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# Long Island University at Riverhead

2008-2010  
Graduate Bulletin

*Long Island University at Riverhead  
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*Dr. David J. Steinberg, President  
Long Island University*

**Notice to Students:** Long Island University reserves the right to delete any course described in this publication for any reason and cannot guarantee enrollment into any specific sections of courses. The University also reserves the right to effect any other changes in the curriculum, administration, tuition and fees, program offerings, or any other phase of school activity without notice. The University assumes no liability for interruption of classes or other instructional activities due to fire, flood, strike, war or other force majeure. The University expects each student to have knowledge of the information presented in the bulletin and other official publications of the various faculties and campuses pertaining to his/her course of study. For further information or specific degree requirements, prospective students should call the Admissions Office and enrolled students should speak with their advisers.

*Cover photo by Granville C. Fairchild (Courtesy of Long Island Pine Barrens Society)*



### **LONG ISLAND UNIVERSITY**

In its ninth decade of providing access to the American dream through excellence in higher education, Long Island University is a multicampus, diverse, doctoral institution of higher learning. One of the largest and most comprehensive private universities in the country, Long Island University offers over 550 undergraduate, graduate and doctoral degree programs and certificates, and educates over 24,000\* credit-seeking and continuing education students in Brooklyn, Brookville (C.W. Post), Brentwood, Riverhead, Rockland, Westchester and Southampton. The Arnold & Marie Schwartz College of Pharmacy and Health Sciences prepares students for successful careers in the fields of pharmacy and health care. The University's Global College offers a wide range of study abroad options at overseas centers in China, Costa Rica, Japan and South Africa.

Long Island University's more than 650 full-time faculty members provide outstanding instruction, which is supplemented by internships and cooperative education opportunities. The accomplishments of nearly 167,000 living alumni are a testament to the success of its mission – providing the highest level of education to people from all walks of life. The University's NCAA Division I and II athletic teams, nationally renowned George Polk Awards in journalism, Tilles Center for the Performing Arts and the Long Island University Public Radio Network (WLIU-FM and WCWP-FM) provide enrichment for students and the community.

\*This number includes high school students enrolled in one or more degree-credit courses.

### **Long Island University at Riverhead**

Long Island University at Riverhead offers high-quality graduate courses and programs to residents of Long Island's East End. Conveniently located on Suffolk County Community College's Eastern Campus, just 10 minutes from exit 70 on the Long Island Expressway, it provides working adults and recent baccalaureate graduates with the opportunity to pursue a private education during the evenings and weekends. Offerings include the M.S. in Childhood Education, the M.S. in Literacy Education and the M.S. in Teaching Students with Disabilities and an Advanced Certificate in Applied Behavior Analysis. In addition, an M.S. and an Advanced Certificate in Homeland Security Management are offered fully online. These unique programs feature comprehensive curricula designed by professionals for professionals. Faculty and guest lecturers include some of the top names in law enforcement, counterterrorism and government. All programs are accredited by the Commission of Higher Education of the Middle States Association of Colleges and Secondary Schools.

### **Accreditation and Program Registration**

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

# RIVERHEAD GRADUATE CAMPUS BULLETIN 2008 - 2010

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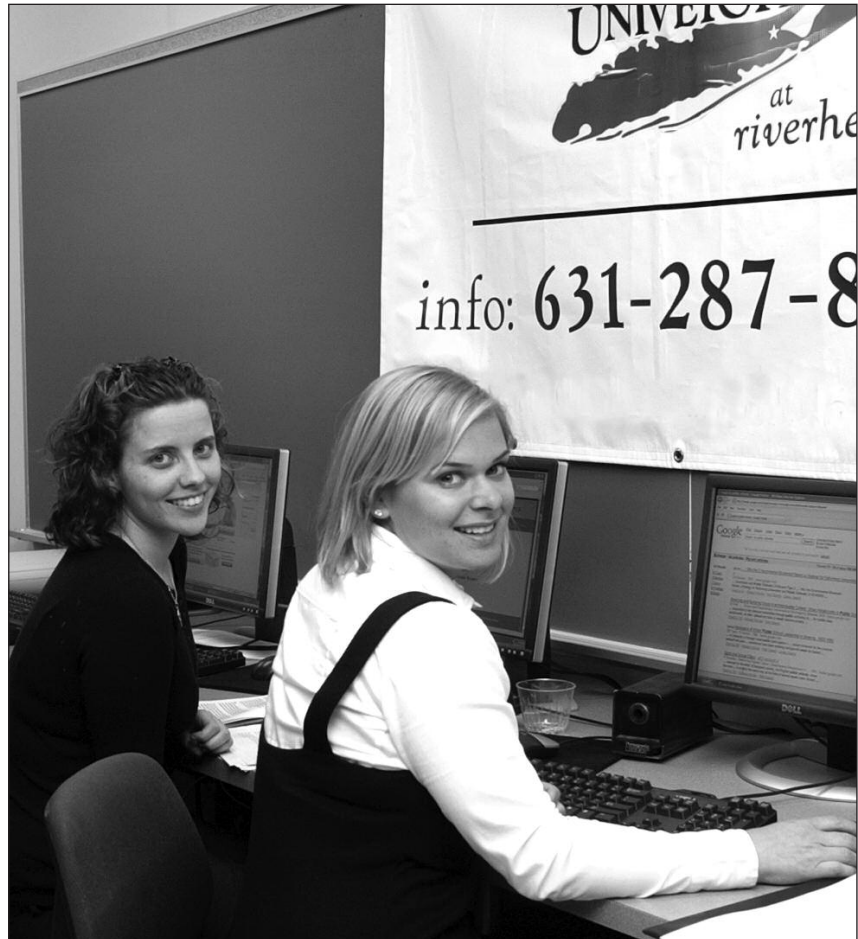
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## CAMPUSES OF LONG ISLAND UNIVERSITY

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### The Residential Campuses

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#### Brooklyn Campus

The Brooklyn Campus is distinguished by dynamic curricula reflecting the great urban community it serves. Distinctive programs encompass the arts and media, natural sciences, business, social policy, urban education, the health professions, pharmacy and health sciences, all on a pluralistic campus that draws insight and strength from differences. The Campus offers Ph.D. programs in clinical psychology and pharmaceuticals, the D.P.T. in physical therapy and the Pharm.D. in pharmacy. In the last five years, faculty and staff members have secured more than \$13 million in research and scholarly grants from the National Science Foundation, the National Institutes of Health and other federal agencies.

Founded in 1926, the Brooklyn Campus is the original unit of Long Island University and the only one in New York City. Its 11-acre site in downtown Brooklyn is convenient to all subway lines, many bus lines and the Long Island Rail Road.

The Brooklyn Campus offers 208, associate, undergraduate, graduate, doctoral and certificate programs. Serving 11,320 students, its academic units include the Richard L. Conolly College of Liberal Arts and Sciences; the School of Business, Public Administration and Information Sciences; the School of Education; the School of Nursing; the School of Health Professions; and the Arnold & Marie Schwartz College of Pharmacy and Health Sciences. It is known for its nationally recognized Honors Program.

In 2005, the Campus opened a \$40 million wellness, recreation and athletic center, and a new performing arts complex which includes the 300-seat Kumble Theater. Both of these facilities serve the Campus and the community.

#### C.W. Post Campus

The C.W. Post Campus is distinguished by programs of excellence with small classes in accountancy, business, information and computer science, education, public service, health professions and nursing, visual and performing arts, and liberal arts and sciences. The wooded suburban campus, only 20 miles from New York City, is home to the renowned Tilles Center for the Performing Arts, Hillwood Art Museum and WCWP-FM, a Long Island University Public Radio Network station. C.W. Post offers the Ph.D. in information studies and the Psy.D. in clinical psychology.

The Campus was established in 1954 at the former estate of cereal heiress Marjorie Merriweather Post to accommodate the growing educational needs of Nassau County following World War II. Named for breakfast cereal creator Charles William Post, the school offers its 10,621 full-time, part-time and non-credit students a comprehensive range of 255 associate, undergraduate, graduate, and doctoral degree programs and certificates. In addition, the Campus offers college-credit courses to more than 2,000 high school students in area schools.

The Campus is recognized as one of the nation's most beautiful academic settings. Modern buildings range from an acclaimed student union to an elegant library. Beautiful red-brick academic buildings, including Humanities Hall, Pell Hall/Life Science and the Kahn Discovery Center, are outfitted with wireless classrooms, major-specific laboratories and computer centers. C.W. Post's award-winning cooperative education program is nationally respected for its extensive career counseling and job placement services.

Seventeen NCAA men's and women's sports teams take advantage of C.W. Post's 70 acres of playing fields. Clubs, fraternities and sororities provide many other outlets for student activities. C.W. Post's \$18 million Pratt Recreation Center is a state-of-the-art health and fitness facility featuring an eight-lane swimming pool, three full-size basketball courts, racquetball courts and an elevated jogging track.

Tilles Center for the Performing Arts, Long Island's premier concert facility, brings Carnegie Hall and Lincoln Center to the Campus with world-class jazz, rock, folk music, dance, mime, orchestral and chamber music performances.

### The Regional Campuses

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#### Brentwood Campus

The Brentwood Campus of Long Island University has offered undergraduate and graduate programs to residents of Suffolk County, Long Island since 1959. The Campus, which serves a total enrollment of 930 graduate, undergraduate and non-credit students, is located on Second Avenue in Brentwood, on 172 acres of tree-lined property owned by the Sisters of St. Joseph.

The Brentwood Campus has been an innovator in developing Fast-Track Master's Degree programs for working professionals who wish to accelerate their studies. These programs offer a set schedule of courses and a reduced tuition rate. Qualified applicants enroll as a cohort and proceed to earn either the M.S. in Criminal Justice or the Master of Business Administration (M.B.A.).

The Campus also offers the M.S./M.S.Ed. in the areas of school counseling, mental health counseling, early childhood, childhood, childhood/special education, childhood/literacy, special education, literacy and school district administration.

Graduate courses are offered in conjunction with a number of different programs at the C.W. Post Campus, including library and information science, school business administration, health care administration and public administration. The Campus also offers an undergraduate program in criminal justice.

Classes are small and personalized. Students take advantage of a full range of computer and library facilities by networking with the University's mainframe systems. The Campus schedules most of its courses during late afternoons, evenings and on weekends.

### Rockland Graduate Campus

The Rockland Graduate Campus offers courses that are diverse and classes that are small. For nearly three decades, the Campus has been providing residents in the Lower Hudson Region and New Jersey with access to master's degrees and advanced certificates from Long Island University, a recognized and respected institution of higher education.

Conveniently located near the Palisades Parkway in Orangeburg, New York, just two miles from the New Jersey border, the Campus offers personalized instruction delivered by a full-time faculty and adjunct professors drawn from the top ranks of their professions. Most courses are offered nights and weekends to accommodate the busy schedules of working professionals.

The Rockland Graduate Campus library allows access to books from any of the Long Island University campuses. In addition, access to Internet resources provide high-tech delivery of full-text databases. Information is instantly available through two IBM compatible Pentium computer labs, which are networked to the University's mainframe systems.

A bachelor's degree from an accredited institution is required for admission. Many of the graduate programs permit changes in major from undergraduate studies.

The Rockland Graduate Campus offers master's degrees and programs in business administration (M.B.A.), focuses majors in finance and management; health administration (M.P.A.); public administration (M.P.A.); gerontology (Advanced Certificate); mental health counseling (M.S.); school counselor (M.S.); education including adolescence education (M.S.Ed.), special education (M.S.Ed.), special education – autism (M.S.Ed.), literacy – birth-grade 6 (M.S.Ed.), childhood education – grades 1-6 (M.S.), childhood/childhood special education (M.S.), childhood/literacy – B-6 (M.S.), school building leader (M.S.Ed.; Advanced Certificate) and school district leader (Advanced Certificate); and pharmaceuticals (M.S.).

### Long Island University at Riverhead

Long Island University at Riverhead offers high-quality graduate courses and programs to residents of Long Island's East End. Conveniently located on Suffolk County Community College's Eastern Campus, just 10 minutes from exit 70 on the Long Island Expressway, it provides working adults and recent baccalaureate graduates with the opportunity to pursue a private education during the evenings and weekends. Offerings include the M.S. in Childhood Education, the M.S. in Literacy Education, the M.S. in Teaching Students with Disabilities and an Advanced Certificate in Applied Behavior Analysis. In addition, an M.S. and an Advanced Certificate in Homeland Security Management are offered fully online. These unique programs feature comprehensive curricula designed by professionals for professionals. Faculty and guest lecturers include some of the top names in law enforcement, counterterrorism and government. All programs are accredited by the Commission of Higher Education of the Middle States Association of Colleges and Secondary Schools.

### Westchester Graduate Campus

Since 1975, Long Island University has been offering graduate degree and certificate programs in Westchester County. The Westchester Graduate Campus is located in a state-of-the-art facility on the grounds of Purchase College of the State University of New York. The facility features high-tech classrooms designed for adult learners, technologically advanced library facilities, mainframe-networked computer labs and other resources.

Students enroll as degree candidates or as non-degree students who wish to pursue graduate courses for personal enrichment or professional advancement.

Most classes are held in the late afternoons, in the evenings and on weekends to meet the scheduling needs of working adults. Program offerings include business (M.B.A.); education (M.S.Ed. and/or Advanced Certificate) in the areas of childhood – grades 1-6, early childhood, middle childhood and adolescence – grades 5-12, special education, literacy, bilingual, TESOL, writing and reading, school counseling, and school psychology; marriage and family therapy (M.S.); and mental health counseling (M.S.).

These diverse courses are taught in small classes by distinguished full-time and adjunct faculty members who are committed to personalized instruction and bring practical experience to the classroom.

The C.W. Post Campus' Palmer School of Library and Information Science also offers graduate-level courses at the Westchester Graduate Campus.

# ACADEMIC CALENDAR

Please Note: A variety of class schedules are offered during the summer sessions. Please check the schedule of courses for individual course meeting dates.

## FALL SEMESTER 2008

Fall Term Classes begin .....September 2  
 Add/Drop and  
 Late Registration Period .....September 2 - 15  
 Conferral of September Degrees .....September 19  
 Rosh Hashanah .....October 1 - September 29  
**Individual Observances**  
 Yom Kippur .....October 8 - October 10  
**Individual Observances**  
 Columbus Day - No Classes .....October 13  
 Last Day to File for January 2009 Degrees .....October 17  
 Election Day - Holiday - No Classes .....November 4  
 Registration Begins for Spring 2009 .....November 10  
 Last day to opt for P/F or W .....November 14  
 Thanksgiving Recess - No Classes .....November 26 - 30  
 Examination Period .....December 16 - 22  
 Term Ends .....December 22

## SPRING SEMESTER 2009

Spring Term Classes begin .....January 14  
 Add/Drop and  
 Late Registration Period .....January 14 - 28  
 Conferral of January 2009 Degrees .....January 16  
 Dr. Martin Luther King Jr. Day .....January 19  
**Individual Observances**  
 Winter Recess - No Classes .....February 14 - 22  
 Last day to file for May 2009 degrees .....March 6  
 Last day to Opt. P/F or W .....April 3  
 Registration begins for Summer and Fall 2009 .....March 30  
 Spring Recess - No Classes .....April 4 - 12  
 Makeup Day - Official use only .....April 29  
 Final Examination Period .....April 30 - 6  
 Makeup examinations (faculty use only) .....May 7  
 Spring Term Ends .....May 8  
 Commencement .....May 10  
 Conferral of May Degrees .....May 15



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## GRADUATE PROGRAMS

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

### Long Island University at Riverhead offers graduate programs in:

Childhood Education	[0802]	(M.S.)
Homeland Security Management	[2105.00]	(M.S., Advanced Certificate)
Literacy Education (Birth-6)	[0830]	(M.S.)
Teaching Students with Disabilities	[0808]	(M.S.)
Applied Behavior Analysis	[2299]	(Adv. Cert.)

