



LIU Brentwood



**UNDERGRADUATE &
GRADUATE BULLETIN**
2019 - 2020

LONG ISLAND UNIVERSITY

LIU Brentwood

2019 - 2020 Undergraduate & Graduate Bulletin

Michael J. Grant Campus

1001 Crooked Hill Road, Brentwood, NY 11717

General Information: 631-287-8500

www.liu.edu/brentwood

Admissions: 631-287-8505 Fax: 631-287-8575

Notice to Students: The information in this publication is accurate as of September 1, 2019. However, circumstances may require that a given course be withdrawn or alternate offerings be made. Therefore, LIU reserves the right to amend the courses described herein and cannot guarantee enrollment into any specific course section. All applicants are reminded that the University is subject to policies promulgated by its Board of Trustees, as well as New York State and federal regulation. The University therefore reserves the right to effect changes in the curriculum, administration, tuition and fees, academic schedule, program offerings and other phases of school activity, at any time, without prior notice.

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

TABLE OF CONTENTS

LIU	4	Attendance	16
ABOUT LIU BRENTWOOD	5	Absence from Final Examination	16
Mission Statement	5	Oral Qualifying of Comprehensive Examination	16
Overview	5	Graduation and Diplomas	16
University Policies	5	Student Conduct	17
LIU BRENTWOOD ACADEMIC PROGRAM OFFERINGS	6	Academic Conduct Policy	17
ACADEMIC CALENDAR 2019-2020	7	Appeals Process	17
UNDERGRADUATE ADMISSION	9	Criminal Background and Drug Testing	18
General Information	9	Related Curricular Matters	18
Programs of Study	9	UNDERGRADUATE CORE CURRICULUM	19
Application Procedure	9	Core Courses	20
Notification of Application Status	9	Requirements for Transfer Students	23
Transfer Admission	9	Writing Across the Curriculum	23
Visiting Students	10	REGISTRATION	24
Readmission	10	Program Changes	24
New York State Immunization Law	10	Visiting Student Authorization (VISA)	24
GRADUATE ADMISSION	11	Individual Instruction Classes	24
General Information	11	Audit Policy	24
Admission Status	11	Class Size	24
Transfer Credit	11	Class Schedules	24
Visiting Students	11	Leave of Absence	24
Readmission	11	Maintenance of Matriculation	24
New York State Immunization Law	11	Withdrawal	25
UNDERGRADUATE ACADEMIC POLICY	12	Transcript Requests	26
Undergraduate Degrees	12	UNDERGRADUATE AND GRADUATE TUITION & FEES	27
Course Load and Class Standing	12	Rate Schedule	27
Grading and Quality Points	12	Financial Policies	27
Dean's and Honor's Lists	13	Payment Plans	29
Attendance	13	Student Health Insurance	29
Absence from Final Examination	13	FINANCIAL AID	30
Academic Probation, Suspension and Dismissal	13	Application Process	30
Graduation and Diplomas	13	Awards	30
Student Conduct	14	Standards for Satisfactory Academic Progress (SAP)	32
Academic Conduct Policy	14	STUDENT SERVICES, RESOURCES AND FACILITIES	34
Appeals Process	15	Advisement	34
Criminal Background and Drug Testing	15	Bookstore (through LIU Post)	34
Related Curricular Matters	15	Career Planning	34
GRADUATE ACADEMIC POLICY	16	Computer Lab	34
Graduate Degrees	16	Enrollment Services Counselors	34
Course Load	16	Information Technology	34
Grading and Quality Points	16	Learning Support Center (at LIU Post)	34
		Public Safety	35
		Writing Center (at LIU Post)	35

LIBRARY	36
COLLEGE OF LIBERAL ARTS AND SCIENCES	37
COLLEGE OF MANAGEMENT	40,55
SCHOOL OF HEALTH PROFESSIONS AND NURSING	45,94
COLLEGE OF EDUCATION, INFORMATION AND TECHNOLOGY	61
Palmer School of Library and Information Science	
UNDERGRADUATE STUDIES	37
Business	40
Criminal Justice	42
Health Care and Public Administration	52
Nursing	45
Psychology	37
Social Work	48
GRADUATE STUDIES	61
Counseling and Development	63
Criminal Justice	58
Curriculum and Instruction	73
Education	70
Library and Information Science	86
Nursing	94
Social Work	98
LIU BRENTWOOD APPROVED PROGRAMS	100
LIU TRUSTEES AND SENIOR LEADERSHIP TEAM	101
LIU BRENTWOOD FACULTY	102

LIU

Accreditation and Program Registration

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

ABOUT LIU BRENTWOOD

Mission Statement

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

Overview

Located on the on the Michael J. Grant Campus of Suffolk County Community College, LIU Brentwood has served the diverse communities of western Suffolk County since 1959. Primarily a teaching institution, classroom instruction takes top priority at LIU Brentwood. Small class sizes and comprehensive, personalized academic advising ensure each student receives the direction and guidance needed for a successful academic career.

As one of two Suffolk County regional campuses of Long Island University, LIU Brentwood utilizes the resources of one of the country's largest multi-campus universities to provide superior educational opportunities to a population comprised of a great variety of students including adults and working professionals. Many of LIU Brentwood's innovative degree programs are designed and delivered for individuals who wish to complete their degree quickly, yet maintain a full-time work schedule.

Undergraduate transfer students can take advantage of late afternoon and evening courses in the bachelor degree programs in criminal justice, health care administration, nursing (for RNs only), psychology, business administration or social work. These programs are designed around the needs of the working professional and provide a unique opportunity to earn a four-year undergraduate degree without leaving Suffolk County.

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

Other graduate degree programs offered at LIU Brentwood include the Master of Science in Family Nurse Practitioner, the Master of Science in Social Work and LIU Post's Palmer School of Library and Information Science Master of Science degree in Library and Information Science.

University Policies

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

Lisa Araujo

Title IX Coordinator
Long Island University
700 Northern Boulevard
Brookville, New York 11548
Phone: (516) 299-4217

For further information on notice of non-discrimination, visit <https://wdcrobcop01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

LIU BRENTWOOD ACADEMIC PROGRAM OFFERINGS

BACHELOR'S DEGREE PROGRAMS	Degrees
College of Liberal Arts & Sciences	
*Psychology	B.A.
College of Management	
*Business Administration	B.S.
Criminal Justice	B.A.
School of Health Professions & Nursing	
*Health Care Administration	B.S.
*Nursing (for RNs only)	B.S.
*Social Work	B.S.
MASTER'S DEGREE PROGRAMS	Degrees
College of Education, Information & Technology	
Early Childhood Education (Birth-Grade 2)	M.S.
Childhood Education (Grades 1-6)	M.S.
Childhood Education / Special Education (Grades 1-6) (Dual Certification)	M.S.
Childhood Education (Grades 1-6) / Literacy (Birth-Gr 6) (Dual Certification)	M.S.
*Adolescence Education (Grades 7-12) (Pedagogy Only)	M.S.
Literacy (Birth-Grade 6)	M.S.Ed.
Special Education (Grades 1-6)	M.S.Ed.
*T.E.S.O.L. (Grades K-12)	M.A.
College of Education, Information & Technology, Palmer School	
*Library and Information Science	M.S.
*Library and Information Science / School Library Media	M.S.
College of Education, Information & Technology, Counseling	
School Counselor	M.S.
Clinical Mental Health Counseling	M.S.
Clinical Mental Health Counseling	Adv Cert
College of Management	
Criminal Justice	M.S.
School of Health Professions & Nursing	
*Family Nurse Practitioner	M.S.
*Social Work	M.S.W.
Advanced Certificate Programs	Degree
College of Education, Information & Technology, Counseling	
Clinical Mental Health Counseling	Adv.Cert.

*These programs are LIU Post programs offered at LIU Brentwood. Students must take a minimum of 3 credits at LIU Post to satisfy the residency requirement. Student's financial aid is administered by LIU Brentwood. Students in these programs earn an LIU Post degree. Contact the LIU Brentwood Office of Admissions for details by calling 631-287-8500.

ACADEMIC CALENDAR 2019-2020

Fall 2019

Labor Day-Holiday	September 2
Weekday Classes Begin	September 4
Registration and Program Changes	September 4-17
First Weekend Session Classes Begin	September 7-8
Awarding of September Degrees	September 13
Registration and Program Changes End	September 17
Spring 2020 Registration Begins	October 7
Columbus Day - Classes not in Session	October 14
Last Day to Apply for January Degree	October 18
First Weekend Session Final Examinations	October 19-20
Second Weekend Session Classes Begin	October 26-27
Election Day-Classes in Session	November 5
Election Day-Classes in Session	November 6
Last Day for Withdrawal/Opt Pass/Fail for Full-semester Classes	November 8
Thanksgiving Holiday	November 27 - December 1
Classes Resume	December 2
Semester Classes Meeting Monday through Friday End	December 9
Class Make-up/Study Days	December 10-11
Final Examinations-Undergraduate and Graduate	December 12-18
Final Exam Make-up Day (in the event of snow closure)	December 19
Winter Recess Begins	December 20

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

Winter 2020

Intersession Classes Begin	January 6
Final Class Meeting/Final Exam	January 17

Spring 2020

Martin Luther King Day-No Classes	January 20
Weekday Classes Begin	January 21
Registration and Program Changes	January 21-February 3
Awarding of January Degrees	January 17
First Weekend Session Classes Begin	January 25-26
Registration and Program Changes End	February 3
Summer/Fall 2020 Registration Begins (tentative)	February 10
Presidents' Day-No Classes	February 17

Tuesday Follows a Monday Schedule	February 18
Last Day to Apply for May Degree	February 21
Spring Recess Begins	March 9
Classes Resume	March 16
Second Weekend Session Classes Begin	March 21-22
Last Day for Withdrawal/Opt Pass/Fail for Full-Semester Classes	April 3
Semester Classes Meeting Monday through Friday End	April 28
Class Make-up/Study Days	April 29-30
Final Examinations-Undergraduate and Graduate	May 1-7
Commencement Ceremony (tentative)	May 8
Conferral of May Degrees	May 15

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

Summer 2020

SUMMER SESSION I

Weekday classes begin (1st Five Week, 10 week and 12 Week sessions)	May 18
Registration and program changes end for 5 Week Session	May 19
Registration and program changes end for 10 & 12 Week Sessions	May 24
Memorial Day-NO CLASSES - Make up class date	May 25
May 31	
Make-up day for Memorial Day	May 29
Last day to withdraw (or Opt P/F) from courses	June 11
Last day of class/Finals for 1st Five week Session	June 18

SUMMER SESSION II

Classes Begin - 2nd Five Week Session	June 22
Registration/Programs Changes for 2nd Five Week Session ends	June 23
Weekend Sessions Classes Begin	June 27
Registration/Programs Changes end for weekend classes	June 29
Independence Day - Holiday - No Weekend Classes	July 4
Last day to withdraw (or Opt P/F) from 10 & 12 week session	July 9
Last day to Apply for September Degree	July 10
Last day to withdraw (or Opt P/F) from 2nd Five week session	July 16
Last day to withdraw (or Opt P/F) from 12 week session	July 23
Last Class/Finals for 2nd Five week and 10 week sessions	July 23

SUMMER SESSION III

Classes Begin - 3rd Five Week Session	July 27
Registration/Programs Changes for 2nd Five Week Session ends	July 29
Last Class/Finals for 12 week session	August 6
Last Day to Withdraw (or Opt P/F) from 3rd Five Week Session	August 20
Last day of class/Finals for 3rd Five week Session	August 27

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

Five week session: One week prior to end of session

Ten week session: Two weeks prior to end of session

UNDERGRADUATE ADMISSION

General Information

Students interested in applying for undergraduate admission to LIU Brentwood may do so online at <https://apply.liu.edu/quickapp2/> or may request application materials by mail at the following address:

Office of Admissions
LIU Brentwood
Michael J. Grant Campus
1001 Crooked Hill Rd. LIU Building
Brentwood, N.Y. 11717
brentwood-info@liu.edu
631-287-8500
Fax: 631-287-8575

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

Programs of Study

LIU Brentwood is registered with the New York State Education Department as a campus that offers upper-division undergraduate programs. Transfer students from two-year or four-year institutions may complete the B.A. in Cyber Analytics and Criminal Justice, LIU Post's B.S. in Nursing (for RNs only), B.S. in Social Work, B.A. in Psychology, B.S. in Business Administration or the B.S. in Health Care Administration.

Application Procedure

To apply for undergraduate admission, an applicant must submit a completed application for undergraduate admission and one official transcript from each college/university previously attended. Individuals may also apply online at <https://apply.liu.edu/quickapp2/>.

Notification of Application Status

All students are notified promptly of the receipt of their applications and are advised which, if any, of their credentials have not been received by the Office of Admissions. After all required credentials are received, the applications are reviewed, and the applicants are advised of their status, which will be one of the following:

1. Acceptance: for students whose credentials meet admissions standards of LIU Brentwood and for whom a place is available.
2. Pending: for students who have to submit additional information before a decision can be made.
3. Wait List: for students to whom admission may be offered at a later time when a place becomes

available.

4. Denial: for students whose admission cannot be approved.

When a candidate has been offered admission, he or she is encouraged to accept the offer as soon as possible, particularly if scholarships have been offered. An applicant is asked to notify LIU Brentwood of acceptance of an offer of admission by returning a non-refundable tuition deposit of \$200 by May 1 or two weeks from date of acceptance, whichever is later.

Transfer Admission

For admission as a transfer student, the Office of Admissions generally considers a minimum cumulative GPA of 2.0 on the college record. The minimum cumulative GPA for students applying to the B.S. in Social Work is 2.75. The minimum cumulative GPA for students applying to the B.S. in Nursing is 3.0.

Transfer students are evaluated primarily on the basis of their college work. However, students with fewer than 24 credits of previous college work, or those who enrolled in college courses prior to completing high school, must be prepared to submit secondary school records and test scores from either the SAT or ACT.

LIU Brentwood does not admit first-time freshmen.

Transfer Credit

An evaluation of transfer credits will be posted to the admitted student's LIU academic record when official transcripts have been received by the Admissions Office. All final/official transcripts should be submitted prior to the student starting his or her studies at LIU Brentwood. However, when not submitted prior to starting at LIU, all transcripts MUST be submitted by the end of the first term of enrollment at LIU in order to receive transfer credit. This includes score reports for Advanced Placement, International Baccalaureate, Advanced Levels, CLEP and/or Excelsior College scores for which students may be awarded academic credit.

- Students will not be permitted to enroll for a second term until all official/final transcripts have been submitted.
- Students who submit transcripts after the first term of enrollment risk the credits not being awarded.
- Under no circumstances will transfer credit be awarded after two semesters of enrollment at LIU for coursework completed prior to enrollment at LIU.
- In instances where a student changes their major, adjustments may be made to the transfer credit evaluation as long as this does not change a student's academic level (Undergraduate/Graduate) and puts the university out of compliance in regard to financial aid regulations.

Students transferring directly to LIU Brentwood with a conferred associate's degree from an

accredited two-year institution can receive a maximum of 72 credits. Those transferring from four-year institutions can receive a maximum of 96 transfer credits.

Applicability of transfer credits and actual length of time required to complete a bachelor's degree are finalized in consultation with an enrollment services counselor. Questions concerning transfer credits should be directed to the Office of Admissions at 631-287-8500.

Articulation Agreements

LIU Brentwood has developed an articulation agreement with Suffolk County Community College. This agreement enables qualified students to benefit from automatic admission and guaranteed transfer credit toward their bachelor's degree. For further information, contact the LIU Brentwood Office of Admissions at 631-287-8500.

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) degrees at SCCC. Under the terms of the agreement, students apply to LIU at the time they apply to SCCC. The LIU application fee 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 Brentwood Office of Admissions at 631-287-8500.

Academic Residence Requirements

In order to complete a bachelor's degree, students must be in academic residence at LIU Brentwood for at least the final 30 credits; nine of those credits must be completed in the student's major concentration.

International Baccalaureate Program (IB) Credit

LIU Brentwood awards six to eight college credits for each score of 4 or higher on I.B. Higher Level examinations.

Advanced Placement (AP) Credit

Advanced Placement credit is awarded to entering students who meet required scores in an Advanced Placement Examination of the College Board. The number of credits and course equivalents, as determined by LIU Post faculty, varies according to subject area.

College Level Examination Program (CLEP)

LIU Brentwood awards introductory level college credit to students who achieve required scores on approved CLEP examinations. Credits earned for foreign language exams may be used for elective credit only.

Test scores should be forwarded to LIU Brentwood Office of Admissions. For more information about advanced standing credits, contact LIU Brentwood Office of Admissions at 631-287-8500.

College Credits for Military Service Joint Services Transcript

LIU Brentwood 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 electronically to LIU Brentwood Admissions.

Community College of the Air Force

Veterans and active members of the Air Force may be eligible to receive college credits upon an admissions review of official CCAF transcripts.

Life Experience Credits

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 Brentwood and demonstrate knowledge equivalent to what would be learned in a specific LIU Brentwood undergraduate course. Life experience credits are not awarded for accountancy or criminal justice courses.

For more information contact Office of Admissions at 631-287-8500.

Visiting Students

Visiting students are advised to obtain permission from the college or university at which they are enrolled prior to enrolling at LIU Brentwood. Visiting students are permitted to register for only one semester unless they have authorization for extended enrollment.

Readmission

Any student who has been out of attendance for more one or more regular semesters (fall or spring) who wishes to return to LIU must file an application for readmission.

- Applications for readmission can be obtained from the Office of Admissions.
- Students who have attended another college or university since their last attendance at LIU must submit an official transcript from any colleges attended before readmission will be approved.
- Students who have been out of attendance for more than 3 years must reapply and may be required to resubmit official transcripts from their prior colleges/high school if original documents are no longer on file.
- If readmission is approved, students return to LIU subject to the academic requirements as listed in the bulletin in effect at the time of readmission.
- Students who are out of attendance for one or more regular terms and are not on an approved leave of absence will be reviewed during the readmission process for institutional aid via the Scholarship Appeals Committee if they have

not attended another college/university after leaving LIU.

- Students who attended another institution after leaving LIU are considered transfer students and will be reviewed for transfer scholarship eligibility based on current guidelines.

Students who have been suspended or dismissed are required to:

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

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

Academic Forgiveness

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

1. The student must follow the bulletin in effect at the time they were readmitted.
2. All courses and grades received prior to the date of readmission will remain on the student's permanent record, but will not be computed into the student's academic average.
3. Only courses completed prior to readmission in which a "C" or better was earned will count toward the student's graduation requirements. However, these grades will not be computed into the student's academic average.
4. Courses completed prior to readmission in which a "C-" or lower was earned will not count toward graduation requirements nor will they be included in the computation of the student's academic average.
5. This option, once chosen, cannot be rescinded.

New York State Immunization Law

The New York State Health Department requires college and university students born on or after January 1, 1957 to be immunized against measles, mumps and rubella. All full-time and part-time students intending to register for 6 or more credits, including matriculants and non-degree students, must show proof of immunity if they wish to register for classes. In addition, New York State requires that LIU Brentwood maintain a record of each student's response to the

meningococcal disease and vaccine information.

The form must be signed by the student and contain either a record of meningitis immunization within the past 5 years OR an acknowledgement of meningococcal disease risk and refusal of meningitis immunization.

For information about the immunization requirements, please contact the Office of Student Services at 631-287-8500.

GRADUATE ADMISSION

General Information

Students interested in applying for graduate admission to LIU Brentwood may do so online at <https://apply.liu.edu/quickapp2/>, or may request application materials by mail at the following address:

Office of Admissions
LIU Brentwood
Michael J. Grant Campus
1001 Crooked Hill Road LIU Bldg.
Brentwood, NY 11717-1017
Telephone: 631-287-8500
Fax: 631-287-8575

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

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

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

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

Individual departments may require additional documentation such as letters of recommendation and standardized test scores. Applicants are encouraged to refer to the departmental information sections of this bulletin for further information. All candidates for graduate admission must have a bachelor's degree (or its equivalent) from an accredited institution. Candidates are urged to apply for admission no later than one month before the beginning of the semester. Most academic departments have a rolling admission policy whereby a student is notified of his or her admission decision as soon as all credentials are received and reviewed. Some academic disciplines, however, have specific application deadlines. Current deadline information is available by contacting the LIU Brentwood Office of Admissions at 631-287-8500.

Admission Status

A student may be admitted to LIU Brentwood for graduate 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 or personal enrichment. Any non-degree admit who wishes to be considered for a degree program must apply for a change of status and satisfy all admission eligibility requirements for his or her area of interest. Certain graduate programs do not allow visiting students. Please consult with the Office of Admissions for further information at 631-287-8500 or brentwood-info@liu.edu.

Admission to Class

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

Transfer Credit

Graduate courses taken at other institutions before admission to LIU Brentwood may be credited to the graduate degree if they are pertinent to the plan of study. Requests to transfer credits must be made at the time of admission, and should be accompanied by official transcripts of all relevant graduate coursework. The appropriate academic chairperson and dean must approve all requests for graduate transfer credit.

Visiting Students

It is suggested that visiting students secure written permission from their primary educational institution granting permission to register for

courses at LIU Brentwood. This letter should specify which courses will be accepted in transfer upon successful completion of coursework.

Visiting students are permitted to register for only one semester unless they have authorization for extended enrollment from the LIU Brentwood Office of Admissions.

Readmission

If a student is out of attendance for one or more regular semesters (fall or spring) and has not maintained his or her maintenance of matriculation status (as described in the Registration section) or has not been granted a leave of absence, he or she must apply for readmission. Students out of attendance for one semester but less than five years must complete a request for readmission form. The form must be signed by the appropriate academic department. The chairperson or enrollment services counselor will then forward to the Office of Admissions for processing. The request for readmission form is available at the Office of Admissions. Students out of attendance for more than five years must submit a new graduate application and all supporting credentials required for admission. If readmission is approved, students return is subject to the academic requirements posted in the bulletin in effect at the time of readmission.

New York State Immunization Law

The New York State Health Department requires college and university students born on or after January 1, 1957 to be immunized against measles, mumps and rubella. All full-time and part-time students intending to register for 6 or more credits, including matriculants and non-degree students, must show proof of immunity if they wish to register for classes. In addition, New York State requires that LIU Brentwood maintain a record of each student's response to the meningococcal disease and vaccine information. The form must be signed by the student and contain either a record of meningitis immunization within the past 5 years OR an acknowledgement of meningococcal disease risk and refusal of meningitis immunization.

For information about the immunization requirements, please contact the Office of Student Services at 631-287-8500.

UNDERGRADUATE ACADEMIC POLICY

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

Undergraduate Degrees

LIU Brentwood awards the B.A. in Criminal Justice. LIU Post awards the B.S. in Health Care Administration, B.S. in Nursing (for RNs only), B.S. in Social Work, B.S. in Business Administration and the B.A. in Psychology offered at LIU Brentwood. Three-quarters of the work for the Bachelor of Arts degree (90 credits) must be in liberal arts and sciences and one-half of the work for the Bachelor of Science degree (minimum of 60 credits) must be in the liberal arts and sciences.

Course Load and Class Standing

Full-time students in good academic standing may carry 12-18 credits during each fall and spring semester. A student taking 19 or more credits in the regular semester must be in good academic standing and obtain the signature of his or her enrollment services counselor and major department chairperson on the registration card. For any credits taken above 18, students will be charged additional tuition at the per-credit rate.

In accordance with university regulations, only students who have been admitted to the university, have formally registered, and made arrangements for payment of tuition and fees may attend classes.

To be considered a sophomore, a student must have earned 30 credits; a junior, 60 credits; a senior, 90 credits.

Grading and Quality Points

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

Students who receive grades of W (withdrawal), UW (unauthorized withdrawal), INC (incomplete) or pass/fail in the fall or spring semester are not eligible for inclusion on the Dean's List or the Honor's List for that academic year.

INC grades will automatically convert to a grade of F (undergraduate courses only) if the work is

not completed by the end of the following full semester. If an unusual extension of time becomes necessary to complete the work, the grade change must be approved by the faculty member, the chairperson and the dean. The grade "I" is printed on the transcript along with the final earned grade and the date the work was completed. Students with an excessive rate of unexcused absences may receive a grade of F or UW for the semester. Except as noted below, any grade may be removed from the student's cumulative average by repeating the course at LIU Brentwood.

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

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

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

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

Pass/Fail Option

Students may take a maximum of two courses on the pass/fail basis per academic year (which includes winter and summer sessions and weekend college sessions, and all other newly created sessions, for a total of not more than 24 credits in a student's resident undergraduate program). This restriction does not apply to courses offered only on the pass/fail basis. A grade of "P" (pass) 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. If a grade of "F" is earned, the F is calculated into the GPA.

Core courses, courses in a student's major or minor and co-related courses may not be taken as pass/fail 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 or the Honor's List for that academic year.

Students may choose the pass/fail option up to three weeks before the last day of classes as specified in the academic calendar. Changes will not be considered after the deadline date.

To graduate with honors, a student must take at least 54 credits at LIU, not including courses taken pass/fail or life experience credits. Students in the Program for Academic Success (PAS) may not take courses on a pass/fail basis.

Quality Points and Grade Point Average (GPA)

Each student must satisfactorily complete at least 120 credits for a baccalaureate degree (except those transfer students exempted from 1 credit of First Year Seminar); in some departments more credits are required. The student must achieve an overall grade point average (GPA) of 2.00, and in some departments requirements may be higher (see departmental requirements). In the major area, the student must achieve an average of at least 2.25; in certain programs the minimum major average may be higher.

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

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

GPA computations are carried to the third decimal place from which rounding takes place to

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

For example:

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

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

Dean's and Honor's Lists

Eligibility for the Dean's List and the Honor'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. Students who receive grades of incomplete (INC or I), failure (F), withdrawal (W), unauthorized withdrawal (UW), or pass/fail (P/F) are not eligible, even if those grades are subsequently changed. In addition, students repeating courses are not eligible. An average of 3.50 in 12 or more completed credits is required for inclusion on the Dean's List. An average of 3.50 for part-time students who have completed 6 - 11 credits in an academic semester is required for inclusion on the Honor's List.

Attendance

It is expected that students will attend all class sessions scheduled for the courses in which they are enrolled. Regulations concerning attendance in a particular course are at the discretion of the instructor. Responsibility for class attendance rests with the student.

Absences from classes or laboratories may affect the final grade. Ordinarily, the work missed through absence must be made up. However, permission to make up such work is not automatic, and is given at the discretion of the instructor.

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

Absence from Final Examination

Students who are absent from a final examination must:

1. notify their professor or department chair within 24 hours of the reason for the absence, and
2. request permission from the professor to take a deferred final examination.

A deferred final examination is a privilege that may be granted only to a student who complies with the notification regulations outlined above, whose work during the semester is satisfactory and whose reason for missing the scheduled examination is an authorized excuse. If a rescheduled final exam is given after the final day of the term, an initial grade of INC will be assigned.

Academic Probation, Suspension and Dismissal

Students will be placed on academic probation in any one of the following circumstances:

1. The student's cumulative average (LIU courses only) falls below the following thresholds (higher for some majors):

- 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

2. the student's major average falls below the minimum required by the major department or program;
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 will be suspended from their academic program or university by the Academic Standing Committee. Students on probation must comply with the following stipulations:

1. they may not register for more than 12 credits; or for 13 credits if one of the courses includes a laboratory science, or is POST101;
2. they may register for only three credits per summer session;
3. they may not receive a grade of UW or F in any courses;
4. they must raise their major and cumulative averages to at least the required minimum by the time they have completed 12 more credits.

Students who have attempted 24 credits, and achieve a GPA of 1.0 or below, will be suspended from the university

Generally, suspensions and dismissals based on university or departmental minimum requirements are determined after the spring semester. Students

may appeal their suspension or dismissal to the Academic Standing Committee. Students who are suspended/dismissed at that time may not attend summer sessions or the following fall semester at LIU Brentwood, and must observe the following procedure when seeking readmission:

1. Submit an application for readmission to the Office of Admissions.
2. Provide a formal statement of permission from the chair of their major department or program indicating their eligibility to pursue that major.
3. Submit a letter of appeal to the LIU Post/Brentwood Academic Standing Committee.
4. Provide an official transcript with 6- 12 credit hours completed outside the LIU system with a 2.75 minimum GPA (students should refer to their Academic Standing letter for the specific number of credits required)

If readmitted, they will be permitted to return to LIU Brentwood for one semester on probation.

Any student who is readmitted on probation after suspension must comply with the stipulations outlined by the Academic Standing Committee to return to good standing. Failure to comply with these stipulations will result in the student's academic dismissal from the institution, or from their department/program.

Final Dismissal

Students who are placed on dismissal deferred status and who are then dismissed are required to register for 12 credits at another accredited institution and earn a 2.75 before they can return to LIU Brentwood. Students who need more than the one semester allotted to raise their cumulative average to the university minimum of 2.0 will now be dismissed permanently from the university. This includes, among others, students who have attempted 24-48 credits with 1.0 or lower and students who have attempted 49 or more credits with a 1.5 or lower.

Graduation and Diplomas

Students who meet all requirements for their degrees in September or January are considered to be in the graduation class of the following May. Diplomas are dated three times a year: September, January, and May. Candidates for graduation are required to notify the Office of Enrollment Services of their intended date of graduation by filing a degree application on-line at least three months in advance. Please consult the academic calendar, which is available at liu.edu/Brentwood/Student-Services/Registrar/Academic-Calendar, for deadline dates.

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

The final 30 hours of credits earned must be in academic residence (regular attendance), 9 of those 30 hours being in the student's major program. A minimum of 9 credits of requirements for a minor must be completed at LIU Brentwood. Full-time students who begin their LIU degree as a freshman should complete degree requirements within five years.

The Academic Standing Committee is the final arbiter of all matters of academic standing, such as waivers of and substitutions for graduation requirements.

General Requirements for Graduation

- 2.00 cumulative average (higher in some areas)
- 2.00 minor subject average (higher in some areas) if attempted
- Core and major requirements fulfilled, and minor requirements if attempted
- 120 credits (more in some departments)
- Writing Across the Curriculum (WAC) requirements fulfilled
- Minimum liberal arts requirements

Graduation with Honors

Summa cum laude requires an average of 3.90 or higher; magna cum laude, 3.70-3.89; cum laude, 3.50-3.69. At least 54 credit hours (not including courses taken on a pass/fail basis or life experience credits) must be earned in academic residence at LIU for the student to qualify for honors.

Student Conduct

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

Academic Conduct Policy

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

A student in violation of accepted academic procedures may be subject to disciplinary action, up to and including expulsion from the campus.

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

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

Disciplinary Action

Disciplinary action involving academic matters (academic irregularities, plagiarism, faculty-student disputes, grading issues, etc.) are the responsibility of the appropriate academic dean. Actions involving non-academic conduct (including but not limited to verbal or physical harassment, sexual harassment, violence or threat of violence, forgery or falsification of records, theft, possession or use of weapons, illegal possession of keys or unlawful entry, vandalism, violation of smoking, parking or fire safety regulations, soliciting, gambling, unauthorized use of computers, violation of alcohol and drug policies, failure to cooperate, etc.) are the responsibility of the associate dean and director of campus operations at LIU Brentwood. Decisions on disciplinary matters are the responsibility of the associate dean and director of campus operations for LIU Brentwood. Appeals of any disciplinary decision of LIU Brentwood must be made in writing to the dean (within five days), whose decision is final.

Academic Integrity

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

Cheating includes, but is not limited to the following: falsification of statements or data; listing sources that have not been used; having another individual write your paper or do your assignments; writing a paper or creating work for another student to use without proper attribution; purchase of paper or research work for one's

submission as his/her own work; using written, verbal, electronic or other sources of aid during an examination (except when expressly permitted by the instructor depending on the nature of the examination); or knowingly providing such assistance to aid other students.

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

Appeals Process

Level One

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

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

Level Two

A student accused of any academic violation, that warrants further institutional awareness or action beyond the assignment of a grade, has the right to an appeal. A student found to have committed a Level Two violation has the right to appeal the decision of the FSAB to the Vice President of Academic Affairs. Student complaints brought to the Office of Academic Affairs are investigated and responded to only when the complaint has been addressed at the campus level.

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

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

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

Minors

Students can elect to complete one or more academic minors as part of their academic degree program. Students pursuing a minor are required to fulfill the course and minimum credit requirements listed by the academic department. A 2.00 minor subject average (higher in some areas) is also required to complete the minor. A minimum of 9 credits of the requirements for the minor must be completed at LIU Brentwood.

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. For example, a student majoring in finance and taking FIN 65 (cross-referenced as ECO 65) cannot also receive credit for ECO 65, which is a liberal arts requirement.

Course Numbers

Courses numbered from 1 to 299 are for undergraduates only. Courses numbered 300 to 399 are Honors College courses. Courses numbered 400 to 499 are special, undergraduate multidiscipline courses. Courses 500 and above are for graduate students and are described in this bulletin.

Course Frequency

Frequency of course scheduling is indicated after each course description by one of the following: Every Semester, Spring, Fall, Annually, On Occasion. If a course is not offered or is cancelled, it may be taken as independent study with authorization by the department chairperson and dean. Substitutions for major, minor or core requirements must be approved by the Academic Standing Committee.

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 webapps.liu.edu/courseschedules/schedules.aspx?ampus=E.

Institutional Assessment

For the purpose of institutional assessment, undergraduate students may be required to take academic achievement examinations in their freshman and senior years. Outcomes of the exams are used only to evaluate the effectiveness of the curricula and do not effect student grades.

Public Information Policy

The Family Educational Rights and Privacy Act (FERPA) of 1974 specifically provides 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 Office of Enrollment Services.

GRADUATE ACADEMIC POLICY

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

Graduate Degrees

LIU Brentwood awards the M.S., M.P.A. and M.S.Ed. degrees and Advanced Certificate in Clinical Mental Health Counseling. LIU Post awards the M.A. and M.S. degrees offered at LIU Brentwood.

Course Load

Graduate students are considered to have registered full-time with nine or more credits per semester. Eligibility for some financial aid programs may require enrollment for a minimum of 12 credits. Further information is available from the Office of Financial Aid.

Grading and Quality Points

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

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

Quality Points and Grade Point Average (GPA)

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

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

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

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

For example:

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

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

Unsatisfactory Grades

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

Attendance

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

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

Absence from Final Examination

Any student who is absent from a final

examination must:

1. Notify his/her professor or department chairperson within 24 hours and provide a reason for the absence.
2. Request the professor's permission to take a deferred final examination.

A deferred final examination is a privilege that may be granted only to a student who complies with the notification regulations outlined above, whose work during the semester is satisfactory and whose reason for missing the scheduled examination is an authorized excuse.

Oral Qualifying of Comprehensive Examination

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

Qualifying Examination

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

Comprehensive Examination

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

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

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

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

Graduation and Diplomas

A graduation candidate is required to file an on-line degree application well in advance of commencement. Deadline dates can be found in the academic calendar available on the LIU Brentwood website at <http://liu.edu/Brentwood/Student-Services/Registrar/Academic-Calendar>. A student who meets all requirements for his or her degree in September or January will have their degree conferred at that time but participates in the following May's Commencement ceremony.

Degrees are conferred by the faculty of LIU.

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

Student Conduct

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

Academic Conduct Policy

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

Please see our website at www.liu.edu/post/academicconduct. Plagiarism and cheating are not only serious violations of the rules, but also may reflect adversely on the student's reputation as well as on the reputation of the campus. Faculty, administrators and the student body share responsibility for academic integrity. A student in violation of accepted academic procedures may be subject to disciplinary action, up to and including expulsion from the campus. Faculty members will report to the academic dean any case of irregular or dishonest behavior that occurs in the class or in his or her observation. Students may likewise make such a report to the faculty member or dean. The academic dean will decide what disposition is to be made of the charges. Requests for appeals may be made to the Student/Faculty Appeals Board.

In the case of a minor infraction that is the student's first disciplinary offense, the dean may authorize the faculty member to dispose of the charges, limiting the maximum penalty to failure in the course. The faculty member will make a report of the incident and the action taken to the dean and the Judicial Affairs Coordinator.

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

Disciplinary Action

Disciplinary action involving academic matters (academic irregularities, plagiarism, faculty-student disputes, grading issues, etc.) are the responsibility of the appropriate academic dean. Actions involving non-academic conduct (including but not limited to verbal or physical harassment, sexual harassment, violence or threat of violence, forgery or falsification of records, theft, possession or use of weapons, illegal possession of keys or unlawful entry, vandalism, violation of smoking, parking or fire safety regulations, soliciting, gambling, unauthorized use of computers, violation of alcohol and drug policies, failure to cooperate, etc.) are the responsibility of the associate dean and director of campus operations at LIU Brentwood. Decisions on disciplinary matters are the responsibility of the associate dean and director of campus operations for LIU Brentwood. Appeals of any disciplinary decision of LIU Brentwood must be made in writing to the dean (within five days), whose decision is final.

Academic Integrity

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

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

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

Appeals Process

Level One

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

1. If the student disputes the instructor's decision, s/he can seek a solution from the chair of the department involved.
2. If still not satisfied, student meets with

appropriate dean or the dean's designee for a solution. The student will be notified in writing of the dean's decision within seven (7) business days.

3. If the student wishes to request an appeal to the outcome of his or her case, the student must submit an Appeal Request Form (pdf, doc) to the chair of the Faculty Student Appeals Board within three (3) business days after receiving the dean's letter.
4. The Faculty Student Appeals Board shall convene a meeting, in a timely fashion, to consider the appeal. Statements from both the student and the professor will be heard. The decision of this board is final.
5. The outcome of the decision will be communicated to the student, the instructor, the appropriate chair and dean, and (if applicable) the Registrar within seven (7) business days.
6. A copy of the decision of the Faculty Student Appeals Board shall be forwarded to the Office of Student Conduct and Community Education.

Level Two

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

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

Appeals Process

Level One

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

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

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

Level Two

A student accused of any academic violation, that warrants further institutional awareness or action beyond the assignment of a grade, has the right to an appeal. A student found to have committed a Level Two violation has the right to appeal the decision of the FSAB to the Vice President of Academic Affairs. Student complaints brought to the Office of Academic Affairs are investigated and responded to only when the complaint has been addressed at the campus level.

Criminal Background and Drug Testing

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

Course Numbers

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

Course Frequency

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

Transfer Credits

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

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

Change of Major

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

Time Limit

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

approval.

Public Information Policy

The Family Educational Rights and Privacy Act of 1974 (FERPA) specifically provides that a school may provide what they deem "directory information," and only this 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, 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.

UNDERGRADUATE CORE CURRICULUM

Designed by faculty of LIU Post, the core curriculum equips students with broad-based knowledge to prepare them to succeed in their academic studies and future careers. Through this high-quality curriculum students will have the opportunity to reach their intellectual potential, to contribute to society in meaningful ways, and to face the challenges of an increasingly complex world.

The core curriculum ranges from 32 to 34 credits, depending on the student's major. Courses are distributed over ten core knowledge areas and aim collectively to provide proficiency in the following ten fundamental skill areas:

- **Written Communication:** Skilled written communication entails the clear, sophisticated, and well-organized development of ideas in a style appropriate to the purpose of the writing. It includes competence in a range of conventions appropriate to different disciplines and audiences and the ability to work with different writing technologies.

Learning Objective: Students will express clear, sophisticated, and well-organized ideas in a style consistent with the purpose of the writing and through conventions appropriate to discipline and audience.

- **Oral Communication:** Oral communication entails either the formal or informal presentation of information or ideas in clear, compelling, and systematic ways that engage the audience and promote full understanding.

