levels with diverse populations in a variety of settings. It provides an overview of the values, ethics and knowledge base upon which social work practice is based. The course provides a generalist problem solving approach to the understanding of social work practice with individuals and groups. Building upon the generalist model this course demonstrates the linkages between a generalist perspective and an integrated theoretical perspective for advanced practice with individuals and groups. The course includes historical content, person in-environment and systems perspectives, communication and relationship-building exercises, a walk-through of a clinical interview and the stages of treatment, an integrated clinical approach to individual and group practice and an application of generalist and

advanced practice skills with groups in specific settings.

Prerequisites of SWK 601, 602, 621 & 622 are required.

Credits: 3

Every Fall

SWK 612 Practice II

The second of three courses in the Practice Sequence, this course focuses on working with families and the individuals within the family through the life span. Developing an understanding of the interplay between the developmental issues of the individual and the life stages of the family as a unit, through the life span will be a primary focus of the course. Another primary focus of the course is an exploration of the work of various family theorists and their varied methods of intervention. Special emphasis will be placed on psychodynamic systems and cognitive/behavioral theories and techniques of intervention.

Prerequisite or co-requisites of SWK 602, 611, 621, 701, & 798 are required.

Credits: 3

Every Spring

SWK 613 Practice III

This course will provide a generalist perspective of the role of the social worker in the organization and the community. The course presents a generalist problem solving approach to the understanding of practice with organizations and communities and the application of knowledge and skills with these two systems. The course includes content on the contexts in which macro practice occurs, i.e. communities and neighborhoods, organizations, and the legislative arena; and, the components of coalition building within an interdisciplinary theoretical framework.

Prerequisite or co-requisites of SWK 601, 602, 611, 621, 622, 701, & 798 are required.

SWK 614 Advanced Principles of Administrative & Clinical Practice Within an Interdisciplinary Context.

The course is designed to orient advanced standing students to advanced practice knowledge introduced in the first year of the two year MSW program to close a knowledge gap between advanced standing students and regularly matriculated students. As such, the course provides a theoretical orientation to the interdisciplinary context of social work practice; identifies the components of role conflict resolution; and, explores strategies for promoting interdisciplinary collaboration. Building upon the generalist model, this course demonstrates the linkages between a generalist perspective and an integrated theoretical perspective for advanced clinical practice with individuals and groups. The course also explores commonalities and differences between a generalist perspective for working with families and more specialized approaches. Special emphasis is placed on psychodynamic systems and

cognitive/behavioral theories and techniques of intervention with individuals, groups and families.

[This course is required for Advanced Standing students.]

Credits: 3

Annually

SWK 621 Human Behavior in the Social Environment I: Birth Through Adolescence

This course, the first of two in this sequence focuses on understanding human behavior via assessing the interaction between developmental processes and environmental factors. The course covers biological, psychological, social and moral development and the acquisition of skills necessary to lead civil, moral, and fulfilling life. The course examines these developmental processes in the context of social structures such as the family, the school, the community and the culture. The course provides the theoretical and empirical support for several social work values and ethical standards. These values and standards include respect for the dignity and uniqueness of the individual, respect of a person's right to self-determination, and respect for spirituality and the religious beliefs of others. This course will also examine the interaction of Race, Gender and Ethnicity in the development from Birth through Adolescence.

Credits: 3

Every Fall

SWK 622 Human Behavior in the Social Environment II: Young Adulthood Through Late Adult hood

This course, the second of two in this sequence, focuses on understanding human behavior via assessing the interaction between developmental processes and environmental factors throughout adulthood and the latter part of life. The course covers biological, psychological, and social development, evaluating major theories such as psychosexual development, psychosocial development, learning theories and system theories. Developmental processes are examined in the context of social structures such as the family, the school, career choices, the community, and the culture. The course examines the interaction among theories of development and presents an integrated understanding of human behavior in the social environment. Each phase of life, from early adulthood to old-age, is carefully examined in light of the various developmental theories to provide a thorough understanding of the reciprocal relationship between individuals and their environment. In addition, the theoretical frameworks of the course are evaluated in terms of their applicability to social work practice and interventions that are geared towards assisting clients of diverse background in making positive changes in their lives.

Pre or co-requisites of SWK 601 & 621 are required.

Credits: 3

Every Spring

SWK 623 Administrative Behavior: A Context for Social Work

This course provides students with a conceptual framework for understanding human service organizations with a special emphasis on the social work field. It explores the role and function of the agency-based social work practitioner and manager through the study of organizational behavior and structure. Students also consider the function of human service organizations within the context of economic, political, social and technological factors and the ways in which these factors influence administration and service delivery. The course provides an overview of important management functions and tasks that are necessary to provide quality services to clients including how to manage information, finances, and people.

Prerequisite of all SWK First Year courses and a co-requisite of SWK 703 are required.

Credits: 3

Every Fall

SWK 630 Forensic Social Work & the Criminal and Juvenile Justice Systems

The course provides an overview of the specialty of forensic social work and its interface with the criminal justice and juvenile justice systems, from arrest to sentencing and conviction.

Legal and ethical aspects of professional practice, including issues associated with competency of the accused as well as the preparation of the presentence forensic evaluation. The debate regarding punishment versus rehabilitation is explored along with a multi-systemic perspective on the causes and prevention of crime and juvenile misconduct. Their interface with sexual, religious, racial and other sub-group involvement will also be discussed and realized.

SWK 631: Interviewing, Evaluating, and Offering Treatment as a Forensic Social Worker

A clinical overview leading to an accurate understanding of the underpinnings of the conditions which lead a client to involvement in the judicial system is a critical part to the successful practice of forensic social work. This course scrutinizes this vital component of the forensic social work process. The course also focuses on separating the various components associated with the forensic social work role, e.g. tasks and potential ethical conflicts. The principles of generalist and clinical practice are applied to the assessment and treatment of individuals involved in judicial proceedings. Macro tasks related to mediating the needs of individuals and the purposes of institutions are also addressed.

Credits: 3

Every Fall

SWK 631 Interviewing, Evaluating, and Offering Treatment as a Forensic Social Worker

A clinical overview leading to an accurate understanding of the underpinnings of the conditions which lead a client to involvement in

the judicial system is a critical part to the successful practice of forensic social work. This course scrutinizes this vital component of the forensic social work process. The course also focuses on separating the various components associated with the forensic social work role, e.g., tasks and potential ethical conflicts. The principles of generalist and clinical practice are applied to the assessment and treatment of individuals involved in judicial proceedings. Macro tasks related to mediating the needs of individuals and the purposes of institutions are also addressed.

Credits: 3

Every Fall

SWK 632 Forensic Social Work with Drug and Alcohol Populations in the Criminal and Juvenile Justice Systems

The course focuses on the role of the Forensic social worker in drug and alcohol related treatment and crime. Heroin, cocaine, marijuana, prescription drugs, "club drugs" (i.e. MDMA, etc.), and alcohol will be placed under a clinical microscope.

Different drugs are sought by different populations of people which generally lead to different types of criminal activity. The impact of drug and alcohol abusing offenders' behavior on their children will also be explored. The legal and ethical issues associated with the forensic social work population are explored. Attention is focused on the relationship and potential role conflicts between social work practice and 12 step self-help programs.

Credits: 3

Every Fall

SWK 633 Forensic Social Work and Domestic Violence - Legal, Cultural, Ethnic and Religious Issues

The course focuses on the role of the forensic social worker in understanding, assessing, preventing, and managing domestic violence. The cyclical nature of domestic violence and its association with alcohol and substance abuse is addressed with special attention to the needs of adult children of alcoholics who often perpetuate a pattern of violent behavior which leads to intergenerational involvement with criminal and juvenile justice systems. The course incorporates a multi-systemic perspective with an emphasis on assessing and treating the perpetrator, as well as the victims of domestic violence and also focuses on the forensic social worker's role in impacting the institutions associated with the efforts to reduce domestic violence.

Credits: 3

Every Spring

SWK 650 Psychopathology

This course provides a bio-psycho-social-cultural perspective to a life-span range of classified maladaptive behaviors that are exhibited by many social work clients, and that are classified by the 5th edition of the Diagnostic and Statistical Manual (DSM-5), (APA, 2013). The course provides an in-

depth study of the etiology, course, prognosis, and treatment of major psychological and psychiatric conditions. The Competency Based Assessment Model, which "provides a conceptual framework using bio-psycho-social-spiritual theories and the DSM classification system to guide the process of assessment" (Gray, 2016, p. 12) is the theoretical and philosophical framework through which the course's information will flow. Student will become familiar with DSM-5 diagnostic criteria and the empirical and epidemiological data that support each diagnosis. The course will also look at the behaviors that are being evaluated in the process of arriving at a differential diagnosis. The cultural context will be considered in understanding these conditions. Finally, the course will examine evidence-based treatment modalities for various diagnoses and will provide the students with an opportunity to practice major treatment techniques via class activities such as role-play, group exercises etc.

Prerequisite of all SWK First Year courses, SWK 623, 703, and 799 are required.

Credits: 3

Every Spring

SWK 660 Families & Children: Policies & Services

This course enables students to build upon their knowledge of social welfare policy and services and apply this knowledge to the needs of children and their families. It presents students with knowledge of concepts, policies and practices, which characterize child welfare services in American society. It provides historical and legal information about various policies and programs within family and children's services at the federal, state and local levels and examines the multiple systems that influence the life of children and their families. In addition, it explores current trends, controversial and topical issues in child welfare and family services and the social worker's role in an interdisciplinary approach, and how to advocate for individuals and families.

Credits: 3

Every Fall

SWK 661 Family Violence Across the Lifespan

This course examines the problem and consequences of family violence across the lifespan and its impact on children. It presents theoretical, research, policy and practice issues involving intra-familial child abuse and neglect, intimate partner violence, child witnessing of intimate partner violence, and elder abuse. It explores individual and group level interventions, structural influences on family violence, and policy implications in the field of social work. In addition, the course will emphasize rights to safety and safety planning for populations at-risk within the context of social justice with an emphasis of how interdisciplinary approach can assist in the empowerment of survivors of abuse.

Credits: 3

Every Spring

SWK 662 Community Based Practice with Children & Families

This course provides students with the opportunity to hear community based practitioners present actual case studies based on a “case of the week” model. These cases provide students with the opportunity to review family and children type cases presented by local practitioners. Each case will present a client profile, history, bio-psycho-social assessment and Questions/Discussion to precede the practitioner’s discussion of the actual case outcome/current standing. Cases will come from a variety of organizations including some that focus on prevention, child abuse and maltreatment, foster care and adoption, substance abuse, physical and emotional disabilities, health and mental health. (Offered at Post only)

Credits: 3

Every Spring

SWK 663 Childhood Psychopathology: Social Work Practice with At-Risk Child and Youth

This course provides a bio-psycho-social developmental perspective to a range of childhood disorders as they are classified in the Diagnostic and Statistical Manual, 5th Ed Text Revised. (DSM-V-TR). It provides an in-depth study of the etiology, course, prognosis, and resolution of major psychological and psychiatric conditions that are encountered by children with an emphasis on a family and system approach to the conceptualization and treatment of such conditions. The DSM-IV-TR multiaxial system will serve as a backdrop and context in which these conditions will be presented and studied. A developmental-systems (Mash and Barkley, 1996) approach will guide the theoretical and philosophical framework of this course as the students become familiar with DSM-V-TR diagnostic criteria for childhood psychopathology and the empirical and epidemiological data that supports each diagnosis. The course will look at internalizing and externalizing disorders of childhood that social workers are likely to encounter in various settings of practice (e.g., schools, hospitals, community centers, adoption agencies, ACS and DSS agencies). The students will learn to consider issues such as adaptation, age appropriateness, clusters and patterns of symptoms and behaviors that are instrumental in the process of differential diagnosis. The cultural context will play a major role in understanding these conditions and the differential validity, to the extent to which it exists, in assessment and treatment of children.

Credits: 3

Every Fall

SWK 674 Theories & Principles of Alcohol & Substance Abuse Counseling

This course introduces students to the basic theories and principles of alcoholism and substance abuse counseling, as well as techniques for

motivating the chemically dependent client to engage in treatment. Emphasis is placed on the theories of vocational counseling and the relationship between work, self-esteem, and recovery.

Prerequisite of all SWK First Year courses are required.

Credits: 3

Every Fall

SWK 675 Introduction to the Techniques of Substance Abuse Counseling

This course provides students with a foundation in the basic and advanced techniques of counseling the substance abuse population. Students receive a comprehensive overview of chemical dependency treatment and explore various counselor intervention methods. The qualities and professional skills necessary for competent and effective practice are also be thoroughly examined.

Prerequisite of all SWK First Year courses are required.

Credits: 3

Every Fall

SWK 677 Sociological & Psychological Aspects Of Substance Abuse

This course offers students a comprehensive view of substance abuse from a historical perspective, exploring what importance cultural and social views play in the treatment of such disorders. Students utilize cultural attitudes, legal sanctions and normative values regarding substance abuse and analyze what addiction is and who is defined as an addict by various disciplines (i.e. medicine, sociology and psychology, etc.) and systems (i.e., family, criminal justice, social service etc.) . Students examine ethnicity and its role in substance abuse and counseling. Students should be prepared to think critically and engage in a dialogue regarding the complex bio-psycho-social issues that impact persons who are afflicted with the disease of addiction and how these complex issues impact treatment strategies.

Prerequisite of all SWK First Year courses are required.

Credits: 3

Every Spring

SWK 678 Physical & Pharmacological Effects Substance Abuse

This course examines how the abuse of alcohol and other drugs affect the body with emphasis on the central nervous system, organ systems and general physical health. The physiological basis for the disease concept of addiction is reviewed. Psychoactive drug categories are explored in relation to the history of use, routes of administration and how the body processes licit and illicit substances. The effects of drugs and pharmacological interactions on metabolic processes and neuropsychological functioning are discussed.

Prerequisite of all SWK First Year courses are

required.

Credits: 3

Every Spring

SWK 701 Field Instruction I:

This is the first course in a four semester Field Instruction sequence in the Master of Social Work program. The first two semesters of Field Instruction provide the Foundation and the second two semesters provide the Specialization. The Foundation prepares students 1) to function at a beginning level of competence in a social service delivery system 2) to develop generalist problem-solving and relationship-building skills, 3) and to integrate and apply knowledge from Practice, Policy, Human Behavior & the Social Environment (HBSE), and Research to work with clients.

Prerequisites of SWK 601, 602, 621 & 622 are required.

Credits: 3

Every Fall

SWK 702 Field Instruction II:

This is the second course in a four semester Field Instruction sequence in the Master of Social Work program and the final semester of Field Instruction in the Foundation year. Field Instruction II continues to prepare students 1) to function at a beginning level of competence in a social service delivery system 2) to develop generalist problem-solving and relationship-building skills, 3) and to integrate and apply knowledge from Practice, Policy, HBSE and Research to work with clients.

Prerequisite or co-requisites of SWK 601, 602, 611, 621, 622, 701, & 798 are required.

Credits: 3

Every Spring

SWK 703 Field Instruction III :

This is the third course in a four semester Field Instruction sequence in the Master of Social Work program. The first two semesters of Field Instruction provide the Foundation and the second two semesters provide the Specialization. The Specialization year prepares students 1) to gain expertise in alcohol and substance abuse counseling, child and family welfare or forensic social work; 2) to function at an advanced level of competence in a social service delivery system; 3) to continue to practice problem-solving and relationship-building skills; 4) and to continue to integrate and apply knowledge from Practice, Policy, HBSE and Research to work with client systems.

Prerequisite of all SWK First Year courses are required.

Credits: 3

Every Fall

SWK 704 Field Instruction IV:

This is the fourth course in a four semester Field Instruction sequence in the Master of Social Work program. The first two semesters of Field Instruction provide the Foundation and the second two semesters provide the Specialization. The

Specialization year prepares students 1) to gain expertise in alcohol and substance abuse counseling, child and family welfare or forensic social work; 2) to function at an advanced level of competence in a social service delivery system; 2) to continue to practice problem-solving and relationship-building skills; 3) and to further develop and integrate and apply knowledge from Practice, Policy, HBSE and Research to work with client systems.

Prerequisites of all SWK First Year courses, SWK 623, & 703 are required.

Credits: 3

Every Spring

SWK 707 Research II: Thesis Proposal

Advanced Research Methods for Practice (Research II), the second course in this sequence, is taught during the fall semester of the advanced curriculum year. It builds upon the knowledge base that was established in the Introduction to Social Work Research course (Research I). Research II provides the specialist graduate student with knowledge and skills necessary for application in the practice of social work on the micro, mezzo, and macro levels, respectively.