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## ADMISSION TO LONG ISLAND UNIVERSITY AT RIVERHEAD

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### Graduate Admission

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Students seeking graduate admission are generally required to submit the graduate program's application, found online at [www.liu.edu/riverhead](http://www.liu.edu/riverhead). A \$30 application fee is required for students who file a paper application. Students are required to submit official college transcripts, letters of reference, and an essay/letter of intent. Specific instructions for each program enrollment can be obtained from the Web site or the Admissions office. A T.O.E.F.L. score report is required for all applicants whose native language is not English. For details, please refer to the program description in this bulletin, or the Web site.

For additional information contact:  
Joyce Tuttle

Director of Admissions & Program Administration

Long Island University at Riverhead  
121 Speonk-Riverhead Road LIU Building

Riverhead, New York 11901-3499  
Email: [Riverhead@liu.edu](mailto:Riverhead@liu.edu)

The Childhood Education, Literacy Education and Teaching Students with

Disabilities programs, and the Advanced Certificate in Applied Behavior Analysis require that students complete an on-campus writing sample, as well as a personal interview.

### Homeland Security Management Institute

Admission to the Master's degree and Advanced Certificate Programs in Homeland Security Management is consistent with other Long Island University graduate programs and requires a bachelor's degree from an accredited institution with an undergraduate grade point average of 3.0 or better. Due to the challenging nature of this rigorous course of study, students are expected to demonstrate outstanding writing, research, analytic and critical thinking skills. Eligibility for admission to the program will be evaluated on an individual basis. Refer to the Web site for specific details: [www.liu.edu/homeland](http://www.liu.edu/homeland)

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

### Readmission - Reactivation of Student Enrollment

An applicant for readmission is either a former degree-seeking student who has left the campus in good standing for a period of one semester or more, or has lost degree-seeking status for at least one semester. The student must file an Application for Readmission no later than two weeks before the start of the term readmission is desired. No fee is required to file an Application for Readmission. Students on an approved Leave of Absence for one or two terms are also required to file an Application for Readmission.

Students who attended Southampton or Riverhead and left to attend another university must reapply to through the Admissions Office in Riverhead.

### Maintenance of Standing

A student is expected to fulfill graduate degree requirements by registering for consecutive semesters (excluding summer sessions) either by attending class or maintaining matriculation. A degree candidate who does not register for classes and who wishes to continue under the requirements in effect when admitted must apply to his or her academic advisor

for maintenance of matriculation prior to or during the registration period. A \$50 fee must be paid during the registration period of each inactive semester, excluding summer sessions. Students should be aware that their financial aid status may be impacted.

The maintenance of matriculation status is limited to two semesters. Beyond the two-semester time frame, a student must apply for re-admission to his or her program. All rules regarding requests for readmission apply. Under extenuating circumstances, a student may appeal to his or her program director for extension of the two semester limit. Students who have applied for matriculation are entitled to use University facilities.

Maintenance of matriculation does not extend the time limits specified under "Requirements for Degrees."

### Deferred Admission

Long Island University at 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.

### Veterans

All veterans are required to submit a copy of their DD Form 214 (Report of Discharge). Upon individual review, the Admissions Committee may waive some of the other admissions requirements and/or give special consideration to the unique needs and academic backgrounds sometimes presented by veterans.

### Diversity

In nature, diversity in a community increases the potential for change and provides a source of valuable natural products. Diversity is often equated with a healthy, well-balanced ecosystem. Beyond the practical qualities, diversity has aesthetic benefits. Dimensions of diversity at Long Island University at Riverhead shall include, but are not limited to the following: race, ethnicity, religious belief, sexual orientation, gender, ability, socioeconomic status, marital status, cultural orientation, national origin and age. A culturally diverse community of people displays a range of origins, lifestyles, art forms, talents, experiences and abilities. Our campus values the strength that such a diverse culture brings to our community and recognizes that such a community is in a position to effectively respond to changing social conditions and needs. Like diversity itself, this definition will evolve.



## Disabilities - Students with Special Needs

In compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, Long Island University at Riverhead provides reasonable accommodations to students with disabilities.

If a student has a learning disability or a chronic health impairment, which requires special academic accommodations, the student needs to provide the campus with documentation completed and signed by the appropriate professional verifying the disability and outlining the appropriate academic accommodations. Documentation should be current, i.e. no more than three years old. If current documentation is not available, it is the responsibility of the student to have new documentation prepared. The student needs to meet with the Associate Provost during the first two weeks of the semester to discuss appropriate accommodations.

If a student has a hearing, physical, mobility and/or visual impairment, which requires any special academic or non-academic accommodation, the student must contact the Associate Provost. Students will be required to provide written documentation, which supports their disability. The student, along with the Associate Provost, should discuss in advance his/her specific needs so that reasonable accommodations can be made. This process must be repeated each semester. The Associate Provost works closely with representatives from other departments in ensuring locations are accessible and/or accommodations are met.

If a student should decide later in the semester that he or she needs special accommodations for his or her disability, the student should be aware that although it is the school's responsibility to accommodate reasonable requests, it is the student's responsibility to make these requests sufficiently in advance.

It should also be noted that modifications of classroom policies and practices for students with special needs are not required when these modifications would fundamentally alter the nature of the service, program or activity.

## Graduate Admission Status

A student may be admitted to Long Island University at Riverhead for graduate study in one of the following categories:

1. A **Full Admit** is a student who has submitted all required documentation and meets all eligibility requirements for his or her degree program.

2. A **Limited Admit** is a student who plans to apply for matriculation but does not meet all academic requirements or has not submitted all required credentials. A limited matriculant must submit any missing application credentials by the end of the first semester he or she is enrolled.

Any student accepted as a limited matriculant 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-matriculant. Once all deficiencies are removed, the student must submit a written request to be re-classified as a full matriculant to the Admissions Office.

3. A **Non-Degree Admit** is a student who has a bachelor's degree but is not a candidate for a graduate degree and is taking a limited number of courses for certification, professional advancement or personal enrichment. Any non-matriculated student who wishes to be considered for a degree program must apply for a change of status and satisfy all admission eligibility requirements for his or her area of interest. Certain graduate programs do not allow visiting students. Please consult with the Admissions Office for further information at (631) 287-8010 or Riverhead@liu.edu

## New York State Immunization Law

The New York State Health Department requires college and university students born on or after January 1, 1957 to be immunized against measles, mumps and rubella. All students attending the University, including matriculants and non-degree students, must show proof of immunity if they wish to register for classes. For information on student procedures for complying with this law, please contact the Student Services Office at 631-287-8325. New York State requires that Long Island University maintains a record of each student's response to the meningococcal disease and vaccine information. The form must be signed by the student and contain either a record of meningitis immunization within the past 10 years OR an acknowledgement of meningococcal disease risk and refusal of meningitis immunization signed by the student.

## FINANCIAL AID

A crucial aspect of a college education is meeting its costs. At Long Island University at Riverhead, we do everything we can to make a quality private education financially possible for you.

*NOTE: All students who wish to apply for financial aid must complete the Free Application for Federal Student Aid (FAFSA). All students who are awarded a Long Island University at Riverhead scholarship MUST file their FAFSA in order to receive their scholarship.*

Submission of the FAFSA represents the standard application procedure for most financial aid programs. Applicants must include the federal code: 002751. FAFSA applications are available on the Web at [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

Normally, notification of awards will be sent to applicants as soon as possible after the admissions decision is made, provided all required financial aid application materials and forms have been submitted. The applicant will then be required to reply to any offer of assistance within two weeks after notification.

*NOTE: Financial aid counseling is available on site at Long Island University at Riverhead located at 121 Speonk-Riverhead Road- LIU Building in Riverhead. For further information regarding in-person financial aid counseling, you may contact Christina Stromski at (631)287-8322, or by e-mail at [Christina.Stromski@liu.edu](mailto:Christina.Stromski@liu.edu).*

## Financial Assistance Programs

Long Island University at Riverhead scholarships and other financial assistance are awarded on the basis of the student's record of scholastic achievement, evidence of academic potential and financial need. Financial aid is available only to matriculated students. Students placed on academic probation may be ineligible for college assistance.

To be considered for an academic scholarship, all that is required is a completed application for admission and official high school and/or college transcripts. Eligible students are identified in the admissions process and notified of their award in the letter of acceptance.

The total amount awarded to a particular student in merit-based scholarships shall not exceed the full amount of tuition and fees.

All awards are based on the availability of funds in a given semester. These awards are not guaranteed.

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## LONG ISLAND UNIVERSITY AT RIVERHEAD SCHOLARSHIPS

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### A Guide to Scholarships, Financial Assistance and Bursar

Meeting the cost of graduate education can seem very complex. For this reason, the following information about a variety of scholarships and financial assistance programs available to our graduate students should prove helpful.

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## Scholarships

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### Long Island University Alumnus Scholarship

Alumni of Long Island University at Riverhead, Southampton College and Southampton Graduate Campus will receive a one-third discount on their tuition. Students must indicate alumni status on their application for admission and must be accepted and matriculated into a program to receive this scholarship.

### Graduate Academic Performance Award (GAPA)

Incoming graduate students applying for a master's degree or professional diploma may receive a \$100 per credit grant if they have a cumulative GPA of 3.25 or better earned with their bachelor's degree. Students must be accepted and matriculated into a graduate program in order to receive this award.

### Graduate Scholars Awards (GSA)

Incoming graduate students applying for a master's degree or professional diploma may receive a \$200 per credit scholarship if they have a cumulative GPA of 3.75 or higher in all work completed during their bachelor's degree. Students must be accepted and matriculated into a graduate program in order to receive this award.

### Suffolk County Employee Tuition Discount Program

Employees of Suffolk County have the unique opportunity to begin or continue quality private education with flexible course schedules and a one-third discount off the current tuition rate,

whether they are part-time or full-time students. To be eligible, prospective student must be working as part-time or full-time employees of Suffolk County at the time of enrollment. They must meet all the necessary admissions requirements and enroll in a degree-granting program.

A Tuition Discount Verification form will be provided and must be validated before the discount is applied.

### Homeland Security Management Institute Tuition Discount Scholarship

Students enrolled in the M.S. in Homeland Security Management or the Advanced Certificate program may be eligible for a one-third tuition discount.

This discount is extended to municipal government employees, as well as certain union members. It is best to check with the Office of Admissions for details on this scholarship program. Verification of employment status will be required.

### Detective C. Lydia Martinez Memorial Scholarship

This privately-administered scholarship is awarded annually to an active member of the NYPD who is admitted to a Homeland Security Management Institute graduate program and whose career and personal life reflects the exceptional integrity, depth of character, professional commitment, passion for justice, and selfless dedication to the highest ideals and principles by which the late Detective First Grade C. Lydia Martinez lived her life. e-mail Kevin.Walsh@liu.edu for information concerning the application process.

### St. Joseph's College Scholarship

Graduates of St. Joseph's College (Patchogue or Brooklyn campuses) may receive a one-third tuition discount that is valid for the duration of the student's degree program at our campus. Minimum GPA required is 3.0. This award may be applied to any of the master's programs offered by the institution. Students need to follow all necessary admissions requirements, with the submission of an official transcript for review.

*Please note: All students who receive a Long Island University at Riverhead scholarship MUST file their FAFSA. If a FAFSA is not on file, the student cannot receive the scholarship.*

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## Veterans' Administration (VA) Educational Benefits (GI Bill)

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

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

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## Grant Opportunities for Graduate Students

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### Tuition Assistance Program (TAP)

TAP awards are granted to New York residents who are in full-time attendance (12 or more credits) in a graduate program. Applications and renewals for TAP are made by completing the New York State Express TAP Application (ETA). This form will be mailed directly to students by New York State provided the FAFSA has been filed. Students can also complete "TAP on the Web" through the FAFSA online link. TAP eligibility is based on New York State net taxable income levels. Further information can be obtained by contacting: HESC TAP Credit, 518-474-5642.

### Financing Options

In addition to family savings that you have earmarked for your educational investment, students may apply for various loans or financing options. Contact the Financial Aid Office for information.

## Federal William D. Ford Direct Loan Programs

- Subsidized and Unsubsidized
- Federal Loans

### Description:

A Federal Direct Loan is a low-interest loan available to students enrolled in a minimum of six credits per semester. These loans are made available through the U.S. Department of Education and are guaranteed by the federal government. Depending on the need of the student, as calculated by the Department of Education and Office of Financial Aid, these loans are either made on a subsidized basis, where the government pays the interest during the enrollment period, or on an unsubsidized basis, where the student pays such interest.

### Application Process

Completing the FAFSA and submitting it to the federal processor is the first step in applying for the Federal Direct Loan. A completed FAFSA form should be mailed annually as soon after January 1 as possible, but not later than March 1, to ensure disbursement in a timely fashion. Students are notified of their financial assistance eligibility through a Financial Aid Award Letter. First time Federal Direct Loan borrowers need to conduct an online entrance interview at [www.dlsonline.com](http://www.dlsonline.com) and complete an Electronic Master Promissory Note (e-MPN) at the following address: <http://dlenote.ed.gov>. Repeat annual Federal Direct Loan borrowers will not receive a new loan promissory note in most cases. The Direct Loan Master Promissory Note will be used to issue future loan disbursements for qualifying repeat eligible borrowers. Final determination of student loan eligibility is completed by the Federal Student Loan Origination Center once the Master Promissory Note and/or electronic data is received.

### Loan Approval Notification

Upon loan approval, the Direct Loan Origination Center sends the student a Direct Student Loan Disclosure statement. This statement indicates the terms of the loan(s) approved.

### Federal Loan Amount Limits

The Office of Financial Aid will determine your eligibility for this federal loan program. There are yearly limits and they may vary. Annual limits may vary depending on a student's enrollment sta-

tus, educational expense budget and financial need. Aggregate loan limits for both undergraduate and graduate borrowing may not exceed \$138,500.

### Interest Rate Provisions

Interest rates are variable and change on July 1 of each year.

### Repayment Provisions

Repayment of the loan begins six months after the student ceases to be enrolled at least half time. Origination fees are deducted from all loan proceeds. Interest on the Unsubsidized Direct Loan begins to accrue from the date of disbursement. Students have the option of paying this interest while they are enrolled in school to avoid capitalization. Additional information concerning repayment and loan deferment options may be obtained by calling the Direct Loan Origination Center at 1-800-848-0979.

### How to Apply for Financial Assistance

Prospective graduate students should submit a completed admissions application to the Admissions Office of Long Island University at Riverhead, 121 Speonk-Riverhead Road, LIU Building, Riverhead, New York 11901-3499. To be eligible for federal financial loan assistance, students must be matriculated in a degree-granting program and registered for a minimum of six credits per semester. Limited grant and scholarship funds exist for graduate students and are based on previous post-secondary academic credentials and anticipated enrollment status.

