

**LIU Hudson**  
**2012-2013**  
**Graduate Bulletin**



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# LIU Hudson

## 2012 - 2013 Graduate Bulletin

*Westchester: 735 Anderson Hill Road, Purchase, N.Y. 10577*

*914-831-2700 or westchester@liu.edu*

*Rockland: 70 Route 340, Orangeburg, N.Y. 10962*

*845-450-5400 or rockland@liu.edu*

*Website: [www.liu.edu/hudson](http://www.liu.edu/hudson)*

Notice to Students: The information in this publication is accurate as of May 1, 2012. However, circumstances may require that a given course be withdrawn or alternate offerings be made. Therefore, LIU reserves the right to amend the courses described herein and cannot guarantee enrollment into any specific course section. All applicants are reminded that the University is subject to policies promulgated by its Board of Trustees, as well as New York State and federal regulation. The University therefore reserves the right to effect changes in the curriculum, administration, tuition and fees, academic schedule, program offerings and other phases of school activity, at any time, without prior notice.

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

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## LIU

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In its ninth decade of providing access to the American dream through excellence in higher education, LIU is a multicampus, diverse, doctoral institution of higher learning. One of the largest and most comprehensive private universities in the country, the University offers more than 575 undergraduate, graduate and doctoral degree programs and certificates, and educates over 24,000\* students in degree-credit and continuing education programs in Brooklyn, Brookville (LIU Post), Brentwood, Riverhead, and Rockland and Westchester (LIU Hudson). Other academic units include LIU Pharmacy (the Arnold & Marie Schwartz College of Pharmacy and Health Sciences), which prepares students for successful careers in the fields of pharmacy and health care; LIU Global, which provides a wide range of study abroad options at overseas centers in China, Costa Rica and India, and through programs in Australia, Ecuador, Peru, Taiwan, Thailand and Turkey; and LIU Online, which harnesses the latest technology to offer online and blended programs.

LIU's 630 full-time faculty members provide outstanding instruction, which is supplemented by internships and cooperative education opportunities. The accomplishments of more than 186,000 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 institution also provides enrichment for students and the community through the world-class arts programming at LIU Tilles Center, NCAA Division I and II athletic teams and the nationally renowned George Polk Awards in journalism.

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

### **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.

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## CAMPUSES OF LIU

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### The Residential Campuses

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#### LIU Brooklyn

LIU Brooklyn is distinguished by dynamic curricula reflecting the great urban community it serves. Distinctive programs encompass the arts and media, the natural sciences, business, social policy, urban education, the health professions, pharmacy and the health sciences, 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 past year, LIU Brooklyn has received more than \$3,000,000 in new external funding to support a variety of programs including faculty research, community outreach and student-centered projects.

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

The campus offers more than 200 associate, undergraduate, graduate, doctoral and certificate programs. Serving a diverse student body, its academic units include the Richard L. Conolly College of Liberal Arts and Sciences; the School of Business, Public Administration and Information Sciences; the School of Education; the School of Nursing; the School of Health Professions; and LIU Pharmacy (the Arnold & Marie Schwartz College of Pharmacy and Health Sciences). It is known for its nationally recognized Honors Program.

The \$45-million Wellness, Recreation and Athletic Center serves the Campus and the surrounding community, and the Cyber Café provides a high-tech hot spot for students and faculty members to meet and eat.

#### LIU Post

LIU Post is distinguished by programs of excellence and small classes in five schools of study: College of Education, Information and Technology; College of Liberal Arts and Sciences; College of Management; School of Health Professions and Nursing; and School of Visual and Performing Arts. 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. LIU Post offers the Ph.D. in information studies, the Psy.D. in clinical psychology and the Ed.D. in interdisciplinary educational studies.

The campus was established on the former estate of cereal heiress Marjorie Merriweather Post in 1954 to accommodate the growing educational needs of Nassau County following World War II. Formerly known as the C.W. Post Campus of Long Island University, LIU Post offers its full-time, part-time and non-credit students a comprehensive range of more than 240 associate, undergraduate, graduate and doctoral degree programs and certificates. In addition, the campus offers college credit courses to high school students in area schools.

LIU Post is recognized as one of the nation's most beautiful academic settings. 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. The campus's award-winning cooperative education program is nationally renowned for its extensive career counseling and job placement services.

Fifteen NCAA men's and women's sports teams take advantage of LIU Post's 70 acres of playing fields. Clubs, fraternities and sororities provide many other outlets for student activities. The campus'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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### LIU Brentwood

Since 1959, LIU Brentwood has served the diverse communities of western Suffolk County with premier undergraduate and graduate programs. The Campus is conveniently located near the Long Island Expressway and boasts ample parking facilities. Library, computer resources and academic advisement services are all available on site. Since LIU Brentwood is primarily a teaching institution, classroom instruction is its top priority. While most faculty members are involved in research, scholarly writing or creative activities appropriate to their discipline, all are measured against the highest standards of teaching excellence. Some programs require completing coursework at another LIU campus.

### LIU Hudson

For more than a quarter of a century, LIU has been offering graduate degree and certificate programs in Rockland and Westchester Counties and at the Education Center at West Point. LIU Hudson at Rockland is conveniently located near the Palisades Parkway in Orangeburg, N.Y., just two miles from the New Jersey border. LIU

Hudson at Westchester is located in a state-of-the-art facility on the grounds of Purchase College. The Education Center at West Point is located on the historic grounds of the United States Military Academy.

Students enroll as degree candidates or on a non-degree basis. 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. and advanced certificates in health care sector management or cyber security for business professionals); health or public administration (M.P.A. and Advanced Certificate in gerontology); educational leadership (M.S. Ed. and/or Advanced Certificate); education (M.S. Ed. and/or advanced certificate) in the areas of childhood - grades 1-6, early childhood, middle childhood and adolescence - grades 5-12, special education, autism, literacy, bilingual, TESOL, writing and reading, school counseling and school psychology; marriage and family therapy (M.S.); mental health counseling (M.S.); and pharmaceuticals (M.S.) with specializations in industrial pharmacy and cosmetic science. Courses are taught in small classes by distinguished full-time and adjunct faculty members who are committed to personalized instruction and who bring a wealth of practical experience to the classroom.

### LIU Riverhead

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

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

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## GENERAL INFORMATION

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### About LIU Hudson

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LIU Hudson's ongoing mission is to build upon the strengths of the Campuses, maintaining and supporting programs at a high level of academic excellence, offering innovative graduate programs to meet the professional and personal needs of the region and encouraging multicultural outreach to provide access to quality instruction to people from all backgrounds.

Central to the success and evolution of LIU Hudson has been the consistent availability of a distinguished and seasoned faculty whose members engage and challenge our students. The Campus' faculty are joined by real-world practitioners from the business, education and professional communities. Faculty members are engaged in ongoing scholarly activities consistent with the scholarship of teaching. They are active members and leaders of professional organizations who present at regional and national conferences, publish, and involve themselves in community and professional outreach efforts.

This diverse faculty, braced by strong University-wide support, and the overwhelming enthusiasm of our students and several thousand alumni, have contributed to and shaped our growth and supportive atmosphere. Most LIU Hudson students are fully employed and attend evening classes, generally on a part-time basis. Year-round course schedules are designed to accommodate this student profile. Responsiveness to the academic and pragmatic needs of our students is fundamental to our mission.

Since their inception, LIU Hudson at Rockland and Westchester have provided high-quality programs in a variety of disciplines that encourage independent thought and advance academic growth in a career-oriented environment. Curricula are designed to help the student acquire and refine professional skills, as well as to increase appreciation and understanding of cultural values. The academic quality of all programs is guided by our program directors and overseen by a committed and expert faculty.

LIU Hudson does not discriminate on the basis of sex, race, national origin, religion, age, disability or sexual preference in any of its educational programs and activities, including employment practices and policies relating to recruitment and admission of students. Additionally, LIU Hudson takes affirmative action to recruit applicants from among women, members of protected minority groups, individuals with disabilities, and veterans.

**DIRECTORY**

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Rockland Administrative Offices	845-450-7200
Westchester Administrative Offices	914-831-2700
Dean and Chief Operating Officer, Dr. Sylvia Blake	914-831-2704 845-450-5437
Associate Dean Dr. Lea Rutmanowitz	914-831-2728 845-450-5402
Office Managers, Ms. Margaret Evans (Westchester)	914-831-2705
Ms. Peg Murphy (Rockland)	845-450-5422
West Point Site Coordinator Ms. Mary Beth Leggett	845-446-3818

**ADMISSIONS AND STUDENT SERVICES**

Ms. Lisa Dorado (Westchester)	914-831-2702
Ms. Roseann Isaac (Westchester)	914-831-2703
Ms. Carolyn Reiter (Rockland)	845-450-5417
Ms. Christy Wrightington (Rockland)	845-450-5420
Information Technology Mr. Adam Deyglio (Westchester)	914-831-2726
Mr. Leon Hubbard (Rockland)	845-450-5421

**PROGRAM DIRECTORS**

Business Administration Dr. Lynn Johnson	914-831-2711
Public and Health Administration Ms. Patricia Latona	845-450-5410
Education Curriculum and Instruction Dr. Nancy Goldman	845-450-5409
Early Childhood and Childhood Dr. Iris Goldberg	914-831-2710
Educational Leadership Dr. Robert Penna	845-450-5406
Literacy Dr. Rebecca Rich	914-831-2714
Special Education and Secondary Dr. Janet Simon	914-831-2715
TESOL, Bilingual, LOTE Dr. Helaine Marshall	914-831-2713
Counseling Dr. Thomas Nardi	845-450-5406
Counseling, Psychology and Therapy Dr. Beth Weiner	914-831-2717
Pharmaceutics Dr. Jason LePree Mahendra G. Dedhiya	845-450-7200
Field Experience and Outreach Ms. Elaine B. Geller	845-450-5407
Ms. Marie Gross	914-831-2716

**Website: [www.liu.edu/hudson](http://www.liu.edu/hudson)**

## ACADEMIC CALENDAR 2012-2013

All dates are subject to change. For the most up-to-date calendar please consult [www.liu.edu/Hudson/academic-calendar](http://www.liu.edu/Hudson/academic-calendar).

### Fall 2012

New Student Orientation at Rockland	August 29
New Student Orientation at Westchester	August 30
Labor Day: Holiday	September 3
MBA Fall I Classes Begin at Rockland & Westchester	September 4
All Non-MBA Classes Begin (Counseling, MPA, PHS & TED)	September 5
Fall Session A Begins at West Point	September 6
TED Portfolio Orientation - Rockland & Westchester	September 19
Add/Drop Deadline	See LIU's Withdrawal Policy and Schedule*
Deadline to Apply for January 2013 Degrees	September 20
Award of September 2012 Degrees	September 21
Portfolios Due -Rockland & Westchester	October 1
CPCE Exam Orientation at Westchester	October 1
CPCE Exam Orientation in Rockland	October 2
Columbus Day: Classes in session	October 8
CPCE Orientation at West Point	October 10
Weekend College at Rockland	October 13-14
TED Portfolio Workshop - Rockland & Westchester	October 23
Fall Session A Ends at West Point	October 24
Fall Session B Begins at West Point	October 25
CPCE Exam - Westchester	October 27
MBA Fall I Classes end - Rockland & Westchester	October 27
CPCE Exam - Rockland & West Point	October 28
MBA Fall II Classes Begin - Rockland & Westchester	October 29
Election Day: Classes in session	November 6
Weekend College at Rockland	November 10-11
Thanksgiving - Campus Closed	Nov 22-25
All Classes Resume	November 26
Weekend College at Rockland	December 8-9
Fall Session B Ends at West Point	December 13

MBA Fall II Classes end - Rockland & Westchester December 18

Last Thursday Class (after Dec. 13 session) meets on Tuesday, December 18 December 18

Last Saturday Class (after Dec. 15 session) meets on Tuesday, December 18 December 18

Scheduled Final Exams December 17-20

All classes End - Rockland & Westchester December 20

**\* Please refer to the Integrated Student Financial Services section of the Bulletin.**

### Spring 2013

MBA Spring I Classes begin - Rockland & Westchester January 7

Award of January 2013 Degrees January 8

New Student Orientation - Rockland & Westchester January 10

All Non-MBA Courses Begin (Counseling, MPA, PHS, & TED) - Rockland & Westchester January 14

Deadline to apply for May 2013 Degrees January 14

Spring Session A Begins at West Point January 14

MBA make-up class for Monday, January 21 class January 17

Martin Luther King Day - No Classes - All Programs January 21

TED Portfolio Orientation - Rockland & Westchester January 30

Portfolios Due - Rockland & Westchester February 4

TED Portfolio Workshop - Rockland & Westchester February 12

Add/Drop Deadline See LIU's Withdrawal Policy and Schedule\*

President's Day - No Classes - All Programs February 18

MBA make-up class for Monday, February 18 class February 20

Weekend College at Rockland March 2-3

MBA Spring I Session Ends - Rockland & Westchester March 2

MBA Spring II Classes Begin - Rockland & Westchester March 4

Spring Session A Ends at West Point March 18

Spring Session B Begins at West Point March 19

Spring Recess - No Classes - All Programs	March 11 - 16
CPCE Exam - Westchester & West Point	March 16
CPCE Exam - Rockland	March 17
Weekend College at Rockland	April 6-7
Weekend College at Rockland	April 27-28
MBA Spring II Classes End - Rockland & Westchester	May 4
Spring Session B Ends at West Point	May 6
Scheduled Final Exams	May 7 - 10
All Classes End - Rockland & Westchester	May 10
Graduate Reception - Rockland and West Point	May 13
Graduate Reception - Westchester	May 15
Commencement - Barclays Center	May 16

**\* Please refer to the Integrated Student Financial Services section of the Bulletin.**

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### Summer I 2013

New Student Orientation at Rockland	August 29
Add/Drop Deadline	See LIU's Withdrawal Policy and Schedule*
MBA Summer I Classes begin - Rockland	May 6
MBA Alt. Sat. Classes begin - Westchester	May 11
Counseling Classes begin - West Point	May 13
Orientation - Rockland & Westchester	May 23
Memorial Day - LIU CLOSED	May 27
Non-MBA Summer I (MPA, PHS & TED) Classes begin - Rockland & Westchester	May 28
Application Deadline/Sept. 2013 degrees	May 29
MBA Summer I Classes end	June 26
Non-MBA Summer I Classes end - Rockland & Westchester	July 1
Counseling Classes end - West Point	July 1

**\* Please refer to the Integrated Student Financial Services section of the Bulletin.**

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### Summer II 2013

Add/Drop Deadline	See LIU's Add/Drop Policy Schedule*
MBA Summer II Classes begin	July 1
Independence Day - LIU CLOSED	July 4
Summer Portfolios due - Rockland & Westchester	July 8
Non-MBA Summer II (MPA, PHS & TED) Classes begin - Rockland & Westchester	July 8
Education Summer Institute begins - Rockland	July 29
Education Summer Institute ends - Rockland	August 2
Counseling Summer Institute begins - Westchester	August 5
Non-MBA Summer II classes end	August 8
Counseling Summer Institute ends - Westchester	August 9
MBA Alt. Sat. Classes end - Westchester	August 10
Counseling Summer Institute begins - Rockland	August 12
Counseling Summer Institute ends - Rockland	August 16
MBA Summer II Classes end	August 22

**\* Please refer to the Integrated Student Financial Services section of the Bulletin.**

## DIRECTIONS TO LIU HUDSON AT ROCKLAND

LIU Hudson at Rockland  
70 Route 340  
Orangeburg, N.Y. 10962

### From Tappan Zee Bridge (Traveling North):

Take the first exit off the bridge on the Thruway (exit 10), and get on Route 9W, South. Follow Route 9W to the first traffic light (Lawrence Park Condominiums on the right). Bear right down the hill to a stop sign. Make a right turn onto Route 340 and proceed for about one mile. The Campus will be on the left.

