

LIU Riverhead

**UNDERGRADUATE
& GRADUATE CATALOG**

2021-2022



LONG ISLAND UNIVERSITY

LIU Riverhead

2021 - 2022
Bulletin

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

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www.liu.edu/riverhead

Notice to Students: The information in this publication is accurate as of September 1, 2021. However, circumstances may require that a given course be withdrawn or alternate offerings be made. Therefore, LIU reserves the right to amend the courses described herein and cannot guarantee enrollment into any specific course section. All applicants are reminded that the University is subject to policies promulgated by its Board of Trustees, as well as New York State and federal regulations.

The University reserves the right to effect changes in the curriculum, administration, tuition and fees, academic schedule, program offerings, modes and methods of instruction, and other phases of school activity, at any time, without prior notice. The University assumes no liability for interruption of classes or other instructional activities due to fire, flood, strike, war, epidemic, government action, or other force majeure. The University expects each student to be knowledgeable about the information presented in this bulletin and other official publications pertaining to his/her course of study and campus life. For additional information or specific degree requirements, prospective students should call the Office of University Admissions. Registered students should speak with their Success Coach.

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Accreditation and Program Registration

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

ABOUT LONG ISLAND UNIVERSITY

Mission Statement

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

Vision

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

Motto

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

Founding Date

Long Island University was founded in 1926.

Alumni

LIU has an active network of more than 275,000 alumni, including leaders and innovators in industries across the globe.

Athletics

Colors: Blue and Gold

Nickname: Sharks Mascot: Shark

Teams: 35

National Affiliation: NCAA Division I

Conference: Northeast Conference (NEC)

Campuses

Long Island University educates approximately 15,000 students each year across multiple campuses. Find out more at www.liu.edu.

LIU Brooklyn

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

LIU Post

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

LIU Global

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

LIU College of Pharmacy

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

LIU College of Veterinary Medicine

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

LIU Hudson

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

LIU Riverhead

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

Accreditation

Middle States Commission on Higher Education (MSCHE)

LIU Riverhead is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104; 267-284-5000. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

New York State Education Department (NYSED)

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

Association for Advancing Quality in Educator Preparation (AAQEP)

LIU Riverhead's Teacher Education programs

are nationally accredited by the Association for Advancing Quality in Educator Preparation (AAQEP).

University Policies

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

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

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

LIU RIVERHEAD ACADEMIC PROGRAM OFFERINGS

LIU Riverhead schedules Master's degree courses for students who need to balance work and family responsibilities with their education. Upper-division (junior and senior year) undergraduate programs build on associate's degrees or core curricula earned at other institutions. 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 2021-2021

Academic Calendar Fall 2021-Spring 2022

Fall 2021

Labor Day-Holiday	September 6
Weekday Classes Begin	September 8
Registration and Program Changes (after 9/14 permission needed to enroll in Lab Science courses)	September 8-21
First Weekend Session Classes Begin	September 11-12
Registration and Program Changes End	September 21
Spring 2022 Registration Begins (tentative)	October 11
Columbus Day - No Classes in Session	October 11
Last Day to Apply for January Degree	October 29
Second Weekend Session Classes Begin	October 30-31
Election Day - Classes in session	November 2
Last Day for Withdrawal/Opt Pass/Fail for Full-semester Classes	November 12
Thanksgiving Holiday	November 24 - 28
Classes Resume	November 29
Semester Classes Meeting Monday through Friday End	December 13
Class Make-up/Study Days	December 14-15
Final Examinations-Undergraduate and Graduate	December 16-22
Final Exam Make-up Day (in the event of snow closure)	December 23
Winter Recess Begins	December 24

Spring 2022

Martin Luther King Day-No Classes	January 17
Weekday Classes Begin	January 18
Registration and Program Changes (after 1/24, permission needed to enroll in Lab Science courses)	January 18-31
Awarding of January Degrees	January 14
First Weekend Session Classes Begin	January 22-23
Registration and Program Changes End	January 31
Summer/Fall 2022 Registration Begins (tentative)	February 14
Presidents' Day-No Classes	February 21
Tuesday Follows a Monday Schedule	February 22
Last Day to Apply for May Degree	February 25
First Weekend Session last classes/final exams	March 5-6
Spring Recess Begins	March 7
Classes Resume	March 14
Second Weekend Session Classes Begin	March 19-20
Last Day for Withdrawal/Opt Pass/Fail for Full-Semester Classes	April 1

Semester Classes Meeting Monday through Friday End	April 26
Class Make-up/Study Days	April 27-28
Final Examinations-Undergraduate and Graduate	April 29-May 5
Commencement Ceremony (tentative)	May 6
Conferral of May Degrees	May 14

Summer 2022

SUMMER SESSION I

Weekday classes begin (1st Five Week, 10 week and 12-week sessions)	May 16
Registration and program changes end for 5 Week Session	May 17
Registration and program changes end for 10 & 12 Week Sessions	May 21
Memorial Day-NO CLASSES - Make up class date June 3	May 30
Make-up day for Memorial Day	June 3
Last day to withdraw (or Opt P/F) from courses	June 9
Last day of class/Finals for 1st Five-week Session	June 16

SUMMER SESSION II

Classes Begin - 2nd Five-Week Session	June 27
Registration/Programs Changes for 2nd Five-Week Session ends	June 28
Independence Day - Holiday - No Weekend Classes	July 2-4
Last day to withdraw (or Opt P/F) from 10 & 12-week session	July 7
Last day to Apply for September Degree	July 8
Last day to withdraw (or Opt P/F) from 2nd Five-week session	July 21
Last day to withdraw (or Opt P/F) from 12-week session	July 21
Last Class/Finals for 2nd Five-week and 10-week sessions	July 28

SUMMER SESSION III

Classes Begin - 3rd Five-Week Session	August 1
Registration/Programs Changes for 3rd Five-Week Session ends	August 2
Last Class/Finals for a 12-week session	August 4
Last Day to Withdraw (or Opt P/F) from 3rd Five-Week Session	August 25
Last day of class/Finals for 3rd Five-week Session	September 1
Summer Degrees Conferred	September 1

*Last day to withdraw from a class or elect Pass/Fail option is:
 Five-week session: One week prior to the end of the session
 10-week session: Two weeks prior to the end of the session

ADMISSION

General Information

Students interested in applying for undergraduate or graduate admission to LIU Riverhead may do so online at apply.liu.edu/quickapp2 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 Standard Admit is a student who has submitted all required documentation and meets all eligibility requirements for his or her degree program.
2. A Limited Admit is a student who does not meet all academic requirements or has not submitted all required credentials for standard admission. A limited admit must submit any missing application credentials by the end of the first semester he or she is enrolled. Any student accepted as a limited admit because of academic deficiencies must satisfy all conditions outlined in the acceptance letter to be considered for full matriculation. If the conditions of limited matriculation are not satisfied, the student may be permanently reclassified as a non-degree admit. Once all deficiencies are removed, the student must submit a written request to the Office of Admissions to be re-classified as a standard admit.
3. A Non-Degree Admit is a student who is not a candidate for a degree and is taking a limited number of courses for certification, professional advancement, or personal enrichment or is a visiting student. A visiting student is a student who attends another university and is taking a course at LIU Riverhead with permission from the student's

home university. Any non-degree admit who wishes to be considered for a degree program must apply for a change of status and satisfy all admission eligibility requirements for his or her area of interest. Certain graduate programs do not allow visiting students. Please consult with the Office of Admissions for further information at 631-287-8010 or riverhead@liu.edu.

Undergraduate Transfer Admission

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

LIU Riverhead does not admit first-time freshmen.

Transfer Credit

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

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

Students transferring directly to LIU Riverhead

with a conferred associate's degree from an accredited two-year institution can receive a maximum of 72 credits. Those transferring from four-year institutions can receive a maximum of 96 transfer credits.

