

LIU Riverhead

2014-2015

**Undergraduate and
Graduate Bulletin**



LIU Riverhead

2014 - 2015
Bulletin

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Notice to Students: The information in this publication is accurate as of September 1, 2014. However, circumstances may require that a given course be withdrawn or alternate offerings be made. Therefore, LIU reserves the right to amend the courses described herein and cannot guarantee enrollment into any specific course section. All applicants are reminded that the University is subject to policies promulgated by its Board of Trustees, as well as New York State and federal regulation. The University therefore reserves the right to effect changes in the curriculum, administration, tuition and fees, academic schedule, program offerings and other phases of school activity, at any time, without prior notice.

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

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LIU

Long Island University (LIU) is one of America's largest and most comprehensive private universities with locations and programs spanning the New York metropolitan area, overseas and online. World-class faculty, small classes and résumé-building hands-on learning experiences are the hallmarks of an LIU education.

The University offers nearly 500 academic programs and educates over 24,000 students in degree-credit and continuing education programs in Brooklyn, Brookville (LIU Post), Brentwood, Riverhead, and Rockland and Westchester (LIU Hudson). Its international unit, LIU Global, provides a wide range of study abroad options at overseas centers in China and Costa Rica, and through programs in Australia, South Africa, Taiwan, Thailand, Turkey and, beginning in 2015, Europe.

The accomplishments of more than 191,000 living alumni are a testament to the success of LIU's mission of "Access and Excellence." The institution also provides enrichment for students and neighboring communities, including the excitement of NCAA Division I and II athletics, internationally acclaimed arts programming at Tilles Center for the Performing Arts and the nationally renowned George Polk Awards in journalism.

Accreditation and Program Registration

LIU is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. The degree and certificate programs also are approved and registered by the New York State Department of Education.

CAMPUSES OF LIU

The Residential Campuses

LIU Brooklyn

Located in the heart of downtown Brooklyn's thriving Tech Triangle, LIU Brooklyn provides students with experiential learning opportunities reflecting the entrepreneurial urban community it serves. Distinctive programs encompass the arts and media, the natural sciences, business, social policy, urban education, the health professions, pharmacy, and the health sciences.

Founded in 1926, LIU Brooklyn is the original unit of Long Island University. Its beautifully landscaped, 11-acre campus is a self-contained urban oasis, steps away from world-class arts and entertainment venues like Brooklyn Academy of Music and the Barclays Center, as well as the hip restaurants and cafes of Fort Greene. Just a 10-minute subway ride from the professional and cultural opportunities of Manhattan, the vibrant campus includes residence halls for more than 1,100 students.

LIU Brooklyn offers nearly 160 associate, undergraduate, graduate, doctoral, and certificate programs, including Ph.D. programs in clinical psychology and pharmaceuticals, the D.P.T. in physical therapy, and the Pharm.D. in pharmacy. Serving a diverse student body, its academic units include the Richard L. Conolly College of Liberal Arts and Sciences; the School of Business, Public Administration and Information Sciences; the School of Education; the Harriet Rothkopf Heilbrunn School of Nursing; the School of Health Professions; LIU Pharmacy (the Arnold & Marie Schwartz College of Pharmacy and Health Sciences); and the School of Continuing Studies. The campus is known for its nationally recognized Honors Program, which was the first of its kind in the country and emphasizes a holistic, liberal arts background.

LIU Brooklyn has a deeply rooted tradition of athletic excellence. The basketball teams of the 1930s captured two national championships, and the campus' success in sports has continued over the decades with numerous Northeast Conference championships. Over the last 10 years, the Blackbirds have won 34 NEC titles, including 12 in the last three seasons. The campus currently fields 18 NCAA Division I teams.

The \$45-million Steinberg Wellness Center, which features an NCAA-regulation swimming pool, a 2,500-seat arena, state-of-the-art workout facilities and a rooftop track, serves the campus and the surrounding community, and the Cyber Café provides a high-tech hot spot for students and faculty members to meet and eat.

LIU Post

Twenty-five miles east of New York City on Long Island's historic Gold Coast, LIU Post is a leader in cultivating the entrepreneurial spirit in our students through innovative collaborations, partnerships, and student-run businesses. The university, which offers a small-school environment, but with the access and resources of a major metropolitan university, includes five schools of study: the College of Education, Information and Technology; the College of Liberal Arts and Sciences; the College of Management; the School of Health Professions and Nursing; and School of Visual and Performing Arts.

The scenic, scholarly campus is home to the Steinberg Museum of Art at Hillwood, the renowned Tilles Center for the Performing Arts, and WCWP-FM Radio. In addition, LIU Post offers the Ph.D. in information studies, the Psy.D. in clinical psychology, and the Ed.D. in interdisciplinary educational studies.

The campus was established on the former estate of cereal heiress Marjorie Merriweather Post in 1954 to accommodate the growing educational needs of Nassau County following World War II. Ranked a "Best Regional University," by *U.S. News and World Report*, LIU Post offers its full-time, part-time, and non-credit students a comprehensive range of nearly 200 associate, undergraduate, graduate, and doctoral degree programs and certificates. In addition, the campus offers college credit courses to high school students in area schools.

LIU Post is recognized as one of the nation's most beautiful academic settings, with sprawling green lawns, horse trails, and elegant red-brick academic buildings. The vibrant campus life includes residence halls for more than 1,600 students. The campus' award-winning cooperative education program is nationally renowned for its extensive career counseling and job placement services.

Twenty-two NCAA men's and women's sports teams, which recently earned top ranking in Division II sports, take advantage of LIU Post's 70 acres of playing fields, including the new Bethpage Federal Credit Union Stadium. Clubs, fraternities, and sororities provide many other outlets for student activities. LIU Post's \$18-million Pratt Recreation Center is a state-of-the-art health and fitness facility featuring an eight-lane swimming pool, three full-size basketball courts, racquetball courts, and an elevated jogging track.

The Regional Campuses

LIU Brentwood

Since 1959, LIU Brentwood has served the diverse communities of western Suffolk County with premier undergraduate and graduate programs. Conveniently located on the Michael J. Grant Campus of Suffolk Community College, it offers access to a full range of amenities, including a state-of-the-art library and computer resources, as well as personalized academic advisement and support services. Since LIU Brentwood is primarily a teaching institution, classroom instruction is its top priority. While most faculty members are involved in research, scholarly writing, or creative activities appropriate to their discipline, all are measured against the highest standards of teaching excellence. Some programs require completing coursework at another LIU campus.

LIU Hudson

For more than a quarter of a century, Long Island University has been offering graduate degree and certificate programs in Rockland and Westchester Counties. LIU Hudson at Rockland is conveniently located near the Palisades Parkway in Orangeburg, N.Y., just two miles from the New Jersey border. LIU Hudson at Westchester is located in a state-of-the-art facility on the grounds of Purchase College, which features high-tech classrooms designed for adult learners. Both centers boast technologically advanced library resources and mainframe-networked computer labs, and offer small classes with personalized instruction delivered by full-time and adjunct faculty members who bring a wealth of practical experience and an understanding of career trends to the classroom.

Students enroll as degree candidates or as non-degree students who wish to pursue graduate courses for personal enrichment or professional advancement. Most classes in Rockland and Westchester are held in the late afternoons, in the evenings and on weekends to meet the scheduling needs of working adults. Program offerings include: business (M.B.A. and/or advanced certificates in health care sector management and cyber security for business professionals); health or public administration (M.P.A. and advanced certificate in gerontology); educational leadership (M.S.Ed. and/or advanced certificate); education (M.S.Ed. and/or advanced certificate) in the areas of childhood – grades 1-6, early childhood, middle childhood and adolescence – grades 5-12, special education, autism, literacy, bilingual, TESOL, bilingual extension, gifted extension, writing and reading, school counseling and school psychology; marriage and family therapy (M.S.); mental health counseling (M.S.); and pharmaceuticals (M.S.) with specializations in industrial pharmacy and cosmetic science.

LIU Riverhead

LIU Riverhead offers high-quality undergraduate and graduate courses and programs to residents of Long Island's East End. Conveniently located on Suffolk County Community College's Eastern Campus, just 10 minutes from exit 70 on the Long Island Expressway, it provides working adults and recent baccalaureate graduates with the opportunity to pursue a private education in conveniently scheduled day and evening programs.

Offerings include the upper division B.S. in childhood education (grades 1-6), the upper division B.A. in communication studies - new media, the M.S. in childhood education (grades 1 – 6), the M.S. in literacy education (birth – grade 6), the M.S. in teaching students with disabilities (grades 1 – 6 or generalist grades 7 – 12) and an advanced certificate in applied behavior analysis. In addition, an M.S. in homeland security management and advanced certificates in homeland security management and cyber security policy are offered fully online. The Homeland Security Management Institute features comprehensive curricula designed by professionals for professionals. Faculty members and guest lecturers include some of the top names in law enforcement, counterterrorism and government.

ABOUT LIU RIVERHEAD

Statement of Mission

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

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

Overview

LIU Riverhead is a private institution of higher learning offering unique and distinguished programs with local and international appeal. The University provides a diverse mix of undergraduate and graduate degrees and attracts students from as close by as Montauk, Long Island and as far away as Dubai.

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

The Homeland Security Management Institute at LIU Riverhead was designated by an Act of Congress as a U.S. Department of Homeland Security National Transportation Security Center of Excellence. Designed for professionals by professionals, the Institute offers the Master of Science degree in Homeland Security Management, and Advanced Certificates in Homeland Security Management and Cyber Security Policy. The programs, which are delivered entirely online, maintain an outstanding

reputation and access to the highest levels of the United States Department of Homeland Security as well as research opportunities for students and faculty in the field. We are the only degree program to be designated as a DHS Center of Excellence.

Whether you are a busy professional balancing work and family, a recent college graduate, or a student ready for the challenge of earning your first degree, our convenient class times and flexible schedules allow you to pursue your education without compromising your commitments outside of school. Extensive financial aid and scholarships are available. Small class sizes and comprehensive academic advising ensure that each student is given the direction and guidance needed for a successful academic experience that will help them make transformative changes in their lives and careers.

Accreditation

New York State Education Department (NYSED)

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

Middle States Commission on Higher Education (MSCHE)

LIU Riverhead is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools, 3624 Market Street, Philadelphia, PA 19104, 215-662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Teacher Education Accreditation Council

LIU Riverhead's Teacher Education Program, which provides initial and professional teacher education programs in childhood education, literacy education and teaching students with disabilities, is accredited by the Teacher Education Accreditation Council, signifying it meets the highest standards of quality in preparing competent, caring and qualified professional educators who will teach and lead in pre-K through grade 12 schools. The Teacher Education Accreditation Council, founded in 1997, is a nonprofit organization dedicated to improving academic degree programs for professional educators of pre-K to grade 12.

University Policies

Policy on Non-Discrimination

LIU does not discriminate on the basis of sex, sexual orientation, race, color, creed, national origin, religion, age, handicap or political belief, in any of its educational programs and activities, including employment practices and in policies

relating to recruitment and admission of students.

Policy on Non-Sexual Harassment

The university officers share the universally held belief that a proper academic/employment environment cannot be maintained when members of our community are subject to sexual harassment. Thus, the officers reaffirm the university's policy that strictly and absolutely forbids the sexual harassment of any student or employee.

LIU RIVERHEAD ACADEMIC PROGRAM OFFERINGS

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

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

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

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

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

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

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

Advanced Certificate, Applied Behavior Analysis [2299.00]

M.S., Homeland Security Management [2105.00]

Advanced Certificate, Homeland Security Management [2105.00]

Advanced Certificate, Cyber Security Policy [5505.00]

ACADEMIC CALENDAR 2014-2015

Fall Term 2014

| | |
|--|------------------|
| Classes Begin | September 3 |
| Add/Drop and Late Registration | September 3 - 16 |
| Award of September Degrees | September 19 |
| Columbus Day - Administrative Offices Open - No Classes | October 13 |
| Registration begins for Spring 2015 (tentative date) | October 14 |
| Last Day to File for January 2015 Degree | October 17 |
| Last Day to Opt P/F or Withdraw | November 7 |
| Veteran's Day - Administrative Offices Open - No Classes | November 11 |
| Thanksgiving Recess - No Classes | November 26 - 30 |
| Last Day of Regular Classes | December 9 |
| Study/Snow Days/Alternate Class Days | December 10 - 11 |
| Final Examinations/Final Class Meetings | December 12 - 18 |
| Final Exam Contingency Day (in the event of snow closing during final exam week) | December 19 |
| Term Ends | December 19 |
| Conferral of January Degrees | January 16 |

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

Spring Term 2015

| | |
|---|---------------------|
| Classes Begin | January 20 |
| Add/Drop and Late Registration (instructor permission required to add Lab Science courses as of 1/27) | January 20 - Feb. 2 |
| Last Day to File for May 2015 Degree | February 6 |
| Winter Recess - No Classes | February 16 - 22 |
| Registration Begins for Summer 2015 (tentative) | March 2 |
| Registration Begins for Fall 2015 (tentative) | March 16 |
| Last Day to Opt P/F or do a Partial Withdrawal | April 3 |
| Last Day of Regular Classes | April 27 |
| Study/Snow Days/Alternate Class Days | April 28 and 30 |

| | |
|---|-----------|
| Convocation (tentative) | April 29 |
| Final Examinations/Final Class Meetings | May 4 - 7 |
| Commencement | 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 Term - 2015

Session I - 2015

| | |
|--|-------------|
| Classes Begin | May 18 |
| <ul style="list-style-type: none"> • 5-week session May 18 - June 19 • HSMI 10-week Session May 18 - July 24 | |
| Add/Drop and Late Registration | May 18 - 19 |
| Memorial Day Holiday - No Classes (Make-up day - May 29) | May 25 |
| Make-Up Day for Memorial Day | May 29 |
| Last Day to Opt P/F or Withdraw for 5-Week Session * | June 5 |
| Summer I 5-Week Session Ends | June 19 |

Session II - 2015

| | |
|--|------------|
| Classes Begin - 2nd 5-Week session | June 22 |
| Add/Drop and Late Registration | June 22-23 |
| Last Day to File for September Degree | July 10 |
| Last Day to Opt P/F or Withdraw for 5-Week Session * | July 17 |
| 10-Week Session Ends | July 24 |
| Summer II 5-Week Session Ends | July 24 |

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

- 3-week course session: One week prior to end of session
- 5-week session: One week prior to end of session
- 10-week session: Two weeks prior to end of Session

ADMISSION

General Information

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

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

Admission Status

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

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

students. Please consult with the Admissions Office for further information at 631-287-8010 or riverhead@liu.edu.

Undergraduate Transfer Admission

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

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

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

Graduate Admission

Graduate Teacher Education Programs

The M.S. in Childhood Education, Literacy Education and Teaching Students with Disabilities programs, and the Advanced Certificate in Applied Behavior Analysis requires a bachelor's degree from an accredited college or university with a minimum G.P.A. of 2.75, one letter of recommendation preferably from a professional in the field of education or related disciplines, the completion of an on-campus writing sample and a personal interview. For specific program admission requirements, please refer to the program description in this bulletin or on the website www.liu.edu/riverhead.

Homeland Security Management Institute

Admission to the Master's degree and Advanced Certificate Programs in Homeland Security Management is consistent with other LIU graduate programs and requires a bachelor's degree with minimum grade point average of 3.0 from an accredited college or university or successful completion of another master's degree. Applicants who have attended institutions outside the United States must hold a degree equivalent to a U.S. bachelor's degree. In addition, official copies of your undergraduate and/or graduate transcripts from any college(s) or university(s) you have attended, two professional letters of recommendation and a personal statement/essay are required. Due to the challenging nature of this rigorous course of study, students are expected to demonstrate outstanding writing, research, analytic and critical thinking skills. Eligibility for admission to the program will be evaluated on an individual basis. For specific program admission requirements, please refer to the program description in this bulletin or on the website www.liu.edu/riverhead.

Under an Exceptional enrollment category for the Advanced Certificate in Homeland Security Management, students who have not yet obtained their bachelor's degree can be considered for admission if they have solid related experience in the field. Further information and review is done through the Office of Admissions.

Readmission

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

Deferred Admission

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

New York State Immunization Law

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

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

ACADEMIC POLICY

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

Academic Load and Class Standing

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

To be considered a Junior, a student must have earned 60 credits; a Senior, 90 credits.

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

Grading

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

*Not a grade under the Graduate Grading Basis structure

Other Current Grading Symbols

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

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

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

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

Quality Points and Grade Point Average (G.P.A.)

Each student must satisfactorily complete at least 128 credits for a baccalaureate degree. The student must achieve an overall grade point average (G.P.A.) of 2.00, and in some departments requirements may be higher (see departmental requirements). In the major area, the student must achieve an average of at least 2.25; in certain programs the minimum major average may be higher.

A credit is defined as 50 minutes of classroom work per week, completed in one 15-week semester, or its equivalent, plus appropriate out-of-class assignments and readings.

For courses in which the grade of F or WF has been earned, no quality points are assigned. To determine the quality points for a specific course, multiply the corresponding quality points (see above) for the grade received in the course by the number of credits awarded for the course. To determine the total quality points, add all quality points for all courses. To compute the grade point average (G.P.A.), 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 G.P.A. computation nor are the grades for courses taken at another college or university.

G.P.A. computations are carried to the third decimal place from which rounding takes place to the second decimal place. For example, a computed G.P.A. of 2.994 will be rounded down to 2.990. A computed G.P.A. of 2.995 will be rounded up to 3.000. On all official LIU transcripts, a G.P.A. 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 G.P.A. for this semester of 2.417 before rounding. Based on the rounding policy, the cumulative G.P.A for this semester will be reported on the student's official LIU transcript

as 2.420.

Dean's List

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

Attendance

In accordance with University regulations, only students who have been admitted to the University, have formally registered, and made arrangements for payment of tuition and fees, may attend classes. It is expected that students will attend all class sessions scheduled for the courses in which they are enrolled. Regulations concerning attendance in a particular course are at the discretion of the instructor and noted in the course syllabus. Responsibility for class attendance rests with the student.

Absence from Final Examination

Students who are absent from a final examination must:

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

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

Academic Probation, Suspension and Dismissal

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

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

program. The minimum undergraduate major average is typically 2.25 (see individual programs for exceptions);

3. the student's semester average falls below 2.00;
4. the student does not complete at least half of the credits for which he or she originally registered in any given semester.

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

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

A student with an unsatisfactory academic record may be suspended after a review by the Program Director. **Students who have attempted 24 credits, and achieve a G.P.A. of 1.0 or below, will be suspended from the University.**

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

Graduation and Diplomas

Students are responsible for ensuring that their academic program fulfills all necessary requirements for graduation. Requirements for all students and other graduation requirements, including those for specific academic majors, are listed elsewhere in this bulletin. Students should apply for graduation at the Office of Student Services during their final semester. Please consult the Academic Calendar for deadline dates. Diplomas will be ordered upon completion of the student's final semester and verification that all requirements have been met. Degrees are awarded in May, September and January.

The final 30 undergraduate credit hours must be earned in academic residence (regular attendance).

Undergraduate Degrees and General Requirements for Graduation

General undergraduate graduation requirements are:

1. 128 credits
2. An overall cumulative average of 2.00
3. 2.25 major subject cumulative average
4. Completion of program core requirements

Undergraduate Graduation with Honors

Summa cum laude requires an average of 3.90 or higher; magna cum laude, 3.70-3.89; cum laude, 3.50-3.69. At least 57 credit hours must be earned in academic residence at LIU Riverhead 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 will be considered sufficient cause for suspension of a student from a class. A student who is suspended from class for disciplinary reasons must first attempt to resolve the problem with the faculty member. If this is not possible, the problem will be referred to the Program Director. A record of disposition of the case will be sent to the Dean. Students may appeal their suspension from a class in writing to the Dean or his/her designee.