### From Spring Valley or New City

**Spring Valley:** See directions from NY State Thruway.

**New City:** See directions from Palisades Parkway.

### From Pearl River and Orangeburg:

Take Orangeburg Road East to Route 303. Make a right at the light. Travel one block, and at the next light, make a left turn onto Route 340. The Campus will be 1/2 mile on your right.

### From Palisades Parkway:

Take PIP north to Exit 5N Orangeburg. Travel approximately 1/4 mile to Route 340. At the light make right and the Campus is 1/2 mile ahead on the right side of the road.

### From Eastern Bergen County:

Take Route 505 Livingston Ave. north which becomes Route 303 in New York. Travel on Route 303 for approximately 4 miles to Route 340. At light make a right and the Campus is 1/2 mile ahead on right.

### From Route 9W:

Take Route 9W north across New York border. Proceed for approximately 2 miles to Route 340. At the light, make a left turn, going down a steep hill. Travel one block and at the next light make a right turn on Route 340. Continue for 1 mile to the Campus on the left side.

### From Montvale, Park Ridge, Westwood:

Travel north on Kinderkamack Road crossing the New York border where the road changes to Route 304. Proceed north for two miles to Central Ave. in Pearl River. Make a right on Central Ave. and cross railroad tracks. At the light make a right on South Main Street. Proceed on South Main Street which becomes Veterans Highway, passing the Blue Hill Office Center. Proceed for four miles where the road changes to Orangeburg Road. At the intersection with Route 303, make a right and at the next light make a left on to Route 340. The Campus is 1/2 mile ahead on the right.

### From the NY State Thruway:

Get off at Exit 12. Travel Route 303 South. Proceed for four miles to Route 340. Turn left on Route 340. The Campus is 1/2 mile on the right.

## DIRECTIONS TO LIU HUDSON AT WESTCHESTER

LIU Hudson at Westchester  
735 Anderson Hill Road  
Purchase, N.Y. 10577

(Follow the red signs to parking lot 2, section E. We are adjacent to the Dance building.)

### Parking

Follow the red LIU Hudson at Westchester signs to parking lot W2, section E. The Westchester campus is located past the Continuing Education Building, adjacent to the Dance building.

### From New York City, southern Westchester and Long Island

Take the Hutchinson River Parkway, north to Exit 28, Lincoln Avenue. Turn left onto Lincoln Avenue and proceed approximately one mile to Anderson Hill Road (second traffic light). Turn right onto Anderson Hill Road. The campus is immediately on the left.

### From Rockland County and northern New Jersey (via the Tappan Zee Bridge)

Take I-287 (Cross Westchester Expressway) to Exit 8E. Shortly after first traffic light, bear left onto Anderson Hill Road. Proceed approximately 2.5 miles. The campus is on the left, just after intersection at Lincoln Avenue.

### From northern Westchester

Take I-684 south to Exit 2 (Route 120), drive over the bridge and turn right onto Route 120 south (Purchase Street). Follow Route 120 south, 3.2 miles to Anderson Hill Road (first traffic light) and turn left. Take Anderson Hill Road to second traffic light. The campus is on the left, just after the intersection at Lincoln Avenue.

### From Connecticut, via the Merritt Parkway

#### (which becomes the Hutchinson River Parkway in New York State)

Proceed south to the New York Exit 28, Lincoln Avenue (note: do not get off at Exit 28 in Connecticut). Turn right onto Lincoln Avenue and proceed approximately one mile to Anderson Hill Road (second traffic light). Turn right onto Anderson Hill Road. The campus is immediately on the left.

### From Connecticut, via I-95

Take I-95 south then take I-287 west to Exit 9N (Hutchinson River Parkway). Take Hutchinson River Parkway North to Exit 28, Lincoln Avenue. Turn left onto Lincoln Avenue and proceed approximately one mile to Anderson Hill Road (second traffic light). Turn right onto Anderson Hill Road. The campus is immediately on the left.

### By Train

From New York City via rail from Grand Central Station, take the Harlem Line/Metro North to White Plains. Board the Anderson Hill Road bus No. 12 or take a taxi to campus. Alternatively, take the New Haven Line/Metro North to Rye and take a taxi to campus.

### By Bus

Take the No. 12 bus northbound from White Plains or southbound from Yorktown, Mount Kisco or Armonk. Buses leave approximately every hour, Monday through Saturday.

## ADMISSION

An application for admission may be obtained by accessing our website at [www.liu.edu/hudson](http://www.liu.edu/hudson) or by calling 845-450-7200 for Rockland; 914-831-2700 for Westchester and 845-446-3818 for West Point or by visiting any of our locations. A bachelor's degree from an accredited institution, indicating an acceptable academic record, is necessary to be considered for admission to the graduate programs. Additional requirements are described in the sections for each discipline, as well as on the application form. The completed application must be submitted to LIU Hudson along with official transcripts of the student's undergraduate records and any graduate-level records. For more specific information, check the section devoted to each area of study. A non-refundable fee of \$40.00 must accompany the application. Applicants who wish to be accepted as matriculated (i.e., degree-seeking) students should file the application no later than one month before the start of the semester in which they expect to enroll. Later filing may result in enrollment as a non-degree student for the first semester.

### 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 and to submit an Immunization Record Form for Meningococcal. Students born prior to January 1, 1957, only need to submit an Immunization Record Form for Meningococcal. All matriculated students attending the University must show proof of immunization if they wish to register for classes. Proof of immunization must be provided to the Admissions Office at the time of application. Students who do not provide this proof will not be permitted to register for classes beyond six credits.

### Transfer Credit

Graduate courses taken at other institutions prior to admission to LIU may, under certain conditions, be credited to the graduate degree. Permission to transfer such credits must be requested at the time of admission. An official transcript and the published course description must accompany each transfer course request submitted to the Program Director supervising the area of study to which the student is applying. Generally, six semester hours of credit for courses in which the student has received a grade of B+ or better may, if approved by the appropriate Program Director, be applied toward a master's degree or advanced certificate program only. Courses with grades below B+ are not transferable.

Students seeking a second master's degree or an advanced certificate in teaching from the University (when the initial master's degree is from LIU) may be granted up to 12 transfer credits, when academically appropriate, at the recommendation of the Program Director with the

approval of the Associate Provost and/or the appropriate Dean. Transfer credit is time-limited and generally pertains only to courses that are less than five years old.

### Classification of Students

All students admitted to the master's programs will be classified as matriculants, limited matriculants or non-degree students. All students must submit evidence of a bachelor's degree and an acceptable record of undergraduate and graduate study as reflected in official transcripts of all colleges and universities attended. See specific programs for G.P.A. required. Attention may be given to grade trends, special areas of academic strength, a record of other completed graduate study, as well as cases where many years have intervened since the undergraduate degree was conferred. Students seeking admission to the Library Science Program whose undergraduate G.P.A. is below 3.0. must take the Graduate Record Examination (GRE) or Miller Analogy Test (MAT). Applicants to programs in the School of Business take the Graduate Management Admissions Test (GMAT). The GMAT may be waived for applicants with significant business experience, which ordinarily includes at least seven years of professional employment after completing an undergraduate degree.

A student will be classified as "matriculated" when accepted into a degree or certificate program. Students admitted with technical or academic deficiencies will be classified as "provisional matriculants" pending fulfillment of conditions. Technical deficiencies must be removed before the end of the first semester of enrollment. Academic deficiencies must be satisfied prior to the completion of a set number of credits in the degree program, or as otherwise specified. Students are in good academic standing so long as they are permitted to continue in attendance in matriculant status.

Non-degree students must meet the same basic admission standards as those admitted to degree programs. A student in this category may take a limited number of courses for certification, professional advancement, or personal enrichment, but is not classified as a degree-seeking student. Admission as a non-degree student is usually for one semester only and permits registration for a maximum of six credits. Additional courses may be taken upon approval.

A non-degree student is expected to complete all assignments and is graded on the same scale as a matriculated student. If a student subsequently wishes to matriculate, the application process must be completed and the appropriate documents filed with the Office of Admissions. Courses completed by non-degree students, if pertinent to the degree program in which the student has matriculated and if completed within the department's time limit, are generally credited toward the degree.

### Students Presenting Foreign Credentials

Applications are welcome from international students who hold the equivalent of an American

bachelor's degree. To be considered for admission, international students must supply the following information to the Coordinator of Admissions:

1. Official transcripts from all undergraduate schools attended, accompanied by official notarized English translations. Foreign credentials need to be evaluated by one of the evaluation agencies listed below:

- Education Services, Inc. ([www.wes.org](http://www.wes.org))  
PO Box 745 Old Chelsea Station  
New York, NY 100113-0745  
(212) 966-6311
- Globe Languages Services Evaluation Service  
319 Broadway, New York, NY 10007  
(212) 693-1489
- Center for Applied Research, Evaluation & Education, Inc.  
PO Box 20348, Long Beach, Calif. 9080  
(213) 430-1105
- Education Credential Evaluators  
PO Box 17499, Milwaukee, Wisc. 53217 (414)  
964-0477

2. The Test of English as a Foreign Language (TOEFL) is required of students for whom English is not a native language. Information on the examination may be obtained from the Educational Testing Service at Box 899, Princeton, NJ 08541. Proficiency in English must be demonstrated by a score of 500 or above on the TOEFL. On the new computer-based TOEFL test, the admissions requirement is a score of 173 or better.

3. A completed LIU Admission Application with the \$40.00 non-refundable application fee.

### Immigration Requirements

An international student who intends to apply for an F-1 student visa must submit a "Financial Affidavit of Support." Upon submission and acceptance of all required financial documentation, each eligible student is sent a "Certificate of Eligibility for Non-Immigrant (F-1) Student Status" (also called Form I-20). This form may be used to apply for an F-1 entrance visa to the U.S. issued by American Embassies abroad.

Applications from international students must be accompanied by a non-refundable \$40.00 application fee. Upon notification of admission, the student will be required to send a non-refundable deposit of \$500.00 which will be applied toward the first semester's tuition and fees. Upon receipt of the deposit and of a sponsor's bank's statement of financial support, an I-20AB form will be issued which will enable the student to apply for a student visa. Students should not make plans to come to the United States until they receive appropriate non-immigrant forms.

Health insurance coverage is compulsory for all international students and for their dependents. Information pertaining to health insurance coverage will be supplied at the time of application.

Students holding F-1 (student) visas are required by law to be fully matriculated and must be registered for nine credit hours per semester.

**Visiting Students**

Graduate students who are degree candidates in good standing at other universities may be granted permission to register for courses at LIU Hudson at Westchester upon filing a non-degree application.

**Veterans**

The Campus welcomes applications from veterans and encourages them to take full advantage of their G.I. Bill benefits. Veterans interested in graduate study should consult our website: [www.liu.edu/Hudson/FAS/Mil-Vets-Edu.aspx](http://www.liu.edu/Hudson/FAS/Mil-Vets-Edu.aspx) for information and for the contact information for LIU Hudson personnel who are available to offer assistance.

**Auditing of Courses**

In order to gain necessary background or enhance general knowledge, students may audit graduate courses for no credit. The permission of the Program Director is required in every case. Laboratory courses, fieldwork and practica may not be audited. The student who wishes to audit must pay half the regular tuition and fees for the course. His or her transcript will show that the course has been audited. Students who audit must submit audit forms at the time of registration.

## ACADEMIC POLICIES, PROCEDURES AND REGULATIONS

The responsibility for compliance with these policies, procedures and regulations rests entirely with the student.

### Application for Degree

Candidates for degree conferral are expected to file an application well in advance of the expected date for fulfillment of degree requirements. Consult the academic calendar for specific dates. Applications for degree are available online as well as in Rockland, Westchester and at the West Point Educational Site. Failure to file an application for degree in a timely manner may result in delayed conferral of the degree.

### Attendance

Attendance by all graduate students must be regular. Attendance requirements in a particular course are at the discretion of the instructor and are announced in the opening class session and printed in the course outline. Responsibility for class attendance rests with the student.

In all cases, the work missed through absence must be made up. However, permission to make up work when a student has been ill is not automatic and is given at the discretion of the instructor.

The University reserves the right to exclude from a graduate program, course or final examination a student whose attendance in classes is unsatisfactory to the instructor, the Program Director, or the Dean.

### Change of Status

Students admitted as limited matriculants become matriculants upon completion of all conditions of their limited admission and receive a letter to that effect.

### Comprehensive Examinations, Portfolios or Capstone Course/Projects

Departments require a comprehensive examination, a portfolio or a capstone course and related project as part of the graduation requirements. Specific requirements are set by each program.

The examination is designed to test the candidate's knowledge of general concepts as well as his or her area of concentration. Failing the comprehensive on two occasions may result in dismissal from the program. Comprehensive examinations are offered twice a year, in the Fall and Spring. Portfolios are reviewed in the Fall and Spring. Information concerning the administration of comprehensive exams and portfolios is disseminated each semester. Consult the M.B.A or M.P.A. Program Director for information relating to capstone courses.

### Course Frequency

Courses are scheduled with sufficient frequency to assure students of timely degree completion. Courses with insufficient enrollment, however,

may be cancelled. If a course is not offered or is cancelled, it may be offered on a tutorial basis, with the consent of the Program Director and Dean.

### Course Load

Full-time graduate students must register for nine credits in each semester of the year. Permission of the Dean or Associate Dean is necessary if a student wishes to take more than nine credits in the Fall or Spring semester or more than six credits in one summer session. Non-degree students are normally limited to two courses in a semester, and must reapply each semester.

### Criminal Background and Drug Testing

A criminal conviction and/or the use of illegal drugs may impede or bar your entry into your chosen field of study. Students seeking entrance into many graduate fields of study including counseling, education, and health and human services professions should be aware that the presence of a criminal record can result in the refusal of licensing/certification/registration agencies to issue the credential needed to practice in that field of study. Prospective students are urged to contact the pertinent state and/or federal licensing board to inquire whether a criminal record will have an impact on your eligibility to obtain licensure or certification.

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

### Discipline

Students are expected to conduct themselves in accordance with the normally accepted standards of academic life. This implies that they will exercise due regard for the rights of others and, in particular, that their behavior will not interfere with the ability of the academic community to carry out its usual academic functions. It also implies that students will observe the usual standards of integrity with regard to the preparation of essays and the taking of examinations. Students are expected to comply with those reasonable rules of procedure promulgated by a faculty member for the conduct of his or her class or by the University for the conduct of its business.

Specifically, students must be aware of not only

the performance and intellectual standards of each course, but also of the means acceptable in achieving those goals. Students are expected to study all materials presented and to master them. Students may avail themselves of all sources that will further that mastery: textbooks, library resources, student study sessions, tutoring, study aids, etc. Ultimately, however, the instructor's judgment of a student's performance is based on the student's individual demonstration of intellectual achievement and integrity.

Cheating on examinations and plagiarism of any sort are unacceptable and, if proven, are cause for the most severe penalties up to and including suspension or dismissal from the University.

The classroom instructor determines the rules of acceptable student conduct during examinations. Each instructor has the right to insist on procedures to insure the integrity of those examinations in altering seating arrangements, controlling communication among students, restricting the materials available to students during the examination, etc.

If a student is discovered cheating in a classroom examination or written assignment, by crib notes, receiving information from or giving information to a fellow student, using an electronic device, or by any means not stipulated by the rules of the examination, the instructor has the right to confiscate all test materials from the person or persons involved and give the grade of zero for the examination to the person or persons knowingly involved. The instructor has the right to fail these students for the course.

Also, students who submit written or other work provably not their own, or who submit work with sources inadequately acknowledged or with an inadequate system of documentation for a specific course assignment, may be given the grade of zero for the work submitted and a failing grade for the course.

A breach of discipline may result in disciplinary action, including suspension or dismissal. The Academic Oversight Committee (see below) will review the evidence in all such cases.

The activities of a student may, upon occasion, result in violation of state or federal law. Respect for the presumption of innocence requires that the institution not impose academic sanctions for the sole reason that a student is or has been involved in criminal proceedings. The institution may, however, impose its own sanctions to protect the safety of other students, faculty, staff, and property and to safeguard the academic process. If students, in breaking the law, violate institutional regulations, they will be subject to no institutional penalty greater than that which would normally be imposed.