Learning Objective: Students will present information or ideas in clear, compelling, and systematic ways that engage an audience and promote full understanding.

- **Quantitative Reasoning:** Quantitative reasoning entails the skilled application of basic numerical fluency to a wide array of authentic contexts and involves competency in working with numerical data. It includes solving quantitative problems and decoding and evaluating the data presented in charts, graphs, and tables.

Learning Objective: Students will demonstrate numerical fluency in a wide array of authentic contexts and everyday issues by analyzing data presented in charts, graphs, and tables, and creating sophisticated arguments supported by quantitative evidence.

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

Learning Objective: Students will carefully and comprehensively understand and analyze issues, opinions, ideas, texts, and events before accepting or formulating a position.

- **Ethical Reasoning:** To engage in ethical reasoning means to think critically about right and wrong human conduct. It requires students to be able to assess their own ethical judgments, the judgments of others, and the prevailing values and norms of their time and place. It includes an open-minded but critical assessment of how different ethical problems might be viewed from various perspectives.

Learning Objective: Students will evaluate their own ethical judgments, the judgments of others, and the prevailing values and norms of their time and place by considering various perspectives and formulating reasoned positions about ethical issues.

- **Information Literacy:** Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.

Learning Objective: Students will identify authoritative information sources based on information needs, design searches strategically to access relevant information, ask questions that lead to new areas of inquiry, and view themselves as contributors to the scholarly conversation.

- **Technological Competency:** Technological competency entails the understanding and use of technologies appropriate to a wide range of personal, professional, and academic contexts. Technologies may involve (but are not limited to) the use of computers, information management, and data or artistic visualization. Technological competency asks students to understand functional, social, and critical implications related to selection and use of technology.

Learning Objective: Students will demonstrate functional use and/or effective design regarding at least one platform, system, or form of technology.

- **Creative Capabilities:** Creative thinking combines, synthesizes, or analyzes existing ideas, images, or disciplines. It includes thinking, interpreting, and working in an imaginative way characterized by innovation and originality and can involve either the making or appreciation of creative work in various forms.

Learning Objective: Students will combine or synthesize existing ideas, images, or disciplines in original ways either by making or appreciating creative work.

- **Intercultural Knowledge:** Intercultural knowledge is a set of cognitive, affective, and behavioral skills connected to viewing oneself as a member of a world community. It includes exposure to cultural difference others or appreciation of achievements across cultures. It provides the foundation to meaningfully engage with individuals in cultures different from our own, place diverse understandings of social justice in their historical contexts, and adapt empathetically and flexibly to unfamiliar ways of being.

Learning Objective: Students will place diverse understandings of social justice in their corresponding cultural contexts and exhibit empathic and aesthetic understanding of diverse ways of life.

- **Inquiry and Analysis:** Inquiry is a systematic process of examining objects and events (including natural and social phenomena), theories, issues, and works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Learning Objective: Students will systematically analyze objects, events, theories, issues, and works through the collection of evidence and draw informed conclusions about them.

Most students complete the core curriculum requirements during the first two years as preparation for more advanced study within their major during the junior and senior years. The courses are divided into the First-Year Experience and Thematic Clusters.

First-Year Experience

- First-Year Seminar
- Post 101
- First-Year Writing (ENG 1 & ENG 2)
- Quantitative Reasoning (Any Math Course)

Thematic Clusters

- Scientific Inquiry and the Natural World
- Creativity, Media, and the Arts
- Perspectives on World Cultures
- Self, Society, and Ethics
- Power, Institutions, and Structures

Students select from a variety of courses in these areas. Each of the courses also treat one or two core skills. The following guidelines should be used in selecting courses:

1. Courses in the core curriculum may not be taken on a Pass/Fail basis.
2. Students should see their academic counselors to develop a plan of study.
3. Transfer students only: Previous college coursework may substitute for core courses with academic counselor’s approval.
4. Students in the Honors College may take the Honors College equivalent of these courses to satisfy their core curriculum requirements.

Core Courses

1) First-Year Seminars and Post 101 (4 credits)

Providing an emphasis upon the intellectual transition to college, first-year seminars focus on oral communication and critical reading skills taught in the context of theme-oriented academic courses specifically designed to meet the needs of first-year students. The content of these courses varies by discipline, but each course is limited to twenty students and linked in a learning community with a section of Post 101. First-Year Seminars involve intensive faculty mentoring and provide a source of support and insight to students who are encountering the new responsibilities connected to college life. First-Year Seminars can also be used to fulfill major requirements or can be used as electives, including, in many cases, liberal arts electives.

Post 101 is best understood a one-credit course preparing first-year students for the challenges of college life. It emphasizes engagement with the campus community as a preparation for engagement with the world as an active, informed citizen. Weekly hour-long class meetings emphasize a holistic approach to learning and introduce students to the behavior, foundational skills, and intellectual aptitudes necessary for success.

(2) First-Year Writing (6 credits)

All students must satisfactorily complete ENG 1, 2. Students in the Honors College may satisfactorily complete ENG 303, 304 to satisfy this competency.

(3) Post Thematic Core Curriculum (19-20 credits)

The thematic core curriculum is designed to introduce students to fundamental knowledge related to self, society and the natural world. Students enroll in courses in unique thematic clusters with a wide range of courses from various disciplines. Students take one course from each thematic cluster with a choice to take two from one cluster. Students must take at least one course from the Humanities and the Arts, one from Social Sciences and one from the Sciences and may not take more than two courses from any one discipline among the thematic clusters. The total number of credits in the thematic clusters may be twenty credits if students elect to take a second laboratory science.

(4) Scientific Inquiry and the Natural World (4 credits)

Courses within Scientific Inquiry and the Natural World introduce students to the systematic process of exploring the natural and physical world. Students will develop their critical thinking and quantitative reasoning skills as they apply to their subject area. They will make observations and ask questions that lead to the formulation of testable hypotheses, analyze information collected, and draw conclusions. Additionally, courses might investigate the ethical,

social, or cultural implications of scientific inquiry. **Learning goals: Inquiry and Analysis & Quantitative Reasoning.**

4 credits required from one discipline; Astronomy, Biology, Chemistry, Earth Science, Geology, Physics or Psychology. A 3- or 4-credit course may be taken as a choice in the additional course category.

			Credits
AST	9	Introductory Astronomy I (with AST 9A)	4
AST	10	Introductory Astronomy II (with AST 10A)	4
AST	301	Our Violent Universe I	4
AST	302	Our Violent Universe II	4
BIO	1	Foundations of Biology I	4
BIO	2	Foundations of Biology II	4
BIO	5	Foundations of Biology: Ethology, Ecology, and Evolution	4
BIO	7	Human Anatomy and Physiology I	4
BIO	8	Human Anatomy and Physiology II	4
BIO	103	General Biology I	4
BIO	104	General Biology II	4
CHM	3	Principles of Chemistry I	4
ERS	1	Earth Science I	4
ERS	2	Earth Science II	4
ERS	301	Global Environment I: Atmosphere, Weather, Environment	4
ERS	302	Global Environment II	4
GLY	1	The Dynamic Earth	4
GLY	2	History of the Earth	4
GLY	12	Oceanography	4
MTH	9	Calculus and Analytic Geometry	4
MTH	20	Introduction to Sets, Logic, and Mathematical Structures	3
MTH	21	Differential Equations	3
MTH	22	Applied Linear Algebra	3
PHY	3	University Physics I	4
PHY	4	University Physics II	4
PHY	9	Introductory Astronomy I	4
PHY	10	Introductory Astronomy II	4
PHY	11	College Physics I	4
PHY	12	College Physics II	4
PHY	16	Electricity and Magnetism	3
PHY	40	Electrical Circuits Laboratory	1
PHY	41	Circuit Analysis and Control Theory	3
PHY	301	Physical Universe and Imagination I	4
PHY	302	Physical Universe and Imagination II	4
PSY	102	Introductory Psychology with Lab	4

Students with appropriate backgrounds may obtain permission to substitute more advanced Chemistry or Physics courses to satisfy the laboratory science

requirement.

(5) Creativity, Media, and the Arts (3 credits)

Courses within Creativity, Media, and the Arts ask students to engage with innovation, divergent thinking, and/or synthesis of existing resources to understand generative forms of expression. While any given course may choose to focus on only one aspect of media, the arts, or another disciplinary approach to creating, all courses within this pathway allow opportunities for students to work with or analyze creativity. Additionally, courses may address issues related to creativity such as design, aesthetic experience, embodiment, materiality, and audience reception. **Learning Goals: Creative Capabilities & Critical Thinking.**

		Credits
ART	1 Introduction to Visual Arts: What Humans Make Since the Beginning of Time	3
ART	6 3D Visualization and Production	3
ART	31 Ceramics and Ceramic Sculpture in World History and Culture	3
ART	101 Interpreting Art in the 21st Century	3
CMA	4 Media Literacy	3
CMA	9 Introduction to Media	3
CIN	10 Screenwriting II	3
CIN	11 History of World Cinema	3
ENG	21 Shakespeare: Comedies, Histories, Non-Dramatic Poetry	3
ENG	22 Shakespeare: Tragedies, Romances	3
ENG	59 Autobiographical Transformations: How a Writer Makes Life into Art	3
ENG	69 From Fiction Into Film	3
ENG	143 Breaking Erotic Boundaries	3
ENG	182 Introduction to Short Fiction	3
ENG	186 Writing in the Digital Age	3
ENG	189 Experimental Fiction	3
ENG	190 Writing with Sound	3
ENG	193 Young Adult Fiction Writing	3
ITL	72 Contemporary Italian Art and Media through the Lens of Fashion	3
MUS	1 Introduction to Musical Concepts	3
MUS	2 Elementary Musicianship	3
PHI	16 Aesthetics: The Philosophy of Art and Beauty	3
PHI	29 Dreams and the Philosophy of the Unconscious	3
PHI	33 Philosophy and Film	3
THE	1 The Art of Theatre	3
THE	143 Shakespeare in Performance	3
THE	101 Introduction to Drama	3
THE	193 Devised Theatre	3
THE	360 The Art of Theatre	3

(6) Perspectives on World Cultures (3 credits)

Courses within Perspectives on World Cultures ask students to engage intellectually and affectively with human cultural experience across space and time. They encourage students to analyze and appreciate the uniqueness of individual cultures by understanding their development as well as the meaning of their cultural artifacts within the locally specific contexts in which they were operative. They might also consider the different forms of interconnectivity between different cultures and regions. Courses in this cluster consider the problem of cultural empathy and provide a sense of the value of understanding and interpreting different cultures on their own terms. **Learning Goal: Intercultural Knowledge.**

		Credits
ANT	2 Human Society	3
ANT	35 Global Cultures	3
ART	52 Inspired: Where Art and Academics Intersect	3
ART	53 Perspectives on World Cultures: Polyrhythms	3
CIN	5 The Art of Documentary	3
ENG	7 World Literature I: From Antiquity to the Renaissance	3
ENG	8 World Literature II: From the Enlightenment to the Present	3
ENG	13 The Short Story	3
ENG	16 The Modern Novel	3
ENG	62 Love in the Western World	3
ENG	66 Growing Up in Another Country	3
ENG	71 Animate Nature	3
ENG	102 Literatures of Africa	3
ENG	156 Irish American Fiction	3
ENG	201 The English Language	3
ENG	202 Varieties of English	3
ENG	303 World Literature I: From Antiquity to Renaissance	3
ENG	304 World Literature II: From the Enlightenment to the Present	3
GGR	2 Geography and the Global Citizen	3
GGR	61 Geography of Africa	3
GGR	70 Geography of the People's Republic of China and Taiwan	3
FRE	1 Elementary French: Language and Culture I	3
FRE	2 Elementary French: Language and Culture II	3
FRE	3 Intermediate French: Language and Culture I	3
FRE	4 Intermediate French: Language and Culture II	3
HIS	1 The West and the World to 1750	3
HIS	2 The West and the World since 1750	3
HIS	3 American Civilization to 1877	3
HIS	4 American Civilization since 1877	3
HIS	115 Civil War & Reconstruction	3
HIS	186 Latin America: 1000 A.D. to 1810 A.D.	3
HIS	303 Civ Ancient World to 18th Century	3

HIS	304	European History from French Revolution	3
ITL	1	Elementary Italian: Language and Culture I	3
ITL	2	Elementary Italian: Language and Culture II	3
ITL	3	Intermediate Italian: Language and Culture I	3
ITL	4	Intermediate Italian: Language and Culture II	3
JPN	1	Elementary Japanese: Language and Culture I	3
JPN	2	Elementary Japanese: Language and Culture II	3
JPN	3	Intermediate Japanese: Language and Culture I	3
JPN	4	Intermediate Japanese: Language and Culture II	3
MUS	21	Music in Western Civilization I	3
MUS	22	Music in Western Civilization II	3
MUS	23	Music in Western Civilization III	3
MUS	24	History of Rock Music	3
MUS	46	Introduction to World Music	3
PHI	25	Birth of Philosophy in the Ancient World	3
PHI	26	Origins of Modern Philosophy	3
PHI	47	Philosophy of Mythology	3
PHI	48	Indian Philosophy: Yoga, Karma, and Brahma's Dream	3
PHI	303	History of Ancient Philosophy	3
RUS	1	Elementary Russian: Language and Culture I	3
RUS	2	Elementary Russian: Language and Culture II	3
RUS	3	Intermediate Russian: Language and Culture I	3
RUS	4	Intermediate Russian: Language and Culture II	3
SOC	4	Food and Society	3
SOC	5	Gender and Sexual Diversity	3
SOC	35	Global Cultures	3
SPA	1	Elementary Spanish: Language and Culture I	3
SPA	2	Elementary Spanish: Language and Culture II	3
SPA	3	Intermediate Spanish: Language and Culture I	3
SPA	4	Intermediate Spanish: Language and Culture II	3
THE	141	Classical Theatre History	3
THE	142	Modern Theatre History	3

(7) Self, Society, and Ethics (3 credits)

Courses within Self, Society, and Ethics offer a systematic and critical inquiry into different forms of human self-understanding approached from various intellectual traditions and perspectives. They may consider multiple methodologies for arriving at foundational principles that might provide a stable point of reference for determining our obligations and relationships to others. They will consider the perspectives, social conditions, or motives through which personal choices are made and the ethics guiding those choices.

Learning Goals: Ethical Reasoning & Critical Thinking.

Credits

CIN	3	Major Forces in the Cinema	3
CMA	10	Media Law and Ethics	3
ENG	35	Childhood and Literature	3
ENG	36	Adolescent Literature	3
ENG	63	The Literature of Memory	3
ENG	65	The Other: Strangers and Outsiders	3
ENG	142	Leadership and Literature	3
ENG	168	The Jazz Age: 1920s American Literature and Culture	3
ENG	183	Creative Non-Fiction	3
ENG	184	Writing and Healing	3
HIS	126	Resistance and Rebellion in America	3
ITL	71	Nature and Culture in Italo Calvino's Trilogy, <i>Our Ancestors</i>	3
PHI	8	Introduction to Philosophy	3
PHI	9	Business Ethics	3
PHI	11	Ethics, War, and Terrorism	3
PHI	13	Ethics and Society	3
PHI	17	Happiness and the Good Life	3
PHI	19	Biomedical Ethics	3
PHI	20	Faith, Reason, and Spirituality	3
PHI	28	Environmental Philosophy	3
PHI	34	Philosophies of Love and Sex	3
POL	303	European Political Theory I	3
PSY	101	General Psychology	3
SOC	1	Introduction to Sociology	3
SOC	15	Social Change	3
SOC	20	Sociology of Aging	3
SOC	24	Youth and Adolescence	3
SOC	303	Introduction to Sociology	3
ART	177	Environmental Art and Practice	3
WLT	39	Horror in Literature	3

(8) Power, Institutions, and Structures (3 credits)

Courses within Power, Institutions, and Structures offer a systematic and critical inquiry into theories of social, political, and economic institutions and human behavior. Students may examine how power is manifest at different levels of society and across time and place. They will consider various theoretical perspectives and configurations of how societies, cultures, politics, and economics change over time. They might investigate the relationship between power and social justice, or power relations operating in race, gender, class, religion, age, sexuality, and other categories of human difference.

Learning Goals: Critical Thinking & Ethical Reasoning.

Credits

ECO	10	Introduction to Microeconomics	3
ECO	11	Introduction to Macroeconomics	3
ECO	303	Introduction to Microeconomics	3
ECO	304	Introduction to Macroeconomics	3

ENG	64	Crime, Guilt, and Atonement	3
ENG	108	African-American Literature of the Twentieth Century	3
ENG	139	Gender and the English Language	3
ENG	141	Literature of the Working Class	3
ENG	161	Melville and Power	3
ENG	166	Rebels, Riots, and Resistance in America	3
ENG	188	Writing in the Workplace	3
GGR	1	The Geography of Sustainable Development	3
HIS	128	History of American Capitalism	3
HIS	143	Monks, Saints & Heretics: Medieval Religion	3
POL	2	Introduction to American Politics	3
POL	3	Introduction to Political Science	3
POL	4	Political Psychology	3
POL	51	International Relations	3
POL	304	European Political Theory II	3
PHI	18	Social and Political Philosophy	3
PHI	35	Justice	3
SOC	3	Social Problems	3
SOC	18	Class and Social Inequality	3
SOC	37	Conflict and Society	3
SOC	55	Immigration and Society	3
SOC	60	Gender	3
SOC	69	Race and Ethnicity	3
SOC	304	Social Institutions	3
WLT	37	The Making of the Superhero	3
WLT	41	The Literary Origins of Putin's Russia	3
WLT	74	Living "la Vida Loca": Insights into Latin American Culture	3

(9) Quantitative Reasoning (3-4 credits)

Any Math Course 3-4 credits

Requirements for Transfer Students

1. Students transfer to LIU Post as "core complete" if they have received A.A. or A.S. degrees from institutions with which we have articulation agreements, or other accredited institutions granting liberal arts degrees. Students with degrees from technical institutions would not qualify as core complete.

2. No student who transfers to LIU Post without an approved A.A. or A.S. degree may graduate without a minimum of:

- a. Math - 3 credits
- b. Science - 4 credits
- c. Humanities and Arts - 3 credits
- d. Social Sciences - 3 credits
- e. First-Year Writing (ENG 1 and 2) - 6 credits

Humanities and the Arts designations include:

ENG, PHI, WLT, ART, MUS, THE, CIN, CMA, and all Foreign Languages designations

Social Science designations include:

ANT, ECO, GGR, POL, PSY, SOC, HIS

Science designations include:

AST, BIO, CHM, ERS, GLY, PHY, and PSY (Laboratory Courses)

3. For transfer students, non-equivalent (NE) disciplinary courses can count toward a cluster as long as that disciplinary designation is present in the cluster.

4. Students who transfer to LIU Post with less than 24 completed college credits must satisfy standard (freshman) core curriculum requirements.

5. Students who transfer to LIU Post with less than 24 completed college credits must complete a First-Year Seminar and Post 101.

4. No two-credit courses in transfer may be applied to the core without department consent and Academic Standing Committee approval. Three-credit science courses in transfer must have a laboratory component to be applied to the core laboratory science requirement.

Writing Across the Curriculum Program

The campus' Writing Across the Curriculum program is based on a conviction that thought and language are inextricably allied – that one cannot properly claim to know any subject matter unless one can organize clear and coherent statements about it. In keeping with this belief, the program aims to ensure that all graduates can write persuasively in a disciplinary appropriate manner and employ writing as a means to further intellectual and professional efforts.

Beyond the required First Year Composition sequence (English 1 and 2), students must produce substantial written work throughout their academic careers, taking courses defined as "writing intensive" offered by departments. These courses are designed to build upon the skills and rhetorical strategies developed in First Year Composition, adapting them to the specific expectations of each academic field. Students are required to take English 1 and 2 and at least three writing intensive courses, preferably one each in the Sophomore, Junior, and Senior years.

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

If they have completed the required six credit First-Year Composition sequence or its equivalency, transfer students take one writing intensive course for each year of residence; transfer students entering as Freshman or Sophomores (59 credits or fewer) take three writing intensive courses; transfer students entering as Juniors (60 to 89 credits) take two writing intensive courses; transfer students entering as Seniors (90 credits and above) take one writing intensive course.

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

REGISTRATION

Program Changes

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 must meet with their enrollment services counselor. Information about course offerings, closed and cancelled classes, and Writing Across Curriculum classes is available through My LIU and the online Schedule of Classes. The Office of Enrollment Services emails a registration reminder notice to all My LIU accounts prior to the start of the summer/fall and the winter/spring semester registration periods. The registration dates are also noted on the academic calendar and on the MyLIU account under "Enrollment Dates". Students are encouraged to meet with their Enrollment Services Counselor prior to the start of registration. The Student Services Office is located in suite 119 of the LIU Brentwood Building. During the academic year, the office hours are Monday through Thursday 9 a.m.-7 p.m.; Friday 9 a.m.-5 p.m.

Students may drop and add courses, transfer from one section of a course to another, or change from a credit to an audit status (or vice versa) in one or more courses by either doing so in the student portal (my.liu.edu) or filing an official change of program card with the Student Services Office during the drop/add period at the start of each term. The deadline for program changes is specified in the academic calendar.

Visiting Student Authorization (VISA)

Any LIU Brentwood student who wishes to be a visiting student at another college or university must consult with and receive approval from their enrollment services counselor in advance of taking all classes. If eligible, the student must complete the Visiting Student Authorization (VISA) form. The following regulations are observed regarding eligibility to attend another institution:

1. Students may not take a course at another institution on Long Island if the course is being offered at LIU Brentwood or LIU Post.
2. If a required course is not being offered at LIU Brentwood or LIU Post, or the student lives outside the Long Island area, then permission can be considered.
3. Students must be in good academic standing; students on academic probation cannot be granted permission to attend other institutions.
4. The VISA authorization becomes automatically invalid if, by the conclusion of the term during which it is granted, the student is placed on academic probation.
5. Only letter grades of C- or above are acceptable for transfer credit. Grades of D or P are not

transferable. Grades earned at another institution are not used in the computation of either the student's major or cumulative average, they do not remove F grades earned at LIU Brentwood, nor do they count toward fulfillment of residence requirements or the requirements for graduation with honors.

6. VISA authorizations are granted for a maximum of nine credits.
7. A maximum of 72 credits may be transferred from two-year colleges.
8. All students must complete their final 30 credits in residence, nine of which must be in their major. Furthermore, students in the ASORAD program (students who transferred to LIU Brentwood with two-year degrees) must complete 56 credits in residence.

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

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.

Audit Policy

With the dean's permission, selected courses may be taken on a non-credit, audit basis. Students enrolled on an audit basis pay 50% of the regular tuition rate.

Class Size

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

Class Schedules

Most courses convene once a week during the fall and spring semesters. Specifically scheduled days and times are outlined in the online schedule of classes at www.liu.edu/brentwood. Weekend classes are available in select academic disciplines.

Leave of Absence

LIU Brentwood 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 may maintain degree status and ensure that his/her degree requirements will remain the same by taking a leave of absence for a maximum total of 180 days in any 12-month period. 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. 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 in good academic standing, on probation, or on continuing probation with his/her college
- 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

The Leave of Absence Application is available in the Office of Student Services.

Leave 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.

A student is expected to return from an approved leave of absence within 180 days from the date of the approved leave. Students who have taken a Leave due to medical reasons might be required to submit documentation before being eligible to re-enroll. 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. No financial aid or additional fees will be assessed during the leave of absence period.

Maintenance of Matriculation

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

Students approved for maintenance of matriculation are entitled to avail themselves of campus facilities and services (e.g., computer labs, library resources). Maintenance of matriculation does not, however, extend the time limits specified

under “time limits” in the Graduate Academic Policy section of this bulletin and students should be aware that such status may affect their eligibility for financial aid.

Students must apply to an enrollment services counselor for maintenance of matriculation prior to or during the registration period in a given semester. The fee is \$100, and this matriculation status will be recorded on their transcript as a class without credits. Maintenance of matriculation is generally limited to two semesters. An extension beyond two semesters, due to extenuating circumstances, must be approved by the appropriate academic dean. Otherwise, students will have to apply for readmission to their academic program in accordance with procedures and policies stated elsewhere in this bulletin.

Withdrawal

Official Withdrawal from Courses

An official withdrawal refers to an action taken by a student to discontinue enrollment after the drop period has expired. The course is recorded on the transcript with a grade of W.

- **Course Withdrawals/Partial Withdrawals** - when a student withdraws from one or more classes, but remains enrolled in at least one class.
- **Term/Session Withdrawals/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.

Unofficial Withdrawal

An unofficial withdrawal refers to a student who fails to attend or ceases to attend one or more classes without officially withdrawing from the university. The course is recorded on the student's transcript with a grade of UW.

Course Drop

A course drop is an action taken by a student prior to the start of, or during the term. The dropped course does not appear on his/her transcript. Please refer to the University Add/Drop Policy for details on course drops.

Official Withdrawal Deadlines

- **Withdrawal from full-semester courses**- 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.
- **Withdrawal from Summer Session courses or courses meeting for shorter sessions within the regular fall/spring semesters** - Students may officially withdraw 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

Withdrawal Methods

The University permits students to withdraw from a course, session, or term in the following manner: **Process through MyLIU** - Students should use their MyLIU portal to withdraw from courses online until the withdrawal deadlines as detailed in the “Official Withdrawal Deadlines” section above.

Submit Completed Withdrawal Application Form

- Students who are unable to withdraw online must submit a signed and completed Withdrawal Application Form to the Office of Enrollment Services by the withdrawal deadline.

Withdrawal Impacts

Effective Date of Withdrawal

The withdrawal date 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 Refund Policy

- **Official Withdrawals and Drops:** The effective date of drops and/or withdrawal will determine the student tuition liability due or refund due to the student. See Tuition Liability Policy for additional details, including refunds for room and/or board charges. The university has a published Appeals Policy for students who wish to appeal tuition charges and fees due.
- **Unofficial Withdrawals:** The student is responsible for all associated tuition charges and fees.

Transcript/Grades

- **Official Withdrawals:** A grade of W will be assigned for the course or courses and will appear on the student's transcript.
- **Unofficial Withdrawals:** A grade of UW will be assigned for the course or courses and will appear on the student's transcript.
- **Drops:** The course will not appear on, or will be removed from the student's transcript.

Credits Attempted/Earned

- **Official Withdrawals:** The course or courses will be considered attempted but not earned.
- **Unofficial Withdrawals:** The course or courses will be considered attempted but not earned.
- **Drops:** The course or courses will neither be

considered attempted nor earned.

Grade Point Average

Withdrawn or dropped courses do not affect a student's grade point average.

Financial Aid Adjustments

- **Change in Student Status:** 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.
- **Cancellation of Financial Aid:** Students will have their financial aid cancelled 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 cancelled. See Appeals Policy and SAP Policy for additional details.
- **Return of Federal Funds:** 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.

Future Enrollment

Students who withdraw from all courses may be subject to readmission. 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 transcript.

Special Program Participation

- **Veterans:** In accordance with 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.

Alternatives to Withdrawal

Schedule adjustments

When contemplating a withdrawal due to scheduling conflicts, students should discuss their situation with their academic advisor, academic dean, or the Office of Enrollment Services to see if accommodations can be made.

Incomplete Grades

For some students, receiving an incomplete grade and finishing the coursework at a later time may be a better option than withdrawing from the university. Students should be advised to discuss this option with their instructor, academic advisor or academic dean.

Refund of Tuition in Cases of Withdrawal

When a student withdraws from courses, the university refunds tuition as outlined in the Withdrawal Policy (please see the Tuition and Fee

Schedule).

Transcript Requests

Official transcripts for professional and graduate schools, prospective employers and other institutions must be requested in writing. Please note: if you owe the university any funds or have certain blocks on your account, your request cannot be processed. The university adheres to the Family Education Rights and Privacy Act of 1974. A student's record will not be released without prior written consent from the student. Enrolled students may use the secure student portal (My LIU) (<https://my.liu.edu>) to check their financial and academic status. Students have the four following options to secure transcripts.

Option 1:

Currently Enrolled Students - Login to the My LIU portal and select "Order Transcripts Online." Cost: \$15.00 per transcript.

Option 2:

Alumni or Students Not Currently Enrolled - Order transcripts online (Credentials, Inc.) through TranscriptsPlus. You can submit a transcript request 24 hours/day, 7 days/week. Be assured that TranscriptsPlus uses current web encryption technology and your information is secure. Cost: \$7.00 per transcript.

Option 3:

Customer Service Telephone Requests - By calling the toll free customer service number at 1-800-646-1858, you can request a transcript over the phone. An additional \$10 processing fee will be added to your order. (\$25 total per transcript order.)

Option 4:

In-Person "On Demand" transcripts- You may come to the campus Enrollment Services Office, show picture ID, and official transcripts can be printed for you on the spot. Please call 516-299-2323 for office hours. Cost: \$25.00 per transcript

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

Essential information to be furnished should include:

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

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

Except during peak periods at the conclusion of each semester, requests are usually processed within two business days. If the transcript is to be

held for completion of any courses in progress, processing will occur within 10 days after the grades are posted.

For more information, visit the LIU Post Enrollment Services' website at:
<http://liu.edu/CWPost/Enrollment-Services/Registration/Transcript-Orders>

UNDERGRADUATE AND GRADUATE TUITION AND FEES

Students are billed for tuition and fees at the time of registration. Students must make satisfactory payment arrangements prior to the start of each term to remain in good financial standing.

Acceptable payment arrangements include:

- Payment in full using check or credit card;
- Approved financial aid covering all charges;
- Enrolled in an online University Payment Plan; and/or
- Participation in an approved third-party payment agreement.

A student who complies with any combination of the above shall be considered in good financial standing, so long as all conditions are met throughout the term. All payment arrangements must be completely satisfied or late payment fees and/or penalties will be applied to your account. Students who fail to make satisfactory payment arrangements on delinquent past due balances may be referred to an outside collection agency or attorney, where additional fees and penalties may be charged to their account (up to 30 percent of unpaid charges), including reasonable attorney's fees, as permitted by applicable law. Accounts referred to outside collection agencies may also be reported to one or more of the national credit bureaus. All policies can be found online at www.liu.edu/enrollment-services.

Rate Schedule

Application Fee (non-refundable)	\$50
Tuition Deposit (non-refundable)	200
Bachelor's Degree and Undergraduate Studies, 12-18 credits, per term	18,226
Bachelor's Degree and Undergraduate Studies, per credit	1,137
Undergraduate Audit Fee, per credit	569
Master's Degree and Graduate Studies, per credit	1,249
Graduate Audit Fee, per credit	625
University Fee:	
12+ credits, per term	958
Less than 12 credits, per term	479
Other Fees:	
First and Second Late Payment Fee	100
Third Late Payment Fee	150
Maintenance of Matriculation Fee	100
Late Registration Fee	200
Returned Check/Credit Card Chargeback Fee	25
Replacement Student ID Card	25
Diploma Replacement Fee	35
Official Transcript, on demand, per request	25
Official Transcript, online, per request	15

Financial Policies

Payment Due Dates

Term	Bill Available	Bill Due Date
Fall	June 1	1st Day of Classes
Winter	November 1	1st Day of Classes
Spring	December 1	1st Day of Classes
Summer	May 1	1st Day of Classes

Please note that your invoice is subject to change. Charges are subject to change based on changes made to courses, credit loads, housing and meal selections. Charges may also change to reflect fees and fines. Anticipated aid and financial aid credits are not guaranteed. Students must meet and maintain all program eligibility requirements, complete all required procedures, and submit all requested documents. Financial aid is traditionally based on full-time status and is therefore subject to proration and/or termination if you are not enrolled full-time. Your MyLIU portal makes it easy to manage your college finances and to pay your bills online, 24/7, so that you can concentrate on your studies and make the most of your education. To view your bill, log in to your MyLIU account. Your My LIU Student Center page will be displayed. Click on the "Account Inquiry" link from within the "Finances" section, and your balance will appear. To pay your bill online by using a credit card or check, click on the "Make a Payment" link from the Student Center home page, or from within the "Account Inquiry" section to access the My LIU Payment Gateway. The LIU Payment gateway a secure online terminal that allows you to make a deposit, pay your bill, or set up an online payment plan.

Late Payment Assessment

Fall Term	Amount
2nd Day of Classes	\$100
30th Day of Term	100
60th Day of Term	150
Winter Term	
1st Day of Classes	\$150
Spring Term	
2nd Day of Classes	\$100
30th Day of Term	100
60th Day of Term	150
Summer Term	
July 15	\$150

Liability Calendar

Students are responsible for knowing that they are registered for classes, that they are expected to pay for these classes in a timely manner, and must understand and follow the correct procedures to withdraw from classes. **Non-attendance and/or non-payment do not constitute official withdrawal from the University.**

The calculation of your tuition and fee liability, if any, is based on the date of your official withdrawal or drop in accordance with University policy:

Traditional Fall/Spring Terms

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

Summer and Other Sessions Seven Weeks or Greater

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

Summer and Other Sessions Three to Seven Weeks

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

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 their tuition and fee liability must complete the University's Appeals Form for Student Withdrawals in accordance with University policy and submit all required supporting documentation.

Payment Plans

Payment Plans

The University offers students and families the ability to pay your tuition bill in installments using our new 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, pick a plan that meets your needs, and enroll. You can pay online using a credit card or e-check, knowing your information is secured by industry-leading security features. The payment plan system will automatically notify you if your installments increase or decrease due to changes in your student account.

The University offers the following payment plans each semester:

	Fall Payment Plan	Spring Payment Plan	Summer Payment Plan
Enrollment Fee	\$35	\$35	\$35
Enrollment Dates	Jun 15 - Oct 31	Nov 1 - Feb 28	May 1 - Jun 30
Balance Calculation	All applicable charges, less any approved financial aid. Your plan will automatically recalculate if changes are made to your student account or financial aid during the payment plan term.		
First Payment	20% plus fee upon enrollment	20% plus fee upon enrollment	33% plus fee upon enrollment
Remaining Payments	Four equal installments due 30, 60, 90 and 120 days from your enrollment date	Four equal installments due 30, 60, 90 and 120 days from your enrollment date	Two equal monthly installments
Late Payment Fee	\$25 if payment is not received within 5 days of the scheduled due date.		
Payment Methods	Mastercard, Visa, American Express, Discover, or ACH/Checking Account; 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.		

Student Health Insurance

Long Island University has partnered with Gallagher Student Health & Special Risk to develop a cost-effective Student Health Insurance Plan that provides our students with robust medical coverage at school, back home, and while traveling or studying abroad. The plan is fully compliant with Federal Health Care Reform and offers students access to a network of doctors, hospitals, and pharmacies throughout the country. All international and clinical students are automatically enrolled in the Plan but can waive participation online at www.gallagherstudent.com/liu if they have comparable coverage under a family plan or other policy. Students who enter during the spring and summer terms can also participate in the plan with shorter coverage period, reduced rates, and specific enrollment/waiver deadlines.

Beginning on July 1st, students can go to their MyLIU account and click on the "Student Health Insurance" link from the Student Center Home Page to enroll in the Plan, print ID cards, check claims, or waive coverage. Coverage begins on August 15, which represents the start of the plan year, and extends through August 14. **Remember that if you have been automatically enrolled in the plan and wish to waive coverage, you must go online and receive confirmation by the waiver deadlines listed below.** If you require additional assistance, please call the Office of Student Financial Services at 516-299-2553.

Enrollment Waiver Periods

Annual Plan: July 1 - September 30

Spring Plan: January 1 - February 15

Summer Plan: May 15 – July 15

Annual Rate

- Mandatory and Compulsory/Hard Waiver Students - \$3,233*

NOTES:

- New students who enter during the spring or summer terms will participate in the Plan with prorated coverage periods and rates.
- Please note that the rates listed above are subject to change based on claims paid in the current year.

*2018-2019 Rates

FINANCIAL AID

Long Island University awards financial aid in an effort to help students meet the difference between their own resources and the cost of education. All awards are subject to availability of funds and the student's demonstrated need. Renewal of assistance depends on 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 LIU Brentwood website at <http://liu.edu/brentwood>.

Many awards are granted on the basis of scholastic merit. Others are based on financial need. However, it is also possible to receive a combination of awards based on both. Thus, University scholarships or fellowships may be granted by themselves or in conjunction with student loans. In order 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 to the Student Services Office on campus and to notify them immediately of any changes or corrections in his or her financial situation, enrollment status, including tuition remission benefits, outside scholarships and grants, and state-sponsored prepaid college savings plans.

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

Application Process

Students must submit the Free Application for Federal Student Aid (FAFSA), and New York State residents must also complete the New York State Tuition Assistance Program (TAP) application. The TAP application is available on the web when a student completes the FAFSA online. The FAFSA (available online at www.fafsa.gov) is the basic form for all student aid programs. Be sure to complete all sections. Students should give permission on 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** for

undergraduates and **5403** for graduate students). Entering freshmen should submit the application by February 15 for the fall term or by November 1 for the spring term. Returning students should apply no later than March 1. Students requiring summer financial aid must make an appointment with a financial aid counselor on campus in addition to completing the FAFSA and New York state application.

To be considered for financial aid, students must be classified either as US citizens or as eligible noncitizens, be officially admitted to LIU or matriculated in a degree program and making satisfactory academic progress toward degree requirements. Students in 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 Aid for Part-Time Study (APTS) (New York State residents only—separate application is necessary) or for Pell Grants.

RENEWAL ELIGIBILITY

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

WITHDRAWAL

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

Awards

UNIVERSITY-SPONSORED AND ADMINISTERED PROGRAMS

Through the generosity of its alumni and other concerned donors, as well as from funds supplied by the federal government, the University is able to 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. Need-based scholarships do not automatically renew for the same amount in subsequent years.

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.

ALL OTHER SOURCES OF AID STATE GRANTS

New York State and other states offer a variety of grants and scholarships to residents. Although 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 undergraduate students and **5403** for graduates. 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 12 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 \$100,000 annually in the Fall of 2017, increasing to \$110,000 in 2018, and reaching \$125,000 in 2019. ETA recipients can receive up to \$6,000 through a combination of their TAP award, ETA award and a match from their private college. Students are eligible to get an award for up to two years when pursuing an associate's degree and 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.

Aid for Part-Time Study (APTS)

A financial aid program to help New York State residents pursuing part-time undergraduate degree study offers awards in amounts of up to \$2,000 per academic year. The amount of an award is determined by Long Island University. To be eligible, the student must have filed a FAFSA and demonstrated financial need, must not have exhausted his or her TAP eligibility, must be otherwise eligible for financial aid, and must be enrolled for 3 to 11 credits per term. Applications and deadlines are available at the Student Services Office.

Additional State Programs

Flight 3407 Memorial Scholarship - Provides financial aid to children, spouses and financial dependents of individuals killed as a direct result of the crash of Continental Airlines Flight 3407 on February 12, 2009.

Flight 587 Memorial Scholarship - For the families and financial dependents of victims of the crash of American Airlines Flight 587 on November 12, 2001.

Military Enhanced Recognition Incentive and Tribute - MERIT Scholarship, also known as Military Service Recognition Scholarship (MSRS) - Provides financial aid to children, spouses and financial dependents of members of the armed forces of the United States or of a state organized militia who, at any time on or after Aug. 2, 1990, while a New York State resident, died or became severely and permanently disabled while engaged in hostilities or training for hostilities.

NYS Math and Science Teaching Incentive Scholarship - Provides grants to eligible full-time undergraduate or graduate students in approved programs that lead to math or science teaching careers in secondary education.