Academic Integrity

Plagiarism and cheating are serious academic violations. In accordance, a student found to be in violation of LIU Riverhead's accepted academic procedures may be subject to disciplinary action, up to and including expulsion from their campus program. In addition to the result of disciplinary action, plagiarism and cheating may also reflect adversely on the student's reputation as well as on the reputation of LIU Riverhead. Faculty, administrators and the student body share responsibility for academic integrity.

Faculty members will report to the academic program director any case of irregular or dishonest behavior that occurs in the class or in their observation. Students may likewise make such a report to the faculty member or program director. The academic program director will decide what disposition is to be made of the charges or authorize the faculty member to dispose of the charges. Requests for appeal by the student may be made in writing to the Dean or his/her designee.

LIU's Homeland Security Management Institute Academic Dishonesty and Plagiarism policies are in the student orientation packet distributed at the time of registration. You may also request a copy of the policy by contacting the Homeland Security Management Institute Program Coordinator at 631-287-8279, or by e-mail to jeffrey.rapess@liu.edu.

Appeals Process

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

Academic Programs:

Students having complaints about academic issues should make an appeal first to the appropriate instructor, followed by the Program Coordinator, followed then by the Dean, or his/her designee. If no resolution is reached, the University Vice President of Academic Affairs may be petitioned. He or she shall have final jurisdiction over all academic complaints.

Disciplinary Complaints:

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

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.

Cross-Referenced Courses

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

Course Numbers

Courses numbered 300 to 499 are upper division undergraduate courses.

Courses numbered 500 and above are graduate courses.

Course Frequency

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

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

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

Advanced Placement Credits

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

Credits by Proficiency Examination

LIU Riverhead will accept a number of "transfer credits" earned by a student who receives an eligible score on the CLEP (College-Level Examination Program) examinations or a similar proficiency examination given by the New York State Department of Education. Some academic departments at LIU Riverhead have placed restrictions on the applicability of proficiency examinations to degree requirements. Before students are eligible to receive this credit, they must meet LIU Riverhead's entrance requirements and be accepted for admission. Specific LIU Riverhead regulations limit the total number of credits accepted toward graduation by proficiency examination to 60; no more than 9 credits may be used to fulfill the advanced requirements in the major. A student's final 9 credits in the major must be completed at LIU Riverhead. Students serving with the United States Armed Forces, honorably discharged; those serving with such agencies as VISTA and the Peace Corps; and others with proficiencies that are related to the academic program are invited to seek either proficiency credits as outlined under "Credits by Proficiency Examination" or advanced standing.

Further inquiries should be directed to the Admissions Office.

REGISTRATION

Course Registration

Students who have completed their first term of study at LIU Riverhead are eligible to select and register for classes through their My LIU (my.liu.edu) account. Information about course offerings and closed and cancelled classes is available through My LIU and the online Schedule of Classes. The Office of Student Services e-mails a registration reminder notice to all student LIU e-mail accounts prior to the start of the Summer/Fall and the Spring semester registration periods. The registration dates are also noted on the Academic Calendar and on the MyLIU account under "Enrollment Dates". Students are encouraged to meet with their faculty advisor prior to the start of registration.

Program Changes

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

Visiting Student Authorization (VISA)

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

1. Students may not take a course at another institution on Long Island, or on-line, if the course is being offered at LIU Riverhead.
2. If a required course is not being offered at LIU Riverhead then permission can be considered.
3. Students must be in good academic standing; students on academic probation cannot be granted permission to attend other institutions.
4. The visiting student authorization becomes automatically invalid if, by the conclusion of the term during which it is granted, the student is placed on academic probation.
5. Only letter grades of C- or above for undergraduates, or B or above for graduate students are acceptable for transfer credits. A grade of P is not transferable. Grades earned at another institution are not used in the computation of either the student's major or cumulative average, they do not remove F grades earned at LIU Riverhead, nor do they count toward fulfillment of residence requirements or the requirements for graduation with honors.

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

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

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

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

Per Capita Classes

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

Leave of Absence

LIU Riverhead permits students to interrupt their studies when appropriate. If granted, a Leave of Absence allows a student to continue under the requirements in effect when he/she was initially admitted. A Leave of Absence for up to one year may be granted to matriculated students who are not in financial arrears and who are not subject to any disciplinary action. Application for continued leave beyond one year must be made in writing to the student's program director. Students are not permitted to attend another college or university while on an official Leave of Absence.

Medical Leave of Absence

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

A student who wishes to request a Medical Leave of Absence will need to contact the Associate Dean's Office. The student must provide adequate medical documentation for review. A Medical Leave of Absence may be granted to any full or part-time student and is initially granted for one semester only. A request for a continuance may be granted for up to one year. The Associate Dean's Office evaluates the request and forwards the decision to the Program Director's Office.

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

All students are required to meet with and provide medical documentation to the associate dean prior to receiving approval to return.

Maintenance of Matriculation

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

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

Students must apply to their program director for Maintenance of Matriculation prior to or during the registration period in a given semester. The fee is \$100, and this matriculation status will be recorded on their transcript as a "class" for zero credits.

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

Withdrawal

Please be advised that course withdrawals may effect eligibility for federal, state and institutional aid programs. Contact the Office of Financial Aid for details.

Partial Withdrawals – Withdrawal from Individual Course(s)

Withdrawal from an individual course (or courses) may be effected only by an "official withdrawal," which becomes effective on the date that application was made. Refunds on specific course withdrawals are made in accordance with the schedule in the Tuition and Fees section. All withdrawals must have the approval of the student's faculty advisor. Students may withdraw from an individual 14-week course up to the 11th week of classes as specified in the academic calendar. Undergraduate students who withdraw from any courses during the Fall or Spring term are not eligible for inclusion on the Dean's List for that semester.

Partial Cancellation and Withdrawals, Dropping Below 12 Credits

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

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

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

Complete Withdrawals

Students who wish to withdraw from all their classes must see their faculty advisor to process the withdrawal forms. The withdrawal deadline is specified in the Academic Calendar, printed in this bulletin and on the campus website. Refunds of tuition for withdrawals from LIU Riverhead are made on a prorated basis in accordance with the refund schedule in the Tuition and Fees section.

Termination of Studies

Students who intend to transfer to other colleges or universities, or intend to leave LIU Riverhead permanently (or indefinitely) must contact their program director or faculty advisor.

Transcript Requests

Official transcripts for professional and graduate schools, prospective employers and other institutions must be requested in writing. Please note: if you owe the University any funds or have blocks on your account, your request cannot be processed. The University adheres to the Family Education Rights and Privacy Act of 1974. A student's record will not be released without prior written consent from the student. Enrolled students may use the secure student portal (My LIU) (my.liu.edu) to check their financial and academic status. Students have the four following options to secure transcripts, which cost \$7 each:

Option 1:

Currently Enrolled Students - Login to the My LIU portal and select "Order Transcripts Online."

Option 2:

Alumni or Students Not Currently Enrolled - Order transcripts online (Credentials, Inc.)

through TranscriptsPlus. You can submit a transcript request 24 hours/day, 7 days/week. To use the system, proceed to the University website www.liu.edu/riverhead. Be assured that TranscriptsPlus uses current web encryption technology and your information is secure.

Option 3:

Customer Service Telephone Requests - By calling the toll free Customer Service number at 1-800-646-1858, you can request a transcript over the phone. An additional \$10 processing fee will be added to your order. (\$17 total per transcript order)

Option 4:

In-Person - You may come to the LIU Post Record's Office, show picture ID, and up to two (2) official transcripts can be printed for you on the spot. Please call 516-299-2756 for office hours. If you wish to pick up more than two (2) transcripts, contact the Registrar's Office to make arrangements.

If you wish to release your transcripts to a third party for pick up, you must provide signature authorization.

Essential information to be furnished should include:

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

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

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

Payment of Tuition and Fees

Each semester the University mails a bill for charges to the billing address of students who register. Bills are also available online on the students' My LIU account page (my.liu.edu). Students are responsible for making payment or approved payment arrangements by the first day of classes. Students who have decided not to attend should contact the Office of Student Services to officially withdraw. Any balance not paid by the due date is subject to late payment fees. Student Financial (bursar) services for LIU Riverhead students are provided by the LIU Post Bursar's Office. For further information, contact the Bursar's Office at 516-299-2323, e-mail: bursar@cwpost.liu.edu or visit the Bursar website.

No registration may be considered completed without payment or a payment arrangement acceptable to the Bursar. Students who have outstanding indebtedness to the University are not eligible to register, receive transcripts of their records, have academic credits certified, be granted a leave of absence, or receive a diploma.

GENERAL TUITION AND FEES

(2014-2015 RATES)

The tuition and fees, residence life, health insurance and other miscellaneous fee schedules listed below are at the prevailing rates for the 2014-2015 academic year. The University reserves the right to change the fees herein stated at any time without notice.

Students are billed for tuition and fees at the time of registration. Room and board charges are reflected at the time of room assignment. **Students must make satisfactory payment arrangements prior to the start of each term or before moving into residence halls to remain in good financial standing.**

The University accepts payment by check, money order, AMEX, VISA, Discover, or MasterCard at the Enrollment Services Office or online through your My LIU account.

Tuition and Fees

| | |
|--|-------------|
| Undergraduate Tuition, flat rate, per semester (12+ credits) | \$16,509.00 |
| Undergraduate Tuition, per credit, per semester (less than 12 credits) | 1,030.00 |
| Graduate Tuition, per credit, per semester | 1,132.00 |
| Tuition Deposit fee (non-refundable) | 200.00 |
| Application fee (non-refundable) | 50.00 |
| University fee, per semester: | |
| Students carrying 12 or more credits | 867.00 |
| Students carrying 11.9 credits or less | 434.00 |

Other Fees

| | |
|---|---------|
| Transcript of record (on-line, in-person, or via mail), up to 10, per request | \$7.00 |
| Replacement I.D. card | 10.00 |
| Late graduation application fee | 50.00 |
| Reinstatement of cancelled registration | 100.00* |
| Delayed registration fee | 200.00* |
| Late payment fees: | |
| First (assessed 45 days into the term) | 50.00* |
| Second (assessed on the last day of the term) | 100.00* |
| Deferred final examination fee per examination (maximum \$60.00) | 20.00 |
| Maintenance of Matriculation fee: | |
| per term | 100.00 |
| Returned check fee | 25.00 |
| University Payment Plan fee | 35.00 |

Diploma Replacement fee 35.00

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

*Students are expected to clear their bills before the start of classes. In the event that a student fails to do so, late payment fees will be assessed. Registered students who have not cleared their bill by the 45th day into the term will be obliged to pay a late payment fee of \$50.00. Bills not cleared by the last day of the term will be assessed an additional late fee of \$100.00. If a student's registration is canceled, the student will be required to pay a reinstatement fee of \$100.00 plus the late payment fees. If the reinstatement takes place one year or more after the semester has ended, current tuition rates will be charged. Any student who deliberately fails to register but attends classes with the intention of registering late in the term will be responsible for paying the delayed registration fee of \$200.00. If the registration takes place one year or more after the semester has ended, current tuition rates will be charged.

Student Health Insurance

Compulsory/Hard Waiver Student Health Insurance Fees:

| | |
|--|------------|
| Fall/Annual Plan (August 15 - August 14) | \$1,910.00 |
| Spring only (January 1 - August 14) | 1,228.00 |
| Summer only (May 15 - August 14) | 536.00 |

Compulsory health insurance is required for all domestic resident students, international students, intercollegiate athletes, and students with field work assignments in the health professions. Students enrolled in a comparable health insurance plan are permitted to waive coverage. Visit www.gallagherkoster.com/liu for additional information.

Withdrawal Policy

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

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

LIU Liability Schedules

Fall & Spring Regular Sessions

| Period | Liability / Refund |
|-------------|--------------------|
| Weeks 1 - 2 | 0% / 100% |
| Weeks 3 - 4 | 50% / 50% |
| Week 5 | 100% / 0% |

Summer & Other Multi-Week Sessions

| Period | Liability / Refund |
|---------|--------------------|
| Weeks 1 | 0% / 100% |
| Weeks 2 | 50% / 50% |
| Week 3 | 100% / 0% |

Sessions of Two Weeks or Less

Determined by a pro rata calculation based on the total number of days in the course offering.

Financial Appeals

Students requesting a review of 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.

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

Financial Obligations

Students are liable for all charges incurred at the time of registration or room assignment. Your My LIU account makes it easier than ever to manage your financial obligations. To view your current account balance, simply log into your My LIU account online at <https://my.liu.edu> and click on the **Account Inquiry** link in the **Finances** section of your **Student Center** homepage. Students must make acceptable payment arrangements or officially withdraw prior to the start of classes to remain in good financial standing. Acceptable payment arrangements include:

- Payment in full;
- Approved financial aid covering all charges;
- Signed and approved University Payment Plan Agreement Form; or
- Participation in an approved third-party payment agreement.

A student who complies with any of the above shall be considered in good financial standing, so long as all terms and conditions are met throughout the term. All payment arrangements must be completely satisfied in accordance with your University authorized payment agreement or fees and/or penalties may be applied. If your account becomes seriously past due and no arrangements are made, the University will refer it to an external collection agency or law firm, where additional fees and penalties may be charged to your account. The University's policies and procedures governing Student Financial Services can be found online at: www.liu.edu/SFS.

Payment Arrangements

LIU offers convenient options to pay your account balance due. We offer many different payment methods, including check, all credit and debit cards, ACH, money order, and wire transfer.

My LIU: You can use your My LIU account to securely pay your balance online at my.liu.edu using a check, credit or debit card by clicking on the **Make a Payment** link from your **Student Center** homepage or from within the **Account Inquiry** section. To log into the Payment Gateway, enter your My LIU user name and password. From here, you may also set up an authorized user account so that a relative, guardian, or employer can pay any outstanding balance on your behalf. If you need assistance with making a payment online, please visit the **Center for Student Information** website at <http://csi.liu.edu>.

Payment by Mail: If paying with a check or money order by mail, please date the payment appropriately and make it payable to **Long Island University**. Any payment not honored by the bank is subject to a \$25 returned item fee and may restrict your future payment options to certified check,

money order, or credit card. You may also receive an additional charge from your financial institution. The University is not responsible for fees assessed by your bank.

Third Party Payments: The University will temporarily clear student account balances if presented with written authorization from a third party or sponsoring company that intends to make payment on your behalf. Students must submit official written authorization and complete a Deferred Payment Plan Agreement Form, along with payment for any remaining balance due. Additional information on third party payments can be found online at www.liu.edu.

Payment Plans

The University offers two basic types of interest-free payment plans to assist students with managing the cost of their education each term:

- **Monthly Plans** are offered to students who make payment arrangements before the start of the term. *Monthly Plans provide the most affordable payment options to our students and immediately place you in good financial standing.* The balance is spread across 4-6 equal monthly installments with at least two payments due prior to the start of the term.
- **Term Plans** are offered to students who need to make payment arrangements at or after the start of the term. *Term Plans should only be used as a last resort because the number of installments is limited to 2-3 monthly payments.* In addition, your total balance due must be covered by an appropriate combination of approved aid, applied aid, and/or an initial student payment.

The University must approve your signed Payment Plan Agreement Form and receive your first initial payment for your account to remain in good financial standing. There is a \$35.00 enrollment fee per term that is due with your first payment.

FINANCIAL AID

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

Application Process

All students are required to complete the Free Application for Federal Student Aid (FAFSA) no later than March 1. The FAFSA should be completed online at www.fafsa.ed.gov. The federal school code for the University is **002751**. Residents of New York State must also complete the Tuition Assistance Program (TAP) application using the University's school code **0403**. Continuing students at the University must reapply for financial assistance each year. Financial aid counseling is available on site at 121 Speonk-Riverhead Road- LIU Building in Riverhead. For further information regarding in-person financial aid counseling, you may contact Christina Stromski at 631-287-8322, or via e-mail at christina.stromski@liu.edu.

Awards

LIU Riverhead Scholarships and Awards

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

A detailed listing of scholarships can be found online at www.liu.edu/Riverhead/FinAid.

Federal Grants and Loan Programs

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

A detailed listing of Federal programs including Pell grants, SEOG awards and direct loans can be found online at:

www.liu.edu/Riverhead/FinAid.

State Programs

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

Veteran Benefits

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

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

Additional information can be found online at www.liu.edu/Riverhead/Veterans.

Private Loans

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

- current interest rates
- co-signer requirements

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

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

If you have considered applying for an alternative loan, you may be required to complete the Free Application for Federal Student Aid at www.fafsa.ed.gov in order for the University to certify your loan eligibility. Alternative 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 alternative loans is the electronic filing of an application, institutional certification, and approval information. Generally speaking, electronic filing processing requires at least 72 hours before a lender will respond. The University will assist you in this process and will determine for you the maximum loan amount you will be allowed to borrow based on your estimated cost of attendance and pre-existing financial aid awards. The complete process normally takes 7-14 business days.

Terms and Conditions

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

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

Unless otherwise indicated, University

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

Standards for Satisfactory Academic Progress (SAP)

Federal Financial Aid Programs

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

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

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

UNDERGRADUATE

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

| Number of Credits Attempted | Number of Credits Earned | Cumulative G.P.A. Required |
|-----------------------------|--------------------------|----------------------------|
| 0-29 | 67% | 2.0 |
| 30-121 | 67% | 2.0 |
| 122-192 | 80% | 2.0 |

Notes:

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

GRADUATE

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

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

Notes:

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

New York State TAP Awards

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

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

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

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

UNDERGRADUATE

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

Baccalaureate Semester Based Program Chart (2006 Standards)

Applies to students first receiving aid in 2007-08 through and including 2009-10 and remedial students first receiving aid in 2007-08 and thereafter.

| Semester | Before Being Certified for Payment: | |
|----------|--|---------------------------|
| | A student must have accrued at least this many credits | With at least this G.P.A. |
| 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 |

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 NY State awards.

Baccalaureate Semester Based Program Chart (2010 Standards)

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

Before Being Certified for Payment:

| Semester | A student must have accrued at least this many credits | With at least this G.P.A. |
|----------|--|---------------------------|
| 1st | 0 | 0 |
| 2nd | 6 | 1.5 |
| 3rd | 15 | 1.8 |
| 4th | 27 | 1.8 |
| 5th | 39 | 2.0 |
| 6th | 51 | 2.0 |
| 7th | 66 | 2.0 |
| 8th | 81 | 2.0 |
| 9th | 96 | 2.0 |
| 10th | 111 | 2.0 |

Notes:

- All students must be registered for a minimum of 12 credits per semester.
- A student may not receive a NY State award for repeating a class that they have already successfully completed (i.e. the credits for a repeated class for which the student has already received a satisfactory grade will not count towards the full-time requirement).
- The standards that a student must meet are dependent upon when a student first received an award from NY 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 (G.P.A.) prior to being certified for a TAP payment. This average increases as the student progresses in payment points.
- All students must have a cumulative G.P.A. of 2.0 (a “C” average) or better after accumulating 24 or more payment points (e.g., 4 full time

STUDENT SERVICES, RESOURCES AND FACILITIES

Student Services

LIU Riverhead offers many resources to assist students from admission to graduation. The Office of Student Services helps students conduct university business, maximize their academic success and employment options, and provides individualized attention for personal needs.

Students may receive assistance with billing, course registration, ID cards, orientation and graduation, financial aid, academic advising, job searches, health insurance, parking permits, the My LIU student web portal and much more.

Using the University's convenient My LIU portal at <https://my.liu.edu>, you can view your financial aid status and account activity, pay your bill online, make online appointments with counselors, and view 'to do' items and 'holds' that help you complete required tasks to ensure your continued enrollment at LIU Riverhead. In addition to our convenient online student portal, our experienced financial aid counselors will work closely with you and your family to ensure you receive world-class service throughout your college experience.