All matters involving criminal activity will, upon approval of the Dean, be referred to the appropriate civil authorities for action.

If there is a possibility that testimony or other evidence at an institutional hearing may be subject

to disclosure to civil authorities by way of subpoena, the institution's proceedings should be postponed to safeguard the student's right to a fair civil determination.

#### **Good Standing**

The average of grades earned in the approved program of study may be no less than a B (equivalent to a grade point average of 3.000). Any course in which a grade below B- is earned will be reviewed by the Dean and may have to be repeated. A student whose G.P.A. is below this point has an academic deficiency. Final disposition of such cases is made by the Dean after consultation with the appropriate Program Director.

Students accumulating in excess of nine incomplete (INC) credits may not register for additional courses until their work is completed. Incomplete grades must be completed within one academic year.

A grade of F in any graduate course is grounds for dismissal from LIU Hudson. In all programs, a B average or 3.000 cumulative grade point index is required for awarding of the graduate degree or any advanced certificate. Business Administration awards diplomas "with Distinction" to students graduating with an average of 3.500 or better.

#### **Academic Oversight Committee**

The Academic Oversight Committee (AOC), composed of the Dean and no fewer than two program directors, meets at least once each semester, and more frequently if needed. Matters including, but not limited to, allegations of cheating or plagiarism, standards for teaching and learning, questions of professional ethics, and admissions issues or appeals, are routinely brought before the AOC for a finding.

#### **Grades**

*Quality-Point Index:* The University's quality-point index is employed to determine the average grade of a student. (A) corresponds to an index number of 4.000, (A-) to 3.667, (B+) to 3.333, (B) to 3.000, (B-) to 2.667, (C+) to 2.333, (C) to 2.000, and (F) to 0.000.

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

G.P.A. computations are carried to the third decimal place from which rounding takes place to the second decimal place. For example, a computed G.P.A. of 2.994 will be rounded down to 2.990. A computed G.P.A. of 2.995 will be rounded up to 3.000. On all official LIU

transcripts, a G.P.A. will be displayed to three decimal places with the third decimal place always being zero due to rounding.

For example:

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

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

#### **Graduation**

Degrees are conferred by the University three times per year: in January, May, and September. Students must file an application for degree (available online and at the campuses) by the deadline indicated on the academic calendar. The commencement ceremony is held once yearly, in mid-May. Students who complete their degrees in September or January participate in the commencement ceremony the following May.

Students failing to fulfill all non-academic requirements (payment of outstanding tuition, fees, library obligations, parking fines, etc.) will be denied subsequent services, including but not limited to withholding of diplomas, transcripts, letters of certification, or licensure eligibility until these requirements are met.

#### **Grievance Procedure**

Students at LIU Hudson may expect a scrupulous regard for their rights as students and individuals and should expect to be treated fairly and with courtesy by all members of the academic community. In any matter in which a student feels that his or her rights have been violated, or in matters of serious dispute with members of the faculty or administration, the student should observe the following formal grievance procedure:

1. The student will write out a clear statement of the grievance.
2. The student will submit this statement to the staff member or faculty member involved. The student will be given a written response within five business days.
3. If the student is not satisfied with the response, the student may submit a statement to the appropriate Program Director. The Director will review the matter and provide the student with a written response within five business days.
4. If still not satisfied, the student may submit a formal written statement to the Dean, who will review the matter, hear the student, staff or faculty member, where appropriate, and see that proper action is taken.

#### **Student Complaints**

Students wishing to dispute or appeal an academic matter are encouraged to pursue the grievance processes identified above. Complaints

related to operational matters may be directed to the campus Registrar or Provost's office. Students may also file a complaint with the New York State Department of Education, in Albany: [www.highered.nysed.gov/ocue/complaintform.pdf](http://www.highered.nysed.gov/ocue/complaintform.pdf).

#### **Maintenance of Student Standing**

It is expected that students will fulfill the requirements for their degrees or advanced certificates by registering over successive semesters either by attending classes or maintaining matriculation. A degree candidate who stops out for one or more semesters must apply to the Dean for maintenance of matriculation prior to or during the registration period, if wishing to continue under the requirements in effect when admitted. A maintenance of matriculation fee must be paid during the registration period of each inactive semester (excluding summer sessions). Maintenance of matriculation does not extend the time limit for completion of studies.

Students serving in the Armed Forces of the United States maintain their standing automatically during their time of service. They are, however, required to inform the Campus of the dates of entrance into military service and termination of active duty.

#### **Policy of Non-discrimination**

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

#### **Public Information Policy**

The Family Educational Rights and Privacy Act of 1974 specifically provides that a school may provide what is termed "directory information," and only this information, without the student's consent or as provided by the law. Directory information includes the following: the student's name, address, telephone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, and the most previous educational agency or institution attended.

#### **Re-admission**

Students who have not attended classes for one semester during the regular academic year (summer sessions not included), and who have not maintained matriculation but are desirous of resuming their studies are required to apply for re-admission and pay a \$40 re-application fee. Such students re-enter under the admissions standards and program requirements in existence at the time of re-entry.

#### **Refunds**

A student may make a written request to withdraw from one or more courses before the end

of the semester. If the request is approved by the Dean, the student will receive a refund as indicated in the "Refunds" section of this bulletin. Late withdrawal can make the student ineligible for any refund. Withdrawal prior to the beginning of the semester or session entitles the student to a complete refund of tuition, excluding applicable deposit or registration fee.

### **Registrar Services**

The official Registrar for LIU Hudson is the Registrar of the LIU Brooklyn campus. Requests for transcripts may be made online or in writing to the Office of the Registrar, LIU Brooklyn. Request forms are available on the campuses or online.

Students failing to fulfill all non-academic requirements (tuition, fees, library obligations, parking fines, etc.) will be denied subsequent services, including but not limited to withholding of diplomas, transcripts, letters of certification, or licensure eligibility until these requirements are met.

### **Residence**

Courses taken at another university, after admission to LIU, may not be used for transfer credit unless prior permission is obtained from the appropriate Program Director and the Dean.

### **Time Limit**

Work for the master's degree must be completed within five years of the date of admission to the graduate program, exclusive of time spent in the Armed Forces of the United States, unless the appropriate Dean approves an extension in writing. The School Psychology program must be completed within six years. Any courses taken outside the time limit will not count as credits toward the degree unless approved in writing by the appropriate Program Director and the Dean.

Transfer credit will usually be granted only for courses taken within the five-year period prior to admission to a program. Other time limitations may be established by each department.

### **Waivers**

Under some circumstances, specific program course requirements may be waived. Students should contact their Program Director for information.

Students in the M.B.A. program may be eligible for a waiver of up to 12 credits of General Business Core courses. If these requirements are waived, students need not take other coursework to substitute for the courses that have been waived.

Students in all other programs who receive a waiver of graduate course requirements must take elective courses to substitute for the waived courses. The total number of credits required to complete the degree is not reduced.

### **Withdrawal**

Students must initiate formal withdrawal procedures. Failure to do so may result in loss of possible refunds and/or inaccurate records of academic performance. Students may withdraw from one or all courses if they apply officially through LIU Hudson, notify all instructors,

complete the required form and get the written permission of the Dean. A student registered for a course is considered to be in attendance until the date of his or her official withdrawal. Withdrawal from courses is permissible at any time up to the final examination, but a student who is doing failing work when he or she requests authorization to withdraw may be given the grade WF. The symbol UW is assigned when a student unofficially withdraws from a course. Neither WF nor UW is computed in the student's average. Students who are on academic probation when they withdraw from courses are not eligible for re-admission without the approval of the Dean.

### **Students with Disabilities**

Students with disabilities needing accommodations should contact Myra Gentile, chair of the LIU Hudson 504 Committee at 914-831-2708.

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## **REQUIREMENTS FOR DEGREES**

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The responsibility for fulfilling the requirements for degrees rests entirely with the student. Specific degree requirements vary among the different programs and are described fully in this bulletin.

Students generally meet the requirements announced in the Graduate Bulletin for the academic year in which they were matriculated or readmitted. Students for whom graduation requirements change during their progress to a degree may, with their Dean's permission, choose requirements in effect at the time of admission or those in effect at the end of the course of study. Requirements for certification by the New York State Education Department are set by that Department, and may be altered at any time. If changes in State Education Department requirements necessitate changes in degree requirements, graduation requirements may be changed, regardless of a student's matriculation date.

All degree programs have a required culminating experience: comprehensive examination, project, portfolio, or capstone course. Students may not graduate until they have completed this requirement.

If a student is seeking a second master's degree, at least 24 graduate credits must be taken in residence. Advanced placement of up to 12 credits may be awarded upon the written recommendation of the Program Director and the approval of the Dean.

## INTEGRATED STUDENT FINANCIAL SERVICES

Through a mix of personal and online services, LIU Hudson supports students in managing all aspects of financing their education. The intent is to help students obtain maximum eligible financial aid awards, provide comprehensive counseling sessions, optimize payment arrangements, disseminate financial aid and billing information clearly and understandably, support the University's mission of access and excellence, and increase and assist in student retention efforts.

Using the University's convenient My LIU portal at <https://my.liu.edu>, the student can view his or her financial aid status and account activity, pay bills online, and view 'to do' items and 'holds' that lead to completion of required tasks to ensure continued enrollment.

In addition to the convenient online student portal, experienced financial aid counselors offer additional financial aid information at 845-450-7200 or 914-831-2703.

## GRADUATE TUITION AND FEES

The University reserves the right to change the fees herein stated at any time without notice. Students are billed for tuition and fees at the time of registration.

The University accepts payment by check, money order, AMEX, VISA, Discover, or MasterCard at the Office of Integrated Student Financial Services or online through the student's MyLIU account.

For the most up-to-date tuition and fee information, please consult [www.liu.edu/Hudson/FAS](http://www.liu.edu/Hudson/FAS). Scholarships and awards are available to eligible students. Please call 845-450-7200 or 914-831-2703 for additional financial aid information.

### 2012-2013 Tuition:

Per Credit, Per Semester \$1068.00

West Point Military Program (active duty military personnel and dependents only) 587.00

### University Fee, per semester:

12 or more credits 720.00

11.9 credits or fewer 360.00

### Other Fees:

Application Fee (non-refundable) 40.00

Audit Fee (half tuition + full fees), per credit 534.00

Comprehensive Exam Fee 30.00 to LIU + CPCE fee

Deferred Payment Fee 15.00

Delayed Registration Fee 200.00\*

Late Degree Application Fee 50.00

Late Payment Fee 50.00\*

Malpractice Insurance Fee 12.00

Maintenance of Matriculation Fee (per semester) 100.00

Portfolio Fee (First and Second Submissions) 100.00

Program Change Fee 15.00

Returned Check Fee 25.00

### Compulsory/Hard Waiver Student Health Insurance Fees:

Annual Plan 986.00

Spring Only 638.00

Summer Only 295.00

### Official Transcripts (on-line, in person, or via mail):

Up to 10, per request 7.00

Over 10, per request 2.00

\* Will be applied 45 days after due date. \$100.00 (second late fee) is applied at the end of the semester; students are notified through MyLIU about late fees. 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 \$200.00.

### Withdrawal Policy

A student must officially withdraw from any registered courses prior to the end of the first week of classes to avoid liability. Withdrawal can be expedited online using the student's MyLIU account through the first week of the term. After the first week of classes, the student must complete an **Application for Withdrawal Form** and receive official approval from the Dean or Associate Dean. **Non-attendance and/or nonpayment do not constitute official withdrawal from the University.** When a student withdraws, the University will refund tuition and fees as indicated in the following schedule.

### LIU Institutional Refund Schedule

#### Time of Withdrawal Fall/Spring terms

- Canceling registration prior to beginning of term or session: complete refund except for deposit.
- During 1st calendar week: 100%
- During 2nd calendar week: 75%
- During 3rd calendar week: 50%
- During 4th calendar week: 25%
- After 4th week: no refund

#### Time of Withdrawal 4, 5 or 6 Week terms

- Canceling registration prior to beginning of semester or session: complete refund except for deposit
- Day 1 thru 2 of Term: 100%
- Day 3 thru 9 of Term: 60%
- Day 10 thru 16 of Term: 25%
- After day 16 of the Term: no refund

#### Time of Withdrawal 7 or 8 Week terms

- Cancellation prior to beginning of session: complete refund except for deposit
- Day 1 thru 2 of Term: 100%
- Day 3 thru 9 of Term: 70%
- Day 10 thru 16 of Term: 30%
- After day 16 of the Term: no refund

#### Time of Withdrawal Short-Term Institutes (3 weeks or less)

- Cancellation prior to beginning of first class: complete refund except for deposit
- Day 1 of Term: 100%
- Day 2 of Term: 80%
- After Day 2 of the Term: no refund

### Financial Obligations

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

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

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

## Payment Arrangements

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

**My LIU:** A student may use My LIU to securely pay a balance online at [my.liu.edu](http://my.liu.edu) using a check, credit or debit card by clicking on the **Make a Payment** link from the **Student Center** homepage or from within the **Account Inquiry** section. To log into the Payment Gateway, the student should enter his/her My LIU user name and password. From here, the student may also set up an authorized user account so that a relative, guardian, or employer can pay any outstanding balance on the student's behalf. For assistance with making a payment online, the student may visit the **Center for Student Information** website at <http://csi.liu.edu/MyLIU/StudentFinancial.aspx>

**Payment by Mail:** If paying with a check or money order by mail, please date the payment appropriately and make it payable to **Long Island University**.

Any payment not honored by the bank is subject to a \$25 returned item fee and may restrict future payment options to certified check, money order, or credit card. A student may also receive an additional charge from his/her financial institution. The University is not responsible for fees assessed by a bank.

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

## Payment Plans

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

**Monthly Plans** are offered to students who make payment arrangements before the start of the term. *Monthly Plans provide the most affordable payment options to students and immediately place them in good financial standing.* The balance is spread across 4-6 equal monthly installments with at least two payments due prior to the start of the term.

**Term Plans** are offered to students who need to make payment arrangements at or after the start of the term. *Term Plans should only be used as a last resort because the number of installments is limited to 2-3 monthly payments.* In addition, the total balance due must be covered by an appropriate combination of approved aid, applied aid, and/or an initial student payment.

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

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## STUDENT FINANCIAL AID

Financial Aid information is available through the LIU Hudson Financial Aid offices. Staff members are available to assist and advise regarding financial aid options. Please call 845-450-7200 or 914-831-2700 to discuss financial aid or to make an in-person appointment.

To be eligible for federal and state financial aid programs, graduate students must be registered as at least half-time students. While the University defines half-time as six credits, and full-time status as nine credits per semester, some federal and state financial aid programs require the student to be registered for 12 credits per semester. Continued deferment of undergraduate or graduate loans depends on the source and conditions of each educational loan. Generally, students do not begin repayment on federal student loans until six months after graduation or if enrolled for fewer than six credits per semester. However, repayment provisions may vary with each type of loan.

Students are urged to check with the agencies administering their loans regarding any of the repayment provisions that govern deferment, cancellation, and special benefits as they enter repayment phases of their borrowing.

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## Application Process

All candidates for Federal grant and loan programs, and New York State awards are required to complete the Free Application for Federal Student Aid (FAFSA) each year. The FAFSA should be completed online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The federal school code for LIU is **002751**. Continuing students at LIU must reapply for financial assistance each year. Applicants for financial aid may expect to be notified of the decision reached by the Office of Integrated Student Financial Services shortly after their files have been completed. No action will be taken until the candidate has been accepted by the Admissions Office.

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## Awards

### Federal Loan Programs

The federal government awards financial assistance to students according to a variety of criteria as determined by the United States Department of Education. Benefits from all federal programs are subject to legislative changes. Recipients of federal programs must be U.S. citizens or permanent residents. A detailed listing of Federal programs can be found online at: <http://www.liu.edu/Hudson/FAS>.