Applicability of transfer credits and the actual length of time required to complete a bachelor's degree are finalized in consultation with a faculty advisor. Questions concerning transfer credits should be directed to the Office of Admissions at 631-287-8010.

Articulation Agreements

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

Joint Admissions Agreement with Suffolk County Community College

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

Academic Residence Requirements

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

International Baccalaureate Program (IB) Credit

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

Advanced Placement (AP) Credit

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

College Level Examination Program (CLEP)

LIU Riverhead awards introductory level college credit to students who achieve required scores on approved CLEP examinations.

Test scores should be forwarded to the LIU Riverhead Office of Admissions.

College Credits for Military Service

Joint Services Transcript

LIU Riverhead awards college credits to eligible veterans and active members of the

military. The Army, Coast Guard, Marine Corps, and Navy use the centralized Joint Services Transcript (JST) system. Students may receive college credits for military training and specific occupational training. Official Joint Services Transcripts must be submitted electronically to LIU Riverhead Admissions.

Community College of the Air Force

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

Life Experience Credits

Life Experience credits may be awarded in recognition of knowledge obtained in ways other than study at an accredited college. Students must have completed six credits at LIU Riverhead and demonstrate knowledge equivalent to what would be learned in a specific LIU Riverhead undergraduate course.

Further inquiries should be directed to the Office of Admissions.

Graduate Admission

Graduate Teacher Education Programs

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

Homeland Security and Terrorism Institute

Admission to the master's degree and advanced certificate programs in homeland security management is consistent with other LIU graduate programs and requires a bachelor's degree with a 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. 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 liu.edu/riverhead.

Readmission

If a student is out of attendance and has not maintained his or her maintenance of matriculation status (as described in the Registration section) or has not been granted a leave of absence, he or she must apply for readmission. Undergraduate students out of attendance for one semester but less than three years must complete a request for readmission form. Graduate students out of attendance for one semester but less than three years must complete a request for readmission form. The request for readmission form can be obtained at the Office of Admissions. If readmission is approved, the student's return is subject to the academic requirements posted in the bulletin in effect at the time of readmission.

Undergraduate and graduate students out of attendance for more than three years must submit a new application for admission and all supporting credentials required for admission.

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 immunization if they wish to register for classes. In addition, New York State requires that LIU maintain a record of each student's response to the meningococcal disease and vaccine information. Students can access the forms and submit their completed immunizations via www.liu.edu/newstudenthealth. Students will be required to complete and sign their documents and upload them directly to the portal. The form must be signed by the student and contain either a record of meningitis immunization within the past 10 years OR an acknowledgment of meningococcal disease risk and refusal of meningitis immunization signed by the student.

For further information regarding compliance with this law, please visit www.liu.edu/newstudenthealth or contact the Division of Student Affairs.

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. Flat-rate tuition charges cover from 12 - 18 credits. Any credits taken above 18 credits will be paid at the per-credit tuition rate.

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

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

Grading and Quality Points

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

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

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

Students have the option to repeat any course. Credits will be earned only once, and although the original grade remains on the student's permanent

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

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

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

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

Quality Points and Grade Point Average (GPA)

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

A credit is defined as 50 minutes of classroom work per week, completed in one 15-week semester, or its equivalent, plus appropriate out-of-class assignments and readings. Quality points are computed by multiplying the number of credits in a course by: 4.000 for grade A, 3.667 for grade A-, 3.333 for grade B+, 3.000 for grade B, 2.667 for grade B-, 2.333 for grade C+, 2.000 for grade C, 1.667 for grade C-, 1.000 for grade D.

For courses in which the grade of F has been earned, no quality points are assigned. To

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

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

For example:

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

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

Grade Changes

A faculty member can change a grade in situations where it is warranted. All such changes must have chair and dean approval and must be completed before degree conferral. Changes in grades cannot be made after a degree has been conferred; the student's record is completed/frozen at the time of conferral.

Dean's List

Eligibility for the Dean's and Honor's lists is evaluated after each fall and spring term and is determined by grades earned in the regular academic semesters (fall and spring). Summer Session grades are not considered. Students who receive grades of Incomplete (INC), Failure (F), Withdrawal (W), Unauthorized Withdrawal (UW), or Pass/Fail (P/F) are not eligible, even if those grades are subsequently changed. In addition, students repeating courses are not eligible. An average of 3.50 in 12 or more completed credits is required for inclusion on the Dean's list. An average of 3.50 for part-time students who have

completed 6 - 11 credits in an academic semester is required for inclusion on Honor's list.

Attendance

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

Absence from Final Examination

Students who are absent from a final examination must:

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

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

Academic Probation, Suspension and Dismissal

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

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

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

1. they may not register for more than 12 credits;
2. they may not receive a grade of UW or F in any

courses;

3. they must raise their major and cumulative averages to at least the required minimum by the time they have completed 12 more credits.

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

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

Graduation and Diplomas

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

Assuming they clear for graduation, students who file their degree application after the specified graduation date will automatically have their degree awarded at the following conferral, regardless of the date of completion of requirements. Under no circumstances are degrees backdated and conferred for a prior conferral date.

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

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

Undergraduate Degrees and General Requirements for Graduation

General undergraduate graduation requirements are:

1. 120 credits
2. An overall cumulative average of 2.00 (higher in some areas)
3. 2.25 major subject cumulative average (higher

in some areas)

4. Completion of program core requirements
5. Minimum liberal arts requirements

Undergraduate Graduation with Honors

Summa cum laude requires an average of 3.90 or higher; magna cum laude, 3.70-3.89; cum laude, 3.50-3.69. At least 54 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 the 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 the disposition of the case will be sent to the dean. Students may appeal their suspension from a class in writing to the dean or his/her designee.

Academic Conduct Policy

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

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

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

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

Academic Integrity

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

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

Appeals Process

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

Academic Programs:

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

Disciplinary Complaints:

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

Criminal Background and Drug Testing

A criminal conviction and/or the use of illegal drugs may impede or bar your entry into your chosen field of study. Students seeking entrance into many fields of study including counseling, education, and health and human services

professions should be aware that a criminal record can result in the refusal of licensing / certification/registration agencies to issue the credential needed to practice in that field of study. Prospective students are urged to contact the pertinent state and/or federal licensing agency to inquire whether a criminal record will have an impact on licensure or certification eligibility.

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

Related Curricular Matters

Double Majors - Undergraduate

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

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

Cross-Referenced Courses

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

Course Numbers

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

Courses numbered 500 and above are graduate courses.

Course Frequency

The frequency of course scheduling is indicated after each course description by one of the

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

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

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

Public Information Policy

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

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 MyLIU (my.liu.edu) student portal. Information about course offerings and closed and canceled classes is available through MyLIU and the online schedule of classes. The University Registrar's Office emails registration reminder notices to all student LIU email accounts before the start of the summer/fall and the spring semester registration periods. The registration dates are also noted on the Academic Calendar and the MyLIU account under "Enrollment Dates". Students are encouraged to meet with their faculty advisor before 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 on the academic calendar.

Visiting Student Authorization (VISA)

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

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

6. Visiting student authorizations are granted for a maximum of 9 credits for undergraduates. Graduate students should consult with their faculty advisor.
7. A maximum of 72 credits may be transferred from two-year colleges.
8. All undergraduate students must complete their final 30 credits in residence, 9 of which must be in their major.

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

Individual Instruction Classes

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

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 student who wants to interrupt their studies at the university for a temporary period may maintain degree status and ensure that his/her degree requirements will remain the same by taking a leave of absence for a maximum total of 180 days in any 12-month period. A degree candidate who is granted a leave of absence does not need to be readmitted to the university upon returning to their program of study. Students are not permitted to attend another college or university while on an official leave of absence.