Office of Information Technology

George Baroudi, Vice President for Information Technology & CIO

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

Student E-Mails

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

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

IT Email: IT@LIU.edu

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, e-mail account and more. All students will receive a letter from the Student Services Office with details about how to login to my.liu.edu and access the resources available to them.

Academic Advising

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

PROGRAM ADVISORS

Graduate Faculty Advisors

Literacy Education:

Dr. Erica Pecorale, Assistant Professor
erica.pecorale@liu.edu

Childhood Education:

Dr. David Schultz, Instructor
david.schultz@liu.edu

Teaching Students with Disabilities and ABA Program:

Dr. Lisa Scheffer, Assistant Professor
lisa.scheffer@liu.edu

Homeland Security Management Institute:

Mr. Jeffrey Rapess, Assistant Director of Student Services and Technical Support
jeffrey.rapess@liu.edu

Undergraduate Advisor

Childhood Education and Communications Studies-New Media

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

Career Services

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

information.

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

E-résumé Critiques - Students and alumni can request an online résumé critique via e-mail. Please send your résumé as an MS Word or .rtf file attachment to resumes@cwpost.liu.edu. A counselor will have your critiqued résumé back to you within 24-48 hours (longer during holidays, weekends, or seasonally busy periods).

Writing Lab

All LIU Riverhead students have access to online writing support. This support system provides students with a gateway to receive individualized writing instruction from experienced faculty. By providing this service to students online, we maintain the flexibility to address the particular writing needs of both on-campus students and students in our distance learning programs.

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

Disability Support Services

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

Students with disabilities will receive basic academic accommodations by their individual professors and their academic departments. Accommodations will be made by other Campus departments as required for non-academic matters. Students with disabilities, who desire accommodations, must submit appropriate documentation of their disabilities to the Office of

Student Services. Appropriate professional staff at the LIU Post Disability Support Services Office will review and evaluate this documentation, establish confidential files, and provide the student with appropriate accommodations forms that the student will present to the teaching faculty. Prior to the beginning of each semester students with disabilities must contact the Office of Student Services to obtain the appropriate accommodations forms to present to the professors. Other Campus departments will be notified, as necessary, of the needs for additional accommodations noted in the student's documentation.

Bookstore

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

Visit the bookstore at liunet.bncollege.com.

Student Health Insurance

During the 2014-2015 academic year, LIU has partnered with Gallagher Koster and United Health Care to develop a cost-effective Student Health Insurance plan that provides our students and families with robust medical coverage at school, back home, and while traveling or studying abroad. The 2014-2015 Plan is compliant with all phases of the Patient Protection and Affordable Care Act and offers students and their dependents access to a network of doctors, hospitals and pharmacies throughout the country and overseas.

The Student Health Insurance plan is available to all international students, clinical students, residential students, Global college students and intercollegiate athletes. Students are automatically enrolled in the Plan but can waive participation online at www.gallagherkoster.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 periods, reduced rates, and specific enrollment / waiver deadlines. Voluntary coverage is no longer offered, but assistance in navigating the health care exchanges is provided where necessary.

Beginning on July 1st, students can go to my.liu.edu and click on the "Student Health Insurance" link from the Student Center Home Page to enroll in the Plan, waive coverage, print temporary ID cards, and file or check claims. Coverage begins on August 15, 2014, which represents the start of the plan year, and extends through August 14, 2015. You can also visit the

Gallagher Koster website directly at www.gallagherkoster.com/liu.

Public Safety

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

Facilities

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

Alumni Relations

The Office of Development & Alumni Relations is proud to serve the alumni of LIU Riverhead, a vital part of our community. Our goal is to help alumni maintain a personal connection with your alma mater and give you a chance to make a difference and stay involved. We invite you to join the growing number of Riverhead alumni who want to help today's current students as well as each other.

We are very interested in keeping in touch with all of our alumni. So, whether it is by mail, phone, fax or e-mail, please keep us informed. Let us know about any changes in your life so we can better communicate with you about campus events, career opportunities, professional networking seminars, newsletters and alumni-related activities. If you have received promotions, been recently married, changed your address or job or simply want to stay in touch, we want to hear from you. Your Alumni Office offers you an opportunity to remain connected with the LIU Riverhead family. Contact the LIU Riverhead Development & Alumni Relations Office, c/o LIU Post, Kahn Discovery Center, Suite 100, 720 Northern Boulevard, Brookville, NY 11548-1300; Phone: 516-299-4052; Fax: 516-299-3013; e-mail: alumni@cwpost.liu.edu.

LIBRARY

The LIU Libraries system serves a combined total of more than 27,000 students and more than 600 full-time faculty members across residential and regional campuses. The University's libraries share many online resources that can be accessed from anywhere at anytime via remote access including subscriptions to more than 80,000 online journals; 200 online databases; 120,000 electronic books; and 11,000 files of streaming media. These resources may be accessed via the LIU Riverhead homepage at www.liu.edu/riverhead.

Collectively, the libraries house approximately 700,000 print books and more than 14,000 non-print media items. The collections of all LIU libraries are listed in LIUCAT, the library catalog. Books, journal articles and other library materials owned by LIU's libraries not available at a particular campus can be requested through LIUCAT and through the intercampus library loan courier service. Items not available at LIU libraries can also be requested through interlibrary loan and brought to campus or delivered electronically.

In addition, due to LIU's partnership with Suffolk County Community College, LIU Riverhead students have access to the SCCC's Library located in the Montaukett Learning Resource Center. It is also through our partnership with the Naval Post Graduate School that we have been able to provide our HSMI students with access to their renowned online Homeland Security digital library.

UNDERGRADUATE PROGRAMS

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

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

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

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

Program Admission Requirements

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

The program requires that students:

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

New York State Teacher Certification Requirements

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

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

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

Upper Division Program

51 Credits Required

[Program Code: 33033]

Required Major Courses

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

Liberal Arts and Science Core*

The 60 credit Liberal Arts and Science core consists of a 30 credit General Education Core and a 30 credit Interdisciplinary Content Core. A minimum of 12 of these 60 credits must be at the upper division level.

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

General Education Core (30 credits)

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

Scientific Processes 6.00

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

Artistic Expression: 3.00
Art, Music, Theater,
Dance

Literature 3.00

English/Writing/
Composition 3.00

Foreign Language 3.00

Mathematics 6.00

Content Core (30 credits)

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

Electives

Free Electives 17.00

Total credits required for graduation - 128

Additional program requirements:

Minimum Education Major G.P.A.=2.50

Minimum Cumulative G.P.A.=2.50

Bachelor of Arts in Communication Studies - New Media

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

Program Admission Requirements

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

This program requires that students:

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

B.A., Communication Studies – New Media

Upper Division Program

51 Credits Required

[Program Code: 34527]

Required Major Courses

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

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

| | | |
|---------|------------------|------|
| CMA 450 | Capstone Project | 4.00 |
| CMA 451 | Internship | 4.00 |

Liberal Arts and Science Core

The 63 credit Liberal Arts and Science core consists of a 31 credit General Education Core and a 32 credit Interdisciplinary Liberal Arts and Sciences core. A minimum of 9 of these 63 credits must be at the upper division level. Most of the courses in the Liberal Arts and Science core are completed before a student enters LIU Riverhead. A transcript review of these courses is completed during the admissions process.

General Education Core (31 Credits)

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

Humanities: 9.00
 Communications, Philosophy, Foreign Language, Fine Arts, English (3 credits only), Cultural Anthropology, Religion
 English and Writing 6.00
 Scientific Processes (including 1 lab): 4.00
 Biology, Chemistry, Earth Science, Astronomy, Physics
 Mathematics 3.00

Interdisciplinary Liberal Arts/Sci Concentration Core (32 Credits)

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

Electives

Free Electives 14.00

Total credits required for graduation - 128

Undergraduate Programs

Courses

CIN 300 Film Theory

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

Credits: 3

On Occasion

CMA 265 Technology in Education

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

Credits: 3

Every Fall

CMA 270 New Media and Society

This course provides an examination of new media technology and its influence on modern society. As new forms of media constantly emerge, the impact these technologies have on our society is constantly changing as well. In this course, students will study these changes in media and society and develop a clear understanding as to not only what is changing, but why these changes are taking place. A particular emphasis will be placed on the ways that advancing technology affects the way we access, distribute, and use information.

Credits: 3

Every Fall

CMA 280 Interpersonal Communication in the Digital Age

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

relationships.

Credits: 3

Every Fall

CMA 300 Emerging Media Applications I

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

Credits: 3

Every Spring

CMA 301 Emerging Media Applications II

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

Prerequisite of CMA 300 is required.

Credits: 3

Every Fall

CMA 310 Advertising and Public Relations

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

Credits: 3

Every Spring

CMA 320 New Media Literacies

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

Credits: 3

Every Spring

CMA 330 Digital Storytelling

This course examines the evolution of storytelling with a particular focus on digital media and its

impact on storytelling. Students will focus on the use of different media and the ability to accentuate story through the use of digital pictures, sound, video, and various web based applications. This course is meant to not only enhance a student's ability to tell a story, but their ability to analyze and interpret stories as well.

Credits: 3

Every Fall

CMA 340 Business Communication

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

Credits: 3

Every Spring

CMA 350 Gaming and Society

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

Credits: 3

Every Spring

CMA 401 ePortfolio II

In this course, students will study the different media and applications that can be used in the construction of an electronic portfolio and will use those same technologies to create a portfolio of artifacts designed with their career field of interest in mind. The creation of an electronic portfolio will be required for the completion of this course.

Credits: 2

Every Spring

CMA 410 Media Law

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

Credits: 3

Every Fall

CMA 420 Communication Research Methods

This course provides students with a solid foundation in the process of conducting communications based research. In particular, students will focus on developing the skills used to analyze the works of others as well as the skills

necessary for producing their own pieces of research writing. Students will also be exposed to methods of data collection and data analysis that will help to guide them in their research.

Credits: 3

Every Fall

CMA 430 Oral Communication and Presentation

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

Credits: 3

Every Fall

CMS 440 Case Studies in New Media

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

Credits: 3

Every Spring

CMA 450 Communication Capstone Project

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

Credits: 4

On Demand

CMA 451 Communication Internship

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

Credits: 4

Every Spring

EDU 201 Foundations of Education

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

Credits: 3

On Occasion

EDU 210 Child Development

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

Credits: 3

Every Fall

EDU 250 Educational Psychology

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

Credits: 3

Every Spring

EDU 260 Introduction to Special Education

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

Credits: 3

Every Fall

EDU 265 Technology in Education

The impact of computer technology on the instructional learning process is important for

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

Credits: 3

Every Fall

EDU 270 Curriculum Planning

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

Credits: 3

Every Spring

EDU 280 Classroom Management

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

Credits: 3

Every Spring

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

This course is an integrated pre-student teaching methods and materials course covering theory and

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

Prerequisite of EDU 270 and 280 are required.

Credits: 6

Every Fall

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

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

State P-12 Common Core Learning Standards (ELA and SS) to content and differentiated instruction will be the focus of this course. Field experience required.

Prerequisite of EDU 270 and 280 are required.

Credits: 6

Every Fall

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

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

Prerequisite of EDU 270 and 280 are required.

Credits: 6

Every Fall

EDU 401 Student Teaching and Seminar

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

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

Credits: 12

Every Fall and Spring

ENG 300 Advanced Creative Writing

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

dialogue, voice, and other elements of creative writing. A final portfolio of the student's writing will be submitted at the end of the semester.

Credits: 3

Every Fall

ENG 301 Poetry and Lyrics

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

Credits: 3

On Occasion

ENG 402 Advanced Professional Writing

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

Credits: 3

Every Spring

ENG 405 Children's Literature

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

Credits: 3

On Occasion

ERS 310 Coastal Marine Science

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

Credits: 3

On Occasion

MTH 301 Math for Educators

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

Credits: 3

On Occasion

MUS 301 Poetry and Lyrics

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

Credits: 3

On Occasion

GRADUATE EDUCATION PROGRAMS

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

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

General Program Admission

Matriculation:

To matriculate, students must have:

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

Transfer Credit:

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

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

Time Limitation:

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

Graduation:

For graduation, a student must have:

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

Program Benefits

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

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

Overviews and Prerequisites

The Master of Science degree in Childhood Education is designed for individuals who have earned a bachelor's degree from an accredited

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

The program is accredited by the Teacher Education Accreditation Council, signifying it meets the highest standards of quality in preparing competent, caring and qualified professional educators who will teach and lead in pre-K through grade 12 schools.

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

New York State Teacher Certification Requirements

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

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

M.S., Childhood Education

*46 Credits Required
[Program Code 31400]*

Required Courses

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

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| EDU 620 | Methods of Teaching Social Studies and Language Arts (Grades 1-6) | 3.00 |
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| EDU 630 | Methods of Teaching Mathematics and Science (Grades 1-6) | 3.00 |
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Pick one of the following

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| EDU 500A | Advanced Technology and Curriculum | 1.00 |
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| EDU 500B | Basic Technology and Curriculum | 1.00 |
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Pick one of the following

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| EDU 505A | Field Experience I | 3.00 |
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| EDU 505B | Fieldwork Experience II | 3.00 |
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Elective Courses - Pick one of the following

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| EDU 512 | Methods and Materials of Early Child Education | 3.00 |
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| EDU 581 | Instruction in the Content Areas: Special Education | 3.00 |
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| EDU 582 | Applied Behavior Analysis | 3.00 |
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| EDU 583 | Educational Interventions for Young Children with Disabilities | 3.00 |
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| EDU 584 | Educational Interventions for Middle and High School Students with Disabilities | 3.00 |
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| EDU 585 | Collaboration and Consultation in Special Education | 3.00 |
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| EDU 591 | Literacy Research | 3.00 |
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| EDU 593 | Language Acquisition | 3.00 |
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| EDU 605 | Children's Literature | 3.00 |
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| EDU 607 | The Process of the Writing Workshop | 3.00 |
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| EDU 608 | Teaching Reading in the Content Area | 3.00 |
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| EDU 609 | Literacy Assessment and Evaluation: Practicum | 3.00 |
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| EDU 610 | Literacy Instruction for the Struggling Learner: Practicum | 3.00 |
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| EDU 611 | Practicum in Reading: Case Studies | 3.00 |
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| EDU 612 | Supervision of Literacy Programs (K-6) | 3.00 |
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|---------|---|------|
| EDU 661 | Diagnostic/ Prescriptive Techniques for Use with Exceptional Children | 3.00 |
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| EDU 663 | Teaching Students with Emotional/Behavioral Disorders | 3.00 |
| EDU 664 | Research in Special Education | 3.00 |
| EDU 668A | Practicum in Special Education: Adolescence | 3.00 |
| EDU 668C | Practicum Special Education: Childhood | 3.00 |

Practicum Course

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

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

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

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

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

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

New York State Teacher Certification Requirements

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

certification.

Students must hold an initial teaching certification

M.S., Literacy Education

31 Credits

[Program Code 31401]

Required Courses

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

Pick one of the following

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

Pick one of the following

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

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

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

Accredited by the Teacher Education Accreditation Council, the program is founded on scientifically based assessment and intervention strategies that enable teachers to meet the needs of students with disabilities in accordance with federal law and New York State Department of

Education guidelines.

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

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

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

Subject Area Extension to the Students with Disabilities Generalist Certification

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

New York State Teacher Certification Requirements

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

M.S., Teaching Students with Disabilities

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

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

M.S., Teaching Students with Disabilities

31 Credits

[Program Code: 31402]

Required Courses

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

Pick one of the following

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

Pick one of the following

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

Pick one of the following

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

Advanced Certificate: Applied Behavior Analysis

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

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

Advanced Certificate, Applied Behavior Analysis

24 Credits

[Program Code 32318]

Required Courses

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

Pick one of the following

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

Pick one of the following

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

Graduate Education Programs Courses

EDU 500B Basic Technology and Curriculum

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

Credits: 1

On Occasion

EDU 501 Foundations of Education

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

Credits: 3

Every Fall

EDU 502 Educational Psychology and Human Development

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

Credits: 3

Every Spring

EDU 505A Field Experience I

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

Credits: 3

Every Fall

EDU 505B Fieldwork Experience II

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

Credits: 3

Every Spring

EDU 511 Classroom Management

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

Credits: 3

Every Spring

EDU 512 Methods & Materials of Early Child Education

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

Credits: 3

On Occasion

EDU 580 Introduction to Special Education

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

Credits: 3

Every Fall

EDU 581 Instruction in the Content Areas: Special Education

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

Credits: 3

Every Fall

EDU 582 Applied Behavior Analysis

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

Credits: 3

Every Spring

EDU 583 Educational Interventions for Young Children with Disabilities

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

Prerequisite of EDU 581 is required.

Credits: 3

Every Spring

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

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

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

Prerequisite of EDU 581 is required.

Credits: 3

Every Spring

EDU 585 Collaboration and Consultation in Special Education

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

Credits: 3

Every Summer

EDU 590 Research and Theories of the Reading Writing Process

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

Credits: 3

Every Fall

EDU 591 Literacy Research

This course will focus on the history as well as current trends in literacy research. Students will engage in an examination of literacy research involving the generation and refinement of models and theories as well as the traditional quest for better methods of teaching reading and writing. Strategies in interpreting and analyzing the professional literature will also be emphasized.

Credits: 3

On Demand

EDU 593 Language Acquisition

This course is designed to provide educators with an understanding of normal language development (both spoken and written) from its origins in early

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

Prerequisite of EDU 590 is required.

Credits: 3

On Occasion

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

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

Prerequisite of EDU 590 is required.

Credits: 3

Every Spring

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

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

Prerequisite of EDU 590 is required.

Credits: 3

Every Spring

EDU 605 Children's Literature

This course is designed to acquaint students with contemporary, as well as classic children's literature and the work of illustrators. Students will become versed in the variety of genres and their elements.

They will read, analyze and share children's books. Literature is an authentic resource that can be the foundation of the literacy program, as well as a component of the major curriculum areas.

Credits: 3

Every Spring

EDU 607 The Process of the Writing Workshop

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

Prerequisite of EDU 601R is required.

Credits: 3

Every Fall

EDU 608 Teaching Reading in the Content Area

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

Prerequisite of EDU 601R is required.

Credits: 3

Every Summer

EDU 609 Literacy Assessment and Evaluation: Practicum

This course will prepare teachers to holistically assess and evaluate the reading and writing ability, both strengths and weakness, of early childhood through grade 6 children. Because reading and writing processes are transactional in nature and a reflection of the interrelationship between language and cognition, the assessment process will be presented as holistic and ongoing. While the focus is on authentic assessment, graduate students will learn and conduct both informal and formal

assessment. This course is designed to meet the needs of classroom teachers as well as reading specialists by assessing and synthesizing all the components of literacy, including the academic, emotional, and social aspects.

Prerequisite of EDU 601R is required.

Credits: 3

Every Fall

EDU 610 Literacy Instruction for the Struggling Learner: Practicum

The primary purpose of this course is to provide the graduate student with the opportunity to utilize the diagnostic evaluation conducted in EDU 609 and to collaborate with the struggling student in designing, implementing, and evaluating an instructional plan based on individual needs.

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

Prerequisite of EDU 609 is required.

Credits: 3

Every Spring

EDU 611 Practicum in Reading: Case Studies

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

Prerequisite of EDU 610 is required.

Credits: 3

Every Summer

EDU 612 Supervision of Literacy Programs (K-6)

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

Prerequisite of EDU 609 is required.

Credits: 3

Every Spring

EDU 613 Assessment Techniques

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

Evaluation techniques in the areas of special education, reading, bilingual education as well as classroom assessment (K-12) will be addressed.

Credits: 3

On Demand

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

A theoretical and practical approach to methods and techniques in the teaching of social studies and language arts. The integration of reading, writing, listening, and speaking skills with social studies topics will be studied in order to increase students' understanding and achievement of the concepts and skills in both of these curriculum areas.