Research II focuses on application and expansion of basic research skills that students learn in Research I. Ethical principles of research are reinforced throughout the course. Guided by ethical principles, and building on skills that they have acquired in Research I, students propose a research project, focusing on investigating application of role theory concepts (e.g., role conflict, role confusion) in an interdisciplinary context of social work practice, policy, or organizational analysis. Students then expand on this research proposal for the thesis during the spring semester. Students choose a topic that is unique and specific to their respective areas of study concentration. Students learn how to apply research methods and how to collect and analyze various types of data in order to generate knowledge about, and systematically evaluate social work practice, organization and policy in their respective areas of concentration. Students also learn to consider multidisciplinary, ethical and multicultural issues as they learn how to generate, and derive conclusions from, empirical data.

Credits: 3

Every Fall

SWK 708 Thesis

In the final semester of study, all LIU-MSW students must complete either a thesis (Post) or Capstone Project (Brooklyn). The Thesis/Capstone projects represent the culminating assignment for the Social Work Program. It requires students to complete an individual paper with an emphasis on interdisciplinary collaboration and/or role conflict. It is a scholarly paper written in American Psychological Association (APA) style. An exceptional paper will show an integrated and complete understanding of the topic selected by the student. The best papers are well structured and

carefully focused. Students have discretion over their choice of topic with an emphasis on interdisciplinary practice and role conflicts, within the context of students' second year field placement setting. Students may select a topic that focuses on identifying the factors associated with a perceived role conflict and generate a "theory" regarding the incidence of the problem. Alternatively, students may select to explore a mezzo or macro level conflict within an organizational or legislative policy context that may result in a role conflict for social workers. The conflict may also involve fragmentation or duplication in service delivery resulting in confusion or disagreement with regard to interdisciplinary role expectations. The methodology will vary according to type of project which may range from policy analysis in theoretical context (e.g. conflict theory); organizational analysis/ needs assessment and development of strategic plan; analysis of survey data regarding conflicts in perceptions of role and/or content analysis of interview data regarding some aspect of interdisciplinary role conflict. Valid options for capstone include document research, strategic planning projects, as well as quantitative and/or qualitative research projects.

Credits: 3

Every Spring

SWK 790 Capstone

This seminar course is intended to provide students with the academic framework within which they design and implement the capstone project. This project is the culminating assignment for the Master of Social Work Program. It requires students to complete an individual paper with an emphasis on interdisciplinary collaboration and/or role theory/conflict with the field of social work. The Capstone is a scholarly paper written American Psychological Association (APA) style. Students have discretion over their choice of topic with an emphasis on interdisciplinary practice and/or role theory/conflict, within the context of students' second year field placement setting. Students may select a topic that focuses on identifying the factors associated with a perceived role conflict and general a "theory" regarding the incidence of the problem. Alternatively, students may select to explore a mezzo or macro level conflict within an organizational or legislative policy context that may result in a role conflict for social workers. Students review their knowledge about role theory/conflict within an interdisciplinary setting that is related to their respective area of concentration study. Students then choose a topic related to the concentration area and design and carry out a project that examines role conflict within an interdisciplinary context of social work. Finally students analyze implications for reducing barriers to role consensus.

Prerequisite of all SWK First Year courses, SWK 623, 703, and 799 are required.

Credits: 3

Every Spring

SWK 798 Introduction to Social Work Research

Introduction to Social Work Research, the first research course in a sequence of two, is taught during the first semester of the foundation year. It provides the graduate generalist student with the basic knowledge and skills that are necessary in order to appreciate the transactional relationship between research and practice in the field of social work. This course introduces the students to basic qualitative and quantitative research designs and to the ethical and conceptual aspects of research.

Prerequisites of SWK 601, 602, 621 & 622 are required.

Credits: 3

Every Fall

SWK 799 Advanced Research Methods for Practice

Research II: Advanced Research Methods for Practice: (Brooklyn Only)

Research II, the second course in this sequence is taught during the fall semester of the advanced curriculum year. It builds upon the knowledge-base that was established in Research I. Research II provides the specialist graduate student with knowledge and skills necessary to appreciate "the application of scientific, analytical approach to building knowledge for practice and for evaluating service delivery in all areas of practice" (C.S.W.E., 2000). Research II focuses on application and expansion of basic research skills that were taught in Research I. Ethical principles of research are reinforced throughout the course. Guided by ethical principles, and building on skills that they have acquired in Research I, students have the opportunity to propose a research project, focusing on investigating role conflict in an interdisciplinary context of social work practice, which they may then choose to expand on as the Capstone assignment during the spring semester. Students choose a topic that is unique and specific to their respective areas of concentration. Students learn how to apply research methods and how to collect and analyze data in order to generate knowledge about, and to systematically evaluate, the practice of social work in their respective areas of concentration. Students also learn to consider ethical and multicultural issues as they design evaluation instruments for practice and policy of social work and as they learn how to derive conclusions from empirical data.

Prerequisites of all SWK First Year courses (SWK 601, 602, 611, 612, 613, 621, 622, 701, 702, 798) are required.

Credits: 3

Every Fall

DEPARTMENT OF DIAGNOSTIC HEALTH PROFESSIONS

M.S. in Biomedical Sciences

Biomedical Sciences professionals produce the information necessary to diagnose, assess, prevent and treat disease states. With more than 70 percent of treatment decisions by physicians based on laboratory findings, medical biologists are vital cornerstones of modern health care.

ADMISSION REQUIREMENTS

Applicants to the Master of Science in Biomedical Sciences must meet the following requirements for admission.

- Application fee (non-refundable)
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Bachelor's degree with a minimum undergraduate GPA of at least 3.0 out of a 4.0 scale.
- Applicants should have completed at the undergraduate level: one year of biology; one year of college math (may include one semester of statistics); one year of organic chemistry or one semester of organic chemistry and one semester of biochemistry. A candidate whose credentials satisfy all of the above requirements, as well as university admissions requirements, may be accepted as a fully matriculated student.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.
- Two letters of recommendation, preferably from former science professors.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.

ADDITIONAL REQUIREMENTS

Admission to the Biomedical Sciences Program is highly competitive. Students are expected to have achieved a minimum grade point average a 3.0 out of a 4.0 (B grade).

A student may be accepted on a limited matriculant basis if their credentials are deficient in not more than two areas. Limited matriculants may apply for full matriculant status after the removal of all deficiencies. Deficiencies must be removed during the first year of graduate study. Courses taken to remove academic deficiencies must be passed with a grade of B or better and will

not be credited toward degree requirements.

Courses may also be taken on a non-matriculated basis. A non-matriculant may apply for matriculant status after completing at least 9, but no more than 12, graduate biomedical science credits provided their cumulative grade point average is 3.0 or better. At least half of these credits must be from among the core courses listed below. The student must also have removed any technical and/or academic deficiencies.

Undergraduate coursework taken to fulfill a deficiency after the student has completed the bachelor's degree must be passed with a grade of C+ or better.

Send application materials to:

Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300
Fax: 516-299-2137
E-mail: post-enroll@liu.edu

TRANSFER CREDITS

Courses taken at another university after admission to a master's program at LIU Post may not be used for transfer credit unless prior written permission is obtained from the major department. Previous graduate credits earned at other institutions may be credited to a student's graduate degree if they are not used towards a degree in another institution. A request to transfer credits must be made to and approved by the chair of the Biomedical Sciences Department with the submission of official transcripts of all previous graduate work. Transfer credit is normally limited to six semester credit hours with an earned grade of (B) or better and must be from a USA university or college. Transfer credits are not recorded on a student's transcript unless they complete 15 semester credit hours in residence and are fully matriculated.

M.S. in Biomedical Science

{Program Code: 06403}

The M.S. in Biomedical Sciences provides a rigorous course of study so that students achieve their academic and professional goals. Students may opt to complete a 36-credit thesis or non-thesis option.

Core Courses All Tracks (33 credits)

Required Courses

BMS	520	Pathophysiology	3.00
BMS	550	Clinical Biochemistry	3.00
BMS	561	Hematology	3.00
BMS	581	Immunology/Serology	3.00
BMS	591	Medical Microbiology	3.00
BMS	612	Systems Pathology	3.00
BMS	656	Molecular Diagnostics	3.00
BMS	673	Cancer Biology	3.00
BMS	687	Molecular Immunology	3.00
BMS	698	Medical Virology	3.00
BMS	703	Research Methods	3.00

Elective Courses:

Choose ONE: (3 credits only)

BMS	594	Mycology/Parasitology	3.00
BMS	661	Hematological Malignancies	3.00
BMS	691	Infectious Diseases	3.00
BMS	693	Advanced Topics in Cancer	3.00
BMS	706	Library Thesis	3.00
BMS	707	Introduction to Research	3.00
BMS	708	Experimental Thesis	3.00

Credit and GPA Requirements

Minimum Total Credits: 36

Minimum Major GPA: 3.00

M.S. in Clinical Laboratory Science

The M.S. in Clinical Laboratory Science (CLS) Program in the Department of Biomedical Sciences at LIU Post is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). This 52-credit program includes a 6-month full-time clinical practicum. Students may begin part-time but will require a full-time commitment in order to complete this graduate degree program. The M.S. CLS Program integrates didactic courses supported by laboratory instruction taught at LIU Post. The university-based courses are reinforced in the professional laboratory setting during the clinical practicum. CLS interns are trained on state-of-the-art instrumentation and manual laboratory methodologies at clinical affiliates contracted with LIU Post. The CLS interns are educated by certified and licensed clinical faculty at the contracted affiliates. CLS interns completing this program are eligible to take the national certification examination given by the American Society of Clinical Pathologists (ASCP). Graduates who pass the exam are certified CLS professionals. Graduates are eligible for New York state CLS licensure provided by NYSEDOP.

ADMISSION REQUIREMENTS

To be considered for the M.S. CLS Program, email your transcripts (unofficial is acceptable for initial review) as a pdf to the program director of CLS, anthony.capetandes@liu.edu. If you are an international student, also include a WES or Globe evaluation as a pdf. Upon approval from the program director, submit an online application to the M.S. CLS Program:

<https://apply.liu.edu/quickapp/>. Applicants must submit to the processing center (address indicated on the online application) official transcripts from all colleges or universities attended, a degree denoted transcript demonstrating completion of a baccalaureate degree, and two letters of recommendations, preferably from former science professors. The program director evaluates all applications through the year on a competitive

selection basis. The most competitive applicants to the M.S. CLS Program are contacted for a personal interview conducted by the program director. The program director renders decisions based on the strength of the interview, science aptitude and professionalism on a competitive selection basis. Admission to the Clinical Laboratory Science Program is highly competitive. Students are expected to have achieved a minimum grade point average for a 3.0 out of a 4.0 (A grade) in all pre-requisite courses.

The pre-requisite undergraduate courses for the Major include:

- 8 semester hours (12 quarter hours) of Anatomy and Physiology (with lab).
- 8 semester hours (12 quarter hours) of Organic Chemistry and Biochemistry (with lab)
- 1 semester of Statistics
- 1 semester of Genetics or Molecular Biology

International students are also required to achieve a minimum TOEFL score of 90 IBT (a minimum listening and speaking score of 25 is also required); 233 CBT; or 577 PBT. IELTS of 7.0 or above is also acceptable.

ADDITIONAL REQUIREMENTS

The technical (non-academic) standards established by the programs in this department are evidence of the "essential functions" that students must be able to accomplish in the program. Essential functions include requirements that students be able to engage during educational and training activities so that they will not endanger other students, the public at large, or patients.

- **Vision Standard** — The student must be able to read charts and graphs, read instrument scales, discriminate colors, read microscopic materials, and record results.
- **Speech and Hearing Standard** — The student must be able to communicate effectively and sensitively in order to assess non-verbal communication and be able to adequately transmit information to all members of the health care team.
- **Fine Motor Functions Standard** — The student must possess all skills necessary to carry out diagnostic procedures, manipulate tools, instruments and equipment. The student must be able to perform phlebotomy safely and accurately.
- **Psychological Stability Standard** — The student must possess the emotional health required for full utilization of the applicant's intellectual abilities. The student must be able to recognize emergency situations and take appropriate actions.

A criminal conviction and/or the use of illegal drugs may impede or bar your entry into your chosen field of study. You should be aware that clinical and hospital sites may reject a student, or remove a student from their site if a criminal

record is found or if a positive drug test is noted. Inability to gain clinical or fieldwork will result in the inability to meet program objectives and outcomes. Inability to meet objectives and outcomes may result in your failure to complete the program requirements, thus requiring your withdrawal from the program. In addition, the presence of a criminal conviction may also prevent your completion of the required state or federal licensure, certification or registration process.

TRANSFER CREDITS

Courses taken at another university after admission to a master's program at LIU Post may not be used for transfer credit unless prior written permission is obtained from the major department. Previous graduate credits earned at other institutions may be credited to a student's graduate degree. A request to transfer credits must be made to and approved by the Director of the CLS program with the submission of official transcripts of all previous graduate work. Credits utilized in a baccalaureate degree cannot be utilized again towards the M.S. in Clinical Laboratory Sciences.

Transfer credit is normally limited to six semester credit hours with an earned grade of (B) or better. Transfer credits are not recorded on a student's transcript unless they complete 15 semester credit hours in residence and are fully matriculated.

M.S. in Clinical Laboratory Science

{Program Code: 33086}

Core Courses

Required Clinical Laboratory Science Courses

BMS	544	CLS Certification Exam Seminar	1.00
BMS	547	Management, Supervision, Teaching and Professionalism Seminar	2.00
BMS	551	Clinical Chemistry I and Urinalysis	3.00
BMS	562	Theories of Blood Coagulation	3.00
BMS	563	Hematology and Body Fluids	3.00
BMS	585	Immunohematology	3.00
BMS	587	Clinical Immunology	3.00
BMS	591	Medical Microbiology	3.00
BMS	609	Laboratory Information Systems	1.00
BMS	610	Histopathology	3.00
BMS	594	Mycology/Parasitology	3.00
BMS	652	Clinical Chemistry II & Instrumentation	3.00
BMS	656	Molecular Diagnostics	3.00

BMS	703	Research Methods*	3.00
BMS	706	Research Project* (or BMS 710 - Advanced Topics in CLS)	3.00

*NOTE: BMS 707/708 Research Methods/Experimental Research Thesis may substitute for BMS 703/706 with permission of the Program Director and the Department Chairperson.

Required Clinical Laboratory Science Practicum Courses

Clinical practicum are offered off-campus during over a 25 week period (January through June and July through December) done full-time only. Acceptance into the clinical practicum is competitive. A 3.0 GPA and successful interview are minimum requirements for consideration and do not guarantee placement into the practicum.

BMS	759	Practicum in Clinical Chemistry/Urinalysis	3.00
BMS	769	Practicum in Hematology & Coagulation	3.00
BMS	789	Practicum in Immunohematology/ Clinical Immunology	3.00
BMS	799	Practicum in Microbiology	3.00

Credit and GPA Requirements

Minimum Total Credits: 52
Minimum Major GPA: 3.00

M.H.A. in Health Administration

The 36-credit Master of Health Administration (MHA) provides the comprehensive curriculum needed to succeed in a highly complex, competitive, and ever-changing health care environment. Courses examine both practical and theoretical problems in the field and provide an understanding of a wide range of topics including organizational structures, administrative techniques, policy analysis, and program management.

The plan of study is comprised of 12 credits of foundation courses, including: "Principles of Administration", "Analytical Methods", "Computer Based Management Systems" and "The Policy Process."

The Advanced Core Curriculum (nine credits) explores various aspects of public sector administration, including: "Human Resource Administration", "Fundamentals of Budgeting and Finance" and "Administrative Responsibility and the Legal Environment." Nine credits of electives and a Thesis round out the program.

A specialization in Gerontology is available.

ADMISSION REQUIREMENTS

Applicants to the Master in Health Care Administration must meet the following requirements for admission.