### Federal Assistance Application Process

**Step 1** - To be considered for federal loan assistance, students must annually file the Free Application for Federal Student Aid (FAFSA). Students may file the FAFSA or the Internet at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) or obtain the paper FAFSA application from the Financial Aid Office. In order for the Office of Financial Aid to receive the processed results of the FAFSA, students must list our federal processing code (002751) on their online or paper FAFSA application in the information release section.

**Step 2** - Students using the paper FAFSA must mail the completed application using the pre-addressed envelop provided in the FAFSA application booklet. Any further questions regarding the FAFSA form should be directed to the United States Department of Education by calling 1-800-433-3243.

**Step 3** - You can expect to receive a three-part Student Aid Report (SAR) from the Federal Student Aid Programs three to five weeks after you mail the FAFSA. The Office of Financial Aid will receive your processed FAFSA application data electronically, provided you listed the Long Island University at Riverhead federal processing code (002751).

### New York State Aid Application Process

Full-time graduate students enrolled in 12 or more credits each semester may qualify for grant assistance through the New York State Tuition Assistance Program (TAP). Students must be New York State residents and must file the New York State Express TAP Application (ETA). This application will be mailed directly to students by New York State after the student's FAFSA has been processed. Students can also complete TAP on the Web through the FAFSA online link.

*Please note that both FAFSA and TAP applications must be completed every year in order for you to continue receiving financial aid.*

### Frequently Asked Questions

#### How is My Eligibility for Financial Assistance Determined?

Upon receipt of your processed FAFSA information, a financial aid counselor will determine an academic year educational expense budget for each student based on the actual or anticipated enrollment status. Student educational expense budgets are designed to encompass an estimated total cost of education, which includes tuition and fees for a two semester period, books, supplies, personal and transportation expenses. It is best for students to check with the campus for current tuition and fees, as they are adjusted yearly.

#### How am I Notified of My Eligibility for Financial Assistance?

Upon your acceptance and our receipt of your processed FAFSA information, the Financial Aid Office will determine your eligibility to participate in the various financial assistance programs. A financial assistance award letter will be mailed to you approximately six to eight weeks after you mail the FAFSA, provided you meet required eligibility criteria. Further instructions and requests for additional documentation (such as tax returns) will be included with the award letter or at subsequent dates.



**Are There Other Sources of Outside Assistance I Should Investigate?**

Students are encouraged to consult with their employers, unions, fraternal lodges, and religious organizations to inquire if they are eligible for private scholarships. Also available through the Internet is Fastweb, the Internet's largest free financial aid search. Log on to [www.fastweb.com](http://www.fastweb.com) and follow the user-friendly instructions. You will be asked to enter information about yourself and when a scholarship matches your profile, an e-mail notification will be sent to your Fastweb mailbox. At that point you can apply for the scholarship by following the instructions.

**Additional Information Long Island University at Riverhead Website [www.liu.edu/riverhead](http://www.liu.edu/riverhead)**

Coordinator of Financial Aid  
631-287-8322  
[Christina.Stromski@liu.edu](mailto:Christina.Stromski@liu.edu)

Director of Admissions  
631-287-8010  
On-line applications:  
[Admissions@riverhead.liu.edu](mailto:Admissions@riverhead.liu.edu)  
[Joyce.Tuttle@liu.edu](mailto:Joyce.Tuttle@liu.edu)

**WITHDRAWAL POLICY AND TUITION LIABILITY POLICY**

Long Island University refund policy for graduate students: If you *withdraw* from a class the payment schedule is as follows:

**Withdrawal**

A student may make a written request to withdraw from one or more courses before the end of the semester by completing either an "Enrollment Change Form" or a "Withdrawal Form," as appropriate. The "Enrollment Change Form" also requires the approval of the student's advisor. Once the appropriate form is submitted to the Registrar and processed, the student bill (i.e. the student liability) will be adjusted as indicated in the following schedule. The official withdrawal date shall be the date on which the Registrar receives the properly completed form. (Refer to Withdrawal Policy in the Registration section.)

**Tuition Liability**

<b>Fall and Spring Term</b>	
Withdrawal prior to beginning of Term	0% Liability
During 1st calendar week	0% Liability
During 2nd calendar week	25% Liability
During 3rd calendar week	50% Liability
During 4th calendar week	75% Liability
After 4th week	100% Liability
<b>Summer Sessions</b>	
<b>5-or-6 Week Session</b>	
Withdrawal prior to beginning of Session	0% Liability
Day 1 thru 2 of Session	0% Liability
Day 3 thru 9 of Session	40% Liability
Day 10 thru 16 of Session	75% Liability
After Day 16 of the Session	100% Liability
<b>30-Week Session</b>	
Withdrawal prior to beginning of Session	0% Liability
Day 1 of Session	0% Liability
Day 2 thru 8 of Session	40% Liability
After Day 8 of Session	100% Liability
<b>7-or-8 Week Session</b>	
Withdrawal prior to beginning of Session	0% Liability
Day 1 thru 2 of Session	0% Liability
Day 3 thru 9 of Session	30% Liability
Day 10 thru 16 of Session	70% Liability
After Day 16 of Session	100% Liability
<b>10-Week Session</b>	
Withdrawal prior to beginning of Session	0% Liability
Day 1 thru 2 of Session	0% Liability
Day 3 thru 9 of Session	20% Liability
Day 10 thru 16 of Session	40% Liability
Day 17 thru 23 of Session	75% Liability
After Day 23 of Session	100% Liability

**Weekend College**

Withdrawal prior to beginning of Session	0% Liability
Day 1 thru 2 of Session	0% Liability
Day 3 thru 9 of Session	30% Liability
Day 10 thru 16 of Session	70% Liability
After Day 16 of Session	100% Liability

**Short Term Institutes (3 Weeks or Less)**

Withdrawal prior to beginning of Session	0% Liability
Day 1 of Session	0% Liability
Day 2 of Session	20% Liability
After Day 2 of Session	100% Liability

**Continuing Education**

Withdrawal prior to start of 1st Class	0% Liability
Withdrawal prior to start of 2nd Class	20% Liability
After 2nd Class	100% Liability

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

**Tuition Deposits** are not refundable except in the most unusual situations and can be applied for via request in writing to the Director of Admission.

**Cancellation of Courses:** The University reserves the right to cancel undersubscribed courses. When it does so, there is no program change fee.

**TUITION AND FEES 2008-2009**

<b>Riverhead September 2008 - August 2009</b>	
Per Credit Graduate .....	\$882
<b>University per semester fees:</b>	
12 or more credits .....	\$555
5 - 11 credits .....	\$243
4 or less credits .....	\$115
<b>Miscellaneous Fees</b>	
Late registration fee .....	\$10
Late payment fee .....	\$25*
Second late payment fee .....	\$50*
Program change (for each approved change not required by Long Island University at Riverhead) .....	\$15



**Returned Check Fee**

\$100.00 or less .....	\$25
More than \$100.00 .....	\$50

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

**Official Transcript.....\$7**

\*Bills not cleared by mid-point of semester will be assessed an additional late fee of \$50. In addition, students will be notified that if they fail to clear the Bursar, their registration may be canceled and they will be assessed a \$100. Reinstatement fee. Any student who deliberately fails to register, but attends classes with the intention of registering late in the term, will be responsible for paying a delayed registration fee of \$200.

**Tuition Policies****Budget Payment Plans**

Payment plans are available directly with the Bursar's Office and with outside agencies. For further information, contact the C.W. Post Campus Bursar's Office at (516)299-2323.

**Terms and Conditions of the University Deferred Payment Plan**

- Deferred payment plans are available for the fall and spring semesters only. There is a \$50 service charge for the plan.
- Students having no financial aid are required to remit 50 percent of the current semester charges as a down payment prior to the start of the semester. The remaining balance is to be paid in three consecutive monthly payments (October 1, November 1 and December 1 in the fall and February 15, March 15 and April 15 in the spring).
- Students with financial aid covering less than 50 percent of current semester charges are required to remit a down payment so that at least 50 percent of the bill is covered. The remaining balance is to be paid as stated above.
- Students with financial aid covering more than 50 percent of current semester charges are required to make a down payment of 10% of the remaining balance after financial aid has been deducted. The minimum down payment is \$50. The remaining balance is to be paid as stated above.

- Each payment is to be mailed as scheduled to the Bursar's Office in the envelope provided. Overdue payments will be assessed a \$10 late fee.
- If the payments are not completed as specified and a balance remains outstanding, no grades or transcripts will be released and no future registrations will be permitted.
- The Bursar may deny the University Deferred Payment Plan to students who have failed to meet previous payment agreements or whose accounts have required outside collection efforts.

**Tuition Management Systems (TMJ)**

TMS is an outside company that enables participants to spread all or part of their semester or annual expenses over equal monthly payments. This option provides participants with 10 months to pay education expenses. Available to all students and families, the only cost for this option is a \$55 enrollment fee. Additional information and applications for this program are available from Tuition Management Systems at [www.afford.com](http://www.afford.com) or (800) 722-4867. Available for fall and spring semesters only

**How to Pay Your Bill and Other Relevant Bursar Information****Bursar/Billing Information**

Any billing questions and payments must first be referred to the C.W. Post Bursar's Office. Please call (516) 299-2323. Identify yourself as a Long Island University at Riverhead student. You may also contact the following e-mail addresses: [Lucy.Ruffini@liu.edu](mailto:Lucy.Ruffini@liu.edu) or [David.Campbell@liu.edu](mailto:David.Campbell@liu.edu)

**Payment**

You may pay your bill with Visa, MasterCard, Discover, check or money order. Payment for the semester is due and payable as soon as you receive your bill. If a student loan is covering the cost of attendance, please inform the C.W. Post Bursar's Office.

*\*For information regarding student loans, call the Financial Aid Office (631) 287-8322*

*Note: Your scholarship, employee discount and/or student loan may not be reflected on your bill. Deduct the amount from your bill before making your payment or contact the Bursar's Office for assistance. If you have concerns regarding a loan, scholarship or employee discount, you may contact the Financial Aid Office in Riverhead at (631) 287-8322*

**RESOURCES AND FACILITIES****Student Support Services****Overview**

Long Island University is a student-focused institution and is absolutely committed to providing comprehensive student services at each of its six campuses. Long Island University at Riverhead students have many support services available. These services provide our students with the tools they need to reach their goals. Our student services mission is to provide timely and accurate information about our degree programs, University policies and procedures, and campus resources necessary for our students to succeed. It is because of this drive that we house fully-functioning on-site offices in Academic Advising, Student Financial Services, Records and Registration, and Information Technology.

**Facilities**

At Long Island University at Riverhead we provide our students with excellent facilities to help them learn and professionally mature. The LIU building, located on the beautiful Eastern Campus of Suffolk County Community College (SCCC), is a 10,000 square foot space which includes smart classrooms, offices for faculty and staff and a cyber lounge for students with a sitting area, work tables, computers and printers. In addition, a ground lease with SCCC provides LIU students with access to SCCC's library, bookstore, cafeteria and cyber cafe as well as free, ample parking and security services. Accordingly, the Riverhead location at SCCC provides LIU with the space to be able to deliver the high quality academic programs and support services that LIU students are accustomed to and deserve, all in a convenient, beautiful campus environment.

**Student Financial Aid**

The Student Financial Aid Office recognizes that each student's financial situation is unique and aims to assist and identify the necessary financial resources that each student needs to study at Long Island University at Riverhead. To this end, the staff actively communicates with students about the newest scholarship and loan opportunities and meets with each student to develop a comprehensive

student aid package. This service has been invaluable as it assists our students in completing their educational goals.

## Information Technology/Distance Learning

As home to Long Island University's only fully online degree program, technology access and support is a very high priority at Long Island University at 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 for the quick and reliable exchange of information. From a distance, students in our online programs have access to a 24/7 help desk, as well as a student services triage center as a centralized place for their questions and concerns about the admissions process, billing, financial aid, registration, and technical support.

## Academic Advising and Career Counseling

The academic advising staff assists students in the development of meaningful educational plans that will be compatible with their academic and career aspirations. Each student works closely with a faculty advisor who teaches in the student's area of interest. Faculty are able to offer expert advice about course content, major requirements and career opportunities.

Career development workshops and individual career counseling services are available to our students. This includes resumé and cover letter writing, interviewing skills and assistance and guidance with the New York State online Teacher Certification Application. These services ensure that our students, upon entering the job market, are well prepared with the necessary skills to confidently present themselves and their credentials to prospective employers.

## Summary

Long Island University at Riverhead students benefit from the many individual services available on site by the student services staff and through our unique educational partnership with Suffolk County Community College. The core strength of these campus services is derived from being part of a large, comprehensive university system. Students at Long Island University at

Riverhead immediately become part of the Long Island University family, with the advantages of the greater university brought to each student through the dedicated student services professionals from each campus. All of these pieces working closely together give our students the high quality educational experience that we strive to deliver from the first inquiry through graduation.

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## Library Resources

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All Long Island University students are offered comprehensive library services through a combination of resources. First, Long Island University houses 2,645,096 volumes across the six campuses only a day away by inter-library loan. In addition, for students who need access to the most current research information, Long Island University provides an extensive electronic library. This online library includes electronic databases, online and e-mail library reference help and access to electronic course materials reserves. Finally, it is through our partnership with the Naval Post Graduate School that we have been able to additionally provide our students with access to their renowned online Homeland Security digital library. These resources allow our students great opportunity and flexibility to obtain the information they need to succeed in their academic pursuits.

### Library Resources to Support the Riverhead Campus

The university libraries are not just bricks and mortar, and they are more than an extension of the classroom. They are the intellectual centers of the university. The classroom faculty may begin the teaching/learning experience, but it's the librarians who add to, strengthen and may even reconstruct what has been instilled in the students' minds by the creativity of the classroom faculty. The libraries and the librarians act as gateways to the recorded knowledge of antiquity as well as gateways of the future. The libraries offer the academic communities the best possible information resources, both print and non-print, using traditional methods and new technologies to organize and access collections in an environment conducive to research, study, and social interaction.

### Online Resources:

- Databases (more than 250)
- *Ebrary* (25,000 full-text books); 816 books with Homeland Security mentioned, 53 books available on the subject of national security,

28,666 books with Education mentioned in text, 1,609 books available on the subject of education

- *Credo Online Reference Books* (more than 268 full-text reference books)
- *Gale Virtual Reference Library* (more than 226 full-text encyclopedias, handbooks)
- Online Pathfinders: Terrorism and Homeland Security Databases (subject list of databases) Education and Counseling Databases (subject list of databases); Plus subject listings of databases on more than 100 topics
- 1,000 library web pages
- Serials Solutions (provides links to journal content in online and physical formats)

### Instructional Support:

Electronic reserves  
On-site bibliographic instruction (available on demand)  
Instruction request form available online for faculty

### Reference and Research Support:

Live chat  
E-mail reference  
Telephone reference  
Interlibrary loan (request form available online)  
On-site librarian (to be available at Riverhead Campus)

### On-site Resources:

2,800 books and journals in print at the Riverhead Campus

### Database Additions 2005-2007

ASIST Digital Library  
ATLA Religion  
CINAHL Plus Fulltext  
Credo Reference  
Duke University Press - eDuke  
Scholarly Collection  
Education Research Complete (EBSCO)  
Film & Television Literature with full text  
Gale Virtual Reference Library  
Homeland Security Digital Library  
ISI Journal Citation Reports  
ISI Web of Knowledge  
JSTOR - Arts & Sciences Collection IV  
JSTOR - Arts & Sciences Collection V  
Literature Criticism Online  
Library Literature Retrospective Literature Online (LION)  
Naxos Music Library  
Ovid's LWW Nursing & Health Professions Collection  
PEP Archive  
Proquest Historical Newspapers: New York Times, LA Times, Wall

Street Journal, Washington Post and Chicago Tribune  
 Reader's Advisor Online  
 Sage Online Subject Collection: Education, Psychology, and Health Sciences  
 Science Direct (subscription start date January 2008)  
 Science Reference Center  
 Teacher Reference Center  
 Turnitin  
 ViewsWire

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## Employment

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A job board and electronic listings are maintained by the Financial Aid Office. For more information call (631)287-8010. Further resources are available through Long Island University at: <http://www.cwpost.liu.edu/cwis/cwp/pep/index.htm>

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## Information Technology

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The Office of Information Technology provides comprehensive support for the computing needs of faculty, staff and students. Established communication links between Long Island University at Riverhead, the University-wide area network and the Internet further enhance the computing resources available to students. All technology questions will be answered by the Riverhead Information Technology office by calling (631) 287-8493.