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

- Be a degree-seeking undergraduate or graduate student
- Be registered for the semester immediately prior to the beginning of the Leave of Absence
- Be in good academic standing, on probation, or on continuing probation with his/her college
- Have no holds (i.e., disciplinary or financial) which would restrict registration
- Submit a formal written and signed leave of absence application form, which specifies the reason for the student's leave

Leave of absence applications must be submitted to the Office of Student Services prior to the start of the term for which the leave is being requested.

Leave of absences are granted for future terms only and are not granted retroactively or in the middle of a term. In such exceptional cases where unforeseen circumstances occur after the start of a term, students are permitted to officially withdraw from the university according to the university's Official Withdrawal policy and appeal any charges assessed to their accounts or receive incomplete

grades that can be made up with the instructor(s). In all such cases where an official leave of absence is not granted, the university is required to perform a return of federal funds calculation for students receiving Title IV federal financial aid.

A student is expected to return from an approved leave of absence within 180 days from the date of the approved leave. Students who have taken leave due to medical reasons might be required to submit documentation before being eligible to re-enroll. When a student fails to return from a leave of absence, the student's withdrawal date will be reported to the National Student Clearinghouse and NSLDS as the date the student began the leave of absence. Upon returning from a leave of absence, the student may register for classes accordingly. No financial aid or additional fees will be assessed during the leave of absence period.

Maintenance of Matriculation

Unless they have obtained an official leave of absence, 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".

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 dean. Otherwise, they will have to apply for readmission to their academic program in accordance with procedures and policies stated elsewhere in this bulletin.

Withdrawal

Official Withdrawal from Courses

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

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

Unofficial Withdrawal

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

Course Drop

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

Official Withdrawal Deadlines

- **Withdrawal from full-semester courses** - Students may officially withdraw from one or more courses through the 10th week of the term for full-term courses during the fall and spring semesters.
- **Withdrawal from Summer Session courses or courses meeting for shorter sessions within the regular fall/spring semesters** - Students may officially withdraw according to the schedule below:
 - 12-week sessions – withdrawals permitted through the 8th week
 - 10-week sessions – withdrawals permitted through the 7th week
 - 7-week sessions – withdrawals permitted through the 5th week
 - 6-week sessions – withdrawals permitted through the 4th week
 - 5-week sessions – withdrawals permitted through the 3rd week
 - 2-week sessions – withdrawals permitted through the 7th day
 - 1-week sessions – withdrawals permitted through the 3rd day

Withdrawal Methods

The University permits students to withdraw from a course, session, or term in the following manner:

Process through MyLIU - Students should use their MyLIU portal to withdraw from courses online until the withdrawal deadlines as detailed in the "Official Withdrawal Deadlines" section above.

Submit Completed Withdrawal Application Form

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

Withdrawal Impacts

Effective Date of Withdrawal

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

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

Tuition Liability and Refund Policy

- **Official Withdrawals and Drops:** The effective date of drops and/or withdrawal will determine the student tuition liability due or refund due to the student.
- **Unofficial Withdrawals:** The student is responsible for all associated tuition and fees.

Transcript/Grades

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

Credits Attempted/Earned

- **Official Withdrawals:** The course or courses will be considered attempted but not earned.
- **Unofficial Withdrawals:** The course or courses will be considered attempted but not earned.
- **Drops:** The course or courses will neither be considered attempted nor earned.

Grade Point Average

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

Financial Aid Adjustments

- **Change in Student Status:** Students who change their enrollment status from full-time to part-time, or from full or part-time to below half-time, due to a partial drop or withdrawal, may have their federal, state, and/or university aid adjusted. The university may also be required to report the student's change in enrollment status to lenders, which can trigger the repayment of student loans. Students will be notified of these cases via writing.
- **Cancellation of Financial Aid:** Students will have their financial aid canceled if the student drops all courses and does not incur any liability, or fails to meet satisfactory academic progress standards as a result of the withdrawal. Financial aid for future terms may also be canceled. See Appeals Policy and SAP Policy for additional details.

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

Future Enrollment

Students who withdraw from all courses may be subject to readmission. Students who withdraw from the university must be in good financial standing to register for future classes or have access to their official and unofficial transcript.

Special Program Participation

- **Veterans:** In accordance with VA regulations, students receiving veteran's benefits must notify the VA Certifying Official in the Office of Enrollment Services when partially or fully withdrawing from the university.

Alternatives to Withdrawal

Schedule adjustments

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

Incomplete Grades

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

Refund of Tuition in Cases of Withdrawal

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

Student Withdrawal Appeals

Students may appeal for late drops, late withdrawals, and tuition and fee refunds/credits after the University's published deadlines. Students are required to complete and sign the Appeal for Student Withdrawal Form, which also requires submission of a written statement supporting the appeal request, desired outcome, and justification for any extraordinary circumstances that occurred. In addition, supporting documentation must also be attached, including official proof of attending another institution (schedules, unofficial transcripts, or emails will not be accepted), official proof of a hospital stay of two or more weeks accompanied by a signed doctor's note, death certificate or official divorce decree, or other documentation supporting the requested appeal.

Appeals are processed based on the date the form is received. Students must submit the form no later than 30 days following the end of the appealed term(s) for consideration. Students are

required to certify that all data and documents submitted are factual. The University has the right to deny any appeal, which may result in the student receiving grades, incompletes, or withdrawals, being liable for outstanding charges, and/or responsibility for loans taken during the appealed term(s). Approved appeals may result in a change to the student's academic record and financial aid being returned, reduced, or canceled. Once an appeal has been evaluated and a decision reached, it will not be reconsidered.

Transcript Requests

Official transcripts for professional and graduate schools, prospective employers, and other institutions must be requested in writing. The university adheres to the Family Education Rights and Privacy Act of 1974. A student's record will not be released without prior written consent from the student. Enrolled students may use the secure student portal (My LIU) (<https://my.liu.edu>) to check their financial and academic status.

Transcript Fees and Processing Charges vary depending on the mode of delivery. All fees are listed on the Transcript Order website and must be paid prior to the release of the transcript.

<https://liu.edu/enrollment-services/registration/transcript->

Students have the following options to secure transcripts.

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 through Parchment at www.parchment.com. Students can submit a transcript request 24 hours/day, 7 days/week. Parchment uses current web encryption technology and student information is secure.

Option 3:

In-Person "On Demand" transcripts-

Students may come to Enrollment Services, show picture ID, and official transcripts can be printed on-site.

If a student wishes to release their transcripts to a third party for pick up, they must provide signature authorization for that request. The third-party will be required to show a photo id.

Essential information to be furnished should include:

- Full name, address, student ID number or social security number, dates of attendance
- Name while enrolled, if different from above.
- Complete name and address (written clearly) of the 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. Students are asked to provide accurate addressee information when requesting official

transcripts.

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

Please note: A transcript request may not be processed if there is an outstanding balance or if there is another block that is currently on the student's account.

TUITION AND FEES

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

Acceptable payment arrangements include:

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

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

Rate Schedule

Application Fee (non-refundable)	\$ 50
Tuition Deposit (non-refundable)	200
Bachelor's Degree and Undergraduate Studies, 12-18 credits, per term	18,963
Bachelor's Degree and Undergraduate Studies, per credit	1,183
Undergraduate Audit Fee, per credit	592
Master's Degree and Graduate Studies, per credit	1,299
Graduate Audit Fee, per credit	651
University Fee:	
12+ credits, per term	997
Less than 12 credits, per term	499
Other Fees:	
First and Second Late Payment Fee	100
Third Late Payment Fee	150
Late Registration Fee	50
Maintenance of Matriculation Fee	100
Returned Check/Credit Card Chargeback Fee	25
Replacement Student ID Card	25
Diploma Replacement Fee	35
Official Transcript, on-demand, per request	25
Official Transcript, online, per request	15

Financial Policies

Payment Due Dates

Term	Bill Available	Bill Due Date
Fall	June 1	August 15

Winter	November 1	December 1
Spring	November 15	January 1
Summer	May 1	June 15

Student Bills are subject to change based on modifications made to courses, credit loads, housing, and meal plans. In addition, additional fees or fines may occasionally alter the bill. Anticipated aid and financial aid credits will be visible on a student's account but are not applied until all requirements have been completed. Financial aid is based on full-time enrollment.