- Application for Admission.
- Application fee: (non-refundable)
- A bachelor's degree with a minimum GPA of 3.0 from an accredited college or university or successful completion of another master's degree. Students who do not meet these requirements are welcome to discuss their options for admission with the graduate advisor. Applicants who have attended institutions outside the United States must hold a degree equivalent to a U.S. bachelor's degree.
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

Master of Health Administration

{Program Code: 79014}

Required Health Care Administration

Foundation Courses

All of the following:

MPA	501	Principles of Administration	3.00
MPA	505	Analytical Methods	3.00
MPA	506	Computer Based Management Systems	3.00
MPA	507	The Policy Process	3.00

Required Health Care Administration

Advanced Core Courses

All of the following:

MHA	602	Human Resource Administration in the Health Sector	3.00
MHA	603	Foundations of Budgeting and Finance in The Health Sector	3.00
MHA	604*	Administrative Responsibility and the Legal Environment in the Health Sector	3.00

*Only required for General Health Care Administration concentration

Required Capstone Seminar Courses

All of the following:

ADM	707	Thesis Research Consultation	3.00
ADM	708	Thesis Research Consultation	3.00

Students must choose from a concentration in General Health Care Administration or Gerontology.

General Health Care Administration Concentration

Three courses/nine credits of the following:

MHA	701	Hospitals and Health Care Organizations	3.00
MHA	702	Epidemiology and Public Health	3.00
MHA	709	Legal Aspects in Health	3.00
MHA	710	Gerontology: Processes of Aging	3.00
MHA	711	Long-Term Care Administration	3.00
MHA	712	The Management of Senior Community Programs	3.00
MHA	713	Rehabilitation and Restorative Programs	3.00
MHA	714	Planning and Marketing in Health Care	3.00

MHA	715	Mental Health Administration	3.00
MHA	723	Economics of Health	3.00
MHA	724	Managed Care Administration	3.00
MHA	725	Financial Management of Health Care Institutions	3.00
MHA	727	Entrepreneurship in Gerontology	3.00
MHA	780	Current Issues in Health Administration	3.00
MPA	701	Managerial Communications	3.00
MPA	704	Intergovernmental Relations	3.00
MPA	705	Training and Development	3.00
MPA	706	Work, People and Productivity	3.00
MPA	710	Labor Relations in the Public Sector	3.00
MPA	712	Managing Diversity in the Workplace	3.00
MPA	713	Grant Writing and Administration	3.00
MPA	721	Quality Improvement and Strategies	3.00
MPA	724	Organizational Change and Development	3.00
MPA	777	Critical Issues in Health, Public and Private Sectors	3.00
MPA	785	Independent Study	3.00
MPA	788	Graduate Internship in Administration	3.00

Gerontology Concentration

Three courses/nine credits of the following:

MHA	709	Legal Aspects in Health	3.00
MHA	710	Gerontology: Processes of Aging	3.00
MHA	711	Long-Term Care Administration	3.00
MHA	712	The Management of Senior Community Programs	3.00

The Gerontology Concentration does not satisfy New York State Nursing Home Administrator licensure requirements, students must review current requirements with their Enrollment Services Counselor or Department faculty.

Credit and GPA Requirements

Minimum Total Credits: 36 (both concentrations)
Minimum Major GPA: 3.00

Health Care and Public Administration Courses

HAD 602 Human Resource Administration in the Health Sector

This course explores the theories and practices of human resource administration in health service organizations such as merit systems, unionism, bureaucratic trends, personnel recruitment, testing, and performance evaluations. Other topics include equal employment opportunity, employee rights and occupational safety.

Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.

Credits: 3
Annually

HAD 603 Foundations of Budgeting and Finance in the Health Sector

This course familiarizes the student with the principles of budgeting and finance in the health sector. Topics include budgetary systems, methods, processes and cycles, preparation, justification and financial information systems. The course includes a survey of the federal prospective payment system and other current developments in reimbursement methods.

Prerequisites of ADM 501 & 503 (or MSW gerontology concentration) are required.

Credits: 3
Annually

HAD 604 Administrative Responsibility and the Legal Environment in the Health Sector

This course considers the authority and procedures utilized by health care agencies in the administration of their services. The course includes an analysis of problems of accountability and the reconciliation of the administrative process with medical, political, social, statutory and regulatory mandates.

Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.

Credits: 3
Annually

HAD 701 Hospitals and Health Care Organizations

This course reviews the organization and management of hospitals within a regional context of primary care. Included are the elements of hospital structure and organization, and a focus on problem solving and development of administrative skills.

Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.

Credits: 3
On Occasion

HAD 702 Epidemiology and Public Health

This course defines and reviews the concept and practice of public health administration in the United States. It clarifies the regulatory and

monitoring function derived from public health policy with special emphasis on the application of epidemiological theories and methods to the study of disease in various human populations.

Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.

Credits: 3
On Occasion

HAD 709 Legal Aspects in Health

This course applies legal principles to the health delivery system. Topics discussed include, but are not limited to: hospital code; consents; patients' rights; admission and discharge of patients; malpractice; liability of hospitals, physicians, and nurses; medical records; immunity of hospitals; medical staff rights and privileges; medical ethics issues relating to abortion, sterilization and artificial insemination.

Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.

Credits: 3
On Occasion

HAD 710 Gerontology: Processes of Aging

This course is a survey of gerontology, including theories of aging, health and physiological aspects of aging, psychological and psychiatric problems, family and sex roles of the aged, the middle years, retirement, and institutional placement in long-term care facilities.

Credits: 3
On Occasion

HAD 711 Long-Term Care Administration

This course considers the unique organizational and administrative aspects of the various types of long-term facilities as distinct from acute-care hospitals. The course includes the special federal and local code requirements pertinent to facility construction, administration, medical-nursing care, and other numerous therapeutic modalities required by the geriatric and convalescent patient. Note: When HAD 602, HAD 603, HAD 709, HAD 710, HAD 711 are taken as part of the total Health Care Administration curriculum, program graduates should meet the educational requirements for eligibility to take the State Board Examination for a Nursing Home Administrator's license.

Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.

Credits: 3
On Occasion

HAD 712 The Management of Senior Community Programs

The emphasis in this course is on the basic skills necessary to supervise and conduct programs for the majority of older adults who are community residents. Among these are workshops and seminars on issues of retirement, nutrition, general health, outreach, information and referral assistance, and related services. Governmental programs and relevant laws and regulations are

integrated with each topic.

Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.

Credits: 3
On Occasion

HAD 713 Rehabilitation and Restorative Programs

This course is a study of the functions of the various services and programs, both free-standing or in health facilities, that concern themselves with restoration from chronic disease, orthopedic disabilities, post-cardiovascular and other disabling conditions. The course includes familiarization with the workman's compensation system.

Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.

Credits: 3
On Occasion

HAD 715 Mental Health Administration

This course is designed to acquaint the health administrator with the organizational, legal and political issues affecting the delivery of mental health services.

Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.

Credits: 3
On Occasion

HAD 723 Economics of Health

This course reviews health delivery as an economic activity. Determinants of demand for health services are analyzed and the supply of resources is examined, along with the various approaches to bring the two into equilibrium. Particular attention is given to public involvement in health services in the form of licensure, regulation, financing and planning.

Prerequisite of ADM 501,502 & ADM 503 are required.

Credits: 3
On Occasion

HAD 727 Entrepreneurship in Gerontology

This course analyzes entrepreneurial concepts in gerontology, integrating project planning and marketing of aging services. Students study methods used to achieve goals and objectives in a highly competitive, resource constrained elder care environment. The course explores the characteristics of both free and regulated public and private geriatrics markets and life extension implications.

Prerequisites of ADM 501 & 503 (or MSW gerontology concentration) are required.

Credits: 3
On Occasion

HAD 780 Current Issues in Health Administration

A special topics course exploring selected themes, current developments and emerging issues in health administration. Recent sections have focused on advanced computer application, quality assurance,

death and dying, and program evaluation.

Prerequisites of ADM 501, 502, 503, and 507 are required.

Credits: 3

On Occasion

MPA 501 Principles of Administration

This course is a prerequisite or co-requisite for all other courses in the program. ADM 501 is an introduction to the field of Administration and includes organization and management concepts. This course examines and analyzes organizational theories with emphasis on the informal and formal aspects of the administrative process. Topics include individual behavior patterns, group dynamics, communication, motivation, decision-making, and leadership as they relate to health and related sectors.

Credits: 3

Every Semester

MPA 505 Analytical Methods

This course is an introduction to the methods, tools and uses of applied research. The course surveys basic data gathering, analytical concepts and techniques as they apply to administrative problems. Skills and issues related to research are also considered.

Prerequisite of ADM 501,502 & ADM 503 are required.

Credits: 3

Every Semester

MPA 506 Performance Management and Information Systems

This course is an introduction to current concepts in information systems design and management. The use of these systems and implications for managers are covered. Topics include the information systems life cycle and dimensions of computer-assisted management (e.g., office automation, electronic spreadsheets, data base management and word processing).

Credits: 3

Every Semester

MPA 507 The Policy Process in Health Care and Public Administration

This course is an analysis of the policy process in terms of the development and implementation of programs as they relate to the health care and public sectors. The impact of special interests is examined as an integral part of the process. A variety of timely subject/case studies are explored.

Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.

Credits: 3

Every Semester

MPA 701 Managerial Communications

In this course, theory and practice in written and oral communication as applied to the public, health and nonprofit sectors are examined. Report writing, memo writing, correspondence and oral presentations are included.

Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.

Credits: 3

On Occasion

MPA 706 Work, People and Productivity

This course focuses on learning and practicing practical management and supervisory techniques for improving individual, group and organizational performance. Students learn the principles of behavioral management which they apply in a project at their own work place. They learn and practice giving effective, positive and corrective feedback, managing inter-group and interpersonal conflict. Students learn to analyze their own work style, the styles of others, and allocating tasks based upon that knowledge. They learn how to conduct effective meetings, and how to lead work groups through a problem-solving process.

Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.

Credits: 3

On Occasion

MPA 707 Thesis Research Consultation

In this first semester of thesis preparation, students complete the advanced study of the scientific method in the Health Care or Public Administration discipline, together with the preparation of a master's thesis proposal, and an outline of the thesis.

Credits: 3

Every Fall and Spring

MPA 708 Thesis

The second semester of thesis preparation is devoted to the actual writing of the thesis. A student must have completed at least 36 credits to register for MPA 708 and must seek permission of the academic advisor. MPA 707 and 708 may NOT be taken simultaneously.

A pre requisite of ADM 707 and 36 credits completed are required.

Credits: 3

Every Fall and Spring

MPA 712 Managing Diversity in the Workplace

This course examines the role and function played by diversity, civil and human rights, and administrative agencies at the federal, state and local levels. The course analyzes the governmental response to diversity issues. Topics include a review of current legislation and the respective agencies established to address the problems of discrimination.

Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.

Credits: 3

On Occasion

MPA 713 Grant Writing and Administration

In this highly experiential course, students locate available federal, state, local and foundation sources of funding for a specific project, write a letter proposal to a foundation or private sector

organization, and follow-up with a full grant proposal, following the request for proposal (RFP) guidelines to a federal, state or local agency. Topics addressed include effective research, creating a plan for the program, elements of a good proposal, components of the proposal package and strategies for getting a proposal read by a foundation or corporation officer. Administration, evaluation and reporting functions, as well as accountability are described and discussed.

Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.

Credits: 3

On Occasion

MPA 777 Critical Issues in the Health, Public and Private Sectors

This course reviews critical issues facing the public and private sectors and their interrelationship. Noted figures from the public and private sectors present the issues from their perspective.

Prerequisites of ADM 501 and 507 are required.

Credits: 3

On Occasion

MPA 785 Independent Study

The student is expected to research one specific phase of a problem in considerable depth under the supervision of a faculty advisor, and to prepare a well-documented evaluative report expressing his/her own assessment of the impact and significance of both the problem and of one or more solutions.

Credits: 3

Every Semester

MPA 788 Graduate Internship in Administration

An opportunity for students without administrative experience to work in an organization based upon a plan approved by the head of the program and the agency. Students prepare a substantial research and/or analytical paper concerning their experience and participate in an internship seminar.

Credits: 3

Every Semester

NPM 650 Introduction to Nonprofit Management

This course introduces students to nonprofit management beginning with the history of philanthropy and the emergence of the nonprofit sector. Classical organizational theory and principles as well as current management and supervision practices are applied to the structure, resources and mission of the nonprofit organization. Special attention is focused on strategic planning.

Prerequisite of ADM 501,502 & ADM 503 are required.

Credits: 3

On Occasion

NPM 651 Fundraising and Development for Nonprofit Organizations

The course provides an overview of sources of

funding for nonprofit organizations. It explains the fundraising manager's role in development planning and focuses on mechanisms for raising money, including donor profiles, foundation and corporate philanthropy, government grant and contract programs, special events, marketing and public relations functions, direct mail and membership campaigns, planned giving, major gifts and capital campaigns. Ethical and legal issues related to fundraising are also addressed.

Prerequisite of ADM 501,502 & ADM 503 are required.

Credits: 3

On Occasion

NPM 652 Human Resource Management in Nonprofit Organizations

The course examines methods of recruiting, developing, supervising, motivating and recognizing volunteers and staff, maximizing staff/volunteer relations, and communicating the mission effectively within the organization. Human resource management topics such as legal employment issues, recruiting and hiring practices, diversity in the workplace, compensation and benefits, performance appraisal, grievance mechanisms and discipline are also explored.

Prerequisite of NPM 650 is required.

Credits: 3

On Occasion

NPM 653 Financial Management in Nonprofit Organizations

This course addresses financial management concepts and techniques required for effective management of nonprofit organizations. Topics include nonprofit accounting, budget management, revenue forecasting, financial statements/reports, tax issues, grant compliance, internal expenditure control, audits, cash flow management, long-term planning, endowment management, and capital financing.

Prerequisite of NPM 650 is required.

Credits: 3

On Occasion

NPM 654 Legal, Ethical and Governance Issues in Nonprofit Organizations

This course examines the laws affecting the establishment and operation of nonprofit organizations, including incorporation and tax-exempt status, general liability, regulatory compliance/reporting, and contracts. The course explores the roles, responsibilities, processes and powers of boards of directors including issues of board liability. The nonprofit agencies advocacy responsibilities and opportunities and ethical issues are examined and discussed.

Prerequisite of NPM 650 is required.

Credits: 3

On Occasion

PAD 602 Human Resource Administration in the Public Sector

This course is an exploration of the theories and

practices of human resource administration in the public sector, including the merit system, civil service and unionism. Bureaucratic trends, personnel, recruitment, testing, and performance evaluation are discussed. Other topics include equal employment opportunity, employee rights and occupational safety.

Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.

Credits: 3

Annually

PAD 603 Foundations of Budgeting and Finance in the Public Sector

This course familiarizes the student with the principles of budgeting, accounting and auditing in the public sector. Topics include budgetary systems, methods, processes and cycles, preparation and justification of financial information.

Prerequisites of ADM 501 & 503 (or MSW gerontology concentration) are required.

Credits: 3

Annually

PAD 604 Administrative Responsibility and the Legal Environment in the Public Sector

This course considers the authority and procedures utilized by government agencies in the administration of public affairs. It includes the analysis of problems of accountability and the reconciliation of the administrative process with constitutional, statutory, and regulatory mandates.

Prerequisites of MPA 501, 502, 503 & 507 are required.

Credits: 3

Annually

PAD 715 Environmental Pollution

This course is a comprehensive review of the origin, detection, and control of pollutants in the surface and ground waters, atmospheres and terrestrial environments. Auditory and visual pollution are included. Conventional and advanced technologies are covered for water supply and wastewater treatment, air pollution control, and solid waste management.

Federal, state and local environmental standards are reviewed along with regulatory structures.

Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.

Credits: 3

On Occasion

PAD 716 Coastal Zone Management

The course deals with the following: techniques for mapping coastal resources; wetland zoning problems; causes, consequences, and management of stormwaters and their runoffs; and erosion problems and their impact. Field work involves projects on such problems as Long Island coastal watershed mapping and the development of management guidelines; and the surveying of Long Island wetland resources and the preparation of management recommendations.

Prerequisites of ADM 501& 502 (or MSW

gerontology concentration) are required.

Credits: 3

On Occasion

PAD 780 Current Issues in Public Administration

This course is a special topic course exploring selected themes, current developments and emerging issues. Recent sections have focused on advanced computer application, quality circles, George Orwell, and Sunset Legislation.

Prerequisites of ADM 501& 502 (or MSW gerontology concentration) are required.

Credits: 3

On Occasion

DHA 791 Analytics in Health Care

The purpose of this course is to provide the student with the concepts and applications of health care information in the United States. It will examine: how organizational intelligence can improve patient treatment, explain how decisions support systems and dashboards streamline the information pipeline to fundamental areas of health care organizations. The course will also focus on data mining, knowledge management and the use of high end analytics to enhance diagnostic and treatment procedures.

