LIU Riverhead

2026 - 2027
Catalog

121 Speonk-Riverhead Road, LIU Building, Riverhead, N.Y. 11901-3499

General Information: 631-287-8010

Fax: 631-287-8253

Email: riverhead@liu.edu

www.liu.edu/riverhead

Notice to Students: The information in this publication is accurate as of September 1, 2026. However, circumstances may require that a given course be withdrawn or alternate offerings be made.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.

TABLE OF CONTENTS

ABOUT LIU 3
Mission Statement 3
Vision, Motto, Founding Date 3
Carnegie Classification 3
Alumni 3
Athletics 3
Accreditation 3
University Policies 3
Title IX 3
FERPA Notice to Students 3
University Grievance Policy 3
ACADEMIC CALENDAR 2026-2027 6
ADMISSION 8
General Information 8
Admission Status 8
Transfer Admission 8
Undergraduate Transfer Credit 8
Graduate Admission 9
Readmission 9
Visiting Students 9
New York State Immunization Law 9
ACADEMIC POLICY 10
Academic Load and Class Standing 10
Grading and Grade Point Average 10
Grade Changes 11
Stduent Grade Appeals 11
Dean's List 11
Graduation 11
Attendance 11
Student Absence due to Religious Reasons 12
Academic Probation, Suspension, and Dismissal 12
Student Conduct 12
Academic Conduct Policy 13
Appeals Process 13
Criminal Background and Drug Testing 13
Related Curricular Matters 13
REGISTRATION 14
Enrollment 14
Adding or Dropping Classes 14
Withdrawal 14
Appeal for Late Drop or Withdrawal 15
Maintenance of Matriculation 15
Leave of Absence 16
Visiting Student Authorization 16
Individual Instruction Classes 16
Life Experience Credit 16
Transcript Requests 17
TUITION AND FEES 18
Tuition and Fee Schedule 18
Payment Plans 19
Financial Policies 20
FINANCIAL AID 22
Applying for Financial Aid 22
Awards 22
Policies 24
STUDENT SERVICES, RESOURCES, AND FACILITIES 28
Academic Advising 28
Career Services 28
Disability Support Services 28
Bookstore 28
Facilities 28
Information Technology 28
Public Safety 30
Student Services 30
Writing Lab 30
Alumni Engagement 30
LIBRARY 31
UNDERGRADUATE PROGRAMS 32
GRADUATE PROGRAMS 38
APPROVED PROGRAMS 44
LIU TRUSTEES AND LEADERSHIP TEAM 45
FACULTY 16

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 200,000 alumni, including leaders and innovators in industries across the globe.

Athletics

Colors: Blue and Gold
Nickname: Sharks Mascot: Shark
Teams: 39
National Affiliation: NCAA Division I
Conference: Northeast Conference (NEC)

Long Island University educates approximately 16,000 students each year across multiple campuses. Find out more at www.liu.edu.

LIU Brooklyn
1 University Plaza
Brooklyn, NY 11201
718-488-1000
www.liu.edu/brooklyn

LIU Post
720 Northern Boulevard
Brookville, NY 11548
516-299-2000
www.liu.edu/post

LIU Global
1 University Plaza
Brooklyn, NY 11201
718-488-1000
www.liu.edu/global

LIU College of Pharmacy
75 DeKalb Avenue
Brooklyn, NY 11201
718-488-1234
www.liu.edu/pharmacy

LIU College of Veterinary Medicine
720 Northern Boulevard
Brookville, NY 11548
516-299-2000
www.liu.edu/vetmed

LIU Hudson
735 Anderson Hill Road
Purchase, NY 10577
1800-GRAD-LIU
www.liu.edu/hudson

LIU Riverhead
121 Speonk-Riverhead Road
Riverhead, NY 11901
631-287-8010
www.liu.edu/riverhead

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 containts 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
- 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: (631) 287-8301
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 the Commission's policy on published information. The University also adheres to federal regulations 34 CFR §602.16(a)(1)(ix) and 34 CFR §668.43(b).

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

Students are encouraged to first resolve academic and non-academic grievances through the appropriate internal channels at the University, as outlined in the Student Handbooks and/or current University Catalogs. For clarification regarding program requirements, graduation requirements, academic standing, or academic suspension, students should reach out to their Success Coach or academic advisor.

This grievance procedure applies only when procedures to address or challenge the action or

conduct in question are not already provided by applicable University policies or those of any of its schools. Students are advised that most external complaint processes require them to exhaust internal avenues of complaint within the institution before pursuing an appeal.

Grievances are expected to be closed within 30 days of submitting a formal complaint; however, the University may require additional time due to continuing investigation requirements. The timeline may also require adjustment because of the academic calendar, university holidays, availability of the student and/or deans, faculty, and staff.

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

For an academic complaint:
Students who have a complaint regarding an academic matter should first attempt to resolve the issue directly with the appropriate faculty member. If the student is unable to resolve the issue with the faculty member, the student may seek an informal resolution or file a formal complaint.

Informal Resolution:
- Students who wish to address an issue but do not wish to file a formal complaint should begin by consulting their Success Coach, academic advisor, or designated student affairs professional in their college, for guidance on resolving the issue.
- Students will be counseled on how to informally address an issue with appropriate academic professionals, including the Program Director or Department Chair, Academic Dean, or other academic affairs professional. Students may be advised to file a formal complaint with the Program Director or Department Chair.
- Students may be referred to other appropriate resources, such as a Learning Center, Public Safety, Dean of Students, or counseling staff.
- Students who do not wish to consult their Success Coach or do not have one assigned, or if they are not satisfied with the guidance and wish to pursue the matter further, should contact the Dean of Students or Associate Dean of Students.
- Students may request confidentiality, but it cannot always be guaranteed, except by counseling staff, where confidentiality is assured unless otherwise stated in the Student Health and Counseling Confidentiality Policy.
- Students who are not satisfied with an informal resolution may seek to file a formal complaint with the Program Director or Department Chair.

Formal Complaint to the Program Director or Department Chair:
- Students who have attempted to resolve an issue with a faculty member and are not satisfied with the outcome may file a formal complaint with the Program Director or Department Chair.
- The complaint should state the policy allegedly violated, describe the facts and evidence supporting the violation, specify the desired outcome, and provide a brief history of the informal resolution attempts. The Program Director or Department Chair will meet with the complainant and any relevant individuals to gather facts and attempt to resolve the grievance. A written decision will be provided to both the complainant and respondent.
- Students who are not satisfied with the resolution provided by the Program Director or Department Chair may seek an appeal with their respective Academic Dean or designee by submitting the decision and complaint within 10 days for review. The Academic Dean or designee will follow the same investigative procedures noted above to review the appeal request.
- Students who are not satisfied with the outcome of the appeal rendered from the Academic Dean or designee, the student or respondent may appeal the decision to the Vice President for Academic Affairs or their designee by submitting the decision and complaint within 10 days for final review.
- The Vice President for Academic Affairs will only consider matters included in the written complaint and will ensure both parties have access to all relevant documents. Appeals will only be granted with evidence of procedural issues or challenges or to review new evidence that was not previously considered.
- The Vice President for Academic Affairs may, at their discretion, request an in-person hearing with the involved parties.
- The Vice President for Academic Affairs may dismiss the complaint without proceedings if they determine that no violation of University policy occurred, even if the facts alleged are true.

For a Non-Academic Complaint:
Students who have a complaint regarding a non-academic matter should first attempt to resolve the issue directly with the individual involved in the complaint, referred to as the respondent. If the student is unable to resolve the issue with the respondent, the student may seek an informal resolution or file a formal complaint.

Informal Resolution:
- Students who wish to address an issue but do not wish to file a formal complaint should begin by consulting their Success Coach, academic advisor, or designated student affairs professional in their college, for guidance on resolving the issue.
- Students will be counseled on how to informally address an issue with the respondent. Students may be advised to file a formal complaint with the Division of Student Affairs.
- Students may be referred to other appropriate resources, such as a Resident Director, Learning Center, Public Safety, Center for Student Success and Coaching, or counseling staff.
- Students who do not wish to consult their Success Coach or do not have one assigned, or if they are not satisfied with the guidance and wish to pursue the matter further, should contact the Dean of Students or Associate Dean of Students.
- Students may request confidentiality, but it cannot always be guaranteed, except by counseling staff, where confidentiality is assured unless otherwise stated in the Student Health and Counseling Confidentiality Policy.
- Students who are not satisfied with an informal resolution may seek to file a formal complaint with the Division of Student Affairs.

Formal Complaint to the Division of Student Affairs:
- Students who have attempted to resolve an issue with a respondent and are not satisfied with the outcome may file a formal complaint with the Division of Student Affairs.
- The complaint should state the policy allegedly violated, describe the facts and evidence supporting the violation, specify the desired outcome, and provide a brief history of the informal resolution attempts. The Associate Dean of Students or designee will meet with the complainant and any relevant individuals to gather facts and attempt to resolve the grievance. A written decision will be provided to both the complainant and respondent.
- Students who are not satisfied with the resolution provided by the Associate Dean of Students or designee may seek an appeal with their respective Dean of Students or designee by submitting the decision and complaint within 10 days for review. The Dean of Students or designee will follow the same investigative procedures noted above to review the appeal request.
- Students who are not satisfied with the outcome of the appeal rendered from the Dean of Students or designee, the student or respondent may appeal the decision to the Vice President for Students Affairs or their designee by submitting the decision and complaint within 10 days for final review.
- The Vice President for Student Affairs will

only consider matters included in the written complaint and will ensure both parties have access to all relevant documents. Appeals will only be granted with evidence of procedural issues or challenges or to review new evidence that was not previously considered.
- The Vice President for Students Affairs may, at their discretion, request an in-person hearing with the involved parties.
- The Vice President for Student Affairs may dismiss the complaint without proceedings if they determine that no violation of University policy occurred, even if the facts alleged are true.

The Student Handbook and University Catalogs include explanations of Title IX and FERPA policies, as well as contact information for students who wish to file grievances in those areas. Students wishing to dispute a grade should follow the procedures outlined in the University's Grade Appeal Policy.

Current and prospective students who wish to file complaints with the Middle States Commission on Higher Education or the New York State Department of Education can find the appropriate contact information on the Accreditations page of the University website.

For additional guidance on addressing complaints, see the Whistleblower Policy.