### Veteran Benefits

Veteran benefits provide an accessible path to graduate education and LIU Hudson joins our nation in repaying students for their military service. With the Post-9/11 GI Bill, education-related benefits, including funds for tuition, housing, books and supplies, are much improved for our veterans.

Additional information can be found online at: <http://www.liu.edu/Hudson/FAS/Mil-Vets-Edu/Veterans> or by calling: 845-450-7200 or 914-831-2703.

### Alternative Loan Program

Students who need funding beyond the limits of the Federal Direct Student Loan Program, may wish to consider an alternative loan. These loans are not guaranteed by the Federal government and are considered private loans. Interested students are urged to research any lender being considered for this type of funding and to specifically ask such key questions as:

- current interest rates
- co-signer requirements
- repayment options, both in school and out
- whether or not the loan may be sold to another provider

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

Students who are considering applying for an alternative loan, may be required to complete the Free Application for Federal Student Aid at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) in order for the University to certify loan eligibility. Alternative loans that are used to cover prior semesters may require additional information for approval.

### Graduate Assistantships

Graduate Assistantships are occasionally available at LIU Hudson for

matriculated students. Assistantships are provided by the University to assist students in meeting their tuition obligations while, at the same time, meeting the needs of the Campus. A three credit assistantship requires 150 hours of work. Generally, assistantships involve some form of office work and students in good standing may apply for and receive an assistantship more than once while pursuing a degree. More information is available from the Admissions Office in either Rockland or Westchester.

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## Terms and Conditions

Awards are not finalized until all requested supporting documentation has been properly submitted and reviewed. All awards are subject to funding levels and appropriations by Federal and State agencies. Many aid programs require the student to be matriculated and in attendance at LIU Hudson on at least a half-time basis. LIU reserves the right to adjust or cancel offers of financial assistance if the student makes changes to the FAFSA, adjusts his or her registration status, withdraws from one or more courses, or fails to maintain good academic standing for financial aid purposes. LIU also reserves the right to change the selection criteria, deadlines, and awarding process for academic awards.

Part-time status, for the purpose of scholarship and grant renewal, is defined as carrying and earning a minimum of 6 credits per semester.

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

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## Standards for Satisfactory Academic Progress

### Federal Financial Aid Programs

Federal regulations require students to make satisfactory academic progress (SAP) toward the completion of a degree or Title IV eligible advanced certificate program in order to receive Title IV financial aid through the Federal Direct Loan Program. Satisfactory academic progress is measured qualitatively and quantitatively by two components: a student's cumulative grade point average (G.P.A.) and the number of credits earned relative to enrollment status.

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

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

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

### SAP Completion Rate Requirement

All students must earn at least 67% of their attempted hours. The maximum

time frame to complete each degree varies by Department and is outlined in the bulletin under the specific degree program.

### SAP G.P.A. Requirement

Students who have earned fewer than 13 credits must maintain a 2.5 G.P.A.; students who have earned 13 credits or more must maintain a 3.0 G.P.A.

### Notes:

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

## SCHOLARSHIPS

A number of scholarships and awards are available to LIU Hudson students, including, but not limited to, government, corporate, alumni and other awards. All University based scholarships and awards are subject to change without notice. Students should contact the Admissions office for the most up-to-date details about available scholarships and awards.

NOTE: Scholarships are only applicable to courses offered at LIU Hudson at Westchester or Rockland or at the West Point Educational Site. With the exception of the Deanna Giordano Special Education Scholarship, the M.B.A. and M.P.A. Textbook Awards, and the Recommend-A-Friend scholarship, students may receive only one scholarship award. Scholarship opportunities apply only to individuals who are not receiving the off-site cohort tuition rate or the military tuition rate.

### Credit Bank Scholarship: Merit

Tuition charges waived for six graduate credits of the master's degree

- 3.5 undergraduate G.P.A.
- One credit for each three-credit course taken.
- Maximum of two scholarship credits applied each semester

Award: Six free graduate credits

### Credit Bank Scholarship: Incentive

Tuition charges waived for four graduate credits of the master's degree

- 3.3 undergraduate G.P.A.
- One credit for each three-credit course taken
- Maximum of two scholarship credits applied each semester

Award: Four free graduate credits

### Credit Bank Scholarship: Graduate

Tuition charges waived for two graduate credits of the master's degree

- 3.2 undergraduate G.P.A.
- One credit for each three-credit course taken

Award: Two free graduate credits

### Advanced Certification Scholarship for Westchester and Rockland Public School Teachers

A 25% tuition reduction offered to full-time, certified classroom teachers from Westchester or Rockland County public schools for one Advanced Certificate in teaching.

- Candidates for this tuition reduction must be recommended by either his/her building principal or district superintendent.

Award: (25% tuition reduction)

### Bilingual Extension TESOL Advanced Certificate Scholarships

An Intensive Teacher Institute stipend and a matching University tuition award for certified teachers in bilingual or dual language programs

who do not hold a bilingual extension or TESOL certificate, or for those already certified in special education seeking bilingual or TESOL certification.

- Candidates for the ITI subsidy must apply under the aegis of their district and agree to continue teaching in a Bilingual/TESOL program for at least one year after earning the certificate.
- Contact Dr. Helaine Marshall at 914-831-2713 or at helaine.marshall@liu.edu for information.

Award: Approximately 2/3 tuition reduction

### BOCES Rockland/Westchester Scholarship

A 25% tuition reduction is offered to any professional employee of a Westchester or Rockland County BOCES pursuing either a masters degree or advanced certificate.

- Proof of professional employment by a Westchester or Rockland County BOCES must be provided each semester

Award: (25% tuition reduction)

### Camp Venture Employee Scholarship

Available only at LIU Hudson at Rockland. See Venture application for more detailed requirements.

### Career Ladder Scholarship for Teacher Education

A 25% tuition reduction for paraprofessionals and teaching assistants employed by any Westchester, Rockland, Fairfield, Bronx or Bergen County school district. Reduction applies to all credits earned for a master's degree leading to teacher certification, school counseling or school psychology.

- Individuals receiving this scholarship must provide proof of continued employment every semester.

Award: (25% tuition reduction)

### Chamber of Commerce Member

A 25% tuition reduction is provided for Mahopac, Mahwah, NJ., Orange County, New Rochelle or Yonkers Chamber of Commerce members pursuing an M.B.A. at LIU Hudson at Rockland and Westchester Student must provide proof of membership each semester

Award: (25% tuition reduction)

### City of Yonkers Government Employee Scholarship

A 25% tuition reduction for a student's master's degree.

- For City of Yonkers, N.Y. government employees
- Proof of employment by the government of the City of Yonkers, N.Y. must be provided each semester

Award: (25% tuition reduction)

### Corporate Cohort Scholarship

For two to four employees from a single

company who matriculate in the M.B.A. program, LIU Hudson offers a 10% tuition scholarship for each student. If five to seven employees enroll LIU Hudson offers a 20% tuition scholarship. If eight or more employees enroll LIU Hudson offers a 25% tuition scholarship. These scholarships are valid for the entire course of study and each employee must meet the regular admissions criteria of LIU Hudson and maintain his/her employee status.

- Student must provide proof of employment every semester.

Award: 10%, 20% or 25%.

### County Government Employee Scholarship

A one-third tuition scholarship for a student's master's degree for Westchester, Rockland, Bergen, Fairfield and Bronx County employees.

- Proof of employment by Westchester, Rockland, Bergen, Fairfield or Bronx county must be provided each semester.
- Entry awards, for spouses and dependent children of County employees offer a one-third tuition reduction for a student's first six credits towards a master's degree.

Award: (1/3 tuition reduction)

### Deanna Giordano Special Education Scholarship

A \$1,000.00 scholarship, available only in Westchester, is awarded to a current special education master's degree student

- 3.8 G.P.A. or above
- Must have completed the majority of credits toward a special education master's degree
- Final selection is made by the Academic Oversight Committee and approved by the Dean.

Award: \$1000.00

### Dominican & Concordia Alumni Scholarship

A one-third reduction in tuition for a student's master's degree program

- Dominican or Concordia college graduate with a G.P.A. of 3.0 or higher

Award: (1/3 tuition reduction)

### Healthcare Professional Scholarship

A 25% tuition reduction is provided to employees of the following healthcare organizations:

Healthcare Financial Management Association (HFMA), Nyack Hospital, Good Samaritan Hospital, Greenburgh Community Health Center, Putnam Family and Community Services, Lawrence Hospital, Burke Rehabilitation Center, Putnam Hospital Center, Phelps Memorial Hospital, Greenwich Hospital.

The discount applies to students who matriculate in the M.B.A. or M.P.A. program for either a master's degree or advanced certificate.

- Student must provide proof of membership or employment semester.

Award: (25% tuition reduction)

**Independent School Teacher Scholarship**

A 25% tuition reduction for nine teacher education credits in literacy, special education, early childhood or ESL offered to teachers, paraprofessionals and teaching assistants employed in independent (private or religious) schools in Fairfield, Westchester, Rockland, Bergen or Bronx County

- Individuals receiving this scholarship must provide proof of continued employment every semester.

Award: (25% tuition reduction)

**LIU Hudson Alumni Scholarship**

A 25% tuition reduction for those who have already completed a masters degree in Rockland or Westchester and are returning to pursue further graduate study at either campus.

Award: (25% tuition reduction)

**Purchase Community Scholarship**

A 25% reduction in tuition for the student's master's degree program

Award: (25% tuition reduction)

**Recommend-A-Friend (RAF) Scholarship**

A three-credit scholarship is offered to current master's degree students who refer a new student to LIU Hudson. Guidelines and application are available from the LIU Hudson Financial Aid offices.

Award: Three free graduate credits

**Rockland/Westchester Non-Profit Scholarship**

A 25% tuition reduction is provided for students in the M.P.A. in health or public administration or in the MS in Mental Health Counseling or the M.B.A. Program

Award: (25% tuition reduction)

**School Leaders Scholarship**

A one-third tuition reduction for a limited number of educators from Rockland, Bergen or Westchester counties who are matriculated into the Educational Leadership Advanced Certificate

- Students who are employed as full-time educators or administrators in Rockland, Westchester or Bergen public or private schools are eligible to receive a one-third tuition reduction

Award: (One-third tuition reduction)

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## LEARNING RESOURCES

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### Library Resources

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LIUCAT, the University's online catalog, in conjunction with the LIU Brooklyn and LIU Post campus libraries, provides LIU Hudson students with 24/7 access to resources and assistance. In addition to databases, articles, and a variety of digitalized materials, a valid ID opens the door to helpful guides, tutorials and interlibrary loan requests. When requested, materials that are not digitalized, or that have to be acquired from another library, are sent to the regional centers by means of the University courier. LIU Hudson is also a member of the Westchester Library Association Consortium which gives Hudson students access to all of the many resources of the entire Westchester County Library System. Library orientation is provided at new student orientation sessions each semester and information is provided in the LIU Hudson *Student Resource Book*. Both the Westchester and Rockland sites maintain collections of assessment materials for use by teacher education, school counseling, mental health counseling, school psychology and marriage and family therapy students. Rockland also maintains an up-to-date children's literature collection used for classroom instruction and literacy and special education practice.

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### Professional Writing Workshop

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LIU Hudson offers a low cost professional writing workshop to meet the needs of graduate students whose writing skills need attention. Students are sometimes referred by a faculty member who takes note of a writing issue in class, or at other times self-refer. Those who return to school after some time either in the workforce or building their families may find that their writing skills need to be refined. As a result, LIU Hudson regularly offers a low cost professional writing workshop that combines individualized, small group, and online instruction.

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### Career Preparation Resources

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Each semester, LIU Hudson provides students with onsite resume and cover letter writing assistance. Students in Teacher Education and Counseling programs participate in a mock interview night each semester. Students are given certification and licensure information onsite by faculty program directors, and certification officers. Full time faculty provide job search guidance based upon their years of expertise in the field and their professional networks.

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## SERVICES

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### My LIU

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My LIU is the University's portal which provides students with convenient access to information about their records. By logging onto my.liu.edu, students may view the schedule of classes, register for courses, obtain their grades, and requests transcripts. They may also view financial aid awards, billing information, make online payments, accept and decline Federal Loans and Federal College Work Study, and make an appointment to see counselors. For more information, please contact the IT specialists at Rockland and Westchester.

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### Veteran Services

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LIU Hudson has a proud and distinguished history of serving its nation's military veterans and active duty service members. In fact, citing its help with tuition costs, college credit for military training and on-campus services for veterans, LIU Hudson has been listed as a "Military Friendly School" in G.I. Jobs, a veteran-owned publication that serves former service members.

A supportive community of staff and faculty is dedicated to seeing veterans succeed. To accomplish this mission, LIU Hudson provides the resources needed to pursue educational opportunities while balancing the demands of life both inside and outside the classroom. A team of professionals is ready to offer information about admissions requirements, veterans' benefits and financial aid; academic and career advising, and other support services.

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**BUSINESS ADMINISTRATION**

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The Graduate Program in Business Administration provides a solid foundation in the theories and applications required for effective management. The M.B.A prepares decision-makers who will be able to deal with an ever-changing business environment. It is designed for those who wish to upgrade their professional credentials, whether they are currently employed or aspire to positions of responsibility in business or in such fields as health, government, non-profit organizations and the arts. The M.B.A. program is offered at both the Rockland and Westchester campuses of LIU Hudson. It meets the highest standards in curriculum and instruction, and its schedule and delivery make it a practical undertaking for the part-time student who has work or family responsibilities. All courses are taught by faculty practitioners with advanced academic credentials and extensive experience in their areas of expertise.

The M.B.A. is a 48 credit program with four areas of concentration: Finance, Management, Healthcare Sector Management and Cyber Security. In keeping with LIU's commitment to access and excellence, all courses are offered evenings and weekends in eight-week cycles designed for working professionals. Special features of the program include:

**Fast Track:** The program can be completed in 24 months.

**Practical Orientation:** Students have extensive and direct contact with experienced faculty practitioners, who bring a real-world orientation to the classroom.

**Critical Competencies:** The program focuses on the mastery of skills in communication, teamwork, diversity management, financial analysis, strategic thinking, and leadership, the kinds of vital skills required for effective managerial performance.

**Cohort System:** Students entering the program at the same time will take courses together throughout the 24-month period. This cohort system affords mutual support while fostering team leadership and project management skills. Individual arrangements are made to accommodate different entry points or special scheduling needs.

Prospective students are invited to meet with the M.B.A. program director in a personal interview on-site. A careful assessment of each candidate's educational background, professional experience, and career goals is part of the admissions process and ensures that enrollment is a sound decision for each applicant.

**Inquiries may be directed to:**

**Dr. Lynn Gunnar Johnson**, Program Director, Business Administration

914-831-2711 (Westchester); 845-450-5436 (Rockland)

lynn.johnson@liu.edu

**Full Matriculant Status Requirements**

The standards for admission as a full matriculant into the graduate program are as follows:

- Bachelor's degree from an accredited institution
  - Minimum undergraduate G.P.A. of 3.0
  - Official transcripts from all colleges and universities previously attended (foreign documents must be assessed by a certified agency that evaluates international transcripts).
  - Results of the Graduate Management Admissions Test (GMAT). The GMAT will be waived for applicants who hold a previous master's or doctoral degree and for applicants with professional credentials such as CPA, CMA, CFA, etc. The GMAT may also be waived for applicants with significant business experience, which includes at least seven years of professional employment after completing an undergraduate degree.
  - Two letters of recommendation
  - A written statement outlining the applicant's objective for seeking admission to the M.B.A. Program
  - Current resume
  - Official score report of the TOEFL examination, required of all applicants with degrees from foreign colleges or universities
- Applications and information regarding the GMAT can be obtained through the Office of Admissions, by visiting the GMAT Web site at [www.GMAT.org/GMAT](http://www.GMAT.org/GMAT) or by calling 1-800-GMAT-NOW.

**Limited Matriculant Status Requirements**

A student admitted with technical or academic deficiencies will be classified as a limited matriculant student. A limited matriculant may enroll for a maximum of 12 credits before applying for full matriculation. If full matriculation status is not attained after nine credits, the student may not enroll for any additional credits in the degree program.