Credits: 3

On Occasion

DHA 792 Information Systems for Health Care Management

This course while providing the student with the essentials of health information will focus on the enormous changes and explosive growth in informational technology and its impact on organizational performance. At the same time, the concerns of assuring privacy and confidentiality of health care consumers will be examined. The course will be organized as a seminar requiring active participation of all students. Through a series of mini-lectures, case study reviews and discussions, the students will master the subject matter. A number of HMIS practices and cases will be examined throughout the course.

Credits: 3

On Occasion

DHA 793 Health Care Politics and Policy

This course will examine the current state of health care policy in the United States. It will focus on the Affordable Health Care Act, traditional Medicaid and Medicare issues and other contemporary developments. It will also focus on the issues of health care cost entitlements, medical malpractice and liability and the impact of technology on the field. Additionally, the impact of policy on public, private, institutional and nonprofit sectors will be examined.

Credits: 3

On Occasion

Biomedical Science Courses

BMS 520 Pathophysiology I

The course will be a study of the etiology, pathogenesis, epidemiology, diagnostic tools and management of certain infectious diseases and neoplasms affecting humans. Lectures in Pathophysiology I not only stress the molecular and cellular basis for immunity, but also introduce students to those disease states in which a basic knowledge of immunology is critical to an understanding of the disease. The course deals with the role of the immune system in health and disease, the expected and unexpected responses in fighting infections, allergy and hypersensitivity; Immune system's role in tissue transplantation, tissue graft rejection, immunosuppression, cancer, autoimmune diseases and congenital and acquired immune deficiencies including AIDS. The concepts of microbial infection pathogenesis with emphasis on the mechanisms employed by pathogenic microorganisms in establishing infection in the host and the response of the host to fight the infection will be discussed. Specific genetic, developmental and pediatric diseases and disorders of daily life and diet will also be covered.

Credits: 3

Every Fall

BMS 541 Computer Application in Health Sciences

This course is an introduction to the use of computers in the various fields of the health sciences. Review of statistical applications for data analysis is also included. Term project required.

BMS 542 Epidemiology

This course is an introduction to epidemiologic principles employed in the investigation of disease. A review of public health statistics in relation to disease rates and evaluation of community efforts toward the reduction of these rates is considered. The use of epidemiologic investigations of chronic physical and mental disease is discussed.

BMS 544 CLS Certification Exam Seminar

This course is designed to provide CLS students the appropriate experience to answering in ASCP and NCA certification examination questions and in case study analysis. The major categories of hematology, chemistry, immunology, immunohematology (blood bank), and microbiology are addressed. The sessions are team taught by practicing professionals and program faculty. This course provides a concise study tool for certification and licensure.

Pre requisite of BMS 591, BMS 563, BMS 551, BMS 562, BMS 585, BMS 587 and BMS 652 are required

Credits: 1

Every Spring

BMS 547 Management, Supervision, Teaching and Professionalism Seminar

This seminar identifies the five components of Management in Laboratory Medicine: duties and responsibilities including "problem solving-decision making" processes; concepts of managerial leadership: communication skills; process of personnel administration: evaluation of employee performance; effective laboratory operations and principles of laboratory finance: cost containment. Additionally, information on teaching, professionalism, supervision, regulatory agency requirements, laboratory information systems, and the importance of continuing medical education are discussed. Case study assignments reflect typical laboratory problems encountered. Teaching principles include writing of objectives and educational methodology.

Credits: 2

Every Spring

BMS 550 Clinical Biochemistry

This course is the introduction to the analysis of analytes in body fluids. Emphasis is placed on describing normal and pathophysiologic changes in disease. Quality control, evaluation, interpretation and laboratory tests used in quantitation are presented. The biomedical significance of metabolic disorders of proteins, carbohydrates and lipids is discussed.

Credits: 3

Every Fall

BMS 551 Clinical Chemistry I and Urinalysis

This course introduces students to safety principles, quality control and laboratory math and the analysis, quantitation, the serum and urine specimen. Emphasis is based on the clinical correlations and analytical procedures commonly performed on serum to determine the quantity of carbohydrates, lipids, proteins, enzymes, and non-protein nitrogen substances and to assess cardiac, liver, renal, pancreatic and gastrointestinal function. Analysis of the physical, chemical and microscopic examination of urine (urinalysis) is also presented along with the disease processes that hinder kidney function.

Credits: 3

Every Spring

BMS 555 Instrumentation for the Clinical Laboratory

This course is a study of current principles of automated instrumentation analyses performed in the clinical setting. The course provides practical exposure to several commercially available systems.

BMS 561 Introduction to Hematology

This course describes the erythroid, myeloid and lymphoid differentiation pathways from the pluripotent stem cell to mature cells; describes the pathophysiology of anemias, leukemias, lymphomas and pathways for blood coagulation and coagulopathies; emphasizes theory and procedures necessary for diagnosis of disease of blood-forming tissues.

Credits: 3

Every Spring

BMS 562 Theories of Blood Coagulation

This course covers the theoretical aspects of blood coagulation in normal and disease states, including laboratory methods which demonstrate various blood factors.

Credits: 3

Every Fall

BMS 563 Hematology and Body Fluids

The formed elements of the peripheral blood, their precursors, function and structure - including basic methodologies for quantitation of cells and cellular components - are discussed. Normal and abnormal cellular morphologies, their clinical relevance in both the quantitative and qualitative assessment of disease in blood is also emphasized. Other body fluids are also addressed: cerebrospinal, synovial, pericardial, peritoneal, pleural, amniotic fluids and seminal fluid in terms of normal and abnormal findings, methods of collection and assessment.

Credits: 3

Every Fall

BMS 581 Immunology/Serology

The topics covered in this course include innate and adaptive immune systems, Cells and organs of the immune system, types of antigens, antigen recognition by T and B cells at both the cellular and molecular levels, various cellular and autocrine and exocrine interactions that regulate immunity; aberrant Immune activation; cellular, molecular and immunochemistry techniques; humoral and effector mechanisms.

Credits: 3

Every Fall

BMS 585 Immunohematology

This course addresses the many aspects associated with transfusion medicine. Lecture and laboratory coursework are incorporated to address the theoretical aspects of Immunohematology supported by a technical emphasis on laboratory procedures performed in a hospital transfusion service.

A pre requisite of BMS 587 is required.

Credits: 3

Every Fall

BMS 587 Clinical Immunology

In addition to reviewing the cells and tissues of the immune system, specific and non-specific mechanisms of the immune response, the major histo-compatibility complex, hypersensitivities and tumor surveillance of the immune system, this course emphasizes immunologic techniques in the serologic identification of antigens and antibodies. Emphasis is made on measurement of the immune product or reaction which can yield significant information in the clinical differential diagnosis or monitoring the progress of a disorder / disease. Prerequisite course in Immunology is required. *Open to M.S. Clinical Lab Sciences students or instructor permission is required.*

Credits: 3

Every Spring

BMS 591 Medical Microbiology

This course serves three purposes: (1) as a refresher course to those who are in the field; (2) as a prerequisite for further study in microbiology; and (3) as preparation for professional board examinations. The delineation of microbial species: bacteria, fungi, algae, viruses, rickettsiae, chlamydia, protozoa, helminths and other animal parasites implicated in disease are presented. The course covers methods used in diagnostic microbiology as well as medical, clinical, epidemiological and nosocomial aspects of microbial disease states. Additionally, computerization, instrumentation, miniaturization, and DNA recombinant studies applicable to microbiology are covered.

Credits: 3

Every Fall

BMS 594 Mycology/Parasitology

This course examines host parasite relationships relative to disease transmission, pathology, immunology, epidemiology, survey and control. Emphasis on laboratory preparations and diagnosis of parasitic diseases includes those aspects of life cycles that are useful for clinical diagnosis.

Credits: 3

Every Fall and Spring

BMS 609 Laboratory Information Systems

This course describes the selection and evaluation of Laboratory Information Systems (LIS) to coordinate and interface departments of Clinical and Anatomical Pathology in the hospital setting. Problems concerning needs analysis, cost, value of the system and communication through computer technology are addressed. The usefulness of computer operations in charting, graphing, database analysis and on-line Internet services is also presented. Students identify criteria to be considered to evaluate the success of LIS systems, quality management and their competency. Prerequisite coursework in computers is required.

Credits: 1

Every Spring

BMS 610 Histopathology

This course will teach the student the histologic and cellular composition of tissues in different disease states as compared to normal tissue. Emphasis is on major changes observed in tissues undergoing pathologic processes such as: inflammation, degenerations, necrosis, growth disorders; those changes that occur that influence the health and function of normal tissues within various body systems. Examination of pathology slides is an essential course requirement.

Credits: 3

Every Fall

BMS 612 Systems Pathology

At the end of the course, the student should have a comprehensive knowledge regarding various

inflammatory, neoplastic, congenital and acquired disease states affecting various organ systems of human body and to answer questions related to the pathophysiology, diagnosis and prognosis of the disease entities.

Credits: 3

Every Fall and Spring

BMS 651 Pharmacology

The purpose of this course is to understand the use of drugs and mechanisms of action states. The student develops and understanding of the pharmacodynamics and pharmacokinetics of drugs used to treat disease. The consequences and expectations of the drugs being administered (considering its pharmacodynamics, pharmacognosy and pharmacokinetics) in that specific patient are presented.

Credits: 3

Every Spring

BMS 652 Clinical Chemistry II & Instrumentation

This is an advanced course designed to provide in-depth understanding of the medical approach to evaluating disorders. Several topics are presented for review, analysis and discussion. This course also has a laboratory component which provides further emphasis about medically significant analytes.

Prerequisite of BMS 551 is required.

Credits: 3

Every Fall

BMS 656 Molecular Diagnostics

Molecular diagnostics is the application of methods in molecular biology to the diagnosis of disease. Molecular biology examines what is going on inside the cell at the DNA/RNA/protein level. This course surveys some of the standard techniques used in molecular biology: cloning, blotting, cell extracts, polymerase chain reaction (PCR), DNA sequencing, and microarrays. Formal lectures are followed by experiments in a laboratory equipped to perform many of the aforementioned techniques. Most of these techniques represent transferable technologies that may be used in various fields; i.e., forensic pathology, clinical laboratory medicine and cancer screening.

Credits: 3

Every Fall and Spring

BMS 661 Hematological Malignancies

In-depth coverage of concepts of cell origin and differentiation, as well as the molecular concepts of disease and current trends in research are covered. Quality control experience in lab practice, marrow differential counts, histochemical and biochemical techniques are included in-depth.

Prerequisite of BMS 561 is required.

Credits: 3

On Demand

BMS 673 Molecular & Cellular Biology of Cancer

This course covers molecular biology of cancer, intrinsic and extrinsic factors that regulate cancer,

cell cycle regulation, oncogenesis, tumor markers, angiogenesis, senescence, apoptosis, metastasis, immune and biotherapy. This course covers the assessment of the effects of various biological disciplines, i.e., genetics, biochemistry, virology, endocrinology, pathology, pharmacology, hematology and immunology, upon past and present efforts in cancer research.

Credits: 3

Every Spring

BMS 687 Molecular Immunology

This course examines immunology with emphasis on current areas of research. The course is designed to give a broad but thorough covering of Immunology with an emphasis on regulation of immunoglobulin gene rearrangement, B-cell and T cell differentiation, determination of self from non-self and antigen recognition by T and B cells at both the cellular and molecular levels; various cellular and autocrine and exocrine interactions that regulate immunity, receptor-mediated triggering of cellular responses via second messengers, the cellular, humoral and effector mechanisms; tumor immunology, immunotherapy and tumor vaccines.

A pre requisite of BMS 581 or BMS 587 is required.

Credits: 3

Every Spring

BMS 691 Infectious Diseases

Isolation, identification and significance of microorganisms implicated in disease and as encountered in the clinical microbiology laboratory are covered in-depth. The significance of saprophytes found in the clinical specimen, unusual isolates and findings are discussed. Proficiency testing implemented as part of the practical microbiology, computerization, instrumentation, miniaturization and DNA recombinant studies applicable to microbiology are reviewed.

Credits: 3

On Demand

BMS 693 Advanced Topics in Cancer Research

This course will cover current topics in cancer biology including oncogenes, tumor suppressors, metastasis, cell cycle, apoptosis, and DNA repair in a 3-module format. Additionally, topics related to treatment of cancer (basic pharmacology, clinical pharmacology, mechanism of action, and development of resistance) will be covered. Each semester, three specific topics will be chosen and the students will be assigned readings from the primary literature and these articles will be discussed in a journal club format during sessions.

A pre requisite of BMS 673 is required.

Credits: 3

On Demand

BMS 698 Medical Virology

Isolation, identification and classification of the viruses in man and animals with application to disease states such as causes, diagnosis and

prevention are examined. Prerequisite: Course in biochemistry or molecular biology.

Credits: 3

Every Spring

BMS 700 Selected Problems in Laboratory Medicine

This course examines a research problem under the guidance of a member of the Department of Biomedical Sciences faculty. Open only to matriculated students. Students may register only once for this course. Credit value is restricted to 1 or 2 credits and requires the approval of the chairperson, the Graduate Committee and the mentor. Open only to matriculated students.

Credits: 1 to 2

On Occasion

BMS 703 Research Methods

This is a course designed to provide practical tools for initiation and development of a research proposal. The scientific approaches to problem-solving, data collection and analysis are discussed.

Credits: 3

Every Fall, Spring and Summer

BMS 703C Research Methods

This is a course designed to provide practical tools for initiation and development of a research proposal. The scientific approaches to problem-solving, data collection and analysis are discussed. Only open to students enrolled in the Cardiovascular Perfusion program.

Open to Cardiovascular Perfusion students only.

BMS 704 Clinical Research Thesis

This course is a clinical research project designed to develop and enhance research skills appropriate to the area of specialization chosen for the M.S. degree. The research data is obtained from a health care facility, academic setting, business or industry, community program or clinical research facility. The collected data is analyzed and a thesis is written and presented to the department. Open only to matriculated students with approval by department chairperson, Graduate Committee and mentor.

Prerequisite of BMS 703 is required.

Credits: 3

Every Semester

BMS 704C Clinical Research Thesis

This course is a clinical research project designed to develop and enhance research skills appropriate to the area of specialization chosen for the M.S. degree. The research data is obtained from a health care facility, academic setting, business or industry, community program or clinical research facility. The collected data is analyzed and a thesis is written and presented to the department. Open only to matriculated students with approval by department chairperson, Graduate Committee and mentor.

Prerequisite of BMS 703 and a Cardiovascular Perfusion major is required.

BMS 705 Selected Topics in Medical Biology

This seminar course deals with current topics and critiques and evaluates techniques used in an area of specialization in Medical Biology. These include Medical Chemistry, Hematology, Immunology and Medical Microbiology. Different topics are offered during an academic year. Open only to matriculated students.

Credits: 3

On Occasion

BMS 706 Research Project

This course provides another option for successful completion of the Master of Science degree through the completion of a research project. Open only to matriculated students with approval by department chairperson, Graduate Committee and mentor.

Prerequisite of BMS 703 is required.

Credits: 3

Every Semester

BMS 708 Experimental Research Thesis

For experimental theses, the model system may be animals, tissue cells or microbial agents. The topic selection for experimental thesis is generally decided by the mentor. The student (with the help of the mentor) has to have logically defined objectives and a clear hypothesis. In this course the student has to carry out the experiments, review relevant literature, collect all research data, formulate graphs, figures or tables and write the results, discussion, summary, conclusions and defend the thesis with a PowerPoint presentation.

Prerequisite of BMS 703 is required.

Credits: 3

Every Semester

BMS 709 Clinical Management Project

This course is designed for the Clinical Laboratory Management M.S. degree candidate who will address a management problem within the clinical setting. Examples of some project topics include: motivation of co-workers, organization and communication improvements, measuring group effectiveness, selection criteria for employees, appraisals of laboratory personnel, staffing, development of educational activities, implementation of procedures, budgeting cost analysis, workloads, inventory management and cost-containment measures. Problems should be defined, solutions suggested and tested and a project paper (Thesis) written and defended. Open only to matriculated students with approval of department chairperson, Graduate Committee and mentor.

Prerequisite of BMS 703 is required.

BMS 710 Advanced Topics in Clinical Laboratory Science

Student will select an advanced topic of current scientific, clinical and/or professional importance in a specialized area of the clinical laboratory of their choice, based on their practicum experiences. Suggested projects may include, but not limited to, an analysis of selected techniques, an interesting case study, new methodologies, laboratory

processes, or applications of LIS or analytical instrumentation. The student will be required to submit a proposal of the practicum project to a faculty member with expertise in the chosen laboratory discipline, who will approve the topic and who will also supervise and grade the final project. After conducting this independent study, the student will in a critical and analytical manner, write a paper on her/his chosen topic in review format.