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

NYS Scholarships for Academic Excellence - Awarded to outstanding graduates from registered New York State high schools. Awards are based on student grades in certain Regents exams. For up to five years of undergraduate study.

NYS World Trade Center Memorial Scholarship - Guarantees access to a college education for the families and financial dependents of the victims who died or were severely and

permanently disabled in the Sept. 11, 2001 terrorist attacks and the resulting rescue and recovery efforts.

Senator Patricia K. McGee Nursing Faculty Scholarship - The Senator Patricia K. McGee Nursing Faculty Scholarship program seeks to increase the number of educators and adjunct clinical faculty teaching nursing education in New York State.

New York State Achievement and Investment in Merit Scholarship (NY-AIMS) - The New York State Achievement and Investment in Merit Scholarship provides high school graduates who excel academically with \$500 in merit-based scholarships to support their cost of attendance.

NYS Aid to Native Americans - Provides aid to enrolled members of tribes listed on the official roll of New York State tribes or to the child of an enrolled member of a New York State tribe.

NYS Regents Awards for Children of Deceased and Disabled Veterans - Provided to students whose parent(s) have served in the U.S. Armed Forces during specified periods of war or national emergency.

Segal AmeriCorps Education Award - Provided to New York State residents interested in high quality opportunities in community service.

Veterans Tuition Awards - Vietnam, Persian Gulf, Afghanistan, or other eligible combat veterans matriculated at an undergraduate or graduate degree-granting institution or in an approved vocational training program in New York State are eligible for awards for full or part-time study.

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 the campus in advance of registration.

**FEDERAL GRANTS AND BENEFITS
Pell Grant Program**

The Federal Pell Grant Program provides assistance to 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.) By submitting the Free Application for Federal Student Aid (FAFSA), you also apply for a Federal Pell Grant.

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 are very limited.

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 is also an annual participant in the Yellow Ribbon Program. Additional guidance may be obtained from your campus or at the US Department of Veterans Affairs website at www.benefits.va.gov/GIBILL/index.asp.

**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 organizations. 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. Interest rates are fixed at 4.45% for undergraduate loans and 6% for graduate loans.

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 in unsubsidized loan proceeds 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 Direct loans combined, visit the US Department of Education website at www.studentaid.ed.gov/sa/types/loans.

Federal Direct PLUS Loan Program

The PLUS loan enables qualifying parents of dependent undergraduate students and graduate 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. The interest rate is fixed at 7%. An origination fee will be deducted from the loan funds. PLUS loan disbursements are made copayable to LIU and the student, 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.studentloans.gov and select Apply for a PLUS Loan in either the parent borrowers or graduate/professional student section.

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 a number of 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.

The university does not have a preferred lender for private loans; each student has the right to select the educational loan provider of his or her choice. To see your choice of lenders, log onto www.elmselect.com and select Long Island University.

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

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

days.

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 notify the campus if they receive this benefit.

Standards for Satisfactory Academic Progress (SAP)

Federal Financial Aid Programs

Federal regulations require students to make satisfactory academic progress (SAP) toward the completion of a degree or certificate program in order to receive Title IV financial aid, which includes the Federal Pell Grant, Federal SEOG, and the Federal Direct Loan programs.

Satisfactory academic progress is measured qualitatively and quantitatively by two components: a student’s cumulative grade point average (GPA) and the amount of credits they have earned relative to their year in school and enrollment status.

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

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

The criterion below outlines the progress that is required for a full time undergraduate student to be

considered in good standing:

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

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

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

Notes:

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

New York State Awards

Tuition Assistance Program (TAP)

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

The basic measures for good academic standing for New York State awards include the following:

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

The requirements for meeting these standards increase as the student progresses, and are based upon the number of state awards that the student has already received. Students failing to meet the

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

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

Standard Semester-Based Chart

Before being certified for payment:

Semester	Minimum credits accrued	Minimum GPA
1st	0	0
2nd	6	1.5
3rd	15	1.8
4th	27	1.8
5th	39	2.0
6th	51	2.0
7th	66	2.0
8th	81	2.0
9th	96	2.0
10th	111	2.0

Remedial Semester Based Chart

Before being certified for payment:

Semester	Minimum credits accrued	Minimum GPA
1st	0	0
2nd	3	1.1
3rd	9	1.2
4th	21	1.3
5th	33	2.0
6th	45	2.0
7th	60	2.0
8th	75	2.0
9th	90	2.0
10th	105	2.0

Notes:

- All students must be registered for a minimum of 12 credits per semester.
- A student 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 a student must meet are dependent upon when a student first received an award from New York State, as well as their remedial status.
- A student is placed on the chart above based upon their total TAP points received, including any award(s) received at a previous institution(s).
- To continue to receive TAP funding, a minimum number of credits must be completed each term, as well as on a cumulative basis.
- A student must maintain a minimum grade point average (GPA) prior to being certified for a TAP payment. This average increases as the student progresses in payment points.
- All students must have a cumulative GPA of 2.0 (a “C” average) or better after accumulating 24 or more payment points (e.g., 4 full time semesters).
- A student who is not making progress, and/or is not meeting the “C” average requirement may request a one-time waiver if extenuating circumstances affected their academic performance. A student may only receive this waiver once for New York State awards.

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.

Graduate Semester Based Chart

Before being certified for payment:

Semester	Minimum credits accrued	Minimum GPA
1st	0	0
2nd	6	2.0
3rd	12	2.5
4th	21	2.75
5th	30	3.0
6th	45	3.0
7th	60	3.0

8th 75 3.0

Notes:

- A student may not receive a 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).
- A student is placed on the chart above based upon their total state aid received, including any award(s) received at a previous institution(s).
- To continue to receive New York State funding, a minimum number of credits must be completed each term, as well as on a cumulative basis.
- A student must maintain a minimum grade point average (GPA) prior to being certified for a New York State award payment. This average increases as the student progresses in payment points.
- A student who is not making progress may request a one-time waiver if extenuating circumstances affected their academic performance. A student may only receive this waiver once for New York State awards.

STUDENT SERVICES, RESOURCES AND FACILITIES

Long Island University Brentwood Campus supports all students in developing an individualized educational experience. The Office of Student Services provides programs and services appropriate to each student's strengths and needs, allowing them to fulfill their personal, professional and academic goals. The Office of Student Services is located in suite 119 of the LIU Brentwood Building. During the academic year, the office hours are Monday through Thursday 9 a.m.-7 p.m.; Friday 9 a.m.-5 p.m.

Advisement

Every student at LIU Brentwood is assigned an enrollment services counselor.

The enrollment services counselor is an important source of guidance and information and is available to assist students from their first semester at LIU Brentwood until graduation.

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

It is each student's responsibility to ensure that all degree requirements have been met.

Consequently, students should regularly consult their online degree audit and meet with their enrollment services counselors. Students with inquiries concerning the academic counseling program should contact the associate dean and director of campus operations at 631-287-8501.

Transfers

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

Upon acceptance, transfer students should make an appointment with their enrollment services counselor to select and register for classes. Enrollment services counselors assist new students in applying transfer credits and planning an educational program consistent with their needs, interests and abilities. Students will work with a professional enrollment services counselor from the time they transfer to LIU Brentwood until they complete their undergraduate degree.

Bookstore (through LIU Post)

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

Visit the bookstore at liunet.bncollege.com.

Career Planning

Career Services

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

Enrollment services counselors 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.

Computer Lab

LIU Brentwood's computer lab is located in room 121 of the LIU Brentwood Building. The lab is equipped with computers that are linked to the LIU networks and is available whenever class is in session. Occasionally the lab is scheduled for class use. When a class is in session, a sign will be posted on the lab entrance. Wireless connectivity is available throughout the LIU Brentwood Building.

Enrollment Services Counselors

Professional enrollment services counselors as well as admissions and financial aid counselors are available during convenient day and evening hours.

Office Hours

During regular academic semesters LIU Brentwood Office of Student Services, located in Suite 119 of the LIU Building, is open as follows:

Monday through Thursday:

9:00 a.m. – 7:00 p.m.

Friday:

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

Information Technology

George Baroudi, Vice President for Information Technology & CIO

Technology access and support is high priority at LIU Brentwood. We recognize the ever-

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

My LIU

The university's My LIU portal provides students with convenient access to information about their records including financial aid, billing, grades, class schedule, email account and more. All students will receive a letter from the Office of Student Services with details about how to login to my.liu.edu and access the resources available to them.

Student Emails

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

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

IT email: it@liu.edu

Learning Support Center (at LIU Post)

Long Island University Post Campus' Learning Support Center provides support services and peer tutoring to Brentwood Campus students through its Office of Disability Support Services and its Peer Tutoring Program. Additional information is available on our website at: liu.edu/post/learningsupport.

Please contact us by calling 516-299-3057 or emailing Post-learningsupport@liu.edu.

Long Island University Post Campus Peer Tutoring Program

The Post Campus Peer Tutoring Program provides trained, qualified peer tutors to work with students in need of academic assistance. Tutoring is available free of charge both individually and in small groups. The Peer Tutoring Program, which is internationally certified by the College Reading and Learning Association, is located on the Post campus.

Disability Support Services (DSS)

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

Disabilities Act As Amended (ADAAA).

Policy for Students with Disabilities

In compliance with federal and state laws, Long Island University Brentwood Campus 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 Support 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. DSS 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 (ADAAA), 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 specialist that establishes 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 an accommodation. More specific information on documentation requirements can be obtained by going to the DSS website at liu.edu/post/dss. A student may contact the office of Disability Support Services by calling 516-299-3057 or emailing post-learningssupport@liu.edu.

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 an appropriate and reasonable accommodation is based on approved documentation and through interaction with the student. Specifically, accommodations are

determined by DSS 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 is not the most appropriate accommodation given the requirements of a particular student's academic program. 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 have 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 specialist.

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 a DSS determination of eligibility or accommodation is encouraged to meet with an administrator for DSS to resolve the matter informally. Students may appeal the denial of the DSS determination to the Dean of Students.

Public Safety

Public safety and security support for LIU Brentwood is provided by the Suffolk County Community College Public Safety Department. The Public Safety staff is available to assist students, faculty, and staff with safety and security issues and concerns. Public Safety will provide limited assistance to students experiencing difficulties with their cars and is charged with enforcing campus parking and other college policies. Blue light emergency phones are located at several locations on the campus. The Public Safety Office is located in North Cottage adjacent to Captree Commons. The office can be reached by dialing 631-273-5112. The emergency phone is 631-451-4242 or 311 from any campus phone.

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

accessible from, the campus. You can obtain a copy of this report by contacting:

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

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

Writing Center (at LIU Post)

LIU Brentwood offers a variety of options for student writing support. Students can take advantage of the writing center located on the LIU Brentwood campus or the LIU Post campus. The Writing Center at LIU Brentwood provides weekly access to writing center staff conveniently located in the Brentwood building. Students may also take advantage of the services provided by the Writing Center on the LIU Post campus. The Writing Center staff work collaboratively with LIU Brentwood students on a one-to-one basis to help them develop the strongest texts possible. Students come to the Writing Center because all writers can improve their writing through feedback. The staff can help students brainstorm, plan, edit, revise and proofread texts.

Visit the Office of Student Services in Suite 119 to schedule an on campus appointment or schedule appointments at the Post campus by calling 516-299-2732, emailing Post-WC@liu.edu or coming to LIU Post Writing Center, Humanities Hall, Room 202. Students can schedule an appointment up to two weeks in advance. Walk-in/drop-in workshops are also available. An appointment is recommended to ensure the student receives immediate attention upon arrival.

LIBRARY

The LIU Libraries system serves a combined total of over 16,000 students and more than 500 full-time faculty members across residential and regional campuses. The university's libraries share many online resources that can be accessed from anywhere at any time via remote access including subscriptions to more than 450,000 online journals; 280 online databases; 200,000 electronic books; and 18,000 files of streaming media. These resources may be accessed via www.liu.edu/post-library.

Collectively, the libraries house approximately 619,000 print books and nearly 15,000 non-print media items. The collections of all LIU libraries are listed in LIUCAT, the library catalog. Books, journal articles and other library materials owned by LIU's libraries not available at a particular campus can be requested through LIUCAT and supplied via the intralibrary loan service of the LIU libraries. Items not available at LIU libraries can also be requested through interlibrary loan and brought to campus or delivered electronically. In addition, the LIU Libraries system administers the Digital Commons @ LIU, an open access online repository that preserves, promotes, and disseminates the academic work of LIU students and faculty.

UNDERGRADUATE STUDIES

COLLEGE OF LIBERAL ARTS AND SCIENCES

DEPARTMENT OF PSYCHOLOGY

Phone: 516-299-2377

Fax: 516-299-3105

Professors: Feindler, Frye, Keisner, Knafo, Matin, Rathus, Rossi

Associate Professors: Campbell, Diener, Goodman, Neill(Graduate Director), Ortiz, Tepper, Vidair (Director, Clinical Psychology Doctoral Program),

Adjunct Faculty: 13

LIU Post Department of Psychology offers a B.A. in Psychology at LIU Brentwood. Courses explore the nature of personality, how people learn, how gender affects development and the different ways in which people interact. Elective courses will introduce you to interesting and relevant topics including forensic psychology, psychosomatics, neuroscience, social psychology, and industrial and organizational psychology.

The faculty's expertise spans many areas, including marriage and family, hypnosis, sexuality, adolescent behavior, neuroscience, psychotherapy, developmental disabilities and learning and memory.

Many psychology students become psychologists or enter related professions, but many others work in unrelated fields. Their knowledge of human behavior and development, learned as part of a broad-based liberal arts education, makes them excellent candidates for careers in a wide range of fields including social services, law, human resources, business and government.

B.A. Psychology

The Bachelor of Arts in Psychology is a popular and versatile undergraduate degree. It can be applied to almost any area of work, including social services, law, human resources, business and government. Courses in this program explore the nature of personality, how people learn, how gender affects development and the different ways in which people interact. Elective courses will introduce you to interesting and relevant topics including forensic psychology, psychosomatics, neuroscience, social psychology, and industrial and organizational psychology.

As a psychology major, you will undertake a survey of current knowledge and viewpoints about the science of behavior and cognitive processes. You will learn the research methods by which such

knowledge is obtained, and be given the opportunity to study basic psychological processes, their development, the nature of behavioral aberrations, their treatment, and selected applications of this knowledge. Our faculty's expertise spans many areas, including marriage and family, neuroscience, developmental disabilities and learning and memory.

LIU Brentwood students must take a minimum of 3 credits in residency at LIU Post.

Transfer Admissions Requirements:

The upper-division B.A. in Psychology is open to students who hold an associate's degree or have completed approximately 60 credits (freshman and sophomore years) of a liberal arts-based college degree program. Students with an associate's degree from Suffolk County Community College may seamlessly transfer into the program. Students transferring from other colleges will be evaluated on a case-by case basis, and may be required to complete additional specific course work. Students complete their freshman and sophomore years at a community college or four-year college and their junior and senior years at LIU Brentwood.

Admission to the upper-division B.A. in Psychology requires:

- Submit an Application for Transfer Admission
- Application fee (non-refundable)
- Submit official transcripts from any college or universities you have attended
- Applicants must have a minimum 2.0 undergraduate cumulative average

Transfer Policy

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

B.A. Psychology

[LIU Post Program Code: 07074] {HEGIS: 2001}

Core Requirements*

*As an upper division B.A. in Psychology, the core requirements may have been met by associate degree requirements. Please consult your advisor for more information.

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits

Writing II 3 credits

Quantitative Reasoning

Scienceific Inquiry & the Natural World 4 credits

Creativity, Media & the Arts 3 credits

Perspectives on World Cultures 3 credits

Self, Society & Ethics 3 credits

Power, Institutions & Structures 3 credits

Additional course from one cluster 3-4 credits

For a more detailed listing of these requirements, see the core curriculum section of this bulletin. For a more detailed listing of these requirements, see the Core Curriculum section of this bulletin.

Major Requirements

Required Introductory Psychology

Sequence

One of the following courses:

PSY 101 General Psychology 3.00

OR

PSY 102 Principles of Psychology 4.00

Required Psychology Courses

Taken within the first 9 credits in the major, with a required grade of at least C-

PSY 110 Psychological Statistics I 4.00

Taken within the first 15 credits in the major, with a required grade of at least C-

PSY 211 Experimental Psychology I 4.00

One of the following:

PSY 412 Experimental Psychology II 4.00

PSY 413 Experimental Psychology II 4.00

PSY 414 Experimental Psychology II 4.00

PSY 416 Experimental Psychology II 4.00

Foundational Psychology Courses

At least 12 credits of the following:

PSY 120 Developmental Psychology: Childhood 3.00

PSY 121 Human Growth and Development 3.00

PSY 130 Neuroscience 3.00

PSY 131 Sensation and Perception 3.00

PSY 140 Social Psychology 3.00

PSY 150 Cognitive Psychology 3.00

PSY 160 Learning and Memory 3.00

PSY	170	Abnormal Psychology	3.00
-----	-----	---------------------	------

Elective Psychology Courses

If PSY 101 is taken, nine credits of the following are required. If PSY 102 is taken, eight credits of the following are required.

PSY	212	Psychological Tests and Measurements	3.00
-----	-----	--------------------------------------	------

PSY	213	Psychological Statistics II	3.00
-----	-----	-----------------------------	------

PSY	214	Comparative Psychology	3.00
-----	-----	------------------------	------

PSY	220	Developmental Psychology: Adolescence	3.00
-----	-----	---------------------------------------	------

PSY	221	Play and Play Therapy	3.00
-----	-----	-----------------------	------

PSY	222	Assessment of Stress and Coping in Children and Adolescence	3.00
-----	-----	---	------

PSY	223	Developmental Psychology: Adulthood and Aging	3.00
-----	-----	---	------

PSY	230	Psychopharmacology	3.00
-----	-----	--------------------	------

PSY	231	Human Neuropsychology	3.00
-----	-----	-----------------------	------

PSY	240	Personality: Research and Theory	3.00
-----	-----	----------------------------------	------

PSY	241	Psychology of Gender	3.00
-----	-----	----------------------	------

PSY	260	Animal Language and Cognition	3.00
-----	-----	-------------------------------	------

PSY	261	Applied Behavior Analysis	3.00
-----	-----	---------------------------	------

PSY	270	Developmental Disabilities	3.00
-----	-----	----------------------------	------

PSY	271	Trauma and Disaster	3.00
-----	-----	---------------------	------

PSY	272	Systems and Theories of Psychotherapy	3.00
-----	-----	---------------------------------------	------

PSY	273	Humanistic Psychology	3.00
-----	-----	-----------------------	------

PSY	281	Forensic Psychology: The Law and Human Behavior	3.00
-----	-----	---	------

PSY	282	Industrial and Organizational Psychology	3.00
-----	-----	--	------

PSY	283	Psychosomatics: Bodily Protest	3.00
-----	-----	--------------------------------	------

PSY	284	Behavioral Economics	3.00
-----	-----	----------------------	------

PSY	285	Environmental Psychology	3.00
-----	-----	--------------------------	------

PSY	324	Field Study of Wild Dolphin Social Behavior	3.00
-----	-----	---	------

PSY	359	Honors Advanced Elective	3.00
-----	-----	--------------------------	------

PSY	385	Honors Tutorial	3.00
-----	-----	-----------------	------

PSY	386	Honors Tutorial	3.00
-----	-----	-----------------	------

PSY	389	Honors Thesis	3.00
-----	-----	---------------	------

PSY	390	Honors Thesis	3.00
-----	-----	---------------	------

PSY	410	Problems in Psychological Research I	3.00
-----	-----	--------------------------------------	------

PSY	418	Field Student in Psychology	3.00
-----	-----	-----------------------------	------

PSY	419	Problems in Psychological Research II	3.00
-----	-----	---------------------------------------	------

PSY	430	Differential Diagnosis of Central Nervous System Disorders	3.00
-----	-----	--	------

PSY	440	Advanced Issues in Social Psychology	3.00
-----	-----	--------------------------------------	------

PSY	460	Advanced Issues in Applied Behavior Analysis	3.00
-----	-----	--	------

PSY	480	Practicum in Psychology I	3.00
-----	-----	---------------------------	------

PSY	481	Practicum in Psychology II	3.00
-----	-----	----------------------------	------

PSY	490	Special Topics in Psychology (may only be taken once to satisfy this requirement)	1.00-3.00
-----	-----	---	-----------

PSY	491	Historical Foundations of Contemporary Psychology	3.00
-----	-----	---	------

PSY	492	Practicum in Teaching of Psychology I	3.00
-----	-----	---------------------------------------	------

PSY	493	Practicum in Teaching of Psychology II	3.00
-----	-----	--	------

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 90

Minimum Major GPA: 2.00

Minimum Cumulative GPA: 2.00

Psychology Courses

Course descriptions of both elective and required psychology courses may also be found in the LIU Post undergraduate bulletin.

PSY 100 Psychology in Everyday Life

This course is an examination of the behavioral and social underpinnings of superstition and false beliefs. Distinction will be made between testable scientific theories and pseudoscience.

Credits: 3

Not Set

PSY 101 General Psychology I

This course is a survey of principles, concepts, and ideas from psychology. Topics will include research in psychology; biological bases of behavior; sensation and perception; learning; developmental psychology; social psychology. Not open to students who have taken PSY102. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

Not open to students who have taken PSY 102.

Credits: 3

Every Fall and Spring

PSY 140 Social Psychology

The interpersonal influence on human behavior, involving empirical and theoretical literature in social psychological processes, with particular emphasis on applied problems.

Pre requisites: PSY 101 or PSY 102

Credits: 3

Not Set

PSY 150 Cognitive Psychology

This course reviews the basic concepts, methods and current research in cognitive psychology. Topics may include memory, knowledge acquisition, imagery, consciousness, thinking, decision-making, language and intelligence. These are presented within an information-processing as well as a neuroscientific model of the mind. Both normative and dysfunctional aspects are considered.

Pre requisites: PSY 101 or PSY 102

Credits: 3

Not Set

PSY 160 Learning and Memory

This course is a survey of findings, methods and principles in animal and human learning and memory. Topics usually include classical and operant conditioning, reinforcement theory, short-term and long-term memory, and selected current issues.

Pre requisites: PSY 101 or PSY 102

Credits: 3

On Occasion

PSY 170 Abnormal Psychology

This course covers the historical approaches to the concepts of normality and abnormality. The description of traditional patterns of problem behavior in addition to reference to relevant

personality theories and clinical research are presented.

Pre requisites: PSY 101 or PSY 102

Credits: 3

On Occasion

PSY 241 The Psychology of Gender

The psychological influences on the nature and development of women and men are examined from social-learning, psychoanalytic, and cognitive-perceptual viewpoints. Topics include family and work roles, sexual identity, interpersonal attraction, friendship, achievement and health.

A pre or co requisite of PSY 101 or 102 is required.

Credits: 3

Not Set

PSY 271 Trauma and Disaster Psychology

Through an investigation of actual natural/man-made disasters, war, acts of interpersonal and sexual violence, cases of child abuse and terrorist attacks, this course will help students increase their understanding of the impact of psychology trauma and loss on individuals, families, and the community.

A pre or co requisite of PSY 101 or 102 is required.

Credits: 3

On Occasion

PSY 281 Forensic Psychology: The Law and Human Behavior

This course covers psychological principles and practices applied to the legal system. Expert testimony, relevancy of mental illness, competencies, abuse and trauma are among the topics covered.

A pre or co requisite of PSY 101 or 102 is required.

Credits: 3

On Occasion

PSY 410 Problems in Psychological Research I

This course is for advanced undergraduates who wish to do research under the guidance and supervision of a faculty member on a problem of mutual interest. A written report of the research project will be submitted at the end of each semester's work.

Credits: 3

On Occasion

PSY 416 Experimental Psychology II

This course is an advanced treatment of research methods and content in the areas of learning, neuroscience methods, perception and cognition or social psychology. The topic area is determined by the instructor. Practical experience in experimental design, execution, analysis of research, and the writing of research reports is included. In order to complete this course, students will need to serve as subjects in one research project conducted by a member of the Psychology Department. Five hours lecture and laboratory.

Pre-requisite of C- or better in PSY 211.

Credits: 4

On Occasion

COLLEGE OF MANAGEMENT

DEPARTMENT OF BUSINESS ADMINISTRATION

The College of Management is known for its distinguished professors, state-of-the-art facilities and strong network of successful alumni. Business majors take classes in a state-of-the-art academic environment. Brentwood Campus students are welcome to participate in all student activities, clubs and services available on the Post campus. Students can increase their future job prospects by interning at corporations and organizations in New York City and on Long Island.

The B.S. degree in Business Administration is accredited by AACSB International (Association to Advance Collegiate Schools of Business), the world's leading business accrediting agency.

ADMISSION REQUIREMENTS

- **Transfer students** must have completed approximately 60 college credits. A minimum college GPA of 2.0 is required for application review.

CONCENTRATION IN MANAGEMENT

The undergraduate program in management combines liberal arts courses with professional education in business, leading to the Bachelor of Science in Business Administration with a concentration in management. The 120-credit degree focuses on the roles and behaviors necessary to become an effective manager: planning, organizing, problem-solving, leading, operating and controlling. The program equips students with the professional skills to run a successful, competitive company, and to productively interact with customers, employees and shareholders. Through specialized courses in organizational behavior, human resource management and labor relations, business and society, international management and cross-cultural behavior, and creating and managing a small business, you will develop a broad knowledge of the inner workings of all types of commerce.

CONCENTRATION IN MARKETING

In today's fiercely competitive global economy, sophisticated marketing is often the key to the survival and continued growth of any business organization. The undergraduate program in marketing combines liberal arts courses with professional education in business, leading to the Bachelor of Science in Business Administration with a concentration in marketing. Within the 120-credit degree program, students learn to make strategic decisions regarding product design, product portfolio, distribution, pricing, advertising and promotion, sales, customer service, and other elements of the ever-changing marketing mix.

B.S. Business Administration

[LIU Post Program Code: 06990] {HEGIS: 0506}

Core Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning (MTH 5)	3 credits required
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics	3 credits
Power, Institutions & Structures	3 credits
(ECO 10 required)	
Add'l course from one cluster	3-4 credits
(ECO 11 required)	

For a more detailed listing of these requirements, see the core curriculum section of this bulletin.

Major Requirements

Business Administration required courses (36 credits):

ACC 11	Accounting Principles I	3.00
ACC 12	Accounting Principles II	3.00
FIN 11	Principles of Finance I	3.00
FIN 12	Principles of Finance II	3.00
LAW 13	Legal Environment of Business	3.00
MAN 11	Principles of Management	3.00
MAN 12	Organizational Behavior	3.00
MAN 16	Business Communication	3.00
MAN 18	Introduction to Business Information Processing	3.00
MAN 71	Business Policy	3.00
MKT 11	Marketing Principles and Practices	3.00
MKT 14	Consumer Motivation and Behavior	3.00

B.S. Business Administration Required Co-Related Courses (15 credits - these count as Liberal Arts):

ECO 10	Introduction to Microeconomics	3.00
ECO 11	Introduction to Macroeconomics	3.00
MTH 5	Linear Mathematics for Business and Social Science	3.00
MTH 6	Calculus for Business and Social Science	3.00
POL 2	Introduction to Political Science II	3.00

Finance Concentration Requirements

Required Statistics Course (3 credits):

QAS 20	Business Statistics	3.00
--------	---------------------	------

Required Economic Analysis Course (3 credits - count as Liberal Arts):

Students must complete one of the following

ECO 61	Microeconomic Analysis	3.00
ECO 62	Macroeconomic Analysis	3.00

Required Finance Courses (6 credits):

FIN 31	Investments	3.00
FIN 81	Seminar in Financial Services	3.00

Finance Elective Courses (6 credits):

Students must complete two courses from the list below:

FIN 29	Private Equity and Venture Capital	3.00
FIN 32	Security Analysis	3.00
FIN 33	Derivative Markets	3.00
FIN 35	Spreadsheet Modeling In Finance	3.00
FIN 61	Advanced Financial Policies	3.00
FIN 65	Money and Capital Markets	3.00
FIN 71	Global Financial Markets	3.00
FIN 72	Global Financial Management	3.00
FIN 91	Independent Research Study	1.00
FIN 92	Independent Research Study	1.00
FIN 93	Internship	3.00
FIN 94	Internship	3.00

Business Elective (6 credits):

Students must complete two undergraduate courses from ACC, BUS, FIN, LAW, MAN, MIS, MKT or QAS. (6 credits).

Management Concentration Requirements

Required Statistics Course (3 credits):

QAS 20 Business Statistics 3.00

Required Management Courses (6 credits):

MAN 14 Creating and Managing a Small Business 3.00

MAN 81 Management Seminar 3.00

Students must complete two of the following Management Elective Courses (6 credits):

QAS 19 Business Analytics 3.00

MAN 13 Managing Group Dynamics 3.00

MAN 22 Human Resource Management and Labor Relations 3.00

MAN 23 Business and Society 3.00

MAN 31 Negotiation 3.00

MAN 34 Service Management 3.00

MAN 51 Production Management 3.00

MAN 75 International Management and Cross Cultural Behavior 3.00

MAN 91 Independent Research Study 1.00

MAN 92 Independent Research Study 2.00

MAN 93 Management Internships 3.00

MAN 94 Management Internships 3.00

Business Elective

Students must complete two undergraduate courses from ACC, BUS, FIN, LAW, MAN, MIS, MKT or QAS. (6 credits).

Management Information Systems (MIS) Requirements

Required Statistics Course (3 credits):

QAS 20 Business Statistics 3.00

Required MIS Courses (15 credits):

MIS 20 Information Systems Management 3.00

MIS 30 Business Systems Analysis and Database Management 3.00

MIS 40 Business Intelligence and Decision Support Systems 3.00

MIS 50 Managing Information Technology and Electronic Commerce 3.00

MIS 60 Managing Globally Information Technology and Electronic Commerce 3.00

Business Elective (3 credits):

Students must complete one undergraduate course from ACC, BUS, FIN, LAW, MAN, MKT or QAS. Please note that for MIS concentration students intending to pursue the dual degree,

B.S./M.B.A., they will take MBA 620 instead of MIS 60 to meet the requirements for both the MIS concentration and M.B.A. The other business elective will be directed toward a second course appropriate for the dual degree.

Marketing Concentration Requirements

Required Statistics Course (3 credits):

QAS 20 Business Statistics 3.00

Required Marketing Courses (6 credits):

MKT 51 Marketing Research 3.00

MKT 81 Marketing Seminar 3.00

Marketing Elective Courses (6 credits):

Students must complete two of the following courses

MKT 21 Retailing 3.00

MKT 24 Digital Marketing and Branding 3.00

MKT 25 Brand Management 3.00

MKT 31 Sales Management 3.00

MKT 33 Marketing and the Regulatory Environment 3.00

MKT 35 Integrated Marketing Communications 3.00

MKT 36 Brand Licensing 3.00

MKT 41 Advertising 3.00

MKT 45 Industrial Marketing 3.00

MKT 55 Marketing Channels 3.00

MKT 61 Product Strategy 3.00

MKT 70 International Business The Firm & Environment 3.00

MKT 71 International Marketing 3.00

MKT 72 Entry Strategies 3.00

MKT 73 Fundamentals of Export Marketing 3.00

MKT 91 Independent Research Study 1.00

MKT 92 Independent Research Study 2.00

MKT 95 Internship 3.00

Business Electives (6 credits):

Students must complete two undergraduate courses from ACC, BUS, FIN, LAW, MAN, MIS, MKT or QAS.

International Business Concentration Requirements

Required Statistics Course (3 credits):

QAS 20 Business Statistics 3.00

Required International Business Courses (9 credits):

FIN 71 Global Financial Markets 3.00

MKT 70 International Business The Firm & Environment 3.00

MKT 71 International Marketing 3.00

Students must complete 2 of the following International Business Elective Courses (6 credits):

FIN 72 Global Financial Management 3.00

MAN 75 International Mangement and Cross Cultural Behavior 3.00

MKT 72 Entry Strategies 3.00

Business Elective (3 credits):

Students must complete one undergraduate course from ACC, BUS, FIN, LAW, MAN, MIS, MKT or QAS. *Note that LAW 13 is not required for the International Business Concentration.* Please note that for International Business concentration students intending to pursue the dual degree, B.S./M.B.A., they will only be able to take advantage of 3 credits that double count toward both the B.S. and the M.B.A. Concentrations in Finance, Management and Marketing allow for 6 credits that double count.

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 60

Minimum Business Major Credits: 57

Free Elective Credits: 3

Minimum Major GPA: 2.00

DEPARTMENT OF CYBER ANALYTICS & CRIMINAL JUSTICE

Phone: 516-299-2467

Fax: 516-299-3876

Chair: Professor Kushner

Associate Professor: O'Connor

Adjunct Faculty: 15

The undergraduate criminal justice program provides an ideal foundation for careers in the law and criminal justice. The criminal justice & cyber analytics major is designed to take the student through the sequence of events in the criminal justice system, including entry into the system, prosecution and pretrial services, adjudication, sentencing and sanctions, and corrections. The major also prepares students for the growing impact of cyber technology on crime prevention, mitigation, and analysis.

In the B.A. in Criminal Justice program, each sequence is studied in detail in a variety of related courses. In addition to a substantial number of courses devoted to criminal justice theory, the student is exposed to the practice of criminal justice.

Criminal justice & cyber analytics majors are required to complete a senior level internship in which they gain first-hand experience with the criminal justice system. Upon graduation, the student is prepared to seek employment within various public and private agencies. In recent years, students have been employed by a variety of law enforcement agencies, the courts, social service agencies, probation departments, and correctional facilities, to name a few. The major also serves as a well-planned multidisciplinary course of study for pre-law students and those desiring to go on to graduate work in related social and behavioral disciplines.

B.A. Criminal Justice

[Program Code: 80117] {HEGIS: 2105}

Core Requirements

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

POST 101	1 credit
First-Year Composition	6 credits
Economics/Political Science	6 credits
Fine Arts	3 credits
History/Philosophy	6 credits
Laboratory Science	8 credits

Language/Literature	6 credits
Mathematics	3 - 4 credits
Social Sciences	6 credits

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

Major Requirements

Required Criminal Justice & Cyber

Analytics Courses

All of the following:

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

Elective Criminal Justice & Cyber

Analytics Courses

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

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 90

Minimum Major GPA: 2.00

Minimum Cumulative GPA: 2.00

Cyber Analytic & Criminal Justice Courses

CACJ 11 Introduction to Criminal Justice & Cyber Analytics

This course covers the agencies that make up today's criminal justice system such as police, courts and corrections. It introduces the student to the cyber threats confronted by these agencies and explores the role of cyber analytics in mitigating crime.

Credits: 3

On Occasion

CACJ 14 Courts and the Criminal Justice System

This course covers American Courts - what they do in practice; how they function and why. The dynamics of the courthouse is explored with emphasis on the trial courts for adult offenders. The question of guilt or innocence as defined by law, what penalties should be imposed, and the rules of criminal procedure to be followed are considered in the framework of functioning courts. Problems and reforms are probed.

Credits: 3

On Occasion

CACJ 16 International Criminal Justice Systems

This course examines the origins of law and its evolution over time and is an overview of criminal justice systems in selected countries ancient and modern. The comparative examination of American and foreign justice systems is covered.

Credits: 3

On Occasion

CACJ 20 Critical Issues in Criminal Justice

This course reviews contemporary issues in criminal justice. Issues such as the media, gun control, and immigration are all discussed with their impact on the criminal justice system.

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

Credits: 3

Annually

CACJ 21 Drug Scenes

This course covers social and psychological correlates of drug and alcohol abuse, with special emphasis on motivation, age, cohorts, functional consequences, and intellectual involvement. Special attention is paid to law enforcement, judicial, correctional involvement and treatment programs designed for alleviation of the problem.

Credits: 3

On Occasion

CACJ 22 Morality and the Law

Students are introduced to critical ethical concerns regarding the police, courts, punishment and corrections. There is discussion about the psychological, moral and ethical underpinnings of justice and the law.

Credits: 3

On Occasion

CACJ 23 Theories of Crime Causation

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

Prerequisite of CRJ 11 is required.

Credits: 3

Annually

CACJ 25 Family Court and Society

This course examines the role and place of family court in American society. The course covers family court involvement in juvenile delinquency, family offenses, neglect, support, etc.

Credits: 3

On Occasion

CACJ 29 Computer Crime

This course covers a comprehensive examination of illegal use and abuse of computer technology in the commission of crimes. The exploration of possible remedies to the increasing problem of computers and their use in crime is discussed.

Credits: 3

On Occasion

CACJ 30 Gender and the Law

This course examines the legal system in the United States as it affects women. Particular attention is paid to criminal law as it relates to: issues of privacy; marriage and family life; affirmative action progress; role of women in the criminal justice system; women as victims of crime; and women of color.

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

Credits: 3

Annually

CACJ 31 Organized Crime in America

This course analyzes the origin, historical development and dimension of organized crime in America. Topics also include the effect of organized crime on law enforcement personnel in its relationship to possible corruption, prevention and prosecution of criminal offenders involved in organized crime and policy consideration.

Credits: 3

On Occasion

CACJ 32 Interviewing Techniques in Criminal Justice

This course covers the development of interviewing skills for work in criminal justice agencies; the demonstration and practice in the use of interviewing techniques; the integration of the criminal justice interview and utilization of significant personnel data and findings.

Credits: 3

On Occasion

CACJ 33 Deviant Behavior

This course discusses the forms of deviant behavior

that relate to crime causation and criminal behavior.

Credits: 3

On Occasion

CACJ 34 Forensic Technology and Crime

This course analyzes forensic technological techniques used in the identification and apprehension of criminals including an in-depth evaluation of fingerprint and voice identification, lie detector tests, hypnosis and criminal profiling.

Credits: 3

On Occasion

CACJ 35 Forensic Psychology and the Violent Criminal

This course analyzes psychological theories relating to aggression and criminal violence; this course focuses on the incidence and forms of violent criminal behavior in all types of surroundings.

Credits: 3

On Occasion

CACJ 36 Forensic Psychology and the Criminal Justice System

This course is a comprehensive analysis of the relationship between psychology and the criminal justice system. The course focuses on the application of forensic psychology to people, policy and agencies within the system.

Credits: 3

On Occasion

CACJ 37 Foundations for Scholarship

This course develops tools for conducting research and for writing criminal justice papers. Tools include the following: approaches to writing a research paper, correct grammar usage, forms of documentation, library resources, data sources and computer usage. Topics cover various aspects within the field of criminal justice.

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

Credits: 3

Annually

CACJ 38 Methods of Criminal Justice Research

This course discusses the descriptive and inferential function of statistics. Topics include measurement, measures of centrality, dispersion, correlation, regression, parametric and non-parametric measures. Multiple correlation and regression are also discussed.

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

Credits: 3

Annually

CACJ 39 Sports Crime

This course is a survey of violence and other deviance in sports and how they relate to society and criminal law. Special attention is given to the reduction of violence in sports as well as its defense. Hockey, baseball, football, soccer, basketball, boxing and horse racing are all discussed with

respect to violence, drugs and gambling.

Credits: 3

On Occasion

CACJ 41 Criminal Law

This course examines the application of criminal law in the American judicial system specifically. Preservation and protection of life and property through the law is discussed. This course is a survey of historical and philosophical concepts.

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

Credits: 3

Annually

CACJ 42 Criminology

This course is a study of methods and theories involved in the analysis of criminal behavior with emphasis on the adult offender: apprehension, court actions, punishments, and treatment techniques.

Credits: 3

On Occasion

CACJ 43 Juvenile Delinquency

This course covers the development of the scientific study of juvenile delinquency with emphasis on methods, theories and studies concerning causation, treatment and prevention.