The standards for admission as a limited matriculant are as follows:

- Bachelor's degree from an accredited institution
- Minimum undergraduate G.P.A. of 2.5
- Official transcripts from all colleges and universities previously attended (foreign documents must be accompanied by a certified English translation)
- Results of the Graduate Management Admissions Test (GMAT). However the GMAT will be waived for applicants who hold a previous master's or doctoral degree and for applicants with professional credentials such as CPA, CMA, CFA, etc. The GMAT may also be waived for applicants with significant business experience, which includes at least seven years of professional employment after completing an undergraduate degree.
- Two letters of recommendation
- A written statement outlining the applicant's objective for seeking admission to the M.B.A. Program.

- Current resume
- Official score report of the TOEFL examination, required of all applicants with degrees from foreign colleges or universities

**Reclassification From Limited to Full Matriculant Status**

A student admitted as a limited matriculant may achieve full matriculant status by:

- Maintaining a 3.0 cumulative G.P.A. in 9 credits of graduate level courses as a limited matriculant
- Submitting all required documentation.

**M.B.A. in Business Administration**

**Degree Requirements**

The M.B.A. curriculum has four levels:

**General Business Core**

Six courses (18 credits) at the 500 level

**Advanced Business Core**

Five courses (15 credits) at the 600 level

**Electives**

Four advanced courses (12 credits) at the 700 level

**Capstone Courses**

One Business Policy course (3 credits), at the 800 level

The general business core courses are particularly important for students who have not had previous work in economics or business, or who lack comparable business experience. Students who completed business courses as an undergraduate may qualify for a reduction of some or all of the general business core courses, reducing the total requirements of the program. Information about course waivers is found below.

**Waivers**

Students with undergraduate and/or graduate business administration training may petition the program director to waive courses in the general business core. Students must have received grades of at least 3.0 (B) in two courses for each general business core course to be waived. They must also submit college catalogue course descriptions. If courses are waived for students, their performance in the remaining general business core courses will be used to assess eligibility for M.B.A. matriculation.

**M.B.A. in Business Administration**

[Program Code: 87303]

**General Business Core: Six courses (18 credits) at the 500 Level**

GBA	510	Financial Accounting	3.00
GBA	511	Corporate Financial Management	3.00
GBA	512	Principles of Management and Leadership	3.00
GBA	515	Managerial Communications	3.00
GBA	516	Business Statistics	3.00

GBA	517	Fundamentals of Management Information Systems	3.00
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**Advanced Business Core: Five courses (15 credits) at the 600 level**

MBA	611	Global Economic Environment of Business	3.00
MBA	614	Operations Management	3.00
MBA	630	Financial Services and Capital Markets	3.00
MBA	632	Marketing Management and Strategy	3.00
MBA	633	Organizational Behavior in a Global Society	3.00

**Concentration Electives:**

For the Finance or Management Concentration:

Four advanced courses (12 credits) at the 700 level in Management or Finance

For the Health Care Management Concentration:

Four advanced courses (12 credits) at the 700 level in Healthcare Sector Management

For the Cyber Security Concentration:

Four advanced courses (12 credits) at the 700 level in Cyber Security

**Capstone Course: One course (3 credits) at the 800 level**

HCM	810	Health Care Sector Management Capstone	3.00
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**OR**

MBA	811	Business Policy	3.00
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## Advanced Certificate in Cyber Security for Business Professionals

The Advanced Certificate in Cyber Security is offered entirely online. The program emphasizes application of the principles of information assurance and compliance utilizing cyber-security controls. Key topics include:

- Risk management
- Regulatory compliance
- Business continuity
- Access control
- E-discovery
- Disaster recovery

The certificate program is ideally suited for professionals in systems management, risk management, accounting and auditing; small business owners and managers; and individuals interested in changing careers.

This program is offered as a 12-credit, 4-course sequence and can be completed in two semesters.

Students may also obtain the certificate as a concentration within LIU Hudson's 48-credit M.B.A. program.

### Advanced Certificate in Cyber Security - 12 Credits

[Program Code: 34894]

#### The Fundamentals of Cyber Security:

CYB	700	Principles of Cyber Security for the Business Professional	3.00
CYB	701	Regulatory Compliance & e-Discovery	3.00
CYB	702	Business Controls and Risk Management	3.00
CYB	703	Survivability and Disaster Recovery	3.00

## Advanced Certificate in Healthcare Sector Management

This graduate program is designed for individuals aspiring to advance to middle- and upper-management positions in the healthcare industry. It develops competencies in:

- finance
- management
- organizational dynamics
- information management systems and
- various other areas critical to the complex and dynamic healthcare field.

Students acquire the tools necessary to manage effectively in a wide range of healthcare organizations

The Advanced Certificate in Healthcare Sector Management graduate certificate consists of four courses totaling 12 credits and can be completed in two semesters.

Students may also obtain the certificate as a concentration within LIU Hudson's 48-credit M.B.A. program.

### Advanced Certificate in Healthcare Sector Management Requirements

[Program Code: 33901]

#### 12 Credits From The Following Required

HCM	710	Health Care Sector Organization	3.00
HCM	720	Health Care Sector Finance	3.00
HCM	730	Health Care Sector Information Management	3.00
HCM	750	Advanced Seminar in Health Care Sector Management	3.00

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## Business Administration Courses

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### General Business Core

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#### GBA 510 Financial Accounting

A study of basic accounting concepts and methods and their significance to management and to the financial analyst. Topics include an introduction to financial statement analysis, the measurement of income and capital, accounting for fixed assets, inventory costing and price level changes, measuring and accounting for corporate debt, corporate investment in securities, and computer applications in accounting. This course does not require previous training in accounting.

*You must be in the Hudson Graduate Business Program in order to enroll for this course.*

*Credits: 3*

*Rotating Basis*

#### GBA 511 Corporate Financial Management

A study of the methods by which firms and individuals in a risky global environment evaluate stocks, bonds, and investment projects, combine those elements in optimal portfolios, and determine the best level of debt versus equity. The basic tools are risk versus return and the evaluation of future cash flows.

*You must be in the Hudson Graduate Business Program in order to enroll for this course.*

*Credits: 3*

*Rotating Basis*

#### GBA 512 Principles of Management and Leadership

This course emphasizes the leadership dimensions of business management. Conceptually, it exposes the student to a range of perspectives on management and leadership. It covers the various research approaches to leadership, the roles played by business managers, and the competencies required for effectiveness. Experientially, it helps in assessing one's own leadership abilities, offers practical training in skills critical to business success, and provides the opportunity to create one's own Leadership Development Plan.

*You must be in the Hudson Graduate Business Program in order to enroll for this course.*

*Credits: 3*

*Rotating Basis*

#### GBA 515 Managerial Communications

This course is concerned with improving the way people within organizations communicate. It includes the interpretation and application of organizational communication theory for the working or aspiring manager. Topics include personal communication styles, media and tools for the manager/communicator, organizational communications climate, one-to-one communications, meetings and conferences, speaking before groups, written managerial

communications, planning and producing business reports, and advertising managerial communications.

*You must be in the Hudson Graduate Business Program in order to enroll for this course.*

*Credits: 3*

*Rotating Basis*

#### GBA 516 Business Statistics

An examination of the fundamental principles, concepts and techniques involved in application of probability and statistics to business research and managerial decisions. The range of applications covers such various functional areas such as finance, marketing, accounting, management, economics and production. Topics include descriptive statistics, probability concepts and techniques applicable in risk assessment and decision theory, and statistical inference (estimation and hypothesis testing).

*You must be in the Hudson Graduate Business Program in order to enroll for this course.*

*Credits: 3*

*Rotating Basis*

#### GBA 517 Fundamentals of Management Information Systems

A survey analysis of the role of information systems in business strategy. Information systems are shown to be facilitators of market penetration, competitive advantage and organizational change. The material is presented within an integrated framework, portraying information systems as being composed of organization, management and technology elements. Topics include: organizational and technical foundations of information systems; applications of information systems to operational, tactical and strategic decision making; management of information as an organizational resource and various information architectures; emerging new information systems technologies; various approaches to building information systems; and issues related to management of information systems.

*You must be in the Hudson Graduate Business Program in order to enroll for this course.*

*Credits: 3*

*Rotating Basis*

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## Advanced Business Core

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#### MBA 611 Global Economic Environment of Business

An analysis of the global economy in which business operates today. Attention centers on the key policy issues and major economic forces that affect business activity, and on the tools necessary to evaluate those issues and forces. The former include unemployment, inflation, fiscal policy, budget deficits, monetary policy, the changing financial environment, the role of the U.S. dollar, productivity, and international trade. The tools of analysis include the portfolio approach, post-

Keynesian and modern monetarist approaches, rational expectations, and state-of-the-art analysis of saving and investment. The course also explores the role played by U.S. and world financial markets in influencing the domestic and global economic environment.

*The student must be in the Hudson Graduate Business program in order to register for this course.*

*Credits: 3*

*Rotating Basis*

#### MBA 614 Operations Management

An analysis and synthesis of important problems encountered in the management operations of a business organization. Analytical methods employed in solving problems such as inventory, queuing, network models, linear programming and PERT are explored. Emphasis is on problem solving and decision making in such areas as investment in operations, production planning, scheduling and control, reliability, and maintenance.

*The student must be in the Hudson Graduate Business Program in order to register for this course.*

*Credits: 3*

*Rotating Basis*

#### MBA 630 Financial Services and Capital Markets

This course is a survey of money markets, the banking function, investments, and new corporate financing techniques in relation to global macroeconomic activity. Emphasis will be given to understanding the principle forces that shape U.S. and global money and capital markets. Money creation, the demand for money, and the relation of money to inflation and financial flows will be reviewed in a national and international context. Interest rates and their behavior will be examined carefully within the context of offering a broad-based introduction to the financial world, the changing role of competitive financial institutions and the effects of these changes on fiscal and monetary policy.

*You must be in the Hudson Graduate Business Program in order to enroll for this course.*

*Credits: 3*

*Rotating Basis*

#### MBA 632 Marketing Management and Strategy

This course focuses on strategic planning, problem-solving, and management of the marketing function. The principal components of marketing operations, including product development, promotion, pricing and distribution will be discussed, as well as the processes, concepts, and methods of marketing strategy at both the product level and the corporate level. The marketing strategies and management practices of contemporary firms will be examined as they relate to industrial and consumer products and services. The relation between marketing and other business functions will be reviewed as well.

*You must be in the Hudson Graduate Business*

Program in order to enroll for this course.

Credits: 3

Rotating Basis

### **MBA 633 Organizational Behavior in a Global Society**

This course analyzes both the formal and informal aspects of organizational behavior as well as the ethical demands on the business organization for social responsibility. Topics cover issues of human behavior in an organizational context, such as individual patterns of motivation and behavior, norms and values, ethical dilemmas, communication, teamwork, collaboration versus conflict, and group dynamics. Organization-wide issues such as leadership, superior/subordinate relationships, and organizational change are also explored. The moral, legal, and political challenges which arise as a result of conducting business in a global society are discussed.

You must be in the Hudson Graduate Business Program in order to enroll for this course.

Credits: 3

Rotating Basis

## **Cyber Security Concentration**

### **CYB 700 Principles of Cyber Security for the Business Professional**

In this introductory course, students will study the financial management of cyber security, including the creation and implementation of cyber security best practices by deploying developed technologies to avoid risks. Topics will include threats, legal and ethical issues, risk assessment and management, policies and procedures, and business continuity planning particular to finance systems. Students will also explore case projects related to these topics.

Credits: 3

Rotating Basis

### **CYB 701 Regulatory Compliance & e-Discovery**

Regulatory compliance costs firms billions each year. For any organization, there is a significant financial investment in training employees on regulations, administering these training requirements, and ensuring training compliance is constantly up to date. Numerous learning management technology solutions are available today that almost certainly will reduce these management costs and provide a staggering return-on-investment by improving compliance management efficiency. Non-compliance has another set of costs, even beyond the obvious large fines and penalties that may occur. Failure to comply may even lead to firings, lawsuits, public censure, loss of supplier contracts, stock devaluations and even bankruptcy. The major topics covered in this course include law, ethics, company policy, computer crimes, trademarks, copyrights, employment, training and education.

Credits: 3

Rotating Basis

### **CYB 702 Business Controls and Risk Management**

Employers are now recognizing the need to invest in enterprise-wide risk education instead of relying on piecemeal approaches to operational threats. A fully enterprise-wide approach will ensure optimum risk management is effectively incorporated into decision-making processes across the organization. Beginning with the essential elements of risk measurement, students are introduced to the best practices of IT risk management. The course focuses on integrating the knowledge gained and studying best practices of governance.

Credits: 3

Rotating Basis

### **CYB 703 Survivability and Disaster Recovery**

Crisis management is a function of all public, private and non-profit organizations supporting their fundamental strategic objective of ensuring survivability and economic viability. In some organizations, crisis management is viewed and supported as an integrated strategic function: these are the "crisis prepared" organizations. Other business organizations have approached in a fragmented manner the many facets and issues inherent in effective crisis management, disaster recovery, and organizational continuity. Typically, responsibility for dealing with loss control and risk management has rested largely with financial departments rather than across all parts of the institution. This course identifies, examines and integrates the diverse crisis management, disaster recovery and organizational continuity issues challenging today's organizations.

Credits: 3

Rotating Basis

## **Finance Concentration**

### **FIN 702A Money and Capital Market Applications**

Study of financial markets as allocators of funds and distributors of risk. Emphasis is given to the roles and functions of financial intermediaries. Theories of financial asset pricing are considered as they help to determine risk and return in competitive markets.

The pre-requisites of GBA 510, 511 and 514 are required and the student must be in the Hudson Graduate Business Program in order to register for this course.

Credits: 3

Rotating Basis

### **FIN 704 Financial Reports Analysis**

Survey of the analytical tools and techniques used to evaluate the current financial position of the firm. Financial reports are analyzed for growth potential, solvency, earnings quality, investments, and forecasting implications. Topics include: business and financial trends, proper adjustments

of financial data, cash flow forecasting, estimation of debt risk premiums, and identification of likely candidates for acquisition and high bankruptcy risk firms.

The student must be in the Hudson Graduate Business program in order to register for this course.

Credits: 3

Rotating Basis

### **FIN 705 Securities Analysis**

Introduction to the theory and practice of security analysis, including the valuation of individual securities, valuation of the stock market as a whole, portfolio management and investment strategies. Investment risks will be analyzed and measurements of risk, including duration and convexity, will be examined. An introduction to derivative securities and international investments will be included.

The pre-requisites of GBA 510, 511, 514 and FIN 704 are required and the student must be in the Hudson Graduate Business program in order to register for this course.

Credits: 3

Rotating Basis

### **FIN 707 Portfolio Management**

This course considers the most effective methods of meeting investment objectives for individual and institutional portfolios (specifically pension funds, endowment funds and mutual funds). Focus will begin with dedicated equity and fixed income portfolios and then progress to asset allocation and management strategies for mixed portfolios. Alternative techniques for managing risk, including derivatives, will be explored. Portfolio management, implementation and performance measurement will be analyzed and appraised in terms of economic shifts, yield curve changes, tax and legal considerations. The course makes heavy use of computer programs for portfolio management and analysis. Actual individual and institutional portfolios, managed by large and small institutions, will be examined.

The pre-requisites of GBA 510, 511, 514, FIN 704 and FIN 705 are required and the student must be in the Hudson Graduate Business program in order to register for this course.

Credits: 3

Rotating Basis

### **FIN 710 Corporate Mergers and Acquisitions**

Study of business enterprise growth through merger and acquisition. Topics include premerger planning and fact finding, legal and accounting considerations, financing aspects, tax and antitrust problems, personnel issues, postmerger integration and valuation techniques. International and domestic mergers and acquisitions are considered. Case studies are employed.

The pre-requisites of GBA 510, 511, and 514 are required and the student must be in the Hudson Graduate Business program in order to register for this course.