Pre Requisites: BMS 562, 563, 585, 591 and 652

Credits: 3

Annually

BMS 759 Practicum in Clinical Chemistry/Urinalysis

The student will work with assigned preceptors at assigned clinical sites learning the techniques, procedures, instrumentation, and rationale of routine and special chemistry tests. The rationale of clinical significance will be addressed. 40 hour week for 6 weeks = 240 hours. Routine urinalysis will be instructed for one week; special chemistry involving esoteric chemistry methodologies for one week. Enrollment Requirement: minimum GPA 3.0 in didactic courses in the program and successful interview. Program director permission required.

Credits: 3

Every Spring

BMS 769 Practicum in Hematology, Coagulation, Histotechniques

The students will work with assigned preceptors at assigned clinical sites to learn to perform and to troubleshoot with instrumentation routine and specialized tests in hematology and coagulation. The rationale of clinical significance will be addressed. Students will learn to perform techniques in the histology department. 40 hour week for 6 weeks = 240 hours. Special Hematology for one week and Coagulation for one week. Enrollment Requirement: minimum GPA 3.0 in didactic courses in the program and successful interview. Program director permission required.

Credits: 3

Every Spring

BMS 789 Practicum in Immunohematology/ Clinical Immunology

The students will work with assigned preceptors at the assigned clinical site learning routine and advanced techniques of blood banking procedures and techniques. All aspects of transfusion medicine will be addressed. Two weeks will be dedicated to the clinical immunology lab learning various molecular and immunological procedures and their associated clinical significance. 40 hour week for 6 weeks = 240 hours. Enrollment Requirement: minimum GPA 3.0 in didactic courses in the program and successful interview. Program director permission required.

Credits: 3

Every Spring

BMS 799 Practicum in Microbiology

The student will learn under the direction of preceptors at the assigned clinical sites to isolate, culture and identify bacterial, fungal, and parasitic pathogens. 40 hour week for 6 weeks = 240 hours. Enrollment Requirement: minimum GPA 3.0 in didactic courses in the program and successful interview. Program director permission required.

Credits: 3

Every Spring

M.S. in Nutrition

The Master of Science in Nutrition (M.S. in Nutrition) prepares students to assume leadership positions in the nutrition profession and can offer allied health professionals a better understanding of nutrition and its implications in health and disease. The program is designed to enhance professional qualifications. The student chooses electives, which offer a variety of challenging courses for advanced study in clinical nutrition, nutrition and exercise physiology, geriatric nutrition and more. Electives complement a core curriculum of nutrition science, research methods, biomedical statistics as well as communication, education and counseling skills. Students also complete a thesis as a culminating experience of the degree. Graduates of our programs are skilled registered dietitian nutritionists (RDN) and allied health professionals who work in a wide range of settings, including hospitals, extended care facilities, community health programs and public health agencies. In addition, exciting career opportunities exist in areas such as advertising; food service, including manufacturing and distribution, restaurants and catering; pharmaceutical companies; sports programs; higher education in colleges and universities, teaching hospitals and medical schools; corporate; community and public health and wellness consultation.

The M.S. in Nutrition program is 36 credits. For students who are accepted to the LIU Post Dietetic Internship (DI), the DI includes 14 graduate credits that can be applied to the M.S. in Nutrition program. The M.S. in Nutrition is NOT a route to becoming a Registered Dietitian Nutritionist (RDN). Applicants who are interested in becoming an RDN should refer to the B.S. in Nutrition and Dietetics program or the MS/RDN Professional Program.

ADMISSION REQUIREMENTS

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

- LIU Application for Admission
- Application fee: non-refundable
- Official copies of your undergraduate and/or graduate transcripts from any accredited college(s) or universities you have attended. Applicant must have a minimum GPA of 2.75.
- Applicants for admission must have completed the following courses at the undergraduate level: one (1) year of biology (to include Anatomy and Physiology) and four (4) semesters or a total of 16 credits in chemistry (to include General/Inorganic, Organic and Biochemistry*). In addition, students who have not completed an undergraduate major in nutrition must complete the following undergraduate courses or the equivalent as

prerequisites to the M.S. program:

NTR 100 Concepts in Nutrition
NTR 101 Contemporary Nutrition Strategies
NTR 211 Medical Nutrition Therapy I
NTR 212 Medical Nutrition Therapy II

- Students who meet the standards for admission (including a 2.75 grade point average (GPA)) may be matriculated upon admission to the program. Other students, after fulfilling admission and undergraduate requirements and completing 12 graduate credits with an average of "B" or better, may apply through the academic advisor to the Graduate Admissions Office for matriculation status. No more than 12 graduate credits may be taken by limited matriculated students.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program. Letters of recommendation must be submitted on the institution's letterhead and signed by the letter writer.
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study
*An undergraduate or graduate level biochemistry course must have been completed successfully within the last three years of enrollment in the program.

Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5. International applicants to the graduate program must include an original World Education Services (WES) evaluation with their application.

Send application materials to:

LIU Post Graduate Admissions Office
720 Northern Boulevard
Brookville, N.Y. 11548-1300
Fax: 516-299-2137
E-mail: post-enroll@liu.edu

M.S. Nutrition

{Program Code: 78394}

Core Nutrition Requirements (6 courses - 18 credits)

Nutrition Required Courses (4 core courses - 12 credits)

NTR	540	Biomedical Statistics	3.00
NTR	604	Nutrition in the Life Cycle	3.00
NTR	626	Advanced Counseling Skills	3.00
NTR	630	Advanced Nutrition	3.00

One of the following: (1 course - 3 credits)

NTR	703	Research Methods	3.00
NTR	707	Preparation of Thesis Proposal	3.00

One of the following: (1 course - 3 credits)

NTR	704	Clinical Research Thesis	3.00
NTR	706	Research Project	3.00
NTR	708	Experimental Research Thesis	3.00

Elective Requirements (18 credits)

36 Credits is required for the M.S. in Nutrition Degree

Elective Courses

BMS	513	Biochemistry	3.00
BMS	520	Pathophysiology	3.00
BMS	612	Systems Pathology	3.00
NTR	602	Nutrition Assessment	3.00
NTR	603	Diabetes Management	3.00
NTR	604	Nutrition In the Life Cycle	3.00
NTR	605	Nutrition in Geriatrics	3.00
NTR	606	Communications and Education Skills in Nutrition	3.00
NTR	607	Clinical Nutrition	3.00
NTR	608	Field Experience in Nutrition	3.00
NTR	611	Concepts for Nutrition Practice	1.00
NTR	612	Enteral and Parenteral Nutrition	3.00
NTR	613	DI Clinical I- Supervised Practice	3.00
NTR	614	DI Clinical II- Supervised Practice	3.00
NTR	615	DI Clinical Seminar I	1.00
NTR	616	Dietetic Internship Clinical Seminar II	3.00
NTR	617	Weight Management	3.00
NTR	618	Advanced Energy & Exercise	3.00
NTR	619	Sports Nutrition and Exercise Physiology	3.00
NTR	620	Eating Disorders I	3.00
NTR	621	Eating Disorders II	3.00
NTR	622	Eating Disorders: Programs and Treatments	3.00
NTR	625	Renal Nutrition	3.00
NTR	705	Selected Topics in Nutrition	3.00

Credit and GPA Requirements

Minimum Total Credits: 36-42
 Minimum Major GPA: 3.00

M.S. in Registered Dietician Nutritionist

MS in Registered Dietician Nutritionist

The following are required:

NTR	611	Concepts For Nutrition Practice	1.00
NTR	627	Food Service	2.00
NTR	628	Advanced Medical Nutrition Therapy I	3.00
NTR	633	Nutrition Clerkship I	3.00
NTR	703	Research Methods	3.00

The following are required:

NTR	626	Advanced Counseling Skills	3.00
NTR	629	Advanced Medical Nutrition Therapy 2	0.00
NTR	630	Advanced Nutrition Metabolism	3.00
NTR	634	Nutrition Clerkship II	3.00

The following are required:

NTR	631	Leadership	2.00
NTR	632	Public Health Nutrition	3.00

The following are required:

NTR	604	Nutrition In The Life Cycle	3.00
NTR	635	Nutrition Clerkship III	3.00
NTR	706	Research Project	3.00

Credit and GPA Requirements

Minimum Total Credits: 38
 Minimum Major GPA: 3.00

Advanced Certificate in Dietetics (Dietetic Internship)

The Dietetic Internship (DI) is a graduate-level advanced certificate program accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics. The DI prepares students to sit for the registration examination for dietitians. Upon passing the exam, a student becomes a Registered Dietitian Nutritionist (RDN).

Through coursework and supervised clinical experiences, students are equipped with the skills and knowledge to serve communities through the promotion of optimal nutrition, health and well-being. The need for dietetics practitioners is expected to increase as the health care community places a greater emphasis on the benefits of

healthy eating, disease prevention and medical nutrition therapy.

The DI offers two concentrations, Medical Nutrition Therapy (MNT) and Health and Wellness (H&W), each of which comprises 14 credits: 6 graduate credits in the supervised practice and 8 graduate credits in classroom coursework for a total of 1221 hours. The DI is affiliated with more than 80 facilities on Long Island, the New York City boroughs, and the surrounding area and includes a variety of experiences to give the intern a broad view of the field of dietetics. Sites include hospitals, community centers, long-term care facilities, ambulatory care units, school districts and food service organizations. Each intern experiences eight rotations tailored to individual preferences and past experiences. Graduate coursework that complements the supervised practice is also part of the program. Students may choose to complete only the advanced certificate program and are not required to complete the M.S. degree in Nutrition.

ADMISSION REQUIREMENTS

Students wishing to apply to the Dietetic Internship must have a baccalaureate degree and have completed an ACEND accredited Didactic Program in Dietetics (DPD). Students with a degree in another discipline must satisfy the requirements of a DPD prior to application to the DI.

Twenty students will be accepted for the Fall semester only.

- Application deadline for Fall entry: February 15
- Dietetic Internship Application from the Dietetic Internship Centralized Application System (DICAS) is available at <https://portal.dicas.org> Application is available sometime in December for the February deadline. There is a non-refundable application fee for the first application and for each additional dietetic internship application. All required documents are submitted to DICAS. The following is included as part of the DICAS application process:
 - Official copies of undergraduate and/or graduate transcripts for proof of baccalaureate or master’s degree and Didactic Program in Dietetics (DPD) requirements. The student must have maintained a minimum GPA of 3.0 in major courses (food and nutrition).
 - Three letters of recommendation (two from faculty from the student's undergraduate nutrition program, and one from a work employer).
 - One copy of the Declaration of Intent to complete the degree and minimal Academic Requirements or one copy of the Didactic Program in Dietetics Verification Statement.
 - Personal statement that describes interest in

pursuing the LIU Post DI.

Applicants must also complete the computer matching process with D & D Digital online at www.dnddigital.com for a \$55 fee. Prospective students will also be required to fulfill the following admissions criteria:

- LIU Application for Graduate Admissions.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

DIETETIC INTERNSHIP ACADEMIC CALENDAR

The LIU Post Dietetic Internship (DI) is completed in 40 weeks, from early September to mid-June.

Dietetic Internship Certificate of Advanced Studies (14 credits)

Course	Title	Credits
NTR 611	Concepts for Nutrition Practice (Fall)	1.0
NTR 613	DI Clinical I (Fall) – Supervised Practice	3.0
NTR 614	DI Clinical II (Spring) – Supervised Practice	3.0
NTR 615	DI Clinical Seminar I (Fall)	1.0
NTR 616	DI Clinical Seminar II (Spring)	3.0
NTR 626	Advanced Counseling Skills (Fall)	3.0

At the beginning of the fall semester, interns attend an orientation to the program for a review of the policies and procedures and receive the *DI Manual*. In addition to the orientation, the interns take an intense, one-credit course, NTR 611, *Concepts for Nutrition Practice* prior to the supervised practice experience. The interns also take NTR 626, *Advanced Counseling Skills* in the fall semester. The supervised practice experience is in addition to the graduate coursework and totals 1152 hours (32 hours per week for 36 weeks). Another 69 hours of alternate practice experiences are completed in NTR 611, 615, 616, and 626.

The MNT concentration provides varied

experiences in different settings off-campus including hospitals, long-term care facilities, renal dialysis units, outpatient (counseling) settings, schools and community organizations. Interns in the MNT concentration spend a longer amount of time in the hospital and long-term care settings (i.e., 17 weeks) and are required to demonstrate competency at a deeper level in the clinical setting. For example, MNT concentration-specific competencies include developing and presenting an in-service to the clinical dietitians at their hospital rotation on a current/emerging clinical nutrition research topic that is relevant to their patient population at the facility. Interns in the MNT concentration are also required to conduct nutrition assessments on patients receiving parenteral nutrition. The latter two assignments demonstrate an advanced level of proficiency in the clinical setting, which is expected of interns in the MNT concentration.

Interns in the **H&W concentration** focus on preventative measures to help individuals avoid disease and improve wellness through a variety of educational and counseling interventions. Interns in the H&W concentration complete the community, school food service, and counseling rotations on the LIU Post campus in collaboration with the counseling center, athletic department, dining services and campus community. Interns interested in the H&W concentrations need a strong foundation of oral communication and potential for leadership, organizational skills, and the ability to be a self-starter. Interns in the H&W concentration work as a team as well as individually; they follow their clients weekly as needed, and they spend a shorter amount of time in the clinical settings (hospital and long-term care - i.e., 14 weeks). The H&W concentration-specific competencies include: designing, implementing, and evaluating a workshop on nutrition for athletic performance for a college sports team that includes team-specific outcomes; and demonstrating effective use of Motivational Interviewing (MI) and/or Cognitive Behavioral Therapy (CBT) with clients while managing a caseload usually ranging from 10-15 clients for the semester.

Rotations for each concentration are as follows:

Concentration:	Concentration:
MEDICAL NUTRITION THERAPY	HEALTH and WELLNESS

- Hospital (12 weeks)
- Renal (2-3 weeks)
- Long Term Care (5 weeks)
- Counseling & Education (2 weeks)
- Community Agency (4-5 weeks)
- Institutional Food Service (4 weeks)
- School Food Service (3 weeks)
- Research (3 weeks)
- Hospital (10 weeks)
- Renal (2 weeks)
- Long Term Care (4 weeks)
- Institutional Food Service (4 weeks)
- Campus Rotation (13 weeks):
Counseling and Education (5 weeks);
Community (5 weeks);
School Food Service (3 weeks)
- Research (3 weeks)

Supervised Practice Rotations:

Hospital: As an introduction to clinical care, the intern will learn about the role of the RD in a hospital setting. The rotation includes exposure to various medical conditions and fields of medicine, including, but not limited to, cardiology, diabetes, gastroenterology and oncology, surgery, and nutrition support/critical care. At the conclusion of the hospital rotation, the interns will be able to complete the NCP, including appropriate chart documentation and implementation of nutrition intervention(s) in an acute care setting.

Renal: This experience takes place in the specialized setting of a dialysis unit in an outpatient setting. Emphasis is on the nutrition care of clients diagnosed with end-stage renal disease. At the conclusion of the rotation, the interns are able to complete the NCP, including appropriate chart documentation and implementation of nutrition intervention(s) for dialysis patients.

Long-Term Care (LTC): This placement provides the interns with exposure to the role of the dietitian in an LTC skilled nursing facility highlighting the special needs of institutionalized individuals. At the conclusion of the rotation, the interns are able to complete the NCP, including appropriate chart documentation and implementation of nutrition intervention(s) in sub-acute care, rehabilitation, daycare and long-term care. The interns are able to distinguish the roles of each health care member and participate in interdisciplinary team meetings.

Food Service: This experience provides the interns with exposure to all aspects of the food

service operation including daily procedures as well as the managerial functions of the Food Service Director in a hospital or LTC setting (institutional food service) and school food service (school setting). At the conclusion of the food service rotations, the interns are able to operate in all areas of food service that includes menu planning, ordering, receiving, storage, delivery, production and management of providing food service for the clientele.

Community: In this rotation, the interns are exposed to the role of the dietitian in the community setting with various populations and diverse cultures. Emphasis is on nutrition education and communication skills. Community sites for the MNT concentration include senior centers, food banks, group homes for disabled adults, cooperative extensions and retail supermarkets. The community rotation for the H&W emphasis is completed on the campus with activities that serve the entire LIU Post population being served and construct appropriate educational presentations and written materials to inform the target audience about nutrition.