Application of the New York State P-12 Common Core Learning Standards (ELA and SS) to content and differentiated instruction will be the focus of this course. 25 hours of field work is required.

Credits: 3

Every Spring

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

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

Credits: 3

Every Fall

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

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

Credits: 3

Every Fall and Summer

EDU 663 Teaching Students with Emotional/Behavioral Disorders

This course will focus on the etiology, characteristics, identification, and behavioral and educational strategies associated with students

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

Prerequisite of EDU 581 is required.

Credits: 3

Every Spring

EDU 664 Research in Special Education

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

Credits: 3

On Occasion

EDU 667 Autism

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

Prerequisite of EDU 582 is required.

Credits: 3

On Occasion

EDU 668A Practicum in Special Education: Adolescence

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

Prerequisite of EDU 584 is required.

Credits: 3

Every Spring

EDU 668C Practicum in Special Education: Childhood

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

Prerequisite of EDU 583 is required.

Credits: 3

Every Spring

EDU 691E Student Teaching - Elementary

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

Credits: 6

Every Fall and Spring

EDU 700 Education Research

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

Prerequisite of 21 completed units of Education are required.

Credits: 3

Every Fall

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

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

Prerequisite of EDU 583 or 584 is required.

Credits: 3

Every Fall

EDU 800 Thesis - Childhood Majors

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

Prerequisite of EDU 700 is required.

Credits: 3

Every Spring

EDU 800A Thesis Project: Special Education

On an individual basis, faculty mentors will meet with students and assist them through the completion of their thesis project. Seminars and individual conferences will provide students with ongoing instruction, feedback, support, and evaluation. The completed thesis is placed on

permanent file at the LIU Riverhead Education Program Office and is made available to all interested members of the education program.

Prerequisite of EDU 700A is required.

Credits: 3

Every Spring

LIU RIVERHEAD FACULTY

John Brush

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

Vincent Henry

Director of Homeland Security Management;
Professor of Homeland Security Management
B.A., M.S., LIU Post;
M.Phil., Ph.D., Graduate School and University Center of the City University of New York

Steven Bucci

Associate Professor of Homeland Security Management
B.S., U.S. Military Academy at West Point;
M.A., Ph.D., University of South Carolina

Erica Pecorale

Assistant Professor of Education
B.S., SUNY Oneonta;
M.S., LIU Brentwood;
M.S., Massachusetts College of Liberal Arts;
Ed.D., Hofstra University

Lisa Scheffer

Assistant Professor of Education
B.A., New York University;
M.S., College of New Rochelle;
P.D., State University of New York at Stony Brook;
Ed.D., Dowling College

David Schultz

Instructor of Education
B.A., M.S., LIU Southampton;
ABD, Hofstra University

Stanley Supinski

Associate Professor of Homeland Security Management
B.S., University of New York;
M.A., Naval Postgraduate School;
Ph.D., Florida State University

Adjuncts at LIU Riverhead: 25

HOMELAND SECURITY MANAGEMENT INSTITUTE

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

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

Introduction

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

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

The Homeland Security Management Institute's exceptional faculty, outstanding curriculum and unwavering commitment to the highest academic and professional standards ensure a rigorous and academically challenging graduate education that is "designed and delivered by professionals, for professionals." Our Advanced Certificates and Master of Science degree in Homeland Security Management are recognized as the nation's leading graduate programs in the Homeland Security field. LIU's Homeland Security Management Institute is an academic partner of the Naval Postgraduate School's renowned Center for Homeland Defense and Security, which shares the curriculum, resources, and faculty expertise of our graduate programs. In 2007, the Homeland Security Management Institute was designed by an Act of Congress as a U.S. Department of Homeland Security Center of Excellence, and is the only DHS Center of Excellence to offer a graduate degree in the Homeland Security Management field.

Advantages for Professionals

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

The graduate-level Advanced Certificates provide the leadership and organizational skills necessary to formulate and execute strategies in harmony with federal homeland security objectives, as well as the skills needed to apply

innovative approaches to problem solving and to achieve resilient and adaptive patterns of thinking.

The rigorous five-course Advanced Certificate curricula has been crafted to meet the unique and specific needs of managers and executives in homeland security and related fields - especially those who want to enhance and embellish their educational and professional credentials but who do not require a full Master of Science degree. The highly integrated curricula are designed to meet the practical needs of busy professionals working in law enforcement fields, emergency managers, private security personnel, the intelligence community, the transportation industry, critical infrastructure, and a host of other private sector specialties in the complex homeland security and cyber security enterprises.

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

The Institute's Senior Fellows are a faculty of highly experienced practitioners with doctoral degrees and other outstanding academic credentials. Several are Fulbright Scholars. They have "been there" having completed their education while working full-time in demanding positions as homeland security managers and executives, and they still work in the field. They are particularly sensitive to the needs and objectives of busy homeland security professionals as well as to the needs and objectives of those aspiring to management careers in homeland security fields. They understand the practical challenges active homeland security professionals face in pursuing higher education, including unpredictable schedules and the struggle to balance complex professional and personal responsibilities. A complete list of our Senior Fellows can be found in this Bulletin and on our website: www.liu.edu/Riverhead/HSMI/Faculty.

Online Education at the Graduate Level

The flexible and asynchronous online distance education format of the Institute's program makes it possible for students and those employed as homeland security professionals in varied geographical locations, especially military personnel to participate without relocating to a

distant campus. There is no in-resident requirement at the Institute. It offers these students the kind of scheduling flexibility that is absolutely essential for busy homeland security professionals and deployed military. Distance learning makes the Homeland Security Management Institute program available to a more diverse cross-section of traditional students and practitioners from homeland security organizations and agencies across the nation, thus enhancing the quality of education by broadening the range of perspectives and experiences represented.

The Homeland Security Management Institute's dynamic and highly effective online learning strategies, along with its 'case study' approach to graduate professional education, make it unique in the nation. No other program offers the opportunity to learn homeland security management with a faculty comprised entirely of practitioner-scholars who are seasoned professional with outstanding academic credentials.

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

Interaction Between and Among Faculty and Students

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

Homeland Security Management is an evolving field that is rooted in a number of diverse areas of specialized knowledge and practice. One of the compelling challenges homeland security management faces is the need to integrate these specializations and to create a broader and more comprehensive understanding of how they coordinate and interact. Our curriculum, and our faculty and students who are drawn from a broad array of professions, areas of expertise and geographic locations, reflect this diverse range of specialized fields.

As experienced homeland security

professionals, our Faculty of Senior Fellows recognize that they stand to learn as much from students as students learn from them. Our program encourages exploration, collaboration, dialogue and debate in a highly collegial learning environment that incorporates the diverse knowledge, skills, and areas of expertise our students bring to the program.

Our graduates are ‘practitioner-scholars’ – those rare individuals who are as comfortable and competent in the real world of professional practice as they are in the academic environment, who can incorporate and apply knowledge and insight from both worlds, and who can move flexibly and fluidly between them.

Academic Requirements

While admissions standards generally reflect those of other LIU graduate programs and require a bachelor’s degree from an accredited institution and a grade point average of 3.0 or better, admissions decisions are made on a case-by-case basis, and full consideration is given to applicants’ professional experience and career history. This Institute also recognizes that many highly motivated, experienced, and qualified homeland security practitioners may not have fulfilled all the requirements for a bachelor’s degree, and we will consider special accommodations for exceptional applicants who have not completed their bachelor’s degree and wish to enroll in an Advanced Certificate program. Exceptional applicants typically possess outstanding expertise and credentials, a unique level of practical experience, or a particularly exceptional skill set.

The Institute’s policy is to carefully monitor these students and their progress, and special requirements may be imposed to ensure their academic success. For more information about the exceptional admissions policy, contact the Admissions Office or visit our website at: www.liu.edu/Riverhead/HSMI/Admissions.

The Homeland Security Management Institute’s courses also are an attractive and valuable option for graduate or upper-level undergraduate students in degree programs at LIU and other institutions who want to explore the homeland security field and/or expand their employment opportunities in this growing area. Students enrolled in other LIU degree progress who wish to take Homeland Security Management Institute courses for elective credit may register for these courses with the approval of their department and the program’s director.

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

Students in the Homeland Security Management Institute’s graduate programs who are employed by specified federal, state, or local municipal government entities may qualify for a

one-third tuition scholarship. This scholarship is also available to active duty military personnel and members of certain unions and professional organizations. It is best to check with the Admissions Office regarding the specific details and criteria. Scholarships and financial aid, including Department of Veteran’s Affairs (VA) educational benefits (GI Bill), New York State Veterans Tuition Award and the William D. Ford Direct Loan Program, are available to qualified students. The Institute participates in the Yellow Ribbon Program. Additional detailed information regarding financial aid and scholarships is available on our website:

www.liu.edu/Riverhead/HSMI/FAS.

For more complete information about this unique and innovative opportunity for online graduate-level professional education in the complex and challenging field of homeland security management, as well as information about our curriculum, our Faculty of Senior Fellows and our Board of Advisors, please visit our website: www.liu.edu/homeland. Our website also features information on employment opportunities and on the specialized investigative and intelligence courses the Institute offers, as well as links to sources of information and to agencies in the homeland security field and the intelligence community.

Master of Science: Homeland Security Management

The Homeland Security Management Institute (HSMI) provides an exceptional graduate-level education to working professionals. A premier fully online program, the HSMI offers a 36-credit Master of Science degree in Homeland Security Management.

M.S., Homeland Security Management

36 Credits Required

[Program Code: 31403]

Core Courses

Pick one of the following concentrations (15 credits):

Homeland Security Management Core

| | | | |
|-----|-----|---|------|
| HMS | 500 | Introduction to Homeland Security Management | 3.00 |
| HMS | 520 | Constitutional Issues in Homeland Security Management | 3.00 |
| HMS | 530 | Domestic and International Terrorism | 3.00 |
| HMS | 540 | The Intelligence Function in Homeland Security Management | 3.00 |

| | | | |
|-----|-----|--|------|
| HMS | 555 | Advanced Cyber Security: Technology Issues for Policy Makers | 3.00 |
|-----|-----|--|------|

OR

Cyber Security Policy Core

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

Required Courses

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

Practicum Courses

Pick one of the following:

| | | | |
|-----|-----|---|------|
| HMS | 630 | Practicum: Graduate Internship in Homeland Security | 3.00 |
| HMS | 640 | Practicum: Exercises In Homeland Security | 3.00 |

Elective Courses

Pick one of the following:

| | | | |
|-----|-----|--|------|
| HMS | 650 | Border and Transportation Security | 3.00 |
| HMS | 655 | Critical Infrastructure and Key Resource (CI/KR) Protection | 3.00 |
| HMS | 656 | Risk Management for Critical Infrastructure Protection and Transportation Systems | 3.00 |
| HMS | 657 | The Planning Process for Homeland Security and Transportation Security Management | 3.00 |
| HMS | 658 | Cyber Security: Issues and Policy in Transportation and Critical Infrastructure Protection | 3.00 |

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|-------------------------|--|------|
| | Homeland Defense, Civil Support, and Transportation Security: DOD's Role in the Homeland Security Enterprise | 3.00 |
| HMS 659 | | |
| HMS 660 | Funding and Grant Evaluation | 3.00 |
| HMS 662 | Emergency Management and the Health Care Sector | 3.00 |
| HMS 665 | Ethical Issues in Homeland Security Management | 3.00 |
| HMS 668 | Advanced Cyber Security: Issues and Policy in Transportation and Critical Infrastructure Protection | 3.00 |
| HMS 670 | The Economics of Terrorism and Extremism | 3.00 |
| HMS 675 | Strategic Thinking in Law Enforcement Intelligence | 3.00 |
| HMS 680 | Global Terrorism and Geopolitical Configurations | 3.00 |
| HMS 685 | Securing Transportation Networks | 3.00 |
| HMS 690 | Post 9/11 America | 3.00 |
| HMS 700 | Critical Issues in Homeland Security Management | 3.00 |
| HMS 710 | Weapons of Mass Destruction | 3.00 |
| HMS 720 | Advanced Study in Homeland Security Management | 3.00 |
| HMS 730 | Leadership in Homeland Security Management | 3.00 |
| Research Courses | | |
| HMS 750 | Thesis Research Consultation I | 3.00 |
| HMS 760 | Thesis Research Consultation II | 3.00 |

Advanced Certificate: Homeland Security Management

The 15 credits of an Advanced Certificate program form the core curriculum of the 36-credit Master of Science degree in Homeland Security Management, permitting qualified students completing an Advanced Certificate to continue their studies and earn both an Advanced Certificate and the Master's degree without any loss of credit. Both Advanced Certificate programs are offered fully online.

Advanced Certificate, Homeland Security Management

15 Credits Required

[Program Code: 31404]

Required Courses

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

Advanced Certificate: Cyber Security Policy

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

The program is a rigorous and academically challenging program of online graduate study that combines a strong theoretical base with a practical focus on the important policy issues confronting managers and executives working in the cyber security, information technology, and homeland security fields. Utilizing a seminar-based case study approach, the curriculum is designed to develop and refine the skills necessary to apply innovative approaches to problem solving and to achieve resilient and adaptive patterns of thinking. The five-course curriculum is crafted to reflect the complexities and multidisciplinary character of cyber security policy and practice, providing managers, executives and other professionals with the essential knowledge, insights and skills to develop and implement cogent cyber security policies in public- and private-sector organizations. It also equips students aspiring to careers in the cyber security sphere with the information, understanding, and capabilities the field requires of its professionals.

Areas of focus include cyber terrorism, the application of cyber technology and cyber security in law enforcement and the Intelligence Community, technology issues for policy makers, and the intellectual property, civil liberties, and ethical issues that shape the practices of effective cyber security professionals. These areas of focus are set against a broader background of contemporary homeland security, homeland defense, and national security issues, threats, and strategies.

The 15 credits of the Advanced Certificate in

Cyber Security Management program may form the core curriculum of the 36-credit Master of Science degree in Homeland Security Management, permitting qualified students completing the Advanced Certificate to continue their studies and earn both the Advanced Certificate and the Master's degree without any loss of credit.

Advanced Certificate, Cyber Security Policy

15 Credits Required

[Program Code: 35344]

Required Courses

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

Homeland Security Management Courses

HMS 500 Introduction to Homeland Security Management

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

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

Credits: 3

Every Fall, Spring and Summer

HMS 520 Constitutional Issues in Homeland Security Management

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

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

Advanced Certificate in Homeland Security Management.

Requires completion of HMS 500

Credits: 3

Every Fall, Spring and Summer

HMS 530 Domestic and International Terrorism

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

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

Requires completion of HMS 500

Credits: 3

Every Fall, Spring and Summer

HMS 535 Cyber Security: Issues, Policy, and Terrorism

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

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

Requires completion of HMS 500

Credits: 3

On Demand

HMS 540 The Intelligence Function in Homeland Security Management

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

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

Requires completion of HMS 500

Credits: 3

Every Fall, Spring and Summer

HMS 545 Advanced Cyber Security Policy and Intelligence

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

constructively participate in that debate with a greatly enhanced understanding of the types of intelligence needed in regard to cyber issues.

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

Requires completion of HMS 500

Credits: 3

On Demand

HMS 555 Advanced Cyber Security: Tech Issues for Policy Makers

This course continues the exploration of Cyber Security issues beyond the relationships and interactions between various private-sector institutions and public-sector Homeland Security organizations at the federal, state and local levels. It adds the cutting edge technical issues about which today's policy makers must be fluent if they are to successfully tackle the cyber security issue set. The course broadens the examination of the specific roles, responsibilities, and vulnerabilities of private-sector entities in protecting critical infrastructure as well as in preventing, deterring, mitigating, and responding to crises. Among the institutions and organizations considered are public utilities, the private security industry, mental health workers, hospitals and biomedical facilities, the public health sector, chemical and hazardous materials companies, shipping and transportation companies, airlines and airports, the financial services industry, and information technology and telecommunications companies. A clear understanding of the numerous cyber security technical issues discussed here will properly equip the students to understand the technical issues that will define the first quarter of the 21st Century. At the end of this course the students will be able to capably and constructively address how these technical issues will affect our Nation's Homeland security.

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

Requires completion of HMS 500

Credits: 3

Every Fall, Spring and Summer

HMS 600 Emergency Management

This course examines historical and contemporary theories, principles, and practices of Emergency Management, particularly the all-hazards approach and the related processes of mitigation, preparedness, response and recovery. Using a case study approach, the course considers the evolution of Emergency Management and its practical

application within government and private-sector institutions. The roles, responsibilities, and duties of Emergency Managers at various levels of government are discussed, as are the relationships between the agencies, organizations, and individuals involved. The course acquaints students with the National Response Plan and such contemporary Emergency Management systems as the National Incident Management System (NIMS), with specific attention paid to their applicability to crises that include terrorist events, natural and man-made disasters, and other hazards.

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

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

Credits: 3

Rotating Basis

HMS 610 Psychological and Sociological Aspects of Disaster and Terrorism

This course examines the traumatic psychological consequences of terrorism and disasters upon individuals and groups, as well as the individual and collective social behaviors that typically become manifest after these events. The course examines a range of psychological and social issues related to terrorism and disaster, including theories of psychological trauma, trauma prevention strategies and crisis intervention, the impact of psychological trauma upon first responders and those directly exposed to terrorism or disasters, the psychological goals of terrorism, and posttraumatic stress.

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

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

Credits: 3

Rotating Basis

HMS 620 Research Design and Methods in Homeland Security Management

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

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

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

Credits: 3

Rotating Basis

HMS 630 Practicum: Graduate Internship in Homeland Security

Under the supervision and direction of a member of the Homeland Security Management faculty, students participate in a planned program of observation and participation in the management operations of a Homeland Security agency.

Note: To ensure that all graduates achieve an appropriate level of practical experience and professional competence in the homeland security field, students must complete a practicum requirement by taking either HMS 630 - Practicum: Graduate Internship in Homeland Security or HMS 640 - Practicum: Exercises in Homeland Security. Students employed in a Homeland Security field may, upon application to the Program Director and demonstrated competency in the practical aspects of Homeland Security Management, receive a waiver to substitute an appropriate Elective course for the Practicum requirement.

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

Credits: 3

Every Fall, Spring and Summer

HMS 640 Practicum: Exercises In Homeland Security

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

Note: To ensure that all graduates achieve an appropriate level of practical experience and professional competence in the homeland security field, students must complete a practicum requirement by taking either HMS 630 - Practicum: Graduate Internship in Homeland Security or HMS 640 - Practicum: Exercises in Homeland Security. Students employed in a Homeland Security field may, upon application to the Program Director and demonstrated competency in the practical aspects of Homeland Security Management, receive a waiver to substitute an appropriate Elective course for the Practicum requirement.

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

Credits: 3

On Demand

HMS 650 Border and Transportation Security

This course examines the critical tasks and complex challenges involved in securing the nation's airspace and its land and maritime borders, including efforts

to prevent intrusions while facilitating the lawful movement of goods and persons. Border and transportation security issues are examined in terms of their impact on the economy, national security, and public safety, with particular emphasis on the interaction between federal, state and local entities with the military and various private sector industries and organizations.

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

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

Credits: 3

On Occasion

HMS 655 Critical Infrastructure and Key Resource (CI/KR) Protection

The terrorist attacks on September 11th, 2001 and effects of Hurricane Katrina in the summer of 2005, poignantly illustrated to the world just how vulnerable some of our critical infrastructures (CI) and key resources (KR) were to manmade and natural disasters. This course provides the student with a detailed overview of the way in which public and private leaders are addressing critical CI/KR vulnerabilities that affect our way of life. It will explore and analyze the subsequent National Infrastructure Protection Plan and supporting Sector-Specific Plans to determine if they provide the coordinated approach necessary to set national priorities, goals, and requirements for CI/KR protection. Based on assigned readings of key government documents, independent reports and expert analyses, the student will gain a base of knowledge about the vast scope of effort and activities required to protect the nation's most essential assets. The student will also be able to reiterate the details required to reduce CI/KR vulnerabilities, deter threats, and minimize the consequences of attacks and other natural incidents across the nation.