### Student E-mails

Each student is given a university e-mail address to use for corresponding with university faculty and staff. Students can check their e-mail by logging into My.Liu.edu. If you have trouble accessing your account, please check with the Information Technology office at Riverhead.

### My.LIU

My.LIU provides access to individual student records which include the following features:

- View Semester Registration
- Course Schedules
- Grades
- Transcript Requests
- e-mail and File Storage
- WebCT Access

All students will receive a letter from the information technology office with details about how to log in to My.Liu.edu and access the resources available to them.

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## Alumni Services

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Visit the Alumni Web site at [www.southampton.liu.edu/admin/alumni/alumni.htm](http://www.southampton.liu.edu/admin/alumni/alumni.htm)

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## Public Safety

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The Public Safety staff of the Eastern Campus of Suffolk County Community College serves the needs of students studying at Long Island University at Riverhead. The Office of Public Safety is located in the Shinnecock Building 120. The phone number is (631) 548-3636. The office is charged with assisting students, faculty and staff with public safety issues and concerns. Public Safety will provide limited assistance to students experiencing difficulties with their cars. Public Safety is charged with enforcing campus parking and other college policies. An escort service is available via Public Safety.

Students can dial 3636 from any campus phone or 631-548-3636 from any off-campus phone.

### How to Report a Crime or Other Emergency on the Eastern Campus of Suffolk Community College - location of Long Island University at Riverhead:

When reporting a crime or incident, please provide as much information as possible.

1. Details of what happened
2. Specific location
3. Identity and/or description of person(s) involved
4. Date and time of incident

### Safety Tips

- Always be alert and aware of your surroundings and project a confident attitude.
- All suspicious activity should be reported.
- Timely and accurate reporting of information makes it easier to gather critical evidence and increases the odds of recovering stolen property and/or successfully apprehending and prosecuting criminals.
- Avoid walking alone at night: walk with a group. If you must walk alone, please make sure to use well-lighted paths and sidewalks and take the most direct route. Inform someone of your destination and your expected arrival and return times.
- Keep your vehicle locked at all times.
- Identify your valuables - record serial numbers of computers, etc. or engrave them.
- Always secure your valuables and never leave items such as pocketbooks, wallets,

keys, books, etc. unattended even for brief periods of time.

- Use designated crosswalks and pedestrian crossings to cross roadways safely.
- Be aware of campus and local crime trends. You are your best protection - educate yourself.
- Carry only necessary cash and credit cards, and avoid wearing expensive jewelry. However, always carry enough money for an emergency phone call or ride home.
- TRUST YOUR INSTINCTS ... if something doesn't look right to you or makes you feel uneasy, get away fast. Immediately report suspicious activity to the Office of Public Safety (631) 548-3636.

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## The School of Continuing Education

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The School of Continuing Education was established to serve the needs of a diverse community. Adults living on the East End have the opportunity to seek personal enrichment, professional advancement or new careers through Continuing Education non-credit courses. Certificate programs, licensing programs and workshops are offered year round for the student who wants to increase his/her potential.

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## The Center for Creative Retirement

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The Center for Creative Retirement (CCR) offers a vibrant alternative for retirees living on the Eastern end of Long Island seeking an intellectually stimulating use for leisure time. CCR capitalizes upon the proven principle that skills, insights, educational background and life experiences of retirees are important assets for making their post-career years a vital new phase for living fully and more creatively.

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# ACADEMIC POLICY

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## Academic Standards, Probation and Disqualification

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The New York State Education Department requires that graduate teacher education students receive a "B-" (2.67) or above in all content core courses in



order to be recommended for certification by the college. Students may be required to repeat a course if the required grade is not obtained.

The Homeland Security Management Institute requires that students maintain a "B" (3.0) average. Students receiving a "C" (2.0) average or lower will be required to repeat the course.

The following pertains to the degree-seeking graduate student:

1. Students who do not maintain a 3.00 cumulative average will be put on academic probation.
2. A student on academic probation will be required by the Associate Provost to carry a limited academic program.
3. Any student who fails to earn credit in any regular semester will have his/her records reviewed. Such a student may then be placed on probation or be academically disqualified, regardless of cumulative grade point average.
4. Students are allowed one semester on academic probation. Those students who have failed to obtain the required cumulative average after one semester on probation will be dismissed from the Long Island University at Riverhead program. Such students will be classified as academically disqualified.
5. Academically Disqualified students may not register for, or take, any courses at Long Island University at Riverhead or any other campus of Long Island University during any academic semester or during any special session following disqualification unless officially readmitted to Riverhead.

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## Academic Load

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A full-time graduate student must register for at least nine graduate credits each semester. Eligibility for some financial aid programs may require enrollment for a minimum of 12 credits. Further information is available from the Office of Financial Aid at Long Island University at Riverhead, (631) 287-8322. e-mail: [Christina.Stromski@liu.edu](mailto:Christina.Stromski@liu.edu)

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## Assessment of Academic Programs at Long Island University at Riverhead

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We believe in the value of regularly assessing our success at meeting the goals described in this bulletin. All programs at Long Island University at Riverhead are

periodically evaluated. All courses and instructions are evaluated at the conclusion of the fall and spring semesters.

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## Attendance

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Attendance is expected in all classes. Each faculty member will determine his or her own policy and requirements relative to attendance, and will announce the policy to students at the first class of the semester, and state the policy in the syllabus. A faculty member may give a failing grade (F) to a student because of excessive absence from class, especially if these absences are not for serious or sufficient causes. Each student is responsible for keeping a record of absences.

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## Auditing of Courses

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In order to gain necessary background or enhance general knowledge, students may audit graduate courses for no credit. Audited courses cannot be taken later for credit. The permission of the instructor is required in every case. Laboratory courses, field work practica and certain other courses may not be audited. The student pays half the regular tuition and full fees for the course, and his or her transcript reflects that the course has been audited. Students who audit must complete audit forms in the Registration Office at the time of registration.

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## Complaint Procedures

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Any student who believes he/she has been aggrieved by the graduate offices of Long Island University at Riverhead, may pursue the following:

### Academic Programs:

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

### Disciplinary Complaints:

Any individual has the right to file a written complaint with the related area 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

of action, and will notify the individual(s) in writing.

Any disciplinary action taken by an administrator may be appealed by the person(s) sanctioned, in writing, to the Associate Provost, 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. Detailed guidelines of disciplinary sanctions and the appeal process are available from the Associate Provost's office.

Students should be assured that no adverse action will be taken against a student for filing a complaint.

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## Academic Irregularities - Academic Dishonesty and Plagiarism

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Plagiarism, cheating on examinations or coursework will result in appropriate disciplinary action including a failing grade and/or suspension or expulsion.

In cases of academic irregularities or dishonesty in examinations or class work, responsibility for disciplinary action lies with the appropriate academic program director.

Plagiarism and cheating are not only serious violations of the rules, but may reflect adversely on the student's reputation as well as on the reputation of Long Island University at Riverhead. 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 their campus program.

Faculty members will report to the academic program director any case of irregular or dishonest behavior that occurs in the class or in their observation. Students may likewise make such a report to the faculty member or program director. The academic program director will decide what disposition is to be made of the charges. Requests for appeals may be made to the Associate Provost.

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 Associate Provost.

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 Long Island University at Riverhead.

Long Island University's Homeland Security Management Institute policies are in the student orientation packet distributed at the time of registration. You may also request a copy of the policy by contacting the Homeland Security Management Institute Program Coordinator at (631) 287-8279, or by e-mail Jeffrey.Rapess@liu.edu.

## Exemptions from Academic Regulations

Students who request a specific exemption from an academic regulation must submit a written petition. Petitions requiring administrative action may be obtained from the Associate Provost's office. These require the approval of the academic advisor, and may also require the approval of an instructor, the Program Director, the Academic Standards Committee, and the Associate Provost (this office can advise the student as to which procedures to follow).

## Grades and Symbols

### Graduate Grade Basis

Grade	Quality Points	Per Credit Hour
A	Excellent	4.00
A-		3.67
B+	Very good	3.33
B	Good	3.00
B-		2.67
C+	Above Average	2.33
C	Average	2.00
C-		1.67
F	Failure	0.00
Pass/Non-Pass Grade Basis		
P	Passing	0.0
NP	Failure	0.0

### Other Current Grading Symbols

**INC INCOMPLETE.** Not included in GPA; included in hours attempted. "I" followed by another grade symbol, (i.e. IA, IB+, IF) indicates that the work has been completed and the symbol after "I" is used in the GPA. When the work is ultimately completed, the "I" plus the grade remain permanently on the transcript.

**P PASS.** Counted in hours attempted and hours earned, but excluded from computation of GPA

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

**W AUTHORIZED WITHDRAWAL.** Not computed, but counted in hours attempted. Indicates student-initiated withdrawal. Is preprinted on roster.

**WF WITHDRAWAL WITH RECORD OF FAILURE.** Computed as "F"

**AUD AUDIT.** Non-credit. Not included in GPA.

## Graduation and Diploma

Students are responsible for being sure that their academic program fulfills all necessary requirements for graduation. Requirements for all students and other graduation requirements, including those for specific academic majors, are listed elsewhere in this bulletin. Students should apply for graduation online at the Registrar's Office Web page at: [www.southampton.liu.edu/enroll/forms.html](http://www.southampton.liu.edu/enroll/forms.html) during their final semester. 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.

### Minimum Grade Point Average

Students must maintain a minimum 3.0 or higher grade point average to be eligible to graduate.

### Prerequisites

Students are required to successfully complete all prerequisites listed for a course prior to registration in that course.

## REGISTRATION

Registration for all terms is held during the preceding term. The academic calendar lists the beginning date of each registration period. Registration forms are sent to each student's advisor who must approve the courses selected before the student may register. Bills will be mailed to all registered students shortly before each semester with due dates indicated on the bill. Late registration is permitted during announced periods upon payment of a \$10 fee. Students who have not submitted their pre-entrance medical records are not permitted to register.

A student's academic program requirements are available through the appropriate department office or the Associate Provost's office. Students are subject to the requirements in effect at the time they matriculate. Registration rules and regulations apply equally to degree and non-degree seeking day or evening students.

## Registration in Graduate Courses

Graduate courses are open to qualified graduate students whether or not they are enrolled in a graduate program at Long Island University at Riverhead or elsewhere. Contact the Admissions Office for application details at (631) 287-8010.

## Repeated Courses

A student may repeat a course with the permission of his or her faculty advisor. When a course is repeated, the higher grade is used for the student's permanent record, and in calculating the grade point average. To repeat a course more than once the permission of the Program Director and/or the Associate Provost is requested. Students should refer to the course descriptions section of this official catalog to determine if the course they wish to repeat meets this requirement.

## Student Classifications

Students will be classified as: degree or non-degree seeking students. Unless specifically disqualified, non-degree seeking students may register for courses through the Admissions or Registrar offices.

### Full-time or Part-time

A full-time graduate student must be registered for at least nine graduate credits each semester. Eligibility for some financial aid programs may require enrollment for a minimum of 12 credits. Further information is available from a part-time graduate student must be registered for at least three credits per semester. Some financial assistance is available the Office of Financial Assistance at the Riverhead office: (631) 287-8322, e-mail: [StudentServices@liu.edu](mailto:StudentServices@liu.edu)

### Good Academic Standing or Academic Probation

Degree-seeking students are either in good academic standing or on academic probation.

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## Transcripts

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A transcript is the University's official statement of a student's academic record. Please note: Transcripts are processed through the C.W. Post Campus.

*Attention: If you are a currently enrolled student, you should use the My.Liu.edu system to order your transcripts. Using My.Liu.edu to order transcripts will eliminate the need for any signature authorization which usually delays the processing of student requests.*

Remember that you can continue to check on the status of your order through the Credentials Website or call 516-299-3523 (C.W. Post Campus) or 1-800-646-1858 (Credentials).

During busy periods such as examinations and commencement, there may be some delay in processing transcript requests. Therefore, transcript(s) should be requested well in advance of these periods.

At Long Island University, transcripts of education records contain only information about academic status, which includes academic disciplinary action that affects the student's eligibility to re-register. The University adheres to the Family Education Rights and Privacy Act of 1974 (FERPA). A student's record will not be released without prior written consent from the student.

### Transcript Request Options

Please read all the options as our transcript request policies have changed. If you owe the University any money or have any freezes on your account, your request will not be processed. Once a request is received it will take 5-10 business days to process. Effective October 1, 2007, the cost for ordering a transcript online is \$7.

### There are four options in which you can obtain a transcript:

**Option 1 - Currently Enrolled Students**  
Login to the Student Information System and select "Order Transcripts Online" from the list of external services.

**Option 2 - Alumni or Students Not Currently Enrolled**  
Order transcripts online at: [www.southampton.liu.edu/trans/](http://www.southampton.liu.edu/trans/) Through transcriptsPlus, you are now able to submit a transcript request 24 hours a day, seven days week. To use the system, click the check mark on the left. Credentials Inc. has an agreement with Long Island University to provide this service to our

students and alumni. Effective October 1, 2007, the cost of a transcript including the processing fee is \$7 and all fees must be paid by major credit card. Be assured that TranscriptsPlus uses current web encryption technology and your information is secure.

### Option 3 - Customer Service Telephone Requests

By calling the toll free the Customer Service number at 1-800-646-1858, you can request a transcript over the phone. An additional \$5.00 processing fee will be added to your order. (\$12.00 per transcript order.)