Counseling and Education: This rotation provides the interns with exposure to the role of the dietitian in an outpatient setting. Emphasis will be on nutrition counseling and the education of individuals and groups. Some examples of settings for the MNT emphasis include centers for diabetes, cardiac rehabilitation, private practices, and pediatric centers. The site for the H&W emphasis is the LIU Post Center for Healthy Living. At the conclusion of the counseling and education rotation, the interns are able to practice counseling skills with diverse clients/patients and produce educational materials appropriate for the target audience.

Research: In this experience, the interns conduct a survey with students of the LIU Post community that is related to nutrition attitudes, beliefs, and practices toward food, nutrition and health. The interns work in groups to complete the research process. At the conclusion of the research rotation, the interns are able to design and test a survey, request IRB approval, write a review of literature and research proposal, collect and analyze data, write a manuscript for publication and developing a poster for presentation.

Advanced Certificate in Dietetics (Dietetic Internship)

{Program Code: 89098}

Dietetic internship Requirements

Required Courses (14 credits)

NTR	611	Concepts For Nutrition Practice	1.00
NTR	613	Dietetic Internship Clinical Experience	3.00
NTR	614	Dietetic Internship Clinical Experience	3.00

LIU Post

NTR	615	Dietetic Internship Clinical Seminar I	1.00
NTR	616	Dietetic Internship Clinical Seminar II	3.00
NTR	626	Advanced Counseling Skills	3.00

Credit and GPA Requirements

Minimum Total Credits: 14

Minimum Major GPA: 3.00

Nutrition Courses

NTR 540 Biomedical Statistics

Fundamentals of statistics as applied to medical and biological sciences. Measures of central tendency and variability; theory of sampling; theory of estimation; sample frequency functions; confidence limits; null hypothesis; linear regression and correlation; chi-square test; F-test and analysis of variance; elements of sequential analysis; statistical techniques adapted to laboratory quality control; design of experiments.

Credits: 3

Every Spring

NTR 603 Diabetes Management

The pathophysiology, complications and treatment modalities of Type 1, Type 2 and gestational diabetes are explored in this course. In addition, effective methods to educate individuals with diabetes are discussed.

Prerequisite of NTR 212 or its equivalents are required.

Credits: 3

Alternate Years

NTR 604 Nutrition In The Life Cycle

Changes in nutrition requirements during the human life cycle are examined, particularly as related to growth, development and aging. Psychosocial aspects of food intake are included. Current understanding of special needs, developmental characteristics and risks or issues common to various age groups are examined.

Prerequisite of NTR 211 or its equivalents are required.

Credits: 3

Alternate Years

NTR 605 Nutrition In Geriatrics

Physiological, psychological, environmental and sociological influences on nutrition among older persons. Emphasis on food intake and nutritional status of older persons in institutionalized and community settings. Geriatric field experience is required.

Prerequisite of NTR 212 or its equivalents are required.

Credits: 3

Alternate Years

NTR 606 Communication and Education Skills in Nutrition

This course will provide the student with interpersonal skills essential for effective nutrition practice. Addresses notable theoretical frameworks for health/nutrition education programs. Program components including needs assessment, performance objectives, implementation strategies, and evaluation. Includes interventions specific to small group patient education.

Prerequisite of NTR 211 or its equivalents are required.

Credits: 3

Alternate Spring

NTR 607 Clinical Nutrition

Examines the biochemical and medical background of a wide variety of clinical conditions with specific application to the theory of prevention, the nutritional treatment or management. The procedures followed for the nutritional assessment, planning, implementation and evaluation of the clients are presented.

Prerequisite of NTR 212 or its equivalents are required.

Credits: 3

Alternate Years

NTR 611 Concepts For Nutrition Practice

A course to bridge theory and practice for the dietetic interns as they prepare to begin their supervised practice experiences. Activities and assignments include application of medical terminology, practice of the Nutrition Care Process (NCP) using case scenarios, and development of lesson plans and menus. Oral communications and writing guidelines are reviewed. Only open to DI students.

Co-requisites of NTR 613 & 614 are required.

Credits: 1

Every Fall

NTR 612 Enteral & Parenteral Nutrition

The specifics of enteral and parenteral nutrition for prevention and treatment of undernutrition. The theoretical components of nutrition support will provide a basis for the recommendation of appropriate feeding regimens for clients.

Prerequisite of NTR 212 or its equivalents are required.

Credits: 3

Alternate Years

NTR 613 Dietetic Internship Clinical Experience

Interns rotate at various supervised practice sites over 13 weeks. Experiences may include hospital, long-term care, renal dialysis, institutional food service, school food service, community nutrition, counseling and education, and research. The rotation schedule is provided by the Program Director (PD); rotations not completed during NTR 613 in the fall are completed during NTR 614 in the spring.

Prerequisite of acceptance into DI program in nutrition is required.

Credits: 3

Every Fall

NTR 614 Dietetic Internship Clinical Experience

Interns rotate at various supervised practice sites over 23 weeks. Experiences may include hospital, long-term care, renal dialysis, institutional food service, school food service, community nutrition, counseling and education, and research. The rotation schedule is provided by the Program Director (PD); rotations not completed during NTR 614 in the spring were completed during NTR 613 in the fall.

Prerequisite of acceptance into DI program in nutrition is required.

Credits: 3

Every Spring

NTR 615 Dietetic Internship Clinical Seminar I

Didactic information about medical nutrition therapy (MNT) and practical application that incorporates the Nutrition Care Process (NCP) using case scenarios is covered. Interns share their experiences from supervised practice rotations, present their clinical case studies to the class, and practice mentoring undergraduate students enrolled in the LIU Post Didactic Program in Dietetics (DPD). Only open to DI students.

Co-requisite of NTR 613 or 614 is required.

Credits: 1

Every Fall

NTR 616 Dietetic Internship Clinical Seminar II

Didactic information about medical nutrition therapy (MNT) and practical application that incorporates the Nutrition Care Process (NCP) using case scenarios is covered. Interns share their experiences from supervised practice rotations and present their clinical case studies to the class. This course will also incorporate simulated experiences that interns may not consistently experience in their supervised practice that cover the following areas: conducting telenutrition sessions, creating a business plan, assessing maternal and infant nutrition, and practicing coding and billing for dietetic services. Only open to DI students. Only open to DI students.

Co-requisite of NTR 613 or 614 is required.

Credits: 3

Every Spring

NTR 617 Weight Management

In-depth review of energy metabolism and the dimensions of obesity, including etiology, appetite regulation, and endocrine factors, various methods of treatment, including behavioral approaches, counseling, and exercise.

Prerequisite of NTR 211 or its equivalents are required.

Credits: 3

Alternate Years

NTR 618 Advanced Energy & Exercise

This course will identify the physiological role of the macronutrients in exercise: aerobic and anaerobic; and the energy systems required for physical activity will be reviewed. Nutrition and exercise prescriptions for athletes will be discussed, as well as techniques needed to conduct body composition and fitness testing.

Prerequisite of C or better in NTR 100 is required.

Credits: 3

Annually

NTR 619 Sports Nutrition and Exercise Physiology

To develop a comprehensive understanding of the role nutrients play in athletic training,

exercise/recovery and performance. This class is designed to integrate current scientific knowledge of nutrition and sports with the physiology of exercise/training. Examined components will emphasize micronutrients (vitamin/mineral) and water as related to wellness, physical fitness and sports performance. Students learn optimum nutrition requirements for various sports. Exploration of current peer reviewed research will show sport specific improvement trends. Additionally, performance influencing ergogenic aids and their individual efficiency and effectiveness will be addressed.

Prerequisite of C or better in NTR 100 is required.

Credits: 3

Alternate Years

NTR 620 Eating Disorders I

This course is designed to provide students with a comprehensive overview of the epidemiology, pathophysiology, prevention and treatment of eating disorders. The integration of nutritional, medical and psychological treatments in outpatient, day treatment, and inpatient settings will be emphasized. Current research findings will be incorporated into course work throughout the semester.

Credits: 3

On Occasion

NTR 622 Eating Disorders: Programs and Treatment

This 3-credit course is designed to provide students with a comprehensive overview of the epidemiology, pathophysiology, prevention and treatment of eating disorders and disordered eating. The integration of nutritional, medical and psychological treatments of eating disorders in outpatient, day treatment, and inpatient settings will be emphasized. A didactic foundation in medical nutrition therapy (MNT), nutrition education and nutrition counseling of patients with eating disorders and disordered eating will be provided, with the role of the nutritionist in a multidisciplinary team emphasized.

Prerequisite of NTR 211 or its equivalents are required.

Credits: 3

On Occasion

NTR 626 Advanced Counseling Skills

This course is designed to provide students with a conceptual basis for patient-centered nutrition counseling. Focus on developing non-verbal and verbal skills to understand nutrition-related problems from the patient's perspective and to engage the patient in problem-solving processes. Skill development progresses from paper and pencil exercises to simulated patient counseling sessions.

Prerequisite of NTR 211 or its equivalents are required.

Credits: 3

Every Fall

NTR 628 Advanced Medical Nutrition Therapy I

This is a 3-credit course that will cover the pathophysiology and medical nutrition therapy for specific disorders and diseases. In this initial semester, the cause, prevention and treatment of certain medical conditions such as liver disease, diabetes mellitus, and cardiovascular disease will be examined. Nutritional

assessment techniques will be reviewed to evaluate dietary, biochemical, and anthropometric changes that relate to nutrition and disease processes. Case studies will be incorporated into the course to develop clinical practice skills and SEL experiences will allow for continuous assessment and reflection on skills and

competencies. Theories and concepts will be applied through a variety of methods such as nutrition assessment, care plans, chart notes, and case studies. Practical applications of tools and techniques including Nutrition Focused Physical Exams (NFPE) used for assessment and management of nutritional status will be covered including practice with an Electronic Health Record

Credits: 3

Not Set

NTR 633 Nutrition Clerkship I

This is a 3-credit course that serves as an introduction to the various roles of the RDN. The students will spend at least 220 hours on site in various areas of practice including, Institutional Food Service (IFS) establishments, School Food Service (SFS) establishments, Long Term Care (LTC) centers and other community (CA) settings. The students will be continuously assessed by their preceptors as well as the Program Director (PD) and/or Clinical Instructor (CI) throughout their time within each of the practice setting areas. Assessments will include the evaluation of student work in the areas of food demonstrations, in-services, nutritional assessments, menu planning/development, etc.

Credits: 3

Not Set

NTR 700 Special Problems in Nutrition

Research problem under the guidance of a member of the department faculty. Students may register only once for this course. One 1 or 2 credits, to be determined with the approval of the Department Chair, the Graduate Committee, and mentor.

Open only to matriculated students.

Credits: 1 to 3

Cross-Listings: NTR 700, NTR 700

On Demand

NTR 703 Research Methods

Provides the students with practical tools for the initiation and development of a research proposal. The scientific approach to problem solving, data collection and analysis.

Prerequisite of NTR 540 is required.

Credits: 3

Every Fall

NTR 704 Clinical Research Thesis

A clinical research project designed to develop and enhance research skills appropriate to the area of specialization chosen for the MS degree. The research data will be obtained from a health care facility, academic setting, business or industry, community program, or clinical research facility.

The collected data will be analyzed and a thesis will be written and presented to the department. Open only to matriculated students with approval by the Department Chair, Graduate Committee, and Mentor.

Prerequisite of NTR 703 is required.

Credits: 3

Every Semester

NTR 705 Selected Topics in Nutrition

This seminar course deals with current topics and critiques, and evaluates techniques used in an area of specialization in nutrition. Different topics are offered during an academic year.

Prerequisite of NTR 212 or its equivalents are required.

Credits: 1 to 3

On Occasion

NTR 705S Selected Topics in Nutrition

This seminar course deals with current topics and critiques, and evaluates techniques used in an area of specialization in nutrition. Different topics are offered during an academic year.

Prerequisite of NTR 212 or its equivalents are required.

Credits: 1 to 3

On Occasion

NTR 706 Research Project

This course provides another option for successful completion of MS degree in Nutrition through the completion of a library research project in the specialty. Open only to matriculated students with approval by the Department Chair, Graduate Committee and Mentor.

Prerequisite of NTR 703 is required.

Credits: 3

Every Semester

DEPARTMENT OF NURSING

The Department of Nursing in the School of Health Professions and Nursing offers an accredited graduate program that prepares nurses to become strong, effective leaders who excel in clinical management. The School offers a Master of Science degree in Family Nurse Practitioner (FNP).

The Baccalaureate degree in Nursing and Master's degree in Nursing at LIU Post is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington DC 20001, (202)887-6791.

The core curriculum for the M.S. degrees includes coursework in Nursing Theory, Issues in Professional Nursing for Advanced Practice Nurses, and Nursing Research.

We offer individualized attention and small classes to accommodate the needs of the Registered Nurse. Faculty members are available to answer questions and prospective students are encouraged to contact the Department of Nursing for further information about the programs of study.

M.S. in Family Nurse Practitioner

In New York State, family nurse practitioners practice autonomously and have the authority to diagnose, manage, and prescribe medications for families within their scope of practice. LIU Post offers the Master of Science for the baccalaureate-prepared registered nurse, who is interested in pursuing the role of a Family Nurse Practitioner (FNP). This 46-credit program is fully accredited by the Commission on Collegiate Nursing Education (CCNE) and is registered with the New York State Department of Education (NYSED). The program is open to BSN-prepared Registered Nurses to complete a Master's of Science degree as a Family Nurse Practitioner with eligibility to sit for the national FNP board certification exams. The program is designed to be completed in seven (7) semesters including summer semesters. Graduates of the program are eligible for New York State Licensure as an FNP and are eligible for national board certification through the national certifying agencies (American Nurses Credentialing Center and American Academy of Nurse Practitioners Certification Program).

The baccalaureate degree programs in nursing and master's degree program in nursing at LIU Post are accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington DC 20001, (202)887-6791.

ADMISSION REQUIREMENTS

Applicants to the M.S. in Family Nurse Practitioner (FNP) must meet the following requirements for admission.

- Application for Admission (Application deadline for the following fall semester is August 1st)
- Application fee (non-refundable)
- Official copies of all undergraduate and/or graduate transcripts from any college(s) or universities attended
- A minimum overall GPA of 3.0
- A Baccalaureate degree in Nursing is required
- International students are also required to achieve a minimum Test of English as a Foreign Language (TOEFL) score of 85; Internet-based (a minimum listening score of 22 is also required); 225 Computer-based; or 563 Paper-based. An International English Language Testing System (IELTS) score of 7.5 or above is also acceptable.
- Required prerequisite undergraduate courses in Statistics, Research, and Health Assessment must be completed with a minimum grade of "B" and taken within 5 years of entry to the FNP program.
- Possess a current New York State Registered Nurse license with current active registration.
- Preferred one-year recent experience in a clinical area requiring acute care skills, such as hospital setting, specialty office practices, family medicine, internal medicine, community clinics, or home care.
- A minimum of two letters of recommendation is required. These reference letters must be from a practicing Adult or Family NP, MD, or DO and address the applicants' clinical acumen. Letters from other professionals will be evaluated individually.
- A current resume and a personal statement describing their reason for becoming an FNP as well as their personal vision for their professional FNP practice.
- The Director of the Family Nurse Practitioner program or their designee will interview all applicants.

Send application materials to:

Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

M.S. in Family Nurse Practitioner

{Program Code: 20726}

Core Courses

NUR	501	Issues in Professional Nursing for Advanced Practice Nurses and Nurse Educators	3.00
NUR	604	Advanced Clinical Pathophysiology Across the Lifespan	3.00
NUR	615	Advanced Pharmacokinetics & Pharmacotherapeutics	3.00

NUR	760	Evidence-based and Translational Methods	3.00
NUR	606	Advanced Health Assessment Across the Lifespan (90 lab Hours)	4.00
NUR	621	Family Theory: Cultural, Social, Ethical and Policy Issues	3.00

Specialty Courses

NUR	770	Diagnostic and Clinical Reasoning (25 lab Hours)	4.00
NUR	775	Diagnostic and Clinical Reasoning Practicum (90 Hours)	2.00
NUR	660	Diagnosis & Management I: Adult-Geriatric Health	3.00
NUR	665	FNP Practicum I: Primary Care of Families (Adult-Geriatric Health) (180 Hours)	4.00
NUR	670	Diagnosis and Management II: Pediatric & Women's Health	3.00
NUR	675	FNP Practicum II: Primary Care of Families (Pediatrics & Women's Health) (180 Hours)	4.00
NUR	780	Diagnosis and Management III: Management of Chronic Complex Medical Conditions Across the Lifespan	3.00
NUR	785	FNP Practicum III: Management of Chronic Complex Medical Conditions Across the Lifespan (180 hours)	4.00

Credit and GPA Requirements

Minimum Total Credits: 46

Minimum Major GPA: 3.00

Students must receive a "B" or better in all courses to remain in good standing.