ACADEMIC CALENDAR 2026-2027

Fall 2026

September 2	Classes Begin
September 7	Labor Day-holiday: no classes
September 2-15	Registration and program changes (permission to enter Lab courses required after September 8)
September 12-13	Weekend Session A: classes begin
September 15	Registration and drop/add ends for full-term classes
October 12	Last day to apply for a fall comprehensive examination
October 12	Spring/Summer 2026 Registration Begins for Continuing Students (tentative)
October 24-25	Weekend Session A: final class meetings/examinations
October 31	Weekend Session B: classes begin
November 6	Last day for full or partial withdrawal for full-term Fall courses
November 6	Last day to opt Pass/Fail for undergraduate courses
November 25-29	Thanksgiving holiday
December 14	Semester classes meeting Monday through Friday end
December 15-21	Final Exam Week
December 19-20	Weekend Session B: final meetings/examinations
December 22	Winter recess begins

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

Spring 2027

January 8	Fall Degrees Conferred
January 19	Weekday Classes begin
January 19-February 1	Registration and drop/add period for full-term courses (permission required for Lab courses after January 25)
January 23-24	Weekend Session C: classes begin
February 1	Registration and drop/add ends for full-term courses
February 15	President's Day-no classes
February 16	Monday Classes meet - no Tuesday Classes
February 22	Fall 2027 Registration opens for continuing students (tentative)
March 7-8	Weekend Session C: final class meeting/examinations
March 13-14	Weekend Session D: Classes begin
March 15	Spring Recess Beings
March 22	Classes resume
April 2	Last day for withdrawal from full-semester classes
April 2	Last day to opt Pass/Fail for undergraduate courses
April 14	Last day to appy for a spring degree
May 1-2	Weekend Session D: Final examinations/Last Class Meeting
May 4	Semester classes meeting Monday through Friday end
May 5 - 11	Final examinations-undergraduate and graduate
TBD	Commencement Ceremony
May 14	Conferral of May degrees

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 2027

May 17	First day of classes for **First Five Week, First Six Week** and **Full Summer Sessions**
May 19	Last day to add/drop classes for **First FIve Week** and **First Six Week Sessions**
May 23	Last day to add/drop classses for 10 and 12 week sessions
May 29-31	Memorial Day-holiday - no classes
June 4	Make up day from May 31st classes
June 4	Last day for withdrawal from **First Five Week Session**
June 11	Last day for withdrawal from **First Six Week Session**
June 18	Last day of **First Five Week session**
June 21	First day of classes for **Second Five Week** Session
June 23	Last day to add/drop for **Second Five Week Session**
June 25	Last Day of **First Six Week Session**
July 2	Last day for withdrawal from **Ten Week Session**
July 3-5	Independence Day Weekend - no classes
July 6	First day of classes for **Second Six Week** Session
July 8	Last day to add/drop for **Second Six Week Session**
July 9	Make up day from July 5
July 9	Last day for withdrawal from **Second Five Week Session and 12 Week Session**
July 23	Last day of **Second Five Week Session and 10 Week Session**
July 26	First day of classes for **Third Five Week Session**
July 28	Last day to drop/add classes for **Third Five Week Session**
July 30	Last day for withdrawal from **Second Six week session**
August 6	Last day of **12 Week Session**
August 13	Last day of **2nd Six Week Sessions**
August 13	Last day for withdrawal from **Third Five Week Session**
August 27	Last day of **Third Five Week Session**
August 31	Summer Degrees conferred

ADMISSION

Online application: apply.liu.edu/quickapp2
Requests for an admission applications and related correspondence concerning admission should be directed to:
Office of Admissions
LIU Riverhead
121 Speonk-Riverhead Road
LIU Building
Riverhead, New York 11901-3499
Email: riverhead@liu.edu
631-287-8010
www.liu.edu/riverhead

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.

Admission Status

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

1. A Standard Admit is a student who has submitted all required documentation and meets all eligibility requirements for his or her degree program.
2. A Limited Admit is a student who does not meet all academic requirements or has not submitted all required credentials for standard admission. A limited admit must submit any missing application credentials by the end of the first semester he or she is enrolled. Any student accepted as a limited admit because of academic deficiencies must satisfy all conditions outlined in the acceptance letter to be considered for full matriculation. If the conditions of limited matriculation are not satisfied, the student may be permanently reclassified as a non-degree admit. Once all deficiencies are removed, the student must submit a written request to the Office of Admissions to be re-classified as a standard admit.
3. A Non-Degree Admit is a student who is not a candidate for a degree and is taking a limited number of courses for certification, professional advancement, personal enrichment or is a visiting student. A visiting student is a student who attends another university and is taking a course at LIU Riverhead with permission from the student's home university. Any non-degree admit who wishes to be considered for a degree program must apply for a change of status and satisfy all admission eligibility requirements for his or her area of interest. Certain graduate programs do not allow visiting students. Please consult with the Office of Admissions for further information at 631-287-8010 or riverhead@liu.edu.

Transfer Admission

Applicants for transfer admission from accredited two-year and four-year colleges are considered. Students transferring from non-accredited institutions must consult with the Office of Admissions to determine eligibility for transfer credits.

Academic Residence Requirements
To complete a bachelor's degree, students must be in academic residence at LIU for at least the final 30 credits; nine of those credits must be completed in the student's major concentration.

Admission as an undergraduate transfer to the B.S. in Childhood Education program or the B.A. in Communication Studies – New Media program requires the completion of a minimum of 54 credits of lower-level college coursework and/or an associate's degree, a minimum GPA of 2.75 or higher on a four-point scale for the B.S. in Childhood Education program and 2.0 for the B.A. in Communication Studies – New Media program. Admission to the B.S. in Childhood Education program also requires one letter of recommendation and a personal interview. For specific program admission requirements, please refer to the program description in this bulletin or on our website at www.liu.edu/riverhead.

LIU Riverhead does not admit first-time freshmen.

Articulation Agreements
LIU Riverhead has developed an articulation agreement with Suffolk County Community College. This agreement enables qualified students to benefit from automatic admission and guaranteed transfer credit toward their bachelor's degree. For further information, contact the LIU Riverhead Office of Admissions at 631-287-8010.

Joint Admissions Agreement with Suffolk County Community College
The ExpressSuccess Joint Admissions Articulation Agreement is for Suffolk County Community College applicants who plan to complete a four-year degree at Long Island University after completing an Associate of Arts (AA) degree, Associate of Science (AS) degree, or select Associate in Applied Science (AAS) degree at SCCC. Under the terms of the agreement, students apply to LIU at the time they apply to SCCC. The LIU application fee is waived at admission to SCCC. Students who take advantage of this agreement receive several benefits including academic counseling and access to select LIU facilities. For more information, contact LIU Riverhead Office of Admissions at 631-287-8010.

Undergraduate Transfer Credit

LIU awards undergraduate transfer credit from accredited colleges and universities. Transfer credits are generally awarded for equivalent academic courses that have been successfully completed prior to enrollment at LIU with grades of C- or better at accredited colleges or universities. In the event that specific LIU programs require grades higher than C- in courses that are prerequisites for admission, that program's grade transfer credit requirements will apply.

The following additional guidelines apply to the awarding of undergraduate transfer credit:

- Students who have an earned Associates or Bachelor's degree may be granted credits for courses with grades of D earned, if they were part of the earned degree.
- Students can receive a maximum of 72 credits from two-year institutions.
- Students can receive a maximum of 90 credits from four-year institutions.
- Students who completed higher education coursework in another country must submit official transcripts along with an international credentials evaluation completed by an NACES (National Association of Credential Evaluation Services member organization.
- Courses in which a grade of "P" was earned are not transferrable unless information is provided that indicates that the grade was equivalent to a C- or higher.
- Any awarded transfer credits are not used in the LIU GPA calculation.

Students should refer to the Academic Catalogs for a list of programs that have specific transfer credit requirements.

Military Service and Training Transfer Credit: LIU awards college credits to eligible veterans and active members of the military. The Army, Coast Guard, Marine Corps, and Navy use the centralized Joint Services Transcript (JST) system. Students may receive college credits for military training and specific occupational training. Official Joint Services Transcripts must be submitted LIU.

Life Experience Transfer Credit: Life Experience credits may be awarded in recognition of knowledge obtained in ways other than study at an accredited college. Students must have completed

six credits at LIU and demonstrate knowledge equivalent to what would be learned in a specific LIU undergraduate course. There are some specific subject areas that do not award Life Experience credit; please refer to the Life Experience Credit policy.

Advanced Placement; CLEP; International Transfer Credit; International Baccalaureate: LIU Awards credit to students who achieve minimum required scores for the following:

- Advanced Placement Exams
- CLEP exams
- International Baccalaureate

Non-accredited Institutions Transfer Credit: Students transferring from non-accredited institutions are reviewed on a case-by-case basis to determine eligibility for transfer credits.

Graduate Admission

Graduate Teacher Education Programs

The M.S. in Childhood Education, and Teaching Students with Disabilities programs require a bachelor's degree from an accredited college or university with a minimum GPA of 3.00 on a four-point scale, one letter of recommendation preferably from a professional in the field of education or related disciplines, the completion of an on-campus writing sample and a personal interview. Evidence of prior certification is required for the M.S. in Teaching Students with Disabilities. For specific program admission requirements, please refer to the program description in this bulletin or on the website liu.edu/riverhead.

Readmission

UNDERGRADUATE READMISSION

Any undergraduate student who has not attended the University for one or more regular semesters (fall or spring) and wishes to return must file a readmission form.

Undergraduate students who have attended other colleges since their last attendance at LIU must submit official transcripts before readmission will be approved. Students who have not attended for more than five years must reapply to LIU. If readmission is approved, a student's return to LIU is subject to academic requirements as listed in the catalog in effect at the time of readmission.

Undergraduate students wishing to be readmitted into a new program will be advised through the admissions process and evaluated for eligibility for the new program of study. Readmission into specific programs (i.e., cohort based programs) may require the program director's and/or academic dean's approval.

GRADUATE 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 student's return is subject to the academic requirements posted in the 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.

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 Student Services Office, the office 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

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

Academic Load and Class Standing

In accordance with University regulations, only students who have been admitted to the University, have formally registered, and are in good financial standing, may attend classes.

Full-time undergraduate students in good academic standing may carry 12-18 credits during each fall and spring semester without additional approvals. Undergraduate students may request to take 19 or more credits in the regular semester if they are in good academic standing and if they obtain approval from the Dean or their designee. For any credits taken above 18, students are charged additional tuition at the per-credit rate.
Full Time Status:

- Undergraduate - a student carrying at least 12 credits per semester
- Graduate - a student carrying at least 9 credits per semester

Class standing is determined by the number of credits earned:

Sophomore	30 credits
Junior	60 credits
Senior	90 credits

Undergraduate students must maintain the following overall grade point averages (GPA) in order to be considered 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

Graduate students must achieve an overall Grade Point Average (GPA) of 3.00 to be considered in good academic standing.

In some departments, requirements for remaining in good academic standing may be higher based on accreditation requirements.

Students with excessive W's or INC's (or both) on their records may be considered as failing to make satisfactory progress toward completion of their programs of study and may be ineligible to continue until remedial steps have been taken

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.
The University employs the following grade conversion guidelines:

Letter Grade	Percent Grade	4.0 Scale
A	93 - 100	4.000
A-	90 - 92	3.667
B+	87 - 89	3.333
B	83 - 86	3.000
B-	80 - 82	2.667
C+	77 - 79	2.333
C	73 - 76	2.000
C-	70 - 72	1.667
D	65 - 69	1.000
F	Below 65	0.000

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 convert to INX (Expired INC) 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. INC grades in Thesis and Dissertation courses do not lapse to INX provided the student continues to enroll in Maintenance of Matriculation.

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.

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.

Pass/Fail Option (Applies to undergraduate study only)
Students may take a maximum of two courses on the Pass/Fail (P/F) basis per academic year (which includes winter, summer, weekend sessions, and all other newly created sessions, for a total of not more than 24 credits in a student's resident undergraduate program). This restriction does not apply to courses offered only on the P/F basis. A grade of "P" will be posted on the student's transcript only if the actual grade earned is a "D" or better. Only elective courses may be taken on a Pass/Fail basis. Core courses may not be taken on a Pass/Fail basis. "P" grades are not calculated into the GPA, but credits are earned for the course. "F" grades are calculated into the GPA. Core courses, courses in a student's major, and co-related courses may not be taken as P/F without the written permission of the major or minor department chair or program director.
Students who opt for a Pass/Fail during the fall or spring semester are not eligible for inclusion on the Dean's List for that semester.
Students may choose the P/F option up to the 10th week of the regular semester as specified in the academic calendar. Changes will not be considered after the deadline date.
To graduate with honors, a student must take at least 54 credits at LIU, not including courses taken on a Pass/Fail basis or Life Experience credits.