Students may view their anticipated financial aid student account, and make payments via their MyLIU. Visit www.MyLIU.edu and follow the following steps: Main Menu > Self-Service > Campus Finance > View Financial Aid. The payment gateway is a secure online terminal that allows students to make a deposit, pay a bill, or set up an online payment plan.

Late Payment Assessment

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

Liability Calendar

Students are responsible for their course registration, academic liability schedule, and payment deadlines. **Non-attendance and/or non-payment does not constitute official withdrawal from the University.**

Following the Tuition and Fee Liability Schedule, student financial responsibility will be determined based on the date they officially dropped or withdrew from the University.

Traditional Fall/Spring Terms

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

Summer and Other Sessions Seven Weeks or Greater

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

Summer and Other Sessions Three to Seven Weeks

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

Winter and Other Sessions Two Weeks or Less

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

Payment Plans

Payment Plans

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

The University offers the following payment plans each semester:

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

Student Health Insurance

Long Island University offers 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 plan is fully compliant with Federal Health Care Reform and offers students access to a network of doctors, hospitals, and pharmacies throughout the country. All international students, clinical students, residential students, LIU Global students, and intercollegiate athletes are automatically enrolled in the Plan but can waive participation online.

Beginning on July 1st, students can go to their MyLIU account and click on the "Student Health Insurance" link from the Student Center Home Page to enroll in the Plan, print ID cards, check claims, or waive coverage. Coverage begins on August 15, which represents the start of the plan year, and extends through August 14.

Remember that if you have been automatically enrolled in the plan and wish to waive coverage, you must go online and receive a confirmation by the waiver deadlines listed below.

Annual Rate: 2021-22 Academic Year

\$4,100 (may be adjusted prior to NYS rate approval)

Enrollment Waiver Periods

Annual Plan: July 1 - September 30

Spring Plan: January 1 - February 15

FINANCIAL AID

Long Island University awards financial aid in an effort to help students meet the difference between their own resources and the cost of education. All awards are subject to the availability of funds and the student's demonstrated need. Renewal of assistance depends on the annual reevaluation of a student's need, the availability of funds, the successful completion of the previous year, and satisfactory progress toward completion of degree requirements. In addition, students must meet the published filing deadlines. Detailed information on financial aid is forwarded with the admission application and is also available on the LIU Riverhead website at <http://liu.edu/riverhead>.

Many awards are granted on the basis of scholastic merit. Others are based on financial need. However, it is also possible to receive a combination of awards based on both. Thus, University scholarships or fellowships may be granted by themselves or in conjunction with student loans. In order to receive the maximum amount of aid, students must apply for financial aid by the appropriate deadline.

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

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

Application Process

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

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

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

RENEWAL ELIGIBILITY

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

WITHDRAWAL

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

Awards

UNIVERSITY-SPONSORED AND ADMINISTERED PROGRAMS

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

SCHOLARSHIPS AND GRANTS

Long Island University maintains an extensive program of scholarships and grants-in-aid based on academic merit and demonstrated financial need.

Awards are made during the admissions process. Institutional scholarships may be combined with government-supported grants and loans into a single financial aid package. Scholarships and grants are normally applied to tuition and fees; they can range from \$500 to full tuition and fees and do not require repayment. Need-based scholarships do not automatically renew for the same amount in subsequent years.

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

ALL OTHER SOURCES OF AID STATE GRANTS

New York State and other states offer a variety of grants and scholarships to residents. Although the application is made directly to the state and grants are awarded by the state, the amount each student is expected to receive is estimated and taken into account by the University when assembling the student's financial aid package.

LIU's New York State school code is **0403** for undergraduate students and **5403** for graduates. For complete information, contact the New York Higher Education Services Corporation (HESC) at 888-697-4372, or visit their website at www.hesc.ny.gov.

New York State Tuition Assistance Program (TAP)

Legal residents of the state of New York who are enrolled in a full-time undergraduate degree program of at least 12 credits per term, or the equivalent, may be eligible for awards under this program. The award varies, depending on income and tuition cost. Students applying for TAP must do so via FAFSA (see earlier "How to Apply" section). Submit the completed application as instructed. For more information about TAP, visit www.hesc.ny.gov/pay-for-college/apply-for-financial-aid/nys-tap.html.

New York State Enhanced Tuition Awards (ETA)

Enhanced Tuition Awards of up to \$6,000 are available for resident students enrolled in a private college in New York State. Awards will be phased in over three years, beginning for New Yorkers making up to \$100,000 annually in the Fall of 2017, increasing to \$110,000 in 2018, and reaching \$125,000 in 2019. ETA recipients can receive up to \$6,000 through a combination of their TAP award, ETA award, and a match from their private college. Students are eligible to get an award for up to two years when pursuing an associate's degree and up to four years when pursuing a bachelor's degree. Students in an undergraduate program of study normally requiring five years (HEOP) are eligible to receive the award for five years. Award recipients need to

earn a passing grade to maintain their Enhanced Tuition Awards, provided they earn a total of 30 credits over the course of a year. Students with disabilities under the ADA are allowed to attend on a part-time basis and their award will be prorated.

States Other Than New York

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

FEDERAL GRANTS AND BENEFITS

Pell Grant Program

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

Federal Supplemental Educational Opportunity Grants (SEOG)

These federally funded grants are awarded to undergraduates whose financial need is substantial. All FAFSA filers who meet our published deadlines and qualify are automatically considered for this grant. However, funds for this program are very limited.

Veterans Benefits

Various programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans as well as for veterans and in-service personnel who served on active duty in the United States Armed Forces after January 1, 1955. In these programs, the amount of benefits varies. Applications and further information may be obtained from the student's regional office of the Department of Veterans Affairs. The University is also an annual participant in the Yellow Ribbon Program. Additional guidance may be obtained from your campus or at the US Department of Veterans Affairs website at www.benefits.va.gov/GIBILL/index.asp.

SCHOLARSHIPS AND GRANTS FROM OTHER ORGANIZATIONS

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

FEDERAL LOANS

Federal Direct Student Loan Program

The Federal Direct Student Loan is obtained from the U.S. Department of Education. The total amount borrowed in any year may not exceed the cost of education minus the total family contribution and all other financial aid received that year. Interest rates are fixed at 4.45% for undergraduate loans and 6% for graduate loans.

Direct loan payments are co-payable to LIU and the student, and funds are applied first to any outstanding balance on the student's account. An origination fee will be deducted from the loan funds. Students may qualify for both subsidized and unsubsidized Direct loans. The interest on the Federal Direct Subsidized Loan is paid by the US government while the student is in school and remains enrolled at least half-time. The Federal Direct Unsubsidized Loan terms and conditions are essentially the same as the subsidized loan except the federal government does not pay the interest while the student is in school. Instead, the interest is accrued and added to the principal of the loan. Subsidized Direct loans are based strictly on financial need. During the first year of study, a student may borrow up to a total of \$5,500 (combined subsidized and unsubsidized), with no more than \$3,500 as the subsidized amount. In subsequent years, the total is increased to \$6,500 for sophomores (with no more than \$4,500 as the subsidized amount), \$7,500 for juniors and seniors (with no more than \$5,500 as the subsidized amount), and \$20,500 in unsubsidized loan proceeds for graduate students. For independent undergraduate students and some dependent undergraduate students whose parents do not qualify for a PLUS loan, the Federal Direct Unsubsidized Stafford Loan Program offers yet more borrowing eligibility.