Nursing Courses

NUR 501 Issues in Professional Nursing for Advanced Practice Nurses and Nurse Educators

This course addresses the current professional and legal issues that influence advanced nursing practice, nursing education and the health care delivery system. Health care policy, changes in the economics of health care, and their impact on nursing will be considered.

Credits: 3

Every Fall and Spring

NUR 600P Practicum

Students who meet any of the following criteria will need to register for NUR 600P. Fee is equivalent to one credit per 100 practicum hours. 1) Students who require additional time beyond the academic semester to achieve the total required practicum hours. 2) Students who have a two semester lapse in time between any of the practicum graduate courses. 3) Students who are considered by faculty to be unsatisfactory. 4) Post Master's FNP Certificate Program students.

NUR 604 Advanced Clinical Pathophysiology Across the Lifespan

The pathophysiology underlying diseases is studied to enable the student to form a basis for clinical judgment and diagnosis. The key principles and facts underlying present knowledge of tissue and organ systems, their specialized function and interrelationships will be studied.

Credits: 3

Every Fall and Spring

NUR 606 Advanced Health Assessment Across the Lifespan

The student will build upon basic physical assessment skills in this course. Comprehensive physical examination of the client as well as psychosocial, spiritual developmental, occupational and cultural aspects of health assessment are studied in depth, in order to develop an evidence-based comprehensive health assessment and plan of care for clients. Concurrently, students will complete a laboratory practicum where theoretical content will be integrated into the students' experience.

Credits: 4

Every Fall and Spring

NUR 606L Advanced Health Assessment Practicum (90 hours)

The laboratory practicum is designed to be taken concurrently with Advanced Health Assessment. The practicum experience provides the opportunity for advanced practice nursing students to integrate theoretical content into the clinical experience. Emphasis is placed on developing an evidence-based comprehensive and problem-oriented health examination of the client.

Co-requisite of NUR 606 is required.

NUR 615 Advanced Pharmacokinetics & Pharmacotherapeutics

The focus of this course is to prepare Family Nurse Practitioner (FNP) students in the role of independent prescriber of pharmaceutical and non-pharmaceutical treatments for the myriad of illnesses and diseases found in the primary care environment.

Credits: 3

Every Fall and Spring

NUR 621 Family Theory: Cultural, Social, Ethical and Policy Issues

Through the exploration of family theory and the examination of cultural, social, ethical, legal, and family policy issues which impact upon the family, the student will develop a comprehensive view of issues which need to be considered in the delivery of quality health care to families.

Credits: 3

Every Summer

NUR 660 Diagnosis and Management I: Adult-Geriatric Health

This course provides the opportunity to integrate both advanced theoretical and practical (patient centered) knowledge in order to deliver safe, evidence-based care to the adult population, which includes the geriatric population. The main focus during this semester is the continued skill development in assessment, diagnosis and management of both acute and chronic conditions in the primary care setting in adult clients across their lifespan.

A pre requisite of NUR 615, NUR 621 and a co requisite of NUR 665 are required.

Credits: 3

Every Spring and Summer

NUR 665 FNP Practicum I: Primary Care of Families (Adult-Geriatric Health)

This practicum is taken concurrently with Diagnosis and Management I (NUR 660). Students follow preceptors (a nurse practitioner or a physician) in a primary care setting for their practicum experiences in adult health medicine. Students are introduced to practice protocols and essential competencies necessary to provide safe primary health care to a diverse adult client population across their lifespan.(180 hours)

A co requisite of NUR 660 is required.

Credits: 4

Every Spring and Summer

NUR 670 Diagnosis and Management II: Pediatric & Women's Health

This course focuses on two important segments of the population – specifically women's health and the pediatric population. The assessment, diagnosis, management, and prevention strategies of common gynecologic conditions / illnesses found in women in the primary care setting will be discussed and reviewed (non-gynecologic women's health issues will be discussed). The diagnosis and management of common acute and chronic diseases/conditions

and preventative strategies within the pediatric population will be discussed and reviewed. Each area of focus will require students to use appropriate evidence-based practice protocols.

A pre requisite of NUR 660 and a co requisite of NUR 675 is required.

Credits: 3

Every Fall and Summer

NUR 675 FNP Practicum II: Primary Care of Families (Pediatrics & Women's Health)

This practicum is taken concurrently with Diagnosis and Management II (NUR 670). Students will follow preceptors (a nurse practitioner or a physician) in both pediatric and women's health primary care office settings for their practicum experiences in pediatric and women's health medicine. Students are introduced to practice protocols and essential competencies necessary to provide safe primary health care to both pediatric and gynecology clients.

Comprehensive health management, including a holistic client approach, health promotion, disease prevention, and evidence-based decisions, is emphasized in this practicum.(180 hours)

A co requisite of NUR 670 is required.

Credits: 4

Every Fall and Summer

NUR 760 Nursing Research and Evidence Based Practice

The emphasis for this course is on the elements of evidence-based practice. Focus is placed on the cyclical process of identifying clinical questions, searching and appraising the evidence for potential solutions/innovations, planning and implementing practice changes, evaluating the outcomes, and identifying additional gaps in knowledge.

A pre requisite of NUR 501 and NUR 604 are required.

Credits: 3

Every Summer

NUR 770 Diagnostic and Clinical Reasoning

Course will guide students to integrate what has been learned in the previous courses with clinical skills and critical understanding required to provide competent care within the primary care clinical setting (adults, pediatrics, women's health, and geriatrics) through the use of diagnostic clinical tools.

Credits: 4

Every Fall and Spring

NUR 775 Diagnostic and Clinical Reasoning Practicum

This practicum course is taken in conjunction with NUR 770. During this practicum course, students will integrate what has been learned in the previous courses of advanced pathophysiology, pharmacology and health assessment with the clinical skills and critical understanding required to provide competent care within the primary care clinical setting (adults, pediatrics, women's health, and geriatrics) as a licensed independent health care

provider.(90 hours)

Credits: 2

Every Fall and Spring

**NUR 780 Diagnosis and Management III:
Management of Chronic Complex Medical
Conditions Across the Lifespan**

This course builds on the previous core courses and two diagnosis and management courses. This course, along with the practicum (NUR 785), focuses on clients with chronic complex medical conditions. It provides the student the opportunity to integrate both advanced theoretical and practical (patient centered) knowledge in order to deliver safe, evidence-based care and manage clients across the lifespan who have chronic complex medical conditions.

A pre requisite of NUR 670 and a co requisite of NUR 785 is required.

Credits: 3

Every Fall and Spring

**NUR 785 FNP Practicum III: Management of
Chronic Complex Medical Conditions Across the
Lifespan**

This is the final practicum course of the diagnosis and management practicum courses that builds on the previous core courses and two diagnosis and management course practicums. This practicum, along with the course (NUR 780), focuses on clients with chronic complex medical conditions. It provides the student the opportunity to integrate both advanced theoretical and practical (patient centered) knowledge in order to deliver safe, evidence-based care and manage clients across the lifespan who have chronic complex medical conditions through practical hands-on experiences in their clinical practicums.(180 hours)

A co requisite of NUR 780 is required.

Credits: 4

Every Fall and Spring

**DEPARTMENT OF
THERAPEUTIC HEALTH
PROFESSIONS**

**M.A. in Speech-Language
Pathology**

Millions of Americans suffer from some form of speech, language, or hearing disorder and require specialized therapy or rehabilitation services. This creates a demand for trained professionals to assist adults and children in overcoming their communication difficulties. This program is dedicated to the advancement of the diagnosis and treatment of speech, language, voice, and fluency disorders.

The Master of Arts (M.A.) education program in speech- language pathology at LIU Post is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language Hearing Association (ASHA), 2200 Research Boulevard, #310, Rockville MD 20850, (800) 498-2071 or (301) 296-5700. As a prerequisite for admittance, and undergraduate degree in a communication sciences and disorders is preferred, but a background in another area will be considered. In addition to ASHA certification, the program meets the requirements for New York State licensure and New York State teacher certification.

Students observe and participate in actual clinical sessions at the Jerrold Mark Ladge Speech and Hearing Center, located on campus. The Ladge Speech and Hearing Center offers a full range of diagnostic and therapeutic services for children and adults individually and/or in small groups.

Imagine the satisfaction of helping a child say their first words to their family or caregiver, or assisting an adult stroke patient to communicate with their family and friends. With the specialized, advanced training provided by the 58-credit Master of Arts in Speech-Language Pathology, you will be equipped for a career in diagnosing and treating a wide range of communication disorders.

Courses examine all facets of the field including articulation/speech sound disorders, fluency, voice and resonance, language and literacy, hearing, feeding and swallowing, cognitive aspects of communication, social aspects of communication, and augmentative and assistive communication across the lifespan. Central to your training will be five clinical settings: a pre-clinic experience, two in the on-campus clinic, the fourth in a school setting, and the fifth in a hospital, rehabilitation center, or another adult facility.

As a prerequisite for admittance, an undergraduate degree in communication sciences and disorders is preferred, but a background in another area will be considered.

ADMISSION REQUIREMENTS

Candidates for the Master of Arts in Speech-Language Pathology complete the following prerequisites in addition to 3 credits in biology and 3 credits in physical science (physics or chemistry preferred) :

MTH	19	Basic Statistics	3.00
SPE	51	Phonetics of English	3.00
SPE	63	Introduction to Linguistics and Language Acquisition	3.00
SPE	82	Introduction to Speech Science	3.00
SPE	84	Introduction to Anatomy and Physiology of the Speech and Hearing Mechanism	3.00
SPE	90	Introduction to Audiology	3.00
SPE	93	Speech Path I	3.00
SPE	94	Speech Path II	3.00
EDI	14	Historical, Philosophical and Sociological Foundations of Education	3.00
EDI	41	Nurturing Young Children's Development	3.00

Each applicant’s academic background and training will be evaluated to determine if they need to complete any prerequisite courses. Prerequisite work will not count toward the 58-61 credit master’s degree requirements. Students with majors other than CSD may apply with their current credentials. If accepted, it will be on a limited matriculated basis until prerequisite requirements are satisfied.

Admission is restricted and requires a general undergraduate grade point average of 3.0 and a 3.5 average in the major area.

Admission is for the fall and spring semesters.

The program requires the completion of at least 58 master’s-level credits. The degree candidate selects either a thesis (additional 3 credits) or a comprehensive examination option to complete.

During the four-semester sequence of clinical practica, students will not be able to work full-time. These courses require a minimum of three

days per week and may be a full-time commitment.

Applicants to the Master of Arts in Speech-Language Pathology must complete the following requirements for admission:

- Application for Admission
- Application fee: (non-refundable)
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Bachelor’s degree with at least a 3.5 cumulative grade point average in undergraduate studies major area of study or successful completion of another master’s degree.
- Three professional and/or academic letters of recommendation that address the applicant’s potential in the profession and ability to complete a graduate program
- Personal statement that addresses the personal experiences and characteristics that make you well suited in pursuing graduate work in this area of study and/or a related topic in the field of speech-language pathology
- A current resume
- Interview with the clinic director of the Department of Communication Sciences and Disorders is at the discretion of the faculty
- A spontaneous writing sample at admissions interview may be required
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

Send application materials to:
CSDCAS Applicant Portal link:
<https://portal.csdcas.org/>

M.A. in Speech-Language Pathology
{Program Code: 26177}

Requirements - (61 credits)

Required Courses: List 1

SPE	601	Neuroanatomy	3.00
SPE	610	Speech Science	3.00
SPE	620	Clinical Methods and Focused Observation in Speech-Language Pathology	1.00
SPE	625	Clinical Practicum in Speech-Language Pathology I	2.00
SPE	626	Practicum in Diagnostic Evaluation of Communication Disorders	1.00
SPE	627	Practicum in Audiology	1.00

SPE	628	Clinical Practicum in Speech-Language Pathology II	2.00
SPE	631	Clinical Practicum in Speech Language Pathology IV	3.00
SPE	632	Clinical Practicum in Speech-Language Pathology III	3.00
SPE	633	Diagnostic Procedures in Speech-Language Pathology	3.00
SPE	634	P A S S: Practical Applications for School Speech-Language Pathologists	3.00
SPE	680	Swallowing Disorders in Children and Adults	3.00
Developmental Disabilities and Autism			2.00
SPE	682	Voice Disorders	3.00
SPE	684	Stuttering	3.00
SPE	685	Aphasia and Related Disorders	3.00
SPE	687	Phonological and Articulation Disorders in Children	3.00
SPE	689	Child Language Disorders I	3.00
SPE	690	Child Language Disorders II	3.00
SPE	691	Motor Speech Disorders in Children and Adults	3.00
SPE	692	Aural Rehabilitation	3.00
SPE	694	Communication-Based Intervention for Infants and Toddlers	2.00
SPE	707	Research Problems in Speech-Language Pathology	3.00

Elective Courses
(choose one)

SPE	629	Clinical Practicum in Speech- Language Pathology V	1.00- 3.00
SPE	630	Clinical Practicum in Speech-Language Pathology VI	1.00- 3.00
SPE	700	Independent Study in Speech-Language Pathology	1.00- 3.00

Culminating Experience:

Student is required to do a Comprehensive Exam

or Final Project or Thesis (with course).

Thesis Course

SPE	708	Thesis Seminar	3.00
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Credit and GPA Requirements

Minimum Total Credits: 61

Minimum Major GPA: 3.3

Communication Sciences and Disorders Courses

SPE 601 Neuroanatomy

This course is designed to provide the graduate student with a working knowledge of the central nervous system and connections with the peripheral nervous system. Anatomical landmarks and functions of the central nervous system will be emphasized as well as its role in human behavior and communicative disorders across the life span. Various pathologies of the nervous system will be examined. Its goal is to familiarize the student with basic brain behaviors. It is particularly useful to those students who choose to work with neurologically impaired children and adults.

Prerequisites: SPE 82, 84 or equivalent.

Credits: 3

Every Fall

SPE 610 Speech Science

This course provides an overview of speech acoustics and speech production with an emphasis on the acoustic phonetic analysis of the speech signal. Laboratory exercises allow students hands-on experience that integrates theories with clinical practice.

Prerequisites: SPE 51, 82, 84 or equivalent.

Credits: 3

Every Fall and Spring

SPE 620 Clinical Methods and Focused Observation in Speech-Language Pathology

This one credit seminar provides students in Speech-Language Pathology with an introduction to clinical methods used in prevention, evaluation and treatment of communication and related disorders across the life span. Students have an opportunity to observe sessions in the Ladge Speech and Hearing Center, and participate in lectures, videotape analysis, seminar participation and role playing to better understand the thought process for session planning and administration. Experiences are supervised by the clinic director and the supervisory staff. The seminar class focuses on the review and discussion of theoretical and procedural information as well as clinical observation. The class is designed to prepare students for SPE 625 in which they will be engaged in direct clinical interactions. Students also participate in experiential learning in the Ladge Speech and Hearing Center and the community.

Credits: 1

Every Fall, Spring and Summer

SPE 625 Clinical Practicum in Speech-Language Pathology I

This course provides the graduate student in speech-language pathology with an overview of the evaluation and therapeutic process with a limited

amount of hands-on clinical experience. The course covers fundamental concepts in client and clinician interaction, the clinical process, clinical vocabulary, and the supervisory process. Students participate in lecture seminar, clinical observation and therapy, as well as analysis of clinical sessions. Lecture for one hour weekly plus observation and directly supervised clinical interaction with one to three clients over the semester in the Ladge Speech and Hearing Center is included. A minimum of 25 hours of guided observation (15 hours must be at the Ladge Speech and Hearing Center) is required prior to registration for this class.

Prerequisite: SPE 620

Credits: 2

Every Fall, Spring and Summer

SPE 626 Practicum in Diagnostic Evaluation of Communication Disorders

This supervised clinical practicum is offered in conjunction with SPE 633 Diagnostic Procedures in Speech-Language Pathology. It provides students with hands-on experience in screening and evaluation of children and adults with communication disorders.