Grade Changes

A faculty member may change a grade in situations where it is warranted within one year of assigning the original grade. Changes to grades cannot be made once a degree has been conferred unless the student has submitted an appeal. 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.

Any request to change a grade after the on-eyar period referenced above must be submitted to the chair and dean for review and approval.

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.

Dean's List

Eligibility for the Dean's List is evaluated after each fall and spring term and is determined by grades earned in the regular academic semesters (fall and spring). Summer Session grades are not considered.

Degree-seeking/ matriculated students who complete at least 12 credits and achieve a grade point average of at least 3.50 in any one semester are placed on the Dean's List for that semester. Students who earn an F, W, NC, U or INC in any semester, even though the symbols are subsequently changed to grades, are not placed on the Dean's List for that semester. Students who opt for a course Pass/Fail are not eligible for inclusion on the Dean's List. A student who does not receive an official grade in any semester will not be placed on the Dean's List until official grade submission, excluding those listed above, that otherwise qualifies the student for the Dean's List.

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 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
Undergraduate degree requirements: To qualify for a bachelor's degree, students must complete the core curriculum, all required liberal arts and sciences courses, and all departmental and University requirements listed in the undergraduate catalog for the academic year in which they were matriculated or readmitted. Specific requirements, substitutions, or exemptions, where relevant, are indicated.
The final 30 hours of credit must be earned in academic residence at Long Island University. A minimum of 9 credits of the requirements for a major must be completed in residency at LIU.
The undergraduate requirements for graduation are:
- 2.00 cumulative and major average (higher in some areas as indicated in the catalog)
- Core and major requirements fulfilled
- 120 credits (more in some departments as indicated in the catalog)
- Minimum liberal arts requirements as defined by New York State Education Department

To graduate with honors, undergraduate students must complete at least 54 graded credits in academic residence at LIU (this excludes courses graded on a pass/fail basis) to qualify for Latin Honors as follows:
- summa cum laude: 3.90 or higher
- magna cum laude: 3.70 - 3.89
- cum laude: 3.50 – 3.69

Attendance

It is expected that students will attend all class sessions scheduled for the courses in which they are enrolled. Responsibility for class attendance rests with the student.

Ordinarily, the work missed through absence must be made up. However, permission to make up such work is not automatic and is given at the discretion of the instructor.

When a student's attendance in classes is unsatisfactory to their instructors or the dean, the university reserves the right to exclude the student from an examination, course, or program.

Student Absence due to Religious Reasons

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."

Academic Probation, Suspension and Dismissal

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

1. the student's cumulative average (LIU courses only) falls below 2.00 (higher cumulative average required in some programs);
2. the student's major average falls below the minimum required by the major department or program. The minimum undergraduate major average is typically 2.25 (see individual programs for exceptions);
3. the student's semester average falls below 2.00;
4. the student does not complete at least half of the credits for which he or she originally registered in any given semester.

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

1. they may not register for more than 12 credits;
2. they may not receive a grade of NC or F in any courses;
3. they must raise their major and cumulative averages to at least the required minimum by the time they have completed 12 more credits.

A student with an unsatisfactory academic record may be suspended after a review by the program director. **Students who have attempted 24 credits, and achieve a GPA of 1.0 or below, will be suspended from the university.**

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

Student Conduct

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

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. 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, subject to appeal by the Vice President for Academic Affairs.

For additional information outlining the Student Conduct disciplinary process, please refer to the LIU Student Handbook, which is updated annually.

Academic Conduct Policy

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
- siigning 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

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

Academic Programs:

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

Disciplinary Complaints:

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

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.

Related Curricular Matters

Double Majors - Undergraduate

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

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

Cross-Referenced Courses

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

Course Numbers

Courses numbered 300 to 499 are upper-division undergraduate courses.

Courses numbered 500 and above are graduate courses.

Course Frequency

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

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

A complete listing of courses is available at liu.edu/riverhead/academics

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.
- Students are not permitted to enroll beyond the second week of the term. Students are not permitted to continue attending classes for which they are not enrolled beyond the second week of the term. Under no circumstances is retroactive enrollment 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 Faculty Advisor. Registration dates are also on the academic calendar and the My LIU account under "Enrollment Dates".
Students are encouraged to meet with their Faculty Advisor 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 (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 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 Faculty Advisor.

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.

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 Enrollment Services. 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

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 Faculty Advisor 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 Office of Student 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.

Visiting Student Authorization (VISA)

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

1. Students may not take a course at another institution on Long Island, or online if the course is being offered at LIU Riverhead.
2. If a required course is not being offered at LIU Riverhead then permission can be considered.
3. Students must be in good academic standing; students on academic probation cannot be granted permission to attend other institutions.
4. The visiting student authorization becomes automatically invalid if, by the conclusion of the term during which it is granted, the student is placed on academic probation.
5. Only letter grades of C- or above for undergraduates, or B or above for graduate students are accepted for transfer credits. A grade of P is not transferable. Grades earned at another institution are not used in the computation of either the student's major or cumulative average, they do not remove F grades earned at LIU Riverhead, nor do they count toward fulfillment of residence requirements or the requirements for graduation with honors.
6. Visiting student authorizations are granted for a maximum of 9 credits for undergraduates. Graduate students should consult with their faculty advisor.
7. A maximum of 72 credits may be transferred from two-year colleges.
8. All undergraduate students must complete their final 30 credits in residence, 9 of which must be in their major.

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

Individual Instruction Classes

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

Life Experience Credit

Life Experience Credit (LEC) is credit given in recognition of knowledge obtained in some way other than study in a two or four year accredited college. The knowledge must be equivalent to what would be learned in a LIU Riverhead undergraduate course, and the applicant must be able to demonstrate such knowledge. It is the learning, not the experience itself, for which credit is awarded.

LIU undergraduate degree candidates who have completed at least six (6) undergraduate credits may be eligible for LEC. LIU graduate degree candidates may be eligible to apply for undergraduate LEC that is a prerequisite to acceptance in, or graduation from, a program leading to a graduate degree, or required for professional certification in the candidate's graduate area. To be eligible, a student must have completed six credits in a graduate degree program at LIU.

Student may demonstrate knowledge gained through life experience in the following ways:

- Written examinations given by the department; sometimes in the form of a final examination, typically given in the relevant class.
- Demonstration of skills through performance or presentation of a portfolio. This method could be used in evaluating skills in such areas as foreign language, writing, art, music, and dance.
- Written presentation with documentation. This method may include an essay identifying what the learning is and should demonstrate the relationship of the learning to a particular course at LIU. Include in the presentation documents and other materials that verify this learning. For example, real estate and insurance brokers, nurses, and medical technicians may have taken in-service courses and been awarded

licenses or certificates of proficiency, which may be presented as supporting evidence.

The evaluator who determines LEC is a faculty specialist in the field; the evaluator decides what method of demonstration is appropriate; what evidence is necessary; and how much evidence is required to make a decision.

If Life Experience credit is approved, the student is notified to pay a fee of $250 per credit granted. Once the fee is paid, the University Registrar's office posts the credits to the student's record.

The following additional criteria apply to the awarding of LEC:

- LEC is not awarded for graduate level courses.
- LEC does not count towards the residency requirement for graduation with honors.
- LEC is not awarded for Accounting, English Composition or Criminal Justice courses.
- A maximum of six (6) LEC credits will be awarded in foreign language.
- Students may not use LEC earned in a foreign language to fulfill a core curriculum requirement.
- The number of credits granted through LEC for a baccalaureate degree may not exceed 60. If a student also earns CLEP credit, the maximum combined LEC and CLEP credits may not exceed 60.

Transcript Requests

Official transcripts for professional and graduate schools, prospective employers, and other institutions must be requested and authrorized 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 (non-refundable)	200
Tuition:	
• Bachelor’s Degree and Undergraduate Studies, 12-18 credits, per term	20,937
• Bachelor’s Degree and Undergraduate Studies, per credit	1,307
• Undergraduate Audit Fee, per credit	654
• Master's Degree and Graduate Studies, per credit	1,435
• Graduate Audit Fee, per credit	719
University Fee:	
• 12+ credits, per term	1,058
• Less than 12 credits, per term	529
Other Fees:	
• Late Payment Fee	350
• Maintenance of Matriculation Fee	100
• Returned Check/Credit Card Chargeback Fee	25
• Replacement Student ID Card	25
• Diploma Replacement Fee	40
• Official Transcript, on-demand, per request	25
• Official Transcript, online, per request	15

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:

Enrollment Fee	$35
Enrollment Dates	Fall : July - November (Last month/day to enroll is October 15th) Spring : December - April (Last month/day to enroll is March 15th) Summer : May - June (Must sign up in May for the two month summer payment option)
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. For example, if you sign for Fall payment plan in August you will have 4 payments not five.
Down Payment	20%-50% (depending on date of enrollment).
Late Payment Fee	$25 if payment is not received within 10 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 15	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, generate an On-Demand statement or 1098T form or set up a payment plan.

Late Payment Assessment

Fall Term	Amount
After Spring registration opens	$350
Winter Term	
1st Day	$150
Spring Term	
After Fall registration opens	$350
Summer Term	
July 15	$150

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.
- 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.

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 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.

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 after a student completes the FAFSA online. The FAFSA, available on the web at studentaid.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 U.S. citizens or as eligible noncitizens, be officially admitted to LIU, or matriculated in a degree program, and make satisfactory academic progress toward degree requirements. Students in 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 maintain good academic standing. For institutional scholarships, students must generally need to maintain full-time enrollment and a cumulative GPA of 3.0 to have their awards renewed. Any break in enrollment without an approved deferment on file will result in a loss of your scholarship. Please visit our renewal policy on the web at liu.edu/enrollment-services.

WITHDRAWAL

Those receiving federal aid who withdraw completely may be billed for the 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.

TUITION SCHOLARSHIP POLICY

Long Island University offers tuition scholarships to qualified undergraduate students based on evaluation of their admissions application and credentials. These scholarships are granted upon admission and detailed in the student's admission and scholarship offer letter. Scholarship offers are contingent on the receipt and evaluation of the student's final official transcript and test scores.

Duration of Scholarship

- First-Year Students: Scholarships may be awarded for up to eight (8) consecutive semesters (fall and spring) to support the completion of the student's first undergraduate degree, provided that the renewal criteria are met by the end of each spring semester.
- Transfer Students: Scholarships may be granted for up to six (6) consecutive semesters (fall and spring) toward the completion of the student's first undergraduate degree, contingent upon meeting the renewal criteria by the end of each spring semester.

Scholarship Terms

- Renewal Requirements: To continue receiving the merit scholarship, students must:
  - Maintain the cumulative GPA requirement outlined in the scholarship award letter.
  - Be enrolled full-time at Long Island University continuously.
  - Complete the FAFSA for each academic year.
- Additional Conditions:
  - Scholarships offered during the admissions process are applied to tuition and cannot be applied to fees, room, or board.
  - Total financial aid, including scholarships from LIU, cannot exceed the cost of tuition.
  - LIU scholarships are applied to a student balance after federal and state aid has been applied.
  - Students receiving full-tuition coverage to LIU through tuition remission or tuition exchange are not eligible for tuition scholarships.
  - Students receiving athletic scholarships may not receive more than $10,000 in tuition scholarships and must adhere to the terms of their National Letter of Intent (NLI) agreement.
  - Scholarship offers are only valid for the semester in which they are awarded. If students defer their enrollment, they will be subject to the scholarship terms and amounts available for the new semester of enrollment.
  - Students are responsible for maintaining the renewal criteria and continuous enrollment. Discontinuing enrollment without an approved deferment may result in loss of the scholarship.