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

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

Credits: 3

On Occasion

HMS 656 Risk Management for Critical Infrastructure Protection and Transportation Systems

This course explores, discusses, and analyzes the requirements for development of a comprehensive Risk Management Program for the protection of critical infrastructure assets, with particular emphasis on critical infrastructure protection within transportation systems. Areas of focus include Risk Assessment Methodologies, the prioritization of assets for capital and resource allocation, the development of protection strategies, Cost Benefit Analyses, and Business Plan development. Students will achieve and

demonstrate a thorough practical understanding of asset prioritization principles, risk assessment methodologies, and capital/resource allocation for effective Critical Infrastructure Protection, particularly for transportation critical infrastructure facilities and components.

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

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

Credits: 3

On Occasion

HMS 657 The Planning Process for Homeland Security and Transportation Security Management

The need to address long-range security challenges across the multiple disciplines and partners within the Homeland Security enterprise highlights the importance of effective Homeland Security planning and planning processes. Effective planning involves the identification of clear tasks and purposes, promotes frequent interaction between and among stakeholders, guides preparedness activities, establishes implementation procedures, and provides measures to synchronize actions. This course examines the entire planning process from the formation of a planning team, to the analysis of hazards and courses of action, to testing and validating plans by conducting exercises. Utilizing a case-study approach and with particular focus on surface transportation security planning issues, this course addresses operational planning by state and local governments, catastrophic planning at the state and regional levels, and the range of strategies and skill sets that are required to achieve successful planning and successful outcomes.

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

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

Credits: 3

On Occasion

HMS 658 Cyber Security: Issues and Policy in Transportation and Critical Infrastructure Protection

This course provides an in-depth examination of the role that cyber security plays in our society and its impact on the Homeland Security enterprise by exploring the overall phenomena of cyber security issues, with particular emphasis on transportation and critical infrastructure protection. The present state of the debate surrounding cyber security and the current policies in place to deal with these issues will be examined in detail. Additionally, cyber war, cyber crime, cyber espionage, and cyber terrorism will all be considered. Students will analyze the policy implications of these subjects, achieve a detailed understanding of the issues, and acquire the knowledge and insights Homeland

Security managers and executives need in order to deal effectively with the cyber threats we face. This is not a tactical level technology-oriented course, but rather it provides students with a comprehensive understanding of the cyber landscape in which we must all function. A particular focus will be given to the effect that cyber means and threats have on critical infrastructure, using case studies from the transportation sector. No special technical background is required for this course.

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

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

Credits: 3

On Occasion

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

This course examines the impact of 9/11 on the Department of Defense (DOD), including the creation of new organizations and capabilities focused specifically on Homeland Defense and Defense Support of Civil Authorities. The course explores thoroughly the legal and policy foundations for the domestic employment of the active and reserve components of the U.S. military; DOD's unique roles in helping secure our Nation's transportation systems, infrastructure, and interests in the air, maritime, land, and cyber domains; and, DOD's Civil Support capabilities and processes. Also addressed is DOD's maturing Chemical, Biological, Radiological, and Nuclear (CBRN) response enterprise, as well as a range of contemporary issues affecting the security of our homeland. Case studies are used to ensure future homeland security leaders understand DOD's contributions to the Enterprise and how to both access and maximize those contributions.

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

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

Credits: 3

On Occasion

HMS 660 Funding and Grant Evaluation

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

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

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

Credits: 3

On Occasion

HMS 662 Emergency Management and the Health Care Sector

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

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

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

Credits: 3

On Occasion

HMS 665 Ethical Issues in Homeland Security Management

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

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

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

Credits: 3

On Occasion

HMS 668 Advanced Cyber Security: Issues and Policy in Transportation and Critical Infrastructure Protection

This course continues the exploration of the relationships and interactions between various

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

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

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

Credits: 3

On Occasion

HMS 670 The Economics of Terrorism and Extremism

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

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

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

Credits: 3

On Occasion

HMS 675 Strategic Thinking in Law Enforcement Intelligence

This course provides participants with the concepts and practices integral to strategic thinking in law enforcement intelligence, with specific application and emphasis on the transportation security field. The roles, structures and processes of applying intelligence methods and principles to support strategic decision-making are the core of this course, and the use of intelligence methods and principles to shape enforcement, crime reduction and homeland security strategies are discussed and evaluated. The essentials of intelligence-led policing,

and the processes of collection, analysis, interagency collaboration, planning and direction, tasking and coordination, and intelligence management are explored, with specific reference to transportation security. Based in a case study approach, students develop a full understanding of the application of intelligence in setting a strategic agenda for law enforcement organizations, consistent with ethical, Constitutional, and civil liberty issues.

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

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

Credits: 3

On Occasion

HMS 680 Global Terrorism and Geopolitical Configurations

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

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

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

Credits: 3

On Occasion

HMS 685 Securing Transportation Networks

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

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

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

Credits: 3

On Occasion

HMS 690 Post 9/11 America

The terrorist attacks of September 11, 2001 had a profound and lasting effect upon Americans' political and social behaviors as well as their belief

systems and collective social conscience, and this course critically examines how those attacks have changed American public opinion and the "American way of life." The course explores the roles played by the media, by political figures, and by government agencies at the federal, state and local levels in shaping contemporary American thought about terrorism, extremism, Homeland Security / Homeland Defense, and the Global War on Terrorism. It examines the public's specific fears, perceptions, and expectations about terrorism and homeland security.

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

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

Credits: 3

On Occasion

HMS 700 Critical Issues in Homeland Security Management

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

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

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

Credits: 3

On Occasion

HMS 710 Weapons Of Mass Destruction

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

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

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

Credits: 3

On Occasion

HMS 720 Advanced Study in Homeland Security Management

Students in this course conduct substantive independent reading and research projects in the Homeland Security field under the guidance of a

member of the Homeland Security Management Institute's faculty and with the permission of the Institute's Director. Students are expected to prepare a substantial integrative written report at the conclusion of the semester. Elective course.

Note: This is an elective course for the Master of Science. Permission of the Director of the Homeland Security Management is a required prerequisite for this course.

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

Credits: 3

On Demand

HMS 730 Leadership in Homeland Security Management

This course provides the necessary foundation for an understanding of leadership and challenges to its effective implementation, with a special focus on the complexity encountered in the homeland security and interagency arenas. This course will progress through a process of self-assessment, review of selected leadership models, inquiry into the intersection between recognized leadership competency components and still-emerging HLS competency components, review of the homeland security environment, examination of leadership complexity resulting from the interplay of the interagency and public/private/non-profit sectors, and examination of possible tools to improve one's leadership competency. The aim is to provide learners the self-knowledge and resources to improve their individual leadership competency working within the complex HLS environment.

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

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

Credits: 3

On Occasion

HMS 750 Thesis Research Consultation I

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

Note: This course is the first of a two-part sequence leading to completion of the Master of Science in Homeland Security Management program's capstone project: an academically rigorous thesis that reflects the standards, norms, and conventions of academic research at the graduate level and advances the field of knowledge in this evolving discipline.

Prerequisite of HMS 620 is required.

Credits: 3

Every Fall, Spring and Summer

HMS 760 Thesis Research Consultation II

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

Note: This required course is the second of a two-part sequence leading to completion of the Master of Science in Homeland Security Management program's capstone project: an academically rigorous thesis that reflects the standards, norms, and conventions of academic research at the graduate level and advances the field of knowledge in this evolving discipline. HMS 760 must be taken in the student's final semester.

Note: Upon application to the Program Director and with the consent of the Board of Advisors member concerned, students may request that a member of the Institute's Board of Advisors serve on the student's thesis committee in the capacity of Third Reader.

Prerequisite of HMS 750 is required.

Credits: 3

Every Fall, Spring and Summer

Homeland Security Management Institute Board of Advisors

The Homeland Security Management Institute's Board of Advisors boasts the most influential names in homeland security and law enforcement. Several members of the Board of Advisors are also among the Institute's distinguished Faculty of Senior Fellows, sharing their years of practical experience with students and professional colleagues.

Michael Balboni, J.D.

Founder and Managing Director of Redland Strategies Inc.; Former Deputy Secretary for Public Safety, New York State; Former Chair, New York State Senate Homeland Security Committee.

William J. Bratton

Vice Chair, Homeland Security Advisory Committee; Chair, Kroll; former Chief, Los Angeles Police Department; former NYPD Police Commissioner.

Steven P. Bucci, Ph.D.

Associate Partner and Issue Lead for Cyber, IBM Public Sector Global Business Services; Former Deputy Assistant Secretary of Defense; Former Chief of Staff to the Secretary of Defense; Retired U.S. Army Special Forces Colonel; Former Defense Attaché in Tirana, Albania and Sarajevo, Bosnia.

Vincent J. Doherty

Captain, FDNY (ret.) - Senior Fellow/Practitioner, Department of Homeland Security, Preparedness Directorate; Former Executive Officer, FDNY HazMat Unit.

Dean M. Esserman, J.D.

Chief of Police, Providence, R.I., Police Department; former Chief, Metropolitan Transportation Authority Police; former Chief, Stamford, CT Police.

Joseph Fuentes, Ph.D.

Superintendent, New Jersey State Police.

Patrick J. Harnett, FBINA

Former Chief of Police, Hartford, C.T.; Retired Chief of Transportation Bureau, NYPD. Former First Deputy Director, NY/NJ HIDTA. Management Consultant.

Jerome Hauer

Commissioner, New York State Division of Homeland Security and Emergency Services; former CEO, Hauer Group; former Assistant Secretary for the Office of Public Health Emergency Preparedness; former Director, Indiana State Department of Emergency Management.

Russel L. Honore, LTG (ret.) USA

Retired Commanding Officer, US First Army; former Commanding Officer, Joint Task Force Katrina; former Commanding Officer, 2nd Infantry Division.

Steve Israel

U.S. House of Representatives, Second Congressional District, N.Y.; former Member, House Appropriations Committee and former Member, House Armed Services Committee.

Peter T. King, J.D.

U.S. House of Representatives, Third Congressional District, N.Y.; Chair, House Homeland Security Committee.

Randall Larsen, COL (ret.) USAF

Chief Executive Officer, WMD Research Center; former Executive Director, Congressional Commission on the Prevention of Weapons of Mass Destruction Proliferation and Terrorism (WMD Commission); noted bioterrorism expert.

John Miller

Assistant Deputy Director of National Intelligence for Analytic Transformation and Technology; former Assistant Director of Public Affairs, FBI; former Bureau Chief, Critical Incident Management Bureau, LAPD; former Deputy Commissioner, NYPD.

Daniel T. Mullin, J.D.

Senior Director for Security, Major League Baseball.

Daniel Oates, J.D.

Chief of Police, Aurora, C.O.; Retired Chief of Intelligence Bureau, NYPD.

C. David Ruvola, Lt. Col.(ret.), USANG

Retired Commander, 101st Expeditionary Rescue Squadron, Operation Iraqi Freedom. Pilot / Commander of rescue mission depicted in the book and film "The Perfect Storm".

Gordon J. Wasserman

International Consultant on Law Enforcement Management and Technology; former Chief of Staff, Philadelphia Police Department; former Under-Secretary of State for Police Science and Technology, British Government (Home Office). Member, House of Lords.

For more information about the LIU Homeland Security Management Institute, call 631-287-8010 or visit www.liu.edu/homeland.

Homeland Security Management Institute

Faculty of Senior Fellows

The Homeland Security Management Institute (HSMI) boasts an unparalleled faculty of highly experienced homeland security professionals who hold doctoral degrees and other outstanding academic and management credentials. The HSMI faculty includes four Fulbright scholars, chiefs of police, colonels, FBI agents, directors of security, emergency managers and United States government officials. Their broad base of practical experience allows them to integrate theory and practice in meaningful and relevant ways.

In conjunction with a renowned Board of Advisors, the Institute's Faculty of Senior Fellows make our graduate-level Advanced Certificate in Homeland Security Management and the Master of Science in Homeland Security Management degree the nation's only programs that are designed and delivered by professionals, for professionals.

W. Neal Anderson, M.A.

Mr. Neal Anderson is North American Aerospace Defense Command's (NORAD) and US Northern Command's (US NORTHCOM) first permanent Senior Advisor to the Department of Homeland Security. In this capacity he works myriad issues across DHS and the interagency, focusing on strengthening collaboration throughout the homeland security enterprise to achieve national unity of effort. In November 2005 he relinquished his position as Director of NORAD/NORTHCOM's Washington Office, a position he had held since the establishment of US Northern Command in 2002. He has been a key architect of and partner in the maturation of DOD-DHS relations since 9/11. Mr. Anderson retired from the US Army as a Colonel in 2006 after nearly 28 years of active military duty.

Neal Anderson has been a Senior Fellow at the Homeland Security Management Institute since 2010, where he has taught three different courses and authored the course on Homeland Defense, Civil Support, and Transportation Security – DoD's Role in the Homeland Security Enterprise.

He was commissioned an Armor officer on graduation from the US Military Academy at West Point and held a variety of command and staff positions in the United States, Europe, and Asia. From June 1995 to June 1997 he commanded the 1st Battalion, 37th Armored Regiment, which deployed to Bosnia as a part of NATO's Implementation Force during Operation JOINT ENDEAVOR. He later served as the Senior Armor Task Force Trainer at the US Army's Combined Arms Training Center in Germany and was a Senior Service College Fellow at the Atlantic Council of the United States in Washington, DC. In 2004 he was in Baghdad as Chief of Staff, Strategy, Plans and Policy, CJT-7, in support of Operation IRAQI FREEDOM. Mr. Anderson was also a China Foreign Area Officer, with postings in Hong Kong as a student and in Beijing as an Assistant Army Attaché.

As the Army Chief of Strategy, Concepts, and Doctrine in the Pentagon from 1999 to 2001, Anderson also played a key role in the development of the US Army's Transformation Roadmap and in the 2001 Quadrennial Defense Review (QDR). He was NORAD and USNORTHCOM's lead in the Pentagon for the 2006 QDR and contributed directly to the Department of Homeland Security's Congressionally-mandated, first-ever Quadrennial Homeland Security Review in 2010.

Neal Anderson earned an M.A. in National Security Affairs from the Naval Postgraduate School in 1986, is a graduate of the Defense Language Institute (Mandarin Chinese), MIT's Seminar XXI (2000), and the US State Department's Senior Seminar (2002). In early-2002, he was an intern in the Office of the Vice-President, where he worked on both aviation and nuclear power industry security issues. Since helping establish US Northern Command in 2002, he has also graduated from the Defense Support of Civil Authorities course, the Joint Task Force-State Commander's course, the inaugural DHS Strategic Studies program, and the National Security Studies Management course at Syracuse University's Maxwell School of Citizenship and Public Affairs.

Mr. Anderson continues to serve as a visiting lecturer at the National

Defense University and US Army War College, as well as presenter and panelist at homeland security forums around the country on issues ranging from the military's role in homeland security to the Quadrennial Homeland Security Review. He also appeared in the PBS Frontline documentary "The Future of War" co-hosted by the Northwestern University School of Law and the Council on Foreign Relations. His publications include "Comprehensive Security and a Core Military Capability;" "Overcoming Uncertainty: US-China Strategic Relations in the 21st Century;" and "Peace with Honor: Enduring Truths, Lessons Learned, and Options for a Durable Peace in Bosnia." His military awards include the Defense Superior Service Medal, the Legion of Merit, and the Bronze Star, and he has earned the Ranger Tab, Airborne Wings, and Cavalry Spurs.

He and his wife Debbie, a professional educator, have three adult daughters, of whom they are most proud, and are enjoying their five grandchildren.

Louis Barani, M.S. (HSM)

Louis Barani is President of Strategic Security Resources, LLC. He is currently providing risk management, security consulting and security technology development services to the country of Qatar. The project involves the development of Security Master Plan and Concepts of Operation for a site-wide security program for a new commercial port, naval base and an economic zone canal all being built as part of the Qatar National Vision 2030. Barani recently retired from the Port Authority of NY & NJ after having served a Director of Security for the World Trade Center and as General Manager, Security Programs at the Office of Emergency Management. In these roles, he provided leadership, subject matter expertise and technical assistance to Executive Management, Port Authority Police Department and the agency's operating departments on security policy, planning, operations, emergency management and capital investment as necessary to reduce overall security risk and assure safe and efficient agency operations as well as managing the development of the World Trade Center Security and Emergency Management Program. As part of the World Trade Center security program he developed a site-wide Situational Awareness program/model that will fuse and correlate information and data from 11 security and business systems for site-wide situational awareness.

Barani has 25 years of private-sector experience in security risk management and critical infrastructure protection. His diverse experience includes development of Security Master Plans and Concepts of Operations; Risk Management Program development; Strategic Security Planning and Security Project development; HSEEP exercises for U.S. military bases; development of a Design Basis Threat methodology specifically for the Port Authority, and providing technical expertise in the planning of perimeter intrusion detection systems for overseas military bases. He participated and assisted in the development of a comprehensive risk assessment methodology based on National Infrastructure Protection Plan's all-hazards requirements. His involvement included four deployments of this methodology at the Port Authority of NY & NJ using multi-hazard scenarios. The methodology has evolved from a traditional risk assessment to an All-Hazards Risk Management Program that provides an all-hazards approach to risk mitigation and includes cost benefit analysis to determine optimum ROI for each project.

Barani earned a graduate-level Advanced Certificate in Homeland Security Management and a Master of Science degree in Homeland Security Management (with highest distinction) from the Homeland Security Management Institute, Long Island University and a Bachelor of Science degree in Business from St. John's University. He holds the Homeland Security and Defense Education Consortium Association's (HSDECA) Subject Matter Expert (SME) credential, and is affiliated with the American Society for Industrial Security (ASIS) and other relevant industry organizations. He retired from the US Navy in the rank of Senior Chief Petty Officer after more than 20 years of military experience, serving in Naval Special Warfare, Naval Coastal Warfare and Naval Intelligence units. Since September 11, 2001, Barani was activated for military service and deployed for four tours of duty in support of combat operations.

Raphael M. Barishansky, M.P.H., M.S. (HSM)

Raphael M. Barishansky currently serves as Director of the Office of Emergency Medical Services for the Connecticut Department of Public Health. In this capacity, he is responsible for regulation, development and oversight of Connecticut's EMS system, which includes over 24,000 credentialed personnel. He directs the operations of the State Office of Emergency Medical Services, with 16 employees whose responsibilities include Education and Training, Regulation and Compliance, Planning and Regional Coordination, and Technical Assistance for localities and EMS Officials. Mr. Barishansky reviews all state-level policies regarding areas of EMS practice (clinical, operational and other) and coordinates with various stakeholders to ensure compliance with state public health codes and regulations.

His previous positions have included Chief of Public Health Emergency Preparedness and Response for the Prince George's County (MD) Health Department and Executive Director of the Hudson Valley Regional EMS Council, based in Newburgh, NY.

Mr. Barishansky has been published extensively and his articles have been featured in the Journal of Homeland Security and Emergency Management, Domestic Preparedness Journal, EMS Magazine, the Journal of Emergency Medical Services (JEMS), EMS Insider, Emergency Management Magazine, Public Safety Communications, and the Crisis Response Journal (UK). He is a regular presenter at various regional, state and national EMS and Public Health conferences.