For details about additional unsubsidized amounts available and the maximum aggregate limits for all Direct loans combined, visit the US Department of Education website at www.studentaid.ed.gov/sa/types/loans.

Federal Direct PLUS Loan Program

The PLUS loan enables qualifying parents of dependent undergraduate students and graduate students to borrow up to the full amount of an LIU education less than other aid. There is no aggregate loan limit, and individual lenders will evaluate point history. The interest rate is fixed at 7%. An origination fee will be deducted from the loan funds. PLUS loan disbursements are made payable to LIU and the student, and funds are applied first to the current term's outstanding balance on the student's account. To apply for a PLUS loan, log into www.studentloans.gov and select Apply for a PLUS Loan in either the parent borrowers or graduate/professional student section.

PRIVATE LOANS

A private (non-federal) loan may be a financing option for students who are not eligible for federal aid or who need additional funding beyond the maximum amounts offered by federal loans. These loans are not guaranteed by the federal

government. LIU urges all students and parents to research any lender they are considering for this type of funding and to specifically ask a number of key questions, including current interest rates; co-signer requirements; repayment options, both in school and out; and whether or not the loan may be sold to another provider.

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

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

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

EMPLOYEE EDUCATION PLANS

Many companies pay all or part of the tuition of their employees under tuition refund plans. Employed students attending the University should ask their personnel officers or training directors about the existence of a company tuition plan. Students who receive tuition reimbursement and LIU employees who receive tuition remission must notify the campus if they receive this benefit.

Standards for Satisfactory Academic Progress (SAP)

Federal Financial Aid Programs

Federal regulations require students to make satisfactory academic progress (SAP) toward the completion of a degree or certificate program in order to receive Title IV financial aid, which includes the Federal Pell Grant, Federal SEOG, and the Federal Direct Loan programs. Satisfactory academic progress is measured qualitatively and quantitatively by two components: a student's cumulative grade point average (GPA) and the number 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 canceled, and the student will be liable for all tuition and fee charges incurred unless an appeal is filed and granted as outlined above.

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

Credits Attempted	Credits Earned	Credits Earned	Cumulative GPA Required
0-29	50%	0 - 29	1.8
30-120	67%	30 - 59	1.9
122-180	80%	60 and above	2.0

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

- Completion Rate Requirements: All students must earn at least 67% of their attempted hours.
- Students may not receive federal aid for classwork that exceeds 150% of their degree requirements.
- GPA Requirements: Students with 12 or fewer credits must maintain a 2.5 GPA, students who have earned 13 credits or more must maintain a 3.0 cumulative GPA

Notes:

- Progress standards for part-time students are prorated based upon the criteria above.
- Qualifying transfer credits are counted as both attempted and earned credits but have no effect on the GPA.
- Grades of W (withdrawal), UW (unofficial

withdrawal), and INC (incomplete) are counted as credits attempted but not completed, and do not affect the GPA.

- Repeated classes will count only once towards credits completed. A student may receive aid for a repeated class that has been successfully completed once.
- Students may not receive federal aid for classwork that exceeds 150% of their degree requirements.
- Any departmental requirements that exceed these standards must be adhered to for the purposes of evaluating SAP.

New York State Awards

Tuition Assistance Program (TAP)

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

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

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

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

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

Standard Semester-Based Chart

Before being certified for payment:

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

Remedial Semester Based Chart

Before being certified for payment:

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

Notes:

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

waiver once for New York State awards.

Enhanced Tuition Awards (ETA)

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

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

Graduate Semester Based Chart

Before being certified for payment:

Semester	Minimum credits accrued	Minimum GPA
1st	0	0
2nd	6	2.0
3rd	12	2.5
4th	21	2.75
5th	30	3.0
6th	45	3.0
7th	60	3.0
8th	75	3.0

Notes:

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

STUDENT SERVICES, RESOURCES AND FACILITIES

Academic Advising

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

Alumni Relations

Long Island University has an active network of over 275,000 alumni across the globe. Whether students graduate from Brooklyn, Post, or the regional campuses in Brentwood, Riverhead, Rockland, and Westchester Counties, to the former Southampton campus, the Alumni and Employer Engagement Team continue to support LIU students after their graduation. Find out more regarding Alumni and Employer Engagement and alumni benefits by visiting liu.edu/alumni.

Bookstore

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

Visit the bookstore at liunet.bnccollege.com.

Career Services

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

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

Disability Support Services

Disability Support Services (DSS)

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

Policy for Students with Disabilities

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

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

Accommodations

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

Determining Eligibility

Accommodations are determined on a case-by-case basis, taking into account the needs of the student, and the course standards. The

determination of appropriate and reasonable accommodation is based on approved documentation and through interaction with the student. Specifically, accommodations are determined by the Learning Center in consultation with the student and with input from the faculty and staff, as needed.

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

Denial of Accommodations

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

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

Student Appeal

A student who disagrees with the Learning Center determination of eligibility or accommodation is encouraged to meet with an administrator to resolve the matter informally. Students may appeal the denial of the DSS determination to the dean of students.

Facilities

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

Information Technology

George Baroudi, Vice President for Information Technology & CIO

Technology access and support are a 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.

MyLIU

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

Student Emails

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

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

IT email: IT@LIU.edu

Public Safety

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

Annual Campus Security Report

Section 485 of the Higher Education Act, The Federal Crime Awareness and Campus Security Act of 1990, requires that current and prospective students and employees are notified of the availability of the annual report and statistics and security policies. You can obtain a copy of this report at liu.edu/Riverhead/Student-Services/Public-Safety or by contacting the Associate Dean and Director of Campus Operations, LIU Riverhead, 121 Speonk-Riverhead Road, Long Island University Building, Riverhead, NY 11901.

The report also includes institutional policies concerning campus security such as alcohol and drug use, crime prevention, the reporting of crimes, sexual assault and other matters.

The Advisory Committee on Campus Safety will provide upon request all campus crime

statistics as reported to the United States Department of Education.

Student Services

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

Writing Lab

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. S

LIBRARY

The LIU Libraries system serves a combined total of over 15,000 students, more than 500 full-time faculty members, and over 1,000 part-time faculty across residential and regional campuses. The university's libraries share many online resources that can be accessed from anywhere at any time via remote access including subscriptions to more than 340,000 online journals; 200 online databases; 266,000 electronic books; and 18,000 files of streaming media. These resources may be accessed via www.liu.edu/post-library.

Collectively, the libraries house approximately 628,000 print books and nearly 13,000 non-print media items. The collections of all LIU libraries are listed in LIUCAT, the library catalog. Books, journal articles, and other library materials owned by LIU's libraries not available at a particular campus can be requested through LIUCAT and supplied via the interlibrary loan service of the LIU libraries. Items not available at LIU libraries can also be requested through interlibrary loans and brought to campus or delivered electronically. In addition, the LIU Libraries system administers the Digital Commons @ LIU, an open access online repository that preserves promotes, and disseminates the academic work of LIU students and faculty

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

UNDERGRADUATE PROGRAMS

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

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

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

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

Program Admission Requirements

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

The program requires that students:

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

New York State Teacher Certification Requirements

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

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

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

Upper-Division Program

51 Credits Required

[Program Code: 33033] (HEGIS: 0802)

Required Major Courses

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

Liberal Arts and Sciences Core

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

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

General Education Core (30 credits)

Social Science: History, 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

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.