Tuition scholarships offered during the admissions process are final and cannot be increased over subsequent semesters. Tuition scholarships and other financial aid offers may be viewed on a student's MyLIU account. Students who have questions related to their Tuition Scholarship or financial aid may seek assistance from their assigned admissions recruiter or success coach.

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. 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 and fees; they can range from $500 to full tuition and fees

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 as well as performers and artists. 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://handhshake.liu.edu. It is not necessary to be awarded work-study earnings to use Handshake.

Resident Assistantships

Resident assistants reside in the residence halls and are responsible for organizing, implementing, and evaluating social and educational activities. Compensation includes a residence hall room. The position information may be obtained from LIU Promise.

ALL OTHER SOURCES OF AID

STATE GRANTS

New York State and other states offer a variety of grants and scholarships to residents. 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 school code is **0403**. 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.

New York State Tuition Assistance Program (TAP)

Legal residents of the state of New York who are enrolled in a full-time undergraduate degree program of at least 6 credits per term, or the equivalent, may be eligible for awards under this program. The award varies, depending on income and tuition cost. Students applying for TAP must do so via FAFSA (see earlier "How to Apply" section). Submit the completed application as instructed. For more information about TAP, visit www.hesc.ny.gov/pay-for-college/apply-for-financial-aid/nys-tap.html.

New York State Enhanced Tuition Awards (ETA)

Enhanced Tuition Awards of up to $6,000 are available for resident students enrolled in a private college in New York State. Awards will be phased in over three years, beginning for New Yorkers making up to $125,000 adjusted gross income. ETA recipients can receive up to $6,000 through a combination of their TAP award, ETA award, and a match from LIU. Students are eligible to get an award for up to four years when pursuing a bachelor's degree. Students in an undergraduate program of study normally requiring five years (HEOP) are eligible to receive the award for five years. Award recipients need to earn a passing grade to maintain their Enhanced Tuition Awards, provided they earn a total of 30 credits over the course of a year. Students with disabilities under the ADA are allowed to attend on a part-time basis and their award will be prorated.

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

Pell Grant Program

The Federal Pell Grant Program assists undergraduate students who demonstrate financial need according to economic criteria and program requirements established by the federal government. To be eligible, you must enroll in a degree or approved certificate/diploma program and be matriculated for your first bachelor's degree. (You are not eligible if you have already completed a bachelor's degree.)

Federal Supplemental Educational Opportunity Grants (SEOG)

These federally funded grants are awarded to undergraduates whose financial need is substantial. All FAFSA filers who meet our published deadlines and qualify are automatically considered for this grant. However, funds for this program may be limited and are based on availability. To qualify, students are encouraged to submit their FAFSA by the University's established priority date.

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. During the first year of study, a student may borrow up to a total of $5,500 (combined subsidized and unsubsidized), with no more than $3,500 as the subsidized amount. In subsequent years, the total is increased to $6,500 for sophomores (with no more than $4,500 as the subsidized amount), $7,500 for juniors and seniors (with no more than $5,500 as the subsidized amount), and $20,500 unsubsidized loan for graduate students. For independent undergraduate students and some dependent undergraduate students whose parents do not qualify for a PLUS loan, the Federal Direct Unsubsidized Stafford Loan Program offers yet more borrowing eligibility.

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 PLUS Loan Program

The PLUS loan enables parents of dependent undergraduate 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 point history. PLUS loan disbursements are made payable to LIU and the parent and funds are applied first to the current term's outstanding balance on the student's account. To apply for a PLUS loan, log into www.studentaid.gov

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

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.

Policies

Federal Student Aid Credit Balances and Refunds

lt 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 Student Financial Services Office 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.

New York TAP Waiver Policy

Full time students who are New York State (NYS) residents and have applied for the NYS Tuition Assistance Program (TAP) will receive an award notice from New York State. Each semester, the award must be certified by the University based on certain regulatory and academic requirements. Among the requirements is the obligation of the student to maintain "good academic standing" as defined in NYCCRR 8 §145-2.2 and as it relates to the following:

- Pursuit of Program is defined as receiving an 'A-F' letter grade in a certain percentage of courses each semester depending on the number of TAP/State awards the student has received.
- Satisfactory Academic Progress requires students to accumulate a specified number of credits and achieve a specified cumulative grade point average each term depending on the number of TAP/State award payments the student has received.

Students who fail to maintain good academic standing as the result of unforeseen or extraordinary circumstances, and who thus become ineligible for a TAP award, may apply to the University for a TAP Waiver. In certain cases, the requirements regarding Pursuit of Program or Satisfactory Academic Progress may be waived once during a student's undergraduate enrollment. Waivers are based on an undue hardship that has affected the student's ability to maintain good academic standing during a particular semester. A waiver may be granted only when there is a reasonable expectation that the student will meet future State requirements. Waivers are based on documented evidence of:

- a death or illness in the student's family
- serious illness of the student
- other extenuating circumstances beyond the student's control.

Waiver requests must be made in writing to the Office of Enrollment Services and must include:

- a letter stating the reasons for the student's failure to meet academic requirements and how conditions have changed so that future

academic progress will not be impeded
- pertinent documentation supporting the waiver application (e.g., physician's written statement, death certificate, etc.)
- a written recommendation from the student's Dean

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 withdrawal 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 Required
0-29	50%	0 - 29	1.8
30-121	67%	30 - 59	1.9
122-192	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 GPA Requirements**

Credits Attempted	*Credits Earned*	*Total Credits Earned*	*Cum 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), 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 Policy

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.

Undergraduate Programs

The expected length of an undergraduate program is eight terms (four academic years). A student's remaining Expected Time to Credential is based on the portion of the program already completed, including applicable transfer credits and summer coursework, and will be used to determine eligibility for applicable federal student loan provisions.

Graduate and Professional Programs

The University establishes the expected length of each program of study. A student's remaining Expected Time to Credential is based on the published program length and the portion of the program already completed, including applicable transfer credits and summer coursework, and will be used to determine eligibility for applicable federal student loan provisions.

Program	Time to Completion
Childhood Education MS	5 terms
Literacy Education: Birth-6 MS	4 terms
Teaching Students with Disabilities MS	4 terms

STUDENT SERVICES, RESOURCES AND FACILITIES

Academic Advising

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

Career Services

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

Academic advisors can help any LIU student seeking career-related assistance. Handshake, LIU's online job bank, also provides easy-to-use online resume templates and other career resources. Log on to Handshake handshake.liu.edu using your MyLIU email address and password. For more information and resources, visit liu.edu/career-success.

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 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.

Bookstore

The Official Bookstore of Long Island University is powered by Barnes and Noble. The University Bookstore is located online where students can conveniently purchase or rent their textbooks. 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.

Visit the bookstore at: https://bncvirtual.com/liu

Facilities

LIU Riverhead provides students with excellent facilities to help them learn and professionally mature. The LIU Building, located on the beautiful Eastern Campus of Suffolk County Community College (SCCC), includes smart classrooms, offices for faculty and staff, a computer lab, and a student lounge. In addition, a ground lease with SCCC provides LIU students with access to SCCC's Learning Resource Center and other facilities.

Information Technology

LIU Information Technology (LIU IT) facilitates 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, academic computer labs and smart classroom spaces, and video and telecommunications infrastructure that includes fiber optic and copper infrastructure throughout the buildings, firewall and security access, and wireless internet access. IT provides facilities technical support to campus residence halls, departments, 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 help desk centralized through Browse, LIU's technology store.

As a further extension of the university's commitment to providing students with unique, real-world learning opportunities, LIU Information Technology recently opened the doors to Browse, LIU's on-campus technology store, an authorized technology products retailer that offers popular technology brands and products, from tablets and notebooks to all-in-one desktop computers and gaming consoles, as well as accessories, at discounted rates for LIU faculty, students, and staff with a valid LIU ID. Students who are hired in Browse as store associates play an important role in the Browse's day-to-day operations and gain professional skills as they work alongside certified service help desk technicians. Students can learn about retail, customer service, business management, entrepreneurship, small business operations, supply chain management, e-commerce, as well as networking and technology troubleshooting, work experience that helps students to build a professional résumé prior to graduation. Students are encouraged to come to Browse for helpdesk support issues.

Teaching & Learning Experience

My LIU
My LIU is the university's portal which provides students with convenient access to information about their records. By logging onto https://my.liu.edu, students may view the schedule of classes, register for courses, obtain their grades, and requests 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. For more information, please visit or contact Browse, Student Helpdesk.

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 students have any trouble accessing the designated My LIU account, students are encouraged to check with the helpdesk at Browse at one of our campus locations: 2nd floor Hillwood Commons at Post Campus or 3rd floor Library Learning Center in Brooklyn Campus. Additional resources are available on IT's website: https://it.liu.edu.

Modern Classrooms
Smart classrooms across the campuses are outfitted with audiovisual equipment such as overhead projectors, smart whiteboards, monitors, video recording equipment, and data projectors that are available to students and faculty for internship projects and presentations. Additionally, cutting edge 3D simulation space is available in partnership with Dassault Systemes to provide exact digital models of human anatomy for students in LIU Health Science programs. For support in utilizing university classrooms, LIU Information Technology helpdesk is available to faculty. Faculty computers are provided and maintained by the University, with upgrades according to a 4-year replacement policy and upgrades as necessary for full-time faculty.

Computer Labs
Teaching and learning at LIU is also supported by the continual upgrade and maintenance of computing laboratories. Computer labs for students' use are available at various locations throughout the campus. All students are required to use their LIU e-mail account for communication with faculty and staff. Students may also connect to MyLIU, the University-wide computer network, and Brightspace from dormitory rooms. Whenever necessary, students can access computer accounts, software, and the internet from personal computers and mobile devices using the University's wireless access.

Learning Management System
LIU students and faculty utilize Brightspace learning management system for course instruction, coursework submission, and collaboration. All class materials are posted in Brightspace.

Network Services
LIU students and faculty are provided wireless connectivity to LIU's network LIUNET allowing connectivity of personal laptop computers or mobile devices to the internet across campus residential spaces, classrooms, and facilities. The wireless network at LIU Post has continuously been upgraded and expanded throughout the campus.

IT Support
Information Technology Teaching & Learning Center (TLC)

Faculty members have a specialized resource in Information Technology's Teaching & Learning Center. The Teaching & Learning Center locations at each campus facilitate utilization of the Brightspace learning management system along with other teaching and learning tools. The Information Technology Teaching & Learning Center (TLC), located in the B. Davis Schwartz Memorial Library at Post campus and Metcalfe Building – Room M407, has been established to assist faculty in the design, programming, and implementation of various media in coursework. In addition, the TLC conducts year-round technology-focused workshops for faculty and staff on how to use information technology in the educational process, such as Brightspace, Teams, and Microsoft Office.

LIUIT Tutorials
Online tutorials are available 24/7 for students and faculty to access for support. For students, tutorials topics range from how to use: MyLIU, the university-wide computer network; Brightspace, the learning management system; e-mail; Career Connect, the career services management system; Google Apps; and Adobe Express. In addition, tutorials for faculty provide information about LIU's Oracle PeopleSoft Enterprise Resource Planning (ERP) system, which is used for grading, and Learning Spaces for Smart Classroom Technology. Furthermore, IT security resources are available on LIU IT's website to promote security awareness and support utilizing newly implemented security tools such as Duo, for multi-factor authentication.