### Option 4 - In - Person

You may come to the C.W. Post Campus Record's Office, show picture ID, and up to two (2) official transcripts can be printed for you on the spot. Please call (516)299-2756 for office hours. If you wish to pick up more than two (2) transcripts, contact Mike Litroff at (516)299-2901 to make arrangements. **If you wish to release your transcripts to a third party for pick up, you must provide signature authorization for that request.**

**We do not fax transcripts or accept mail or fax requests.**

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## UNIVERSITY POLICIES

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### Long Island University at Riverhead Public Information Policy

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#### Family Education Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment, protects the privacy of student records. The act provides for the right to inspect and review educational records, the right to seek to amend those records, and to limit disclosure of information from the record. Further information about FERPA is available on our FERPA link: <http://www.cwpost.liu.edu/cwis/cwp/registrar/rights.php>

Specifically, FERPA states that a school may provide what is termed "directory information," and only this information, without the student's consent except as otherwise required by law. Directory infor-

mation includes the following: the student's name, dates of attendance at LIU at Riverhead, enrollment status degree level undergraduate or graduate), class year, (graduate), major, degrees awarded, honors (cum laude, magna cum laude, summa cum laude), previous institutions most recently attended, date and place of birth, general schedule information that appears in the schedule of classes, past and present participation in officially recognized sports and non-curricular activities, and physical factors (height, weight) for athletes. Currently registered graduate students may request that directory information not be disclosed by completing an **Authorization to Withhold Directory Information** form, also available in the Office of Student Services.

### Use FERPA link for information about:

New Brochure from U.S. Department of Education: Balancing Student Privacy and School Safety: A Guide to FERPA and Colleges

Family Policy Compliance Office

Office of Post Secondary Education

FERPA for Students

FERPA for Parents

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## Non-Discrimination Policy

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Long Island University at Riverhead does not discriminate on the basis of sex, race, color, creed, national origin, religion, age, sexual orientation, handicap, or political belief, in any of its educational programs and activities, including employment practices and its policies relating to recruitment and admission of students. Additionally, Long Island University takes affirmative action to recruit applicants from among women, members of protected minority groups, handicapped individuals and veterans, including disabled veterans and Vietnam-era veterans.

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## Summary of Policy Against Sexual Harassment

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### Policy Statement

It is the policy of Long Island University to promote a cooperative work and academic environment in which there exists mutual respect for all

University students, faculty, and staff. Sexual harassment is inconsistent with this objective and contrary to the University policy of equal employment and academic opportunity without regard to age, sex, sexual orientation, alien, age, or citizenship, religion, race, color, national or ethnic origin, disability, and veteran status. Sexual harassment is illegal under federal, state, and city laws, and will not be tolerated within the University.

### Bias Crime - Policy and Procedure

According to Title Y, Hate Crimes Act of 2000, Article 485 of the New York State Penal Law, the New York State legislature has defined a hate crime as one in which the victim is intentionally selected, in whole or in part, because of "race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation."

Long Island University at Riverhead recognizes the seriousness of bias crimes and is committed to providing an educational atmosphere free of such incidents. Policies and procedures have been established to inform students about the topic, promote discussion, encourage reporting of incidents of bias-related crime, and facilitate prevention of such incidents. Students are advised and updated about security procedures periodically throughout the year through publication of related materials in the Student Handbook.

#### If you are the victim of a bias-related crime, or you are aware of bias-related incident(s), you should:

1. Report the incident immediately.
2. Seek medical attention at once if injuries have been sustained.
3. Make every effort to preserve all evidence. Be sure to document the incident. If possible, take photographs of the scene, obtain identification of witnesses and/or write down incident details. If you are the victim of harassing phone calls, log each call and save any pertinent voicemail messages or correspondence (notes, e-mails, letters) you might receive.

If you are a victim of, or witness to, a hate/bias crime on campus, report it to the Suffolk County Police by calling 911 in an emergency, using a Blue Light phone or calling the Eastern Campus Public Safety Office. Public Safety is located in the Shinnecock Building, Room 120. Phone:(631)548-2573. (Dial phone number, wait for beep, leave your message. Public Safety will hear your voice and respond.)

Free and confidential counseling and other support services are provided to victims of bias crimes by the Student Health

and Counseling Center at the C.W. Post Campus. Long Island University at Riverhead students can access these services by calling (516)299-2345.

Procedures are in place for on-campus disciplinary action. Any individual found responsible for a bias crime is subject to sanctions up to and including expulsion from the Campus.

### Prohibited Conduct

It is a violation of University policy for any member of the University community to:

- engage in sexual harassment or to retaliate against any member of the University community for raising an allegation of sexual harassment for filing a complaint alleging sexual harassment;
- participate in any proceeding to determine if sexual harassment has occurred.

### Definition of Sexual Harassment

For purposes of this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other oral or written communications or physical conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing;
2. submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or abusive work or academic environment.

### Examples of Sexual Harassment

Examples of sexual harassment include, but are not limited to, the following:

- Requesting or demanding sexual favors in exchange for employment or academic opportunities (such as hiring, promotions, grades, or recommendations);
- Submitting unfair or inaccurate job or academic evaluations or grades, or denying training, promotion, or access to any other employment or academic opportunity, because sexual advances have been rejected
- Sexual comments, teasing, or jokes;
- Sexual slurs, demeaning epithets, derogatory statements, or other verbal abuse;
- Graphic or sexually suggestive comments about an individual's attire or body;
- Inquiries or discussions about sexual activities;

- Pressure to accept social invitations, to meet privately, to date, or to have sexual relations;
- Sexually suggestive letters or other written materials;
- Sexual touching, brushing up against another in a sexual manner, graphic or sexually suggestive gestures, cornering, pinching, grabbing, kissing, or fondling;
- Coerced sexual intercourse or sexual assault.

### Consensual Relationships

Amorous, dating, or sexual relationships that might be appropriate in other circumstances have inherent dangers when they occur between a faculty member, supervisor, or other member of the University community and any person for whom he or she has a professional responsibility. These dangers can include: that a student or employee may feel coerced into an unwanted relationship because he or she fears that refusal to enter into the relationship will adversely affect his or her education or employment; that conflicts of interest may arise when a faculty member, supervisor, or other member of the University community is required to evaluate the work or make personnel or academic decisions with respect to an individual with whom he or she is having a romantic relationship; that students or employees may perceive that a fellow student or co-worker who is involved in a romantic relationship will receive an unfair advantage; and that if the relationship ends in a way that is not amicable, either or both of the parties may wish to take action to injure the other party.

Faculty members, supervisors, and other members of the University community who have professional responsibility for other individuals, accordingly, should be aware that any romantic or sexual involvement with a student or employee for whom they have such a responsibility may raise questions as to the mutuality of the relationship and may lead to charges of sexual harassment. For the reasons stated above, any such relationships which may reasonably be perceived as likely to impair the professional responsibility of the faculty or staff member are prohibited.

### **Academic Freedom**

This policy shall not be interpreted so as to constitute interference with academic freedom.

### **False and Malicious Accusations**

Members of the University community who make false and malicious complaints of sexual harassment, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action.

### **Procedures**

The University has developed procedures to implement this policy. The Provost of each residential campus, or the chief operating officer of each nonresidential campus, has ultimate responsibility for overseeing compliance with this policy. In addition, each dean, director, department chairperson, administrator, or other person with supervisory responsibility is required to report any complaint of sexual harassment to an individual or individuals to be designated in the procedures. All members of the University community are required to cooperate in any investigation of a sexual harassment complaint. Please be advised that if any employee fails to report any incident of sexual harassment and/or refuses to participate in the investigation, said employee may effectively waive and/or forfeit any available remedies at law.

### **Investigation**

The representative/investigator will schedule a meeting with the person making the complaint. Thereafter, the University will thoroughly investigate the complaint, which will include an interview with the alleged harasser and any potential witnesses. Upon completion of the investigation, the person making the complaint will be contacted and advised of the outcome of the investigation. The University will conduct the investigation as expeditiously as possible given the nature of the academic calendar which includes summer vacation and intersession periods.

### **Enforcement**

There are a range of corrective actions and penalties available to the University for violations of this policy. Employees who are found to have violated this policy are subject to various penalties, up to and including termination of employment. All such disciplinary actions will be subject to the provisions of the relevant collective bargaining agreement, if applicable.

Complaints may be filed with the Associate Provost, or Chief Operating Officer, or a Dean. In addition, the University has retained Prefix pre-dispute solutions, LLC to be available to accept sexual harassment complaints 24 hours a day, seven days a week by calling the following toll-free number: 1-888-LIU-5559.





## MASTER'S DEGREE PROGRAMS IN EDUCATION

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. The Graduate Education Program at Long Island University at Riverhead offers master's degrees in Childhood Education, Teaching Students with Disabilities, and Literacy Education, and an Advanced Certificate in Applied Behavior Analysis.

## General Program Admission

### Matriculation:

To matriculate, students must have:

- An earned baccalaureate degree from an accredited institution
- Minimum 2.75 overall undergraduate average based on a 4.0 scale
- One letter of recommendation from an academic source. If the matriculate is actively teaching, the source should be from the administration of the employing school district
- Submitted an application for admission
- Take an on-campus writing sample
- An interview with the program director and the Director of Admission

### 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. Transfer credits will not be recorded until the student has completed 15 credit hours in residence. 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.

*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 Graduate Policy Committee and with approval from the Associate Provost.

### Graduation:

For graduation, a student must have:

- 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.

## Program Outcomes

Our most recent graduates have been hired for professional appointments in the communities of East Hampton, Amagansett, Southampton, Hampton Bays, Southold, Mattituck, Westhampton Beach, Sag Harbor, and Shoreham-Wading River to name a few. Other graduates have taken positions in various local private schools, while others have found positions out of state.

# MASTER'S DEGREE: CHILDHOOD EDUCATION (GRADES 1 TO 6)

## Overviews and Prerequisites

Bachelor's degree is required - must have a major/concentration in the liberal arts and sciences.

### College Level Study of:

- Art, Music, Theater or Dance
- Literature/Writing - English
- Foreign Language
- Math - two courses or a calculus course (4 credits)
- Science - Life Science and a Physical Science
- Social Studies - American History, World History, Geography, Political Science or Economics

## Matriculation

The program requires a minimum of 46 credit hours of graduate study. Students are expected to have earned a 2.75 cumulative grade point average, or higher, in their undergraduate work. Graduate education students must show evidence of having taken the Liberal Arts and Sciences Test (L.A.S.T.) prior to entry into the graduate program. This is one of the New York State Certification Examinations.

The coursework is arranged in sequential phases which provide the theoretical background and technical preparation that lead to initial New York State Certification and the M.S. Degree.

## Program Requirements

Courses	Credits
All of the following: EDU 500A Advanced Technology and Curriculum	
OR	1
EDU 500B Basic Technology and Curriculum	
EDU 501 Foundations of Education	3
EDU 502 Educational Psychology and Human Development	3
EDU 505A Field Work Experience I*	3
OR	
EDU 505B Field Work Experience II*	
EDU 511 Classroom Management	3
EDU 580 Introduction to Special Education	3
EDU 590 Reading and Writing Process	3
EDU 601E Methods & Materials of Teaching Reading	3
EDU 613 Assessment Techniques and Testing	3
EDU 620 Methods of Teaching Social Studies/Language Arts	3
EDU 630 Methods of Teaching Mathematics and Science	3
ELECTIVE: Early Childhood, Special Education or Literacy	3
EDU 691E Student Teaching Elementary**	6
EDU 700 Education Research - Childhood	3
EDU 800 Thesis - Childhood	3
<b>Total</b>	<b>46</b>

### NYSTCE New York State Teachers Certification Examinations

- L.A.S.T.  
Liberal Arts & Sciences Test (Take before entering Education Program)
- A.T.S.  
Assessment of Teaching Skills: written-elementary (Take during student teaching)
- C.S.T.  
Content Specialty Test - multi-disciplines

\* Students must complete 100 hours of classroom observation

\*\* By permission of the education faculty

## Course Descriptions

### EDU 500A Advanced Technology and Curriculum

The purpose of this course is to apply knowledge and skills of computers to classroom use. Project-based activities may include Web page design, research funding for education and technology, using the Internet as a resource for teachers and students, and creating lessons using various programs and technologies. *Spring (March) 1 credit*

OR

### EDU 500B Basic Technology and Curriculum

This course is a project-based introduction to using various technologies including computers in the classroom, Internet, smart board, and programs such as Power Point.

*Spring, 1 credit*

### EDU 501 Foundations of Education

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

*Fall, 3 credits*

### EDU 502 Educational Psychology and Human Development

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

*Spring, 3 credits*

### EDU 505A FieldWork Experience I

Graduate students enrolled in one or more methods course during the fall semester must also enroll in this course which will provide the field-based experiences related to the pedagogical base of the methods courses. Participants will spend a minimum of 50 hours per semester in a school setting appropriate to the

area of certification. Students should note that a total of 100 hours is required prior to the student teaching semester. A weekly seminar on campus will introduce students to topics such as the school/learner environment, the New York State Learning Standards, curriculum design and the integrated curricula, lesson planning and design, instructional strategies, and classroom management.

*Fall, 3 credits*

OR

### EDU 505B FieldWork Experience II

Graduate students enrolled in one or more methods course during the spring semester must also enroll in this course which will provide the field-based experiences related to the pedagogical base of the methods course. Participants will spend a minimum of 50 hours per semester in a school setting appropriate to the area of certification. Students should note that a total of 100 hours is required prior to the student teaching semesters.

A weekly seminar on campus will provide students with opportunities to review and reflect on their efforts at lesson planning and lesson execution to relate content from their liberal arts background to the New York State Learning Standards. Other topics related to effective planning, assessment and instruction related to child development and learning psychology will be addressed.

*Spring, 3 credits*

### EDU 511 Classroom Management

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

*Spring/Summer, 3 credits*

### EDU 512 Methods & Materials of Early Childhood Education

The focus of this course is on the models of teaching the early childhood curricula of mathematics, reading readiness and language arts, social studies, science, art, music and learning issues. This is integrated with the NYS Learning Standards. Emphasis will be on designing a developmentally appropriate curriculum as well as assessment of it. Field work is required.

*Elective for Childhood Education students: Summer, 3 credits*

### EDU 580 Introduction to Special Education

Current trends in the inclusion of exceptional students into the general 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.

*Winter, 3 credits*

### EDU 590 The Reading and Writing Process

This course will focus on the interrelationship of the literacy processes through the examination of epistemological, philosophical, theoretical, and pedagogical literacy models. Specifically, students will explore the various aspects of the reading and writing processes (i.e., linguistic, physiological, psychological, and social) as a way of better understanding what is involved during the act of reading and writing. This increased cognizance of process will enable students to create new visions for their own pedagogical practice.

*Fall, 3 credits*

### EDU 601E Methods & Materials of Teaching Reading

This course is designed to assist teachers in the 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.

*Prerequisite - EDU 590*

*Spring, 3 credits*

### EDU 613 Assessment Techniques and Testing

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.

*Spring/Summer, 3 credits*

**EDU 620 Methods of Teaching Social Studies and Language Arts**

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 state standards (ELA and SS) to content and differentiated instruction will be the focus of this course. Field experience required.  
*Spring, 3 credits*

**EDU 630 Methods of Teaching Mathematics and Science**

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 state standards to curriculum content. Field experiences required.  
*Fall, 3 credits*

**EDU 691E Student Teaching - Elementary**

Five days each week are spent in a school assigned by the Teacher Education 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.  
*By Permission of the Instructor  
Fall, Spring, 6 credits*

**EDU 700 Education Research**

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 reflect on 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 in EDU 800.  
*Prerequisite: must have completed 34 credits  
Fall, 3 credits*

**EDU 800 Thesis - Childhood**

The implementation of the approved thesis/project proposal. Seminars and individual meetings 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 Division of Education for referral by faculty and students.  
*Prerequisite: EDU 700  
Spring, 3 credits*

**ELECTIVES: Early Childhood, Special Education, Literacy - arrangements are made with an academic advisor.**

**MASTER'S DEGREE: LITERACY EDUCATION - BIRTH TO GRADE 6**

**Overview**

The Master of Science degree in Literacy Education is dedicated to the preparation of certified teachers to become literacy teachers birth to 6th grade who are scholar practitioners ready for a future of challenges and opportunities in teaching reading and writing in public and private schools.