Credits: 3

On Occasion

CACJ 44 The Police and Community Relations

This course discusses community tensions and conflicts and the special role of law enforcement agencies. Topics include the administrative responsibilities of the police and the social obligations of officers in the field.

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

Credits: 3

Annually

CACJ 45 Political Aspects of the Criminal Justice System

Emphasis is placed on the behavioral aspects of the criminal justice system, including the legislative-judicial process through which relevant policy is made and applied. In addition, the role of protest and violence as a means of social change is examined. Case studies focusing on the administration of criminal justice in various cities are examined as a basis for comparison.

Credits: 3

On Occasion

CACJ 46 Police Organization and Management

This course examines the development of organization and management principles in policing including the organization and management of personnel, line operations, staff and auxiliary services. An analysis of organizational models, leadership styles, internal control, planning and policy formation and role definition in police performance are covered.

Credits: 3

On Occasion

CACJ 47 Arson Investigation

This course is the comprehensive study of the scientific principles involved in the investigation of arson and arson for profit. It includes the technical analysis of accidental and incendiary fires, evidence, motivation, behavior of the fire and laws pertaining to arson.

Credits: 3

On Occasion

CACJ 52 Criminal and Civil Investigation

This course is an overview of the role and functions of the investigator within current statutory and case law; an examination of the principles and processes relating to the crime scene, evidence, investigative techniques, and resources as they pertain to crime solvability.

Credits: 3

On Occasion

CACJ 60 Terrorism

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

Credits: 3

On Occasion

CACJ 68 Correctional Philosophy: Theory and Practice

This course is an introductory survey of the philosophy, theory, and practice involved in the treatment of convicted law violators of all ages. The course also studies the effect of institutional treatment upon post-correctional behavior.

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

Credits: 3

Annually

CACJ 71 Organization and Administration of Delinquency Prevention Programs

This course covers the historical development, present status, personnel and training of those involved in delinquency prevention programs. The relationship of such programs with other agencies is examined.

Credits: 3

On Occasion

CACJ 73 Administration of Juvenile Justice

This course is a survey of the administration and organization of the juvenile justice system such as the functions and jurisdictions of juvenile agencies, and the rights of juveniles. The course covers the formal and informal processing of juveniles through various agencies of the juvenile justice system and his or her processing, detention, disposition, diversion, de-institutionalization, and aftercare.

Credits: 3

On Occasion

CACJ 76 Criminal Procedure

This course surveys the Constitutional rights and safeguards of individuals from unlawful activities of investigative agencies. The rules of evidence and the protection of individual rights in the administration of criminal justice are examined.

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

Credits: 3

Annually

CACJ 78 Administration of Justice

This course covers the organizational and management process involved in the administration of justice which sets forth the structure and function of justice agencies. The course surveys administrative and management patterns and concepts of administrative procedures, problem analysis, personnel selection and training, planning, budgeting, record keeping, research and community relations.

Credits: 3

On Occasion

CACJ 99 Independent Study

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

Credits: 3

Every Fall and Spring

CSA 11 Introduction to Loss Prevention

This course coordinates public law enforcement with private security; links courses such as white collar crime and computer crime in criminal justice with the preventive strategies of the corporate enterprise.

Credits: 3

On Occasion

SCHOOL OF HEALTH PROFESSIONS AND NURSING

The School of Health Professions and Nursing offers a wide range of accredited programs that lead to rewarding careers. Certificates, undergraduate and graduate degrees are offered in the departments of Biomedical Sciences, Health Care and Public Administration, Health Sciences (which includes programs in Medical Imaging and Health Information Management), Nursing, Nutrition, and Social Work, as well as the Veterinary Technology Program. Please refer to the departments for specific information on degrees and certificates.

Drawing from intense classroom studies, real-world internship opportunities, interprofessional learning experiences, research, laboratory-based courses and clinical experiences, you will develop the skills to serve others with competency and courage. You may take part in practica at hospitals, research laboratories, private clinical practices, community and governmental agencies, and senior citizen facilities. The school utilizes state of the art technology for the education of our students, including simulated and research laboratories. You will graduate with a comprehensive résumé and a respected degree, ready to take advantage of the many opportunities in the growing field of health care and human services.

The faculty are renowned experts in their areas of practice and education as evidenced by their abilities in teaching, clinical practice, and scholarship.

If you have questions, please contact the dean's office at 516-299-2485, email: Post-SHPN@liu.edu, or fax: 516-299-2527.

Lori Knapp, Ph.D.

Dean

lori.knapp@liu.edu

Paul Dominguez, Ph.D.

Assistant Dean

paul.dominguez@liu.edu

DEPARTMENT OF NURSING

Phone: 516-299-2320

Fax: 516-299-2352

Email: Post-Nursing@liu.edu

Chair: Dr. Maureen Cardoza

Director of Undergraduate Nursing Programs: Dr. Elaine Della Vecchia

Director of Family Nurse Practitioner (FNP)

Program: Prof. Daniel Jacobsen

Director of Nursing Graduate Education and

Research: Dr. Susan Penque

Director of Nursing Arts and Simulation: Dr. Teresa Heithaus

Clinical Field Coordinator, FNP Program:

Associate Professors: Cardoza, Della Vecchia, Infantino

Assistant Professors: Darcy, Heithaus, Hoepfer,

Jacobsen, Olivieri, Otoo, Penque, Prager

Instructors: Greenidge-Adams

Emerita: Dr. Amy Wysoker

Adjunct Faculty: 40

The Department of Nursing offers a RN-BS program that is accredited by the Commission on Collegiate Nursing Education (CCNE) which leads to a Bachelor of Science degree in Nursing exclusively for registered nurses. Through an upper-division baccalaureate education, the Registered Nurse (RN) student is provided with an opportunity for advancement in professional nursing practice. The graduate is also provided with a foundation in liberal arts, the humanities, sciences, and nursing as a basis for post-baccalaureate education. The Department of Nursing offers a comprehensive range of undergraduate courses that prepare nurses to become strong, effective leaders who excel in compassionate care and patient management.

The baccalaureate degree programs in nursing and master's degree program in nursing at LIU Post are accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington DC 20001, (202)887-6791.

We offer individualized attention and small classes to accommodate the needs of the Registered Nurse. Faculty members are available to answer questions and prospective students are encouraged to contact the Department of Nursing for further information about the programs of study.

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

The LIU Post Department of Nursing offers the Bachelor of Science degree in Nursing at LIU Brentwood exclusively for Registered Nurses. This upper-division program, accredited by the Commission on Collegiate Nursing Education (CCNE), prepares nurses to assume advanced clinical and management positions in a variety of

health care settings, including hospitals, home-health programs and public health agencies.

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

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

LIU Brentwood students must take a minimum of 3 credits in residency at LIU Post. ADMISSION REQUIREMENTS

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

Transfer credits for liberal arts and sciences courses taken at other colleges or universities will be evaluated individually. A total of 72 credits (including the 28 credits of nursing) can be transferred to LIU Brentwood. A total of 120 credits are needed for graduation with the Bachelor of Science in Nursing.

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

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

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

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

RETENTION REQUIREMENTS

All students must maintain an overall GPA of 3.0 for successful progression in the Bachelor of

Science in Nursing program. All completed prerequisite/co-requisite course work (i.e., anatomy and physiology, chemistry, genetics, microbiology, and pathophysiology) must achieve a minimum grade of C+. Students must achieve a minimum grade of C+ or better in all nursing courses and not repeated a prerequisite or co-requisite courses more than once or failed more than two courses. Students failing to meet the grade requirement for a course have one opportunity to repeat a single course. Multiple deficiencies will result in dismissal from the program.

CORE Curriculum Requirements for Transfer Students

In addition to all major requirements, transfer students pursuing the B.S. in Nursing must satisfy all Core curriculum requirements:

Effective Fall 2018

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

1. No two-credit courses in transfer may be applied to the core without department consent and Academic Standing Committee approval. Three-credit science courses in transfer must have a laboratory component to be applied to the core laboratory science requirement.

Total Degree Credit Requirements 120

B.S. Nursing (RNs Only)

{LIU Post Program Code: 00193} {HEGIS: 1203.10}

Core Curriculum Requirements

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

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

LIU Post Thematic Core Curriculum (29 credits)

Writing I	3 credits
Writing II	3 credits

Quantitative Reasoning (Satisfied with MTH 19)	3 credits
---	-----------

Scientific Inquiry & the Natural World (Satisfied with BIO 7)	4 credits
--	-----------

Creativity, Media & the Arts	3 credits
------------------------------	-----------

Perspectives on World Cultures	3 credits
--------------------------------	-----------

Ethics, Self & Society (Satisfied with PSY 101)	3 credits
--	-----------

Power, Institutions & Structures	3 credits
----------------------------------	-----------

Additional course from one cluster (Satisfied with BIO 8)	4 credits
--	-----------

For a more detailed listing of these requirements, see the core curriculum section of this bulletin.

Major Requirements

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

Required Courses

NUR 79	The Philosophical and Conceptual Basis of Nursing	3.00
NUR 81	Issues in Professional Nursing	3.00
NUR 160	Health Assessment	5.00
NUR 160C	Health Assessment (Practicum)	0.00
NUR 86	Family Health Nursing Theory	3.00
NUR 86L	Family Health Nursing Clinical	1.00
NUR 86S	Family Health Nursing Seminar	0.00
NUR 90	Management, Leadership and Nursing	3.00
NUR 91	Communication and Group Skills for the Health Care Setting	3.00
NUR 230	Public Health Nursing	4.00
NUR 230C	Public Health Nursing (Practicum)	0.00
NUR 400	Nursing Research & Evidence-Based Practice	3.00

Elective Nursing Courses (6 credits):

NUR 85	Health Assessment	2.00
NUR 85L	Health Assessment Lab	2.00
NUR 95	Integrative Nursing Practice	1.00 or 2.00
NUR 99	Pathophysiology	3.00
NRS 110	Nursing Informatics	3.00

NUR 140	Nutrition in Nursing	3.00
---------	----------------------	------

NUR 150	Pharmacotherapeutics	3.00
---------	----------------------	------

Required Co-Related Courses List 1 (14 credits)

BIO 7	Human Anatomy and Physiology I	4.00
-------	--------------------------------	------

BIO 8	Human Anatomy and Physiology II	4.00
-------	---------------------------------	------

PSY 101	General Psychology	3.00
---------	--------------------	------

PSY 121	Human Growth and Development	3.00
---------	------------------------------	------

Required Co-Related Courses List 2 (4 credits)

One of the following:

BIO 250	Microbiology	4.00
---------	--------------	------

BMS 90	Microbiology in Health Sciences	4.00
--------	---------------------------------	------

Required Co-Related Courses List 3 (3 credits)

One of the following:

BIO 121	Human Genetics in Health and Disease	3.00
---------	--------------------------------------	------

HSC 221	Topics in Human Genetics	3.00
---------	--------------------------	------

Required Co-Related Courses List 4 (4 credits)

One of the following:

CHM 1	Introduction to Forensic Chemistry I	4.00
-------	--------------------------------------	------

CHM 2	Introduction to Forensic Chemistry II	4.00
-------	---------------------------------------	------

CHM 3	Principles of Chemistry I	4.00
-------	---------------------------	------

CHM 4	Principles of Chemistry II	4.00
-------	----------------------------	------

CHM 6	Chemistry of Life	4.00
-------	-------------------	------

CHM 21	Organic Chemistry I	4.00
--------	---------------------	------

CHM 22	Organic Chemistry II	4.00
--------	----------------------	------

CHM 25	Basic Organic Chemistry	4.00
--------	-------------------------	------

CHM 71	Basic Biochemistry	4.00
--------	--------------------	------

Required Co-Related Courses List 5

One of the following:

MTH 19	Basic Statistics	3.00
--------	------------------	------

MTH 41	Biostatistics	3.00
--------	---------------	------

Electives: Courses that are not being used to satisfy major or core requirements. There may be 2 credits in electives which result from transfer credits. Please consult with the Department of Nursing or your advisor should you have any questions.

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 61

Minimum Major GPA: 3.00

Minimum Cumulative GPA: 3.00

Nursing Courses

NUR 79 The Philosophical and Conceptual Basis of Nursing

An introduction to professional nursing. Content focuses on systems, human needs, therapeutic communication, change and leadership theories. Nursing theory as it relates to professional nursing will be examined. Writing Across the Curriculum (WAC) course.

Credits: 3

Every Fall

NUR 81 Issues in Professional Nursing

An exploration and critical analysis of issues influencing nursing practice, nursing education and the delivery of health care. The political, social and economic factors influencing health care and health policy will be studied.

Credits: 3

Every Spring

NUR 86 Family Health Nursing Theory

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

Prerequisite of NUR 79, NUR 81, NUR 82 and NUR 84 and Co-requisites of NUR 86L and NUR 86S are required.

Credits: 3

Every Fall

NUR 86L Family Health Nursing Clinical

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

Co-requisites of NUR 86 and NUR 86S are required.

Credits: 1

Every Fall

NUR 86S Family Health Nursing Seminar

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

Co-requisites of NUR 86 and NUR 86L are required.

Credits: 0

Every Fall

NUR 90 Management, Leadership and Nursing

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

Pre requisite of NUR 79 is required.

Credits: 3

Every Spring

NUR 91 Communication and Group Skills for the Health Care Setting

This course provides the theoretical basis and clinical application of communication techniques, group dynamics, and group process for healthcare professionals working in a variety of health care settings. The knowledge, strategies, and techniques needed to communicate effectively with others and in groups will be the focus of this course.

Credits: 3

Every Fall

NUR 99 Pathophysiology

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

Pre requisite of BIO 7 and BIO 8 are required.

Credits: 3

Every Spring

NUR 140 Nutrition in Nursing

This course will focus on concepts that are foundational to accurate nutritional patient assessment. Nutritional health risks will be addressed using nutritional assessment techniques to evaluate dietary, biochemical, and anthropometric changes that relate to health promotion and disease prevention. Patient-centered education related to nutritional therapy for common disorders will be discussed. (Same as NRS 140)

Must be in CNBS or TNBS plan.

Credits: 3

Annually

NUR 150 Pharmacotherapeutics

Students explore core concepts and the scientific basis of pharmacotherapeutics in the delivery of safe, high quality, effective, efficient, equitable, patient centered, and timely nursing care across the lifespan and across health care environments. Legal and ethical principles and regulatory guidelines and standards of practice will be discussed as they affect the role of the nurse generalist in delivering varied drug therapies.

Must be in CNBS or TNBS plan.

Credits: 3

Annually

NUR 160 Health Assessment

This course presents the didactic theory and laboratory-taught clinical skills necessary to provide health assessment and physical examination across the life span within the context of the nursing process. Students will identify strategies for teaching and promoting health and wellness. Nursing activities are explored that facilitate adaptive responses in well, acute, and chronically ill patients from diverse and multicultural backgrounds.

Must be in CNBS or TNBS plan.

Credits: 5

Annually

NUR 160C Health Assessment

This course presents the didactic theory and

laboratory-taught clinical skills necessary to provide health assessment and physical examination across the life span within the context of the nursing process. Students will identify strategies for teaching and promoting health and wellness. Nursing activities are explored that facilitate adaptive responses in well, acute, and chronically ill patients from diverse and multicultural backgrounds.

Must be in CNBS or TNBS plan.

Credits: 0

Annually

NUR 230 Public Health Nursing

This course will facilitate the conceptualizing of individuals, family and communities as units of care in public health. It focuses on public health issues in the 21st century, concepts of epidemiology, transformation of public health systems, common community and population health problems and the management of vulnerable populations. Students will be able to interpret how socio-political, economic issues, ethics and culture influence public health issue

Must be in CNBS or TNBS plan.

Credits: 4

Annually

NUR 230C Public Health Nursing

This course will facilitate the conceptualizing of individuals, family and communities as units of care in public health. It focuses on public health issues in the 21st century, concepts of epidemiology, transformation of public health systems, common community and population health problems and the management of vulnerable populations. Students will be able to interpret how socio-political, economic issues, ethics and culture influence public health issues.

Must be in CNBS or TNBS plan.

Credits: 0

Annually

NUR 400 Nursing Research & Evidence-Based Practice

This course introduces the student to the processes of scientific inquiry and research with an emphasis on developing skills as a consumer of research. Students will gain knowledge in the areas of research methods, critical appraisal of research, and concepts of evidence-based practice. Students will begin to develop skills that will assist them in incorporating a systematic process of analysis, synthesis and evaluation of scientific evidenced-based practice into their delivery of nursing care.

Must be in CNBS or TNBS plan.

Credits: 3

Annually

DEPARTMENT OF SOCIAL WORK

Phone: 516-299-3924

Fax: 516-299-3912

Email: Post-SWK@liu.edu

Chair: Dr. Ilene Nathanson

Graduate Program Administrator: Dr. Ilene Nathanson

Program Director, BSW: Prof. Pamela Brodlieb

Professors: Giffords, Nathanson

Associate Professors: Calderon

Assistant Professors: Brodlieb

Director of Field Education: Prof. Linda

Babolcsay

BSW Field and Program Coordinator at LIU

Brentwood: Dr. Lois Stein

Adjunct Faculty: 15

Social work is a career for those who wish to make a difference in people's lives and transform society. The highly respected Bachelor of Science in Social Work program prepares individuals for rewarding careers in health and human service agencies. Our graduates are generalist practitioners who serve as advocates, educators, counselors, mediators, facilitators, coordinators and leaders. They work to promote the changes needed to enhance the well-being of individuals, families, groups, communities and organizations. Students also acquire the foundation of knowledge, values and skills for graduate education. They are eligible (with the proper GPA) to apply for advanced standing, one-year MSW anywhere, including LIU's program with specializations in services for child and family, substance abuse, gerontology, forensic social work and non-profit management. The Council on Social Work Education (CSWE) accredits the B. S. in Social Work, which includes rigorous academic as well as field education delivered by a faculty of scholars, activists and highly seasoned practitioners. Students may choose to minor in social work as a way of learning the basic skills for negotiating human relationships and facilitating individual and social change.

B.S. Social Work

The Bachelor of Science in Social Work, accredited by the Council on Social Work Education, will prepare you for a rewarding career as a generalist professional helping individuals, families, groups, communities and organizations. As a social work major at LIU Brentwood, you will start on a journey toward a career in an important "helping profession," where you will provide guidance, counseling, referrals and practical human services to people in need.

In the context of a liberal arts education, you will study in small classes with faculty members who are both scholars and leading practitioners in

the social work field. Emphasis is on gaining the knowledge, values and skills needed to promote both individual well-being and a more just society. In addition to academic courses, you will have an opportunity to make a direct impact on client populations through field work in such diverse settings as schools, homeless shelters, child and family counseling centers, charitable organizations, senior citizen facilities, and social service agencies.

LIU Brentwood students must take SWK 75 in residency at LIU Post.

ADMISSION REQUIREMENTS

The upper-division B.S. in Social Work is open to students who hold associate degrees or have completed approximately 60 credits of a liberal arts-based college degree program. Students who completed their freshman and sophomore years at a community or four-year college apply for their junior and senior years at LIU Brentwood. Students with an associate's degree from Suffolk County Community College may seamlessly transfer into the program. Students transferring from other colleges will be evaluated on a case-by-case basis and may be required to complete additional specific course work.

Admission to the upper-division B.S. in Social Work requires:

- Application for Transfer admission
- Application fee (non-refundable)
- ALL official college transcripts
- A minimum college GPA of 2.75

PROGRESSION REQUIREMENTS

Requirements for advancement within the Junior year (Fall semester) as a Social Work major include:

- Students must maintain a major and cumulative GPA of 2.75 or better to retain standing in the program.
- Students must complete the following courses: PSY 101; SOC 1; BIO 1 (or BIO 7); ECO 10 (or ECO 11); PHL 13; SWK 1; and SWK 50.

PROFESSIONAL FIELD PLACEMENT REQUIREMENTS

Field placement, which begins in the spring semester of the junior year (for full-time students or after taking SWK 79), requires individuals to function as professionals and often involves direct client contact. Therefore, the Social Work Program invests heavily in insuring that the students who progress to field placements are ready to assume the serious responsibility it entails. During the fall semester of the junior year, students take foundation courses in social work and a field instruction seminar in preparation for field placement. The instructors teaching these courses are committed to helping identify students' learning needs as early as possible and assisting them so that they will be able to meet the requirements to proceed to the field. These include:

- Completion of prerequisites (PSY 101, SOC 1, BIO 1 or 7, PHL 13, ECO 10 or 11).
- Completion of the following Social Work

courses: SWK 1, SWK 50, SWK 60, SWK 70, and SWK 79.

- Maintaining a major and cumulative GPA of 2.75 or better.
- Demonstrating commitment to follow all policies and procedures as documented in the program's student handbook and field manual.
- Completion of a short self-assessment essay and an academic performance review.

CORE Curriculum Requirements for Transfer Students

1. Students transfer to LIU Brentwood as "core complete" if they have received A.A. or A.S. degrees from institutions with which we have articulation agreements, or other accredited institutions granting Liberal Arts degrees. Students with degrees from technical institutions would not qualify as core complete.
2. No student who transfers to LIU Brentwood without an approved A.A. or A.S. degree may graduate without a minimum of:
 - a. Math - 3 credits
 - b. Science - 4 credits
 - c. Humanities and Arts - 3 credits
 - d. Social Sciences - 3 credits
 - e. First-Year Writing (ENG 1 and 2) - 6 credits
1. No two-credit courses in transfer may be applied to the core without department consent and Academic Standing Committee approval. Three-credit science courses in transfer must have a laboratory component to be applied to the core laboratory science requirement.

Total Degree Credit Requirements 120

B.S. in Social Work

[LIU Post Program Code: 19722] {HEGIS: 2104}

Core Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning	3 credits
Scientific Inquiry & the Natural World (BIO 1 required)	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Ethics, Self & Society (PSY 101 required)	3 credits
Power, Institutions & Structures (ECO 10 required)	3 credits

Additional course from one 3-4 credits
 cluster (**PHI 13 required**)
 Ethics, Self & Society cluster)
 For a more detailed listing of these requirements,
 see the core curriculum section of this bulletin.

Ancillary Requirements:

Bio 2 Foundations of Biology II
 BIO 7 Human Anatomy and Physiology I
 BIO 8 Human Anatomy and Physiology II

B.S. in Social Work

Major Requirements

Required Classes for the B.S. in Social Work

HPA/ SWK	18	Research Methods	3.00
HPA/ SWK	19	Statistics for the Administrators	3.00
HPA	20	Computer-Based Management Systems	3.00
SWK	1	Introduction to Social Work and Social Welfare	3.00
SWK	50	Social Welfare Programs & Policies I	3.00
SWK	51	Social Welfare Programs & Policies II	3.00
SWK	60	Human Behavior in the Social Environment I	3.00
SWK	61	Human Behavior in the Social Environment II	3.00
SWK	70	Social Work Practice I	3.00
SWK	71	Social Work Practice II	3.00
SWK	75	Diversity-Sensitive Social Work Practice	3.00
SWK	79	Introduction to Field Instruction	1.00
SWK	80	Field Instruction I	4.00
SWK	90	Field Instruction II	6.00
SWK	91	Field Instruction III	6.00

Required Social Work Elective Courses

Choose two of the following:

ANT	1	Development of the Human Species, Culture and Society	3.00
ANT	2	Human Society	3.00
PHI	8	Introduction to Philosophy	3.00
PHI	14	Introduction to Critical Reasoning	3.00
PHI	19	Biomedical Ethics	3.00
PSY	25	Developmental Psychology: Childhood	3.00

PSY	26	Developmental Psychology: Adolescence	3.00
PSY	29	Developmental Disabilities	3.00
PSY	30	Personality: Research and Theory	3.00
PSY	32	Social Psychology	3.00
PSY	63	Abnormal Psychology	3.00
PSY	70	Developmental Psychology: Adulthood and Aging	3.00
SOC	2	Social Institutions	3.00
SOC	3	Social Problems	3.00
SOC	15	Social Change	3.00
SOC	22	Sociology of Families	3.00
SOC	24	Sociology of Adolescence and Youth	3.00
SOC	33	Deviant Behavior	3.00
SOC	70	Sociology of Poverty	3.00
SWK	30	Interdisciplinary Helping Professions	3.00
SWK	31	Child and Family Services: The Practice	3.00
SWK	385	Honors Tutorial	3.00
SWK	386	Honors Tutorial	3.00
SWK	389	Honors Thesis	3.00
SWK	390	Honors Thesis	3.00

Required General Co-Related Courses

ECO	10	Introduction to Microeconomics	3.00
HPA	20	Computer-Based Management Systems	3.00
PHI	13	Ethics and Society	3.00
HPA	40	Organizational Leadership	3.00
PSY	101	General Psychology	3.00
SOC	1	Introduction to Sociology	3.00

Required Co-Related Biology Courses

Transfer students entering with an A.A. or A.S. may only need to complete one course instead of the two course series:

BIO	1	Foundations of Biology I	4.00
BIO	2	Foundations of Biology II	4.00
Or			
BIO	7	Human Anatomy and Physiology I	4.00
BIO	8	Human Anatomy and Physiology II	4.00

Credit and GPA Requirements

Minimum Total Credits: 120
 Minimum Liberal Arts Credits: 60
 Minimum Major GPA of 2.75 is required.
 Minimum Overall GPA of 2.75 is required.

Social Work Courses

SWK 1 Introduction to Social Work and Social Welfare

This course presents Social Work as a helping profession that has a unique combination of values, knowledge and skills with the purpose of improving the well-being of people and creating a more just society. Students are introduced to the various fields of practice where social workers address client needs and social problems. The course offers discussions of current events from the multiple perspectives of social work and case studies of social workers serving individuals, families, groups, communities and organizations. There are also guest presentations of professionals who are engaged in activities such as combating hunger, assuring equal access to mental health services and assisting those involved in domestic violence. The course aids students in determining whether social work is a possible career choice for them. Course should be taken by freshman or sophomores planning to major in social work, Junior transfer students should take in first Fall semester, and non-majors can take at any time.

Credits: 3

Every Fall and Spring

SWK 18 Research Methods

This course provides an overview of the scientific method as it applies to social work. In this writing intensive course students learn to read and interpret quantitative and qualitative research reports and to design sound and ethical research to increase the profession's knowledge base with respect to human behavior and service development and delivery. Students learn to use research to guide their professional practice and to employ research methodology to evaluate their individual and their program's effectiveness. Cross listed with HPA 18. (Open to Juniors Only)

Prerequisite of Junior status or greater is required if in Social Work plan of study. Open to all non-majors without prerequisite.

Credits: 3

Every Spring

SWK 19 Statistics

Statistical procedures, research design, sampling techniques, descriptive statistics, frequency distributions, measures of central tendency, dispersion, correlation, regression, tests of significance and reliability are all discussed as they apply to the specific needs of the health and human services. Cross-listed with HPA 19.

Prerequisite of HPA 18 or SWK 18 is required.

Credits: 3

Every Fall

SWK 30 Interdisciplinary Helping Professions

The purpose of this course is to provide students with an introduction to relationship building as the key to effective helping across the health and social

service professions. The model of relationship-centered care (RCC) and the narrative medicine approach will provide the conceptual and methodological frameworks for interdisciplinary collaborative care delivery by professions such as social work, speech therapy, recreational therapy, occupational therapy, physical therapy, nutrition, medicine and nursing. The course is focused on four domains critical to successful health care: the practitioner/patient (client) relationship, the practitioner/practitioner (interdisciplinary team) relationship, the practitioner-community (community of care) relationship and the practitioner-self relationship. It emphasizes the need to attune to and act on the narratives of suffering and strengths of those who seek care as well as all others involved in caregiving, including the clinician, for effective practice of healthcare. Students engage in dyadic and small group exercises designed to develop effective practice skills.

Open to Juniors or Seniors.

Credits: 3

Annually

SWK 31 Child and Family Services: The Practice

This course will provide students with an overview of the Child & Family Welfare system focusing on current practices. Students will be exposed to a variety of child & family welfare topics to include but not limited to child protections, foster care, adoption, prevention, family violence and the Court's role. The course will be taught from a generalist perspective examining how policy shapes practice. Students may be asked to critique current child & family welfare policies sharing their thoughts and opinions the course is expected to prepare students for internships & employment in the field of child & family welfare by educating them on the complex issues surrounding children & families. It will involve guest lecturers with expertise on different aspects of child welfare.

Credits: 3

On Occasion

SWK 50 Social Welfare Programs & Policies I

SWK 50 provides information about the development of social work as a profession including its tradition of advocacy, reform and commitment to policies inherent in the values of the profession. Students will gain an understanding of historical and contemporary social welfare services and examine how economic, political, and organizational systems influence social policies and diverse and at-risk populations. This course also provides students with knowledge of distinct social issues, and social service programs. It challenges students to interpret basic characteristics of social programs and policies in order to improve services for clients. Throughout the semester students explore inequitable treatment of specific groups and learn of the need for social justice to meet social needs. In addition, this course provides a basic understanding of the specific role of the social worker in policy practice. (Open to Freshmen &

Sophomores)

Prerequisite of SOC 1 is required for SWK majors only. Open to all other majors without prerequisite.

Credits: 3

Every Spring

SWK 51 Social Welfare Programs & Policies II

SKW 51 has two major foci: a) how and under what circumstances the definition and typification of social problems trigger policy responses and b) social work's role in analyzing, evaluating and influencing policy. Students conduct an analysis of a policy that responds to any social problem of their choosing, and then deconstruct the historical, theoretical and ideological forces shaping the policy as it affects a population at risk. The uniquely-related class, age, gender, racial and cultural issues of oppressed populations and the barriers they experience when confronting the political and organizational processes that influence policy development are at the core of this semester's inquiry. (Open to Juniors and Seniors)

Open to Juniors or Seniors.

Credits: 3

Every Fall

SWK 60 Human Behavior in the Social Environment I

The first in the 2-sequence course on understanding human behavior in the social environment, this course provides foundation knowledge of the multiple theoretical perspectives required for generalist social work practice. The focus is on understanding individual behavior across the life-span from conception through late childhood within the context of social systems including families, groups, organizations and communities. Biological, psychological, social and spiritual factors that affect human growth and development are examined along with problems including, child abuse/neglect, oppression, marital conflicts, mental illness, developmental disabilities, addictions and deviant behaviors. Special attention is given to social and economic justice and diversity variables including gender, ethnicity, culture and class as related to individuals' ability to reach or maintain optimal health and well-being. Case material is introduced throughout the course to illustrate theoretical concepts. (Open to Juniors only)

Prerequisites of SOC 1, PSY 101, 102, (BIO 1 or BIO 7), SWK 1, and SWK 50 are required. SWK 1 and 50 can be taken as co-requisites if Junior transfer.

Credits: 3

Every Fall

SWK 61 Human Behavior in the Social Environment II

This writing intensive course is the second in the human development sequence and covers the understanding of individual behavior from adolescence through late adulthood within the context of social systems including families, groups,

organizations and communities (SWK 60 covered infancy through preadolescence). Based on the theories learned in SWK 60, biological, psychological, social and spiritual factors that affect human growth and development are examined along with social problems including substance abuse, domestic violence and elder abuse. The focus is on normal developmental challenges and growth, but the course also addresses common mental health difficulties. Special attention is given to social and economic justice and diversity variables including gender, ethnicity, culture and class as related to individuals' abilities to reach or maintain optimal health and well-being. Case material is introduced throughout the course to illustrate theoretical concepts. (Open to Juniors only)

Prerequisite of Junior status or greater is required.

Credits: 3

Every Spring

SWK 70 Social Work Practice I

The first of a two-course sequence, this course is designed to provide students with the knowledge, skills and values essential for beginning generalist social work practice and entry into field placement. The course presents a generalist approach to social work practice with individuals, families, groups, organizations and communities. This course emphasizes generalist practice with individuals and organizations and the knowledge and skills applicable to intervention with these two target systems. The beginning phase of the helping process is highlighted. (Open to Juniors only)

Prerequisite of SWK 1 and 50 is required. If taken as a junior transfer can be taken as co-requisites. An additional co-requisite of SWK 79 is required.

Social Work majors only.

Credits: 3

Every Fall

SWK 71 Social Work Practice II

The second of a two-course sequence, this course is designed to continue teaching the knowledge, skills and values essential for beginning generalist social work practice. Whereas the first course focused on practice with individuals and organizations, this course concentrates on practice with families, groups and communities. Social Work Practice II identifies variations in engagement, assessment and contracting with these three types of systems. All levels of intervention are discussed as they apply to practice with families, groups and communities. The middle and ending phases of the helping process are highlighted.

Prerequisite of SWK 70 and a co requisite of SWK 80 is required

Credits: 3

Every Spring

SWK 75 Diversity-Sensitive Social Work Practice

This course is designed to draw a bridge between generalist social work practice and the impact of ethnicity, social class, and minority status. Students will be provided with the tools to make ethnic

sensitive social work assessments and interventions. The focus of this course will be on examining the problems that face diverse cultures and populations at risk for discrimination and oppression as they attempt to negotiate their environment and to ameliorate the stresses that they confront. Through the use of the case method model of learning, students will be presented with material that presents dilemmas faced by diverse populations as they strive to function and survive in the United States. This course makes a linkage between material on diverse cultures and the social work role and demonstrates the connection between cross-cultural values, beliefs and the profession. (Open to Seniors only)

Prerequisite of SWK 71 is required. Open to students with Senior status only.

Credits: 3

Every Spring

SWK 79 Introduction to Field Instruction

The purpose of this class is to orient junior level social work majors to the field practicum. The course requires one interview with the field director and at least one to two field agency interviews. SWK 79 prepares students for entry into the field practicum experience, and the concurrent Field Seminar class (SWK 80), by anticipating and responding to common concerns among entry-level students, explicating field program policies, and practically preparing the student for the agency selection and initial interviewing process. Students are introduced to and acquainted with the various roles and responsibilities of each of the field team members. In addition, the field contract, task/assignment form, the learning contract, the process recording, the supervisory process, diversity and cultural competence issues in the field and the qualifications and challenges of developing ethical and professional behavior are explored. In preparing students for the "mechanics" of fieldwork, the seminar also takes time to validate the developmental challenges that students experience in mastering the demands of the field placement. (Open to Juniors only)

Prerequisite of SWK 1 and 50 is required. If taken as a junior transfer can be taken as co-requisites. An additional co-requisite of SWK 70 is required.

Social Work majors only.

Credits: 1

Every Fall

SWK 80 Field Instruction I

Field Experience involves placement of the student in a social service agency or social work department of a larger institution. The student is required to intern for a minimum of 100 work hours during the standard Spring semester of the Junior year. The student is required to offer social work service to diverse clients or client systems under the direct, regular supervision of an agency field instructor agreed upon by the agency and the program. The instructional techniques in the seminar parallel processes students will be utilizing in the field as a

student and as a social worker. Students' field experiences are processed using the problem-solving process. Developmental tasks are partialized or deconstructed into manageable parts: agency analysis, the supervisory process, the formulation of learning goals, struggles with diversity and ethical dilemmas, etc. These tasks are processed through journals and assignments that require reflection on the intersection between experience, knowledge, skills, and self. In class, students are also encouraged to collectively utilize the problem-solving process to help their peers' in the resolution of learning dilemmas. Students are also continually reinforced to prepare agendas and actively assert their own learning needs in class and in supervision. (Open to Juniors only)

Prerequisite of SWK 79 is required. Junior status or greater only.

Credits: 4

Every Spring

SWK 90 Field Instruction II

Taken during the senior year (approximately 200 hours), this course (along with SWK 91 Field Instruction III) provides students with opportunities to test in the field setting the theories and principles learned in the classroom. Students are assigned to social work agencies or social work programs. Students receive on-site field supervision from a professional social worker and participate in individual and group faculty advisory seminars.

Prerequisite of SWK 80 is required.

Credits: 6

Every Fall

SWK 91 Field Instruction III

Taken during the senior year (approximately 200 hours), this course (along with SWK 90 Field Instruction II) provides students with opportunities to test in the field setting the theories and principles learned in the classroom. Students are assigned to social work agencies or social work programs. Students receive on-site field supervision from a professional social worker and participate in individual and group faculty advisory seminars.

Prerequisite of SWK 90 is required.

Credits: 6

Every Spring

DEPARTMENT OF HEALTH CARE AND PUBLIC ADMINISTRATION

Phone: 516-299-2716

Fax: 516-299-3912

Email: hepa@cwpost.liu.edu

Chair: Professor Figliola

Full Professor: Figliola

Associate Professor: Forman, Henderson

Assistant Professor: Perez, Vila

Adjunct Faculty: 38

The overall objective of the Bachelor of Science program in health care administration is to prepare professionally qualified individuals to serve as generalists and specialists in administrative careers in health care and related areas. The curriculum in health care administration is designed to endow students with practical abilities in problem solving, ethics, program analysis and implementation.

At LIU Brentwood, undergraduates can pursue the Bachelor of Science degree in Health Care Administration. The degree program welcomes both full-time and part-time students.

B.S. Health Care Administration

The Bachelor of Science degree in Health Care Administration is designed to prepare students for a career in the organization and management of health services. The curriculum is designed to prepare students for entry and mid-level professional positions in health care administration.

Throughout the course of study students will acquire a keen understanding of the political, social and economic components of the health services sector through courses that range from statistics to financial management. Special emphasis will be placed upon developing the students' ability to identify, comprehend, describe and differentiate among the major components of the health services system.

A degree in Health Care Administration provides excellent opportunities for employment due to the tremendous expansion and diversification of the health care industry. Graduates with a degree in Health Care Administration find entry-level roles in almost all healthcare delivery settings including hospitals, home-health agencies, long-term care facilities, medical group practices, pharmaceutical companies, fortune 500 companies, medical equipment companies, governmental agencies, and health insurance institutions.

LIU Brentwood students must take a minimum of 3 credits in residency at LIU Post.

Admission Criteria

The upper-division B.S. in Health Care Administration is open to students who hold an

associate's degree or have completed approximately 60 credits (freshman and sophomore years) of a liberal arts-based college degree program. Students with an associate's degree from Suffolk County Community College may seamlessly transfer into the program. Students transferring from other colleges will be evaluated on a case-by-case basis, and may be required to complete additional specific course work. Students complete their freshman and sophomore years at a community college or four-year college and their junior and senior years at LIU Brentwood. Admission to the upper-division B.S. in Health Care Administration requires:

- Application for Transfer admission
- Application fee (non-refundable)
- All official college transcripts
- A minimum college GPA of 2.0

B.S. Health Care Administration

[LIU Post Program Code: 83493] {HEGIS: 1202}

Core Requirements*

*As an upper division B.S. in Health Care Administration, the core requirements may have been met by associate degree requirements. Please consult your advisor for more information.

In addition to all major requirements, students pursuing the B.S. in Health Care Administration must satisfy all Core curriculum requirements as follows:

Core Curriculum Requirements

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

LIU Post Thematic Core Curriculum (32-33 credits)

POST 101	1 credit
First-Year Seminar	3 credits
Writing I	3 credits
Writing II	3 credits
Quantitative Reasoning	3 credits
Scientific Inquiry & the Natural World	4 credits
Creativity, Media & the Arts	3 credits
Perspectives on World Cultures	3 credits
Self, Society & Ethics (must take PHI 13)	3 credits
Power, Institutions & Structures (must take ECO 10)	3 credits
Add'l course from one cluster (must take ECO 11)	3-4 credits

For a more detailed listing of these requirements, see the core curriculum section of this bulletin.