Browse
Following a single one-stop shop model, Browse, LIU's technology store has recently been expanded to include helpdesk services, with students serving as the front line for service desk request handling. Browse's helpdesk, run by student store associates, offers campus community members with technology purchasing support and IT helpdesk services. Escalation to various tiers and divisions of Information Technology takes place based on the type of request being handled.

Contact Information

IT Website: http://it@liu.edu

IT Email: IT@LIU.edu

Phone: 516-299-3300/ 718-488-3300

Public Safety

Public safety and security support for LIU Riverhead is provided by the Suffolk County Community College Public Safety Department. The Public Safety staff are available to assist students, faculty, and staff with safety and security issues and concerns. Public Safety will provide limited assistance to students experiencing difficulties with their cars and is charged with enforcing campus parking and other college policies. Blue light emergency phones are located at several locations on the campus. The Public Safety Office is located in the Peconic Building, room 119. The office can be reached by dialing 631-451-4242.

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 Riverhead'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; 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: 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 liu.edu, as well as the campus official Facebook and Twitter accounts.

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

Student Services

LIU Riverhead offers many resources to assist students from admission to graduation. The Office of Student Services helps students conduct university business, maximize their academic success and employment options, and provides individualized attention for academic needs. Students may receive assistance with the MyLIU student portal, academic advising, course registration, financial aid and billing, job searches, ID cards, parking permits, and other student service business needs. In addition to our convenient online student portal, our experienced faculty and staff work closely with students and their families to ensure they receive world-class service throughout the college experience.

Writing Lab

The LIU Writing Center provides students with access to writing assistance in person, online or through email. Writing assistants can work with students at any point in the writing process from helping to clarify an assignment or prompt, through brainstorming, organizing and developing ideas, citing sources, and polishing writing. To schedule an appointment, please email Post-learningcenter@liu.edu or call (516) 299-3057.

Alumni Engagement

Long Island University has an active network of over 200,000 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.

LIBRARY

The LIU Libraries serve a combined total of over 16,000 students, more than 300 full-time faculty members, and over 1,300 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 343,000 online journals, 260 online databases, 369,000 electronic books, and 89,000 files of streaming media.

Collectively, the university's libraries house approximately 606,000 print books and more than 13,700 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 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, 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 unversity's libraries have 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.

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

UNDERGRADUATE PROGRAMS

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

Transfer students may be eligible to transfer a maximum of 72 credits for all courses taken at a two-year college and a maximum of 90 credits from an accredited four-year institution. All students who transfer to LIU Riverhead will be evaluated on a case-by-case basis and may be required to complete additional specific course work.

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

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

Program Admission Requirements

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

The program requires that students:

1. have completed 54 credits of coursework and/or an associate's degree. Coursework should include a minimum of 30 liberal arts and sciences core credits in the following areas: the arts (visual or performing), foreign language, English, writing, social science, mathematics, and science. In addition, a liberal arts and sciences concentration is also required (18 cr. minimum). Students who have not earned 54 credits and/or an associate's degree will be evaluated on a case-by-case basis.
2. submit ALL official college transcripts.
3. have a grade point average of 2.75 or higher, on a four-point scale.
4. submit a letter of recommendation from a professional or academic source.
5. schedule and complete an in-person interview with the Office of Admissions.

New York State Teacher Certification Requirements

Information regarding New York State Teacher Certification can be accessed at nysed.gov. Students may also speak with their academic advisor regarding the current requirements for initial teacher certification.

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

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

Upper-Division Program

51 Credits Required

[Program Code: 33033] {HEGIS: 0802}

Required Major Courses

EDU	201	Foundations of Education	3.00
EDU	210	Child Development	3.00
EDU	250	Educational Psychology	3.00
EDU	260	Introduction to Special Education	3.00
EDU	265	Technology in Education	3.00
EDU	270	Curriculum Planning	3.00
EDU	280	Classroom Management	3.00
EDU	281A	Integrated Methods-Reading/Writing and Language Dev. Grades 1-6	6.00
EDU	281B	Integrated Methods-Social Studies/Language Arts Grades 1-6	6.00
EDU	281C	Integrated Methods-Mathematics/Science Grades 1-6	6.00
EDU	284	Student Teaching and Seminar	12.00

Liberal Arts and Sciences Core

The 60 credit Liberal Arts and Sciences Core consists of a 30 credit General Education Core and a 30 credit, interdisciplinary Content Core. A minimum of 12 of these 60 credits must be completed at the upper-division level.

Most of the courses in the Liberal Arts and Sciences Core are completed before a student enters LIU Riverhead. A transcript review of these courses is completed during the admissions process.

General Education Core (30 credits)

Social Science: History, Sociology, Economics, Political Science, Anthropology	6.00
Scientific Processes (including 1 lab course): Biology, Chemistry, Earth Science, Physics	6.00
Artistic Expression: Art, Music, Theater, Dance	3.00
Literature	3.00
English/Writing/ Composition	3.00
Foreign Language	3.00
Mathematics	6.00

Content Core (30 credits)

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

Electives

Free Electives	9.00

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 60

Minimum Education Major GPA: 2.50

Minimum Cumulative GPA: 2.50

Bachelor of Arts in Communication Studies - New Media

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

Program Admission Requirements

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

This program requires that students:

1. have completed lower-level coursework of at least 54 credits and/or an associate's degree. Coursework should include a minimum of 31 credits in the following areas: social science, humanities, English, writing, science, and mathematics. Students who have not earned 54 credits and/or an associate's degree will be evaluated on a case by case basis.
2. submit ALL official college transcripts.
3. have a grade point average of 2.00 or higher, on a four-point scale.

B.A., Communication Studies – New Media

Upper-Division Program

51 Credits Required

[Program Code: 34527] {HEGIS: 0601}

Required Major Courses

CMA	265	Technology in Education	3.00
CMA	270	New Media and Society	3.00
CMA	280	Interpersonal Communication in the Digital Age	3.00
CMA	281	Emerging Media Applications I	3.00
CMA	282	Emerging Media Applications II	3.00
CMA	283	Advertising and Public Relations	3.00
CMA	284	New Media Literacies	3.00
CMA	285	Digital Storytelling	3.00
CMA	286	Business Communication	3.00
CMA	287	Gaming and Society	3.00
CMA	288	ePortfolio II	2.00
CMA	289	Media Law	3.00
CMA	290	Communication Research Methods	3.00
CMA	291	Oral Communication and Presentation	3.00
CMA	292	Case Studies in New Media	3.00
ENG	202	Advanced Professional Writing	3.00

Capstone Courses - Select one of the following (4 credits)

CMA	298	Communication Capstone Project	4.00
CMA	295	Communication Internship	4.00

Liberal Arts and Sciences Core

The 57 credit Liberal Arts and Sciences Core consists of a 31 credit General Education Core and a 26 credit Interdisciplinary Liberal Arts and Sciences Core. A minimum of 9 of these 57 credits must be completed at the upper-division level. Most of the courses in the Liberal Arts and Sciences Core are completed before a student enters LIU Riverhead. A transcript review of these courses is completed during the admissions process.

General Education Core (31 Credits)

Social Science: History (3 credits required), Sociology, Economics, Political Science, Psychology	9.00
Humanities: Communications, Philosophy, Foreign Language, Fine Arts, English (3 credits maximum), Cultural Anthropology, Religion	9.00
English and Writing	6.00
Scientific Processes (including 1 lab): Biology, Chemistry, Earth Science, Astronomy, Physics	4.00
Mathematics	3.00

Interdisciplinary Liberal Arts and Sciences Core (26 Credits)

The Interdisciplinary core in the liberal arts and sciences consists of 26 semester hours in one or more of the liberal arts and sciences.	26.00

Electives

Free Electives	12.00

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 90

Minimum Major GPA: 2.25

Minimum Cumulative GPA: 2.00

Undergraduate Programs Courses

CMA 265 Technology in Education
The impact of computer technology on the instructional learning process is important for today's educators to acknowledge. This course is designed to familiarize the student with the necessary skill base required to meet the demands of effective integration of technology into daily instructional programs. The student will become aware of the technology benchmarks today's educators are expected to draw upon in order to facilitate the learning process and address the needs of a society in which information doubles rapidly. Students will come away from this course with a newly found confidence in the use of technology and a growing appreciation for the increased dimension technology can bring to the learning process.
Credits: 3
Every Fall

CMA 270 New Media and Society
This course explores new media technology and its influence on modern society. As new forms of media constantly emerge, the impact these technologies have on our society is constantly changing as well. Students will study these changes in media and society and develop a clear understanding as to not only what is changing but how and why these changes are taking place.
Credits: 3
Every Fall

CMA 280 Interpersonal Communication in the Digital Age
In recent years, technological advances have changed the way we speak, interact, and how we classify our relationships. This course explores this changing world and how the evolving digital landscape has also changed the way we communicate with one another. Students will examine the dynamics of interpersonal communication with a particular focus on how these dynamics are changing with the advancement of technology.
Credits: 3
Every Fall

CMA 281 Emerging Media Applications I
The first of two emerging media applications courses, this course examines the wide range of emerging technologies and applications available in today's digital age. In an ever changing digital world, it is vitally important to maintain a familiarity with the most current technology. A particular emphasis will be placed on technologies that affect and enhance the way we communicate with each other, most notably in the areas of interpersonal communication and the transference of the written word. Students will be provided with an overview of available products as well as hands on experience.
Credits: 3
Every Spring

CMA 282 Emerging Media Applications II
The second of two emerging media applications courses, this course continues to examine the wide range of emerging technologies and applications available in today's digital age. In this course, a particular emphasis will be placed on multimedia technologies, focusing on those that incorporate visual images. This course will provide an overview of available products as well as hands on experience.
Prerequisite of CMA 281 is required.
Credits: 3
Every Fall

CMA 283 Advertising and Public Relations
This course examines the relevant media strategies that are paramount in the fields of advertising and public relations. Students will study the expanding role of media and how this expanding role is changing the nature of these fields in today's global society. A particular emphasis will be placed on the concept of audience and the creation and delivery of messages.
Credits: 3
Every Spring

CMA 284 New Media Literacies
This course will examine an area of new media literacy as deemed appropriate by the instructor and department chair for the semester the course is offered. The focus of this course will vary from year to year dependent on the emerging trends in media and technology at the time of the course offering. This course may be taken more than once provided that the topic selected for a given semester is not the same topic that a student has already completed.
Credits: 3
Every Spring

CMA 285 Digital Storytelling
This course explores the concept of storytelling from a digital perspective. Students will use their creative abilities to develop interesting and original stories though the use of digital images, video, sound, and web-based applications. In addition to story creation, students will work to enhance their ability to analyze and interpret stories as well.
Credits: 3
Every Fall

CMA 286 Business Communication
This course focuses on the theories, skills, and strategies needed to become effective communicators in business and professional settings. Topics include the responsibilities, expectations, and human interactions that take place in the professional world. Students will work to understand the foundation and benefits of professionalism while also learning effective communication strategies, both written and oral, to help them succeed in a wide range of business and professional environments.
Credits: 3
Every Spring

CMA 287 Gaming and Society
This course explores the cultural and technological evolution of interactive entertainment. Students will examine the history and evolution of gaming and game design, the psychological and sociological effects of gaming, and the impact of games on today's education. Digital games will also be studied from a critical perspective, focusing on structure, narrative, genre, and social connectedness.
Credits: 3
Every Spring