Electives

Free Electives 9.00

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 60

Minimum Education Major GPA: 2.50

Minimum Cumulative GPA: 2.50

Bachelor of Arts in Communication Studies - New Media

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

Program Admission Requirements

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

This program requires that students:

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

B.A., Communication Studies – New Media

Upper-Division Program

51 Credits Required

[Program Code: 34527] {HEGIS: 0601}

Required Major Courses

CMA 265	Technology in Education	3.00
CMA 270	New Media and Society	3.00
CMA 280	Interpersonal Communication in the Digital Age	3.00
CMA 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 Communication	3.00
CMA 350	Gaming and Society	3.00
CMA 401	ePortfolio II	2.00
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
ENG 402	Advanced Professional Writing	3.00

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

CMA 450	Communication Capstone Project	4.00
CMA 451	Communication Internship	4.00

Liberal Arts and Sciences Core

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

General Education Core (31 Credits)

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

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

English and Writing 6.00

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

Mathematics 3.00

Interdisciplinary Liberal Arts and Sciences Core (26 Credits)

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

Electives

Free Electives 12.00

Credit and GPA Requirements

Minimum Total Credits: 120

Minimum Liberal Arts and Sciences Credits: 90

Minimum Major GPA: 2.25

Minimum Cumulative GPA: 2.00

Undergraduate Programs

Courses

CMA 265 Technology in Education

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

Credits: 3

Every Fall

CMA 270 New Media and Society

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

Credits: 3

Every Fall

CMA 280 Interpersonal Communication in the Digital Age

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

Credits: 3

Every Fall

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

Prerequisite of CMA 300 is required.

Credits: 3

Every Fall

CMA 310 Advertising and Public Relations

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

Credits: 3

Every Spring

CMA 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 offered. The focus of this course will vary from year to year dependent on the emerging trends in media and technology at the time of the course offering. This course may be taken more than once provided that the topic selected for a given semester is not the same topic that a student has already completed.

Credits: 3

Every Spring

CMA 330 Digital Storytelling

This course explores the concept of storytelling from a digital perspective. Students will use their creative abilities to develop interesting and original stories through the use of digital images, video, sound, and web-based applications. In addition to story creation, students will work to enhance their

ability to analyze and interpret stories as well.

Credits: 3

Every Fall

CMA 340 Business Communication

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

Credits: 3

Every Spring

CMA 350 Gaming and Society

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

Credits: 3

Every Spring

CMA 401 ePortfolio II

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

Credits: 2

Every Spring

CMA 410 Media Law

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

Credits: 3

Every Fall

CMA 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 research projects. Data collection and data analysis will also be introduced.

Credits: 3

Every Fall

CMA 430 Oral Communication and Presentation

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

Credits: 3

Every Fall

CMA 440 Case Studies in New Media

In this course, students take a case study approach to learning about past and current issues involving the advancement of new media technology. Students analyze issues on a case-by-case basis to reinforce concepts in new media that have been presented to them throughout the previous semesters of study.

Credits: 3

Every Spring

CMA 442 Creativity and Collaboration

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

Credits: 3

On Occasion

CMA 450 Communication Capstone Project

The capstone project is a culminating project completed during the final semester of study. Under the advisement of the instructor, the project may take the form of a substantial research-based assignment or the design and/or development of a technology-based product created for practical use.

Credits: 4

On Demand

CMA 451 Communication Internship

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

Credits: 4

Every Spring

EDU 201 Foundations of Education

An introductory analysis of contemporary American education: its structure, objectives, and

problems, viewed through various social, philosophical and historical perspectives and studied in theory and action through seminars, field observations, and on site experiences in public schools.

Credits: 3

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 information doubles rapidly. Students will come away from this course with a newly found confidence in the use of technology and a growing appreciation for the increased dimension technology can bring to the learning process.

Credits: 3

Every Fall

EDU 270 Curriculum Planning

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

Credits: 3

Every Spring

EDU 280 Classroom Management

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

classroom. Field observation required.

Credits: 3

Every Spring

EDU 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 introduces different forms of creative writing. Students will read and discuss the works of established authors as well as create and discuss their own works over the course of the semester. Imagery, character development, point of view, dialogue, and voice are among the concepts explored as students work to improve their creativity.

Credits: 3

On Occasion

ENG 301 Poetry and Lyrics

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

Credits: 3

On Occasion

ENG 402 Advanced Professional Writing

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

Credits: 3

Every Spring

ENG 405 Children's Literature

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

Credits: 3

On Occasion

ERS 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 inside and outside 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 poetic works as well as examine music from various genres with the goal of developing an appreciation for these forms of art. An emphasis is placed on creative activities as students not only examine the pieces of others but work to develop a foundation for creating their own poetry and music as well.

Credits: 3

On Occasion

GRADUATE PROGRAMS

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

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

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

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

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

Master of Science, Homeland Security Management

Advanced Certificate, Applied Behavior Analysis

Advanced Certificate, Cyber Security Policy

Advanced Certificate, Homeland Security Management

GRADUATE TEACHER 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) or Generalist (Grades 7 to 12), for teachers with initial certification who are pursuing a master's degree for professional certification. The M.S. in Childhood Education (Grades 1 to 6) is designed for the career-changer who has a bachelor's degree in a subject other than teacher education (such as math, science, or English) and wishes to become a teacher at the elementary school level. The 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
- An undergraduate grade point average of 3.00 or higher, on a four-point scale
- A qualifying score on a graduate admission examination
- One letter of recommendation from a professional in the field of education or related disciplines that supports the student's request for admission, and addresses the student's academic skills and personal attributes, strengths and/or weaknesses.
- Submit an application for admission
- Complete an on-campus writing sample
- Complete an interview with the program director or his/her designee
- Evidence of prior certification is required for M.S. in Literacy Education and M.S. Teaching Students with Disabilities applicants

Transfer Credit:

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

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

Time Limitation:

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

Graduation:

For graduation, a student must have:

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

Program Benefits

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

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

A bachelor's degree from an accredited college or university is required. The bachelor's degree should include a content major or concentration (minimum 30 credits) and 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 a major/concentration in the 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 nysed.gov. Students may also speak with their faculty advisor regarding the current requirements for initial teacher certification.
- Degree candidates must earn a minimum grade of "B-" or better in all education major courses and earn an average GPA of 3.0 or higher to be eligible for recommendation for teacher certification.

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

M.S., Childhood Education 46 Credits Required

[Program Code 31400] {HEGIS: 0802}

Required Courses

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

EDU 620	Methods of Teaching Social Studies and Language Arts (Grades 1-6)	3.00
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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

EDU 500A	Advanced Technology and Curriculum	1.00
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EDU 500B	Basic Technology and Curriculum	1.00
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Elective Courses - Pick two of the following

EDU 512	Methods and Materials of Early Child Education Birth - Grade 2	3.00
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EDU 514	Language and Literacy in Early Childhood, Birth-Grade 2	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 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 663	Teaching Students with Emotional/Behavioral Disorders	3.00
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EDU 664	Research in Special Education	3.00
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EDU 668A	Practicum in Special Education: Adolescence	3.00
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Master's of Science: Childhood Education (Grades 1-6)

EDU 668C	Practicum Special Education: Childhood	3.00
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Practicum Course

EDU 691E	Student Teaching - Elementary	6.00
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Capstone Courses

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

Credit and GPA Requirements

Minimum Total Credits: 46
Minimum Major GPA: 3.0

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

The 31-credit Master of Science degree in Literacy Education (Birth to Grade 6) enables certified teachers to obtain an additional New York State certification in literacy from 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 Association for Advancing Quality in Educator Preparation (AAQEP), 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 the 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 nysed.gov. Students may also speak with their academic advisor regarding the current requirements for initial teacher certification.
- Degree candidates must earn a minimum grade of "B-" or better in all education major courses and earn an average GPA of 3.0 or higher to be eligible for recommendation for teacher certification.