Major Requirements

Required Health Care Administration Courses

All of the following:

HAD	10	American Health Systems	3.00
HPA	13	Legal Aspects of Health Care/Public Administration	3.00
HPA	18	Research Methods	3.00
HPA	19	Statistics for the Administrators	3.00
HPA	22	Personnel Administration in Health Care/Public Sectors	3.00
HPA	28	Strategic Planning and Program Evaluation	3.00
HPA	30	Critical Issues in Health/Public Administration	3.00
HPA	32	Internship in Health and Public Administration	6.00
HPA	40	Organizational Leadership	3.00

***Students deciding to pursue the 5-year accelerated dual degree BS/MPA program must take the graduate level courses of the following required sequences listed in order to complete their Masters at the LIU Post campus.**

Required Course List 1 - one of the following:

HAD	11	Management of Health Care Organizations	3.00
MPA*	507	The Policy Process in Health Care and Public Administration	3.00

Required Course List 2 - one of the following:

HPA	14	Financial Management in the Health Care/Public Sectors	3.00
HAD*	603	Foundations of Budgeting and Finance in the Health Sector	3.00

Required Course List 3 - one of the following:

HPA	15	Health Resource Allocation in Health Care/Public Sectors	3.00
MPA*	503	Economics, Environment and the Public Sector	3.00

Required Course List 4 - one of the following:

HPA	20	Computer-Based Management Systems	3.00
MPA*	506	Computer Based Management Systems	3.00

Required Co-Related Courses

All of the following:

ECO	10	Introduction to Microeconomics	3.00
ECO	11	Introduction to Macroeconomics	3.00
PHI	13	Ethics and Society	3.00
PHI	19	Biomedical Ethics	3.00
POL	2	Introduction to American Politics	3.00

HPA Electives (21 credits):

HPA	11	Careers in Public and Social Services	3.00
HPA	12	Citizenship and the Community	3.00
HPA	16	Social and Health Policy	3.00
HPA	29	Managed Health Care	3.00
HPA	35	Vulnerable Populations in the USA	3.00
HPA	36	Child and Family Policy	3.00
HPA	37	The Roles and Functions of Public Agencies and Authorities	3.00
HSC	101	Intro to Health Professions	3.00
SWK	1	Intro to Social Work & Social Welfare	3.00
SWK	30	Interdisciplinary Helping Professions	3.00

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts Credits: 60

Minimum Major GPA: 2.00

Minimum Cumulative GPA: 2.00

Healthcare and Public Administration Courses

HAD 10 American Health Care System

Survey of the American health care system that examines the elements related to the organization, delivery, financing and planning of health services.

Credits: 3

On Occasion

HAD 11 Management of Health Care Organizations

A study of the development of health planning as it is affected by political, social and economic factors. Special attention is devoted to the theories, applications, issues, and controversies in health planning as well as the work environment of the health planner.

Credits: 3

Annually

HPA 11 Careers in Public and Social Service

This course will focus on the different career opportunities within the public service field. Special attention will be devoted to explore different sectors of public service such as; federal government, state and local government and health care. Students will learn resume writing, interviewing skills and how to network and job search.

Credits: 3

Annually

HPA 13 Legal Aspects of Health Care/Public Administration

Considers the importance of law and regulations in the administrative process. Areas to be emphasized include a general introduction to the law, legal environment of public and health organizations and the impact of the law upon administrative decision making. Freedom of information and right to privacy issues are examined. An attempt is made to acquaint the student with critical legal issues that are faced by managers.

Prerequisite of HAD 10 is required for all students except for Health Information Management & Social Work majors.

Credits: 3

Annually

HPA 14 Financial Management in the Health Care/Public Administration

A survey of the principles and practices of financial management theory and its applications to health care and public administration. The course will focus on budgeting and cost control, cost reimbursement, taxation and revenue, cost incentive programs and financial analysis specific to the health care and public sectors.

Prerequisite of HAD 10 is required for all students except for Health Information Management & Social Work majors.

Credits: 3

Annually

HPA 15 Health Resource Allocation in Health Care/Public Sectors

This course focuses on the application of special problems involving health and public resources, allocation, markets, personnel shortages, as well as issues relating to the equity and stabilization of the public/health sector.

Prerequisite of HAD 10 is required.

Credits: 3

Annually

HPA 18 Research Methods

An overview of the scientific method as it applies to research in fields of health care and public administration. Special attention will be devoted to examining issues related to cost effectiveness and alternatives.

Prerequisite of Junior status or greater is required if in Social Work plan of study. Open to all non-majors without prerequisite.

Credits: 3

Annually

HPA 19 Statistics for the Administrators

Statistical procedures, research design, sampling techniques, descriptive statistics, frequency distributions, measures of central tendency, dispersion, correlation, regression, tests of significance and reliability are all discussed as they apply to the specific needs of the health and public administrator.

Prerequisite of HPA 18 or SWK 18 is required.

Credits: 3

Annually

HPA 20 Computer-Based Management Systems

This course is a comprehensive review of computer concepts and usage in health and public sectors. It covers the types of computers which are appropriate and the storage devices needed. Students learn to create programs, and to evaluate packaged software for its applicability to their department's needs. The course involves extensive "hands-on" computer use.

Prerequisite of HAD 10 is required for all students except for Health Science, Health Information Management & Social Work majors.

Credits: 3

Annually

HPA 22 Personnel Administration in Health Care/Public Sectors

An introduction to the personnel function in the health care and public sector. Special emphasis will be placed upon recruitment, placement, performance, assessment, labor relations and employee services.

Prerequisite of HAD 10 is required.

Credits: 3

Annually

HPA 28 Strategic Planning and Program Evaluation

To prepare a student to develop a strategic plan for the implementation and evaluation of an

administrative policy and program.

Prerequisite of HAD 10 is required.

Credits: 3

Annually

HPA 30 Critical Issues in Health/Public Administration

Multidisciplinary seminar focusing on sociological, political and economic issues of health care and public administration. Selected issues will be determined by recent developments in the organization and delivery of health care and public services.

Prerequisite of HAD 10 is required.

Credits: 3

On Occasion

HPA 32 Internship in Health and Public Administration

Placement within a public or health agency to provide students with administrative experience in the operations of such facilities.

Prerequisite of HAD 10, permission of advisor & faculty are required.

Credits: 6

Annually

UNDERGRADUATE: CORE & ELECTIVE COURSES

The following descriptions for courses in the College of Liberal Arts and Sciences and the College of Arts, Communications & Design are provided for students taking these individual courses in support of the undergraduate programs offered at LIU Brentwood.

College of Arts, Communications & Design

ART 1 Introduction to Visual Arts

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

Credits: 3

Every Fall, Spring and Summer

MUS 1 Introduction to Musical Concepts

This course is a study and discussion of music and its aesthetic and creative applications in a multicultural civilization.

Credits: 3

Every Fall and Spring

CIN 11 History Of World Cinema

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

Credits: 3

Every Fall, Spring and Summer

Core Courses

ECO 10 Introduction to Microeconomics

This course discusses the important economic theories and concepts that facilitate understanding economic events and issues. Its main focus is on the choices made by consumers, producers, and governments, and their interactions of these choices. Topics include demand and supply, consumption, and production, competitive and non-competitive product markets, markets for resources, and welfare. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

Credits: 3

On Occasion

ECO 11 Introduction to Macroeconomics

This course discusses the important economic theory and concepts that facilitate understating

economic theories and concepts that facilitate understanding economic events and questions. Its main focus is on analyzing the behavior of important economic aggregates such as national income, unemployment, inflation, interest rates, exchange rates and economic growth. The effects of the government's monetary and fiscal policies on economic growth and inflation are also examined. This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

Prerequisite of ECO 10 is required.

Credits: 3

Every Fall, Spring and Summer

ENG 3 Grammar and the Structure of English

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

Credits: 3

On Occasion

ENG 7 World Literature I: From Antiquity to the Renaissance

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

Credits: 3

Every Fall and Spring

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

This course provides an introduction to some of the world's most brilliant literature from the late seventeenth century to the present. Its scope traditionally includes: the Enlightenment (1660-1770); the Romantic Movement (1770-1856); Nineteenth-Century Realism (1856-1900);

Modernism (1900-1945); and the Contemporary Period (1945-Present). Its purpose is to examine literary masterpieces for their insights into human nature and society. Although texts are primarily drawn from the Western tradition, the course can also feature literary works from non-Western cultures as well, to focus on issues of cultural exchange. Texts will be examined in light of the intellectual, social, literary, and political contexts in which they developed. Each section of this course may be taught with a thematic focus based on texts selected by the individual instructor.

Credits: 3

Every Fall and Summer

ERS 1 Earth Science I

This course is an introduction to physical geography, the Earth and its relationship to the Sun, an introduction to map projections, meteorology and world climates, a consideration of the biogeographical features, world soils and vegetation.

Three hours lecture, three hours laboratory.

Credits: 4

On Occasion

ERS 2 Earth Science II

Basic principles of geomorphology (study of landforms) and the use of topographic maps and air photographs in landform interpretation are studied. Minerals, rocks and geological structures are studied as factors in the evolution of surface topography. Not open to students who have already completed Geology 1. May be used to satisfy the requirement for Geology 1 in the Geology or Earth System Science programs. Not open to students who have already completed Geology 1.

Three hours lecture, three hours laboratory.

Credits: 4

On Occasion

SPA 1 Elementary Spanish I: Language and Culture I

This course covers the essentials of Spanish structure, simple oral expression, and writing. Students will explore topics of Hispanic culture. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Credits: 3

On Occasion

SPA 2 Elementary Spanish II: Language and Culture II

This course is a continuation of Spanish 1. Students will continue to cover the essentials of Spanish structure, simple oral expression, and writing. Students will explore topics of Hispanic culture. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Prerequisite of SPN 1 is required.

Credits: 3

On Occasion

HIS 1 The West and the World to 1750

A survey of the political, economic, social and intellectual developments that shaped Pre-modern and early Modern Europe and Europe's relationship to the rest of the world. Covers the ancient period through the middle of the eighteenth century. Explores the rise of European dominance in a global context and the growth of "the West" as a concept. Special sections are offered for students in the Program for Academic Success (P sections). This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Credits: 3

Every Fall

HIS 2 The West and the World Since 1750

A survey of modern Western civilization and its interaction with other world cultures from the mid-eighteenth century to the present. Examines developments including industrialization, nationalism, socialism, liberalism, imperialism and colonization, decolonization, revolutions, world wars and globalization. Special sections are offered for students in the Program for Academic Success (P sections) and for non-native speakers (F sections). This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Credits: 3

Every Spring

HIS 3 American Civilization to 1877

A survey of major political, social, economic and cultural developments in what is now the United States from initial colonization through the end of Reconstruction. Explores early cultural encounters, the origins of slavery, the American Revolution, the market revolution and the coming of the Civil War. This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Credits: 3

Every Fall

HIS 4 American Civilization Since 1877

A survey of the political, economic, social and cultural change that shaped the United States from the end of Reconstruction to the present. Topics include: emergence of mass society, immigration, economic and technological changes, civil rights movements, and the impact of U.S. military power at home and abroad. Special sections are offered for non-native speakers (F sections). This course fulfills the Perspectives on World Cultures thematic cluster requirement in the core curriculum.

Credits: 3

Every Spring

MTH 5 Linear Mathematics for Business and Social Science

Mathematical models for business, linear programming, matrix algebra and applications are

covered. Can not be taken for credit by any student who has completed or is currently taking MTH 8.

This restriction does not apply to Business or Accountancy majors.

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

Credits: 3

On Occasion

MTH 6 Calculus for Business and Social Science

Limits, derivatives, maxima and minima, indefinite and definite integration, and applications are covered. Can not be taken for credit by any student who has completed or is currently taking MTH 7.

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

Credits: 3

On Occasion

MTH 19 Basic Statistics

This course is directed toward understanding and interpreting numerical data. Topics covered include: descriptive statistics, regression, correlation, sampling techniques and elements of inferential statistics. Cannot be taken for credit by any student who has completed or is currently taking MTH 23, MTH 41/BIO 141 or MTH 8.

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

Credits: 3

Every Spring

PHI 8 Introduction to Philosophy

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

Credits: 3

Every Fall

PHI 13 Ethics and Society

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

Credits: 3

Every Spring

PHY 9 Introductory Astronomy I

This course is half of a one-year course in introductory astronomy. Topics include the celestial sphere, the solar system, planetary motion, configurations and phases of the moon, and eclipses. Same as PHY 9 without laboratory. Three hours lecture. Students taking this course in fulfillment of the core requirements must take the

course with the Laboratory (AST 9A). This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Credits: 4

Every Spring

PHY 10 Introductory Astronomy II

Astronomy 10 is half of a one-year course in introductory astronomy. Topics include the origin, nature, and evolution of stars, nebulae, galaxies, and the universe. Same as PHY 10 without laboratory. Three hours lecture. Students taking this course in fulfillment of the Core requirements must take the course with the laboratory (AST 10A). This course fulfills the Scientific Inquiry and the Natural World thematic cluster requirement in the core curriculum.

Credits: 4

Every Fall

POL 2 Introduction to American Politics

This course introduces the study of the Constitutional structure, major functions and operations of the national government. Must be taken by all Political Science majors. Special sections are offered for students in the Program for Academic Success (P sections) and for non-native speakers (F sections). This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

Credits: 3

Every Fall and Spring

POL 3 Introduction to Political Science

This course is an analysis of the nature of the state, political power, law sovereignty and political ideologies. The stress is on analysis of contemporary concepts. Must be taken by all Political Science majors. Special sections are offered for students in the Program for Academic Success (P sections) and for non-native speakers (F sections). This course fulfills the Power, Institutions, and Structures thematic cluster requirement in the core curriculum.

Credits: 3

Every Fall and Spring

SOC 1 Introduction to Sociology

This course covers the nature and social organization of human society, socialization, culture and social interaction. This course fulfills the Ethics, Self, and Society thematic cluster requirement in the core curriculum.

Credits: 3

On Occasion

SOC 2 Social Institutions

This course covers the basic institutions of society: the family, religion, education, the state, and the economic order; the social classes and stratification; bureaucracy, population and social change.

Prerequisite of SOC 1 is required.

Credits: 3

On Occasion

GRADUATE STUDIES

COLLEGE OF MANAGEMENT

DEPARTMENT OF CYBER ANALYTICS & CRIMINAL JUSTICE

Phone: 516-299-2467

Fax: 516-299-3876

Chair: Professor Kushner

Associate Professor: O'Connor

Adjunct Faculty: 15

The graduate criminal justice & cyber analytics program provide an ideal foundation for careers in criminal justice & cyber analytics. Our professors are renowned experts and published authors with real-world experience. They specialize in all areas of the criminal justice field, from cyber security to law enforcement to homeland security.

The Master of Science degree in Criminal Justice is awarded upon successful completion of 36 credit hours of coursework. The curriculum is comprised of 21 credits of required coursework and 15 credits of electives. Electives range from courses involving advanced technology to cyber terrorism to fraud examination.

M.S. Criminal Justice

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

Classes are scheduled to meet on Tuesday evenings and on Saturdays. Tuition will remain constant for the entire 36 credits. The costs include all books, courses, seminars and most fees.

Students take courses in "lock-step" which means they must enter, maintain attendance and graduate as a group.

Admission Criteria and Procedures

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

- Application for Admission <https://apply.liu.edu/quickapp2/>.
- Application fee: non-refundable.
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Applicants must have a bachelor's degree with a minimum 3.0 undergraduate cumulative average (students whose GPA is 2.5 or better will be considered on an individual basis).
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program
- Please refer to the Graduate Admission section of this bulletin for details on admissions procedures.

Academic Policies

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

M.S. Criminal Justice

[Program Code: 14768] [HEGIS: 2105]

Major Requirements

Required Criminal Justice & Cyber

Analytics Courses

All of the following:

CACJ 555T	Cyber Security Analytics	3.00
CACJ 675T	Critical Issues in Law and Society	3.00
CACJ 690T	Theories of Crime Causation	3.00
CACJ 699T	Foundations of Scholarship	3.00
CACJ 700T	Research Design and Methods	3.00
CACJ 707T	Thesis Research	3.00

CACJ 708T Thesis Consultation 3.00

Elective Criminal Justice & Cyber

Analytics Courses

Five courses/fifteen credits from all CCACJ or CSA courses

Credit and GPA Requirements

Minimum Total Credits: 36

Minimum Major GPA: 3.00

Cyber Analytics & Criminal Justice Courses

CACJ 523T Computers and the Criminal Justice System

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

Criminal Justice Majors Only

Credits: 3

On Occasion

CACJ 529T Effectiveness of Prevention and Treatment Programs

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

Criminal Justice Majors Only

Credits: 3

On Occasion

CACJ 530T Victimology

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

Criminal Justice Majors Only

Credits: 3

On Occasion

CRJ 552T Communications and the Criminal Justice System

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

Criminal Justice Majors Only

Credits: 3

On Occasion

CACJ 555T Cyber Security Analytics

This course is an analysis of our high-tech society, and the impact cyber technology has on the criminal justice system.

Criminal Justice Majors Only

Credits: 3

On Occasion

CACJ 560T Funding and Grant Evaluation

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

Criminal Justice Majors Only

Credits: 3

On Occasion

CACJ 565T Interpersonal Relations in Administration

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

Criminal Justice Majors Only

Credits: 3

On Occasion

CACJ 570T Seminar in Criminal Justice

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

Criminal Justice Majors Only

Credits: 3

On Occasion

CACJ 577T Police and Professionalism

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

Criminal Justice Majors Only

Credits: 3

On Occasion

CACJ 585T Seminar in Court Administration

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

Criminal Justice Majors Only

Credits: 3

On Occasion

CACJ 600T Advanced Standing in Cyber Analytics & Criminal Justice I

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

Credits: 3

On Occasion

CACJ 630T Forensic Psychology

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

Criminal Justice Majors Only

Credits: 3

On Occasion

CACJ 635T The Mass Murderer and the Violent Criminal

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

Credits: 3

On Occasion

CACJ 640T Seminar in the Administration of Juvenile Justice

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

Criminal Justice Majors Only

Credits: 3

On Occasion

CACJ 647T Forensic Investigation of Fire, Arson and Explosions

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

Criminal Justice Majors Only

Credits: 3

On Occasion

CACJ 650T Class and Social Structure

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

Criminal Justice Majors Only

Credits: 3

On Occasion

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

This course is a study of the grand and petit juries and the present-day statutory and constitutional mandates affecting those institutions.

Consideration is given to the alternatives to a grand jury system, the possible elimination of the grand jury as presently constituted, the waiver of grand jury presentment, as well as the functions performed and the safeguards, if any, achieved by our present system.

Criminal Justice Majors Only

Credits: 3

On Occasion

CACJ 656T Managerial Supervision

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

Criminal Justice Majors Only

Credits: 3

On Occasion

Credits: 3

On Occasion

CACJ 658T Crisis Intervention in Criminal Justice

This course is a survey of the application of crisis negotiation techniques as they apply to probation, parole, corrections and law enforcement agencies.

Criminal Justice Majors Only

Credits: 3

On Occasion

CACJ 660T Principles and Methods of Rehabilitation of Offenders

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

Criminal Justice Majors Only

Credits: 3

On Occasion

CACJ 665T Criminal Justice Response to Domestic Violence

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

Criminal Justice Majors Only

Credits: 3

On Occasion

CACJ 670T Narcotic Addiction, Alcoholism and Crime

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

Criminal Justice Majors Only

Credits: 3

On Occasion

CACJ 675T Critical Issues in Law and Society

This course is an analysis of the ways the criminal justice system is impacted by the media, public opinion and other forces of change.

Criminal Justice Majors Only

Credits: 3

On Occasion

CACJ 686T Seminar in Justice

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

Criminal Justice Majors Only

Credits: 3

On Occasion

CACJ 689T Planning and Management

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

Criminal Justice Majors Only

Credits: 3

On Occasion

CACJ 690T Theories of Crime Causation

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

Criminal Justice Majors Only

Credits: 3

On Occasion

CACJ 697T Workload Management

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

Criminal Justice Majors Only

Credits: 3

On Occasion

CACJ 698T Crime and Criminality in Cinematography

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

Criminal Justice Majors Only

Credits: 3

On Occasion

CACJ 699T Foundations of Scholarship

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

Criminal Justice Majors Only

Credits: 3

On Occasion

CACJ 700T Research Design and Methods

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

Criminal Justice Majors Only

Credits: 3

On Occasion

CACJ 707T Thesis Research

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

Criminal Justice Majors Only

Credits: 3

On Occasion

CACJ 708T Thesis Consultation

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

Criminal Justice Majors Only

Credits: 3

On Occasion

CRJ 734T Forensic Homicide Investigation

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

Credits: 3

On Occasion

CACJ 760T Terrorism

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

Criminal Justice Majors Only

Credits: 3

On Occasion

CSA 571T Private Security Administration

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

Credits: 3

On Occasion

CSA 581T Security of Intellectual Property

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

Credits: 3

On Occasion

CSA 582T Instructing Security Trainers

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

Credits: 3

On Occasion

CSA 587T Institutional Security Planning

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

Credits: 3

On Occasion

COLLEGE OF EDUCATION, INFORMATION, AND TECHNOLOGY

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

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

Important Notice

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

Overview

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

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

As society is altered by such factors as the

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

Academic Policy and Admission Requirements

All graduate programs leading to initial or professional educator certification require an undergraduate (bachelor's level) GPA of 3.0 or better and submission of GRE scores. These programs include all teacher certification programs and School Library Media Specialist.

Applicants not meeting the required grade point average for admission to the program will be required to appear for a personal interview with the chairperson.

Additional admission requirements for individual programs are listed within the admission and degree requirements for each program.

Academic Status

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

Faculty or advisors from within the candidate's major will examine the interim assessment application, review his or her professional objectives, experiences and strengths, and recommend additional courses and experiences for program completion. During interim advisement, the faculty advisor and student will jointly develop a culminating plan that encompasses faculty recommendations and student preferences. If the interim assessment does not lead to a positive recommendation, the candidate may petition the dean for reconsideration by the Academic Standing Committee.

The interim assessment application must be approved and a culminating plan developed before a matriculated student may enroll for courses beyond those included on his or her initial plan.

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

more than 18 hours may be transferred from limited matriculated to matriculated status.

Unsatisfactory Grades

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

Program Options for Master's Degree

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

Each option provides the student the opportunity to satisfy graduation requirements. But without student teaching the student can never apply for NYS teacher certification.

A. Degree With Thesis

Master's degree programs in education require a minimum of 30 semester hours of course work, sometimes including an additional three credits for satisfactory completion of a thesis. Early childhood (birth-grade 2) and childhood (grades 1-6) (formerly elementary education) students may take most of the work in education with electives appropriate to their background.

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

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

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

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

the thesis, the student must follow approved procedures and a specified manual of style.

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

B. Degree Without Thesis

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

Comprehensive Examination

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

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

New York State Teacher Certification

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

- Early Childhood (Birth-Grade 2)
- Childhood (Grades 1-6)
- Special Ed (Grades 1-6)
- Literacy (Birth-Grade 6)
- Childhood/Early Childhood
- Childhood/Special Education
- Childhood/TESOL
- Early Childhood/Special Education
- Early Childhood/TESOL
- Students with Disabilities, Generalist 7-12

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

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

certificate.

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

Required Workshops for Certification

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

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

2. Violence Prevention Workshop - Project Save

(Required of all students applying for state certification)

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

3. Autism Workshop

(Required for special education program)

4. Dignity for All Students Act (DASA)

(Required of all students)

All persons who apply for teacher certification after July 1, 2013, must receive 6 hours of training designed to fulfill the Harassment, Bullying, Cyber-Bullying and Discrimination Prevention Intervention training requirements.

5. EDUX-200: Preventing Child Abduction; Safety Education; Fire and Arson Prevention

(Required of all students applying for certification)

All persons who apply for state certification must complete all three two-hour workshops to pass this class. Topics include awareness, concerns, and appropriate responses.

6. EDUX-300: Preventing Alcohol, Tobacco, & other Substance Abuse

(Required of all students applying for certification)

All persons who apply for initial teacher certification must complete three hours for workshop completion, except for students majoring in Physical Education, Health Education, or Physical/Health Education or those who have completed HE 205 or HE 205A.

Students should check NYSTCE for assessment updates.

Fingerprinting

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

academic counselor.

TEACH

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

Accreditation CAEP

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

All education programs at LIU Brentwood within the College of Education, Information and Technology's departments are accredited by CAEP.

DEPARTMENT OF COUNSELING AND DEVELOPMENT

Phone: 516-299-2814

Fax: 516-299-3312

Chair: Colangelo

Professors: Schaefer-Schiumo

Associate Professors: Ciborowski, Colangelo, Smith, Keefe-Cooperman

Assistant Professors: Procter, Despres

Adjunct Faculty: 20

The Department of Counseling and Development has been educating and preparing graduate students to enter the professions of mental health counseling and school counseling for 45 years. The mental health counseling and school counseling programs have been approved by the New York State Education Department (NYSED) since the early 1970s. Our programs in both clinical mental health counseling and school counseling were one of the first programs to be nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in New York State.

The department offers the M.S. in School Counseling and the M.S. in Clinical Mental Health Counseling, which are both CACREP accredited. Coursework covers the eight core curriculum areas stipulated by CACREP, including theory, practica and internships that prepare students for New York State licensure or certification in their respective disciplines.

The faculty is diverse with a wide range of specializations and clinical competencies. They are committed to academic excellence and support the integration of technology, multicultural competencies and the highest ethical standards.

The programs prepare students to become reflective counselors fostering professional identity with a commitment to lifelong learning. In addition to the two CACREP accredited master's degree programs, the department also offers an Advanced Certificate in Clinical Mental Health Counseling that is a "licensure qualifying" bridge program approved by the NYSED, Office of the Professions.

M.S. School Counselor

The Master of Science School Counselor program is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The program prepares students to work with young people from a developmental perspective to clarify goals, to overcome behavioral and social obstacles, and to enhance the learning experience. Graduates of this program help students cope with a myriad of

problems. They learn effective individual and group counseling techniques and gain practical field experience through internships at all levels (elementary, middle and high school). Currently, this 48-credit program, plus two years of experience as a school counselor in New York, leads to permanent New York State certification as a school counselor.

ADMISSION REQUIREMENTS

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

- Application for Admission.
- Application fee: (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Bachelor's degree with at least a 3.0 cumulative grade point average in undergraduate studies or successful completion of another master's degree. Applicants who do not meet this academic requirement will be required to take the Graduate Record Examination (GRE). For admission purposes, only the writing assessment of the GRE is evaluated. This section of the exam assesses writing and critical thinking skills which are essential attributes for the professional counselor. Applicants will be considered to have met the GRE requirement if they obtain a score of 4.5.
- Applicants who have completed a bachelor's degree and have at least 10 years work related experiences beyond their degree and/or have been involved in extraordinary life experiences are eligible to apply to the graduate counseling programs. At the discretion of the chair of the Department of Counseling and Development, the GRE will be waived.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Interview with a faculty member of the Department of Counseling and Development.
- Pass a spontaneous writing sample at admissions interview.
- Personal Statement
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 85 Internet-based or minimum IELTS score: 7.0.

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

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

Send application materials to:

Graduate Office of Admissions

LIU Brentwood

Michael J. Grant Campus LIU Building

1001 Crooked Hill Rd.

Brentwood, N.Y. 11717

M.S. School Counselor

[Program Code: 78566] {HEGIS: 0826.01}

Major Requirements (48 credits)

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

School Counseling Specialization Requirements

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

Culminating Experience - Students will take the Counselor Preparation Comprehensive Examination (CPCE). Students must take the exam the semester before they graduate.

Students who fail the CPCE examination twice will be required to take a written examination developed by the Department.

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

Credit and GPA Requirements

Minimum Total Credits: 48

Minimum Major GPA: 3.00

M.S. Clinical Mental Health Counseling

The 60-credit Master of Science in Clinical

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

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

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

ADMISSION REQUIREMENTS

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

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

they obtain a score of 4.5.

- Applicants who have completed a bachelor's degree and have at least 10 years work related experiences beyond their degree and/or have been involved in extraordinary life experiences are eligible to apply to the graduate counseling programs. At the discretion of the chair, the GRE will be waived.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program
- Interview with a faculty member of the Department of Counseling and Development
- Pass a spontaneous writing sample at admissions interview
- Personal Statement
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 85 Internet-based or minimum IELTS score: 7.0.

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

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

Send application materials to:

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

M.S. Clinical Mental Health Counseling

[Program Code: 29990] [HEGIS: 2104.1]

Major Requirements (60 Credits)

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

M.S. Clinical Mental Health Counseling

Specialization Requirements

EDC 601	Foundations of Clinical Mental Health Counseling and Ethics	3.00
EDC 608	Diagnostic Interviewing and Assessment in Clinical Mental Health Counseling	3.00
EDC 611	Evidence Based Treatment Planning in Clinical Mental Health Counseling	3.00
EDC 616	Family Counseling	3.00
EDC 660	Practicum In Psychological Testing for Counselors	3.00
EDC 683	Clinical Mental Health Counseling Internship I	3.00
EDC 684	Clinical Mental Health Counseling Internship II	3.00

M.S. Clinical Mental Health Counseling M.S.

Electives - 3 Electives

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

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

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

Workshop: Students must take the Child Abuse Workshop.

Credit and GPA Requirements

Minimum Total Credits: 60
 Minimum Major GPA: 3.00

Advanced Certificate Clinical Mental Health Counseling

The Advanced Certificate in Clinical Mental Health Counseling is a "licensure qualifying" bridge program approved by the New York State Education Department (NYSED), Office of the Professions which allows individuals with a master's degree in school counseling or other related counseling degree to meet the educational requirements for licensure as a mental health counselor in New York State. The 18-credit advanced certificate is predicated upon the individual having completed a master's degree in school counseling with a minimum of 48 credits in specified core educational content areas as delineated in the state regulations for mental health counselor licensure. Individuals who graduated from a program of less than 48 credits will be required to take additional coursework above the 18 credits to ensure meeting the state requirement of a minimum of 60 graduate credits. Upon application candidates will have their transcript(s) reviewed by the department to ascertain the needed number of graduate credits required for the advanced certificate.

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

- EDC 601 Foundations of Clinical Mental Health Counseling and Ethics
- EDC 608 Diagnostic Interviewing and Assessment in Clinical Mental Health Counseling
- EDC 611 Evidence Based Treatment Planning in Clinical Mental Health Counseling
- EDC 616 Family Counseling
- EDC 683 Clinical Mental Health Counseling Internship I (300 hours)
- EDC 684 Clinical Mental Health Counseling Internship II (300 hours)

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

Advanced Certificate Clinical Mental Health Counseling

[Program Code: 35256] {HEGIS: 2104.1}

Certificate Requirements (18 credits)

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

Credit and GPA Requirements

Minimum Total Credits: 18
 Minimum GPA: 3.00

Office of Alcohol and Substance Abuse Services (OASAS)

Education and Training Program

The M.S. in Clinical Mental Health Counseling program has been approved as an Education and Training Program by OASAS for the CASAC-T. Graduates of the master's degree program in Clinical Mental Health Counseling who complete the requisite coursework will meet the 350 hour education and training requirements for the Certified Alcohol and Substance Abuse Counselor-Trainee (CASAC-T) designation. Graduates of the master's degree program will also meet 4000 of the 6000-hour requirement for full certification as a CASAC. In addition, if the graduate completed their 600 Clinical Mental Health Counseling Internship hours at an OASAS affiliated facility, then the number of experiential hours needed for full certification as a CASAC will only be 1400. Individuals interested in securing their CASAC-T designation must inform the chair of the Department of Counseling and Development in writing of their intent to pursue the CASAC-T upon admission of the program.

CASAC-T Requisite Course Work

- EDC 601 Foundations of CMHC & Ethics
- EDC 608 Diagnostic Interviewing and Assessment in Clinical Mental Health Counseling
- EDC 611 Evidence Based Treatment Planning in Clinical Mental Health Counseling
- EDC 610 Psychopathology for the Professional Counselor
- EDC 613 Diversity and Socio-Cultural Issues in

- Counseling
- EDC 615 Theories of Counseling
- EDC 654 Introduction to Addictions Counseling
- EDC 657 Treatment Approaches in Addictions Counseling
- EDC 660 Practicum in Psychological Testing for Counselors
- EDC 668 Counseling Pre-Practicum
- EDC 687 Group Counseling: Theory and Practice
- Child Abuse Mandated Reporter Training
- Tobacco Use and Nicotine Dependence Training
- Medications for Addiction Treatment (MAT) Training

Counseling and Development Courses

EDC 601 Foundations of Clinical Mental Health Counseling and Ethics

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

Credits: 3

Every Fall and Spring

EDC 602 Introduction to School Counseling and Ethics

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

Credits: 3

Every Fall

EDC 608 Diagnostic Interviewing and Assessment in Clinical Mental Health Counseling

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

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

Prerequisite of EDC 610 and 615 is required.

Credits: 3

Every Fall

EDC 610 Psychopathology for the Professional Counselor

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

Credits: 3

Every Fall and Spring

EDC 611 Evidence Based Treatment Planning in Clinical Mental Health Counseling

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

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

A pre requisite of EDC 608 is required.

Credits: 3

Every Spring

EDC 612 Trauma Counseling

This course validates and addresses the emergent new field of trauma studies and the growing body

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

Credits: 3

Rotating Basis

EDC 613 Diversity & Socio-Cultural Issues in Counseling

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

Credits: 3

Every Fall and Spring

EDC 614 Human Growth and Development Over the Lifespan

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

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

Credits: 3

Every Fall and Spring

EDC 615 Theories Of Counseling

This is a basic course in counseling theories and techniques and their application within a multicultural and diverse society. Students gain an

understanding of the major theories of counseling and psychotherapy, (e.g., psychoanalytic, existential, person-centered, gestalt, reality, behavioral, cognitive-behavioral, and family systems, etc.). In addition, the counselor as a person and a professional is explored as well as ethical issues in counseling and therapy.

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

Credits: 3

Every Fall and Spring

EDC 616 Family Counseling

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

Credits: 3

Every Fall

EDC 617 Principles of Couple Counseling

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

Credits: 3

Rotating Basis

EDC 652 Counselor's Approaches to Human Sexuality

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

Credits: 3

Rotating Basis

EDC 654 Introduction to Addictions Counseling

Alcoholism, addiction and substance abuse as behavioral psychological problems are analyzed to enable professional counselors to integrate current theories of abuse and addiction and etiological models into their work with individuals manifesting problems with abuse and dependence on alcohol or other substances. The course will provide a comprehensive overview of the full spectrum of addictive disorders and their consequences. Approaches to the assessment and evaluation of alcoholism and substance abuse will be reviewed, discussed and analyzed, as well as, cross cultural concerns and considerations. Training in tobacco use and nicotine dependence will also be covered. Ethical guidelines for addiction counseling will be addressed as detailed in the ethical guidelines of the National Association for Alcoholism and Drug

Abuse Counselors (NAADAC).

Credits: 3

Every Fall

EDC 657 Treatment Approaches in Addictions Counseling

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

Prerequisite of EDC 654 is required.

Credits: 3

Every Spring

EDC 658 Critical Treatment Issues Confronting Professional Counselors

Newly graduated mental health professionals are frequently confronted with specific mental health issues or common client problems for which they do not feel adequately prepared to deal with. Such mental health issues/problems include eating disorders, sexual abuse, self-injurious behavior, body-image disorders, suicide, trauma, grief/bereavement and sexual preference issues. This course will provide the counselor trainee with essential information on these critical issues so that they will develop a solid foundation from which to develop competencies and skills necessary to treat clients manifesting these issues. This course is intended to enhance awareness, promote professional competence and provide sufficient basic information about treatment options available and resources to consult for further information.

Credits: 3

Rotating Basis

EDC 659 College Admissions and Educational Planning

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

selection process. College admission personnel and school counselors are invited as guest presenters.

A pre requisite of EDC 602 is required.

Credits: 3

Every Spring

EDC 660 Practicum In Psychological Testing for Counselors

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

A pre requisite of EDC 601 is required.

Credits: 3

Every Spring

EDC 668 Counseling Pre-Practicum

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

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

Credits: 3

Every Fall and Spring

EDC 669 Counseling Practicum

This course is an in-depth counseling laboratory course designed to provide supervised practical counseling experience from a life span and multicultural perspective through successful completion of 100 hours of which: 60 hours of observation, interaction, and supervision at a school or mental health agency site; 30 hours of direct service via individual and group counseling to clients at that site; and 10 hours off site with clients who will be audio-taped. The purpose of the 60 hours, which can be interspersed throughout the semester, is to acclimate the practicum students to the environment in which the counseling experience occurs. Interview summaries, detailed analysis and other relevant counseling experiences are a part of this course. Again, it must be emphasized that practicum students in 669 must provide 40 hours of direct service to clients of which 30 hours take place at a school or agency site and 10 hours are provided to non-site clients. With onsite clients, practicum students are to document and describe each individual and group counseling

experience, which are to be shared with the cooperating counselor and reflected in the logs given to the University professor. These clients are supervised by and remain the primary responsibility of the cooperating counselor. The remaining ten (10) hours with non-site clients are audio-recorded and shared only with the University professor and the other students in EDC 669. Practicum students meet in group seminar with the University professor every week. In addition, the University professor provides an hour of individual or triadic supervision (i.e. professor and two students), the time for which is built into this six (6) credit course. While the professor and the two students are interacting, the other practicum students observe the supervision being given by the professor. After the triadic supervision occurs, the observing students will be asked to offer their comments and suggestions immediately after the triadic supervision or during the group class. The appropriate roles of the professional counselor, based upon the Ethical Guidelines of the American Counseling Association, are covered. This course is also designed to develop and extend the student's understanding and competencies begun in EDC 668, Counseling Pre-Practicum. This course must be completed prior to taking EDC 683, Mental Health Counseling Internship I or EDC 690, School Counseling Internship I. Health Insurance required for Mental Health Counseling students. *Prerequisite of EDC 668 and a prerequisite or co-requisite of EDC 610 is required.*

Credits: 6

Every Fall and Spring

EDC 670 Educational Tests and Measurements

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

Credits: 3

Every Fall

EDC 676 Career Development

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

relate to career counseling and education are reviewed.

Credits: 3

Every Fall and Spring

EDC 683 Clinical Mental Health Counseling Internship I

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

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

Credits: 3

Every Fall, Spring and Summer

EDC 684 Clinical Mental Health Counseling Internship II

This is a second semester internship required for Mental Health Counseling students. Course content and time requirements are the same as for EDC 683. Health Insurance required for Mental Health Counseling students.

Prerequisite of EDC 683 is required.

Credits: 3

Every Fall, Spring and Summer

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

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

Credits: 3

On Occasion

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

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

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

Prerequisite of EDC 685 is required.

Credits: 3

On Occasion

EDC 687 Group Counseling: Theory and Practice

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

Credits: 3

Every Fall and Spring

EDC 690 School Counseling Internship I

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

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

Credits: 3

Every Fall

EDC 691 School Counseling Internship II

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

Prerequisite of EDC 690 is required.

Credits: 3

Every Spring

EDC 700 Independent Study

Independent study involves in-depth development of a project idea as an area of study in a previous course. Permission to take this course is based on

the merit of the proposed study and the needs and background of the student. Permission requires the signature of the faculty member sponsoring the study, the Department Chair and the Dean of the College of Education, Information and Technology at LIU Post. Independent Study is not allowed in place of a course offered as part of the program.

Hours are arranged.