CMA 288 ePortfolio II
In this course, students explore the different media and applications used in the construction of an electronic portfolio. Students then apply this knowledge as they create their own electronic portfolio designed for use professional use. The creation of an electronic portfolio is required for the completion of this course.
Credits: 2
Every Spring

CMA 289 Media Law
This course is designed to introduce students to the major ethical and legal issues in media. A particular emphasis will be placed on the areas of copyright, digital communications, privacy, and the First Amendment. Students will also be introduced to legal cases that have contributed to the establishment of current media law.
Credits: 3
Every Fall

CMA 290 Communication Research Methods
This course provides students with a solid foundation in the process of conducting communications-based research. In particular, students will focus on developing the skills used to analyze the works of others as well as the skills necessary for producing their own research projects. Data collection and data analysis will also be introduced.
Credits: 3
Every Fall

CMA 291 Oral Communication and Presentation
This course provides practical experience in speaking situations. Students will combine a working knowledge of communication theory and the use of cutting-edge technology to master the art of delivering advanced oral presentations. An emphasis will be placed on delivering words with grace and confidence.
Credits: 3
Every Fall

CMA 292 Case Studies in New Media
In this course, students take a case study approach to learning about past and current issues involving the advancement of new media technology. Students analyze issues on a case-by-case basis to reinforce concepts in new media that have been presented to them throughout the previous semesters of study.
Credits: 3
Every Spring

CMA 294 Creativity and Collaboration
This course is designed to provide students with the creative freedom that is representative of the professional world while also maintaining the structure and guidance necessary for a college course. During the completion of the course, students will oversee one project of their own design and serve as team members in various projects designed by their peers. Through this experiential learning opportunity, students will learn the skills of effective leadership, teamwork, and project management.
Credits: 3
On Occasion

CMA 295 Communication Internship
Completed during the final semester of study under the advisement of the instructor, the internship program is designed to provide students with valuable experience in a professional work environment. During the placement process, we work with students individually to locate an internship experience that will help each student further his or her personal career goals. In addition, students attend a weekly seminar meeting which accompanies the placement portion of the experience.
Credits: 4
Every Spring

EDU 201 Foundations of Education
An introductory analysis of contemporary American education: its structure, objectives, and problems, viewed through various social, philosophical and historical perspectives and studied in theory and action through seminars, field observations, and on site experiences in public schools.
Credits: 3
Every Fall

EDU 210 Child Development
This course will explore human growth and development from birth through grade 6. Both learning and behavior will be examined within their physical, intellectual, emotional, and social/cultural concepts. Emphasis will be placed upon normal rather than abnormal behavior, although abnormal behaviors will be briefly explored. Students will be provided with the skills to identify factors that contribute to learner diversity. These factors include but are not limited to language development, home environments, socioeconomic status, racial and cultural identity models, and multiple intelligence concepts. Contemporary issues which may affect the development and functioning of today's youth will also be a strand of study.
Credits: 3
Every Fall

EDU 250 Educational Psychology
This course is designed to promote a greater understanding of the principles underlying the task of guiding children toward maximum learning opportunities and self realization. It will provide a greater understanding of the learning process, of learning situations, and of the learner him/herself in dynamic interaction. Functional insights into various aspects of the teaching/learning process will be examined. Theories and research on cognitive and emotional development in children will be presented. Students will be encouraged to recognize and understand patterns within psychological principles, perceive and comprehend how different facets of psychology interrelate, and to apply these recognitions to actual classroom situations and scenarios. A greater awareness and understanding of different factors involved in learning and teaching will be developed.
Credits: 3
Every Spring

EDU 260 Introduction to Special Education
The effect of litigation regarding individuals with disabilities will be examined with particular emphasis on the concept of the "least restrictive environment." Procedural requirements including referral, evaluation and placement procedures, and the individualized Education Program (IEP) will be examined as they pertain to students with disabilities receiving their education in the least restrictive environment. The characteristics and learning needs of the students classified as "exceptional" will be studied as well as the preferred teaching strategies and behavior management techniques utilized to ensure these students receive an appropriate and effective education when included in the general education classroom. Field observation required.
Credits: 3
Every Fall

EDU 265 Technology in Education
The impact of computer technology on the instructional learning process is important for today's educators to acknowledge. This course is designed to familiarize the student with the necessary skill base required to meet the demands of effective integration of technology into daily instructional programs. The student will become aware of the technology benchmarks today's educators draw upon in order to facilitate the learning process and address the needs of a society in which information doubles rapidly. Students will come away from this course with a newly found confidence in the use of technology and a growing appreciation for the increased dimension technology can bring to the learning process.
Credits: 3
Every Fall

EDU 270 Curriculum Planning
Curriculum design is the responsibility of every teacher regardless of the grade level or subject taught. Working within the parameters of a suggested framework, every teacher needs to be able to include all the topics necessary to best prepare students to be successful citizens. Teachers must also be able to integrate the latest approaches into their instruction in an effort to meet the needs of a diverse learning community and prepare them appropriately for the rigors of testing and the demands of society outside the classroom. This course will help students develop the skills and strategies necessary to create curriculum successfully. Strategies related to interdisciplinary instruction, brainstorming and collegial unit planning will be investigated. The students will discover how to develop curriculum in a manner which empowers instruction and learning.
Credits: 3
Every Spring

EDU 280 Classroom Management
The most overwhelming challenge new teachers face is that of implementing effective classroom management. Intent as it relates to achievement can be undermined if strategies are not in place to ensure success. This course is designed to examine classroom management and will explore ways of promoting student motivation and self discipline. Whenever possible, research based findings will be incorporated into instruction. Through this course, the student will begin to formulate a personal philosophy and begin to design a basic plan for organization and functional success. Students will develop an understanding that educational leadership is essential to all educators and that management plays a large part in being a leader. This course will promote a greater understanding of the principles underlying the task of managing the classroom. Field observation required.
Credits: 3
Every Spring

EDU 281a Integrated Methods-Reading/Writing and Language Development - Grades 1-6
This course is an integrated pre-student teaching methods and materials course covering theory and practice in teaching literacy in grades one to six. This theoretical and practical approach to methods

and techniques in the teaching of reading, writing, and language development will focus on reading and writing processes and on ways teachers can help elementary-age children acquire, expand, and deepen their ability to process texts effectively. The overarching goal is to help teachers understand the complex processing systems related to effective reading and develop a repertoire of instructional approaches that support the development of these processing systems. We will study important talking, reading, and writing behavior that serves as evidence of processing. We will assess individual readers and examine reading behavior as it changes over time. In addition, we will take an in-depth look at texts, methodology, and planning as they relate to building a solid foundation for literacy teaching. This course will also examine teaching for a range of reading strategies in whole-group, small-group, and individual settings. We will learn how to develop comprehending strategies through interactive read-aloud (with discussion) and through shared and performance reading. The course will also provide a context for implementing effective reading and writing workshops, which include providing mini-lessons, conferring with individual readers during independent reading, conducting whole-group share sessions, and providing small-group instruction in the form of guided reading and literature discussion. Class meetings will focus on research-based teaching strategies associated with literacy instruction. Students will add to their learned teaching skills as well as investigate authentic assessment strategies. Hands-on workshops will play an integral part in instruction. Application of the New York State P-12 Common Core Learning Standards (ELA) and differentiated instruction will be an integral part of our work. Field experience required.
Prerequisite of EDU 270 and 280 are required.
Credits: 6
Every Fall

EDU 281B Integrated Methods-Social Studies/Language Arts - Grades 1-6
An integrated pre-student teaching methods and materials course covering theory and practice in teaching curriculum grade one to grade six. This course will examine the theoretical and practical approaches to the methods and techniques of the teaching of social studies and language arts. The integration of reading, writing, listening, and speaking skills with social studies topics will be studied in order to increase students' understanding and achievement of the concepts and skills in both of these curriculum areas. Class meetings will focus on research-based teaching strategies associated with social studies and language arts instruction as well as the life strategies often associated with studying the past. Students will add to their learned teaching skills as well as investigate authentic assessment strategies. Hands-on workshops will play an integral part in instruction. Application of the New York State P-12 Common Core Learning Standards (ELA and SS) to content and differentiated instruction will be the focus of this course. Field experience required.
Prerequisite of EDU 270 and 280 are required.
Credits: 6
Every Fall

EDU 281C Integrated Methods-Mathematics/Science - Grades 1-6
An integrated pre-student teaching methods and materials course covering theory and practice in teaching the curriculum related to mathematics and science in grades one through six. Specific research-based instructional methods appropriate to teaching mathematics and science will be demonstrated and analyzed. Emphasis will be on the constructivist approach with special attention to inquiry, problem solving, reasoning skills, communication, hands-on activities, and application of New York State P-12 Common Core Learning Standards to curriculum content. Field experience is required.
Prerequisite of EDU 270 and 280 are required.
Credits: 6
Every Fall

EDU 284 Student Teaching and Seminar
Student Teaching is the culminating experience for education students and is required for completion of the Education Program. This capstone course provides actual teaching activity all day, every day throughout the semester where the student will blend theory with practice. Participants will demonstrate various teaching strategies which will be observed (often video recorded) by college supervisors. The student teaching seminar complements the student teaching experience. The purpose of this seminar is to assist, support, and facilitate the student teacher in his/her teaching. It is designed to analyze successes and failures, meet challenges, and learn from all of these experiences. Through sharing of personal experiences, participants will address current educational issues which affect children in our schools. Such topics will include workshops on drugs, health, consumer science, etc. These experiences in student teaching and the seminar are based on the conceptual framework (purpose) and the mission of the Education Program.
Prerequisite of EDU 281a, EDU 281B and EDU 281C are required.
Credits: 12
Every Fall and Spring

EDU 285 Children's Literature
This course is designed to introduce future elementary education teachers to the works of both contemporary and classic children's literature authors and illustrators. Students will become well versed in a variety of children's literature genres including picture books, wordless books, realistic fiction, fantasy, and children's poetry. They will read, analyze, and share children's books as a means of understanding not only the nature of the different genres but the elements that comprise these genres as well. Students will also work to understand the concept of children as an audience as they explore different writing styles and techniques used by children's authors. Methods of using children's literature to promote literacy in the classroom will also be discussed.
Credits: 3
On Occasion

ENG 200 Advanced Creative Writing
This course introduces different forms of creative writing. Students will read and discuss the works of established authors as well as create and discuss their own works over the course of the semester. Imagery, character development, point of view, dialogue, and voice are among the concepts explored as students work to improve their creativity.
Credits: 3
On Occasion

ENG 201 Poetry and Lyrics
This course explores the worlds of poetry and song. Students will read and discuss poetic works as well as examine music from various genres with the goal of developing an appreciation for these forms of art. An emphasis is placed on creative activities as students not only examine the pieces of others but work to develop a foundation for creating their own poetry and music as well.
Credits: 3
On Occasion

ENG 202 Advanced Professional Writing
This course explores emerging trends in today's language with a specific focus on writing for the current professional environment. Students work to master various forms of professional writing including emails, letters, resumes, and academic articles. An emphasis is placed on writing that is clear and concise. Students also work to develop an understanding of how different audiences and social contexts shape the way we write and interact.
Credits: 3
Every Spring

ENG 205 Children's Literature
This course is designed to introduce and examine the works of both contemporary and classic children's authors and illustrators. Students will become well-versed in a variety of children's literature genres including picture books, wordless books, realistic fiction, fantasy, and children's poetry. Students will also work to understand the concept of children as an audience as they complete creative activities designed to introduce writing styles and techniques used by children's authors.
Credits: 3
On Occasion