Credits: 3

Rotating Basis

**FIN 715 International Trade**

Includes a review of international trade, its magnitude, direction, and industrial classification, as well as the institutions (GATT, etc) facilitating it. The course focuses on practical techniques and problems of exporting and importing with special attention to small business. Topics include: sources of marketing information, techniques of payment and collections, currency fluctuation problems and balance of payments analysis, sources and uses of funds to finance foreign trade, and government assistance.

*The pre-requisites of GBA 510, 511, 513 and 514 are required and the student must be in the Hudson Graduate Business program in order to register for this course.*

Credits: 3

Rotating Basis

**FIN 750 Financial Problems Seminar**

Selected foreign and domestic financial and economic developments are analyzed. Emphasis is upon integrating acquired financial knowledge with the problems under study.

*The pre-requisites of GBA 510, 511 and 514 are required and the student must be in the Hudson Graduate Business program in order to register for this course.*

Credits: 3

Rotating Basis

**FIN 752 New Venture Creation**

Managing and financing a new venture, whether as a new corporate entity or as an independently initiated business of one's own, is both a management and finance challenge of the first order. Tomorrow's business leaders need to develop and understand the entrepreneurial spirit. They need to understand what transpires before, during, and after the decision to create or implement a new venture, be it in a small or larger enterprise. This course equips the student with the skills needed to grasp and implement the general managerial responsibilities required to be a successful venture creator. It also provides training in how to create a business plan, determine ethical decision making, and assess deal valuation. Additionally, the student learns the various resource requirements, finance options, and methods to obtain funding for prospective ventures.

*The student must be in the Hudson Graduate Business program in order to register for this course.*

Credits: 3

*Cross-Listings: ENT 752, FIN 752, MAN 752*  
Rotating Basis

**Health Care Management Concentration**

**HCM 710 Health Care Sector Organization**

This course provides a comprehensive examination of healthcare organizations and systems. Students examine the healthcare sector from the standpoints of payers, providers and suppliers. New developments in the biotechnology, medical device, pharmaceutical, genomic, and healthcare information technology industries are reviewed, along with an introduction to the major healthcare legal issues and policy challenges that face managers in this sector, including adaptation to new federal policy initiatives in such areas as Medicare and Medicaid.

Credits: 3

Rotating Basis

**HCM 720 Health Care Sector Finance**

This course focuses on the application of financial analysis to decision-making in the healthcare sector. The course will cover a range of topics reflecting the complexity of healthcare finance, such as revenue generation for healthcare institutions, departmental budgeting and monitoring, managed care contracting issues, collective bargaining agreements, financial reimbursement and fee-for-services methodologies, cash flow projections, cost accounting and financial reporting.

Credits: 3

Rotating Basis

**HCM 730 Health Care Sector Information Management**

The goal of this course is to prepare students to manage and maximally utilize healthcare management information systems to accomplish their professional objectives. Students will understand the role information technology plays in a variety of healthcare processes. The course will address the use of a number of existing core databases, including financials, sales, and human resources. It will examine new information technologies that have been developed specifically for consumer directed healthcare, and other recent industry developments.

Credits: 3

Rotating Basis

**HCM 750 Advanced Seminar in Health Care Sector Management**

The goal of this course is to deepen the managerial and analytical competencies needed to assess current regulatory, legal, organizational, and financial issues and to ensure that quality healthcare services are delivered to patients and other stakeholders. Based upon an understanding of contemporary healthcare organizations and the dynamic forces in the healthcare industry environment, this course emphasizes the healthcare

executive's role in setting management strategy, building a strong management team, and empowering the employee workforce.

Credits: 3

Rotating Basis

**Management Concentration**

**MAN 702 Theories of the Organization**

Survey of organizational theories with particular emphasis on goal setting, assessing, achievement and displacement. Topics include: the relationship of authority, role responsibility, organizational structure, design and culture. Students will diagnose organizational functions, analyze deficiencies and determine ways of adapting organizational structure to realize goals.

*You must be in the Hudson Graduate Business Program in order to enroll for this course.*

Credits: 3

Rotating Basis

**MAN 703 Project Analysis and Program Management**

Survey of managerial criteria for effective project planning and management. Topics discussed: establishment of objectives, cost benefit analysis, planning methods, organizational concepts, causes of conflict, conflict resolution, and options in allocation of resources.

*You must be in the Hudson Graduate Business Program in order to enroll for this course.*

Credits: 3

Rotating Basis

**MAN 704 Managerial Planning and Control Systems**

Formulation of integrated long-range and strategic plans relating to organizational objectives, expense centers, performance centers and investment centers. Also studied are methods of performance measuring and information handling.

*You must be in the Hudson Graduate Business Program in order to enroll for this course.*

Credits: 3

Rotating Basis

**MAN 705 Management Decision Theory**

Survey of the decision-making processes and methods for examining, defining, analyzing and solving complex problems. Emphasis is on defining objectives, value systems and methods for identifying and assessing alternative courses of action.

*You must be in the Hudson Graduate Business Program in order to enroll for this course.*

Credits: 3

Rotating Basis

**MAN 722 Human Resource Management**

A review of the major areas of human resources administration. Topics include: selection and replacement, compensation, training and development, labor relations and employee services.

These activities are viewed from the position of both the large and small firm.

*You must be in the Hudson Graduate Business Program in order to enroll for this course.*

*Credits: 3*

*Rotating Basis*

#### **MAN 724 Organizational Development**

Survey of contemporary training and development problems with emphasis on the relationship between development and the organization's personnel decisions. Techniques of personnel training are examined, along with approaches to organizational change.

*You must be in the Hudson Graduate Business Program in order to enroll for this course.*

*Credits: 3*

*Rotating Basis*

#### **MAN 725 Work People and Productivity**

Analysis of the problems of the occupational environment in small and large enterprises. Emphasis on the practical problem-solving that is of immediate concern to the participants. Topics include: survey of new approaches to motivation, attitudes, job satisfaction, job enrichment, monotony, fatigue, working conditions and conflict resolution, quality circles, and productivity.

*You must be in the Hudson Graduate Business Program in order to enroll for this course.*

*Credits: 3*

*Rotating Basis*

#### **MAN 750 Management Seminar**

Limited to advanced MBA students, this seminar offers an opportunity to examine critical issues that arise in the management of business organizations. This course focuses on the special challenges of managing organizational change – a critical core competency for the business organization and the ultimate test of leadership for the business executive. *You must be in the Hudson Graduate Business Program in order to enroll for this course.*

*Credits: 3*

*Rotating Basis*

#### **MAN 752 New Venture Creation**

Managing and financing a new venture, whether as a new corporate entity or as an independently initiated business of one's own, is both a management and finance challenge of the first order. Tomorrow's business leaders need to develop and understand the entrepreneurial spirit. They need to understand what transpires before, during, and after the decision to create or implement a new venture, be it in a small or larger enterprise. This course equips the student with the skills needed to grasp and implement the general managerial responsibilities required to be a successful venture creator. It also provides training in how to create a business plan, determine ethical decision making, and assess deal valuation. Additionally, the student learns the various resource requirements, finance options, and methods to obtain funding for prospective ventures.

*The student must be in the Hudson Graduate Business program in order to register for this course.*

*Credits: 3*

*Cross-Listings: ENT 752, FIN 752, MAN 752*

*Rotating Basis*

### **Capstone Courses**

#### **HCM 810 Health Care Sector Management Capstone**

This course, taken in the final semester of the MBA Program, constitutes a practical application of principles learned in the Advanced Seminar (HSM 750). It involves completion of an individual study project in healthcare management based on a real-world problem in healthcare. Under faculty supervision, each student will select a current problem in healthcare – typically within his/her current organization – to examine in detail. Students will be expected to research the issue; draw upon previous coursework in management, organizational behavior, and financial analysis; produce practical strategies to resolve the problem and to implement workable solutions. Students will share progress on their respective projects in class meetings and a written report (in three parts) will be submitted by each as a final requirement for graduation.

*The pre-requisite of HCM 750 is required.*

*Credits: 3*

*Rotating Basis*

#### **MBA 811 Business Policy**

An examination of the fields of policy making and management that integrates the work covered in the graduate business curriculum. The viewpoint is that of senior general managers who set company-wide objectives and coordinated departmental policies and activities. As an integrating experience, students are expected to bring their acquired business knowledge to bear on managerial decision-making. Through readings in strategic management, case analyses, and a computer-based simulation, students take the role of executive team members to test their skill in the use of financial, marketing, and management variables in competition with other student teams on the campus and in other universities. Selected guest lecturers and a major written project round out the learning experience.

*You must be in the Hudson Graduate Business Program in order to enroll for this course.*

*Credits: 3*

*Rotating Basis*

**PUBLIC AND/OR HEALTH ADMINISTRATION**

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The Public Administration Program prepares public service professionals for managerial positions in government, health and non-profit sectors. It is open to students from all undergraduate fields and provides the foundations and advanced applications expected in a graduate program. The Program focuses on competencies that employers desire – leadership, ethical decision making, analytical and budgeting expertise, written communication and oral presentation skills. Specialization courses in government, health and non-profit fields with a variety of subtopics provide depth in the student's area of interest. Focused capstone courses allow students to apply their new competencies in meaningful public or health service projects. The M.P.A. Program offers the Master of Public Administration with tracks in Public Administration and Health Administration, and the Advanced Certificate in Gerontology Administration.

The Program is divided into four parts: an introductory sequence that provides 18 credits of public service sector foundations and skills, followed by 9 credits of focused management topics including human resources, budgeting and financial management, law and accountability. Students then take 9 credits in an area of specialization and a required six-credit integrative capstone experience, which culminates in a project.

**Inquiries may be directed to:**

**Patricia Latona**, Program Director, Health and Public Administration Programs

845-450-5410

patricia.latona@liu.edu

**Admission Requirements:**

Candidates for admission to the M.P.A. program must satisfy the general admission requirements for graduate study at LIU.

Applicants must have a baccalaureate degree from an accredited institution and an acceptable record in undergraduate and other studies reflected in official transcripts of all colleges and universities attended.

**Full Matriculation Requirements**

Full matriculation indicates that the student meets all the requirements for admission in the degree program.

These requirements are:

- Official transcript reflecting award of a baccalaureate degree or the successful completion of another master's degree, both with a G.P.A. of 3.0 or above.
- Two letters of recommendation.
- Clearly written statement with application indicating desire for admission and professional growth.

**Limited Matriculation Requirements**

A student whose undergraduate cumulative grade point average is between 2.5 and 2.99 may be granted limited matriculation. To be reclassified as full matriculant, the student must furnish all necessary documentation, complete 12 credits with a grade of B or higher in each course, and demonstrate oral and written English communication skills.

A student with an undergraduate G.P.A. below 2.5, but who has strong letters of recommendation and an expanded statement submitted with the application indicating desire for admission and personal growth, will be reviewed on an individual basis, and may or may not be accepted into the program.

The expanded statement must be in the form of an essay, and must describe the applicant's accomplishments, explain the low G.P.A., and offer other justifications for admission. The review may include a personal interview with the Program Director.

**Transfer Credits**

Up to six transfer credits may be accepted from an accredited graduate school. The courses must be appropriate to the area of Health or Public Administration. Transfer credit will not be considered unless a grade of B or better was given for the course and the course was taken within five years. In the case of a required course, the content of the course taken at the other institution must match the content of the required course. The student must submit the published bulletin containing an appropriate course description, the course syllabus, a statement about his/her accomplishments in the course and the term paper or project completed. Transfer credits are not automatically granted. Request for transfer credits must be made within the first 30 days in the first semester of attendance at LIU Hudson at Rockland.

Students who are either full or limited

matriculants or have conditional status must obtain prior approval from the Program Director to attend course(s) at other universities or at other campuses of LIU. Without such prior approval such courses will not be transferable. Permission and transferability for course(s) taken at another university while in residence at LIU Hudson may be granted only in exceptional cases.

**M.P.A. in Health Administration**

The 42-credit Master of Public Administration degree in Health Care Administration provides the comprehensive curriculum needed to succeed in a highly complex, competitive and ever-changing health care environment. Courses examine both practical and theoretical problems in the field and provide an understanding of a wide range of topics including organizational structures, administrative techniques, policy analysis, and program management.

**M.P.A. in Health Administration (42 Credits)**

[Program Code: 81383]

**Core Requirements**

MPA	501	Principles of Public Administration	3.00
MPA	502	Organizational Theory and Behavior	3.00
MPA	503	Economic Environment and the Public Sector	3.00
MPA	505	Analytical Methods	3.00
MPA	507	The Policy Process in Health Care and Public Administration	3.00
MPA	550	Computer Applications	3.00

**HAD Segment Requirements**

HAD	602	Human Resources Administration in Health Care	3.00
HAD	603	Foundations of Budgeting and Finance in Health Administration	3.00
HAD	604	Administrative Responsibilities and the Legal Environment in the Health Care Sector	3.00

**Elective Requirements**

Three electives in the 700 series

**Thesis Course Requirements**

HAD	707	Thesis Research Consultation and Seminar	3.00
HAD	708	Thesis in Health Administration	3.00

**M.P.A. in Public Administration**

The 42-credit Master of Public Administration prepares students for public service responsibilities, blending management theory with practical applications in government, health and non-profit organizations. Students from diverse backgrounds with varying levels of professional expertise are taught by faculty members who are current in all aspects of this continuously evolving and growing field.

**M.P.A. in Public Administration (42 Credits)**

[Program Code: 81245]

**Core Requirements**

MPA	501	Principles of Public Administration	3.00
MPA	502	Organizational Theory and Behavior	3.00
MPA	503	Economic Environment and the Public Sector	3.00
MPA	505	Analytical Methods	3.00
MPA	507	The Policy Process in Health Care and Public Administration	3.00
MPA	550	Computer Applications	3.00

**PAD Segment Requirements**

PAD	602	Human Resources Administration in the Public Sector	3.00
PAD	603	Foundations of Budgeting and Finance in Public Administration	3.00
PAD	604	Administrative Responsibility and the Legal Environment in the Public Sector	3.00

**Thesis Course Requirements**

PAD	707	Thesis Research Consultation and Seminar	3.00
PAD	708	Thesis in Public Administration	3.00

**Elective Requirements**

Three electives in the 700 series.

**Advanced Certificate in Gerontology**

By the year 2020, almost 16% of the U.S. population will be over age 65. The current demand is for professionals with knowledge and expertise in aging. In addition the career opportunities are countless with a variety of settings to choose from. The 15-credit Advanced Certificate in Gerontology is designed to provide professionals working in agencies and organizations serving aging populations with the specialized knowledge and the skills they need to ensure effective service delivery to these groups.

**Admissions Requirements**

Candidates for the Certificate in Gerontology must have a Bachelor's degree from an accredited institution, and an acceptable record in undergraduate and other studies as reflected by official transcripts. Each candidate must also meet admission criteria established for the M.P.A. degree program.

**Degree Requirements**

Awarding of Certificate requires successful completion of five (5) courses. Candidates who already have an M.P.A. degree may apply up to three (3) courses (9 credits) towards the Certificate.

Note: When HAD 709, HAD 710, HAD 711, HAD 602, HAD 603 are taken as part of the total Health Care Administration curriculum, program graduates should meet the educational requirements for eligibility to take the state board examination for a Nursing Home Administrator's license.