The curriculum of the master's degree in Literacy Education is intended to reflect the philosophy, purposes and objectives of the education division. The students' course of study has been carefully planned to provide graduate students with a strong theoretical foundation and are epistemologically interdisciplinary. The coursework provides them with the opportunity to explore the cultural historical perspectives of literacy; literacy learning; and pedagogical practices. Graduate students engage in the critical explorations of: literacy practices in schools; local and vernacular literacies of families and communities; and the relationships between literacy and difference, including issues such as social class, ethnicity, race, gender, sexual orientation, poverty, language of origin and disability. This work builds on the understanding that all students bring a rich language and literacy background to school that serves as a resource for all learning.

After several intensive literacy courses, students begin to apply their knowledge of literacy process, assessment and instructional strategies as they work with individual students from local schools with specific literacy needs. It is during this segment of their studies when students begin developing comprehensive diagnostic literacy profiles crafted in order to meet the diverse needs of their students. As a culmination of the Literacy Education Program, graduate students take a comprehensive examination administered during their final course work and then begin their work in the Summer Literacy Clinic located at Long Island University at Riverhead.

**Requirements**

Initial or provisional New York State Certification in an area other than literacy education.

<b>Courses</b>	<b>Credits</b>
All of the following:	
EDU 500A Advanced Technology and Curriculum	
OR	1
EDU 500B Basic Technology and Curriculum	
EDU 590 Reading and Writing Process	3
EDU 591 Literacy Research	3
EDU 593 Language Acquisition	
OR	3
EDU 605 Children's Literature	
EDU 601R Reading/ Writing Methods in Early/Middle Childhood	3
EDU 607 The Process of the Writing Workshop	3
EDU 608 Teaching Reading in the Content Area	3
EDU 609 Literacy Assessment and Evaluation: Practicum	3
EDU 610 Literacy Instruction for the Struggling Learner: Practicum	3
EDU 611 Literacy Clinic: Practicum	3
EDU 612 Supervision of Literacy Programs K-6	3
<b>Total</b>	<b>31</b>

Comprehensive exam given at the completion of coursework.



## Course Descriptions

### EDU 500A Advanced Technology and Curriculum

The purpose of this course is to apply knowledge and skills of computers to classroom use. Project-based activities may include Web page design, research funding for education and technology, using the Internet as a resource for teachers and students, and creating lessons using various programs and technologies.

*Spring (March), 1 credit*

OR

### EDU 500B Basic Technology and Curriculum

This course is a project-based introduction to using various technologies including computers in the classroom, Internet, smart board, and programs such as Power Point.

*Spring, 1 credit*

### EDU 590 The Reading and Writing Process

This course will focus on the interrelationship of the literacy processes through the examination of epistemological, philosophical, theoretical, and pedagogical literacy models. Specifically, students will explore the various aspects of the reading and writing processes (i.e., linguistic, physiological, psychological, and social) as a way of better understanding what is involved during the act of reading and writing. This increased cognizance of process will enable students to create new visions for their own pedagogical practice.

*Fall, 3 credits*

### EDU 591 Literacy Research

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

*Fall, 3 credits*

### EDU 593 Language Acquisition

This course is designed to provide educators with an understanding of normal language development (both spoken and written) from its origins in early infancy to its mastery during the school-age years. These systems of representation, spoken and written language, will be seen as interrelated and as a result, students will be able to integrate their increased understanding of oral language

acquisition with reading/writing development. Three underlying assumptions will guide this course: (1) language is a means of representing information, (2) language is a social act, and (3) knowledge about normal language acquisition can be used to better understand the nature of specific language disorders in children.

*Spring, 3 credits*

OR

### 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.

*Spring, 3 credits*

### 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 NYS 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: EDU 590*

*Spring, 3 credits*

### 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 pre-

writing; 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: EDU 601R*

*Fall, 3 credits*

### 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, socio-cultural, 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: EDU 601R*

*Fall, 3 credits*

### 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 the reading and writing processes are transactional in nature and a reflection of the interrelationship between language and cognition, the assessment process will be presented as holistic and ongoing. While the focus is on authentic assessment, graduate students will learn and conduct both informal and formal assessment. This course is designed to meet the needs of classroom teachers as well as reading specialists by assessing and synthesizing all the components of literacy, including the academic, emotional, and social aspects.

*Prerequisite: EDU 601R*

*Fall, 3 credits*

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

*Prerequisite: EDU 609  
Spring, 3 credits*

**EDU 611 Literacy Clinic: Practicum**

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

*Prerequisite: EDU 610  
Summer, 3 credits*

**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: EDU 609  
Spring, 3 credits*

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## MASTER'S DEGREE: TEACHING STUDENTS WITH DISABILITIES

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### Overview

The Master of Science Degree in Teaching Students with Disabilities is designed for certified teachers to allow them to earn an additional New York State approved certification in special education. Within the program, students may pursue certification in two different concentrations: teaching children with disabilities at the childhood level (grades 1 to 6) or at the adolescent level (grades 7 to 12).

Teachers completing the program will be well equipped with the skills and knowledge to teach children with disabilities in either an inclusion setting or in a self-contained classroom. 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 participate in a variety of field placements and in a practicum. Research trends and methodology, technology (assistive and instructional), behavioral approaches, instructional modifications, the New York State Learning Standards, and collaborative strategies are among the critical topics addressed in the program.

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### Requirements

Students must hold initial certification in an area other than Special Education and meet the liberal arts requirements of New York State.

Courses	Credits
All of the following:	
EDU 500A Advanced Technology and Curriculum	
OR	1
EDU 500B Basic Technology and Curriculum	
EDU 581 Instruction in the Content Areas: Special Education	3
EDU582 Applied Behavior Analysis	3
EDU 583 Educational Interventions for Young Students with Disabilities	
OR	3
EDU 584 Educational Interventions for Middle/HS Students with Disabilities	
EDU 585 Collaboration and Consultation in Special Education	3
EDU 661 Diagnostic/Prescriptive/Techniques for Use With Students With Disabilities	3
EDU 663 Teaching Students with Emotional/Behavioral Disorders	3
EDU 664 Research in Special Education	3
EDU 668A Practicum in Special Education: Adolescence	
OR	3
EDU 668C Practicum in Special Education: Childhood	
EDU 700A Thesis Proposal-Special Education: Analysis of Teaching/Learning	3
EDU 800A Thesis Project-Special Education	3
<b>Total</b>	<b>31</b>

### Course Descriptions

**EDU 500A - Advanced - Technology and Curriculum**

The purpose of this course is to apply knowledge and skills of computers to classroom use. Project based activities may include web page design, research funding for education and technology, using the internet as a resource for teachers and students, and creating lessons using various programs and technologies.

*Spring (March) 1 credit*  
OR

**EDU 500B - Basic - Technology and Curriculum**

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

*Spring, 1 credit*

**EDU 581 Instruction in the Content Areas/Special Education**

This course emphasizes the application of practical, relevant instructional approaches derived from theory and research to the education of learners with special needs. Three broad objectives underpin this course. The first is to direct attention to the necessity for effective teaching methods that will result in the learning of specific skills and concepts. The second is to introduce students to content area curricula as presented in the New York State Standards. The third is to apply knowledge of methods and the Standards to the design of appropriate instruction in the content areas.  
*Fall, 3 credits*

**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.  
*Prerequisite: EDU 580*  
*Spring, 3 credits*

**EDU 583 Educational Interventions for Young Students 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 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: EDU 581*  
*Spring, 3 credits*

OR

**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 special educa-

tion or 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 NYS Standards will be used as the basis for the design of instructional plans and credits. A field work component is included in this course.

*Prerequisite: EDU 581*  
*Spring, 3 credits*

**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.  
*Summer, 3 credits*

**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.  
*Prerequisite: EDU 580*  
*Fall, 3 credits*

**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: EDU 581*  
*Winter, 3 credits*

**EDU 664 Research in Special Education**

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

*Fall, 3 credits*

**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 provides experience in administering assessments, designing instructional plans (IEPs), grant writing, data collection and analysis and instructional adaptations of content area subjects.

*Prerequisite: EDU 584*  
*Spring, 3 credits*

OR

**EDU 668C Practicum in Special Education: Childhood**

This course provides conditions under which the student can demonstrate instructional competencies by working with young children (grades 1-6) with disabilities under the supervision of a qualified teacher. This course provides experience in diagnostic techniques, designing of IEPs, grant writing, data collection and analysis and instructional adaptations. A minimum of 20 days of field work is required.

*Prerequisite: EDU 583*  
*Spring, 3 credits*

**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: EDU 583 or 584*  
*Fall, 3 credits*



**EDU 800A Thesis - Special Education**

The thesis research project serves as a culminating experience for master's degree students. Seminars and individual meetings will assist the student with implementation, feedback, revision, and evaluation while writing the approved thesis. During this semester, students will be provided guidance toward the completion of the original thesis work.

*Prerequisite: EDU 700A  
Spring, 3 credits*

**Advanced Certificate in Applied Behavior Analysis**

Long Island University at Riverhead is pleased to offer a graduate Advanced Certificate in Applied Behavior Analysis (ABA). This 24-credit certificate program is designed to prepare special educators to become Board-Certified Behavior Analysts by the Behavior Analyst Certification Board® Inc. (BACB®). Board Certification as a behavior analyst (BCBA) is internationally recognized as verification of extensive training and practice in the field of behavior analysis, which is both an applied science and a service-based profession designed to meet the behavioral needs of diverse populations.

The Advanced Certificate courses have been pre-approved by the Behavior Analysis Certification Board® (BACB®) and meet the 225 hour coursework requirement for taking the Board Certified Behavior Analyst (BCBA) Examination. For more information regarding BCBA® certification requirements, please refer to the BACB® Web site: [www.bacb.com](http://www.bacb.com)

The following eight courses must be completed by students wishing to pursue the Certified Behavior:

The course sequence is as follows:

Courses	Credits
EDU 581 Fall Instruction in the Content Areas/ Special Education	3
EDU 582 Spring Applied Behavior Analysis	3
EDU 583 Spring Educational Interventions for Young Students with Disabilities OR	3
EDU 584 Spring Educational Interventions for Middle and High School Students with Disabilities	3

EDU 663 Winter  
Teaching Students with Emotional/  
Behavioral Disorders 3

EDU 664 Fall  
Research in Special Education

EDU 667 Summer  
Autism 3

EDU 668A Spring  
Practicum in Special Education:  
Adolescence level  
OR 3

EDU 668C Spring  
Practicum in Special Education:  
Childhood

EDU 700A Fall  
Thesis Proposal - Special Education:  
Analysis of Teaching /Learning 3  
**Total 24**

Practicum: Students who plan to sit for the BCBA® exam must complete supervised experience in behavior analysis. Long Island University at Riverhead plans to make available courses that provide the supervision to complete this BCBA® certification practicum requirement

These courses are offered through the Master of Science - Teaching Students with Disabilities. This master's fulfills New York State Education Department requirements for certified teachers seeking the master's and/or Special Education certification. For non-teachers, this master's fulfills the BCBA requirements for the master's degree.

**All course descriptions for the Advanced Certificate in Applied Behavior Analysis are described in the previous section - Special Education-M.S. in Teaching Students with Disabilities, with the addition of:**

**EDU 667 Autism**  
Autism is a disorder present from very early in development characterized by a triad of impairments in social interaction, communication, and behavioral 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 Spectrum Disorders (ASD), how these characteristics impact learning, and best practice intervention programming based upon the principles of applied behavior analysis.  
*Prerequisite: EDU 582  
Summer, 3 credits*

**Long Island University at Riverhead Faculty**

**Sanja Cale,**  
*Assistant Professor of Education*  
B.A., S.U.N.Y at Albany;  
M.A., S.U.N.Y at Stony Brook  
Ph.D. S.U.N.Y at Stony Brook

Sanja currently teaches in the department of education, and her teaching includes applied behavior analysis, interventions for individuals with disabilities, and research methods. Her research focuses on expanding FBA (Functional Behavioral Assessment) and PBS (Positive Behavior Support), which are approaches that provide pro-social alternatives to dealing with challenging behaviors in individuals with disabilities. For the past several years she has worked at the Institute for Children with Autism, where she provided intervention to children with developmental disabilities, support services to their families, and training and supervision to professional staff in public school settings throughout Long Island.  
[Sanja.Cale@liu.edu](mailto:Sanja.Cale@liu.edu)  
(631)287-8156

**R. Lawrence McCann,**  
*Director,*  
*Master's Program in Education*  
*Professor of Education*  
B.S., S.U.N.Y at Plattsburg;  
M.S., Hofstra University;  
Ed.D., Indiana University

Throughout his tenure with the University, he has been a professor, coordinator of graduate education studies, and a dean. In 200, he was recognized by the Southampton College faculty as the Teacher of the Year and received the David Newton Award for Teaching Excellence. Dr. McCann's research interest is in the use of constructivism in teaching and the development and use of Socratic questioning techniques where he demonstrates and uses methods based on a constructivist approach. He teaches courses in the methods of teaching mathematics and science.  
[Lawrence.McCann@liu.edu](mailto:Lawrence.McCann@liu.edu)  
631-287-8214



**Erica Pecorale**

*Instructor of Graduate Education*  
B.S., S.U.N.Y at Oneonta;  
M.S., Long Island University  
M.S., Massachusetts College of  
Liberal Arts;  
ABD, Hofstra University

Erica Pecorale is an educator with New York State certifications for elementary education, special education, and middle level mathematics and administration. Post-graduate studies included extensive training in Literacy at Leslie University, under esteemed educators Irene Fountas and Mary Ellen Giaccobe which prepared her for her current role as a literacy coach. Ms. Pecorale is currently working on her doctorate in Literacy Studies at Hofstra University. Her diverse background in conjunction with her classroom experience have led her to focus on supporting students and teachers as they create literacy environments rich with authentic reading, writing and language arts.

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631-287-8495

**David Schultz**

*Instructor of Graduate Education;*  
B.A., M.S., Long Island University;  
ABD, Hofstra University

David Schultz is an instructor of education. He has 34 years of elementary school experience as a third grade and kindergarten classroom teacher. His post-graduate studies include training as a Frameworks facilitator from Brian Cambourne which has allowed him to teach professional development courses in literacy and learning as well as separate courses in assessment and evaluation. David is the founder and facilitator of the North Fork TAWL Group (a registered member within the Whole Language Umbrella/National Council of Teachers of English) which has provided in-service credit opportunity for area teachers for many years. In addition, he has served as a member of the executive board of directors of the Whole Language Umbrella as well as a Section Editor of their professional journal, Talking Points. David is currently working on his doctorate in Literacy Studies at Hofstra University. His current research interests include: examination of the relationship between everyday play and the literacy development of young children; and the study of beginning proficient readers.

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# HOMELAND SECURITY MANAGEMENT INSTITUTE

The Riverhead Graduate Campus hosts Long Island University's Homeland Security Management Institute. This virtual institute offers an online graduate-level, 15-credit Advanced Certificate in Homeland Security Management as well as a fully online 36-credit Master of Science in Homeland Security Management designed for law enforcement agents, government officials and security professionals around the nation and across the globe. The program is also available to those who aspire to pursue management careers in various homeland security fields. The Homeland Security Management Institute has been designated by Act of Congress as a DHS Homeland Security Center of Excellence.