Students must hold an initial NYS classroom

teaching certification

M.S., Literacy Education

31 Credits

[Program Code 31401] {HEGIS: 0830}

Required Courses

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

Pick one of the following

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

Pick one of the following

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

Credit and GPA Requirements

Minimum Total Credits: 31
Minimum Major GPA: 3.0

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

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

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

New York State Department of Education guidelines.

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

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

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

Subject Area Extension to the Students with Disabilities Generalist Certification

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

New York State Teacher Certification Requirements

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

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

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

M.S., Teaching Students with Disabilities

31 Credits

[Program Code: 31402] {HEGIS: 0808}

Required Courses

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

Pick one of the following

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

Pick one of the following

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

Pick one of the following

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

Credit and GPA Requirements

Minimum Total Credits: 31

Minimum Major GPA: 3.0

Advanced Certificate: Applied

Behavior Analysis

The 24-credit graduate-level Advanced Certificate in Applied Behavior Analysis is designed for students 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 people at all age levels, from infancy through all phases of adulthood, in settings that include schools, homes, day programs, communities, residential care settings, businesses and research laboratories. They function as clinicians or are employed in organizations in a growing number of 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] {HEGIS: 2299}

Required Courses

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

Pick one of the following

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

Pick one of the following

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

Credit and GPA Requirements

Minimum Total Credits: 24

Minimum Major GPA: 3.0

Graduate Teacher Education Programs Courses

EDU 501 Foundations of Education

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

Credits: 3

Every Fall

EDU 502 Educational Psychology and Human Development

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

Credits: 3

Every Spring

EDU 511 Classroom Management

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

Credits: 3

Every Spring

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

The focus is on the models of teaching early childhood curricula in mathematics, reading readiness and language arts, social studies, science, art, music, and learning issues with children from birth through second grade. This is integrated with the NYS learning standards. Emphasis will be on designing a developmentally appropriate curriculum as well as assessment of it. Fieldwork is required.

Credits: 3

On Occasion

EDU 580 Introduction to Special Education

Current trends in the inclusion of exceptional students into the general education classroom will

be examined. Procedural requirements, including the referral, evaluation, and placement procedures in addition to development of the Individualized Education Program (IEP) will be examined as they pertain to exceptional children receiving educational services in general education classes. Research based behavioral and instructional strategies will be studied for each category of exceptionality. 25 hours 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 while considering ways teachers must differentiate their instruction. The second is to introduce students to content area curricula as presented in the New York State P-12 Common Core Learning Standards. The third is to apply knowledge of methods and the Standards to the design of appropriate instruction in the content areas.

Credits: 3

Every Fall

EDU 582 Applied Behavior Analysis

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

Credits: 3

Every Spring

EDU 583 Educational Interventions for Young Children with Disabilities

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

Prerequisite of EDU 581 is required.

Credits: 3

Every Spring

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

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

Prerequisite of EDU 581 is required.

Credits: 3

Every Spring

EDU 585 Collaboration and Consultation in Special Education

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

Credits: 3

Alternate Years

EDU 590 Research and Theories of the Reading Writing Process

This course will focus on various theoretical models of the reading and writing processes, as well as the current trends in literacy research, in order to provide participants the opportunity to review, refine, and articulate their own beliefs regarding these literacy processes. Strategies in interpreting and analyzing peer-reviewed literature will be

introduced and used by individual participants to research a particular area of literacy acquisition and/or related pedagogical practice and present these findings to classroom peers. The culminating project for this course is a presentation of each participant's literacy process model that is based upon a synthesis of the learning and reflections about this model throughout the semester.

Credits: 3

Every Fall

EDU 593 Language Acquisition

This course is designed to provide educators with an understanding of language development (both spoken and written) from its origins at birth through second grade. These systems of representation, spoken, and written language will be seen to be interrelated; and as a result, students will be able to integrate their increased understanding of oral language acquisition with reading and 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 language acquisition can be used to better understand developmentally appropriate curriculum.

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

Prerequisite of EDU 601R is required.

Credits: 3

Alternate Years

EDU 609 Literacy Assessment and Evaluation: Practicum

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

Prerequisite of EDU 601R is required.

Credits: 3

Every Fall

EDU 610 Literacy Instruction for the Struggling Learner: Practicum

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

Prerequisite of EDU 609 is required.

Credits: 3

Every Spring

EDU 611 Practicum in Reading: Case Studies

This course offers students an opportunity to work in the Summer Literacy Clinic with children who have reading and/or writing difficulties. During these sessions, the graduate student assesses the student's emerging literacy development and upon analysis of the results, collaborates with her/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. 60 clock hours of supervised practicum.

Prerequisite of EDU 610 is required.

Credits: 3

Every Summer

EDU 612 Supervision of Literacy Programs (K-6)

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

Prerequisite of EDU 609 is required.

Credits: 3

Every Spring

EDU 613 Assessment Techniques

The focus of this course is on the construction and analysis of educational measurement and research instruments. Students will critically examine the standardization process, basic statistical concepts, norm- and criterion-referenced testing, and interpreting and reporting of testing data. Evaluation techniques in the areas of special education, reading, bilingual education as well as classroom assessment (K-12) will be addressed.

Credits: 3

On Demand

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

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

Credits: 3

Every Spring

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

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

hours of field work is required.

Credits: 3

Every Fall

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

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

Credits: 3

Every Fall

EDU 663 Teaching Students with Emotional/Behavioral Disorders

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

Prerequisite of EDU 581 is required.

Credits: 3

Every Spring

EDU 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. 60 clock hours of supervised practicum.

Prerequisite of EDU 584 is required.

Credits: 3

Every Summer

EDU 668C Practicum in Special Education:

Childhood

This course provides conditions under which the student can demonstrate competencies by working with young students (grades 1-6) with disabilities under the supervision of a qualified teacher. This course requires fifty practicum hours where students will administer assessments, design individual instructional plans (IEPs), data collection and analysis and instructional adaptations of content area. 60 clock hours of supervised practicum.

Prerequisite of EDU 583 is required.

Credits: 3

Every Summer

EDU 691E Student Teaching - Elementary

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

Credits: 6

Every Fall and Spring

EDU 700 Education Research

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

Prerequisite of 21 completed units of Education are required.

Credits: 3

Every Fall

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

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

Prerequisite of EDU 583 or 584 is required.

Credits: 3

Every Fall

EDU 800 Thesis - Childhood Majors

The implementation of the approved thesis/project proposal. Seminars, individual meetings, and conferences will assist the student with implementation, feedback, revision, and evaluation while writing the thesis/project. The completed

thesis is placed on permanent file with the LIU Riverhead Education Program and is made available to all interested members of the educational community.

Prerequisite of EDU 700 is required.

Credits: 3

Every Spring

EDU 800A Thesis Project: Special Education

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

Prerequisite of EDU 700A is required.

Credits: 3

Every Spring

HOMELAND SECURITY AND TERRORISM INSTITUTE

LIU's Homeland Security and Terrorism Institute is the nation's premier online graduate education program in homeland security management. This unique program offers a fully online graduate-level 15-credit Advanced Certificate in Cyber Security Policy, a fully online graduate-level 15-credit Advanced Certificate in Homeland Security Management, and a fully online 30-credit Master of Science in Homeland Security Management. The flexible asynchronous online learning format is designed to accommodate the demanding and unpredictable schedules of many of our students.

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

Introduction

LIU's Homeland Security and Terrorism Institute offers a graduate-level 15-credit Advanced Certificate in Cyber Security Policy, a graduate-level 15-credit Advanced Certificate in Homeland Security Management, as well as a 30-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, firefighters, HazMat experts, military personnel, government and public safety officials, and corporate security professionals across the country and around the globe. Our programs also welcome recent college graduates. All programs are fully registered with the New York State Education Department and provide outstanding professional credentials that enhance prospects for those aspiring to career opportunities in rapidly expanding homeland security fields.