**Advanced Certificate in Gerontology (15 Credits)**

[Program Code: 83398]

**Requirements**

HAD 602	Human Resources Administration in Health Care	3.00
HAD 603	Foundations of Budgeting and Finance in Health Administration	3.00
HAD 709	Legal Aspects in Health Administration	3.00
HAD 710	Gerontology: Process of Aging	3.00
HAD 711	Long-Term Care Administration	3.00

## Public and/or Health Administration Courses

### HAD 602 Human Resources Administration in Health Care

An exploration of the theories and practices of personnel administration in health service organizations, merit systems, unionism, bureaucratic trends, personnel recruitment, testing, and performance evaluations. Other topics include equal employment opportunity, employee rights, and occupational safety.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3*  
*Rotating Basis*

### HAD 603 Foundations of Budgeting and Finance in Health Administration

A familiarization with the principles of budgeting and finance in the health sector. Topics include budgetary systems, methods, processes and cycles, preparation, justification. A survey of the various federal prospective payment systems and other current developments in reimbursement methods is presented.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3*  
*Cross-Listings: HAD 603, PAD 603*  
*Rotating Basis*

### HAD 604 Administrative Responsibilities and the Legal Environment in the Health Care Sector

Consideration of the authority and procedures utilized by health agencies in the administration of their affairs. Analysis of problems of accountability and the reconciliation of the administrative process with medical, political, social statutory and regulatory mandates.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3*  
*Rotating Basis*

### HAD 701 Hospital Organization

Reviews the organization and management of hospitals within a regional context of primary care. While covering the elements of hospital structure and organization, there will be a focus on problem solving and the development of administrative skills.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3*  
*Rotating Basis*

### HAD 707 Thesis Research Consultation and Seminar

In the first semester the student will undertake an advanced study of the methods of research and the analytical and presentation techniques employed in the discipline of Health or Public Administration,

together with the preparation of a master's thesis proposal and outline of the thesis.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3*  
*Cross-Listings: HAD 707, PAD 707*  
*Rotating Basis*

### HAD 708 Thesis in Health Administration

The second semester is spent in the actual writing of the thesis.

Prerequisite: HAD 707.

*The pre-requisite of HAD 707 is required and the student must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3*  
*Rotating Basis*

### HAD 709 Legal Aspects in Health Administration

This course focuses on the application of legal principles to the health delivery system. Topics include: hospital code; consents; patients' rights; admission and discharge of patients; malpractice; liability of hospital, physicians and nurses; medical records; immunity of hospitals; medical staff rights and privileges; medical-moral dilemmas relating to abortion, sterilization, and artificial insemination.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3*  
*Rotating Basis*

### HAD 710 Gerontology: Process of Aging

This course is a survey of gerontology, including theories of aging, health and physiological aspects of aging, psychological and psychiatric problems, family and sex roles of the aged, the middle years, retirement, and institutional placement in long-term care facilities.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3*  
*Rotating Basis*

### HAD 711 Long-Term Care Administration

In this course students consider the unique organizational and administrative aspects of the various types of long-term facilities as distinct from acute-care hospitals. The course will include the Federal and local special code requirements pertinent to construction, administration, medical-nursing care, and other numerous therapeutic modalities required by the geriatric and convalescent patient.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3*  
*Rotating Basis*

### HAD 714 Planning and Marketing in Health Care Organizations

This course provides an analysis of the principles of planning and marketing functions in health care organizations. Students will study the methods by which institutions evaluate and control

opportunities to achieve goals and objectives in a highly competitive and resource restrained health care environment with both free market and regulated market characteristics.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3*  
*Rotating Basis*

### HAD 723 Economics of Health

This course offers the perspective of health care delivery as an economic activity. Students analyze the determinants of demand for health services, the supply of health resources, and the various approaches to bringing the two into equilibrium. Attention is also given to public involvement in health services in the form of licensure, regulation, financing and planning.

Offered on rotation. Three credits.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 0*  
*Rotating Basis*

### HAD 724 Managed Care Administration

This course analyzes the various modalities and the significance, direction and current status of managed care as an expanding organizational component of the health care delivery system. Students will examine organizational models, compensation problems, contracting, quality management, marketing, legal issues and relations with various groups, such as patients, physicians, government and business clients.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3*  
*Rotating Basis*

### HAD 725 Financial Management of Health Care Institutions

The description and analysis of financial issues on an institutional level are explored. Topics include third-party payment systems, managed care financial planning and contracting, methods of financing and allocation of funds, cash flow and fiscal management, systems of cost control and financial decision making.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 0*  
*Rotating Basis*

### HAD 780 Current Issues in Health Administration

A special topics course exploring selected themes, current developments, and emerging issues in health administration.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3*  
*Rotating Basis*

### MPA 501 Principles of Public Administration

This course explores the fundamentals of public

administration, including organization and management concepts, and the political process. The origin, growth and interrelationships in the public sector are discussed. This discussion falls within the broader context of public policy processes, with special attention to the topics of bureaucracy and intergovernmental relations.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3*

*Rotating Basis*

**MPA 502 Organizational Theory and Behavior**

An analysis of organizational theories with emphasis on the informal and formal aspects of the administrative process. Topics include individual behavior patterns, group dynamics, communication, motivation, decision-making, and leadership as they relate to the public and health care sectors.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3*

*Rotating Basis*

**MPA 503 Economic Environment and the Public Sector**

An examination of the role of the public sector in economic decision-making. The nature of public goods is described as it relates to the allocation, stabilization, and distribution functions of the economic system. The role of private investment, relations between government and business, and the use of national income accounts are examined. Opposing views about the reasons, methods and institutions influencing governmental regulation, fiscal and monetary policy and action are presented.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3*

*Rotating Basis*

**MPA 505 Analytical Methods**

This course is an introduction to the methods, tools and uses of applied research. The course surveys basic data gathering, analytical concepts and techniques as they apply to administrative problems. Skills and issues related to research are also considered.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3*

*Rotating Basis*

**MPA 507 The Policy Process in Health Care and Public Administration**

This course is an analysis of the policy process in terms of the development and implementation of programs as they relate to the health care and public sectors. The impact of special interests is examined as an integral part of the process. A variety of timely subject/case studies are explored.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3*

*Rotating Basis*

**MPA 550 Computer Applications**

This course equips the student to use computerized database management systems and statistical packages. The student gains hands-on experience with both microcomputers and mainframe computers. Among the packages used are SPSSX and other varied database management systems.

*The pre-requisite of MPA 505 is required and the student must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3*

*Rotating Basis*

**MPA 701 Managerial Communications**

This course examines theory and practice in written and oral communication as applied to the public, health and not-for-profit sectors. Students will become adept at report writing, memo writing, correspondence and oral presentations.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3*

*Rotating Basis*

**MPA 704 Intergovernmental Relations**

This course is an analysis of the vertical and horizontal relationships of the national, state and local governments. Topics include the theory of federalism, intergovernmental cooperation and conflict, municipal, state and regional relationships.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3*

*Rotating Basis*

**MPA 707 Training and Development**

This course is devoted to the kinds of activities and problems encountered by an agency's director of training and development. Such items as the role of the training director in organizational development, the relationship with line managers, the relationship with the president, and the techniques of the training are examined by case studies, lectures and outside speakers.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3*

*Rotating Basis*

**MPA 708 Work, People and Productivity**

This course is experiential. Activities demonstrate the perspectives and conflicts that arise at the various levels of organizations, and suggest strategies for prevention and resolution. Students learn about their own management styles, how to maximize their own performance and those of their employees, peers and supervisors through role-playing, feedback exercises, effective supervision and evaluation techniques.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3*

*Rotating Basis*

**MPA 710 Labor Relations in the Public Sector**

This course examines the interaction of the labor movement with management in the political setting of government. This course also examines collective bargaining in relation to public bodies, and the impact of bargaining on a fiscal budget. Other policy processes as well as the role of the administration are covered and include strategies of bargaining and the role of public opinion.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3*

*Rotating Basis*

**MPA 712 Managing Diversity in the Workplace**

This course examines the role and function played by diversity, civil and human rights and administrative agencies at the federal, state, and local levels. The course analyzes the government response to diversity issues. Topics include a review of current legislation and the respective agencies established to address the problems of discrimination.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3*

*Rotating Basis*

**MPA 713 Grant Writing and Administration**

In this highly experiential course, students locate available federal, state, local and foundation sources of funding for a specific project, write a letter proposal to a foundation or private sector organization, and follow-up with a full grant proposal. Students will adhere to the request for proposal guidelines of a federal, state or local agency. Topics include effective research, creating a plan for the program, elements of a good proposal, components of the proposal package, and strategies for getting a proposal read by a foundation or corporation officer. Administration, evaluation and reporting functions, as well as accountability, are described and discussed.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3*

*Rotating Basis*

**MPA 777 Critical Issues in the Public and Private Sectors**

This course reviews critical issues facing the public and private sectors and their interrelationship. Noted figures from the public and private sectors present the issues from their perspective.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3*

*Rotating Basis*

**MPA 785 Independent Study**

The student is expected to research one specific phase of a problem in considerable depth under the supervision of a faculty adviser, and to prepare a well-documented evaluative report expressing

his/her own assessment of the impact and significance of the problem and of one or more solutions.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3 to 6*

*Rotating Basis*

#### **MPA 788 Graduate Internship in Administration**

An opportunity for students without administrative experience to work in an organization, based upon a plan approved by the head of the program and the agency. Students prepare a substantial research and/or analytical paper concerning their experience and participate in an Internship Seminar.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3 to 6*

*Rotating Basis*

#### **PAD 602 Human Resources Administration in the Public Sector**

This course is an exploration of the theories and practices of personnel administration in public sector, including merit systems, unionism, bureaucratic trends, personnel recruitment, testing and performance evaluations. Other topics include equal employment opportunity, employee rights, and occupational safety.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3*

*Rotating Basis*

#### **PAD 603 Foundations of Budgeting and Finance in Health Administration**

A familiarization with the principles of budgeting and finance in the health sector. Topics include budgetary systems, methods, processes and cycles, preparation, justification. A survey of the various federal prospective payment systems and other current developments in reimbursement methods is presented.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3*

*Cross-Listings: HAD 603, PAD 603*

*Rotating Basis*

#### **PAD 604 Administrative Responsibility and the Legal Environment in the Public Sector**

Consideration of the authority and procedures utilized by public sector agencies in the administration of their affairs. Analysis of problems of accountability and the reconciliation of the administrative process with political, social statutory and regulatory mandates.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3*

*Rotating Basis*

#### **PAD 707 Thesis Research Consultation and Seminar**

In the first semester the student will undertake an

advanced study of the methods of research and the analytical and presentation techniques employed in the discipline of Health or Public Administration, together with the preparation of a master's thesis proposal and outline of the thesis.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3*

*Cross-Listings: HAD 707, PAD 707*

*Rotating Basis*

#### **PAD 708 Thesis in Public Administration**

The second semester is spent in the actual writing of the thesis.

*The pre-requisite of PAD 707 is required and the student must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3*

*Rotating Basis*

#### **PAD 725 Government Regulation of Land Use**

This course examines various forms of governmental power (zoning, eminent domain, urban renewal) to regulate the use of land.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3*

*Rotating Basis*

#### **PAD 748 Managing Metropolitan Government**

This course examines the politics of changing constituencies and their impact on community participation and city management. This course surveys the management and organization of American metropolitan areas.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3*

*Rotating Basis*

#### **PAD 780 Current Issues in Public Administration**

This course is a special topic course exploring selected themes, current developments and emerging issues.

*You must be in the Hudson Graduate MPA Program in order to enroll for this course.*

*Credits: 3*

*Rotating Basis*

## TEACHER EDUCATION

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LIU Hudson provides a broad range of programs for those seeking expertise and credentials in teaching. Those interested in graduate teacher education programs may have been trained in other fields and now wish to become teachers; they may be teachers seeking a master's degree, professional development, and/or an additional certification; or they may be pursuing an advanced degree directly after an undergraduate experience.

While information in this catalogue provides an overview of LIU Hudson's master's degrees and advanced certificate programs, it is suggested that potential candidates consult with a program director to determine what program or programs might best meet their educational and career objectives. Program directors are full-time faculty members who, by virtue of personalized advising and mentoring, guide candidates through their teacher preparation programs. Through stimulating and rigorous courses of study, as well as a range of clinical experiences, LIU faculty ensure that teacher education candidates integrate theory with practice, achieve high standards of practice and, overall, have the competencies to keep pace with the changes and innovations in their field.

LIU Hudson's Teacher Education programs are nationally accredited by the Teacher Education Accreditation Council (TEAC). In addition to classroom teaching, LIU Hudson offers programs in School Counseling and School Psychology. Regardless of a student's prior training, the faculty and staff of LIU Hudson offer personalized advising in a caring and supportive environment designed with the adult student in mind.

### **Inquiries may be directed to:**

**Dr. Iris Goldberg**, Program Director, Early Childhood/Childhood  
914-831-2710, iris.goldberg@liu.edu

**Elaine B. Geller**, Director of Field Experience and Outreach (Rockland)  
845-450-5407, elaine.geller@liu.edu

**Marie Gross**, Director of Field Experience and Outreach (Westchester)  
914-831-2716, marie.gross@liu.edu

**Dr. Nancy Goldman**, Director of Curriculum and Instruction-Secondary  
845-450-5409, nancy.goldman@liu.edu

**Dr. Helaine W. Marshall**,  
Program Director, TESOL, Bilingual Education, and Languages Other than English  
914-831-2713, helaine.marshall@liu.edu

**Dr. Rebecca Rich**, Program Director, Literacy and Special Education  
914-831-2714, rebecca.rich@liu.edu

**Dr. Janet Simon**, Program Director, Special Education and Adolescence Education  
914-831-2715, janet.simon@liu.edu

## Admission Requirements for All Teacher Education Programs

1. B.A./B.S. degree from an accredited institution with a minimum G.P.A. of 2.75.  
(In special circumstances an applicant with a lower undergraduate G.P.A. may be admitted as a limited matriculant.)
2. Two professional letters of recommendation
3. A written statement of professional goals

## Portfolios

A student pursuing a master's degree in teacher education must prepare and submit a portfolio as part of his or her degree requirements. The portfolio is a vehicle used to prepare competent, caring, and qualified professional educators. The purpose of a portfolio in teacher education is to promote the self-assessment of expertise and growth as both a learner and a teacher, and to demonstrate competence in planning, preparing, delivering and assessing instruction. Portfolio orientation sessions are offered during each fall and spring semester. Upon completion of approximately 12 credits, a student must make his/her initial portfolio submission. The portfolio is examined by independent readers and returned with grades and appropriate written comments. Final portfolio submission takes place during the student's next-to-last semester. Students will not be assigned to student teaching placements unless and until they have submitted their initial portfolios.