Credits: 3

On Occasion

EDC 702 Research Methods In Counseling

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

Credits: 3

Every Fall and Spring

EDC 750 Special Topics in Counseling

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

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

Credits: 3

Rotating Basis

DEPARTMENT OF TEACHING AND LEARNING

Phone: 516-299-2374

Fax: 516-299-3312

Chair: Choi

Professor: Cohen, Dornisch, Feeley, Kane, Minge,

Pierangelo, Piro, Rasheed, Rhee, Sanacore

Associate Professors: Ahmad, Choi, Dunne,

Goubeaud, Levitt, Levine, McLoughlin,

Ogulnick, Tolentino, Vida

Instructor: Cary Epstein (NTTA)

Adjunct Faculty: 48

The Department of Curriculum and Instruction offers one of the most comprehensive teacher preparation programs in New York State.

Nationally accredited by the Council for the Accreditation of Education Preparation (CAEP), the department's master's degree programs focus on the different stages of child development:

infancy, pre-school, early childhood, childhood, middle and high school and teaching English to speakers of other languages. Students are mentored throughout their entire program by expert faculty who oversee their student-teaching assignments, portfolio development, peer- and self-evaluations, and leadership experiences. All teacher education programs lead to New York State teacher certification.

The Department of Special Education and Literacy prepares students for New York State certification as special education teachers and literacy specialists. Student can select from two Master of Science degree programs: Literacy or Special Education; our Special Education M.S.Ed offers two concentrations: General and Autism. The department also offers dual certification programs which prepare students to become certified in two specialty areas: Childhood Education (Grades 1 to 6) and Special Education or Literacy.

The mission of the Department of Special Education and Literacy is the generation, preservation, dissemination, and application of knowledge and research in the fields of special education and literacy for the benefit of students, public/private schools, and agencies in the Long Island and metropolitan New York community. The department provides premier instructional, applied research, and public service programming in an open and welcoming environment. We fulfill our commitment to quality by using advanced instructional technologies, fostering lifelong learning, promoting cultural diversity, and working in partnership with our service communities.

The programs are accredited by the Council for the Accreditation of Education Preparation (CAEP), signifying they meet the highest standards of quality in preparing competent, caring and qualified professional educators who will teach and lead in pre-K through grade 12 schools.

The Special Education Program prepares

students to create effective learning environments for students with a variety of disabilities and challenges in grades 1 to 6. Coursework includes classroom management, the diagnosis and correction of learning disabilities, and the use of inclusion techniques.

The Literacy Program leads to New York State certification as a Literacy Teacher and prepares students to work in schools and clinical settings as a literacy specialist. Students learn to teach reading and written communications, develop reading curricula, evaluate student progress, and identify students in need of corrective and remedial instruction. Participants develop skills and clinical experience for communicating with parents and the expertise to evaluate district-wide reading program.

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

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

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

The M.S. degree curriculum comprises 12 education courses (36 credits) plus fieldwork, supervised student teaching (6 credits), and a culminating experience. Teacher candidates in the early childhood program develop professional dispositions and pedagogical practices that are sensitive to the literacies, languages, layers of identity, and universal modes of learning of young children from birth through 2nd grade. Using a child-centric approach to providing care and education for young children, candidates will reexamine cultural, structural, and institutional supports for young children. Through fieldwork in early childhood facilities that adhere to specific models and approaches, candidates will develop instructional strategies that nurture and support young children's development. You will learn to design spaces that foster student engagement and

promote multimodal approaches in educating children.

The number of credits required for the program ranges from 42 to 45 credits, depending on your culminating experience. You can choose one of three culminating experiences:

Choose from:

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

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

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

ADMISSION REQUIREMENTS

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

- Application for admission.
- Application fee (non-refundable).
- A bachelor's degree from an accredited college or university. Applicant must have achieved at least a 3.0 cumulative GPA in bachelor's program.
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Personal Statement that addresses the reason you are interested in pursuing graduate work in this area of study.
- GRE
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer based or 550 paper-based) or minimum IELTS score: 6.5.

Send application materials to:

Graduate Office of Admissions

LIU Brentwood

Michael J. Grant Campus LIU Building

1001 Crooked Hill Rd.

Brentwood N.Y. 11717

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

[Program Code: 26163] [HEGIS: 0823]

Major Requirements (42-45 Credits) Required Education Core Courses**

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

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

Required Pedagogical Core Courses

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

Required Co-Related Content Courses

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

Required Teacher Certification Worksops

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

Required Student Teaching Course

EDI	713	Supervised Student Teaching and Seminar in Early Childhood Education	6.00
-----	-----	--	------

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

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

Thesis Seminar Course

EDI	705	Thesis Seminar	3.00
-----	-----	----------------	------

Credit and GPA Requirements

Minimum Total Credits: 42-45 credits
Minimum Major GPA: 3.00

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

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

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

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

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

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

After you complete all degree requirements, successfully pass New York State Licensure tests (EAS, CST and edTPA) and you have completed all seminars (Child Abuse, SAVE (Schools Against Violence Education Act), DASA (Dignity for All Students Act), Health and Substance Abuse you will be awarded Initial Teaching Certification

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

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

ADMISSION REQUIREMENTS

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

- Application for admission <https://apply.liu.edu/quickapp2/>
- Application fee: (non-refundable)
- Bachelor's degree from an accredited college or university. Applicant must have achieved at least a 3.0 cumulative GPA in bachelor's program.
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended
- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study
- GRE
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

Send application materials to:

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

M.S. Childhood Education

Leading to NYS Initial Certification in Grades 1-6

[Program Code: 26164] [HEGIS: 0802]

Major Requirements (39-42 credits)

Core/Prerequisite Courses**

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

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

Co-related Core Requirements

EDS	610	Literacy Teaching and Learning: Birth-Grade 6	3.00
EDS	611	Literacy Assessment for the Classroom Teacher: Birth-Grade 6	3.00
EDS	633	Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion)	3.00

Pedagogical Core Requirements

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

Required Health & Substance Abuse Workshop

EDUX	200	Preventing Child Abduction; Safety Education; Fire and Arson Prevention	0.00
EDUX	300	Preventing Alcohol, Tobacco, and Other Substance Abuse	0.00

Required Student Teaching Courses

EDI	709	Supervised Student Teaching and Seminar in the Elementary School	6.00
-----	-----	--	------

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

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

Thesis Course

EDI	705	Thesis Seminar	3.00
-----	-----	----------------	------

Electives

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

Credit and GPA Requirements

Minimum Total Credits: 39 - 42

Minimum Major GPA: 3.00

M.S. Adolescence Education (Pedagogy-Only)**Program Registration**

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

enrolled in this program may apply for financial aid through LIU Post only.

Overview

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

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

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

BIOLOGY

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

CHEMISTRY

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

EARTH SCIENCE

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

ENGLISH

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

medieval to modern) and genres (poetry, fiction, drama), and with studies also in literary analysis.

GERMAN

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

ITALIAN

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

MATHEMATICS

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

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

SOCIAL STUDIES

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

SPANISH

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

Admission Requirements

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

- Application for admission
<https://apply.liu.edu/quickapp2/>
- Application fee: non-refundable.
- Official Copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program.
- Students for whom English is a second language must submit official score results of Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is .79 internet-based (213 computer-based or 550 paper-based) or minimum IELTS score of 6.5.

SEND APPLICATION MATERIALS TO:
Office of Graduate Admissions
LIU Brentwood
Michael J. Grant Campus
1001 Crooked Hill Rd. LIU Building
Brentwood, N.Y. 11717

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

[LIU Post Program Code: 27268] {HEGIS: 0803}

Major Requirements (36-39 Credits)

Social Studies Sub-Plan Required Course

EDI	660	Methods and Materials of Teaching Social Studies in Secondary Schools	3.00
-----	-----	---	------

Biology Sub-Plan Required Course

EDI	655	Methods and Materials of Teaching Science in Secondary Schools	3.00
-----	-----	--	------

Chemistry Sub-Plan Required Course

EDI	655	Methods and Materials of Teaching Science in Secondary Schools	3.00
-----	-----	--	------

English Sub-Plan Required Course

EDI	658	Methods and Materials of Teaching English in Secondary Schools	3.00
-----	-----	--	------

Earth Science Sub-Plan Required Course

EDI	655	Methods and Materials of Teaching Science in Secondary Schools	3.00
-----	-----	--	------

German Sub-Plan Required Course

EDI	654	Methods and Materials of Teaching Modern Languages in Secondary Schools	3.00
-----	-----	---	------

Italian Sub-Plan Required Course

EDI	654	Methods and Materials of Teaching Modern Languages in Secondary Schools	3.00
-----	-----	---	------

Mathematics Sub-Plan Required Course

EDI	659	Method and Materials of Teaching Mathematics in Secondary Schools	3.00
-----	-----	---	------

Spanish Sub-Plan Required Course

EDI	654	Methods and Materials of Teaching Modern Languages in Secondary Schools	3.00
-----	-----	---	------

Required Adolescence Education Core Courses**

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

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

Health & Substance Abuse Workshop

EDUX	200	Preventing Child Abduction; Safety Education; Fire and Arson Prevention	0.00
EDUX	300	Preventing Alcohol, Tobacco, and Other Substance Abuse	0.00

Required Student Teaching Courses

EDI	712	Supervised Student Teaching and Seminar Grades 7-12	6.00
-----	-----	---	------

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

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

Thesis Course

EDI	705	Thesis Seminar	3.00
-----	-----	----------------	------

Credit and GPA Requirements

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

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

Program Registration

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

Overview

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

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

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

ADMISSION REQUIREMENTS

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

- Application for admission (<https://apply.liu.edu/quickapp2/>)
- Application fee (non-refundable)
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Students are required to have 12 credits in a foreign language (may be waived for bilingual

students)

- Students for whom English is a second language must submit official score results of the Test of English as a foreign language (TOEFL). The required minimum acceptable TOEFL score is: **79 Internet-based** (213 computer-based or 550 paper based) or minimum IELTS score: 6.5.

SEND APPLICATION MATERIALS TO:

Office of Graduate Admissions

LIU Brentwood

Michael J. Grant Campus

1001 Crooked Hill Rd. LIU Building

Brentwood, N.Y. 11717

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

{Program Code: 26175} {HEGIS: 1508}

Major Requirements (39-42 Credits)

Education Courses**

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

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

Methods & Materials Courses

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

Adolescent Health-Risk Workshop

EDUX	200	Preventing Child Abduction; Safety Education; Fire and Arson Prevention	0.00
------	-----	---	------

EDUX	300	Preventing Alcohol, Tobacco, and Other Substance Abuse	
------	-----	--	--

Educational Theory & Practice Courses

EDI	630	Second-Language Literature Acquisition	3.00
-----	-----	--	------

EDI	680	Bilingual Education and ESL: Theory and Practice	3.00
-----	-----	--	------

Co-Related Content Course

ENG	512	Descriptive Linguistics	3.00
-----	-----	-------------------------	------

One of the following Student Teaching or Practicum Course and Elective

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

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

EDI		Elective in Education	3.00
-----	--	-----------------------	------

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

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

Thesis Seminar Course

EDI	705	Thesis Seminar	3.00
-----	-----	----------------	------

Credit and GPA Requirements

Minimum Total Credits: 39 - 42

Minimum Major GPA: 3.00

M.S.Ed. Special Education

General Concentration

Teaching students with special needs in elementary school requires dedication and knowledge. The 30-credit Master of Science in Education in Special Education (M.S.Ed.) will prepare you to create effective learning

environments for students with a variety of disabilities and challenges. Three areas of specialization are incorporated into one comprehensive program that covers grades 1 to 6, including students with intellectual, emotional and learning disabilities.

You will study classroom management and the diagnosis and correction of learning disabilities. You will learn about inclusion techniques - a trend toward keeping special education children in general education classes while also providing additional assistance in that setting. Elective courses include the use of technology in special education, understanding the neurologically impaired child, and the psychology and education of children with autism. Supervised student-teaching opportunities will give you real-world experience with this special population.

The M.S.Ed. in Special Education program is accredited by the Council for the Accreditation of Education Preparation (CAEP), signifying the program of study meets the highest standards of quality in preparing competent, caring and qualified professional educators who will teach and lead in public and private schools.

Classes run dependent on enrollment.

Admission Requirements

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

- Application: (<https://apply.liu.edu/quickapp2/>)
- Application fee (non-refundable).
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Initial (or provisional) childhood teaching certificate is required. Special education applicants must hold provisional or initial certification in elementary, early childhood or childhood education.
- Applicants must have achieved at least a 3.0 in major and 3.0 overall cumulative GPA in a bachelor's program. Initial (or provisional) childhood teaching certificate is required. Special Education applicants must hold provisional or initial certification in elementary, early childhood or childhood education. A minimum grade point average of B must be maintained for continuation in the program and eligibility for practicum experiences.
- International students please visit www.liu.edu/CWPost/Admissions/International/FAQs for information.
- GRE

Send application materials to:

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

Autism / CASE Concentration

Autism is a complex developmental disability that typically appears in the first three years of life. The Centers for Disease Control estimate that as many as one out of every 110 children falls somewhere on the autism disorder spectrum. Helping these children and their families is the goal of the master's degree program in special education with a concentration in autism. The 30-credit Master of Science in Education prepares highly specialized educators to work with children and adults with autism. It also prepares educators to work in teams with psychologists, social workers and families to respond to the special needs of this unique population. The program leads to New York State certification in Special Education for Grades 1-6, and includes three courses towards certification by the Behavior Analyst Certification Board.

As a student in this program, you will study the assessment and instruction of students with severe disabilities, behavior management for children with autism and developmental disorders, communication development and language disorders in children with autism and other subjects central to the education of children on the autism spectrum. Professors with extensive experience and expertise lead small classes, and the program places considerable emphasis on field study and practicum.

Classes run dependent on enrollment.

Admission Requirements

Applicants to the M.S.Ed. in Special Education, concentration in Autism, must meet the following requirements for admission.

- Application: (<https://apply.liu.edu/quickapp2/>)
- Applicant fee (non-refundable)
- Applicants must have achieved at least a 3.0 in major and 3.0 overall cumulative GPA in a bachelor's program. Initial (or provisional) childhood teaching certificate is required. Special education applicants must hold provisional or initial certification in elementary, early childhood, or childhood education. A minimum GPA of B must be maintained for continuation in the program and eligibility for practicum experiences.
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- In addition, a provisional or initial teaching certificate is required. Special education applicants must hold provisional or initial certification in elementary or childhood education.
- International students please visit www.liu.edu/CWPost/Admissions/International/FAQs for information.
- GRE

Send application materials to:

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

M.S.Ed. Special Education

(Grades 1-6)

[Program Code: 27543] [HEGIS: 0808]

Major Requirements (30 credits)

Special Education Core Course Requirements:

EDS	600	Introduction to the Study of the Exceptional Child & Adolescent	3.00
EDS	617	Literacy for Students with Disabilities: Birth-Grade 6	3.00
EDS	620	Assessment and Diagnosis of Students with Disabilities	3.00
EDS	630	Curriculum-based Assessment and Instruction of Students with Mild Disabilities	3.00

General Concentration

Course Requirements:

EDS	631	Curriculum-based Assessment and Instruction of Students with Severe Disabilities at the Elementary and Secondary Levels	3.00
EDS	632	Instruction and Classroom Management for Children & Adolescents with Emotional and Behavior Problems	3.00
EDS	633	Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion)	3.00
EDS	624	Contemporary Issues and Research in Special Education/Culminating Experience	3.00
EDS	702	Supervised Practicum in Special Education at the Elementary and Secondary Levels	3.00
EDS		Elective in Special Education - Students may choose a Special Education course as an elective	3.00

Autism/CASE Concentration

Course Requirements:

EDS	629	Curriculum-based Assessment and Instruction of Students with Severe Disabilities - Autism	3.00
-----	-----	---	------

EDS	635	Behavior Management for Learners with Autism & Developmental Disabilities	3.00
EDS	750	Institute	3.00
SPE	681	Language Disorders in Severe Developmental Disabilities and Autism	3.00
EDS	625	Contemporary Issues and Research in Special Education/Culminating Experience (Autism)	3.00
EDS	704	Practicum In Autism	3.00

Credit and GPA Requirements

Minimum Total Credits: 30 credits

Minimum Major GPA: 3.00

M.S.Ed. Literacy, Birth-Grade 6

The 30-credit Master of Science program leads to New York State certification as a Literacy Teacher for children from Birth to Grade 6, and prepares you to work in schools and clinical settings as a literacy specialist. The curriculum prepares you to teach reading and written communications, develop reading curricula, evaluate student progress, and identify students in need of corrective and remedial instruction. In addition, you will develop skills for communicating with parents and encouraging them to become intimately involved in their child's reading experience.

Students will gain clinical experience at our on-campus Literacy and Learning Development Center.

Classes run dependent upon enrollment.

ADMISSION REQUIREMENTS

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

- Application (<https://apply.liu.edu/quickapp2/>)
- Application fee (non-refundable).
- Applicants must have achieved at least a 3.0 in major and 3.0 overall cumulative GPA in bachelor's program. Initial or provisional childhood teaching certificate is required. A minimum GPA average of B must be maintained for continuation in the program and eligibility for practicum experiences.
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- International students please visit www.liu.edu/cwpost/admissions/international/FAQs for information.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213

computer-based or 550 paper-based) or minimum IELTS score: 6.5.

- Initial teacher certification required.
- GRE

Send application materials to:

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

M.S.Ed. Literacy - Birth-Grade 6

[Program Code: 27542] (HEGIS: 0830)

Major Requirements (30 credits)

Required Literacy Foundation Courses

EDS	600	Introduction to the Study of the Exceptional Child & Adolescent	3.00
EDS	610	Literacy Teaching and Learning: Birth-Grade 6	3.00
EDS	613	Literacy and Children's Literature: Birth-Grade 6	3.00
EDS	619	Literacy and Literature-based Reading Instruction: Birth-Grade 6	3.00
EDS	640	Literacy in the Content Areas: Birth-Grade 6	3.00
EDS	642	Literacy & Language Arts Instruction B - GR 6	3.00

Required Literacy Practicum Courses

EDS	615	Practicum I. Literacy Assessment and Intervention: Birth-Grade 6	3.00
EDS	616	Practicum II. Literacy Intervention: Birth-Grade 6	3.00
EDS	703	Practicum III Overcoming Literacy Difficulties: Birth-Grade 6	3.00

Required Culminating Experience Course

EDS	622	Contemporary Issues and Research in Literacy: Birth-Grade 6 (Culmination Experience)	3.00
-----	-----	--	------

Credit and GPA Requirements

Minimum Total Credits: 30 credits
Minimum Major GPA: 3.00

M.S. Childhood Education / Literacy, Birth-Grade 6

Literacy is an important part of a child's social, emotional and intellectual development. The

stronger a child's reading and comprehension skills, the greater the child's potential for life-long success. The Master of Science in Childhood Education/Literacy explores the values of reading, writing and technology and will train you to become a New York State certified teacher of children from grades 1 to 6. This 48-credit program will greatly expand your career opportunities by preparing you for dual certification – offered by New York State – in both childhood education and teaching literacy. The program is accredited by the Council for the Accreditation of Education Preparation (CAEP), signifying it meets the highest standards of quality in preparing competent, caring and qualified professional educators in public and private schools.

In your courses, you will explore basic principles of elementary education curricula as well as a full spectrum of instructional strategies and assessment methods. For example, "Social Foundations of American Education" looks at the development of the American school system in a rapidly changing environment, with emphasis on the relationship between education and society, while "Curriculum Development for the Classroom Teacher" examines historical, theoretical and practical considerations of the purpose, content and organization of educational experiences (including non-school settings).

Coursework in literacy covers reading comprehension, selecting appropriate literature for classroom learning, remedial instruction, and current trends in testing and reading techniques. Field work will enable you to work with individual children in classroom settings.

In service to our local community, the Department of Special Education and Literacy offers an on-campus clinic for children with reading challenges: the Literacy and Learning Development Center.

Classes run dependent upon enrollment.

ADMISSION REQUIREMENTS

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

- Application: (<https://apply.liu.edu/quickapp2/>)
- Application fee (non-refundable).
- Applicants must have achieved at least a 3.0 in major and 3.0 overall cumulative GPA in bachelor's program. A minimum GPA of B must be maintained for continuation in the program and eligibility for practicum experiences.
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- International students please visit www.liu.edu/CWPost/Admissions/International/FAQS for information.
- GRE.

Send application materials to:

Office of Graduate Admissions
LIU Brentwood
Michael J. Grant Campus

1001 Crooked Hill Rd. LIU Building
Brentwood, N.Y. 11717

M.S. Childhood Education / Literacy - Birth-Grade 6

[Program Code: 26166] (HEGIS: 0830)

Dual Certification, Leading to NYS Initial Certification

Major Requirements (48 Credits)

Curriculum & Instruction Courses

Requirements:

EDI	600	Psychological Foundations of Education	3.00
EDI	601	Social Foundations of American Education	3.00
EDI	677	Curriculum Development for the Classroom Teacher	3.00
EDI	612	Teaching Social Studies in Grades 1-6	3.00
EDI	613	Teaching Mathematics in Grades 1-6	3.00
EDI	614	Teaching Science in Grades 1-6	3.00
EDUX	200	Preventing Child Abduction; Safety Education; Fire and Arson Prevention	0.00
EDUX	300	Preventing Alcohol, Tobacco, and Other Substance Abuse	0.00
EDI	710	Supervised Student Teaching and Seminar for Childhood/Special Ed or Childhood/Literacy	3.00

Curriculum & Instruction Culminating

Experience:

Student is required to take the Final Project or Comprehensive Exam or Thesis (3 credits)

Thesis Course

EDI	705	Thesis Seminar	3.00
-----	-----	----------------	------

Literacy Courses Requirements:

EDS	600	Introduction to the Study of the Exceptional Child & Adolescent	3.00
EDS	610	Literacy Teaching and Learning: Birth-Grade 6	3.00
EDS	619	Literacy and Literature-based Reading Instruction: Birth-Grade 6	3.00
EDS	640	Literacy in the Content Areas: Birth-Grade 6	3.00
EDS	642	Literacy & Language Arts Instruction Birth-Grade 6	3.00

EDS	615	Practicum I. Literacy Assessment and Intervention: Birth-Grade 6	3.00
EDS	616	Practicum II. Literacy Intervention: Birth-Grade 6	3.00
EDS	703	Practicum III Overcoming Literacy Difficulties: Birth-Grade 6	3.00
EDS	622	Contemporary Issues and Research in Literacy: Birth-Grade 6/Culminating Experience	3.00

Credit and GPA Requirements

Minimum Total Credits: 48 credits
 Minimum Major GPA: 3.00

M.S. Childhood Education / Childhood Special Education

General Concentration

This 48-credit Master of Science program prepares you for New York state certification in both Childhood Education and Special Education. You will learn to develop and teach innovative curricula for children in Grades 1 to 6, and to teach elementary school children with special needs, including intellectual disabilities, learning disabilities, emotional and behavioral disorders, developmental disorders and physical disabilities. In addition, you will explore the historical, social and legal foundations of special education and receive extensive clinical experience by working with children with special needs. You will learn to identify the characteristics of youngsters with varying levels of learning difficulties and adapt instructional strategies and materials to fit their needs.

In service to our local community, the Department of Special Education and Literacy houses two on-campus clinics for children with reading challenges and disabilities: the Literacy and Learning Development Center and the Center for Community Inclusion.

Classes run dependent upon enrollment.

ADMISSION REQUIREMENTS

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

- Application: (<https://apply.liu.edu/quickapp2/>)
- Application fee (non-refundable)
- Applicants must have achieved at least a 3.0 in major and 3.0 overall cumulative GPA in bachelor's program. A minimum GPA of B must be maintained for continuation in the program and eligibility for practicum experiences.

- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- International students please visit www.liu.edu/CWPost/Admissions/International/FAQs for information.
- GRE.

Send application materials to:

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

Autism / CASE Concentration

The 51-credit program leads to dual New York State certification in childhood education (grades 1 to 6) and special education with a concentration in autism. Courses include psychological and social foundations of education; math, science and social studies methods; and curriculum and assessment. In addition, students take specialized courses in developmental reading, study of the exceptional child, literacy for children with disabilities, behavior management for children with autism, diagnosis and treatment of autism, language disorders, and curriculum-based assessment. Professors with extensive experience and expertise lead small classes, and the program places considerable emphasis on field study and practicum. A minimum of 150 hours of field experience are required prior to student teaching.

Classes run dependent upon enrollment.

ADMISSIONS REQUIREMENTS

- Application: (<https://apply.liu.edu/quickapp2/>)
- Application fee (non-refundable)
- Applicants must have achieved at least a 3.0 in major and 3.0 overall cumulative GPA in a bachelors program. A minimum grade point average of B must be maintained for continuation in the program and eligibility for practicum experiences.
- Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- International students please visit www.liu.edu/CWPost/Admissions/International/FAQs for information.
- GRE

Send application materials to:

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

M.S. Childhood Education / Childhood Special Education Grades 1 - 6

[Program Code: 26165] {0808}

Major Requirements

Required Curriculum and Instruction Courses:

EDI	600	Psychological Foundations of Education	3.00
EDI	601	Social Foundations of American Education	3.00
EDI	677	Curriculum Development for the Classroom Teacher	3.00
EDI	612	Teaching Social Studies in Grades 1-6	3.00
EDI	613	Teaching Mathematics in Grades 1-6	3.00
EDI	614	Teaching Science in Grades 1-6	3.00
EDUX	200	Preventing Child Abduction; Safety Education; Fire and Arson Prevention	0.00
EDUX	300	Preventing Alcohol, Tobacco, and Other Substance Abuse	0.00
EDI	710	Supervised Student Teaching and Seminar for Childhood/Special Ed or Childhood/Literacy	3.00

Culminating Experience:

Student is required to do a Comprehensive Exam or Final Project or Thesis (with course).

Thesis Course

EDI	705	Thesis Seminar	3.00
-----	-----	----------------	------

Special Education Core Course Requirements:

EDS	600	Introduction to the Study of the Exceptional Child & Adolescent	3.00
EDS	610	Literacy Teaching and Learning: Birth-Grade 6	3.00
EDS	617	Literacy for Students with Disabilities: Birth-Grade 6	3.00
EDS	630	Curriculum-based Assessment and Instruction of Students with Mild Disabilities at the Elementary and Secondary Levels	3.0

General Special Education Course Requirements:

EDS	631	Curriculum-based Assessment and Instruction of Students with Severe Disabilities at the Elementary and Secondary Levels	3.00
-----	-----	---	------

EDS	632	Instruction and Classroom Management for Children with Emotional and Behavior Problems	3.00
EDS	633	Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion)	3.00
EDS	624	Contemporary Issues and Research in Special Education/Culminating Experience	3.00
EDS	713	Supervised Student Teaching and Seminar in Special Education	3.00

Autism/CASE Requirements: (51-54 Credits)

EDS	629	Curriculum-based Assessment and Instruction of Students with Severe Disabilities - Autism	3.00
EDS	635	Behavior Management for Learners with Autism & Developmental Disabilities	3.00
SPE	681	Language Disorders in Severe Developmental Disabilities and Autism	3.00
EDS	750	Institute: Diagnosis/Treatment Autism	3.00
EDS	625	Contemporary Issues and Research in Special Education/Culminating Experience (Autism)	3.00
EDS	712	Supervised Student Teaching and Seminar in Special Education (Autism)	3.00

Credit and GPA Requirements

Minimum Total Credits: 48 - 51 credits

Minimum Major GPA: 3.00

Teaching and Learning Courses

EDI 551 Psychology of the Adolescent Student

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

Credits: 3

Every Fall

EDI 554 Organizational and Social Foundation of the Middle School

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

Credits: 3

Every Spring

EDI 555 Organizational and Social Foundation of the High School

This course explores the foundational aspects of high school education. Various perspectives will aid the asking/answering of foundational questions, such as: How do philosophy and culture inform how students at the high school levels think about teaching and learning? What is the teaching-learning connection? Is learning the same as developing? By engaging in dialectical methods of critical inquiry, students will reexamine the philosophical, sociological, historical, political and cultural contexts of their educational pedagogy. To this effect, traditional definitions of race, class and gender will also be explored with emphasis on issues of ethnicity, sexual orientation, religious affiliation and the relationship between the public and the private notions of identity. This course will further examine the underpinnings of such belief structures and explore alternate ways of knowing. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 15 hours of field work will be required.

Credits: 3

Every Spring

EDI 600 Psychological Foundations of Education

This course is designed to introduce students to psychological theories and principles which affect teaching, learning and development. Students have the opportunity to observe student and teacher

behavior as well as classroom environments in order to identify operative psychological theories and principles. The use of the technology and learning will be examined. This course will require a writing component. Also, 10 hours of fieldwork will be required.

Credits: 3

Every Fall and Spring

EDI 601 Social Foundations of American Education

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

Credits: 3

Every Fall, Spring and Summer

EDI 603 Advanced Topics in the Psychology of Teaching

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

EDI 604 Early Child Development: Birth to Grade 2

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

Credits: 3

Every Fall

EDI 606 Contemporary Issues in American Education

The course offers analyses of selected contemporary issues in American education. The issues are considered in terms of their origin, present institutional manifestations and socio-economic policy implications for schooling or education at

the district, state and national levels of American society. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 10 hours of fieldwork will be required.

EDI 610 General Methods of Teaching in Middle and High School

Cross-listed as LIS 625

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

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

Credits: 3

Every Spring

EDI 612 Teaching Social Studies in Elementary School Grades

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

Prerequisite of EDI 600 and 601 are required.

Credits: 3

Every Fall and Spring

EDI 613 Teaching Mathematics in the Elementary School Grades

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

Prerequisite of EDI 600 and 601 are required.

Credits: 3

Every Fall and Spring

EDI 614 Teaching Science in Grades 1 - 6

This course is an examination of existing programs, materials and problems of science education in the light of current psychological and philosophical theories. Development of science activities with

emphasis on the process of science, conceptual understanding, meeting individual differences, discovery approach and utilization of inexpensive, easily available materials for experiments and demonstrations are covered. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 10 hours of fieldwork will be required.

Prerequisite of EDI 600 and 601 are required.

Credits: 3

Every Fall, Spring and Summer

EDI 615 Early Childhood Curriculum: Birth to Preschool

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

Prerequisite of EDI 600, 601 and 604 are required.

Credits: 3

Every Spring

EDI 616 Early Childhood Curriculum: Kindergarten to Grade 2

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

Prerequisite of EDI 600, 601 and 604 are required.

Credits: 3

Every Fall

EDI 618 Creative Expression for Early Childhood

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

Prerequisite of EDI 600, 601 and 604 are required.

Credits: 3

Every Spring

EDI 620 Practicum In TESOL

TESOL Practicum.

Credits: 3

Every Fall and Spring

EDI 625 Observation and Assessment in Early

Childhood

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

Prerequisite of EDI 600, 601 and 604 are required.

Credits: 3

Every Spring

EDI 630 Second-Language Literature Acquisition

The core of literacy is the construction of meaning, either through the creation of one's own text or the interpretation of texts written by others. This course provides a theoretical and practical background in the issues related to the development of reading and writing for second language/bilingual children, adolescents, and adults in Pre-K to College settings. In particular, we will focus on: how and when to teach literacy skills in native languages; the question of transfer of reading skills from native to a second language; the cultural and socioeconomic dimensions of literacy, biliteracy and illiteracy; teaching and learning strategies affecting literacy acquisition from a native to a second language; and developing advanced literacy through the language arts and literature. We will begin by examining research on children's first and second language literacy acquisition in the settings of home, community and in schools. From there we will move on to what this means for daily work in classrooms with second language learners of various ages and linguistic, ethnic, cultural, and socioeconomic backgrounds. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also 10 hours of fieldwork will be required.

Credits: 3

Every Spring

EDI 639 Play In The Curriculum

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

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

Prerequisite of EDI 600, 601 and 604 are required.

Credits: 3

Every Fall

EDI 643 Education for Cultural Diversity

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

Credits: 3

Every Fall and Spring

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

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

Credits: 3

Every Fall

EDI 655 Methods and Materials of Teaching Science in Secondary Schools

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

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

Credits: 3

Every Fall and Spring

EDI 659 Method and Materials of Teaching Mathematics in Secondary Schools

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

school mathematics are explored. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 20 hours of fieldwork will be required.

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

Credits: 3

Every Fall and Spring

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

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

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

Credits: 3

Every Fall and Spring

EDI 658 Methods and Materials of Teaching English in Secondary Schools

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

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

Credits: 3

Every Fall and Spring

EDI 677 Curriculum Development for the Classroom Teacher

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

Credits: 3

Every Fall and Spring

EDI 679 Advanced Methods and Evaluation in TESOL

This course focuses on the application of ESL theory and techniques to the development of specific lesson plans, ESL curriculum and evaluation techniques. The use of testing instruments for diagnostic and evaluative purposes is studied. Observations of teachers working in the field are incorporated into the discussion and evaluation of teaching strategies. A microtaping with videotape is made of student performance. The use of the technology as it relates to teaching and learning will be examined. This course will require a writing component. Also, 15 hours of fieldwork will be required.

Credits: 3

On Occasion

EDI 680 Bilingual Education & ESL: Theory & Practice

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

Credits: 3

On Occasion

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

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

Credits: 3

On Occasion

EDI 700 Introduction to Educational Research

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

Credits: 3

Every Fall and Spring

EDI 705 Thesis Seminar

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

Credits: 3

On Occasion

EDI 706 Independent Study

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

Credits: 1 to 3

Every Semester

EDI 709 Supervised Student Teaching and Seminar in the Elementary School

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

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

Credits: 6

Every Fall and Spring

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

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

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

Credits: 3

Every Fall and Spring

EDI 710A Supervised Student Teaching & Seminar in Early Childhood (K-2) & (Gr 1-6)

This course is the systematic, extended observation and student teaching experience under supervision in a selected private or public school. Half of the experience is in a kindergarten - 2nd grade classrooms and the other half is in a 4th through 6th grade classroom. A weekly seminar integrates theory with practice and provides orientation to the teaching profession.

Prerequisite of EDI 600, 601 and 604 are required.

Credits: 6

Every Fall and Spring

EDI 711 Supervised Student Teaching and Seminar in the Middle School

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

Prerequisite of EDI 50, 550, 554, 557, 610, one of the following courses (EDI 654 or 655 or 656 or 657 or 658 or 659 or 660), 700 and EDS 641 are required.

Credits: 6

Every Fall and Spring

EDI 712 Supervised Student Teaching and Seminar Grades 7-12

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

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

Credits: 6

Every Fall and Spring

EDI 713 Supervised Student Teaching and Seminar in Early Childhood Education

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

to work in collaboration with field-site staff, to work as a member of an interdisciplinary team, and to reflect on their practice in collaborative relationships.

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

Credits: 6

Every Fall and Spring

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

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

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

Credits: 6

Every Fall and Spring

Special Education Courses

EDS 600 Introduction to the Study of the Exceptional Child

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

Prerequisite of EDI 600, 601, 612, 613, 614, 677 are required of all Childhood/Literacy and Childhood/Special Education majors only.

Credits: 3

Every Fall and Spring

EDS 610 Literacy Teaching and Learning: Birth-Grade 6

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

Summer class offered on occasion.

Prerequisites of EDI 600, 601, 612, 613, 614, and 677 with co-requisite of EDI 600 and 601 for Childhood Edu programs are required.

Credits: 3

Every Fall and Spring

EDS 611 Literacy Assessment for the Classroom Teacher: Birth-Grade 6

This course will acquaint students with current assessment techniques that can be used to evaluate elementary school children within the general education classroom. An emphasis will be placed on current literacy practices, techniques, and strategies used in treating achievement problems of the elementary school child. Effective integration of technology in support of literacy within the classroom setting will be explored. Students will be involved in developing and discussing case studies.

Prerequisite of EDI 600 and 601 are required.

Credits: 3

Every Spring

EDS 612 Literacy Teaching & Learning: Grades 5-12

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

LIU Post Campus

Prerequisite of Adolescent Education major are required.

Credits: 3

Cross-Listings: EDS 612, EDS 612

Every Spring

EDS 615 Practicum I. Literacy Assessment and Intervention: Birth-Grade 6

Lecture: The course will stress diagnostic procedures for reading disabilities; observation and interview procedures; diagnostic instruments; standardized and informal tests; report writing and materials of instruction in these areas. Causative factors contributing to specific reading problems will also be explored and discussed. Clinic: Students will develop case studies with individual clients.

Alternating locations.

Prerequisites of EDS 610, 613, 619, 640, 642 and co-requisite of EDS 610, 619, 640, 642 are required.

Credits: 3

Every Fall

EDS 613 Literacy and Children's Literature: Birth-Grade 6

A survey of the literature for the school child with emphasis on the quality and characteristics of reading materials suitable for various groups. The changing characteristics of children's reading interests and the presentation of books through various media will be included. A reading file will be developed for a particular age group.

Summer class offered occasionally.

Prerequisite of EDS 610 is required

Credits: 3

Every Spring

EDS 616 Practicum II. Literacy

Intervention:Birth-Grade 6

The course will stress corrective procedures, planning and management for children with reading disabilities. Major creative techniques and clinical remedial procedures will be included.

Clinic: Students will work with individual clients for a minimum of 20 hours under clinical supervision.

Alternating locations.

Prerequisite of EDS 610, 613, 615, 619, 640, 642 are required.

Credits: 3

Every Spring

EDS 617 Literacy for Students with

Disabilities:Birth-Grade 6

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

Summer classes offered on occasion.

Prerequisite or Co-requisite of EDS 600 or 610 is required.

Credits: 3

Every Fall and Spring

EDS 619 Literacy and Literature-based Reading

Instruction:Birth-Grade 6

Included are the background and description of the various types of literature-based reading programs. This course will be concerned with planning, developing and implementing such instruction. The assessment procedures used by the classroom teacher and the implication of literature-based reading instruction upon the total school program will also be discussed.

Summer class offered on occasion.

Prerequisite or Co-requisite of EDS 610 is required

Credits: 3

Every Fall

EDS 620 Assessment and Diagnosis of Students with Disabilities

An introduction to instruments and evaluation strategies used in assessing students with disabilities and the environmental conditions which contribute to their problems in learning. Practice in administration of tests and interpretation of results, with suggested remedial and therapeutic interventions, is an important facet of this course. Summer class on occasion.

Prerequisite or Co-requisite of EDS 600 is required

Credits: 3

Every Fall and Spring

EDS 622 Contemporary Issues and Research in Literacy: Birth-Grade 6 (Culmination Experience)

This course involves the study of critical issues in literacy education. Theory, research and practice will be explored through a vast body of knowledge and field of inquiry related to the perspectives of psychology, sociology, linguistics, and other pertinent areas. Specifically, a wide variety of important topics will be addressed, including balanced reading instruction, phonemic awareness and phonics, multicultural perspectives, literacy learning, basal materials and literature-based resources, traditional and invented spelling practices, process writing, emergent literacy, content literacy, struggling literacy learners, and literacy assessment. Within this context, a diversity of positions and opinions will be considered as students formulate their own views by engaging in activities that encourage critical analysis and independent thinking.

Summer class offered on occasion.

Co-requisite of EDS 615 or 616 or 703 and must be taken in last 9 credits are required.

Credits: 3

Every Spring

EDS 624 Contemporary Issues and Research in Special Education/Culminating Experience

This course, an advanced seminar in current issues facing the field of special education, is designed to provide an opportunity for students to research, discuss and understand the topics that are impacting our field and its theoretical base.

Summer class offered on occasion.