Mr. Barishansky holds a Bachelor's degree in Psychology from Touro College and a Master of Public Health degree in Health Policy and Management from New York Medical College. He earned his Master of Science in Homeland Security Management (with highest distinction) from Homeland Security Management Institute (HSMI), and he holds the Homeland Security and Defense Education Consortium Association's (HSDECA) Subject Matter Expert (SME) credential. He is also a 2006 graduate of the Senior Executives in State and Local Government program at Harvard University's John F. Kennedy School of Government as well as the Healthcare Leadership and Administrative Decision Making program at the Center for Domestic Preparedness in Anniston, AL.

Bruce A. Blakeman, J.D.

Bruce Blakeman, is a practicing attorney and 2006 graduate of the Homeland Security Management Institute's Advanced Certificate in Homeland Security Management program. He served as a member of the board of commissioners of the Port Authority of New York and New Jersey from 2001 to 2009. In that capacity, Mr. Blakeman served on numerous committees managing all financial, risk management, and policy aspects of the nation's largest and most complex Port Authority, an entity with a \$4.6 billion annual budget whose transportation infrastructure includes JFK, Newark Liberty, LaGuardia, Teterboro and Stewart International airports, the George Washington Bridge, the Lincoln and Holland Tunnels, the Ports of Newark and Elizabeth, the PATH Commuter Railroad, and the World Trade Center. Reflecting his particular expertise in homeland security and transportation security matters, Bruce served as vice chairman of the Port Authority's Security Committee, and was a member of the Construction, World Trade Center, and Legal Committees.

Mr. Blakeman is Executive Director of the New York Police Chiefs' Benevolent Association, and he holds numerous law enforcement and homeland security positions that include honorary sheriff of the City of New York, honorary chief of the Hempstead, N.Y. Police, and honorary Police Commissioner of Mineola, N.Y. Mr. Blakeman served as a panel member and subject matter expert for the U.S. Naval Institute's prestigious Homeland Port Security Conference in 2006, and he is a frequent panelist and commentator on legal, homeland security, and transportation security issues for media outlets that include CNBC, the Fox News Network, WLIW (PBS), and Court TV.

Mr. Blakeman received his Bachelor of Science in Political Science from Arizona State University and his Juris Doctor degree from California Western

School of Law. Mr. Blakeman became one of the Homeland Security Management Institute's first graduates in 2006 when he earned the Advanced Certificate in Homeland Security Management.

Judith K. Boyd, M.A., J.D.

Judith K. Boyd serves as the Northeast Regional Privacy Officer within the Department of Homeland Security U.S. Citizenship and Immigration Service (DHS/USCIS) Office of Privacy. Her responsibilities include promoting compliance with federal privacy laws, regulations and policies through education and awareness training, policy development, and incorporating appropriate privacy protections into USCIS technology systems. She came to DHS/USCIS after completing a one year deployment as an Army Reservist in support of the United States European Command in Stuttgart, Germany. While on active duty, Ms. Boyd engaged in extensive high-level interactions with senior international and national military and civilian officials on a significant number of highly complex issues affecting all countries in the U.S. European Command area of responsibility, to include negotiating the terms of reference and implementing agreements for Status of Forces Agreements and Ballistic Missile Defense Agreements.

Prior to her mobilization, Ms. Boyd served as the Chief Counsel for the Minority, U.S. House of Representatives Permanent Select Committee on Intelligence. Her responsibilities include advising the Ranking Member and minority staff, conducting oversight of Intelligence Community activities with emphasis on covert activities, cyber security and homeland security, and drafting legislation.

Ms. Boyd came to the committee after seven years with the Department of Homeland Security (DHS), where she served as Deputy Associate General Counsel for Intelligence. During her tenure at DHS she worked with legal, policy, and intelligence professionals to develop agency objectives, authorities and programs relating to the intelligence operations of the Chief Intelligence Officer and the Office of Intelligence and Analysis. She also served as Legal Advisor to the inaugural Quadrennial Homeland Security Review and was the DHS representative to President's Special Task Force on Interrogation and Transfer Policies.

Prior to joining the Department of Homeland Security, Ms. Boyd spent eight years on active duty as an Army Military Intelligence Officer and Judge Advocate. After receiving an ROTC commission, Ms. Boyd served with distinction as a military intelligence officer, prosecutor, and legal advisor in Korea, Bosnia, and during Operations Enduring Freedom and Iraqi Freedom. Ms. Boyd continues to serve in the Army Reserve with a variety of assignments in support of rule of law, security force assistance, detainee, domestic operations, and intelligence missions.

Ms. Boyd earned a J.D. from the University of North Carolina School of Law, as well as dual B.A. degrees in History and English from North Carolina Wesleyan College. In 2006, DHS selected Ms. Boyd to attend the Naval Postgraduate School Center for Homeland Defense and Security. She graduated in March 2008 with highest honors and her thesis, "Introducing the Future Now: Using Memetics and Popular Culture to Identify the Post 9/11 Homeland Security Zeitgeist," was awarded the Outstanding Thesis Award. Ms. Boyd teaches Constitutional Issues in Homeland Security Management as a Senior Fellow at Long Island University's Homeland Security Management Institute.

In 2013, Ms. Boyd was appointed by the President of the American Bar Association to serve on the Advisory Committee of the American Bar Association Standing Committee on Law and National Security.

Steven P. Bucci, Ph.D.

Dr. Steven P. Bucci, who has served America for three decades as an Army Special Forces officer and top Pentagon official, is Associate Professor at Homeland Security Management Institute, focusing his teaching, research and writing on issues of cyber security, domestic and international counter-terrorism, and defense support for civil authorities across the homeland security enterprise. Dr. Bucci also studies and writes about cyber security and

special operations as the Director of the Douglas and Sarah Allison Center for Foreign Policy Studies and Senior Research Fellow for Defense and Homeland Security at The Heritage Foundation.

As Commanding Officer of 3rd Battalion, 5th Special Forces, Bucci led deployments to eastern Africa, South Asia and the Persian Gulf -- including Operation Desert Thunder in 1998 in response to Saddam Hussein's threats to violate the no-fly zone over Iraq. Dr. Bucci was a seasoned leader in the 82nd Airborne as well as 5th & 7th Special Forces when, in July 2001, he assumed the duties of Military Assistant to Defense Secretary Donald H. Rumsfeld.

Little over nine weeks later, Bucci witnessed the 9/11 terrorist attack on the Pentagon. He worked directly for Secretary Rumsfeld daily for five and a half years. He continued to serve the Defense Secretary in a succession of posts until retiring from the Army in 2005 with the rank of Colonel and stayed on at the Pentagon as a civilian appointee with the title of Deputy Assistant Secretary of Defense. Bucci's military and government service makes him a recognized expert in the interagency process and defense of U.S. interests, particularly with regard to critical infrastructure and what he calls the productive interplay of government and the private sector.

Prior to joining Homeland Security Management Institute as Associate Professor, Dr. Bucci served as an HSMI Senior Fellow and Board of Advisors member, and was a lead consultant to IBM on cyber security policy, publishing numerous articles on related issues and regularly contributing to "Security Debrief," a leading national security blog. He is a highly regarded national security and cyber security policy expert, and a sought-after speaker at conferences on cyber security.

Dr. Bucci, who grew up in Dobbs Ferry, N.Y., graduated in 1977 from the U.S. Military Academy at West Point with a Bachelor of Science degree in National Security. He received his Master's and doctoral degrees in International Relations in 1986 and 1987 from the University of South Carolina. He also is a graduate of the U.S. Army War College, the Hellenic Army War College in Greece and the Senior Seminar of the Department of State.

Dr. Bucci completed graduate studies, language training and regional orientation in the Balkans. He taught European studies, foreign policy and international relations at the JFK Special Warfare Center. He conducted many development and anti-drug missions across Latin America, served as Defense Attaché in Sarajevo and became the first resident Defense Attaché in Tirana, Albania.

As the War on Terror unfolded, Secretary Rumsfeld dispatched Bucci to lead a team of 25 military experts to Baghdad to assist the Coalition Provisional Authority. After his retirement from the Army in 2005, he continued to serve as Staff Director of the Immediate Office of the Secretary of Defense.

Dr. Bucci's next assignment was as Deputy Assistant Secretary of Defense for Homeland Defense and Defense Support to Civil Authorities, responsible for overseeing policy issues involving the Defense Domains (air, land, maritime and cyber), National Guard domestic operational issues, domestic counterterrorism, readiness exercises and response to natural and manmade disasters. He was the primary civilian overseer of U.S. Northern Command (NORTHCOM).

As part of IBM's Public Sector Team, Dr. Bucci was a top strategist in the global computer giant's cyber security campaign, his advice sought by several major federal departments. He was a member of the Cyber Coordinating Committee and an original deputy director of the IBM Institute for Advanced Security. Dr. Bucci has been adjunct professor of leadership at George Mason University, he serves on the advisory board of the MIT Geospatial Data Center, and is an advisor to the Prince of Wales/Prince Edward Fellowship program at MIT and Harvard. He also holds the Homeland Security and Defense Education Consortium Association's (HSDECA) Subject Matter Expert (SME) credential.

Bucci and his wife, Suzanne, currently reside in Alexandria, Va. They have two grown sons -- one a psychologist, the other an Army Captain.

Brian Dietzman, M.I.A., M.M.A.S.

Brian Dietzman is a U.S. Army Lieutenant Colonel currently serving as a Duty Director of Intelligence at U.S. Northern Command (NORTHCOM). He formerly served as Assistant Professor in the Department of Social Science at the United States Military Academy at West Point, where he taught "American Politics," "Advanced American Politics," and the "Homeland Security" courses. Mr. Dietzman received his military commission through ROTC upon graduating from the Sam Nunn School of International Affairs at Georgia Institute of Technology, where he earned a B.S. with high honors in International Affairs and was a Distinguished Military Graduate. Mr. Dietzman also graduated from the George Bush School of Government and Public Service at Texas A & M University in 2005, earning a Master in International Affairs while focusing on homeland security and completing an internship at the Department of Homeland Security's Information Analysis Infrastructure Protection Directorate.

Mr. Dietzman previously served as an adjunct professor at the George Bush School of Government and Public Service where he taught the "Department of Defense in Homeland Security and Homeland Defense" course in addition to being a fellow at the Integrative Center for Homeland Security at Texas A & M University. Mr. Dietzman recently earned a Master of Military Arts and Science (MMAS) from the Command and General Staff College, Fort Leavenworth, KS. His thesis was titled "Intelligence Analysts at State and Major Urban Area Fusion Centers: An Evaluation of Education and Training Requirements." Available at www.dtic.mil/dtic/tr/fulltext/u2/a547297.pdf.

Brian Dietzman has presented at numerous conferences on defense issues associated with Homeland Security, including the role and structure of the National Guard and Reserves, the North American Security Perimeter, and Homeland Security education and curriculum development.

His professional military education includes the Command and General Staff College (ILE), Army War College's Defense Strategy Course, the Red Team Leader's Course, the Joint and Combined Warfighting School, the Homeland Defense Planner's Course, the Tactical Signals Intelligence Course, the Combined Arms and Service Staff School, the Military Intelligence Advanced Course and the Military Intelligence Officer Transition Course.

Lieutenant Colonel Dietzman's personal decorations include the Defense Meritorious Service Medal, the Bronze Star Medal, the Meritorious Service Medal (1 OLC), the Army Commendation Medal (2 OLC), the Joint Service Achievement Medal, the Army Achievement Medal (3 OLC), the National Defense Service Medal (with Star), the Armed Forces Expeditionary Medal, the Global War on Terrorism Expeditionary Medal and the Global War on Terrorism Service Medal. Mr. Dietzman's international experience includes tours in Bosnia, Saudi Arabia, Afghanistan in support of Operation Enduring Freedom, and Kuwait in support of Operation Iraqi Freedom.

Bucci and his wife, Suzanne, currently reside in Alexandria, Va. They have two grown sons -- one a psychologist, the other an Army Captain.

Vincent Doherty, B.S., M.A.

Vincent J. Doherty retired from the Fire Department of New York City after 25 years of service in September 2006, as the Executive Officer of HazMat Operations, Special Operations Command (SOC). He recently left the position of Director for Program Outreach for the Center for Homeland Defense and Security (CHDS) at the Naval Postgraduate School (NPS), Monterey, CA., and is currently a member of the Editorial Advisory Board for the Homeland Security Affairs Journal, an academic publication dedicated to the advancement of Homeland Security as professional discipline. He is a Senior Fellow at Long Island University's Homeland Security Management Institute (LIU-HSMI) where he delivers graduate level courses in emergency management and weapons of mass destruction.

During his fire service career, Mr. Doherty served as the Captain/Commanding Officer of Hazardous Materials Company #1, the preeminent hazmat response unit dedicated to hazardous materials response for the City of New York and he also served with distinction after 9/11 as an Acting Battalion Chief for the newly established Haz Mat Battalion and

performed the task of rebuilding FDNY's hazmat capability and preparedness of the Special Operations Command (SOC). Prior to his fire service career, Mr. Doherty was a Quality Control and Research and Development Chemist for Fisher Diagnostics, Orangeburg, NY.

Mr. Doherty holds a Bachelor of Science degree from St. John's University, a Master of Arts degree in Security Studies from the Center for Homeland Defense and Security at the Naval Postgraduate School and he was the CHDS 2005-2006 Senior Fellow/Practitioner at the Department of Homeland Security's Preparedness Directorate and was also a Senior Fellow with the Center for Naval Analysis.

Currently he is a consultant and a highly regarded subject matter expert in such fields as Hazardous Materials, Weapons of Mass Destruction, Emergency Management, first responder communications, and various fire service specialties. He is a Senior Consultant for Gryphon Scientific and for Innovative Emergency Management (IEM). He served on the Board of Advisors for ICx Technologies, Ahura Corporation and Bruker Corporation and is presently on the Board of Advisors for EdgeVelocity Corp. He is a member of LIU's Homeland Security Management Institute's distinguished Board of Advisors, he holds the Subject Matter Expert (SME) credential conferred by the Homeland Security and Defense Education Consortium Association (HSDECA), and also serves as a member and former Co-Chair (eight years) of the Science and Technology Committee for the Interagency Board (IAB) for Equipment Standardization and Interoperability.

Frederick J. Ferrer, M.S.S.I., Ph.D. (ABD)

Mr. Ferrer has over three decades of public and private sector experience and work in the National Security, Intelligence Community (IC), Homeland Security, Homeland Defense and Cyber. He is the owner of National Security and Cyber Consulting, LLC and currently under contract with the MCAC (Maryland Fusion Center) as Critical Infrastructure Protection (CIP) Program Manager and Branch Chief.

In this capacity, Mr. Ferrer performs a wide range of functions to research, collaborate, analyze and report on criminal and terrorist threats, risks, and vulnerabilities to Maryland and the National Capitol Region (NCR). Some of his specific duties include: developing and managing the State's CIP strategic plan; conducting statewide and regional liaison and outreach to public safety organizations, private sector businesses, agencies and groups; and providing briefings and reports to NCR and Maryland public safety executives, first responders, and private sector leaders.

Mr. Ferrer serves on a number of cyber-related advisory boards and committees for academia, government and industry, to include: the Maryland Governor's Commission on Cybersecurity Innovation and Excellence; Chairman of the Advisory Board for the Pathways in Cybersecurity Consortium; the Chesapeake Regional Tech Council Board of Directors; the UMBC Cybersecurity Advisory Board; and the Maryland Department of Business and Economic Development's Cyber Advisory Board and their Federal Facilities Advisory Board's "Team Maryland." In November 2010, Mr. Ferrer was honored with the Maryland Tech Council's "Rising IT Star of the Year" Award.

Mr. Ferrer is a military veteran with twenty years of distinguished service in the US Air Force. Over the course of his military career, he served as an operational linguist (in Russian, Spanish and Italian language fields); an Air Training Command Master Instructor, language course developer and education evaluator; national counter-narcotics training course manager; and creator and director of Senior Executive Service leadership development courses for the National Security Agency (NSA) and the Intelligence Community (IC).

After retiring from the Air Force, Mr. Ferrer completed a three-year Ph.D. program of studies, while teaching American history, at the Florida State University. He also holds a Master of Science degree in Strategic Intelligence from the National Intelligence College and several undergraduate degrees.

Since entering the private sector, Mr. Ferrer has worked as an Independent Contractor for the Central Intelligence Agency; an Operations Research

Analyst for the US Air Force Office of Special Investigations; a Senior Policy Analyst in the Pentagon's Homeland Defense Office; and as a CIA University Senior Faculty member for the Intelligence Community Officer's Course. Prior to establishing his own consulting business and working at the MCAC, Mr. Ferrer worked for ARINC and Booz Allen as a Cyberspace Business Director and for Northrop Grumman, where he functioned as a Homeland Defense Manager and as Director of the company's Homeland Security Initiative.

In addition to numerous military and teaching honors, Mr. Ferrer is an inductee of the Chapel of the Four Chaplains Legion of Honor; currently serves as a Judge of Elections and is a Sunday School Teacher. By virtue of his broad experience and expertise in the homeland security, homeland defense, and national security fields, he earned the Subject Matter Expert (SME) credential conferred by the Homeland Security and Defense Education Consortium Association (HSDECA). He is married and has four grown children and five grandchildren.

Raymond Guidetti, M.A., M.A.

Raymond Guidetti has been a Senior Fellow with the Homeland Security Management Institute since 2008. In this position, his focus areas include intelligence, intelligence-led policing, counter terrorism, and transportation security.

Additionally, Ray is a Major with the New Jersey State Police and is assigned to the Intelligence Section where he serves as the Commanding Officer. In this position, he commands the intelligence and investigative capability of the State Police. Prior to this assignment, Ray was the Deputy Director of New Jersey's fusion center. From 2010 – 2011, then-Lieutenant Guidetti served a 12-month fellowship within the Department of Homeland Security's Office of Intelligence & Analysis where he worked within the State and Local Program Office on an interagency team crafting policy and guidance aimed at strengthening the national network of fusion centers. Since 2007, Ray has worked within the fusion center. He began this assignment as the supervisor of the Intelligence & Analysis Unit.

From 2001 to 2006, Ray served as a detective on the Federal Bureau of Investigation's Joint Terrorism Task Force and was also assigned to assist with the investigation and prosecution of the 9/11 terrorist attacks' 'twentieth hijacker' Zacarias Moussaoui. From 1998 to 2001, Ray worked in the Intelligence Bureau investigating organized crime, corruption, and overland drug trafficking. From 1993 to 1998, he was assigned as a general road duty trooper throughout Northern New Jersey.

Ray received a bachelor degree from Montclair State University in 1989. He earned a Master of Arts degree in Education from Seton Hall University in 1998, and in 2006 he received a Master of Arts degree in Security Studies (Homeland Defense and Security) from the Naval Postgraduate School. Ray is the author of several articles on intelligence, fusion centers, and intelligence-led policing. He has also contributed chapters to books focusing on intelligence and homeland security. Ray routinely returns to the Naval Postgraduate School as a guest lecturer on matters related to intelligence and fusion.

Ray is the recipient of numerous awards, including the 2006 U.S. Attorney General's Award for Excellence in Furthering the Interests of U.S. National Security, the 2006 New Jersey State Police Trooper of the Year Award, and the 2009 National Fusion Center Representative of the Year.

Vincent E. Henry, CPP, Ph.D.

Vincent E. Henry is Professor and Director of the Homeland Security Management Institute, LIU Riverhead. He earned his Ph.D. in Criminal Justice from the City University of New York (John Jay), B.A. and M.S. degrees from LIU Post and an M.Phil. degree from the City University of New York. A first responder to the 9/11 World Trade Center terrorist attacks, Dr. Henry retired from the New York Police Department following a 21-year police career in which he served in a wide variety of uniformed and plainclothes, patrol, undercover decoy, training, investigative, supervisory and management assignments.