ERS 210 Coastal Marine Science
This course will examine the structure and function of coastal marine habitats, both local to Long Island and around the world. A focus will be placed on rocky intertidal areas, sandy beaches, tidal and mud

flats, estuaries, and salt marshes. This course will review the physical makeup, flora, and fauna of these environments and will also examine the wave and tidal processes that help to form these marine landscapes.
Credits: 3
On Occasion

MTH 201 Math for Educators
This course is intended as a review and enrichment of basic mathematical skills with particular consideration given to the needs of elementary school teachers. A focus is placed on understanding the concepts which serve as the foundation of the school mathematics curriculum. Content is based on problem solving, reasoning, and making connections inside and outside of mathematics.
Credits: 3
On Occasion

MUS 201 Poetry and Lyrics
This course explores the worlds of poetry and song. Students will read and discuss poetic works as well as examine music from various genres with the goal of developing an appreciation for these forms of art. An emphasis is placed on creative activities as students not only examine the pieces of others but work to develop a foundation for creating their own poetry and music as well.
Credits: 3
On Occasion

GRADUATE PROGRAMS

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

Graduate-level teacher education programs include:

Master of Science, Childhood Education (Grades 1 – 6)
Master of Science, Teaching Students with Disabilities (Grades 1 – 6) or (Generalist Grades 7 – 12)

GRADUATE TEACHER EDUCATION PROGRAMS

Graduate teacher education programs at LIU Riverhead include the M.S. in Teaching Students with Disabilities (Grades 1 to 6) or Generalist (Grades 7 to 12), for teachers with initial certification who are pursuing a master's degree for professional certification. The M.S. in Childhood Education (Grades 1 to 6) is designed for the career-changer who has a bachelor's degree in a subject other than teacher education (such as math, science, or English) and wishes to become a teacher at the elementary school level.

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

General Program Admission

Matriculation:
To matriculate, students must have:

- An earned baccalaureate degree from an accredited institution
- An undergraduate grade point average of 3.00 or higher, on a four-point scale
- One letter of recommendation from a professional in the field of education or related disciplines that supports the student's request for admission, and addresses the student's academic skills and personal attributes, strengths and/or weaknesses.
- Submit an application for admission
- Complete an on-campus writing sample
- Complete an interview with the program director or his/her designee
- Evidence of prior certification is required for M.S. Teaching Students with Disabilities applicants

Transfer Credit:
Up to six graduate credit hours with grades of "B" or higher may be accepted as transfer credits from an accredited graduate college or university if they were completed within five years of the date of application and if they correspond to similar courses in this program. In-service courses will not be accepted. Courses taken at another college or university after a student has applied for admission may not be used for transfer credit unless prior permission has been obtained (see Visiting Student Authorization section of this bulletin).
Note: No third-party courses may be used for credits toward a master's degree.

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

Graduation:
For graduation, a student must have:

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

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

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

The Master of Science degree in Childhood Education is designed for individuals who have earned a bachelor's degree from an accredited university or college and wish to begin a new career as a certified school teacher or current teachers who seek additional training to advance their careers. Graduates are eligible for Initial Teaching Certification from New York State in Childhood Education for Grades 1-6. The program is accredited by the Association for Advancing Quality in Educator Preparation (AAQEP).

A bachelor's degree from an accredited college or university is required. Applicants should hold a bachelor's degree in an area other than education. The bachelor's degree should include a content major or concerntration (minimum 30 credits) and strong liberal arts and science background that meets New York State Education Department criteria.

New York State Teacher Certification Requirements

- Information regarding New York State Teacher Certification can be accessed at nysed.gov. Students may also speak with their faculty advisor regarding the current requirements for initial teacher certification.
- Degree candidates must earn a minimum grade of "B-" or better in all education major courses and earn an average GPA of 3.0 or higher to be eligible for recommendation for teacher certification.

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

M.S., Childhood Education

46 Credits Required

[Program Code 31400] {HEGIS: 0802}

Required Courses

EDU	501	Foundations of Education	3.00
EDU	502	Educational Psychology and Human Development	3.00
EDU	511	Classroom Management	3.00
EDU	580	Introduction to Special Education	3.00
EDU	590	Research and Theories of the Reading and Writing Process	3.00
EDU	601E	Methods and Materials of Teaching Reading (Grades 1-6)	3.00
EDU	661	Diagnostic/ Prescriptive Techniques for Use with Exceptional Children	3.00
EDU	620	Methods of Teaching Social Studies and Language Arts (Grades 1-6)	3.00
EDU	630	Methods of Teaching Mathematics and Science (Grades 1-6)	3.00

Pick one of the following

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

Elective Courses - Pick two of the following

EDU	512	Methods and Materials of Early Child Education Birth - Grade 2	3.00
EDU	514	Language and Literacy in Early Childhood, Birth–Grade 2	3.00
EDU	581	Instruction in the Content Areas: Special Education	3.00

EDU	582	Applied Behavior Analysis	3.00
EDU	583	Educational Interventions for Young Children with Disabilities	3.00
EDU	584	Educational Interventions for Middle and High School Students with Disabilities	3.00
EDU	585	Collaboration and Consultation in Special Education	3.00
EDU	605	Children's Literature	3.00
EDU	607	The Process of the Writing Workshop	3.00
EDU	608	Teaching Reading in the Content Area	3.00
EDU	609	Literacy Assessment and Evaluation: Practicum	3.00
EDU	610	Literacy Instruction for the Struggling Learner: Practicum	3.00
EDU	611	Practicum in Reading: Case Studies	3.00
EDU	612	Supervision of Literacy Programs (K-6)	3.00
EDU	663	Teaching Students with Emotional/Behavioral Disorders	3.00
EDU	664	Research in Special Education	3.00
EDU	668A	Practicum in Special Education: Adolescence	3.00
EDU	668C	Practicum Special Education: Childhood	3.00

Practicum Course

EDU	691E	Student Teaching - Elementary	6.00

Capstone Courses

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

Credit and GPA Requirements
Minimum Total Credits: 46
Minimum Major GPA: 3.0

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

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

Accredited by the Association for Advancing Quality in Educator Preparation (AAQEP), the program is founded on scientifically based assessment and intervention strategies that enable teachers to meet the needs of students with disabilities in accordance with federal law and New York State Department of Education guidelines.

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

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

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

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

New York State Teacher Certification Requirements

- information regarding New York State Teacher Certification can be accessed at nysed.gov. Students may also speak with their academic advisor regarding the current requirements for initial teacher certification.
- Degree candidates must earn a minimum grade of "B-" or better in all education major courses and earn an average GPA of 3.0 or higher to be eligible for recommendation for teacher certification.

The M.S. in Teaching Students with Disabilities leads to New York State Teacher Certification in Students with Disabilities Grades 1 - 6 **OR** Students with Disabilities Generalist Grades 7 - 12. Students must hold initial New York State Teaching Certification in an area other than Teaching Students with Disabilities (Grades 1 - 6 or Generalist 7 - 12) and meet the liberal arts requirements of New York State.

M.S., Teaching Students with Disabilities

31 Credits

[Program Code: 31402] {HEGIS: 0808}

Required Courses

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

Pick one of the following

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

Pick one of the following

EDU	583	Educational Interventions for Young Students with Disabilities	3.00

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

Pick one of the following

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

Credit and GPA Requirements

Minimum Total Credits: 31

Minimum Major GPA: 3.0

Graduate Teacher Education Programs Courses

EDU 501 Foundations of Education
The purpose of this course is to provide an examination of education through the perspectives of history, sociology, philosophy and politics. Those disciplines will be integrated using an interdisciplinary approach to study major issues, problems, controversies, practices, and theories as they apply to education in the United States. Through readings, classroom discussions and research, students will become familiar with the present organization of the teaching-learning process as well as with the major educational concerns which face the nation today. This "perspectives" approach will enable students, as future educators, to become truly reflective practitioners.
Credits: 3
Every Fall

EDU 502 Educational Psychology and Human Development
Systematic explorations of contemporary psychological knowledge related to education and learning, particularly constructivism. Emphasis placed upon the principles of cognitive processes, language acquisition and development, and a range of factors related to learning readiness and student diversity.
Credits: 3
Every Spring

EDU 511 Classroom Management
Specific techniques and strategies for motivating and enhancing student achievement (both academic and social) as well as modifying student classroom behavior in predictable and desirable directions will be examined and practiced. Strategies for evaluating the effectiveness of a teacher's behavior in producing desired levels of student motivation and self-discipline will be studied. Selected topics include: fostering a safe and nurturing environment, responsibility, respect, working with parents, and resolving conflicts.
Credits: 3
Every Spring

EDU 512 Methods & Materials of Early Child Education Birth - Grade 2
The focus is on the models of teaching early childhood curricula in mathematics, reading readiness and language arts, social studies, science, art, music, and learning issues with children from birth through second grade. This is integrated with the NYS learning standards. Emphasis will be on designing a developmentally appropriate curriculum as well as assessment of it. Fieldwork is required.
Credits: 3
On Occasion

EDU 580 Introduction to Special Education
Current trends in the inclusion of exceptional students into the general education classroom will be examined. Procedural requirements, including the referral, evaluation, and placement procedures in addition to development of the Individualized Education Program (IEP) will be examined as they pertain to exceptional children receiving educational services in general education classes. Research based behavioral and instructional strategies will be studied for each category of exceptionality. 25 hours or fieldwork is required.
Credits: 3
Every Fall

EDU 581 Instruction in the Content Areas: Special Education
This course emphasizes the application of practical, relevant instructional approaches derived from theory and research to the education of learners with special needs. Three broad objectives underpin this course. The first is to direct attention to the necessity for effective teaching methods that will result in the learning of specific skills and concepts while considering ways teachers must differentiate their instruction. The second is to introduce students to content area curricula as presented in the New York State P-12 Common Core Learning Standards. The third is to apply knowledge of methods and the Standards to the design of appropriate instruction in the content areas.
Credits: 3
Every Fall

EDU 582 Applied Behavior Analysis
This course is designed to prepare teachers and behavior specialists to analyze and manage the behavior of children with developmental disabilities. This course will provide students with the knowledge and skills necessary to teach appropriate behaviors to children with disabilities. Students will be presented with basic terminology and concepts of applied behavior analysis, strategies for increasing appropriate behaviors and decreasing inappropriate behaviors, skills in the observation and evaluation of behavior change, techniques to promote maintenance and generalization of behavior, and information surrounding the legal and ethical issues related to the use of behavior management strategies.
Credits: 3
Every Spring

EDU 583 Educational Interventions for Young Children with Disabilities
The theories of developmental appropriateness and constructivism will be the organizing forces of this course and will be applied to the acquisition, remediation and enrichment of literacy, numeracy and social skills of students with disabilities. The New York State P-12 Common Core Learning Standards will be used as the basis for the design of appropriate instructional lessons in the areas of language arts, social studies, science and math. A field work component is included.
Prerequisite of EDU 581 is required.
Credits: 3
Every Spring

EDU 584 Educational Interventions for Middle and High School Students with Disabilities
The focus of this course is the practical application and implementation of research based practices with adolescents with mild disabilities in both special and regular education settings in the school and community. In order to prepare these students for the postsecondary work environments of the 21st century, effective instructional methods, models, and materials in the literacy, math and social skills will be explored. The New York State P-12 Common Core Learning Standards will be used as the basis for the design of instructional plans. A field work component is included.
Prerequisite of EDU 581 is required.
Credits: 3
Every Spring