Prerequisite of EDS 600, (610 or 620), 617, 630 and must be taken in the last 9 credits.

Credits: 3

Every Fall and Spring

EDS 625 Contemporary Issues and Research in Special Education/Culminating Experience (Autism)

This course, an advanced seminar in current issues facing the field of special education, is designed to provide an opportunity for students to research, discuss and understand the topics that are impacting our field and its theoretical base.

LIU Post Campus

Prerequisite of (EDS 600, 620, 617, 630, 750 or (Childhood/Literacy and Childhood/Special Education EDS 600, 610, 630, 750 and taken in last 9crs are required.

Credits: 3

Every Fall and Spring

EDS 629 Curriculum-based Assessment and Instruction of Students with Severe Disabilities - Autism

This course focuses on methodologies of: (1) assessment; (2) curriculum development; (3) individualized educational planning; and (4) instructional programming for children with severe developmental disabilities aged 6-12. Emphasis will be given to curriculum-based assessment as it relates

to instructional planning. Assistive technology to support the learning process will be addressed. Accommodations to facilitate the successful inclusion of students with severe disabilities in general education classrooms will also be reviewed. Attention will be directed toward developing skill in task analysis, IEP preparation, and lesson planning. Case presentations will be utilized to highlight team building and interdisciplinary collaboration in educating children with severe disabilities. The course also includes 15 hours of field observation. Field experiences are required. LIU Post Campus

Prerequisite of EDS 600 is required.

Credits: 3

Every Fall

EDS 630 Curriculum-based Assessment and Instruction of Students with Mild Disabilities

The course will examine the complexity of the issues inherent in the teaching learning process with particular reference to students with mild disabilities in inclusive settings. The instructional dimensions that create the conditions of failure for students with learning problems will be characterized. A framework and practical strategies for the use of assessment procedures that focus on effective instructional planning and can reverse the cycle of failure for students with mild disabilities will be emphasized. An assessment model that generates information for the design of an instructional program and provides for the continuous monitoring of student progress in academic areas (such as reading, writing and math) and in content areas (such as social studies and science), will be outlined. Effective instructional strategies and elements of teaching practice that support the learning and growth of students with mild disabilities will also be addressed. The course also includes 15 hours of field observation.

Summer class offered on occasion.

Prerequisite or Co-requisite of EDS 600 is required

Credits: 3

Every Fall and Spring

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

This course focuses on methodologies of: (1) assessment; (2) curriculum development; (3) individualized educational planning; and (4) instructional programming for children with severe developmental disabilities aged 6-12. Emphasis will be given to curriculum-based assessment as it relates to instructional planning. Assistive technology to support the learning process will be addressed. Accommodations to facilitate the successful inclusion of students with severe disabilities in general education classrooms will also be reviewed. Attention will be directed toward developing skill in task analysis, IEP preparation, and lesson planning. Case presentations will be utilized to highlight team building and interdisciplinary collaboration in educating children with severe disabilities. The course also includes 15 hours of

field observation. Field experiences are required.
Summer class offered on occasion.

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

EDS 632 Instruction and Classroom Management for Children with Emotional and Behavior Problems

Focus in this course will be on program development which will include prescriptive remediation based on diagnostic assessment. A consideration of instructional techniques and resources will be of central focus. Fundamental skills in classroom management and in dealing with maladaptive behavior in both inclusive and non-inclusive educational settings will also be surveyed. The course also includes 10 hours of field observation.

Summer class offered on occasion.

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

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

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

Summer class offered on occasion.

Credits: 3
Every Fall and Spring

EDS 635 Behavior Management for Learners with Autism & Developmental Disabilities

This course provides an introduction to the principles of applied behavior analysis (ABA) and their application for learners with autism and other developmental disabilities. Procedures applicable to both individuals and groups will be studied, with particular attention to the area of autism. Skill-building techniques and strategies will be covered with attention devoted to data collection for assessment, evaluation and record keeping. Procedures to improve skills and behaviors as well as to reduce maladaptive and/or stereotypic behaviors will be covered. Opportunities to implement ABA procedures will occur in class, as well as outside of class.

LIU Post Campus

Prerequisite of EDS 600 is required.

Credits: 3
Every Spring

EDS 640 Literacy in the Content Areas: Birth-Grade 6

This course will review expository and narrative materials in the content areas as well as those skills unique to each content field. Readability of texts will be explored and means of adapting instruction to a variety of levels in reading will be discussed. Schema development and direct instruction will be emphasized.

Summer class offered on occasion.

Prerequisite or co-requisite of EDS 610 is required.
Credits: 3
Every Fall

EDS 641 Literacy In Content Area 5-12

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

LIU Post Campus

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

Credits: 3
Every Fall

EDS 642 Literacy & Language Arts Instruction B-Gr 6

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

Prerequisite or co-requisite of EDS 610 is required.
Credits: 3
Every Spring

EDS 702 Supervised Practicum In Special Education

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

Prerequisites of EDS 600, 620, 617, 630, 631, 632, 633 or EDS 600, 630, 631, 632, 633 are required.
Credits: 3
Every Spring

EDS 703 Practicum III Overcoming Literacy Difficulties: Birth-Grade 6

(Open only to students in Literacy specialization.) Students will have full responsibility for diagnosis, correction and remediation of clients with various types of reading problems. Case studies will be developed and instruction will take place under supervision in the University clinic. A minimum of 30 contact-hours will be required in addition to weekly seminars.

Alternating locations.

Prerequisites of EDS 615 and 616 are required.
Credits: 3
Every Summer

EDS 704 Practicum In Autism

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

LIU Post Campus

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

Credits: 3
Every Fall

EDS 712 Supervised Student Teaching and Seminar in Special Education (Autism)

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

Credits: 3
Every Fall and Spring

EDS 713 Supervised Student Teaching and Seminar in Special Education

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

Credits: 3
Every Fall and Spring

EDS 750 Institute

Summer Institute on a special topic in the Department of Special Education and Literacy.
Post campus only

Credits: 3

Every Summer

Linguistics Course

LIN 512 Descriptive Linguistics

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

ENG 787 is cross-listed as LIN 512.

Credits: 3

On Occasion

English Course

ENG 512 Descriptive Linguistics

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

ENG 787 is cross-listed as LIN 512.

Credits: 3

On Occasion

PALMER SCHOOL OF LIBRARY AND INFORMATION SCIENCE

Phone: 516-299-2866

Fax: 516-299-4168

E-mail: post-palmer@liu.edu

Director: Walker

Administrators:

School Library Program: Baaden

Ph.D. in Information Studies: Chu

Certificate of Advanced Studies in Archives and
Records Management: Hunter

Professors: Chu, Hunter

Assistant Professor: Jank

Associate Professors: Baaden, Zhang

Instructor: Pena

Adjunct Faculty: 11

Program Registration

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

Financial Aid

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

Overview

The Palmer School of Library and Information Science offers a Master of Science in Library and Information Science (M.S.L.I.S.), dual master's degrees that combine the M.S.L.I.S. and any one of approximately 50 master's degrees from New York University's Graduate School of Arts and Science (GSAS), an Advanced Certificate in Archives and Records Management, an Advanced Certificate in Public Library Administration, and a Ph.D. in Information Studies. Depending on the program of study, students may take courses in traditional classroom formats, online, or in blended formats that offer classroom interaction with some of the flexibility of online instruction. The degrees, coursework, and faculty are identical for all modes of delivery. Students in the M.S.L.I.S. may take classes in three locations: LIU Post in Brookville, Long Island; LIU Brentwood, Long Island; and at the Palmer site in Manhattan in the Bobst Library of New York University. Courses for the

Advanced Certificate in Archives and Records Management and in Public Library Administration are offered both in classroom and online formats. The Doctor of Philosophy (Ph.D.) Information Studies -- the only program of its kind in the New York metropolitan area -- prepares individuals to assume leadership positions in research, teaching and professional practice.

Contact Information

For further details about admission, degrees and careers in Library and Information Science, please call the Palmer School of Library and Information Science at 516-299-2866. For information about the LIU Brentwood location, please call the Office of Admissions at 631-287-8500.

M.S. Library and Information Science

The 36-credit, ALA-accredited master's degree prepares information professionals with solid training through a vibrant and thorough curriculum of classes. The degree requires a total of 12 3-credit courses: 4 required core foundation courses, 1 management elective, 1 internship, and 6 electives that reflect individual interests and intended career paths. Students entering the program with other graduate degrees may apply for a waiver of 6 elective credits from the M.S.L.I.S., resulting in a program of 30 required credits.

Students may follow various areas of study, including: Archives and Records Management (certificate program), School Media Specialist (certificate program), Youth Librarianship: Children's and Young Adult Services, Public Librarianship, Rare Books and Special Collections, Academic and Special Librarianship, Digital Librarianship and Technical Service/Knowledge Organization.

The average length of time to complete the master's degree depends upon each semester's course load, but in general, it is possible to complete the program in one and a half to two years.

INTERNSHIP PROGRAM

One of the most valuable aspects of the M.S.L.I.S. is the Internship Program. Every student is provided an opportunity to participate in a capstone internship that provides marketable experience, valuable contacts within the field, and essential skills for a competitive job market. Currently, there are three internship types: 1) for general M.S.L.I.S. students and those in most specialized areas, including those in Archives and Records Management (690); 2) for students in the School Library Media Program (691); and 3) for students participating in the Gardiner Foundation program supporting the digitization of materials in historical societies (693).

CAREER OPPORTUNITIES

The M.S.L.I.S. prepares today's information professionals to assume leadership positions in many kinds of organizations and in a variety of functions. Graduates with this degree work in traditional academic, corporate, law, school, and public library settings, but also work for corporations, museums, government agencies, non-profits, and small businesses in areas such as marketing, strategic planning, web development, information architecture, competitive intelligence, mobile app development, database administration, and project management. Some graduates continue to advanced certificates or the Ph.D. and pursue more specialized careers, including research/teaching careers in higher education.

ADMISSION REQUIREMENTS

Students applying to the M.S. in Library and Information Science (if attending at LIU Post or in Manhattan, select Post; if attending in Brentwood, select Brentwood) should submit the LIU Online Application for Admission at <https://apply.liu.edu/quickapp2/>. You will immediately receive an email thanking you for your application and letting you know that within 24 - 48 hours you will receive information about next steps. Once you receive your application acknowledgement email message you may upload your documents at this link:

<https://apply.liu.edu/quickapp/login.aspx> by logging in with the email address you provided on your online application. Your temporary password will be your date of birth (DDMMYYYY Date-Month-Year). Please be sure to reset your password after you first log in.

Applicants to the Master of Science in Library and Information Science must submit:

- Application for Admission
- Non-refundable application fee
- Official copies of the undergraduate and/or graduate transcripts from any college(s) or universities attended.
- Applicants must have achieved at least a 3.0 grade point average. Applicants who have not completed their degrees prior to submitting the admission application should submit a transcript without the final semester's grades. These applicants may be accepted pending receipt of their final degree noted on the transcript.
- Applicants whose undergraduate average is below a 3.0 may be required to submit the results of the Graduate Record Exam or Miller Analogies Test taken in the last five years. Students already holding a master's degree or who can show successful completion of coursework in graduate school will not be required to take the GRE or MAT exams.
- Two professional and/or academic letters of recommendation that address the applicant's potential in the profession and ability to complete a graduate program
- A current résumé
- A written statement that describes the

applicant's motivation for seeking the degree, special areas of interest, and career objectives in the profession (250-300 words).

- Students for whom English is a second language must submit the following:
 - Official score results of the Test of English as a Foreign Language (TOEFL) with a minimum score off 100 on the internet based test or 550 on the paper based test or 6.5 on the IELTS.
 - Original official transcripts of university work including degrees received.
 - Official certified translations are required if the records are in a language other than English.
 - Proof of financial support for I-20 issuance (tuition, room and board, and personal expenses).
 - Professional transcript evaluations may be required.

LIMITED ADMISSION

In rare instances, and at the discretion of the Palmer School Admissions Committee, applicants who do not meet the above minimum criteria may be considered for admission on a limited matriculation basis if it is determined that there is potential for success in the program and the field. An unusually high GRE or MAT score, extensive and successful experience in the field, outstanding letters of recommendation from professionals in the field, or a personal interview that demonstrates that the applicant has attained the level of maturity and dedication necessary to pursue study at the master's level are some of the possible proofs of eligibility.

REQUIRED TECHNOLOGY SKILLS

Applicants to the program should have general capabilities in technology. Students should be comfortable with the following skills:

- Can perform basic functions of e-mail: compose, send, receive, delete, manage addresses, folders, etc.
- Are comfortable with the various functions of Microsoft Office Suite
- Can perform basic calendar operations and task management
- Can understand and use basic computer hardware (function of monitor, keyboard, etc.; can recognize removable storage devices like USB drives; can operate printer)
- Can understand and use the internet (understand basic structure of WWW; can use browsers; can use navigation buttons, scroll, add favorites, etc.; can download and save files including image, audio and video)
- Can use basic software features (menus, toolbars, taskbar, help menu; can open/close, maximize, scroll, print)
- Can create, open, save or delete files; can select, cut, copy, paste or delete text; can format and spell check documents; can use multiple windows simultaneously; run virus checks; empty trash or restore files from trash

- Can identify available printers, including local vs. networked; can adjust the set-up, preview print jobs and print

M.S. Library & Information Science

[LIU Post Program Code: 26161] {HEGIS 1601}

Major Requirements (36 credits; applicants with other graduate degrees may apply for a waiver of 6 elective credits)

**General Concentration
Required Library and Information Science Courses**

LIS	510	Introduction to Information Science and Technology	3.00
LIS	511	Information Sources and Services	3.00
LIS	512	Introduction to Knowledge Organization	3.00
LIS	514	Introduction to Research in Library and Information Science	3.00
LIS	690	Internship/ LIS 691: Internship, School Library Media/ LIS 693: Gardiner Internship in Local History	3.00
And one (1) of the following management courses is required:			
LIS	513	Management of Libraries & Information Centers	3.00
LIS	622	School Library Media Center Management	3.00
LIS	713	Rare Books and Special Collections Librarianship	3.00
LIS	714	Archives and Records Management	3.00
LIS	741	Public Libraries	3.00
LIS	744	Academic and Special Libraries	3.00

In addition, Palmer School matriculated students are required to complete

a digital portfolio as part of their graduation requirements.

Elective Requirements: Choose Six (6) of the following courses:

LIS	513	Management of Libraries and Information Centers	3.00
-----	-----	---	------

LIS	516	Collection Department	3.00
LIS	517	Emerging Web Technologies	3.00
LIS	519	Great Collections of New York City	3.00
LIS	520	Records Management	3.00
LIS	529	Map Collections	3.00
LIS	606	Information Literacy and Library Instruction	3.00
LIS	608	Legal Sources & Services	3.00
LIS	610	Readers Advisory	3.00
LIS	611	Film & Media Collections	3.00
LIS	612	Arts Librarianship	3.00
LIS	616	Contemporary Artists' Books	3.00
LIS	618	Online Information Retrieval Techniques	3.00
LIS	620	Instructional Design and Leadership	3.00
LIS	622	School Library Media Center Management	3.00
LIS	624	Introduction to Online Teaching	3.00
LIS	626	Teaching Methodologies for K-16 Librarians	3.00
LIS	627	Special Needs Students in K-12 Libraries	3.00
LIS	628	Collection Development for the K-12 Library	3.00
LIS	629	Technology Applications for the K-12 Library	3.00
LIS	650	Web Design and Content Management Systems	3.00
LIS	652	Exhibitions and Catalogs: Library Meets Museum	3.00
LIS	654	Building Digital Libraries	3.00
LIS	657	Introduction to Preservation	3.00
LIS	658	History of The Book	3.00
LIS	662	Library Public Relations	3.00
LIS	669	Government Information Resources	3.00
LIS	695	Master's Project	3.00
LIS	697	Master's Thesis	3.00
LIS	699	Independent Study	3.00
LIS	705	Principles and Practices in Archival Description: DACS/EAD	3.00
LIS	706	Digital Preservation	3.00

LIS 707	User Experience	3.00
LIS 709	Principles and Practices of Rare Book Cataloging and Descriptive Bibliography	3.00
LIS 710	Rare Books School	3.00
LIS 712	Literacy for the K-12 Librarian	3.00
LIS 713	Rare Books and Special Collections Librarianship	3.00
LIS 714	Archives and Manuscripts	3.00
LIS 716	Audio Preservation	3.00
LIS 717	Reference and Instruction in Special Collections	3.00
LIS 721	Appraisal of Archives and Manuscripts	3.00
LIS 727	Corporate Informatics & Knowledge Portals	3.00
LIS 728	K-12 Literature	3.00
LIS 729	Young Adults Sources and Services	3.00
LIS 733	Early Childhood and Children's Literature Sources and Services	3.00
LIS 735	Storytelling & Folk Literature	3.00
LIS 737	Serving Diverse Populations	3.00
LIS 739	Myth and the Age of Information	3.00
LIS 740	Copyright Law and Information Policy	3.00
LIS 741	Public Libraries	3.00
LIS 744	Academic and Special Libraries	3.00
LIS 749	Health Sciences Libraries	3.00
LIS 755	Information Technologies and Society	3.00
LIS 763	Metadata for Digital Libraries	3.00
LIS 765	Knowledge Representation	3.00
LIS 768	Digital Information Representation	3.00
LIS 770	Information Systems & Retrieval	3.00
LIS 773	Comparative Bibliography	3.00
LIS 774	Information Seeking Behavior	3.00

LIS 775	Technical Services Operations & Systems	3.00
LIS 781	WISE Consortium	3.00
LIS 785	Mentoring Experience	4.00
LIS 901	Reference and Instruction in Special Collections	3.00

Capstone Courses: LIS 690 or LIS 695

LIS 690	Internship	3.00
LIS 695	Master's Project	3.00

Rare Books and Special Collections Area of Study

Required Library and Information Science Courses

LIS 510	Introduction to Information Science and Technology	3.00
LIS 511	Information Sources and Services	3.00
LIS 512	Introduction to Knowledge Organization	3.00
LIS 514	Introduction to Research in Library and Information Science	3.00

Rare Books and Special Collections Required Courses

LIS 658	History of The Book (or other course designated as a history of the book)	3.00
LIS 713	Rare Books and Special Collections Librarianship	3.00

Two of the following are strongly suggested as part of the remaining elective credits:

LIS 519	Great Collections of NYC	3.00
LIS 529	Map Collections	3.00
LIS 652	Exhibitions and Catalogs: Library Meets Museum	3.00
LIS 657	Introduction to Preservation	3.00
LIS 709	Rare Book Cataloging and Descriptive Bibliography	3.00
LIS 714	Archives and Manuscripts	3.00
LIS 901	Collecting and Managing Ephemera	3.00
LIS 901	Reference and Instruction in Special Collections	3.00

Must take 3 General Elective Courses and 1 Capstone Course

Credit and GPA Requirements

Minimum Total Credits: 36
Minimum Major GPA: 3.00

M.S. Library and Information Science / School Library Media Specialist

Overview

The 36-credit M.S. in Library and Information Science (M.S.L.I.S.) / School Library Media will prepare you for careers in a world transformed by the Internet. More information reaches people today than ever before. The tremendous value of information is now widely recognized by every for-profit and not-for-profit sector, including corporations, industry, schools, organizations and government agencies. As a result, those who can find, analyze and present information are highly valued by employers. People who hold M.S.L.I.S. degrees are uniquely suited to help individuals and organizations find and use the information they need.

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

Accredited by the American Library Association, the 36-credit master's degree fuses traditional library science with information science and state-of-the-art technology. The program comprises 12 courses. Five required core courses provide the foundation upon which students add the electives that will best prepare them for the career path they choose.

Fifteen credits of required coursework include "Introduction and Information Science," "Information Sources and Services," "Introduction to Knowledge Organization," "Introduction to Research in Library and Information Science" and an internship. An additional 21 credits of electives can be taken from a broad array of courses that are tailored to suit your individual career objectives.

The average length of time to complete the master's depends on the course load each student takes. Full-time students (9 credits/semester) can expect to finish the program in one academic year and a summer session. Students who attend part-time usually complete the degree in two and a half years.

Certification

The School Library Media specialization has the following required courses in addition to the core courses for students entering the program with NYS Teacher Certification or equivalent:

- LIS 620 Instructional Design & Leadership
 - LIS 622 School Library Media Center Management
 - LIS 626 Teaching Methodologies for K-16 Librarians
 - LIS 629 Technology Applications for the K-12 Library
 - LIS 691 Internship/Student Teaching.
- Also one (1) of the following:
- LIS 729 Young Adults Sources and Services

- LIS 733 Early Childhood and Children's Sources and Services
 - LIS 728 K-12 Literature for School Media Specialists.
- Students entering the program without New York State Teacher Certification or equivalent will be required to take LIS 627 and LIS 712. To qualify for initial New York State Certification as a School Media Specialist, students must also complete or obtain the following:

1. A two-hour child abuse seminar
2. Violence prevention workshop
3. DASA & Preventing Child Abduction; Safety Education; Fire and Arson Prevention
4. Qualifying scores on edTPA, EAS, ALST and CST
5. New York State fingerprint clearance

Following two years of successful employment in a school library media center, a candidate may apply to the state for professional certification.

Internship Program

Perhaps the most valuable aspect of the Palmer School education is the Internship Program. Every student is offered the opportunity to participate in a capstone internship that will provide them with marketable experience and essential skills for a competitive job market.

Admission Criteria and Procedures

All students entering the School Media Program will be subject to a Transcript Evaluation to determine whether or not they meet the requirements set forth by New York State Department of Education. Please see the Admission Criteria and Procedures section of the M.S. Library and Information Science in the previous section of this bulletin for additional information on admission criteria and procedures.

Academic Policies

A student must maintain minimum grade point average of 3.0 in the M.S. Library and Information Science Program for continuation in the program and eligibility for practicum experiences. Any student whose cumulative grade point average falls below 3.00 will be evaluated by the Director of the School Library Program, issued a letter of warning, and placed on probation. A student on probation who fails to bring his or her average up to 3.00 in the succeeding semester may be dropped from the program. In addition, a student who receives grades below B in two graduate courses is considered to have an academic deficiency. A third grade below B, after the student receives a formal warning of the deficiency, may cause the student to lose matriculated status or be dropped from the program.

M.S. Library & Information Science / School Library Media

[LIU Post Program Code: 26160] {HEGIS: 0899.01

Initial Certification

Required Courses (18 credits)

LIS	510	Introduction to Information Science and Technology	3.00
LIS	511	Information Sources and Services	3.00
LIS	512	Introduction to Knowledge Organization	3.00
LIS	514	Introduction to Research in Library and Information Science	3.00
EDS OR	610	Literacy Teaching and Learning: Birth-Grade 6	3.00
LIS	712	Literacy for K-12 Librarian	3.00

School Library Media Required Courses

LIS	620	Instructional Design and Leadership	3.00
LIS	622	School Library Media Center Management	3.00
LIS	626	Teaching Methodologies for K-16 Librarians	3.00
LIS	629	Technology Applications for the K-12 Library	3.00

**Special Education Requirement:*

EDS 600 or EDS 633 or LIS 627

Elective Courses: Choose one of the following (3 credits)

LIS	728	K-12 Literature for School Media Specialists	3.00
LIS	729	Young Adults Sources and Services	3.00
LIS	733	Children's Sources & Services	3.00

Capstone (3 credits)

LIS	691	Internship - School Media Specialist	3.00
-----	-----	--------------------------------------	------

Required Teacher Certification Workshps

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

Credit and GPA Requirements

Minimum Total Credits: 36
Minimum Major GPA: 3.00

Library and Information Science Courses

LIS 510 Introduction to Information Science and Technology

Overview of the library and information science (LIS) field. Introduction to the history, functions, and processes of library and information service along with a description of major information technologies applied in libraries and information centers. Discussion of LIS institutions' place in society, practice of the profession in various types of settings, and current issues and trends.

Credits: 3

Every Semester

LIS 511 Information Sources and Services

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

Credits: 3

Every Semester

LIS 512 Introduction to Knowledge Organization

Basic principles of bibliographic control and knowledge organization systems. Emphasizes an understanding of catalogs and cataloging, discovery systems and databases, and the organizational structures that underlie them. Introduction to bibliographic utilities, web site organization, RDA, FRBR, descriptive standards, classification systems, tagging, and metadata schemas such as controlled vocabularies, subject headings, authorities, thesauri, and taxonomies.

Prerequisite or Co-requisite of LIS 510 is required.

Credits: 3

Every Semester

LIS 513 Management of Libraries and Information Centers

Principles and techniques of management applicable to libraries and information service organizations. Focuses management theory on organizing for library and information services, collections, facilities management, and measurement and evaluation of services.

Credits: 3

Rotating Basis

LIS 514 Introduction to Research in Library and Information Science

Overview of both quantitative and qualitative research conducted in the field with a focus on gaining the ability to comprehend, evaluate and use the research literature. The scientific approach, from research design to major techniques for data collection and analysis, is discussed from the perspective of library and information science. Students learn and practice research proposal preparation.

Prerequisite or Co-requisite of LIS 510 is required.

Credits: 3

Every Semester

LIS 516 Collection Development

Students will examine the principles, issues and best practices related to the development of a library collection serving an academic or research community in a college, university, public or special library environment. This course will consider methods for identifying the needs of a user community, designing a collection policy, selecting and acquiring library materials in all formats, making decisions related to a collection's management and preservation, and evaluating the quality and appropriateness of an existing collection.

Credits: 3

Rotating Basis

LIS 517 Emerging Web Technologies

With the advent of the new web technologies, an explosion of new social software tools has emerged enabling users to create, organize, share and collaborate in an online space. Today's Web users are organizing their favorite bookmarks, collaborating on shared documents, cataloging their personal collections and sharing their information with others. This course will explore the features and functionality of emerging web technologies such as blogs, wikis, RSS, social bookmarking, media sharing, tagging, folksonomies and more. This course will look at how libraries are implementing these various tools as well as their potential uses.

Credits: 3

Rotating Basis

LIS 520 Records Management

Introduction to the systematic management of business records. Topics covered include: inventorying records, preparation of retention schedules, space management for inactive records, micrographics and digital imaging systems, protection of vital records, and file organization concepts.

Pre requisites: LIS 510, LIS 511 or Director of Library School Programs

Credits: 3

Rotating Basis

LIS 606 Information Literacy and Library Instruction

This course is intended to introduce information literacy and library instruction methods used in a variety of information systems including libraries, archives, and electronic environments. It will include an overview of theoretical and applied research and discusses relevant issues and concepts. The focus of the course is on the process of designing, implementing, and assessing instructional programming.

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

Credits: 3

Rotating Basis

LIS 610 Reader's Advisory

This course teaches both traditional reader's advisory skills and the use of print and electronic reader's advisory tools. This course will enhance the skills needed to match the book with the reader. Database such as Ebsco's Novelist, social cataloging tools such as Goodreads and social media e.g., Facebook and Pinterest will be evaluated.

Pre requisite of LIS 510 is required

Credits: 3

Rotating Basis

LIS 611 Film and Media Collections

An introduction to building and maintaining collections and services related to visual media, primarily moving images, sound and ephemera. Topics include: the history of film and media in library collections, collection development, access, equipment, copyright, emerging technologies and management of non-print formats.

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

Credits: 3

Rotating Basis

LIS 612 Arts Librarianship

Students will be introduced to all aspects of art librarianship, with an emphasis on reference and collection development issues. Field trips will supplement in-class lectures, exercises, and hands-on practice with print sources and databases for art, architecture, and design research.

Credits: 3

Rotating Basis

LIS 618 Online Information Retrieval Techniques

A survey of the design and use of computerized information retrieval systems and services, including online catalogs, commercial database searches, and Internet-based search services and electronic resources. Emphasis will be on acquiring a practical understanding of these systems and services to aid in the development of advanced search, selection, and evaluation competencies. Course includes the application of search strategies and techniques to all types of formats of electronic resources, including bibliographic, full-text, and multimedia resources.

Credits: 3

Rotating Basis

LIS 620 Instructional Design and Leadership

Examines the curriculum partner, instructional leadership and instructional design roles of the school media specialist. Students will blend recent methods in curriculum design and research processes with information literacy/inquiry standards. Staff development strategies and collaborative, interdisciplinary approaches to learning are emphasized. NOTE: There will be 25 hours of field experiences (observation) related to the coursework as part of the requirement in SED 52.21 (b)(3)(i). A total of 100 hours of observation must be completed prior to student teaching or

practicum/internship).

Pre requisites: LIS 510, LIS 511 or Director of Library School Programs

Credits: 3

Rotating Basis

LIS 622 School Library Media Center Management

An examination of developments in the principles and strategies for managing information and school library media centers. This course examines philosophies and practices related to policy development, budgeting, personnel, resource organization, networking, public relations, and facilities planning, including discussion of school library facilities for children with disabilities and special needs. NOTE: There will be 25 hours of field experiences (observation) related to the coursework as part of the requirement in SED 52.21 (b)(3)(i). A total of 100 hours of observation must be completed prior to student teaching or practicum/internship.

Pre requisites: LIS 510, LIS 511 or Director of Library School Programs

Credits: 3

Rotating Basis

LIS 624 Introduction to Online Teaching

Students will learn about historical and current trends and learning theories in online learning. Students will explore the online learning environment through applying instructional design, planning online activities, copyright and intellectual property, assessment of online learners, understanding social learning, collaboration tools, and classroom management in an online environment.

Pre requisites: LIS 510, LIS 511 or Director of Library School Programs

Credits: 3

Rotating Basis

LIS 626 Teaching Methodologies for K-16 Librarians

This course will present teaching strategies important for the school media specialists in the school library information center "classrooms" as well as instructional librarians in K-16 settings. Students will learn and practice techniques for using the library as a vital part of instruction occurring within the school library setting. Lesson planning, questioning strategies, and hands-on practice with important educational trends are integral components of this course.

Pre requisites: LIS 510, LIS 511 or Director of Library School Programs

Credits: 3

Rotating Basis

LIS 627 Special Needs Students in K-12 Libraries

This course will prepare students who plan to become school library media specialists, children's or Young Adult librarians for Education All Students Tests (EAS). It will also provide students with knowledge about the Dignity for All Students

Act (DASA). This course will instruct the learner on assisting students with disabilities and other special learning needs.

Pre requisites: LIS 510, LIS 511 or Director of Library School Programs

Credits: 3

Annually

LIS 628 Collection Development for K-12

This course provides an overview of collection development and collection management issues and strategies for the K-12 library. This includes a survey of nonfiction materials in support of subject content areas, with an emphasis on policies related to selection of print, non-print, and online library materials.

Pre requisites: LIS 510, LIS 511 or Director of Library School Programs

Credits: 3

Rotating Basis

LIS 629 Technology Applications for the K-12 Library

Students will examine software, hardware, Internet applications, and web sites to see how technology can facilitate learning in K-12 libraries; they will also explore ways that applications can be integrated in the curriculum, including examination of age-appropriate technologies for children with disabilities and the use of adaptive technology.

NOTE: There will be 25 hours of field experiences (observation) related to the coursework as part of the requirement in SED 52.21 (b)(3)(i). A total of 100 hours of observation must be completed prior to student teaching or practicum/internship.

Pre requisites: LIS 510, LIS 511 or Director of Library School Programs

Credits: 3

Every Semester

LIS 650 Basic Web Design

This course introduces the development of content for web sites by using major content management system (CMS) applications. Students will learn using current CMS applications to instantly and dynamically update webpages and properties as new content becomes available so that every visit to a website is planning dynamic websites, developing CSS-controlled site templates, and creating database-driven websites through the planning and creation of their own topic-based sites.

Credits: 3

Rotating Basis

LIS 654 Building Digital Libraries

Designed especially for students intending to work with original research materials of cultural interest such as photographs, manuscripts, and printed ephemera, this course introduces the processes of digitizing these materials for wider public access.

Topics include: definition of digital libraries in theory and practice, materials selection criteria, digitization and related technical issues, standards and best practices, copyright, and project management. Students will create fully functioning

digital libraries.

Pre requisite of LIS 512 is required

Credits: 3

Rotating Basis

LIS 662 Library Public Relations

Examines the principles and practice of public relations; the library image; the news media; special events and programs; exhibits and displays; library publications; publicity; marketing techniques; and discussion of public relations as it applies to all, types of libraries.

Prerequisite of LIS 510 or permission of instructor is required.

Credits: 3

Rotating Basis

LIS 690 Internship

120 hours during a semester at an approved site, working under supervision of a professional in the field. Guided by a Learning Contract jointly approved by faculty and the site supervisor, students augment what they have been taught in formal courses, further their career objective, and enhance their skills, competencies, and abilities. For students with extensive library experience, LIS 695 (Masters Project) is available as an alternative to the internship, with permission from the student's advisor and Director.

Prerequisite :Students should have completed all core requirements and most electives before enrolling; students should have completed at least 27 credits.

Prerequisite of LIS 510, 511, 512, 514 and 15 units of electives are required.

Credits: 3

Every Semester

LIS 691 Internship/School Media Specialist (for School Library certification candidates)

240 hours or 40 days is the required time for student teaching. This can be split between elementary school (120 hours or 20 days) and secondary school (120 hours or 20 days). Secondary school is defined as either a middle school or a high school. It is the student's responsibility to choose the sites, with the guidance of the Director of the School Library program. NYSED allows a candidate to accomplish all 40 days (240 hours) in one setting if the candidate is working in that school. Sites must be approved by the Director. Students will develop a learning contract which will govern this experience and must have a formal teaching observation. Students will be expected to put the theory or principles they have learned during their coursework into practice.

Pre requisites: LIS 510, 511, 620, 622, 626, 627, 629, and 712 or Permission of the Director of School Library Program.

Credits: 3

Every Semester

LIS 700 Principles of Public Library Organization & Management

This seminar explores public library organization

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

Prerequisite of Public Library Certificate majors only.

Credits: 1 to 3

Rotating Basis

LIS 701 Legal Issues in Public Library Administration

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

Prerequisite of Public Library Certificate majors only.

Credits: 1 to 3

Rotating Basis

LIS 703 Financial Management of Public Libraries

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

Prerequisite of Public Library Certificate majors only.

Credits: 1 to 3

Rotating Basis

LIS 704 Administration of Public Library Facilities and Technology

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

Prerequisite of Public Library Certificate majors only.

Credits: 3

Rotating Basis

LIS 707 User Experience

Overview of foundations, interaction design and evaluation techniques in Human-Computer Interaction (HCI), a discipline concerned with understanding user needs, designing and evaluating an interactive system from a user-centered perspective. Topics include: the psychological and social aspects of users, the impact of user characteristics on design decisions, user requirements, design approaches, usability evaluation methods, and interface paradigms and architectures for user interface implementation. Focusing on library systems and services as examples for evaluation, students acquire practical skills in collecting patron/user needs, prototype design, and evaluating website/system.

Credits: 3

Rotating Basis

LIS 712 Literacy for the K-12 Librarian

This course will develop understanding of the complexity of literacy for K-12 learners. Linguistic aspects (vocabulary, grammar, genre and text structure), cognitive and metacognitive behaviors (reading strategies), and socio-cultural context (beliefs and attitudes of non-English learners) will be examined as influences on a learner's development of literacy. This course will provide school and children's librarians with background knowledge of the various issues relevant to literacy instruction. Special emphasis will be given to strategies to use for students with disabilities. Reading motivation and strategies to incorporate technology into literacy learning will be discussed.

Credits: 3

Rotating Basis

LIS 728 K-12 Literature for School Media Specialists

A survey course covering various genres, styles, authors, illustrators and trends with emphasis on the role of literature in the school library media center. Students will consider methods of selecting and evaluating children's and young adult literature in terms of readability and interest level and several ways in which the titles can be integrated as the content and vehicle to master the Core Curriculum. Through class discussions and constructing lessons, students will explore a range of topics related to literature, including book talks, author studies, read-aloud techniques and book discussion groups.

Credits: 3

Every Summer

LIS 729 Young Adults Sources and Services

A survey of adolescents and their reading with special emphasis on books written especially for this age group 12-18 years old. The readings will include material emphasizing multi-cultural characters and settings, and bibliotherapy including stories of persons with disabilities and special needs. Topics include: programming, applying new technology

advocacy, working with professional staff and administration, partnering with parents and community, school and public library cooperative projects, publicity, evaluation of literature and techniques for introducing literature to the adolescent population. Students will attain skills in providing library services for the young adult population, including information and referral.

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

Credits: 3

Rotating Basis

LIS 733 Early Childhood and Children's Sources and Services

A survey of literature for children of preschool through elementary school age (pre-K to 11 years) with emphasis on the literary quality and characteristics of fictional and biographical materials. The survey will include materials emphasizing multicultural characters and settings and bibliotherapy including stories of persons with disabilities and special needs. Issues and problems of bringing books to children are also discussed.

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

Credits: 3

Rotating Basis

LIS 737 Serving Diverse Populations

A seminar on services for multicultural populations and groups with special interests or needs: Sensory or mobility-impaired; learning disabilities; adult beginning readers; English as a second language; gifted and talented; latchkey children; homeless, aging, etc. Covers federal regulations, materials, professional attitudes, techniques, equipment and programs, at all levels and settings.

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

Credits: 3

Rotating Basis

LIS 741 Public Libraries

A study of the philosophy, background, function and place of public libraries in contemporary society. Examines the principles and techniques of public library organization, planning, operation, resources, services and facilities, as well as how to identify and serve groups and organizations in a community. Study of present condition, trends and issues. Emphasis on public service orientation.

Prerequisites of LIS 510, 511, and 512 or permission of the instructor are required.

Credits: 3

Rotating Basis

LIS 744 Academic & Special Libraries

Overview of the working, organization, operation, and management of both academic and special libraries, with emphasis on their unique characteristics. Comparative analysis of these library settings in all areas, including public services, technical services, systems, regulations, and scholarship. Organizational needs, services,

personnel management, and budgeting will be examined within the context of such information functions as research and reference, teaching, and collection development.

Prerequisites of LIS 510, 511, and 512 or permission of the instructor are required.

Credits: 3

Rotating Basis

LIS 770 Information Systems & Retrieval

Fundamentals of information retrieval (IR) systems, including systems structure, design and implementation, are covered. Also discussed are language, information and query representation, techniques, approaches, the human dimension, and evaluation in IR along with a brief survey of advances and research in the field.

Prerequisite of LIS 510 or permission of instructor is required.

Credits: 3

Rotating Basis

LIS 901 Special Topics

A special topic not covered in the regular curriculum is explored in-depth.

Students are limited to 6 credits of 901 courses

Credits: 3

Rotating Basis

SCHOOL OF HEALTH PROFESSIONS AND NURSING

The School of Health Professions and Nursing offers a wide range of accredited programs that lead to rewarding careers. Certificates, undergraduate and graduate degrees are offered in the departments of Biomedical Sciences, Health Care and Public Administration, Health Sciences (which includes programs in Medical Imaging and Health Information Management), Nursing, Nutrition, and Social Work, as well as the Veterinary Technology Program. Please refer to the departments for specific information on degrees and certificates.

Drawing from intense classroom studies, real-world internship opportunities, interprofessional learning experiences, research, laboratory-based courses and clinical experiences, you will develop the skills to serve others with competency and courage. You may take part in practica at hospitals, research laboratories, private clinical practices, community and governmental agencies, and senior citizen facilities. The school utilizes state of the art technology for the education of our students, including simulated and research laboratories. You will graduate with a comprehensive résumé and a respected degree, ready to take advantage of the many opportunities in the growing field of health care and human services.

The faculty are renowned experts in their areas of practice and education as evidence by their abilities in teaching, clinical practice, and scholarship.