The first American police officer to be named a Fulbright Scholar

(Australia, 1989-1990), Henry also holds the American Society for Industrial Security's Certified Protection Professional (CPP) credential. Among the academic awards Vincent Henry has received are the McCabe Fellowship (2001), the City University of New York's Arthur Niederhoffer Memorial Fellowship (1994) and the Kenneth B. and Mamie Phipps Clark Fellowship (1994-1995), as well as the John A. Reisenbach Foundation Dissertation Prize. Vincent's doctoral dissertation was one of three international finalists in the prestigious Council of Graduate Schools / University Microfilms International Distinguished Dissertation Award competition, and he was the valedictory Commencement Speaker at the City University of New York Graduate School and University Center's Doctoral Commencement. Vincent has received the LIU Post College of Management Dean's Outstanding Alumnus Award as well as the LIU Post College of Management Alumni Association Award for Distinguished Service to the Community. He also is a management consultant to numerous law enforcement agencies across the United States as well as in Australia, Japan, and South America.

As Commanding Officer of the Police Commissioner's Office of Management Analysis and Planning's Special Projects Unit from 1991 to 2000, Vincent Henry was a member of the Police Commissioner's Executive Staff and played an integral role in developing and implementing policy initiatives throughout the agency, particularly those related to the COMPSTAT process and the NYPD's reengineering. As Commanding Officer of the Police Academy's Education Support Section, he and his staff developed the NYPD's initial training program for first responders to terrorist incidents. He served as NYPD representative on the multi-agency New York Metropolitan Counter-Terrorism Committee (Training Subcommittee) following the 2001 World Trade Center attacks, and was part of the NYPD research team seconded to work with the Special Branch and other anti-terrorism entities of the London Metropolitan Police, the Police Service of Northern Ireland, and the Garda Siochana (Irish Police) to identify and implement appropriate counter-terrorism strategies and terrorism intelligence practices in New York City.

Vincent Henry is the author of numerous publications in the fields of law enforcement management, police corruption and reform, psychological trauma, terrorism, and homeland security. His recent books include *The COMPSTAT Paradigm: Management Accountability in Policing, Business and the Private Sector* (Looseleaf Law Publishers, 2002) and *Death Work: Police, Trauma, and the Psychology of Survival* (Oxford University Press, 2004).

J. Greg Kaufmann, M.S., M.A.

Joseph (Greg) Kaufmann concluded a 30-year career in the U.S. Army in 2005, retiring as a colonel in army aviation focused on strategic plans and policy. His final military assignment was to the Office of the Chairman of NATO's Military Committee, where he was initially the military assistant to the deputy chairman, then special assistant to the chairman. Selected issues with which he was involved included establishment and execution of the ISAF mission, NATO support to counter-terrorism (CT) activities, coordination of NATO-Russian CT activities, and NATO support to Operation Iraqi Freedom. Upon retirement, he became founding director of the Institute for Global Security Studies at Austin Peay State University, and was also named to the board of advisors of the Tennessee Homeland Security Consortium. He currently serves on the Army staff as a foreign affairs analyst in the Multinational Strategy and Programs Division.

His previous assignments included director (1999-2001) and chief of staff (1997-1999) of the Office of the Secretary of Defense's Balkans Task Force, where he served as the principal policy advisor to the Secretary of Defense and Under Secretary of Defense for Policy on all Balkans-related matters while overseeing all DoD Balkans-related policy issues; commander of the 1st Battalion, 58th Aviation Regiment (Corps)(Airborne) of the XVIII Airborne Corps (1993-1995), with concurrent deployments in Somalia, Haiti, and Kuwait; executive officer of the 4th Battalion, 58th Aviation Regiment and Company Commander in the 501st Aviation Regiment in Seoul, Korea; action officer of the Concepts, Doctrine and Force Policy Division, Office of the Deputy Chief of Staff for Operations, HQDA; deputy executive director of the

Human Research and Engineering Directorate at the Army Research Laboratory; and assistant professor of English at the U.S. Military Academy at West Point. He also held leadership and staff positions in the 101st Assault Helicopter and 229th Attack Helicopter Battalions, both at the 101st Airborne Division (Air Assault); the 222nd Combat Aviation Battalion; and the Electronic Research and Development Command's Flight Test Activity.

Currently a doctoral candidate at Georgetown University, Mr. Kaufmann was the CSA-selected Senior Army Fellow at Harvard University for 2001-2002, where he was in residence at the Weatherhead Center for International Affairs and where he remains an active fellow. He earned an M.S. in National Resource Strategy from National Defense University and an M.A. in English from the University of Pennsylvania. He was an M.I.T. Seminar XXI Fellow in 1998-99 and is a graduate of the U.S. Army War College's Defense Strategy Course as well as numerous other executive-level leadership and national security development programs. Dual-rated in both rotary and fixed wing aircraft, he holds the Senior Army Aviator and basic Army Parachutist ratings.

He has published widely across both professional and scholarly refereed journals, most recently in the "Journal of Homeland Security and Emergency Management," co-authoring an article on the Army's international Civil-Military Emergency Preparedness program.

Steven Kuhr, M.S. (HSM)

Steven Kuhr is Manager of Emergency Management and Business Continuity at Colorado Springs Utilities (CSU). In this capacity he leads a team responsible for a comprehensive crisis management approach by integrating the practices of emergency management and business continuity for the four utility services: Electric, Natural Gas, Water, and Wastewater services for the City of Colorado Springs and a number of communities across the Pikes Peak Region. His team leads enterprise-wide programs comprised of crisis management team leadership and coordination; threat and hazard risk assessments; business impact analysis; emergency operations and business continuity planning, training, and exercises at the enterprise and service level; and, emergency action planning for 22 dams and reservoirs across 11 counties. CSU operates within a number National Infrastructure Protection Plan (NIPP) sectors including Energy; Water and Wastewater; and, Dams.

He has served as Executive Deputy Commissioner and Director of the State Office of Emergency Management with the New York State Division of Homeland Security and Emergency Services, where he led statewide efforts to enhance preparedness, response, and recovery activities for catastrophic disasters and major emergencies. He served as state coordinating officer (SCO) for a number of major incidents and disasters involving hurricanes, floods, tornadoes, wild fires, and more. Prior to joining state service Steve served the homeland security and emergency management domains in the private sector having served as Chief Executive Officer of Strategic Emergency Group LLC, and Managing Director and Practice Head for the Emergency Management Group at Kroll, Inc.

Steve also served as deputy director of the City of New York Office of Emergency Management where he led emergency operations and multi-risk emergency planning efforts for threats including chemical and biological terrorism, coastal storms/hurricanes, infrastructure disruption, and other preparedness initiatives. He also served as EOC director and On-Scene Coordinator for a number of major emergencies and disasters. Steve was with FDNY as Deputy Chief/Paramedic and EMS Special Operations Commander where he led major incident responses, hazardous materials programs, and planning for mass casualty incidents.

Steve has enjoyed a robust consulting experience, advising organizations in multiple sectors such as finance, transportation, healthcare, sports and entertainment, the disability community, government, emergency management, and homeland security.

Steve earned a Master of Science in Homeland Security Management (HSM) and a graduate-level Advanced Certificate in Homeland Security Management at the Homeland Security Management Institute at Long Island University, and a Bachelor of Science in Emergency Management

Administration at the State University of New York. He also holds the Subject Matter Expert (SME) credential conferred by the Homeland Security and Defense Education Consortium Association (HSDECA).

He has served as a consultant and news analyst for CNN, providing analysis on breaking news events as well on-air commentary. He has published extensively and lectured globally on homeland security and emergency management topics.

Randall J. Larsen, M.A.

Colonel Randall J. Larsen, USAF (Ret.) is a member of the board of directors at the WMD Center (www.wmdcenter.org), a not-for-profit research organization he founded along with former Senators Bob Graham (D-FL) and Jim Talent (R-MO), a senior fellow at the Homeland Security Policy Institute at George Washington University, and a member of the board of advisors and a senior fellow at the Homeland Security Management Institute at LIU, a Department of Homeland Security National Transportation Security Center of Excellence.

He is a co-owner of NSPYR (pronounced inspire)-- a company that develops, publishes and produces inspiring stories, books and movies about America's military and homeland security heroes. Larsen was the producer of the NSPYR documentary on America's wounded warriors that premiered at the Newseum during the Tenth Anniversary Commemoration of 9/11. It won the Audience Favorite Award at the Virginia Film Festival in November 2011. (www.nspyr.com)

He previously served as the CEO of the WMD Center, executive director of the Congressional Commission on the Prevention of Weapons of Mass Destruction Proliferation and Terrorism (the WMD Commission), the National Security Advisor at the Center for Biosecurity of the University of Pittsburgh Medical Center, the founding director of the Institute for Homeland Security, and as chair of the Department of Military Strategy and Operations at the National War College where, in 1999, he created and taught the nation's first graduate course in homeland security.

Randall Larsen was one of the first witnesses to testify before the 9/11 Commission, and since 9/11 he has served as an expert witness testifying before Congressional committees that include the Senate Armed Services, Senate Judiciary, House Government Reform, House Homeland Security, and House Budget Committees. He served on the 2003 Defense Science Board Summer Study on Homeland Security, and is a member of the Council on Foreign Relations. Colonel Larsen earned a Bachelor of Arts in criminology from Texas State University in 1974, and a Master of Arts in national security studies from the Naval Postgraduate School in 1983.

Colonel Larsen is the author of *Our Own Worst Enemy: Asking the Right Questions About Security to Protect You, Your Family, and America* (Warner Books, 2007), *AVOIDING THE ABYSS: Progress, Shortfalls, and the Way Ahead in Combating the WMD Threat* (Air War College, 2005), *What Corporate America Needs to Know About Bioterrorism* (National Legal Center, 2003), and *The Executive's Desk Book on Corporate Risks and Response for Homeland Security* (National Legal Center, 2003). His articles have been published in the *Washington Post*, *Wall Street Journal*, *USA Today*, *New York Post*, *Business Week*, and *Ripon Forum*. He is a frequent guest on radio and television including: CBS, NBC, ABC, CNN, BBC, Fox News Channel, Larry King Live, Jim Lehrer News Hour, Oprah, and Dr. Oz. He is the founder and principal author of biosecurityblog.com.

Larsen retired from the U.S. Air Force in the rank of colonel in July 2000 after serving in both the Army and Air Force for a combined total of 32 years of military service. His flying career began as a 19-year old Cobra pilot with the 101st Airborne Division. He flew 400 combat missions in Vietnam. Colonel Larsen also served as military attaché at the U.S. Embassy in Bangkok, as the chief of legislative liaison at the U.S. Transportation Command, and as the commander of America's fleet of VIP aircraft at Andrews AFB. His military decorations include the Legion of Merit, Distinguished Flying Cross, Bronze Star, 17 awards of the Air Medal (3 with "V" Device for Valor), and the South Vietnamese Cross of Gallantry.

Sean Malinowski, Ph.D.

Captain Sean Malinowski, PhD is the Commanding Officer of Foothill Area Community Police Station in the Northeast San Fernando Valley where he is pioneering the latest predictive policing techniques and other data driven strategies to continue to reduce crime. For the past year Foothill has led the City of Los Angeles in crime reduction.

Captain Malinowski also serves as the principal investigator (PI) on the National Institute of Justice funded "Los Angeles Predictive Policing Planning Project" and for the Bureau of Justice Assistance funded "Smart Policing Initiative". In conjunction with the Institute for Pure and Applied Mathematics at the University of California at Los Angeles (UCLA), these programs are developing and testing methodologies for deploying discretionary police resources based on highly sophisticated predictive analytics.

Prior to his promotion to Captain, he served as the Assistant Commanding Officer of LAPD's RACR Division. During that time, he was also tasked by Police Chief Charlie Beck to act as the Commanding Officer of COMPSTAT where he conducted a comprehensive needs assessment of the Department's Command Accountability system and authored a final report and recommendations designed to take COMPSTAT to the next level.

As a Senior Fellow with Homeland Security Management Institute since 2004, Dr. Malinowski's teaching has focused on issues of terrorism and counterterrorism, law enforcement management, intelligence, and Intelligence-Led Policing.

Captain Malinowski joined the Los Angeles Police Department in 1994 and has worked patrol assignments in South Los Angeles, in the San Fernando Valley and in the west side beach community of Venice. As a sergeant, he worked Patrol, Internal Affairs and Training Division and served as the Executive Officer for former LAPD Police Chief William J. Bratton. As a Captain, Malinowski has served as Commanding Officer of Topanga Patrol Division, Foothill Patrol Division and Real-time Analysis and Critical Response Division, including the LAPD's Compstat and Crime Analysis Operations.

Captain Malinowski graduated from Boston University in 1986 with a Bachelor of Science in Public Relations and worked as a marketing Account Executive for BBDO Worldwide and for Lever Brothers Foods in New York and in Chicago, where he expanded product lines for Chrysler, Kmart, Jim Beam and Country Crock brands.

Captain Malinowski left the private sector in 1991 to pursue a master's degree in Criminal Justice and to fill a university appointment as the Director of Development for the Office of International Criminal Justice (OICJ) at the University of Illinois at Chicago. While at OICJ, Malinowski developed and implemented training and technical assistance programs for the United States Department of State and other federal and state agencies.

Captain Malinowski earned his Ph.D. in Public Administration from the University of Illinois in 2003. During his graduate studies, he was named a Fulbright Scholar and studied counter-terrorism at the Egyptian National Police Academy in Cairo. He is the former Director of the Mayor's Commission on Police Integrity for Chicago Mayor Richard Daley and the Founder of the U.S. State Department Cop to Cop Police Exchange program.

Captain Malinowski is married with three children and his wife is also a Los Angeles Police Officer.

Adam A. McLaughlin, CEM, M.P.A., M.S. (HSM)

Adam Z. McLaughlin currently serves as the Operations Manager for Elizabethtown Gas, an AGL Resources Company that delivers service to approximately 273,000 residential, business and industrial natural gas customers in New Jersey. Adam manages the company's Field Services Department in the Union Division, and is responsible for leading over 50 employees responding to gas leaks and other emergencies around the clock, 365 days a year.

Previously, Adam served as the Manager of Emergency Readiness, Office of Emergency Management of the Port Authority of New York & New Jersey

for over six years. His responsibilities included the development and coordination of Port Authority interagency all-hazard plans, and the design and development of emergency preparedness exercises. During his time with the Port Authority, Adam led the planning, and execution of multiple high-visibility emergency response exercises involving agency staff, local, state and federal partners. These exercises were conducted at various Port Authority facilities such as the World Trade Center, New Jersey Marine Terminals, the Holland and Lincoln Tunnels, Newark Airport, and the George Washington Bridge. He was instrumental in the coordination of regional catastrophic plans such as the New York City Area Evacuation and Coastal Storm Plan, the Trans Hudson Emergency Transportation Plan, and various mass casualty support plans with the New Jersey State EMS Task Force. Adam was the project manager for the PATH Critical Incident Response Program, responsible for the development of a broad-based set of interagency protocols.

Prior to working for the Port Authority of NY & NJ, Adam served in the Army for 10 years, and is a combat veteran of Afghanistan. Adam received his commission in 1994 from Seton Hall University ROTC. His initial assignments included Rifle Platoon Leader, Scout Platoon Leader and Assistant Intelligence Officer for 2-8 Infantry Battalion at Fort Hood, Texas. Following a short tenure at the U.S. Army Intelligence Center, Adam was assigned to the 10th Mountain Division, serving as the Artillery Brigade Intelligence Officer, then Assistant Operations Officer for 110th Military Intelligence Battalion. In October of 2001 Adam deployed to Afghanistan in support of Operation Enduring Freedom serving as the Intelligence Officer for 1-87 Infantry Battalion. Subsequently he commanded Headquarters and Headquarters Operations Company, 110th Military Intelligence Battalion. Adam's last assignment was as the Intelligence Observer/Trainer for the 78th Division's Exercise and Simulations Group located in New Jersey, preparing Army Reserve and National Guard units for deployments to Iraq and Afghanistan.

Adam holds a Bachelor's degree in Political Science from Montclair University, a Master of Public Administration from Fairleigh Dickinson University, and a Master of Science in Homeland Security Management from LIU. He is a graduate of the United States Army's Combined Arms Service Staff School, the Military Intelligence Career Course and the Infantry Officers Basic Course. He is a Certified Emergency Manager (CEM) and member of the International Association of Emergency Managers. In addition, Adam is a member of the Veterans of Foreign Wars of the United States of America, a Military Intelligence Corps Association Knowlton Award recipient, and a member of Pi Alpha Alpha National Honor Society for Public Affairs and Administration.

James F. McShane, J.D.

Jim McShane joined Columbia University as the assistant vice president for the Department of Public Safety in January 2004. Mr. McShane is responsible for security and safety at both the Morningside and Medical Center Campuses. He oversees all uniformed operations and investigations, and is responsible for security technology and fire safety.

Jim McShane is a 24-year veteran of the New York City Police Department. He began his career on patrol in the 52nd Precinct. He was promoted to sergeant in October 1984 and served as a patrol supervisor in the 41st and 42nd Precincts. After graduating from St. John's University School of Law in 1986, he obtained a leave of absence to work as an associate attorney at the law firm of Rogers & Wells. Upon his return to the Department in October 1987, he was assigned to the Office of the Deputy Commissioner for Legal Matters and then to the Office of the Police Commissioner as legal advisor to Commissioner Benjamin Ward.

Promoted to lieutenant in November 1989, Jim McShane was soon assigned to the staff of First Deputy Commissioner Ray Kelly. He was promoted to captain in January 1992 while attending the Kennedy School of Government where he received a Master of Public Administration degree. In the fall of 1992, he returned to the Police Commissioner's Office as legal advisor to then Police Commissioner Kelly. In 1994, Deputy Inspector McShane commanded the 47th Precinct in the Bronx. Thereafter, he was assigned as commanding

officer of the First Deputy Commissioner's Office under Commissioner John Timoney in January 1995.

In August 1996, he was assigned as commanding officer, Narcotics Borough Manhattan South, where he served until June 1997, when he was transferred to the Traffic Control Division. He served in traffic for nearly six years, as both the executive officer and as commanding officer, and was a first responder to the September 11, 2001 terrorist attacks upon the World Trade Center. He was promoted to deputy chief in January 2002. In March 2003, Chief McShane was appointed executive officer of the Narcotics Division, his final assignment in a 24-year career with the Department.

Prior to joining the New York Police Department, Jim McShane taught mathematics in the South Bronx for five years; first at St. Angela Merici Elementary School and then at Morris High School, where he also served as dean of students.

Jim McShane holds a Bachelor of Arts from Fordham University, a Juris Doctor from St. John's University School of Law, and a Master of Public Administration from Harvard University. He also is a 1994 graduate of the Police Management Institute at Columbia University and was awarded a Fulbright grant as a lecturer at the Police College of Finland in Helsinki, Finland in 2000.

Jim and his wife, Joan, are the proud parents of two daughters, Kerry and Caroline. They also are the proud grandparents of Aiden James.

James F. Miskel, Ph.D.

Dr. Miskel has been a Senior Fellow at HSMI since 2007, and currently teaches Research Methods in Homeland Security Management. In addition, since 2005 he has designed and taught online courses on terrorism and conflict resolution for the US Naval War College, the University of Maryland and Norwich University.

From 1993 through 2005, Dr. Miskel was Professor of National Security Affairs and Associate Dean of Academics at the Naval War College. Following his retirement from the Naval War College, Dr. Miskel became a vice president at Alidade Inc., a defense consulting firm, and until 2008 was a consultant to the Rhode Island Economic Development Corporation. In that capacity he designed and ran homeland security exercises for cities and towns throughout the state of Rhode Island.

Before joining the Naval War College faculty, Dr. Miskel held a senior position at the Federal Emergency Management Agency, and was Director for Defense Policy and Arms Control at the National Security Council from 1987 to 1989.