EDU 585 Collaboration and Consultation in Special Education
Both special education enabling legislation (IDEA) and civil rights nondiscriminatory legislation (Section 504) mandate that students have a right to a free and appropriate public education (FAPE) in the least restrictive environment (LRE). The inclusion of students with special needs in general education classrooms and students placed in self-contained settings require a team approach to educational programming. Educators must collaborate with professionals, parents and support personnel to maintain the overriding goal of successful educational outcomes for each student. This course will introduce students to the theoretical structure and methods of collaboration and consultation in the school and home setting in order to achieve that goal. Field work requirement.
Credits: 3
Alternate Years

EDU 590 Research and Theories of the Reading Writing Process
This course will focus on various theoretical models of the reading and writing processes, as well as the current trends in literacy research, in order to provide participants the opportunity to review, refine, and articulate their own beliefs regarding these literacy processes. Strategies in interpreting and analyzing peer-reviewed literature will be introduced and used by individual participants to research a particular area of literacy acquisition and/or related pedagogical practice and present these findings to classroom peers. The culminating project for this course is a presentation of each participant's literacy process model that is based upon a synthesis of the learning and reflections about this model throughout the semester.
Credits: 3
Every Fall

EDU 601E Methods & Materials of Teaching

Reading (Grades 1 - 6)
This course is designed to assist teachers in the development and refinement of skills necessary to provide and implement activities and materials for the teaching of reading. Basic foundations of reading as a cognitive process and controversies related to reading instruction are investigated and discussed. Topics to be covered include: readiness, skills of reading, testing, and other assessment techniques. Investigation of historical programs, current programs and related research will be included in the study of methodology in reading instruction. 25 hours of field work is required.
Prerequisite of EDU 590 is required.
Credits: 3
Every Spring

EDU 601R Reading and Writing Methods in Early and Middle Childhood
This course is intended to challenge educators to examine their practices regarding their language and literacy interactions and those of the students they will teach. The content will emphasize the relationship between the socio-psycholinguistic model of reading and instructional strategies and the role of language and culture in learning to read and write. Topics to be covered will include, but are not limited to, the following: emergent literacy, curriculum development, the role of literature, reading programs and instruction, assessment, learning environments, multiculturalism (i.e., culturally diverse populations and the demands of reading as per the New York State standards) and technology. Through discussions, readings, writing, classroom observations in the local schools, and workshop activities, students will examine the tensions between convention and invention in the teaching of reading in our schools.
Prerequisite of EDU 590 is required.
Credits: 3
Every Spring

EDU 605 Children's Literature
This course is designed to acquaint students with contemporary, as well as classic children's literature and the work of illustrators. Students will become versed in the variety of genres and their elements. They will read, analyze and share children's books. Literature is an authentic resource that can be the foundation of the literacy program, as well as a component of the major curriculum areas.
Credits: 3
Every Spring

EDU 607 The Process of the Writing Workshop
This course will focus on the interrelationships of the reading and writing processes. Through participation in a reading/writing workshop environment, a theoretical framework for the reading/writing process can be developed.Emphasis will be placed on teaching strategies, conferring, and related activities for meaningful classroom applications. Specific topics include but are not limited to: effective strategies for prewriting, drafting, revising, editing, and publishing, using literature as writing models, writing in different genres, writing for authentic purpose, quantitative and qualitative measures of evaluating writing, reading/writing across the curriculum, conventions of standard written English, individual differences among learners as they engage in the writing process and adapting instruction to meet those needs, and use of appropriate technology to support literacy learning. In field-based experience, graduate students will observe a learner engage in the writing process.
Prerequisite of EDU 601R is required.
Credits: 3
Every Fall

EDU 608 Teaching Reading in the Content Area
The purpose of this course is to provide teachers with an indepth understanding of literacy methodology as it relates to the reading of content area text. Topics covered will include literature in the content area classroom, text organization, comprehension and vocabulary strategies, study skills, and the reading/writing connection. Cognitive, sociocultural, and motivational factors will be viewed as important mediators of students' ability to learn from text. This increased cognizance of the literacy processes across curriculums should enable teachers at all levels to better facilitate students' internalization of literacy strategies and to develop active, independent learners.
Prerequisite of EDU 601R is required.
Credits: 3
Alternate Years

EDU 609 Literacy Assessment and Evaluation: Practicum
This course will prepare teachers to holistically assess and evaluate the reading and writing ability, both strengths and weakness, of early childhood through grade 6 children. Because reading and writing processes are transactional in nature and a reflection of the interrelationship between language and cognition, the assessment process will be presented as holistic and ongoing. While the focus is on authentic assessment, graduate students will learn and conduct both informal and formal assessment. This course is designed to meet the needs of classroom teachers as well as reading specialists by assessing and synthesizing all the components of literacy, including the academic, emotional, and social aspects. 3 clock hours of supervised practicum.
Prerequisite of EDU 601R is required.
Credits: 3
Every Fall

EDU 610 Literacy Instruction for the Struggling Learner: Practicum
The primary purpose of this course is to provide the graduate student with the opportunity to utilize the diagnostic evaluation conducted in EDU 609 and to collaborate with the struggling student in designing, implementing, and evaluating an instructional plan based on individual needs. Emphasis is on the importance of teachers' thought processes to decision-making and the relationship between theory and instructional practices related to socio-psycholinguistic principles and research in the writing process. Course content will stress remedial techniques for students with diverse cultural and SES backgrounds. 12 clock hours of supervised practicum.
Prerequisite of EDU 609 is required.
Credits: 3
Every Spring

EDU 611 Practicum in Reading: Case Studies
This course offers students an opportunity to work in the Summer Literacy Clinic with children who have reading and/or writing difficulties. During these sessions, the graduate student assesses the student's emerging literacy development and upon analysis of the results, collaborates with her/her student in designing, carrying out, and evaluating a plan for the literacy sessions. Students are expected to write professional preliminary and final reports as well as plans for each literacy session. 60 clock hours of supervised practicum.
Prerequisite of EDU 610 is required.
Credits: 3
Every Summer

EDU 612 Supervision of Literacy Programs (K-6)
This course is designed to focus on the elementary literacy specialist's leadership role in the planning and delivery of reading instructions from goal setting, program planning, decision making, problem solving, program supervision,and program evaluation for students from varied cultural and linguistic backgrounds. Specific topics include, but are not limited to, developing a system wide philosophy of literacy acquisition/development and program goals, organizing and staffing school/system wide literacy programs, developing collaborative teams to engage in ongoing monitoring, evaluation and improvement of school/system wide literacy assessment/instructional program and practices, exploring introductions to and evaluation of professional development models, and designing programs and techniques that facilitate the development of school-system wide literacy connections.
Prerequisite of EDU 609 is required.
Credits: 3
Every Spring

EDU 620 Methods of Teaching Social Studies and Language Arts (Grades 1 - 6)
A theoretical and practical approach to methods and techniques in the teaching of social studies and language arts. The integration of reading, writing, listening, and speaking skills with social studies topics will be studied in order to increase students' understanding and achievement of the concepts and skills in both of these curriculum areas. Application of the New York State P-12 Common

Core Learning Standards (ELA and SS) to content and differentiated instruction will be the focus of this course. 25 hours of field work is required.
Credits: 3
Every Spring

EDU 630 Methods of Teaching Mathematics and Science (Grades 1 - 6)
Specific research-based instructional methods appropriate to teaching mathematics and science will be demonstrated and analyzed. Emphasis will be on the constructivist approach with special attention to problem solving, reasoning skills, communication, hands-on activities, and application of New York State P-12 Common Core Learning Standards to curriculum content. 25 hours of field work is required.
Credits: 3
Every Fall

EDU 661 Diagnostic/ Prescriptive Techniques for Use with Students with Disabilities
This course focuses on the use of practical diagnostic instruments in order to design an appropriate instructional program for students with disabilities. Participants will use information collected from assessment instruments to guide them in the selection of instructional methods and curricula that will be effective in meeting the individual needs of students with disabilities.
Credits: 3
Every Fall

EDU 663 Teaching Students with Emotional/Behavioral Disorders
This course will focus on the etiology, characteristics, identification, and behavioral and educational strategies associated with students classified as emotionally and/or behaviorally disordered. The legal mandates, the procedures for assessment and placement, family issues, social skills and interactions, and classroom (regular or special education)interventions with a special emphasis on behavior management strategies will be examined.
Prerequisite of EDU 581 is required.
Credits: 3
Every Spring

EDU 668A Practicum in Special Education: Adolescence
This course provides conditions under which the student can demonstrate competencies by working with students with disabilities at the adolescence level under the supervision of a qualified teacher. This course requires fifty practicum hours where students will administer assessments, design individual instructional plans (IEPs), data collection and analysis and instructional adaptations of content area. 60 clock hours of supervised practicum.
Prerequisite of EDU 584 is required.
Credits: 3
Every Summer

EDU 668C Practicum in Special Education: Childhood
This course provides conditions under which the student can demonstrate competencies by working with young students (grades 1-6) with disabilities under the supervision of a qualified teacher. This course requires fifty practicum hours where students will administer assessments, design individual instructional plans (IEPs), data collection and analysis and instructional adaptations of content area. 60 clock hours of supervised practicum.
Prerequisite of EDU 583 is required.
Credits: 3
Every Summer

EDU 691E Student Teaching - Elementary
Five days each week are spent in a school assigned by the Teacher Education Program Office. Clinical practice experience in grades 1-6 is required. Observations will occur throughout the semester to assess student progress. Seminars are held weekly on campus. Topics required for study by the New York State Education Department will be the Child Abuse Seminar, the School Safety & Violence Prevention Seminar, and others.
Credits: 6
Every Fall and Spring

EDU 700 Education Research
This course introduces the student to the purposes and procedures of research in education. Students study research designs and their appropriateness to educational problems. With the guidance of a faculty member, students determine a topic and develop a plan for the research project. Faculty approval of a proposal for the thesis must be granted before a student may enroll for EDU 800.
Prerequisite of 21 completed units of Education are required.
Credits: 3
Every Fall

EDU 700A Thesis Proposal: Special Education - Analysis of Teaching and Learning
The focus of this course is the use of action research as a method to guide teacher decision making and planning in an educational setting. Students will examine the potential, the problems and the impact of action research and then generate areas of teaching and learning behaviors appropriate for an in-depth analysis. A plan will be developed to address the action or strategy that has been chosen for analysis and will include: an implementation strategy, a timetable, data collection and method of analysis.
Prerequisite of EDU 583 or 584 is required.
Credits: 3
Every Fall

EDU 800 Thesis - Childhood Majors
The implementation of the approved thesis/project proposal. Seminars, individual meetings, and conferences will assist the student with implementation, feedback, revision, and evaluation while writing the thesis/project. The completed thesis is placed on permanent file with the LIU Riverhead Education Program and is made available to all interested members of the educational community.
Prerequisite of EDU 700 is required.
Credits: 3
Every Spring

EDU 800A Thesis Project: Special Education
On an individual basis, faculty mentors will meet with students and assist them through the completion of their thesis project. Seminars and individual conferences will provide students with ongoing instruction, feedback, support, and evaluation. The completed thesis is placed on permanent file at the LIU Riverhead Education Program Office and is made available to all interested members of the education program.
Prerequisite of EDU 700A is required.
Credits: 3
Every Spring

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.

Teacher Education

Major	Hegis Code	Degree
Childhood Education "Grades 1-6"	0802	B.S., M.S.
Teaching Students with Disabilities	0808	M.S.

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Ed.D., Hofstra University

Jennifer Heaney
Instructor of Education
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M.S., BCBA, LBA-NY; LIU Riverhead