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

Advantages for Professionals

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

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

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

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

The 30-credit online Master of Science degree in Homeland Security Management builds upon the 15-credit online Advanced Certificate in Cyber Security Policy or 15-credit online Advanced Certificate in Homeland Security Management program. The 15 credits of these two Advanced Certificate programs form the core curriculum of the Master's degree, permitting qualified students, completing an Advanced Certificate, to continue their studies and earn both an Advanced Certificate and the Master's degree without loss of credit. Students can apply for and receive an Advanced Certificate once they have completed the set of 15-credit core requirements.

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

Online Education at the Graduate Level

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

The Homeland Security and Terrorism Institute's dynamic online learning strategies, along with its case-study approach to graduate

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

Interaction Between and Among Faculty and Students

The graduate-level Advanced Certificate in Homeland Security Management, graduate-level Advanced Certificate in Cyber Security Policy 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 guides our program, which has been structured to facilitate a high level of formal and informal interaction among all participants.

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

Academic Requirements

Admissions standards generally reflect those of other LIU graduate programs and require a bachelor's degree from an accredited institution and a cumulative grade point average of 3.0 or better. If the latter is not met, admissions decisions are made on a case-by-case basis, and consideration is also given to the professional experience and career history of our applicants. If admitted, these students are carefully monitored and special requirements may be imposed to maximally support their academic success. For more information about our admissions policies, please contact the Admissions Office or visit our website at: liu.edu/Riverhead/HSTI-Admissions.

Courses in the Homeland Security and Terrorism Institute (HSTI) programs are also a valuable option for graduate or upper-level undergraduate students in degree programs at LIU and other institutions who want to explore the homeland security field and/or expand their employment opportunities in this growing area. Students enrolled in other LIU degree programs

who wish to take Homeland Security and Terrorism Institute courses for elective credit may register for these courses with the approval of their department and the HSTI director.

Full-time and part-time study options are available for both online 15-credit Advanced Certificates and the online 30-credit Master of Science degree. Students can complete either or both programs in a timely fashion.

A student has a maximum of five years from the date of matriculation to complete the degree. All requests for an extension must be in writing and submitted to the program director and appropriate dean for approval.

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

For more complete information about HSTI, please visit our website: liu.edu/homeland.

Master of Science: Homeland Security Management

Offered Fully Online

The Homeland Security and Terrorism Institute (HSTI) provides an exceptional 30-credit Master of Science degree program in Homeland Security Management, delivered completely online.

M.S., Homeland Security Management

30 Credits Required

[Program Code: 31403]

Core Courses

Pick one of the following concentrations (15 credits):

Homeland Security Management Core

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

OR

Cyber Security Policy Core

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

Required Courses

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

Practicum Courses

Pick one of the following:

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

Research Course

HSTI	760	Capstone Project	3.00
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Credit and GPA Requirements

Minimum Total Credits: 30

Minimum Major GPA: 3.0

Advanced Certificate: Homeland Security Management

Offered Fully Online

The 15 credit Advanced Certificate programs form the core curriculum of the 30-credit Master of Science degree in Homeland Security Management permitting eligible students, who are completing the Advanced Certificate, to continue their studies and earn both an Advanced Certificate and the Master's degree. Both Advanced Certificate programs are offered fully online.

Advanced Certificate, Homeland Security Management

15 Credits Required

[Program Code: 31404]

Required Courses

HSTI	500	Introduction to Homeland Security	3.00
HSTI	520	Constitutional Issues in Homeland Security	3.00

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

Credit and GPA Requirements

Minimum Total Credits: 15

Minimum Major GPA: 3.0

Advanced Certificate: Cyber Security Policy

Offered Fully Online

LIU's Homeland Security and Terrorism Institute offers a fully online 15-credit Advanced Certificate in Cyber Security Policy. The program is academically challenging with a practical focus on the important policy issues confronting managers and executives working in cyber security, information technology, and homeland security fields. The Homeland Security and Terrorism Institute's curriculum is designed to develop and refine the skills necessary to apply innovative approaches to problem solving and resilient and adaptive patterns of thinking. The five-course curriculum is crafted to reflect the complexities and multidisciplinary character of cyber security policy and practice providing students with the information, and understanding of what the field requires while providing managers, executives and other professionals with the essential knowledge, insights and skills to develop and implement cogent cyber security policies in public and private sector organizations.

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

The 15 credits of the Advanced Certificate in Cyber Security Policy program form the core curriculum of the 30-credit Master of Science degree in Homeland Security Management permitting eligible students, completing the Advanced Certificate, to continue their studies and earn both the Advanced Certificate and the Master's degree.

Advanced Certificate, Cyber Security Policy

15 Credits Required

[Program Code: 35344]

Required Courses

HSTI	500	Introduction to Homeland Security	3.00
HSTI	520	Constitutional Issues in Homeland Security	3.00

HSTI	535	Cyber Security: Issues, Policy and Terrorism	3.00
HSTI	545	Advanced Cyber Security Policy and Intelligence	3.00
HSTI	555	Advanced Cyber Security: Tech Issues for Policy Makers	3.00

Credit and GPA Requirements

Minimum Total Credits: 15

Minimum Major GPA: 3.0

Homeland Security Management Courses

HSTI 500 Introduction to Homeland Security

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

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

Credits: 3
Annually

HSTI 520 Constitutional Issues in Homeland Security

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

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

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

Requires completion of HSTI 500

Credits: 3
Annually

HSTI 530 Domestic and International Terrorism

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

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

Requires completion of HSTI 500

Credits: 3
Annually

HSTI 535 Cyber Security: Issues, Policy and Terrorism

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

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

Requires completion of HSTI 500

Credits: 3
Annually

HSTI 540 The Intelligence Function in Homeland Security

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

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

Requires completion of HSTI 500

Credits: 3
Annually

HSTI 545 Advanced Cyber Security Policy and Intelligence

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

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

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

Requires completion of HSTI 500

Credits: 3

Annually

HSTI 550 Homeland Security and the Private Sector

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

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

Requires completion of HSTI 500

Credits: 3

Annually

HSTI 555 Advanced Cyber Security: Tech Issues for Policy Makers

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

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

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

Requires completion of HSTI 500

Credits: 3

Annually

HSTI 600 Emergency Management

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

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

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

Credits: 3

Annually

HSTI 610 Psychological and Sociological Aspects of Disaster and Terrorism

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

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

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

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

Credits: 3

Annually

HSTI 620 Research Design and Methods in Homeland Security

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

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

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

Credits: 3

Annually

HSTI 630 Practicum: Graduate Internship in Homeland Security

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

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

waiver from the practicum must contact the Homeland Security and Terrorism Institute's Graduate Advisor.

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

Credits: 3

Every Fall, Spring and Summer

HSTI 640 Practicum: Exercises In Homeland Security

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

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

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

Credits: 3

On Demand

HSTI 700 Critical Issues in Homeland Security

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

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

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

Credits: 3

On Occasion

HSTI 720 Advanced Study in Homeland Security

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

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

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

Credits: 3

On Occasion

HSTI 760 Capstone Project

With the guidance and supervision of a mentor designated by the Program Director, the student will carry out the independent capstone project. The capstone project will demonstrate the student's mastery of a substantive issue in the homeland security management field. The capstone project 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: HSTI 760 must be taken in the student's final semester. All students anticipating registration for this course must contact the Homeland Security and Terrorism Institute's Graduate Enrollment Services Counselor prior to registration.

An incomplete in HSTI 760 must be removed within 18 months.

Prerequisite of HMS 750 is required.

Credits: 3

Every Fall, Spring and Summer

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.

Liberal Arts and Sciences

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

Teacher Education

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

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