Dr. Miskel's recent publications include the following books and articles:

- Co-author, *The Real Population Bomb: Megacities, Global Security and the Map of the Future*. (Potomac Press, 2012).
- *Disaster Response and Homeland Security: What Works, What Doesn't*, (Stanford University Press, 2008).
- Co-author, *A Fevered Crescent: Security and Insecurity in the Greater Near East*, (University Press of Florida, 2006).
- Co-author, "The Mega-Eights: Urban Leviathans and International Instability," *Orbis*, Fall 2009.
- Co-author, "Take Your Third Move First," *Harvard Business Review*, March 2007.
- Co-author, "Digging Deep: Environment and Geography as Root Influences for Terrorism." In James J.F. Forrest (Ed.), *The Making of a Terrorist: Recruitment, Training and Root Causes, Volume Three* (Westport CT: Praeger Security International, 2006).
- "The Complexity of Military Intervention in Humanitarian Crises," *Global Dialogue*, Winter-Spring 2005.
- "The Palestinian Intifada: An Effective Strategy?" *World Policy Journal*, Winter 2004-2005.

Daniel T. Mullin, J.D.

Daniel T. Mullin is the Senior Director for Security and Facility Management for Major League Baseball (MLB). He is involved with the

security and evacuation planning for all 30 major league ballparks. He has direct responsibility for security planning at all of MLB's major events, including the All-Star game, the World Series, and the World Baseball Classic. He has oversight of all investigations involving players, coaches and other major league employees. Mr. Mullin also helps coordinate Department of Homeland Security drills at ballparks around the country. He is currently serving on the Department of Homeland Security Critical Infrastructure working group.

Prior to joining major league baseball, he served 23 years with the New York City Police Department, retiring as a deputy chief. He last served as the executive officer of the Bronx, where he supervised more than 3,000 police officers. He also served as the executive officer of the Narcotics Division, as well as the commanding officer of the Manhattan District Attorney's Squad, Staten Island Detectives, and the 114th and 103rd precincts. Mr. Mullin was a first responder at the World Trade Center on 9/11 and at the crash of American Airlines flight 585.

A graduate of St. John's University and New York Law School, Mr. Mullin has been an adjunct professor at John Jay College (1993-2000) and at Seton Hall University (2001-03). He has provided training for both the California and Utah Departments of Homeland Security. He is a member of the International Association of Chiefs of Police and the International Association of Assembly Managers.

James W. Munday, CEM, M.A., M.S. (HSM)

James W. Munday, a Certified Emergency Manager (CEM), currently serves as the Senior Manager of Emergency Readiness, Office of Emergency Management of the Port Authority of New York and New Jersey. In this capacity, he leads Port Authority executives, operating managers, and public safety staff in the development and implementation of agency-wide training and exercise programs as well as emergency response and recovery plans for the nation's largest and most complex transportation infrastructure system. He designs and facilitates numerous annual emergency response drills and exercises in conjunction with other local, State and Federal partners to ensure corporate readiness to mitigate, respond to, and recover from crisis events at any of the agency's facilities and/or in support of another regional agency.

Mr. Munday's focus has been on establishing the building blocks for emergency preparedness and response through a structured program of incident command training, staff/agency drills, and emergency response exercises at the facility, corporate, and interagency level. In the past seven years, Mr. Munday has conducted over fifty Full-Scale Exercises (FSEs) at numerous Port Authority facilities to include the World Trade Center, John F. Kennedy International Airport (JFK), Newark Liberty International Airport (EWR), and LaGuardia Airport (LGA). As the Exercise Co-Director, he developed and coordinated the nation's largest-ever FSE at the World Trade Center (WTC) in New York City and the largest First Responder response (over 800 First Responders) to the WTC since 9/11. He also recently designed and conducted several extremely complex FSEs that involved both airside and terminal side simultaneous terrorist incidents at EWR, JFK, and LGA. The recent 2012 JFK FSE involved over 375 victims and 500 First Responders.

Prior to joining the Port Authority, Mr. Munday worked for the Walt Disney Company where he was Manager of Emergency Preparedness and Communications for the Disneyland Resort. Under his leadership, Disney conducted the largest and most complex exercise every attempted at a resort complex, involving over 200 simulated casualties and 500 responders from multiple Federal, State, and local agencies.

A retired US Army Infantry Officer and Ranger with 21 years of service, James Munday held key leadership positions that include Battalion Commander, Brigade Executive Officer, Instructor at the United States Military Academy at West Point, and Commander of the Presidential Honor Guard in Washington D.C.

Mr. Munday holds the International Association of Emergency Managers' Certified Emergency Manager (CEM) credential and serves as the Faculty Advisor to the International Association of Emergency Managers Student

Association (IAEMSA) at the Homeland Security Management Institute. He graduated from the United States Military Academy at West Point with a Bachelor of Science degree in Engineering and subsequently earned a Master of Arts degree from the University of Southern California. Jim also received his Master of Science in Homeland Security Management degree (with highest distinction) from the Homeland Security Management Institute in May 2008. He also earned, in 2013, the Subject Matter Expert (SME) credential conferred by the Homeland Security and Defense Education Consortium Association (HSDECA).

Daniel J. Oates, M.A., J.D.

Daniel J. Oates is the 10th Chief of Police for the City of Aurora, Colorado. He was appointed Chief on November 28, 2005. The Aurora Police Department currently has 670 police officers and 794 total employees and an operating budget of \$94 million. It provides comprehensive police services to a diverse city of 345,000 residents and 172 square miles. During his tenure, Chief Oates has overseen a 30-percent reduction in major index crime in Aurora.

Prior to his appointment in Aurora, Chief Oates served for four years as Chief of Police and Safety Services Administrator for the City of Ann Arbor, Michigan, where he was responsible for all police, fire and emergency management services for a city of 114,000 that included the University of Michigan.

Prior to coming to Ann Arbor, Chief Oates served for 21 years in the New York Police Department. He finished his NYPD career as a Deputy Chief and the Executive Officer and second-in-command of the Patrol Borough Brooklyn South, where he supervised 3,000 patrol officers and 700 civilians and was responsible for all patrol services for 1.4 million residents in the City's largest borough. Between 1997 and 2001, Chief Oates served as the Commanding Officer of the NYPD's Intelligence Division. He was a member of the Police Commissioner's Executive Staff and served as his principal advisor on citywide security and intelligence matters. Chief Oates' prior NYPD assignments also included serving as the chief counsel and Commanding Officer of the Legal Bureau, the 85-attorney law office of the NYPD.

Chief Oates is a 1977 graduate of Bucknell University with a B.A. degree in English. He was graduated from New York Law School in 1986 and is admitted to practice law in Colorado, New York and New Jersey. He also holds a Master of Science degree in Management from New York University. He is member and Vice-Chair of the Colorado Peace Officers Standards and Training (POST) Board, a Past President of the Colorado Association of Chiefs of Police, and chairperson of the Colorado Information Sharing Consortium (CISC), the statewide law enforcement cooperative that manages a state-of-the-art data and records exchange to fight crime.

He is also a member of numerous professional associations, including the Police Executive Research Forum and the International Association of Chiefs of Police, where he serves on the executive committee/governing board. Chief Oates also serves on the Criminal Intelligence Coordinating Council, the national advisory council of police chiefs and sheriffs, created in May, 2004 to advise the U.S. Attorney General and Secretary of Homeland Security on intelligence and security strategies in a post-9/11 world.

Joseph E. Pascarella, Ph.D.

Joseph E. Pascarella, Ph.D., currently is a captain in the New York Police Department's Office of Management Analysis and Planning and has been an adjunct assistant professor at Queens College. He also is a consultant for the National Institute of Justice (NIJ). Dr. Pascarella obtained his Ph.D. from the City University of New York in 2003.

In 2003, Joseph Pascarella received a prestigious Fulbright Fellowship to lecture and conduct research at the Police College of Finland in Espoo, Finland. A first responder to the September 11, 2001 terrorist attacks on the World Trade Center, he is the editor of a Prentice-Hall text titled "Homeland Security for Police Administration: Recruitment, Retention, and Organizational Strategies." Dr. Pascarella also is the author of "Health Performance and Age

Restriction Policies in Policing," in *The International Journal of Police Science and Management*, 8 (1). His research interests include homeland security practices and policies for managers in police and law enforcement agencies, police organizational management and strategic initiatives, and transnational crime and criminal networks.

Apostle Rapess, M.S., M.S. (HSM)

Apostle (Paul) Rapess currently serves as the Director of Public Safety at Long Island University's LIU Post campus. Under his leadership, the Department of Public Safety organizes and conducts a variety of emergency management and disaster preparation drills, including shelter-in-place, active shooter, and dormitory evacuation exercises. A recognized expert in the safety and security of educational facilities and personnel, Mr. Rapess has a particular expertise in the management and resolution of active shooter incidents and other emergency events taking place in schools and on campuses. He has developed relationships with local police agencies, fire departments, and emergency medical services to heighten the awareness of both first responders and members of the campus community to the specific and unique needs of a college campus during emergencies.

Mr. Rapess is a retired Lieutenant and 20-year veteran of the NYC Transit Police and NYPD. He served as a patrol officer, detective, and detective supervisor with the NYC Transit Police and, following the merger of the NYC Transit Police and the NYPD, he held assignments as unit commander with the Applicant Processing Division, he was the Executive Officer of the Auxiliary Police Section, and he was assigned to the Intelligence Section of Internal Affairs. Prior to his police career, he worked as an EMT and Paramedic and was an instructor of CPR, EMT, and first aid for over 10 years with various hospitals in New York City.

Paul Rapess holds a Bachelor of Science in Criminal Justice from St. John's University and a Master of Science in Criminal Justice from LIU Post. In May 2006, Mr. Rapess became one of Homeland Security Management Institute's first alumni when he earned a graduate-level Advanced Certificate in Homeland Security Management from HSMI, and in May 2008 he earned his Master of Science in Homeland Security Management degree from the Homeland Security Management Institute of Long Island University. In May 2010 Mr. Rapess earned a Paralegal Certificate from LIU Post, and he is currently completing the requirements for HSMI's graduate-level Advanced Certificate in Cyber Security Policy.

R. Lance Robinson, Ph.D.

Lance Robinson is an experienced program manager in the national security field, having managed a number of programs under contract to NORAD and USNORTHCOM, Air Force Space Command, and the Air Force Research Laboratory. He has led efforts to implement the homeland security education vision of NORAD and USNORTHCOM; managed a Medical Emergency Response Manager project for Air Force Space Command; and led a series of feasibility studies on coal-to-liquid fuel production for the Air Force Research Laboratory associated with the Air Force assured fuels program.

Dr. Robinson is a retired U.S. Air Force officer with over 23 years of service, including aviation operations, weapon system acquisitions, and over five years teaching experience in Political Science at the U.S. Air Force Academy. He received his Ph.D. in Political Science from the Claremont Graduate School in 1997. His published and presented work focuses on executive power and American political thought, in particular on the presidency of Theodore Roosevelt and the political thought of the progressive era.

Dr. Robinson also holds the Subject Matter Expert (SME) credential conferred by the Homeland Security and Defense Education Consortium Association (HSDECA) in recognition of his broad experience and expertise in the homeland security, homeland defense, and national security fields.

Stanley B. Supinski, Ph.D.

Stanley B. Supinski is an Associate Professor at the Homeland Security

Management Institute of Long Island University and an independent homeland security/defense education consultant conducting program development and management for a variety of organizations. He co-directs the partnership program and is a former faculty member at the Naval Postgraduate School's Center for Homeland Defense and Security; has done program support and taught recently for Battelle Memorial Institute, the University of Massachusetts and the University of Denver. He was the first Deputy for Training and Education for the North American Aerospace Defense Command (NORAD) and US Northern Command (NORTHCOM), where he developed those organizations' academic training and education programs. He also founded and formerly directed the Homeland Security/Defense Education Consortium (HSDEC), a network of over 200 federal, military and civilian educational institutions.

Stan retired from the US Air Force in 2003 following 27 years of active service. He served in two capacities during his military career: as an educator with the US Air Force Academy and as an intelligence officer in numerous locations and capacities. At the Academy he served as the Faculty Squadron Commander, overseeing faculty personnel, administration, security, and facilities. He also held a variety of positions in the Department of Foreign Languages, including Associate Professor of Russian and Chair of the Strategic Languages Division.

As an intelligence officer, Stan served primarily in the human intelligence field, managing intelligence collection and conducting operations using the Polish and Russian languages. His assignments included Germany, Korea, the Defense Intelligence Agency, and Riyadh, Saudi Arabia where he was the Central Air Forces senior intelligence representative to Joint Task Force, Southwest Asia. Stan holds a Ph.D. in Instructional Systems Design from Florida State University and a Master's degree in National Security Affairs from the US Naval Postgraduate School. He has conducted research and authored numerous articles on homeland security and defense issues, technology support to education, and language acquisition. Stan also holds the Subject Matter Expert (SME) credential conferred by the Homeland Security and Defense Education Consortium Association (HSDECA).

Bert B. Tussing, M.S., M.S.S.

Bert Tussing graduated with honors from The Citadel in 1975 and was commissioned a Second Lieutenant in the US Marine Corps. During his 24 year career in the Marines, Mr. Tussing served operationally with the 2nd Marine Aircraft Wing; the 2nd Marine Division; Marine Aviation Weapons and Tactics Squadron One; Marine Helicopter Squadron One (where he was designated a Presidential Command Pilot); and with the 22nd Marine Expeditionary Unit (Special Operations Capable). Over the course of his career he participated in multiple humanitarian relief exercises in the Caribbean; Operation Urgent Fury in Grenada; operations as a part of the Multinational Force in Beirut; Operations Provide Promise and Deny Flight in Bosnia; and the final withdrawal of U.S. forces from Somalia.

Following his operational assignments, Tussing was assigned to the Pentagon where he served as Marine Corps Analyst to the Secretary of the Navy in the Office of Program Appraisal. While there, he participated in the Secretary of the Navy's focus group for the Commission on Roles and Missions of the Armed Forces, and served as consultant to the Defense Science Board on "Tactics and Techniques for the 21st Century." He was subsequently selected for a Brookings Legislative Fellowship and served on the staff of the Chairman of the House Armed Services Committee's Personnel Subcommittee. Following the fellowship, he assumed duties as Deputy Legislative Assistant to the Chairman of the Joint Chiefs of Staff.

Tussing was a Distinguished Graduate of the Marine Corps Command and Staff College and a fellow at the Massachusetts Institute of Technology's Center for International Studies (Seminar XXI). He is a graduate (with Highest Distinction) of the United States Naval War College, from which he was awarded a Master's Degree in National Security and Strategic Studies, and the United States Army War College, where he received a Master's Degree in Strategic Studies. His personal decorations include the Defense Superior

Service Medal, the Meritorious Service Medal, the Air Medal with a Combat V, the Navy Commendation Medal, the Presidential Service Badge, the Department of the Army Achievement Medal for Civilian Service, and the Department of the Army Superior Civilian Service Award.

Professor Tussing joined the United States Army War College's Center for Strategic Leadership and Development in October, 1999. His focus areas include Homeland Defense, Homeland Security, Terrorism, and Civil-Military Relations. Since the spring of 2001 he has led and served in many forums and studies focused on homeland defense, homeland security, and military support of civil authorities. He has served on three Defense Science Boards and has hosted, organized and facilitated numerous symposiums and workshops dedicated to domestic security in support of the Department of Homeland Security, the Office of the Assistant Secretary of Defense for Homeland Defense, the United States Northern Command, and the National Guard Bureau. In 2005 he was designated Director of the War College's Homeland Defense and Security Issues group. Since that time he has partnered in numerous activities in both domestic and international forums, with federal and state government, academia, and the foremost think-tanks associated with domestic security issues. In addition to serving as a Senior Fellow on the faculty of Homeland Security Management Institute at Long Island University, Tussing is a senior fellow of George Washington University's Homeland Security Policy Institute; a member of the Board of Experts for UC-Irvin's Center for Unconventional Security Affairs; on the Homeland Defense and Security Advisory Board of Penn State University; on the Homeland Defense Advisory Board for the Command and General Staff College and Kansas State University; and a steering committee member of the Homeland Security/Defense Education Consortium Association (HSDECA). He is a reviewing editor for the Homeland Security Affairs Journal, the Journal for Homeland Security and Emergency Management, and the Journal of Homeland Security Education. In 2005 he served on a Senior Advisory Group that oversaw the development of the Department of Defense's first Strategy for Homeland Defense and Civil Support, and in 2009 he completed an appointment to the Department of Homeland Security's Homeland Security Advisory Council, advising the development and execution of the Department's Congressionally-mandated Quadrennial Homeland Security Review (QHSR).

In December 2009, Professor Tussing was named the Elihu Root Chair of Military Studies at the US Army War College, an honorary academic Chair given for distinguished service through teaching, scholarship, research, and academic service in direct support of the US Army War College's teaching and research mission. In January 2014 he was appointed a full Professor at the War College.

Bert Tussing is married to the former Dianne Day, his wife of 38 years. They have two daughters, Amber Christine Tussing and Crystal Dianne Deitch; one grandson, Parker Lee Deitch, born on the 223rd anniversary of the founding of the US Marine Corps; and one granddaughter, Summer Dianne Deitch.

CONTINUING EDUCATION

The Office of Continuing Education offers two outstanding, and very different, programs for adults at LIU Riverhead. One program is designed for real estate brokers, who must complete 22.5 hours of continuing education every two years, including at least three hours on federal, state, and local fair housing laws, in order to renew their New York State license. At Riverhead's Real Estate Center busy professionals can satisfy these requirements in a single week of specially targeted courses. Riverhead's Center for Creative Retirement provides an exciting option for retired people who want to explore their intellectual, cultural and social interests in the company of like-minded peers. At this self-directed learning center, retirees choose their own roles as leaders, teachers, reporters and participants in informal study groups, workshops, roundtables, field trips and other projects that they join together to initiate and implement. Membership, by application, is open year round.

BLENDDED AND ONLINE LEARNING PROGRAMS AT LIU

Technology-enhanced, blended and online learning are an important part of fulfilling LIU's mission of access and excellence in higher education. These courses and programs are delivered through the University's Blackboard Learning Management System, which enables students to complete their online coursework at any time of day and at any place in the world there is an Internet connection. LIU's blended learning programs feature both face-to-face and online components, reducing the amount of time students need to be physically present on campus, while still reaping the benefits of meeting in person with professors, fellow students, and other professionals.

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 Educational Leadership, Advanced Certificate
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 Adult Nurse Practitioner, Advanced Certificate
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 Family Nurse Practitioner, Advanced Certificate
 Nurse Educator, M.S.

LIU Post

Accountancy, M.S.
 Taxation, M.S. ***
 Archives & Records Management, Advanced Certificate ***
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 Library & Information Science/School Library Media, M.S.
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 Educational Technology, M.S.
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 Health Information Management, B.S.
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 Nursing Education, M.S.
 Nursing Education, Advanced Certificate

LIU Hudson

Bilingual Extension, Advanced Certificate ***
 Bilingual Special Education (Intensive Teacher Institute), Advanced Certificate ***
 TESOL: Special Education (Intensive Teacher Institute), Advanced Certificate ***
 TESOL, Advanced Certificate +++

LIU Riverhead

Homeland Security Management, M.S. ***
 Homeland Security Management, Advanced Certificate ***
 Cyber Security Policy, Advanced Certificate ***
 TESOL, Advanced Certificate +++

Our programs are accredited by the Middle States Commission on Higher Education and are registered with the New York State Education Department. For additional program information, please consult the appropriate academic department pages of the campus bulletin.

*** Denotes a fully online program.

+++ Students are enrolled at LIU Hudson, and take their courses online with face-to-face courses taken at either LIU Riverhead or LIU Hudson.

LIU RIVERHEAD 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.

Homeland Security

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

School of Liberal Arts and Sciences

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

School of Education

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

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