Credits: 1

Every Fall and Summer

SPE 627 Lab Experience in Audiology

This practicum provides students with an understanding through observation of audiology and aural rehabilitation services conducted at the Ladge Speech and Hearing Center as well as an opportunity for students to conduct hearing screenings at the Center and at outside sites.

Credits: 1

Every Fall, Spring and Summer

SPE 628 Clinical Practicum in Speech-Language Pathology II

This course is a hands-on experience in providing evaluation and treatment directly supervised by the Communication Sciences and Disorders faculty and clinic staff in the LIU Post Ladge Speech and Hearing Center. Seminar once a week to discuss clients, clinical procedures, and professional issues including the ASHA Code of Ethics, licensure and CCC.

Prerequisites: SPE 620, 625, 685, 687 (one complete, one concurrent,) SPE 689

Credits: 2

Every Fall, Spring and Summer

SPE 629 Clinical Practicum in Speech-Language Pathology V (optional)

Additional hands-on experience in providing evaluation and treatment in Speech-Language Pathology and related disorders. Remediation practicum.

Credits: 1 to 3

On Occasion

SPE 631 Clinical Practicum in Speech Language

Pathology IV

This course provides clinical experience with adults, in off-site facilities including hospitals, rehabilitation centers, and developmental disability centers. Supervision is provided by qualified personal at off-campus affiliated sites. This course includes a weekly seminar.

Prerequisites: SPE 625, SPE 628, SPE 633, SPE 685, or SPE 691

Prerequisites: SPE 620, SPE 625, 628, 633 and 685 or 691 are required.

Credits: 3

Every Fall, Spring and Summer

SPE 632 Clinical Practicum in a Speech-Language Pathology III

This practicum is designed to partially fulfill requirements for Teacher of Students With Speech and Language Disabilities (TSSLD.) The student becomes familiar with all aspects of the administration of speech/language services in a school and gradually assumes responsibility for caseload management. This course includes a weekly seminar.

Prerequisite: SPE 628, SPE 633

Prerequisite of SPE 628, 633 is required.

Credits: 3

Every Fall, Spring and Summer

SPE 633 Diagnostic Procedures in Speech-Language Pathology

This course covers assessment procedures, formulation of diagnostic impressions, and development of recommendations. Initial therapeutic goals are taught through a combination of lecture, observation and participation in diagnostic sessions. Diagnostic principles and procedures include interviewing, testing, and report writing are stressed.

Prerequisites: SPE 685 and 687, one complete and one concurrent

Credits: 3

Every Fall and Summer

SPE 634 P A S S: Practical Applications for School Based Speech-Language Pathologists

This course will provide graduate students with the knowledge of practical applications for the school based Teacher of Students With Speech And Language Disabilities. This course will focus on who, what, where, why and how to effectively work in schools. Areas to be addressed will include: organization procedures, caseload determination, scheduling, writing IEP's, therapy strategies, literacy, teacher consultations and workshops, plus professional and administrative responsibilities.

Credits: 3

Every Fall and Summer

SPE 680 Swallowing Disorders in Children and Adults

This course involves the study of anatomy and physiology of deglutition. This includes and

overview of normal swallowing function across the lifespan (infants to adults). Disordered swallowing will be covered in depth re: etiologies and assessment and management in various settings. Ethical issues and the role of the speech-language pathologist as part of the dysphagia team will be discussed, including inter-professional interactions. Current dysphagia issues, techniques and events will be reviewed. Methods of technological assessment including modified barium swallow studies, flexible endoscopic evaluation of the swallow will be presented.

Prerequisite: SPE 601 and 685

Prerequisite of SPE 601, 685 is required.

Credits: 3

Every Fall

SPE 681 Language Disorders in Autism and Severe Developmental Disabilities

This elective course covers the presentation of the linguistic characteristics of people with Autism and Intellectual Disabilities. The course emphasizes diagnosis, identification, intervention along with social, emotional, and cognitive aspects of language development. A functional communicative approach to language is taught. Augmentative communication and the use of technology is covered.

Prerequisites: SPE 601

Credits: 2

Cross-Listings: SPE 681, SPE 681

Every Summer

SPE 682 Voice Disorders

The fundamental goal of this course is to review the normal ventilatory, laryngeal and supralaryngeal function of voice production. Additionally this course will provide students with an overview of clinical voice disorders, their classification, diagnosis and management across the life span. The students will have an opportunity to obtain and interpret objective clinical measures of phonatory function using acoustic and physiological measurement systems. Inter-professional interaction and relationships will be discussed. This course will also review the assistive communication technology available for laryngectomees.

Credits: 3

Every Fall and Spring

SPE 684 Stuttering

This course covers the theoretical and clinical models related to the development, diagnosis and treatment of stuttering in children and adults. This course will provide graduate students with a theoretical knowledge necessary to make clinical judgement regarding diagnosis and treatment of individuals who stutter.

Prerequisite or Co-requisite of SPE 601 is required.

Credits: 3

Every Fall and Spring

SPE 685 Aphasia and Related Disorders

This course will explore the various language and cognitive disorders secondary to brain damage in the adult population. The main focus is primarily on acquired aphasia, but will also explore language concomitants including traumatic brain injury, right hemisphere dysfunction, and the dementias. Neuroanatomical, neurophysiological, and generalized physiological background will be discussed as well as the ways in which researchers have proceeded in the development of the understanding of aphasia and related disorders. Theory and research will be related to clinical practice including diagnostic and therapeutic procedures. Inter-professional relationships and communication will be discussed to aid in the intervention and treatment of the aphasic patient.

Prerequisite: SPE 601

Prerequisite of SPE 601 is required.

Credits: 3

Every Spring

SPE 687 Phonological and Articulation Disorders in Children

This course familiarizes the graduate student of speech-language pathology with the research in normal phonological development and its application to the assessment and treatment of phonologically impaired children. Phonological disorders are characterized with respect to recent developments in the field of linguistics, specifically in term of distinctive features, phonological rules, and processes.

Prerequisite: SPE 601 or 610 (1 complete, 1 concurrent)

Co-requisite of SPE 601 or 610 is required.

Credits: 3

Every Fall and Spring

SPE 689 Child Language Disorders I

Normal acquisition of language is reviewed as a baseline for identifying language and learning disorders and delays. Characteristic features of speech and language in the language disordered child will be covered. Assessment procedures including standardized tests and language sample analysis will be emphasized. Strategies of intervention and implementation of functional therapy programs will be discussed. Units include interdisciplinary views of the child with speech, language, and communication challenges; issues in speech, language, communication; social-emotional and cognitive development related to specific language impairment, pervasive developmental delay, autism, intellectual disabilities, language learning disabilities, ADD and ADHD, multicultural populations and the non-verbal child.

Prerequisite or Co-requisite of SPE 601 is required.

Credits: 3

Every Fall and Spring

SPE 690 Child Language Disorders II

This course will enable graduate students in speech-

language pathology (SLP) to apply the fundamentals learned in the normal and disordered processes of speech, language, and hearing to the classroom setting. SLP students will be challenged to question more traditional school-based clinical practices, such as on intervention conducted in separate settings, in light of an increased call for collaboration between regular and special education and SLPs in the classroom. They will learn to serve the communicative needs of their clients through curriculum-based assessments an intervention.

Credits: 3

Every Fall and Spring

SPE 691 Motor Speech Disorders in Children and Adults

This course will provide the graduate student in speech-language pathology with a comprehensive understanding regarding the nature and treatment of motor speech disorders that may result from: stroke, head trauma, progressive neurological diseases, cerebral palsy, developmental apraxia of speech, and developmental dysarthria. Content includes a review of anatomy and physiology of the central nervous system, a study of the physiological correlates of the dysarthrias and apraxias.

Credits: 3

Every Spring

SPE 692 Aural Rehabilitation

This course provides the graduate student in speech pathology with a broad understanding of the principle theories and methodologies currently applied in aural rehabilitation of hearing impaired persons. The hearing aid as an instrument of rehabilitation is described as well as other assistive listening devices. Also included are techniques of speech reading and auditory training.

Prerequisites: SPE 90 or equivalent.

Credits: 3

Every Spring and Summer

SPE 694 Communication-Based Intervention for Infants and Toddlers

This course involves students in a critical study of recent trends and materials for young language impaired infants and toddlers, birth through age three. Special attention is given to developmental approaches and mainstreaming.

Prerequisites: SPE 601, 610, 689 (concurrent)

Prerequisite of 601, 610, 689 is required.

Credits: 2

Every Summer

SPE 707 Research Problems in Speech-Language Pathology

This course provides students with an understanding of scientific methodology in communication sciences and disorders and information important to the development of skills necessary for critical evaluation of research.

Prerequisite of SPE 601 & 689 is required.

Credits: 3

Every Fall and Summer

SPE 708 Thesis Seminar

This optional course covers the preparation of the thesis. The completed thesis must be approved by a committee, and the writer must undergo an oral examination. Enrollment is restricted to students whose projects have been approved by the Speech and Hearing faculty. This course may replace the comprehensive examination.

Credits: 3

On Occasion

School of Health Professions and Nursing Grievance Policy

Undergraduate and Graduate Student Academic Grievance Procedure

The LIU Post School of Health Professions and Nursing (herein "SHPN") strives to provide every student with a rewarding educational experience. If any SHPN undergraduate or graduate student wishes to submit a grievance concerning an academic matter, they have the right to do so and must follow their department grievance policy first before proceeding to this policy. Appeals must be submitted in writing by the fourth week of the next regular semester (fall or spring) following the academic matter: a student appealing a grade received in spring or summer semesters will have until the fourth week of classes in the subsequent fall semester to submit the written appeal and a student appealing an academic matter from the fall or winter semesters will have until the fourth week of the spring semester to submit the written appeal. Academic matters include re-evaluation of a grade given on an individual assignment or for a course and dismissal from a program in the SHPN, among other matters.

It is presumed that academic decisions by instructors/faculty members result from consistent, fair and equitable application of clearly articulated standards and procedures. Students appealing such decisions to the Dean must demonstrate that the standards and procedures were not clearly articulated or applied in a consistent, fair and equitable manner. The burden of proof of an appeal is on the student.

A student who wishes to submit a grievance shall utilize the following procedures:

1. The student must first make an effort to resolve the matter with the course instructor/faculty member. The student must contact the instructor/faculty member in writing within ten (10) business days of the grievance issue. The instructor/faculty member will schedule a time to meet with the student to discuss the grievance within five (5) business days of being contacted. If there is no resolution, the student may file a formal, **written** grievance using the SHPN Grievance Form with the Chair/Program Director of the department within ten (10) business days after meeting with the instructor/faculty member. It is the student's responsibility to provide specific evidence to support their grievance.
2. The Chair/Program Director will schedule a time to meet with the student within five (5) business days of their receipt of the student's formal written grievance. At this time, the Chair/Director may also consult with the instructor/faculty member to discuss the grievance and attempt to resolve the matter.

The Chair/Director may consult other members of the department informally or as part of a departmental meeting/committee. Individual departments shall determine such procedures. The Chair/Director must advise the student in writing of their findings within ten (10) business days of the meeting with the student.

3. A student may appeal the decision of a Chair/Director to the Dean of the SHPN within ten (10) business days of the issuance of the Chair/Director's decision. The student must submit a formal, written appeal to the Dean using the SHPN Grievance Appeal Request Form indicating the basis of the appeal and all methods used to date to resolve the grievance. It is the student's responsibility to provide specific evidence to support their appeal.
4. The Dean will review the matter and, if they determine the appeal has merit, will refer the matter to the SHPN Academic Standing Committee. A meeting of the SHPN Academic Standing Committee will be convened within ten (10) business days of receipt of the referral.
5. The SHPN Academic Standing Committee will hear statements from both the student and instructor/faculty member and Chair/Director and will consider all evidence submitted regarding the grievance.
 - The hearing will have all parties present.
 - The hearing will be recorded.
 - The student will present their appeal including justifications, circumstances, and any other relevant information for consideration.
 - The instructor/faculty will present the circumstances and evidence leading to the decision being appealed.
 - The student and instructor will NOT engage in debate of the circumstances with each other but will answer questions posed by the committee for the purpose of clarification.
 - Upon completion of the presentations and any questions by the committee, the student and instructor/faculty will be excused.
 - The SHPN Academic Standing Committee will discuss the facts of the appeal and reach a consensus on a recommendation to the Dean.
6. The SHPN Academic Standing Committee will make a recommendation to the Dean within five (5) business days of its meeting.
7. The student will be notified by the Dean, in writing, of the decision within ten (10) business days of the Dean receiving the recommendation from the SHPN Academic Standing Committee.
8. The Dean's decision is the final decision-making body within the SHPN.

APPROVED PROGRAMS

New York State Education Department Inventory of Registered Programs

Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

College of Arts, Communication & Design**SCHOOL OF PERFORMING ARTS**

Major	HEGIS Code	Degree
Music	1004	BS
Music Education	0832	BM
Music Technology, Entrepreneurship & Technology	1099	BFA
Theatre Arts	1007	BA, BFA

SCHOOL OF VISUAL ARTS

Major	HEGIS Code	Degree
Art	1002	BFA
Clinical Art Therapy & Counseling	1099	MA
Digital Arts and Design	1002	BFA
Digital Game Design & Development	1099	BFA

SCHOOL OF FILM AND DIGITAL MEDIA

Major	HEGIS Code	Degree
Broadcasting	0605	BFA
Film	1010	BFA

College of Education, Information and Technology

Major	HEGIS Code	Degree
Adolescence Education (Grades 7-12)	0803	MS
Adolescence Education: English and SWD Grades 7-12 (dual initial certification)	1501.01	BS
Adolescence Education: Mathematics and SWD Grades 7-12 (dual initial certification)	1701.01	BS
Adolescence Education: Social Studies and SWD Grades 7-12 (dual initial certification)	2201.01	BS
Archives & Records Management	1699	Adv.Crt.
Childhood Education and Early Childhood Education (dual initial certification)	0802	BS
Childhood Education and Special Education (dual initial certification)	0802	BS
Childhood Education and Special Education (dual certification)	0802/0808	MS
Clinical Mental Health Counseling	2104.1	MS, Adv.Crt.
Early Childhood Education and Childhood Education (dual certification)	0823	MS
Early Childhood Education and Special Education Birth-Grade 2 (dual initial certification)	0823	BS
Educational Leadership	0828	MSEd, Adv.Crt.
Educational Technology	0899	MS
Health Education and Physical Education	0837	BS
Information Studies	0702	M.Phil.,Ph.D.
Library & Information Science	1601	MS
Library & Information Science / Subject Specialty (dual degrees with NYU)	1601	MS / MA
Library and Information Science, School Library Media	0899.01	MS
Public Library Administration	1601	Adv.Crt.

School Counselor	0826.01	MS
School District Business Leader	0827	Adv.Crt.
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Political Science	2207	BA

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Communications	0605	BS
Journalism	0602	BFA

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Forensic Science	1999.2	BS
Genetic Counseling	0422	MS
Mathematics	1701	BS

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Computer Science	0702	BS

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Business Administration	0506	BS, MBA
Finance	0504	BS
Marketing (Branding and Licensing, Digital Marketing)	0509	BS

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Major	HEGIS Code	Degree
Accountancy	0502	BS, MS

SCHOOL OF ENTREPRENEURSHIP AND INNOVATION

Major	HEGIS Code	Degree
Criminal Justice	2105	BA, MS
Data Analytics	0703	BS
Data Analytics & Strategic Business Intelligence	0703	MS
Economics	2204	BA

Fashion Merchandising	0509	BS
Sports Management	0599	BS, MS

School of Health Professions and Nursing

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Behavior Analysis	2099	MA
Biomedical Science: Clinical Lab Science - Generalist	1299	BS
Biomedical Sciences	1299	MS
Clinical Laboratory Science	1299	MS
Dietetics (Dietetic Internship)	1306	Adv.Crt.
Family Nurse Practitioner	1203	MS
Forensic Social Work	2104	Adv.Crt
Health Administration	1202	MHA
Health Care Administration	1202	BS
Nursing	1203	BS
Nutrition and Dietetics	1299	BS
Nutrition	0424	MS
Psychology-Clinical	2003	Psy.D.
Psychology	2001	BA
Radiologic Technology	1225	BS
Registered Dietician Nutritionist	0424	MS
Social Work	2104	BS, MSW
Speech-Language Pathology	1220	MA
Speech-Language Pathology & Audiology	1220	BS
Veterinary Technology	0104	BS

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