# HOMELAND SECURITY MANAGEMENT INSTITUTE

## INTRODUCTION

Long Island University at Riverhead hosts the University's Homeland Security Management Institute. The Institute offers an entirely online 36-credit master's degree in Homeland Security Management, and an online graduate-level, 15-credit Advanced Certificate in Homeland Security Management. The programs are designed BY professionals FOR professionals to meet the complex contemporary needs of homeland security specialists, law enforcement professionals, emergency managers, firefighters and HazMat experts, military personnel, government and public safety officials, and corporate security professionals around the nation and across the globe. The master's and advanced certificate programs are fully registered with the New York State Education Department and provide an outstanding professional credential that will also enhance career opportunities for those aspiring to careers in rapidly expanding homeland security fields. The online learning format is designed to accommodate the irregular and unpredictable schedules of busy professionals.

## Advantages for Professionals

Earning the Master's degree and/or advanced certificate in Homeland Security Management allows professionals to attain the credentials required to prepare for a second career or to attain advancement in their current careers. It also prepares pre-career students with the knowledge, skills and practical insights required of homeland security professionals and managers. They provide the leadership and organizational skills needed to formulate and execute strategies in harmony with federal, state and local homeland security strategic objectives. It also develops and refines the skills needed to apply innovative approaches to problem solving and to achieve resilient and adaptive patterns of thinking.

The rigorous professional courses in our curriculum have been carefully crafted to meet the unique and specific needs of managers and executives in homeland security and related fields. This highly integrated curriculum is 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 enterprise.

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

## Online Education at the Graduate Level

The online distance education format makes it possible for students especially those employed as homeland security professionals in varied geographical locations, to participate without relocating to a distant campus. It offers these students the kind of scheduling flexibility that is absolutely essential for busy homeland security professionals.

Distance learning makes the Homeland Security Management program available to a more diverse cross-section of traditional students and practitioners from homeland security organizations and agencies across the nation, thus enhancing the quality of education by broadening the range of perspectives and experiences represented.

The Homeland Security Management Institute's dynamic and innovative approach to graduate professional education is unique in the nation. No other program offers the opportunity to learn

Homeland Security Management with a core faculty comprised entirely of seasoned professionals who hold doctoral degrees and additional outstanding academic credentials. Our innovative online approach permits working professionals the kind of flexibility their busy schedules demand.

Our innovative online approach to professional education permits busy professionals to participate in a "virtual classroom" – to attend lectures, participate in class discussions, and to interact with other students and faculty – and to structure their attendance around the demands of their professional and personal lives. The Homeland Security Management graduate-level programs utilize the University's powerful, highly intuitive, easily mastered, online learning platform which supports interactive learning.

## Interaction Between and Among Faculty and Students

The graduate-level Homeland Security Management programs recognize the value and importance of interaction and communication between students and faculty as well as between and among students. This philosophy of 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.

Homeland Security Management is an evolving and dynamic field that is rooted in a number of diverse fields of specialized knowledge and practice. One of the compelling challenges Homeland Security Management faces as it moves into the future is the need to integrate these specializations and to create a broader and more comprehensive understanding of how they coordinate and interact. Both our curriculum and our faculty reflect this diverse range of specialized fields, and our students are also drawn from a diverse array of professions, areas of expertise and geographic areas.

As experienced homeland security professionals, our core faculty of Senior Fellows recognize they stand to learn as much from students as students learn from them. Our program encourages exploration, dialogue and debate, and it takes advantage of the diverse knowledge, skills and areas of expertise our students bring to the program.

## Academic Requirements

Admissions standards generally reflect those of other Long Island University graduate programs and require a bachelor's degree from an accredited institution with an undergraduate grade point average of 3.0 or better. Due to the challenging nature of this rigorous course of study, students are expected to demonstrate outstanding writing, research, analytic and critical-thinking skills. Students in the HSMI are required to maintain a minimum "B" average to graduate. Students falling below this level of performance will be asked to discontinue their studies with the Institute.

The program recognizes that many highly motivated, highly experienced, and highly qualified homeland security practitioners may not have fulfilled all the requirements for a bachelor's degree. The program will consider special accommodations for enrollment into the advanced certificate program for exceptional applicants who have not completed their bachelor's degree, but who possess outstanding expertise and credentials, a unique level of practical experience, or a particularly exceptional skill set. The program's policy is to carefully monitor these students and their progress, and special requirements may be imposed to ensure their academic success. For more information about the exceptional admissions policy, contact the program's director or visit our Web site at [www.liu.edu/homeland](http://www.liu.edu/homeland)

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

A one-third tuition discount scholarship is available to qualified employees in many municipalities and unions around the country, with scholarships and financial aid available to qualified applicants. See the Web site or information contained in this bulletin for further details.

For more complete information about this unique and innovative opportunity

for online graduate-level professional education in the complex and challenging field of Homeland Security Management, as well as information about our curriculum, our core faculty of Senior Fellows, and our distinguished Board of Advisors, visit the Long Island University Homeland Security Management Institute's Web site at [www.liu.edu/homeland](http://www.liu.edu/homeland)

Our Web site also features information on employment opportunities, as well as links to sources of information to agencies in the Homeland Security and intelligence communities.

## ADVANCED CERTIFICATE GRADUATE-LEVEL COURSE WORK (15 CREDITS)

HMS 500 Introduction to Homeland Security Management	3 credits
HMS 520 Constitutional Issues in Homeland Security Management	3 credits
HMS 530 Domestic and International Terrorism	3 credits
HMS 540 Intelligence Function in Homeland Security Management	3 credits
HMS 550 Homeland Security and the Private Sector	3 credits

## Course Descriptions

### Advanced Certificate Core Courses

#### HMS 500 Introduction to Homeland Security Management

This introductory course surveys the major policies, practices, concepts and challenges confronting practitioners in the complex field of homeland security management. The course provides an overview of various threats to domestic security from terrorism, weapons of mass destruction, and other related risks and vulnerabilities, and examines 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.

*Online*

*Every semester, 3 credits*

#### HMS 520 Constitutional Issues in Homeland Security Management

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

*Online*

*Every semester, 3 credits*

#### HMS 530 Domestic and International Terrorism

This course provides an in-depth examination of the threat of terrorism and its impact on the homeland security enterprise by exploring the overall phenomena of terrorism as well as the complex motivations, ideologies, goals and tactics of various domestic and international terrorist groups. Cultural, religious and economic influences on terrorism will be considered. Students will analyze these groups in light of historical, contemporary and potential future acts of terrorism in order to refine their knowledge of terrorism prevention, detection, response and investigation. The course focuses upon such topical issues as state terror-



ism, 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.

Online

Every semester, 3 credits

**HMS 540 The Intelligence Function in Homeland Security Management**

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

Online

Every semester, 3 credits

**HMS 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.

Online

Every semester, 3 credits

\*\*Note: The five Advanced Certificate courses listed previously are the core courses of the master's degree program described in the next section.

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## MASTER OF SCIENCE HOMELAND SECURITY MANAGEMENT

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An entirely online master's degree consists of a total 36 credits, distributed as follows:

**Core Courses (15 credits)**

- HMS 500 Introduction to Homeland Security Management
- HMS 520 Constitutional Issues in Homeland Security Management
- HMS 530 Domestic and International Terrorism
- HMS 540 The Intelligence Function in Homeland Security Management
- HMS 550 Homeland Security and the Private Sector

*Note: The 15-credit core is identical to the current Advanced Certificate in Homeland Security Management curriculum.*

**Required Courses: (9 credits)**

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

**Practicum: (3 credits)**

- HMS 630 Practicum: Graduate Internship in Homeland Security
- OR
- HMS 640 Practicum: Exercises in Homeland Security

*Note: Students experienced 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.*

**Electives: (3 credits)**

- HMS 650 Border and Transportation Security
- HMS 660 Funding and Grant Evaluation
- HMS 670 The Economics of Terrorism and Extremism
- HMS 680 Global Terrorism and Geopolitical Configurations
- HMS 690 Post 9/11 America
- HMS 700 Critical Issues in Homeland Security Management
- HMS 710 Weapons of Mass Destruction
- HSM 720 Advanced Study in Homeland Security Mgmt.
- HSM 730 Leadership in Homeland Security Management

**Research: (6 credits)**

- HMS 750 Thesis Research Consultation I
- HMS 760 Thesis Research Consultation II

*Note: HMS 760, Thesis Research Consultation II must be taken in the student's final semester.*

**Total: 36 credits**

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## MASTER OF SCIENCE COURSE DESCRIPTIONS:

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Students in the master's degree program take the five core courses listed previously in the advanced certificate Program descriptions as well as:

**HMS 600 Emergency Management**

This course examines historical and contemporary theories, principles, and practices of emergency management, particularly the all-hazards approach and the related processes of mitigation, preparedness, response and recovery. Using a case study approach, the course considers the evolution of emergency management and its practical application within government and private sector institutions. The roles, responsibilities, and duties of emergency managers at various

levels of government are discussed, as are the relationships between the agencies, organizations, and individuals involved. The course acquaints students with the National Response Plan and such contemporary emergency management systems as the National Incident Management System (NIMS), with specific attention paid to their applicability to crises that include terrorist events, natural and man made disasters, and other hazards.

*Note: HMS 600 is a required course.  
Spring, Fall, 3 credits*

### **HMS 610 Psychological and Sociological Aspects of Disaster and Terrorism**

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

*Note: 610 is a required course.  
3 credits*

### **HMS 620 Research Design and Methods in Homeland Security Management**

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

*Note: HMS 620 is a required course.  
3 credits*

### **HMS 630 Practicum: Graduate Internship in Homeland Security**

Under the supervision and direction of a member of the homeland security management faculty, students participate in a planned program of observation and participation in the management operations of a homeland security agency.\*

### **HMS 640 Practicum: Exercises in Homeland Security**

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

*3 credits*

*\*Note: Reference HSM 630 or 640. To ensure that all graduates achieve an appropriate level of practical experience and professional competence in the homeland security field, students must complete a practicum requirement by taking either HMS 630 (Practicum: Graduate Internship in Homeland Security) or HMS 640 (Practicum: Exercises in Homeland Security). Students employed in a homeland security field may, upon application to the program director and demonstrated competency in the practical aspects of homeland security management, receive a waiver to substitute an appropriate elective course for the practicum requirement. Required courses*

### **HMS 650 Border and Transportation Security**

This course examines the critical tasks and complex challenges involved in securing the nation's airspace and its land and maritime borders, including efforts to prevent intrusions while facilitating the lawful movement of goods and persons. Border and transportation security issues are examined in terms of their impact on the economy, national security, and public safety, with particular emphasis on the interaction between federal, state and local entities with the military and various private sector industries and organizations.

*Note: HMS 650 is an Elective course.  
On Occasion  
3 credits*

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

The terrorist attacks on September 11th, 2001 and effects of Hurricane Katrina in the summer of 2003, poignantly illustrated to the world just how vulnerable some of our critical infrastructures (CI) and key resources (KR) were to manmade and natural disasters. This course provides the student with a detailed overview of the way in which public and private leaders are addressing critical CI/KR vulnerabilities that affect our way of life. It will explore and analyze the subsequent National Infrastructure Protection Plan

and supporting Sector-Specific Plans to determine if they provide the coordinated approach necessary to set national priorities, goals, and requirements for CI/KR protection. Based on assigned readings of key government documents, independent reports and expert analyses, the student will gain a base of knowledge about the vast scope of effort and activities required to protect the nation's most essential assets. The student will also be able to reiterate the details required to reduce CI/KR vulnerabilities, deter threats, and minimize the consequences of attacks and other natural incidents across the nation.

*Note: HSM 655 is an Elective course.  
On Occasion  
3 credits*

### **HMS 660 Funding and Grant Evaluation**

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

*Note: HMS 660 is an Elective course.  
On Occasion  
3 credits*

### **HMS 670 The Economics of Terrorism and Extremism**

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

*Note: HMS 670 is an Elective course.  
On Occasion  
3 credits*

### **HMS 680 Global Terrorism and Geopolitical Configurations**

This course critically analyzes the geopolitical context of terrorism prior to and including the Modern Age of Terrorism, which began in the late 1960s and continues today. Changes in political, military, and or economic alliances and policies in the United States and in European and Asian nations often alter, modify, and affect the objectives of extreme terrorist groups and the acts they commit. Particular attention is paid to perceived threats of terrorism and the

geopolitical objectives of the al Qaeda network and terror networks in Chechnya, as well as their impact on the United States, European nations, and nations in the Middle East, Southeast Asia and Africa.

*Note: HMS 680 is an Elective course.*

*On Occasion*

3 credits

### **HMS 690 Post 9/11 America**

The terrorist attacks of September 11, 2001 had a profound and lasting effect upon Americans' political and social behaviors as well as their belief systems and collective social conscience, and this course critically examines how those attacks have changed American public opinion and the "American way of life." The course explores the roles played by the media, by political figures, and by government agencies at the federal, state and local level in shaping contemporary American thought about terrorism, extremism, homeland security/homeland Defense, and the global war on terrorism. It examines the public's specific fears, perceptions, and expectations about terrorism and homeland security.

*Note: HMS 690 is an Elective course.*

*On Occasion*

3 credits

### **HMS 700 Critical Issues in Homeland Security Management**

This course examines 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: HMS 700 is an Elective course.*

### **HMS 710 Weapons of Mass Destruction**

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

*Note: HMS 710 is an Elective course.*

*On Occasion*

3 credits

### **HMS 720 Advanced Study in Homeland Security Management**

Students in this course conduct substantive independent reading and research projects in the homeland security field under the guidance of a member of the Homeland Security Management Institute's faculty and with the permission of the institute's director. Students are expected to prepare a substantial integrative written report at the conclusion of the semester.

*Prerequisite: Permission of the director of the Homeland Security Management Institute.*

3 credits

### **HMS 730 Leadership in Homeland Security Management**

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

3 credits

### **HMS 750 Thesis Research Consultation I**

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

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

3 credits

### **HMS 760 Thesis Research Consultation II**

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

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

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

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## **Homeland Security Management Institute Board of Advisors**

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The Board of Advisors of the Homeland Security Management Institute, a National Transportation Security Center of Excellence, are renowned practitioner-experts in the homeland security field who play an integral and ongoing advisory role in our graduate programs, providing expert advice and counsel on matters of curriculum, program policies, and student affairs. Members of the Board of Advisors serve as guest lecturers in our online classes, and they often meet with our students and faculty to lend their expertise and to discuss homeland security issues. Members of the Board of Advisors also



participate in the Institute's lecture series and take part in conferences and meetings the Institute sponsors.

Students in the Master of Science in Homeland Security Management degree program can also request a Board of Advisors member to serve on their Thesis Committee in the capacity of Second or Third Reader.