If you have questions, please contact the dean's office at 516-299-2485, email: Post-SHPN@liu.edu, or fax: 516-299-2527.

Lori Knapp, Ph.D.

Dean
lori.knapp@liu.edu

Paul Dominguez, Ph.D.

Assistant Dean
paul.dominguez@liu.edu

DEPARTMENT OF NURSING

Phone: 516-299-2320

Fax: 516-299-2352

Email: Post-Nursing@liu.edu

Chair: Dr. Maureen Cardoza

Director of Undergraduate Nursing Programs: Dr. Elaine Della Vecchia

Director of Family Nurse Practitioner (FNP)

Program: Prof. Daniel Jacobsen

Director of Graduate Programs: Dr. Susan Penque

Director of Nursing Arts and Simulation: Dr. Teresa Heithaus

Clinical Field Coordinator, FNP Program:

Associate Professors: Cardoza, Della Vecchia, Infantino

Assistant Professors: Darcy, Heithaus, Hoepfer, Jacobsen, Olivieri, Otoo, Prager

Instructors: Greenidge-Adams

Emerita: Dr. Amy Wysoker

Adjunct Faculty: 40

The Department of Nursing in the School of Health Professions and Nursing offers an accredited graduate program that prepares nurses to become strong, effective leaders who excel in clinical management. The School offers a Master of Science degree in Family Nurse Practitioner (FNP).

The baccalaureate degree programs in nursing and master's degree program in nursing at LIU Post are accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington DC 20001, (202)887-6791.

The core curriculum for the M.S. degrees include coursework in nursing theory, issues in professional nursing for advanced practice nurses, and nursing research. We offer individualized attention and small classes to accommodate the needs of the Registered Nurse. Faculty members are available to answer questions and prospective students are encouraged to contact the Department of Nursing for further information about the programs of study.

M.S. Family Nurse Practitioner

In New York State, family nurse practitioners practice autonomously and have the authority to diagnose, manage, and prescribe medications for families within their scope of practice. LIU Post offers the Master of Science for the baccalaureate prepared registered nurse, who is interested in pursuing the role of a Family Nurse Practitioner (FNP). This 46-credit program is fully accredited by the Commission on Collegiate Nursing Education (CCNE) and is registered with the New York State Department of Education (NYSED). The program is open to BSN prepared Registered Nurses to complete a Master's of Science degree as a Family Nurse Practitioner with eligibility to sit for the national FNP board certification exams. The program is designed to be completed in seven (7) semesters including summer semesters. Graduates of the program are eligible for New York State Licensure as a FNP and are eligible for national board certification through the national certifying agencies (American Nurses Credentialing Center and American Academy of Nurse Practitioners Certification Program).

The baccalaureate degree programs in nursing and master's degree program in nursing at LIU Post are accredited by the Commission on

Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington DC 20001, (202)887-6791.

ADMISSION REQUIREMENTS

Applicants to the M.S. in Family Nurse Practitioner (FNP) must meet the following requirements for admission.

- Application for Admission (Application deadline for the following spring semester is December 1st)
- Application fee (non-refundable)
- Official copies of all undergraduate and/or graduate transcripts from any college(s) or universities attended
- A minimum overall GPA of 3.0
- A Baccalaureate degree in Nursing is required
- International students are also required to achieve a minimum Test of English as a Foreign Language (TOEFL) score of 85; Internet-based (a minimum listening score of 22 is also required); 225 Computer-based; or 563 Paper-based. An International English Language Testing System (IELTS) score of 7.5 or above is also acceptable.
- Required prerequisite undergraduate courses in Statistics, Research, and Health Assessment must be completed with a minimum grade of "B" and taken within 5 years of entry to the FNP program.
- Possess a current New York State Registered Nurse license with current active registration.
- Preferred one-year recent experience in a clinical area requiring acute care skills, such as hospital setting, specialty office practices, family medicine, internal medicine, community clinics, or home care.
- A minimum of two letters of recommendation are required. These reference letters must be from a practicing Adult or Family NP, MD, or DO and address the applicants' clinical acumen. Letters from other professionals will be evaluated individually.
- A current resume and a personal statement describing their reason for becoming an FNP as well as their personal vision for their professional FNP practice.
- The Director of the Family Nurse Practitioner program or their designee will interview all applicants.

Send application materials to:

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

M.S. Family Nurse Practitioner

[LIU Post Program Code: 20726] [HEGIS: 1203.1]

Major Requirements

Core Courses

NUR	501	Issues in Professional Nursing for Advanced Practice Nurses and Nurse Educators	3.00
NUR	604	Advanced Clinical Pathophysiology Across the Lifespan	3.00
NUR	615	Advanced Pharmacokinetics & Pharmacotherapeutics	3.00
NUR	760	Evidence-based and Translational Methods	3.00
NUR	606	Advanced Health Assessment Across the Lifespan (90 lab Hours)	4.00
NUR	621	Family Theory: Cultural, Social, Ethical and Policy Issues	3.00

Specialty Courses

NUR	770	Diagnostic and Clinical Reasoning (25 lab Hours)	4.00
NUR	775	Diagnostic and Clinical Reasoning Practicum (90 Hours)	2.00
NUR	660	Diagnosis & Management I: Adult-Geriatric Health	3.00
NUR	665	FNP Practicum I: Primary Care of Families (Adult-Geriatric Health) (180 Hours)	4.00
NUR	670	Diagnosis and Management II: Pediatric & Women's Health	3.00
NUR	675	FNP Practicum II: Primary Care of Families (Pediatrics & Women's Health) (180 Hours)	4.00
NUR	780	Diagnosis and Management III: Management of Chronic Complex Medical Conditions Across the Lifespan	3.00
NUR	785	FNP Practicum III: Management of Chronic Complex Medical Conditions Across the Lifespan (180 hours)	4.00

Credit and GPA Requirements

Minimum Total Credits: 46

Minimum Major GPA: 3.00

Students must receive a "B" or better in all courses to remain in good standing.

Nursing Courses

NUR 501 Issues in Professional Nursing for Advanced Practice Nurses and Nurse Educators

This course addresses the current professional and legal issues that influence advanced nursing practice, nursing education and the health care delivery system. Health care policy, changes in the economics of health care, and their impact on nursing will be considered.

Credits: 3

Annually

NUR 604 Advanced Clinical Pathophysiology Across the Lifespan

The pathophysiology underlying diseases is studied to enable the student to form a basis for clinical judgment and diagnosis. The key principles and facts underlying present knowledge of tissue and organ systems, their specialized function and interrelationships will be studied.

Credits: 3

Annually

NUR 606 Advanced Health Assessment Across the Lifespan

The student will build upon basic physical assessment skills in this course. Comprehensive physical examination of the client as well as psychosocial, spiritual developmental, occupational and cultural aspects of health assessment are studied in depth, in order to develop an evidence-based comprehensive health assessment and plan of care for clients, which includes the selection and interpretation of appropriate laboratory and other diagnostic tests. The promotion and maintenance of health management in the care of the client will be emphasized. Concurrently, students will complete a laboratory practicum where theoretical content will be integrated into the students' experience. A case study approach will be utilized.

Prerequisites of NUR 604 & NUR 615 or equivalent

Credits: 4

Annually

NUR 615 Advanced Pharmacokinetics & Pharmacotherapeutics

The focus of this course is to prepare Family Nurse Practitioner (FNP) students in the role of independent prescriber of pharmaceutical and non-pharmaceutical treatments for the myriad of illnesses and diseases found in the primary care environment. To this end, FNP students will be provided with:

- The principles of clinical pharmacokinetics and pharmacotherapeutics
- The scientific and practical basis of appropriate drug therapies
- Practical information on the clinical pharmacology of major drug classes and their use in the primary care environment
- The therapeutic objectives, strategies and

evidence-based guidelines for managing both acute and chronic medical illnesses found in primary care

- The foundation to critically evaluate and effectively use pharmaceuticals from current evidence-based clinical pharmacology and therapeutics sources

Open to FNP MS and CRT students only.

Credits: 3

Not Set

NUR 621 Family Theory: Cultural, Social, Ethical and Policy Issues

Through the exploration of family theory and the examination of cultural, social, ethical, legal, and family policy issues which impact upon the family, the student will develop a comprehensive view of issues which need to be considered in the delivery of quality health care to families.

Credits: 3

Annually

NUR 660 Diagnosis and Management I: Adult-Geriatric Health

This is the first of three diagnosis and management courses that builds on the previous core courses providing the student the opportunity to integrate both advanced theoretical and practical (patient centered) knowledge in order to deliver safe, evidence-based care to the adult population, which includes the geriatric population. The main focus during this semester is the continued skill development in assessment, diagnosis and management of both acute and chronic conditions in the primary care setting in adult clients across their lifespan as well as utilization of primary, secondary and tertiary prevention techniques. Critical thinking, diagnostic reasoning, and use of evidence-based protocols will be developed throughout the course.

A pre requisite of NUR 615, NUR 621 and a co requisite of NUR 665 are required.

Credits: 3

Annually

NUR 665 FNP Practicum I: Primary Care of Families (Adult-Geriatric Health)

This practicum is taken concurrently with Diagnosis and Management I (NUR 660). Students are assigned preceptors (a nurse practitioner or a physician) in a primary care setting for their practicum experiences in adult health medicine. Students are introduced to practice protocols and essential competencies necessary to provide safe primary health care to a diverse adult client population across their lifespan. Comprehensive health management, including a holistic client approach, health promotion, disease prevention, and evidence-based decisions, is emphasized in this practicum. (180 hours)

A co requisite of NUR 660 is required.

Credits: 4

Annually

NUR 670 Diagnosis and Management II: Pediatric & Women's Health

This course focuses on two important segments of the population – specifically women's health and the pediatric population. In the first summer session, the assessment, diagnosis, management, and prevention strategies of common gynecologic conditions / illnesses found in women in the primary care setting will be discussed and reviewed (non-gynecologic women's health issues will be discussed in both NUR 660 and NUR 780). In the second summer session, the diagnosis and management of common acute and chronic diseases/conditions and preventative strategies within the pediatric population will be discussed and reviewed. Each area of focus will require students to use appropriate evidence-based practice protocols. The twelve-week summer session is utilized in order to provide enough time to complete both lectures and required clinical hours. *A pre requisite of NUR 660 and a co requisite of NUR 675 is required.*

Credits: 3

Annually

NUR 675 FNP Practicum II: Primary Care of Families (Pediatrics & Women's Health)

This practicum is taken concurrently with Diagnosis and Management II (NUR 670). Students are assigned preceptors (a nurse practitioner or a physician) in both pediatric and women's health primary care office settings for their practicum experiences in pediatric and women's health medicine. Students are introduced to practice protocols and essential competencies necessary to provide safe primary health care to both pediatric and gynecology clients.

Comprehensive health management, including a holistic client approach, health promotion, disease prevention, and evidence-based decisions, is emphasized in this practicum. The twelve-week summer session is utilized in order to provide enough time to complete both lectures and required clinical hours. (180 hours)

A co requisite of NUR 670 is required.

Credits: 4

Annually

NUR 760 Evidence-Based and Translational Methods

The emphasis for this course is on the elements of evidence-based practice. Focus is placed on the cyclical process of identifying clinical questions, searching and appraising the evidence for potential solutions/innovations, planning and implementing practice changes, evaluating the outcomes, and identifying additional gaps in knowledge. Integration of existing evidence with clinical judgement, patient preferences, inter-professional perspectives, and other resources forms the basis for the clinical decision-making process that is inherent in improving patient, population, and organizational outcomes. Processes for leading/managing practice changes are explored. *A pre requisite of NUR 501 and NUR 604 are required.*

Credits: 3
Annually

NUR 770 Diagnostic and Clinical Reasoning

This course is taken prior to students entering the three Diagnosis and Management didactic courses and practicum courses. During the course, students will integrate what has been learned in the previous courses of advanced pathophysiology, pharmacology and health assessment with the clinical skills and critical understanding required to provide competent care within the primary care clinical setting (adults, pediatrics, women’s health, and geriatrics) as a licensed independent health care provider. In addition, the students will prepare for the role of the NP in the following skills and learning disciplines that are imperative to master for primary care practitioners:

- Information technology and use of Electronic Medical Records
- Use of coding and procedures for billing purposes
- Administrative issues in primary care, i.e., collaborating with various health care disciplines and insurance companies to provide the best care through advocating for patients
- Ordering and interpreting appropriate diagnostic tests, i.e., CXR, ECG, PFT, MRI, CT Scan, laboratory tests
- Utilizing evidence-based national guidelines for diagnosis and management of both acute and chronic medical conditions
- Acute care interventions, i.e., suturing
- Chronic care interventions, i.e., diabetes management
- Leadership issues, i.e., promoting nurse practitioners practice policy both locally and at the state level, advocates for improved access, quality and cost effective health care

Thus, this course provides a forum for students to start developing their critical thinking skills in diagnosing and managing diseases as well as developing strategies in understanding and utilization of the myriad of non-clinical requirements placed on nurse practitioners in the clinical setting.

A pre requisite of NUR 615, NUR 621 or Department Consent and a co requisite of NUR 775 are required.

Credits: 4
Annually

NUR 775 Diagnostic and Clinical Reasoning Practicum

This practicum course is taken in conjunction with NUR 770 and prior to students entering the three Diagnosis and Management didactic courses and practicum courses. During this practicum course, students will integrate what has been learned in the previous courses of advanced pathophysiology, pharmacology and health assessment with the clinical skills and critical understanding required to

provide competent care within the primary care clinical setting (adults, pediatrics, women’s health, and geriatrics) as a licensed independent health care provider. In addition, the students will prepare for the role of the NP in the following skills and learning disciplines that are imperative to master for primary care practitioners through practical experiences in:

- Information technology and use of Electronic Medical Records
- Use of coding and procedures for billing purposes
- Administrative issues in primary care, i.e., collaborating with various health care disciplines and insurance companies to provide the best care through advocating for patients
- Ordering and interpreting appropriate diagnostic tests, i.e., CXR, ECG, PFT, MRI, CT Scan, laboratory tests
- Utilizing evidence-based national guidelines for diagnosis and management of both acute and chronic medical conditions
- Acute care interventions, i.e., suturing
- Chronic care interventions, i.e., diabetes management

Thus, this practicum provides a forum for students to start developing their critical thinking skills in diagnosing and managing diseases as well as developing strategies in understanding and utilization of the myriad of non-clinical requirements placed on nurse practitioners in the clinical setting. (90 hours)

A pre requisite of NUR 770 is required.

Credits: 2
Annually

NUR 780 Diagnosis and Management III: Management of Chronic Complex Medical Conditions Across the Lifespan

This is the final course of the diagnosis and management courses that builds on the previous core courses and two diagnosis and management courses. This course, along with the practicum (NUR 785), focuses on clients with chronic complex medical conditions. It provides the student the opportunity to integrate both advanced theoretical and practical (patient centered) knowledge in order to deliver safe, evidence-based care and manage clients across the lifespan who have chronic complex medical conditions and who are in need of:

- Tertiary prevention strategies in addition to continued monitoring for primary and secondary prevention strategies;
 - Treatment for acute medical conditions in addition to their chronic conditions; and,
 - Treatment for new chronic conditions in addition to their current chronic conditions.
- Thus, this course and practicum prepares the Family Nurse Practitioner student for independent practice as well as know when to refer patients to appropriate specialists due to the complexity of the patient’s condition(s). Critical thinking, diagnostic reasoning, and use of evidence-based protocols will

continue to be developed throughout the course. *A pre requisite of NUR 670 and a co requisite of NUR 785 is required.*

Credits: 3
Annually

NUR 785 FNP Practicum III: Management of Chronic Complex Medical Conditions Across the Lifespan

This is the final practicum course of the diagnosis and management practicum courses that builds on the previous core courses and two diagnosis and management course practicums. This practicum, along with the course (NUR 780), focuses on clients with chronic complex medical conditions. It provides the student the opportunity to integrate both advanced theoretical and practical (patient centered) knowledge in order to deliver safe, evidence-based care and manage clients across the lifespan who have chronic complex medical conditions through practical hands-on experiences in their clinical practicums. Focus will those clients who are in need of:

- Tertiary prevention strategies in addition to continued monitoring for primary and secondary prevention strategies;
- Treatment for acute medical conditions in addition to their chronic conditions; and,
- Treatment for new chronic conditions in addition to their current chronic conditions.

Thus, this practicum and course prepares the Family Nurse Practitioner student for independent practice as well as know when to refer patients to appropriate specialists due to the complexity of the patient’s condition(s). Critical thinking, diagnostic reasoning, and use of evidence-based protocols will continue to be developed throughout the course. (180 hours)

A co requisite of NUR 780 is required.

Credits: 4
Annually

DEPARTMENT OF SOCIAL WORK

Phone: 516-299-3924

Fax: 516-299-3912

Email: Post-SWK@liu.edu

Chair: Dr. Ilene Nathanson

Graduate Program Administrator: Dr. Ilene Nathanson

Program Director, BSW: Prof. Pamela Brodlieb

Professors: Giffords, Nathanson

Associate Professors: Calderon

Assistant Professors: Brodlieb

Director of Field Education: Prof. Linda

Babolcsay

BSW Field and Program Coordinator at LIU

Brentwood: Dr. Lois Stein

Adjunct Faculty: 15

M.S.W. Social Work

The LIU Post Department of Social Work offers the Advanced Standing Master of Social Work (M.S.W.) program at LIU Brentwood with a concentration in forensic social work. The MSW program is accredited by the Council on Social Work Education (CSWE), signifying that it meets the highest standards of academic excellence. Students who have successfully completed foundation coursework achieved under the auspices of an CSWE accredited baccalaureate program may be eligible for Advanced Standing status. The Advanced Standing MSW program is 33 credits including SWK 614 (3 credits) and all second year courses (30 credits). This policy complies with the Council of Social Work Education's guidelines regarding advanced standing. Students are not expected to repeat coursework already covered in a CSWE accredited social work program, however, only those courses in which the student has received a "B" or better will be accepted for credit. Up To one full year of credits may be accepted.

The advanced standing curriculum builds upon the baccalaureate curriculum by deepening the student's understanding and demonstrated mastery of psychosocial assessment, administrative theory and practice, and diversity sensitive practice.

- The research curriculum in the advanced standing program supports the concentrated study by demonstrating application of research methodology to the student's specialized area of concentration.
- Required field experience provides an opportunity for the student to apply generalist and specialized knowledge in the concentration area.

ADMISSIONS CRITERIA

The admissions criteria reflect the program's goals and objectives and support LIU's mission of Access and Excellence. The program seeks students from varied backgrounds who reflect the diversity of the populations its graduates will

serve, including the suburban populations of Suffolk County and Nassau County and the multiethnic, urban population of Brooklyn and Queens, as well as the greater tri-state area. Through direct care or leadership roles in the field of social work, students who apply to this program should be interested in working with populations at risk, including the elderly; immigrants and refugees; the physically and mentally challenged; lesbian, gay, bisexual and transgender (LGBT) individuals and groups; the suburban and urban poor; and other populations that are economically at risk.

ADMISSION REQUIREMENTS

To be admitted to the Advanced Standing Master of Social Work program you must:

- Hold a baccalaureate social work degree (BSW/BSSW/BASW) from a CSWE accredited program within the last 5 years.
- Have a minimum overall grade-point average of 3.0 (on a 4.0 scale) or better and a 3.0 in the major
- Have a B average or better in courses taken during the final four semesters of undergraduate study
- Submit a minimum of three Letters of Reference (two if applying directly to the campus)
 - One letter must be from an undergraduate field director speaking to the applicant's competence as a generalist social worker.
- A copy of the applicant's undergraduate field evaluation completed by the student's field instructor.
- Submit a personal statement.
 - The general purpose of your personal statement is to demonstrate your writing skills, which are necessary for graduate level work. You should be certain that your answers are a fair sample of your ability to express yourself logically and in a grammatically correct format.
 - The statement should be two to four pages including the and answering the following questions:
 - Describe your reasons for selecting social work as a career path and identifying the ways in which your values correspond with those of the profession.
 - Why did you chose the LIU Advanced Standing MSW program for your graduate study?

SUBMITTING AN APPLICATION FOR ADMISSION

Students interested in the Advanced Standing M.S.W. degree program may begin the application process by submitting an Admission Application. Applications may be obtained by contacting the program administrators (LIU POST: 516 299-3924 & LIU BROOKLYN: 718 488-1025) or online.

- LIU Post Online Application at <https://apply.liu.edu/quickapp/>
- LIU Brentwood Online Application at <https://apply.liu.edu/quickapp2/>

- LIU Brooklyn Online Application at <https://apply.liu.edu/new/UserLogin.aspx>

Note: For the required personal statement in the online application, make sure to follow the specific guidelines for the essay by clicking on the appropriate link on the Admissions Criteria section of the site.

M.S.W. Social Work

(Program Code: 29207) {HEGIS: 2104}

Major Requirements

Required Social Work Foundation Courses (30 credits)

Students accepted into the Advanced Standing MSW have completed the content of these foundation courses in their CSWE accredited baccalaureate social work program:

SWK 601	History and Philosophy of Social Work, Social Welfare Polices and Services (Policy I)	3.00
SWK 602	History & Philosophy of Social Work & Social Welfare Policies and Services (Policy II)	3.00
SWK 611	Social Work Practice I: Working with Individuals	3.00
SWK 612	Social Work Practice II: Working with Families	3.00
SWK 613	Social Work Practice with Organizations and Communities	3.00
SWK 621	Human Behavior in the Social Environment I: Birth Through Adolescence	3.00
SWK 622	Human Behavior in the Social Environment II: Young Adulthood Through Late Adult hood	3.00
SWK 701	Field Instruction I: Foundation	3.00
SWK 702	Field Instruction II: Foundation	3.00
SWK 798	Introduction to Social Work Research	3.00

Advanced Standing MSW Requirements: Required Social Work Advanced Courses (18 credits)

SWK 614	Advanced Principles of Administrative & Clinical Practice within an Interdisciplinary Context*	3.00
SWK 623	Administrative Behavior	3.00
SWK 650	Psychopathology	3.00

SWK 703	Field Instruction III : Specialization	3.00
SWK 704	Field Instruction IV: Specialization	3.00
SWK 790	Capstone	3.00
SWK 799	Advanced Research Methods for Practice	3.00

*This course is required for transfer students or students with advanced standing status. Students in the regular 60 credit M.S.W. Program are not requires to take SWK 614.

Minimum 3.00 Major GPA Required

STUDENTS IN THE ADVANCES STANDING MSW PROGRAM COMPLETE THE FORENSIC SOCIAL WORK CONCENTRATION IN THEIR ADVANCED YEAR (12 credits):

Required Forensic Social Work Concentration Courses

SWK 630	Forensic Social Work & the Criminal and Juvenile Justice Systems	3.00
SWK 631	Interviewing, Evaluating, and Offering Treatment as a Forensic Social Worker	3.00
SWK 632	Forensic Social Work with Drug and Alcohol Populations in the Criminal and Juvenile Justice Systems	3.00
SWK 633	Forensic Social Work and Domestic Violence – Legal, Cultural, Ethnic and Religious Issues	3.00

By taking one additional course, students will have the option of completing a New York State Advanced Certificate in Forensic Social Work while earning their M.S.W. This course must be taken at the LIU Post Campus and falls within the criminal justice discipline. Either of the following graduate criminal justice courses will be offered - CACJ 660: Principles and Methods of Rehabilitation of Offenders and CACJ 665: Criminal Justice Response to Domestic Violence.

Credit and GPA Requirements

Minimum Total Credits: 33

Minimum Major GPA: 3.00

LIU BRENTWOOD APPROVED PROGRAMS

New York State Education Department Inventory of Registered Programs

Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

College of Liberal Arts and Sciences

Major	Hegis Code	Degree
Criminal Justice	2105	BA, MS

College of Education, Information and Technology

Major	Hegis Code	Degree
Early Childhood Education "Birth-Grade 2"	0823	MS
Childhood Education "Grades 1-6"	0802	MS
Childhood Education / Special Education "Grades 1-6"	0808	MS
Childhood Education "Grades 1-6" / Literacy "Birth-Grade 6"	0830	MS
Special Education "Grades 1-6"	0808	MSEd
Literacy "Birth-Grade 6"	0830	MSEd
School Counselor	0826.01	MS
Clinical Mental Health Counseling	2104.10	MS, Adv.Crt.

LIU TRUSTEES AND SENIOR LEADERSHIP TEAM

Board of Trustees

CHAIRMAN

Eric Krasnoff

SENIOR VICE CHAIR

Michael P. Gutnick '68

SECRETARY

Michael Best

MEMBERS

Rao Subba Anumolu

Roger L. Bahnik

Mark A. Boyar '65

Thomas M. Buonaiuto '87

Daniel B. Fisher '67

Peter W. Gibson '82

Lynne Greene

Steven S. Hornstein '80

Steve Israel

Bob Jahelka '84

Alfred R. Kahn '84, H'05

Leon Lachman H'12

Brian K. Land '86

Sarabeth Levine '64, H'14

Howard M. Lorber '70, '91, H'01

Winnie Mack '76, '85

Michael Melnicke

Kuni Nakamura

Richard P. Nespola '67, '73

William R. Nuti '86

Chintu Patel

Arthur Saladino '67

Cherie D. Serota

Sharon Sternheim

Ronald J. Sylvestri '66

TRUSTEES EMERITI

John R. Bransfield, Jr.

Donald H. Elliott H'85

Eugene H. Luntz H'98

Theresa Mall Mullarkey

Thomas L. Pulling

Edward Travagianti H'14

Rosalind P. Walter H'83

EX OFFICIO

Kimberly R. Cline

H - indicates honorary doctorate from LIU

Senior Leadership Team

Kimberly R. Cline

President

516-299-2501

kim.cline@liu.edu

Denise Dick

Chief Talent Officer

516-299-2522

denise.dick@liu.edu

Charles J. Rasberry

University Advancement

516-299-2784

charles.rasberry@liu.edu

George Baroudi

Vice President for Information Technology

516-299-3790

george.baroudi@liu.edu

Christopher Fevola '12

Vice President and Chief Financial Officer

516-299-2535

christopher.fevola@liu.edu

Joseph L. Schaefer

Chief of Administration and Student Affairs

516-299-2463

joseph.schaefer@liu.edu

Michael Best

Chief University Counsel

516-299-4246

michael.best@liu.edu

Gale Stevens Haynes '72, '76

Vice President of Academic Affairs, Brooklyn

Chief Operating Officer

718-488-1001

gale.haynes@liu.edu

Ed Weis

Vice President of Academic Affairs, Post

516-299-2822

ed.weis@liu.edu

William Biddle

Executive Director of Tilles Center for the Performing Arts

516-299-2357

william.biddle@liu.edu

Mary M. Lai '42, H'86

B.S., M.S., D.H.L., D.B.

Senior Advisor and Treasurer Emerita

516-299-2502

mary.lai@liu.edu

Deirdre Whitman

Vice President of University Admission

718-488-3411

deirdre.whitman@liu.edu

Randy Burd

Senior Vice President for Academic Affairs

516-299-2917

randy.burd@liu.edu

LIU BRENTWOOD FACULTY

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

Iftikhar Ahmad

Associate Professor of Teaching and Learning
B.A., M.A., University of Peshawar (Pakistan);
M.A., Brooklyn College, CUNY;
M.A., The Graduate Center, CUNY;
Ed.D., Teachers College, Columbia University

Beatrice Baaden

School Library Program Director;
Associate Professor of Library and Information Science
B.A., St. John's University;
M.A., Adelphi University;
M.S., LIU Post;
C.A.S.; P.D., Ed.D., Hofstra University

Marietta Barretti

Associate Professor of Social Work
A.A., Queensborough Community College;
B.S.S.W., M.S.W., Adelphi University;
D.S.W., Hunter College, CUNY

Terry Bordan

Professor of Counseling & Development
B.A., Queens College, CUNY;
M.S., LIU Post;
Ed.D., University of Sarasota

Pamela Brodlied

Director of Field Education, Social Work
M.S.W., Adelphi University;
B.A., M.S., Albany, SUNY

Michael M. Byrne

Associate Professor of Education and Library and Information Science
B.A., University of Notre Dame;
M.A., Ph.D., Michigan State University

Orly Calderon

Associate Professor of Social Work
B.A., LIU Southampton;
M.A., Teachers College, Columbia University;
M.S., Psy.D., Hofstra University

Carol Campbell

Associate Professor of Psychology
A.B., University of North Carolina at Chapel Hill;
M.A., New York University;
M.A., Ph.D., University of Illinois at Urbana-Champaign

Haeryun Choi

Department Chair;
Associate Professor of Teaching and Learning
B.A., Seoul National University (South Korea);
M.Ed., Buffalo, SUNY;

Ph.D., University of Illinois at Urbana-Champaign

Heting Chu

Professor of Library and Information Science
B.A., Peking University;
M.L.I.S., McGill University;
Ph.D., Drexel University

Paul J. Ciborowski

Associate Professor of Counseling & Development
B.A., University of Dayton;
M.A., New York University;
Ph.D., Fordham University

Lynn Cohen

Professor of Teaching and Learning
B.S., New Paltz, SUNY;
M.S., Johns Hopkins University;
Ph.D., Fordham University

James J. Colangelo

Department Chair;
Associate Professor of Counseling & Development
B.A., Manhattan College;
M.S.Ed., St. John's University;
P.D., LIU Post;
Psy.D., California Southern University

Jennifer Darcy

Assistant Professor of Nursing
B.S., M.S.N., Ph.D., Molloy College;
R.N., PNP-BC

Marc J. Diener

Associate Professor of Psychology
B.A., Yeshiva University;
M.A., Ph.D., Adelphi University

Michele M. Dornisch

Professor of Teaching and Learning
B.A., Lock Haven University;
M.A., West Virginia University;
Ph.D., Pennsylvania State University

James Dunne

Associate Professor of Teaching and Learning
B.A., Stony Brook, SUNY;
M.A., M.Ed., Ed.D., Teachers College, Columbia University
Cary Epstein
NTTA Instructor, Teaching and Learning
B.A., University at Albany, State University of New York;
M.S., Hofstra University

Kathleen M. Feeley

Director, Center for Community Inclusion;
Professor of Teaching and Learning
B.A., M.S., St. John's University;
Ph.D., University of Minnesota

Eva L. Feindler

Director, Clinical Psychology Doctoral Program;

Professor of Psychology

B.A., Mount Holyoke College;
M.A., Ph.D., West Virginia University
Carl L. Figliola
Department Chair;
Professor of Health Care and Public Administration
B.A., LIU Brooklyn;
M.A., Ph.D., New York University

Morrey A. Forman

Associate Professor of Health Care and Public Administration
A.A., Staten Island Community College, CUNY;
B.A., City College, CUNY;
M.P.A., Baruch College, CUNY;
Ph.D., New York University

Nancy Frye

Director, Graduate Program, Psychology Department;
Professor of Psychology
B.A., New College;
M.S., Texas Tech University;
Ph.D., University of Florida

Elissa Giffords

Full Professor of Social Work
A.A., Nassau Community College;
B.A., Hofstra University;
M.S.W., D.S.W., Adelphi University

Eugene Goldin

Professor of Counseling and Development
B.A., M.S.Ed., Queens College, CUNY;
Ed.D., St. John's University

Geoffrey D. Goodman

Associate Professor of Psychology
B.S., Massachusetts Institute of Technology;
M.A., Columbia University;
Ph.D., Northwestern University

Karleen Goubeaud

Associate Professor of Teaching and Learning
B.S., Bob Jones University;
M.S., University of Pittsburgh;
D.Ed., Indiana University of Pennsylvania

Alexander Henderson

Professor of Health Care and Public Administration
B.A., M.P.A., Villanova University;
Ph.D., Rutgers University, Newark

Gregory S. Hunter

Director, Doctor of Philosophy in Information Studies Program;
Director, Certificate Program in Archives and Records Management;
Professor of Library and Information Science
B.A., St. John's University;
M.A., M.Phil., Ph.D., New York University

Mary Infantino

Department Chair;
Associate Professor of Nursing
B.S., Molloy College;
M.S., Ph.D., Adelphi University;
R.N., A.N.P.-B.C.

Daniel Jacobsen

Acting Director, FNP Program; Assistant
Professor of Nursing
B.S., Molloy College;
M.S.-F.N.P., SUNY Stony Brook University;
R.N., FNP-C

David Jank

Assistant Professor of Library and Information
Science
B.A., Northeastern University;
M.S., Simmons College;
M.S., Baruch College, CUNY;
Ph.D., LIU Post

Jeffrey Kane

Professor of Education, Teaching and Learning
B.S., Queens College;
M.A., Adelphi University;
Ph.D., New York University

Kathleen Keefe-Cooperman

Associate Professor of Counseling & Development
B.A., Rhode Island College;
M.A., Pace University;
M.S., Psy.D., University of Hartford

Robert Keisner

Professor of Psychology
B.A., LIU Post;
M.A., Brooklyn College, CUNY;
Ph.D., University of Massachusetts

Danielle Knafo

Professor of Psychology
B.A., M.A., Tel Aviv University;
Ph.D., The Graduate Center, CUNY

Loretta Knapp

Deputy Vice President for Academic Affairs;
Associate Professor of Nursing
B.S.N., Downstate Medical Center, SUNY;
M.A., Ph.D., New York University;

Louisa Kramer-Vida

Associate Dean, College of Education,
Information and Technology;
Associate Professor of Teaching and Learning
B.A., Marymount Manhattan College;
M.A., Manhattan College;
C.A.S. P.D., Ed.D., Hofstra University

Harvey W. Kushner

Department Chair;
Professor of Cyber Analytics & Criminal Justice
B.A., Queens College, CUNY;
M.A., Ph.D., New York University

Gavielle Levine

Associate Professor of Teaching and Learning
B.A., Barnard College, Columbia University;
M.A., Ph.D., Teachers College, Columbia
University

Roberta Levitt

Associate Professor of Teaching and Learning
B.S., University of Bridgeport;
M.A., P.D., Ph.D., Hofstra University

Vincent M. Livoti

Assistant Professor, Palmer School of Library and
Information Science
B.A., Massachusetts State University System at
Framingham;
M.A., Richmond International University, London;
M.L.I.S. Simmons College;
Ph.D., Union Institute and University

Susan Marks

Director, Family Nurse Practitioner Program;
Assistant Professor of Nursing
B.S.N., M.S.-A.N.P., Adelphi University;
D.N.P., SUNY University of Buffalo;
R.N., ANP-C

Ethel Matin

Professor of Psychology
B.A., Hunter College, CUNY;
Ph.D., Columbia University
Andrea Sabatini McLoughlin
Associate Professor, Teaching and Learning
B.S., Stony Brook, SUNY
M.S., Queens College, CUNY
Ph.D., Pennsylvania State University

Barbara Ann M. Messina

Assistant Professor of Nursing
B.S.N., LIU Post;
M.S., A.N.P., Stony Brook, SUNY;
Ph.D., Adelphi University;
R.N., A.N.P.

Ronald Minge

Professor of Teaching and Learning
B.A., Western Washington College;
M.A., Ph.D., Washington State University

Lauren Bock Mullins

Assistant Professor of Health Care and Public
Administration
B.A., Villanova University;
M.A., Columbia University;
M.M. (Music), New Jersey City University;
Ph.D., Rutgers University

Ilene L. Nathanson

Department Chair; Full Professor of Social Work;
Director, Master of Social Work Program;
Director, Center of Aging;
B.S., Cornell University;
M.S.W., D.S.W., Yeshiva University

John C. Neill

Associate Professor of Psychology
B.A., University of California at San Diego;
M.A., Ph.D., Boston University

Martin L. O'Connor

Associate Professor of Criminal Justice
B.A. LIU Post;
J.D., Hofstra University

Karen Ogulnick

Associate Professor of Teaching and Learning
B.S., Plattsburgh, SUNY;
M.A., Hunter College, CUNY;
Ph.D., New York University

Chrystyne Olivieri

Assistant Professor of Nursing
B.S., Molloy College;
M.S., LIU Post;
D.N.P., Stony Brook University

Camilo Ortiz

Associate Professor of Psychology
B.S., Cornell University;
M.A., Ph.D., University of Massachusetts at
Amherst

J. Ferrando Peña

Director, Rare Books and Special Collections
Instructor of Library and Information Science
B.A., Stanford University;
M.A., Graduate Theological Union;
M.A., Harvard University;
M.L.S., Rutgers University

Lena Perez

Assistant Professor, Health Care & Public
Administration
B.A., Albany, SUNY;
M.S., LIU Post;
Psy.D., St. John's University

Roger Pierangelo

Professor of Teaching and Learning
B.S., St. John's University;
M.S.Ed., P.D., Queens College;
Ph.D., Yeshiva University

Joseph Piro

Professor of Teaching and Learning
B.A., St. Francis College;
M.A., Queens College, CUNY;
M.S., Fordham University;
M.A., Ph.D., Teachers College, Columbia
University

Jonathan Procter

Assistant Professor of Counseling and
Development
B.S., Ohio University;
M.S., Swansea University (United Kingdom);
Ph.D., Ohio University

Shaireen Rasheed*Professor of Teaching and Learning*

B.A., Stony Brook, SUNY;
 M.A., New School for Social Research;
 M.A., Ph.D., Teachers College, Columbia
 University

Jill H. Rathus*Professor of Psychology*

B.A., Cornell University;
 M.A., Ph.D., Stony Brook, SUNY

Jeong-eun Rhee*Professor of Teaching and Learning*

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

Joseph Sanacore*Professor of Teaching and Learning*

B.A., Adelphi University;
 M.A., New York University;
 M.S., LIU Post;
 P.D., Ed.D., Hofstra University

Laura A. Sardinia-Prager*Assistant Professor of Nursing*

B.S.N., M.S.N., Ph.D., Molloy College

Kristin Schaefer-Schiomo*Professor of Counseling & Development*

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

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

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

Susan Shenker*Assistant Professor of Counseling & Development*

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

June Ann Smith*Associate Professor of Counseling and Development*

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

Lois M. Stein*Social Work Field and On-Site Program
 Coordinator at LIU Brentwood*

B.S., Binghamton University;
 M.P.A., LIU Post;
 L.M.S.W.

Lois Tepper*Associate Professor of Psychology*

B.A., M.A., Hofstra University;
 Ph.D., Stony Brook, SUNY

Efleda Tolentino*Associate Professor of Teaching and Learning*

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

Colby Lynne Valentine*Assistant Professor of Criminal Justice*

B.A., University of the Pacific;
 M.S., San Diego State University;
 Ph.D., Florida State University

Hilary Vidair*Assistant Professor of Psychology*

B.A., Stony Brook, SUNY;
 M.A., Ph.D., Hofstra University

Linda Vila*Assistant Professor of Health Care and Public Administration*

B.A., Hunter College, CUNY;
 J.D., Brooklyn Law School

Thomas Walker*Associate Dean, College of Education,
 Information and Technology
 Director, Palmer School of Library and
 Information Science*

B.M., University of Colorado;
 M.M., Northwestern University;
 M.A., University of Chicago;
 Ph.D. University of Illinois

Waitline Williams*Assistant Professor of Nursing*

A.S.N., B.S., Atlantic Union College;
 M.S.N., M.P.A., LIU Post;
 Ph.D., Adelphi University;
 R.N., FNP

Amy Wysoker*Full Professor Emerita of Nursing*

B.S., Downstate Medical Center, SUNY;
 M.A., New York University;
 Ph.D., Adelphi University

Qiping Zhang*Associate Professor of Library and Information Science*

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