**Michael Balboni, J.D.** Deputy Secretary for Public Safety, New York State; Former Chair, New York State Senate Homeland Security Committee

**William J. Bratton** Chief, Los Angeles Police Department; former NYPD Police Commissioner

**Keith Bryett, Ph.D.** International Consultant on Terrorism and Law Enforcement

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

**Dean M. Esserman, J.D.** Chief of Police, Providence, R.I., Police Department; former Chief, Metropolitan Transportation Authority Police; former Chief, Stamford, CT Police

**Joseph Fuentes, Ph.D.** Superintendent, New Jersey State Police.

**Patrick J. Harnett, FBI** Former Chief of Police, Hartford, CT; retired Chief of Transportation Bureau, NYPD; former First Deputy Director, NY/NJ HIDTA; Management Consultant

**Steve Israel** U.S. House of Representatives, Second Congressional District, N.Y.; Member, House Appropriations Committee, Former Member, House Armed Services Committee

**Peter T. King, J.D.** U.S. House of Representatives, Third Congressional District, NY; Ranking Member and Former Chair, House Homeland Security Committee

**John Miller** Assistant Director of Public Affairs, Federal Bureau of Investigation; former Bureau Chief, Critical Incident Management Bureau, LAPD; former Deputy Commissioner, NYPD

**Daniel T. Mullin, J.D.** Senior Director for Security, Major League Baseball.

**Daniel Oates, J.D.** Chief of Police, Aurora, CO; retired Chief of Intelligence Bureau, NYPD

**Albert R. Roberts, Ph.D., B.C.E.T.S., D.A.C.F.E.** Professor of Criminal Justice and Social Work, Rutgers University; noted expert in the psychology of violence, PTSD, and Critical Incident Stress

**Paul Stockton, Ph.D.** Senior Research Scholar for Stanford University's Center

for International Security and Cooperation; former Associate Provost of the Naval Postgraduate School

**Frank G. Straub, Ph.D.** Commissioner of Public Safety, City of White Plains, NY; former NYPD Deputy Commissioner for Training; former NYPD Assistant Commissioner of Counterterrorism for Internal Training

**Gordon J. Wasserman** International Consultant on law enforcement management and technology; former Chief of Staff, Philadelphia Police Department; former Under-Secretary of State for Police Science and Technology in the British Government (Home Office)

**Joanne Wright, Ph.D.** Professor of International Relations and Pro-Vice Chancellor, University of Sussex

For more information about the Long Island University Homeland Security Management Institute, call 631-287-8010 or visit [www.liu.edu/homeland](http://www.liu.edu/homeland)

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## Homeland Security Management Institute Faculty of Senior Fellows

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The Homeland Security Management Institute, a National Transportation Security Center of Excellence, boasts an unparalleled faculty of highly experienced homeland security professionals who hold doctoral degrees and other outstanding academic credentials. Our faculty of Senior Fellows, which includes four Fulbright Scholars, are highly experienced practitioners with exceptional academic and professional credentials who do the work they teach. In conjunction with our renowned Board of Advisors, the Institute's faculty of Senior Fellows make our graduate-level Advanced Certificate in Homeland Security Management and our Master of Science in Homeland Security Management degree the nation's only programs that are "designed and delivered by professionals, for professionals."

**Bruce Blakeman, J.D.**

Commissioner of the Port Authority of New York and New Jersey, Vice Chairman of the Security Committee; practicing attorney and consultant with extensive experience in legal, financial, and budgetary matters in both the public and private sectors

**Keith Bryett, Ph.D.**

International consultant on terrorism and law enforcement; retired Detective Sergeant, Queensland (Australia) Police Service; former Director of Human

Resource Development and Education, Northern Territory (Australia) Police, Fire and Emergency Services

**Steven Bucci, Ph.D.**

Deputy Assistant Secretary of Defense, Homeland Defense. Retired US Army Special Forces Colonel and former Military Assistant to the Secretary of Defense; former Defense Attaché in Tirana, Albania and Sarajevo, Bosnia

**Leo G. Callaghan, J.D.**

Retired Special Counsel to NYPD Deputy Commissioner, Intelligence; former Deputy Managing Attorney, NYPD Legal Bureau; former Special Counsel, NYPD Chief of Personnel; First Responder to the September 11, 2001 World Trade Center terrorist attacks

**Mary Ann Cline, M.S., Ph.D. (ABD)**

US Air Force officer with 20 years experience, 16 in intelligence functions; seven overseas deployments including Iraq and Afghanistan; extensive training in personnel recovery plans and operations, force protection, counterterrorism, tactical deception

**Brian Dietzman, M.S.**

US Army officer currently serving as Assistant Professor and Course Director for the Homeland Security program at the U.S. Military Academy, West Point

**Vincent Doherty, M.A.**

Retired Captain and 25-year FDNY veteran; Company Commander of Hazardous Materials Company 1 and Executive Officer of HazMat Operations, Special Operations Command; Director for Program Outreach for the Center for Homeland Defense and Security, Naval Postgraduate School

**Frederick J. Ferrer, MSSSI, Ph.D.**

(ABD) Director, Northrop Grumman Corporation's Office of Homeland Security; military veteran with 20 years of distinguished service in the USAF as a Signals Intelligence Specialist in three foreign language fields

**Vincent E. Henry, CPP, Ph.D.**

Director/Associate Professor, Homeland Security Management Institute Retired Commanding Officer, NYPD Police Academy's Education Support Section; former Commanding Officer, NYPD Police Commissioner's Office of Management Analysis and Planning, Special Projects Credit; First Responder to the September 11, 2001 World Trade Center terrorist attacks; Fulbright Scholar.



**Joseph Kaufmann, M.A., M.S.**

Retired US Army Colonel in Army Aviation focused on Strategic Plans and Policy; principal policy advisor to the Secretary and Under Secretary of Defense for Policy on all Balkans-related matters

**Sean W. Malinowski, Ph.D.**

Lieutenant, LAPD; Assistant Commanding Officer, Real-Time Analysis and Critical Response Division; former Executive Officer, Office of the Chief; former Executive Director, Office of International Criminal Justice (OICJ), University of Illinois at Chicago; former Executive Director of the Mayor's Commission on Police Integrity (Chicago); Fulbright Scholar

**James F. McShane, J.D.**

Assistant Vice President for Public Safety, Columbia University; retired Chief, NYPD Narcotics Division; former Special Counsel to the Police Commissioner, NYPD; First Responder to September 11, 2001 World Trade Center terrorist attacks; Fulbright Scholar

**James F. Miskel, Ph.D.**

Retired Professor and Associate Dean, U.S. Naval War College; former Deputy Assistant Director, FEMA; former Director for Defense Policy and Arms Control, National Security Council

**Gregory Moser, M.S.**

Retired US Air Force Intelligence officer; Executive Director of Homeland Security Programs, University of Denver's Graduate School of International Studies; served in Colorado Office of Emergency Management as state terrorism preparedness coordinator

**Daniel T. Mullin, J.D.**

Senior Director for Security and Facility Management for Major League Baseball; retired Chief, NYPD Narcotics Division; First Responder to the September 11, 2001 World Trade Center terrorist attacks

**James W. Munday, CEM, M.S., M.S., HSM.**

Senior Manager of Emergency Readiness, Office of Emergency Management, Port Authority of New York & New Jersey; Certified Emergency Manager; former Manager of Emergency Preparedness & Communications for Disneyland Resort; retired US Army officer, key positions included Battalion Commander, Brigade Executive Officer, Assistant Professor at the U.S. Military Academy, and Commander of the Presidential Honor Guard

**Daniel Oates, J.D.**

Chief of Police, Aurora, CO; retired Chief of Intelligence Bureau, NYPD

**Joseph E. Pascarella, Ph.D.**

Commanding Officer, NYPD Office of Management Analysis and Planning's Mapping Support Credit; First Responder to the September 11, 2001 World Trade Center terrorist attacks; Fulbright Scholar.

**Paul Rapess, M.S., M.S., HSM.**

Director of Public Safety, Long Island University, C.W. Post Campus; retired Lieutenant and 20 year veteran, NYPD; Unit Commander, Applicant Processing Division; Executive Officer, Auxiliary Police Section; Internal Affairs Intelligence Section

**R. Lance Robinson, Ph.D.**

Retired US Air Force officer, numerous staff, operational, flight training and air combat assignments; former Assistant Professor, USAF Academy; Homeland Security Education Team Lead, Homeland Security/Defense Education Consortium, USNORTHCOM

**Thomas Smith, J.D.**

Thomas Smith is a Senior Consultant for Law Enforcement, Intelligence and Security programs with Jasmah Consulting located in McLean, Virginia. He has over 20 years of combined active duty and reserve military service and over 25 years of law enforcement experience. Tom recently retired from government service, having most recently served as Special Agent In-Charge of the Air Force Office of Special Investigations (AFOSI) Pentagon Detachment in Washington, D.C., which he established in the wake of the 9/11 attacks. Tom served in the NYPD for 18 years in a wide variety of patrol, investigative and key administrative staff positions including internal investigations and the development of drug control strategies. Tom holds a law degree from The New York Law School and is a graduate of the FBI National Academy

**Frank G. Straub, Ph.D.**

Commissioner of Public Safety, City of White Plains, NY; former Deputy Commissioner of Training, NYPD; former Assistant Commissioner of Counter Terrorism for Internal Training, NYPD

**Stanley B. Supinski, Ph.D.**

Retired US Air Force Intelligence officer, numerous locations and capacities; former Deputy for Training and Education, NORAD and NORTHCOM; founder and former Director, Homeland Security/Defense Education Consortium (HSDEC); former Associate Professor, Chair, and Faculty Squadron Commander, USAF Academy

**Thomas Tuffey, J.D., M.P.A.**

Thomas Tuffey retired as a Lieutenant following a 22-year career with the NYPD in 2006. He served in a variety of roles and functions including Patrol, Community Affairs (Youth Division) and Training. As a Sergeant, Tom was assigned to the NYPD Legal Bureau in 1994 where he served as part of team providing legal advice to police personnel in the field. In 2000, Tom was assigned to the Office of the Mayor as its Deputy Director of City Legislative Affairs, and was responsible for coordinating all city agencies' legislative issues with the City Council. Following 9/11, the Police Department assigned Tom to the Department of Citywide Administrative Services (DCAS) to create, implement, and oversee DCAS' Post September 11 Security Plan at its 55 city-owned facilities. Tom received his Bachelor of Science degree in Political Science from Iona College in 1984, a Master of Public Administration degree from John Jay College of Criminal Justice in 1989, and a Juris Doctor degree from Brooklyn Law School in 1995

**Bert B. Tussing, M.A., M.S.S.**

Professor and Director of the Homeland Defense and Security Issues Group, U.S. Army War College's Center for Strategic Leadership; retired USMC aviation officer, numerous operational, staff, and air combat assignments; former Marine Corps analyst to Secretary of the Navy; former Brookings Legislative Fellow; former Legislative Assistant to the Chairman, Joint Chiefs of Staff; former Presidential Command Pilot

**Kevin Walsh, M.S., M.P.A. (M.S., HSM Candidate)**

Captain with NYPD, assigned to the Training Bureau; currently Commanding Officer of the Training Support Section, responsible for training assessment, instructor development, technical support, policy and planning

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### **Matilda Tazzi**

Director of University Printing  
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B.E.  
Associate Vice President for Capital Projects

### **Donald L. Ungarelli '60, '62, '73**

B.A., M.S.L.S., M.S.Ed., D.A.L.M.  
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## TRAVEL DIRECTIONS

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### BY CAR

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Long Island University at Riverhead on Suffolk County Community College's Eastern Campus, 121 Speonk-Riverhead Road-LIU Building, Riverhead, N.Y. 11901-3499. The Campus is located off County Road 51 (Riverhead-Moriches Road). Long Island University at Riverhead is located in the LIU building on the Suffolk County Community College's Eastern Campus, County Road 51 (Riverhead-Moriches Road), Riverhead, N.Y.

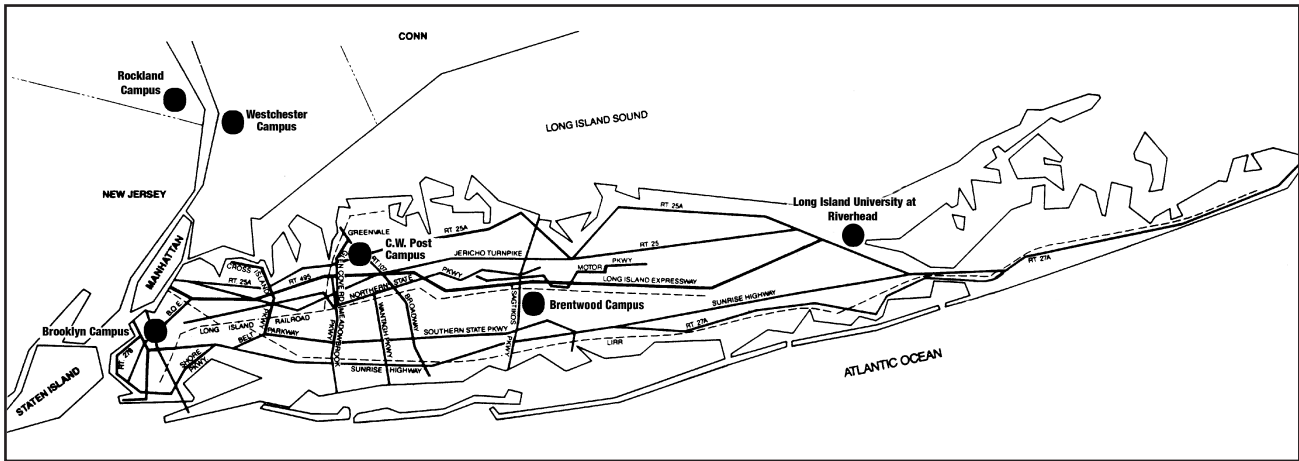
- **From New York City and other points west of Riverhead:**  
Take the Long Island Expressway east to Exit 70. Take County Road 111 south four miles to County Road 51. Turn left toward Riverhead and go north on County Road 51. After 3 1/2 miles, turn right on to Speonk-Riverhead Road to campus entrance on right-hand side. Follow signs to LIU Building.
- **From the west using Sunrise Highway (Route 27):** Go to Exit 61. Take County Road 51 north four miles to Speonk-Riverhead Road. Turn right on to Speonk-Riverhead Road to campus entrance on right. Follow signs to the LIU Building.
- **From the east on the North Fork:**  
Follow Route 25 west to downtown Riverhead. At Peconic Avenue, turn left and go 1/4 mile to the traffic circle. Take the first right (Route 24) off the traffic circle and go 1/4 mile to the County Center at County Road 51. Turn left on to County Road 51 and go south three miles to Speonk-Riverhead Road. Turn left on to Speonk-Riverhead Road to campus entrance on right. Follow signs to the LIU Building.
- **From the east on the South Fork:**  
Follow Route 27 (Sunrise Highway) west to Route 24 at Hampton Bays. Go north on Route 24 approximately seven miles, past the traffic circle, to County Road 51. Turn left on to County Road 51 and go south three miles to Speonk-Riverhead Road. Turn left on to Speonk-Riverhead Road to campus entrance on right. Follow signs to the LIU Building.



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## Map Showing Long Island University's New York Metropolitan Area Locations

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## Policy of Nondiscrimination

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Long Island University at Riverhead does not discriminate on the basis of sex, sexual orientation, race, color, creed, national origin, religion, age, handicap or political belief, in any of its educational programs and activities, including employment practices and its policies relating to recruitment and admission of students. Additionally, Long Island University takes affirmative action to recruit applicants from among women, members of protected minority groups, handicapped individuals and veterans, including disabled veterans and Vietnam-era veterans.

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