## EARLY CHILDHOOD EDUCATION (BIRTH - GRADE 2)

### M.S.Ed. in Early Childhood (Birth - Grade 2) / Childhood (Grades 1 - 6) Education

#### 43 Credits Required

[Program Code: 28605]

#### Tier I: Core Courses (12 credits)

TED	505	Issues In Education	3.00
TED	510	Introduction to Students With Disabilities	3.00
TED	515	Multicultural Perspectives in Education	3.00
TED	500	Lives of Children	3.00

Before moving on to Tier II, students must demonstrate proficiency in the following ways:

- Maintain a G.P.A. of 3.0 or above
- Demonstrate competency in writing

#### Tier II: Methods Courses (25 credits)

TED	520	Language & Literacy	3.00
TED	640	Phonological Awareness and Beginning Reading	3.00
TED	525	Teaching Literacy and Language Arts 1-6	3.00
TED	530	Teaching Social Studies/The Arts 1-6	3.00
TED	535	Teaching Science/Technology 1-6	3.00
TED	540	Teaching Math/Technology 1-6	3.00
TED	545	Promoting Wellness in the Classroom	1.00
TED	641	Curriculum and Methods for Early Childhood Education	3.00
TED	642	Observation and Assessment in the Early Childhood Classroom	3.00

#### Tier III: Field Experiences (6 credits)

TED	701	Field Experiences in Early Child./Childhood Education	2.00
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#### And one of the following: (4 credits)

TED	707	Seminar and Student Teaching: Early Childhood/ Childhood Education	4.00
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TED	708	Seminar and Supervised Teaching: Early Childhood/Childhood Education	4.00
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Initial portfolios should be submitted after 12-15 credits. A student must have a passing first portfolio submission in order to apply for student teaching. Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

### M.S.Ed. in Early Childhood (Birth - Grade 2) / Special Education (Birth - Grade 2)

#### 44 Credits Required

[Program Code: 28606]

#### Tier I: Core Courses (12 credits)

TED	505	Issues In Education	3.00
TED	510	Introduction to Students With Disabilities	3.00
TED	515	Multicultural Perspectives in Education	3.00
TED	500	Lives of Children	3.00

Before moving on to Tier II, students must demonstrate proficiency in the following ways:

- Maintain a G.P.A. of 3.0 or above
- Demonstrate competency in writing

#### Tier II: Methods Courses (28 credits)

TED	600	Introduction to Students with Learning Problems	3.00
SPC	650	Developmental Psychopathology	3.00
TED	520	Language & Literacy	3.00
TED	640	Phonological Awareness and Beginning Reading	3.00
TED	616	Applied Behavior Analysis For Students w/Disabilities	3.00
TED	620	Collaboration in Inclusive Settings	3.00
TED	641	Curriculum and Methods for Early Childhood Education	3.00
TED	642	Observation and Assessment in the Early Childhood Classroom	3.00
TED	636	Early Childhood Special Education	3.00

TED	545	Promoting Wellness in the Classroom	1.00
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**Tier III: Field Experiences (4 credits)**

Choose one of the following:

TED	722	Seminar and Student Teaching: Early Childhood/ Special Education	4.00
TED	723	Seminar and Supervised Teaching: Early Childhood/Special Education	4.00

Initial portfolios should be submitted after 12-15 credits. A student must have a passing first portfolio submission in order to apply for student teaching. Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

**M.S.Ed. in Early Childhood (Birth - Grade 2) / Literacy (Birth - Grade 6)**

**44 Credits Required**

[Program Code: 28607]

**Tier I: Core Courses (12 credits)**

TED	505	Issues in Education	3.00
TED	510	Introduction to Students With Disabilities	3.00
TED	515	Multicultural Perspectives in Education	3.00
TED	500	Lives of Children	3.00

Before moving on to Tier II, students must demonstrate proficiency in the following ways:

- Maintain a G.P.A. of 3.0 or above
- Demonstrate competency in writing

**Tier II: Methods Courses (28 credits)**

TED	520	Language & Literacy	3.00
TED	525	Teaching Literacy and Language Arts 1-6	3.00
TED	610	Assessing Students w/ Literacy and Learning Problems	3.00
TED	640	Phonological Awareness and Beginning Reading	3.00
TED	620	Collaboration in Inclusive Settings	3.00
TED	625	Interventions in Reading	3.00

TED	641	Curriculum and Methods for Early Childhood Education	3.00
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TED	642	Observation and Assessment in the Early Childhood Classroom	3.00
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TED	710	Practicum in Literacy for Students with Learning Problems, 1-6	3.00
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TED	545	Promoting Wellness in the Classroom	1.00
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**Tier III: Field Experiences (4 credits)**

Choose one of the following:

TED	702	Seminar and Student Teaching: Early Childhood Education	4.00
TED	703	Seminar and Supervised Teaching: Early Childhood	4.00

Initial portfolios should be submitted after 12-15 credits. A student must have a passing first portfolio submission in order to apply for student teaching. Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

**Advanced Certificate in Early Childhood Education (Birth - Grade 2)**

**14 Credits Required**

[Program Code: 29697]

**Prerequisites:**

- Master's degree
- Prior Certification in Childhood Education (Grades 1 - 6) - 14 credits
- Elementary Education (Pre-K - 6)
- TED 500 (Lives of Children) or its equivalent

TED	520	Language & Literacy	3.00
TED	640	Phonological Awareness and Beginning Reading Instruction	3.00
TED	641	Curriculum and Methods for Early Childhood Education	3.00
TED	642	Observation and Assessment in the Early Childhood Classroom	3.00

And one of the following (2 credits):

TED	729	Seminar and Student Teaching: Early Childhood Education	2.00
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TED	732	Seminar and Supervised Teaching: Early Childhood Education	2.00
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When NYS has the new Early Childhood CST in place, passing this exam will be required for certification.

**Advanced Certificate in Early Childhood Special Education (Birth - Grade 2)**

See the Teacher Education - Special Education section for program requirements.

**Advanced Certificate in Early Childhood (Birth - Grade 2) and Early Childhood Special Education (Birth - Grade 2)**

**29 Credits Required**

[Program Code: 29699]

**Prerequisites:**

- Master's degree
- Prior Certification in Childhood Education (Gr. 1-6); Elementary Education (Prek-6); or Special Education (1-6 or K-12)

[Note: If the student comes in with special education certification s/he will have to demonstrate a breadth and depth of liberal arts preparation comparable to that required of those students who matriculate into our master's degree programs in Childhood or Early Childhood Education.]

- TED 500 (Lives of Children) or its equivalent

TED	600	Introduction to Students with Learning Problems	3.00
SPC	650	Developmental Psychopathology	3.00
TED	520	Language & Literacy	3.00
TED	640	Phonological Awareness and Beginning Reading	3.00
TED	616	Applied Behavior Analysis for Students with Disabilities	3.00
TED	620	Collaboration in Inclusive Settings	3.00
TED	641	Curriculum and Methods for Early Childhood Education	3.00
TED	642	Observation and Assessment in the Early Childhood Classroom	3.00

TED 636 Early Childhood Special 3.00  
Education

**And one of the following (2 credits):**

TED 741 Seminar and Student 2.00  
Teaching: Early  
Childhood and Early  
Childhood Special  
Education

TED 742 Seminar and Supervised 2.00  
Teaching: Early  
Childhood/Early  
Childhood Special  
Education

Students must pass all required state exams.  
The point at which these exams should be taken  
within any program should be addressed with the  
academic advisor.

## CHILDHOOD EDUCATION (GRADES 1 - 6)

### M.S.Ed. in Childhood Education (Grades 1 - 6)

#### 37 Credits Required

[Program Code: 27164]

#### Tier I: Core Courses (12 credits)

TED	500	Lives of Children	3.00
TED	505	Issues In Education	3.00
TED	510	Introduction to Students With Disabilities	3.00
TED	515	Multicultural Perspectives in Education	3.00

Before moving on to Tier II, students must demonstrate proficiency in the following ways:

- Maintain a G.P.A. of 3.0 or above
- Demonstrate competence in writing

#### Tier II: Methods Courses (19 credits)

TED	520	Language and Literacy	3.00
TED	525	Teaching Literacy and Language Arts 1-6	3.00
TED	530	Teaching Social Studies /The Arts 1-6	3.00
TED	535	Teaching Science/Technology 1-6	3.00
TED	540	Teaching Math/Technology 1-6	3.00
TED	545	Promoting Wellness in the Classroom	1.00
TED	6__	Education Elective	3.00

#### Tier III: Field Experiences (6 credits)

TED	700	Field Experience in Childhood Education	2.00
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#### And one of the following: (4 credits)

TED	705	Seminar and Student Teaching: Childhood	4.00
TED	706	Seminar and Supervised Teaching: Childhood	4.00

Initial portfolios should be submitted after 12-15 credits. A student must have a passing first portfolio submission in order to apply for student teaching. Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

### M.S.Ed. in Childhood Special Education (Grades 1 - 6)

See the Teacher Education - Special Education section for program requirements.

### M.S.Ed. in Childhood Education and Childhood Special Education (Grades 1 - 6)

#### 47 Credits Required

[Program Code: 27166]

#### Tier I: Core Courses (12 credits)

TED	500	Lives of Children	3.00
TED	505	Issues In Education	3.00
TED	515	Multicultural Perspectives in Education	3.00
TED	510	Introduction to Students With Disabilities	3.00

Before moving on to Tier II, students must demonstrate proficiency in the following ways:

- Maintain a G.P.A. of 3.0 or above
- Demonstrate competence in writing

#### Tier II: Methods Courses (31 credits)

TED	525	Teaching Literacy and Language Arts 1-6	3.00
TED	530	Teaching Social Studies/The Arts 1-6	3.00
TED	535	Teaching Science/Technology 1-6	3.00
TED	540	Teaching Math/Technology 1-6	3.00
TED	545	Promoting Wellness in the Classroom	1.00
TED	600	Introduction to Students with Learning Problems	3.00
TED	605	Teaching Students with Learning Problems	3.00
TED	610	Assessing Students with Literacy and Learning Problems	3.00
TED	615	Classroom Management in Inclusive Settings	3.00
TED	620	Collaboration in Inclusive Settings	3.00
TED	710	Practicum in Literacy for Students with Learning Problems	3.00

#### Tier III: Field Experiences (4 credits)

Choose one of the following:

TED	725	Seminar and Student Teaching: Childhood and Childhood Special Education	4.00
TED	726	Seminar and Supervised Teaching: Childhood and Special Education	4.00

Initial portfolios should be submitted after 12-15 credits. A student must have a passing first portfolio submission in order to apply for student teaching. Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

### M.S.Ed. in Childhood Education (Grades 1 - 6) and Literacy (Birth - Grade 6)

#### 47 Credits Required

[Program Code: 27165]

#### Tier I: Core Courses (12 credits)

TED	500	Lives of Children	3.00
TED	505	Issues In Education	3.00
TED	510	Introduction to Students With Disabilities	3.00
TED	515	Multicultural Perspectives in Education	3.00

Before moving on to Tier II, students must demonstrate proficiency in the following ways:

- Maintain a G.P.A. of 3.0 or above
- Demonstrate competence in writing

#### Tier II: Childhood Methods Courses and Literacy Courses (31 credits)

TED	520	Language & Literacy	3.00
TED	525	Teaching Literacy and Language Arts 1-6	3.00
TED	530	Teaching Social Studies/The Arts 1-6	3.00
TED	535	Teaching Science/Technology 1-6	3.00
TED	540	Teaching Math/Technology 1-6	3.00
TED	545	Promoting Wellness in the Classroom	1.00
TED	610	Assessing Students with Literacy and Learning Problems	3.00
TED	620	Collaboration in Inclusive Settings	3.00

TED	625	Interventions In Reading	3.00
TED	640	Phonological Awareness and Beginning Reading Instruction	3.00
TED	710	Practicum in Literacy for Students with Learning Problems, Grades 1-6	3.00

**Tier III: Field Experiences (4 credits)**

Choose one of the following:

TED	705	Seminar and Student Teaching: Childhood	4.00
TED	706	Seminar and Supervised Teaching: Childhood Education	4.00

Initial portfolios should be submitted after 12-15 credits. A student must have a passing first portfolio submission in order to apply for student teaching. Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

**M.S.Ed. in Childhood Education (Grades 1 - 6) and TESOL (All Grades)**

**46 Credits Required**

[Program Code: 27174]

**Prerequisite:** A course in Child Development (TED 500 Lives of Children or its equivalent)

**Tier I: Core Courses (9 credits)**

TED	505	Issues In Education	3.00
TED	510	Introduction to Students With Disabilities	3.00
TED	515	Multicultural Perspectives in Education	3.00

Before moving on to Tier II, students must demonstrate proficiency in the following ways:

- Maintain a G.P.A. of 3.0 or above
- Demonstrate competence in writing

**Tier II: Elementary Methods Courses and TESOL courses (31 credits)**

TED	525	Teaching Literacy and Language Arts 1-6	3.00
TED	530	Teaching Social Studies/The Arts 1-6	3.00
TED	535	Teaching Science/Technology 1-6	3.00
TED	540	Teaching Math/Technology 1-6	3.00

TED	545	Promoting Wellness in the Classroom	1.00
TED	650	Second Language Acquisition	3.00
TED	655	Fundamentals of Linguistics	3.00
TED	660	English and Its Structure	3.00
TED	665	Literacy K-12 in ESOL Programs	3.00
TED	670	Teaching Content Areas in ESOL Programs	3.00
TED	677	Curriculum, Instruction, and Assessment in ESOL Programs	3.00

**Tier III: Field Experiences (6 credits)**

TED	775	Field Experience: Childhood Education and Teaching English as a Second Language	2.00
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And choose one of the following:

TED	780	Seminar and Student Teaching: Childhood and TESOL	4.00
TED	781	Seminar and Supervised Teaching: Childhood and TESOL	4.00

Initial portfolios should be submitted after 12-15 credits. A student must have a passing first portfolio submission in order to apply for student teaching. Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

**Advanced Certificate in Childhood Education**

**17 Credits Required**

[Program Code: 32984]

**Prerequisites:**

- Prior teaching certification
  - Master's degree
  - TED 500 Lives of Children or its equivalent
  - TED 510 Introduction to Students with Disabilities or its equivalent
- |     |     |   |      |
|-----|-----|---|------|
| TED | 520 | Language & Literacy                     | 3.00 |
| TED | 525 | Teaching Literacy and Language Arts 1-6 | 3.00 |
| TED | 530 | Teaching Social Studies/The Arts 1-6    | 3.00 |

TED	535	Teaching Science/Technology 1-6	3.00
TED	540	Teaching Math/Technology 1-6	3.00

**And choose one of the following:**

TED	788	Seminar and Student Teaching in Ch. Ed	2.00
TED	789	Seminar and Supervised Teaching in Ch. Ed.	2.00

**Advanced Certificate in Childhood Special Education**

See the Teacher Education - Special Education section for program requirements.

**M.S.Ed. in 1, 2, 3 TEACH - Childhood Education (Grades 1 - 6 Internship Certification)**

**Fast Track Program**

**37 Credits Required**

[Program Code: 27518]

**Prerequisites :** Appropriate prerequisite coursework

TED	500	Lives of Children	3.00
TED	505	Issues In Education	3.00
TED	510	Introduction to Students With Disabilities	3.00
TED	515	Multicultural Perspectives in Education	3.00
TED	520	Language & Literacy	3.00
TED	525	Teaching Literacy and Language Arts 1-6	3.00
TED	530	Teaching Social Studies/The Arts 1-6	3.00
TED	535	Teaching Science/Technology 1-6	3.00
TED	540	Teaching Math/Technology 1-6	3.00
TED	545	Promoting Wellness in the Classroom	1.00
TED	706	Seminar and Supervised Teaching: Childhood	4.00
TED	745	Field Experience: Middle Childhood and Adolescence	2.00
TED	6__	Education Elective	3.00

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

Initial portfolios should be submitted after 12-15 credits. A student must have a passing first portfolio submission in order to apply for student teaching. Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

**MIDDLE CHILDHOOD  
(GRADES 5-9) AND  
ADOLESCENCE (GRADES 7-  
12) EDUCATION**

**M.S.Ed. in Middle Childhood  
English and Adolescence English  
(Grades 5 - 12)**

**37 Credits Required**

[Program Code: 27331]

**Prerequisite:**

For English, 30 credits or a major in English

**Tier I: Core Courses (12 credits)**

TED	505	Issues In Education	3.00
TED	510	Introduction to Student With Disabilities	3.00
TED	515	Multicultural Perspectives in Education	3.00
TED	520	Language & Literacy	3.00

Before moving on to Tier II, students must demonstrate proficiency in the following ways:

- Maintain a G.P.A. of 3.0 or above
- Demonstrate competence in writing

**Tier II: Methods Courses (19 credits)**

TED	545	Promoting Wellness in the Classroom	1.00
TED	550	Teaching Literacy 5-12	3.00
TED	555	Foundations of Middle Childhood Education	3.00
TED	560	Teaching Methods in Middle Childhood and Adolescence Education: General	3.00
TED	566	Teaching Methods in Middle Childhood and Adolescence: English	3.00
TED	575	Lives Of Adolescents	3.00
TED	6__	Education Elective	3.00

**Tier III: Field Experiences (6 credits)**

TED	745	Field Experience in Middle Childhood and Adolescence Education	2.00
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**One of the following: (4 credits)**

TED	750	Seminar and Student Teaching: Middle Childhood and Adolescence	4.00
TED	751	Seminar and Supervised Teaching: Middle Childhood and Adolescence Education	4.00

Initial portfolios should be submitted after 12-15 credits. A student must have a passing first portfolio submission in order to apply for student teaching. Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

**M.S.Ed. in Middle Childhood  
Social Studies and Adolescence  
Social Studies (Grades 5 - 12)**

**37 Credits Required**

[Program Code: 27330]

**Prerequisite:**

Major or its equivalent, including coursework in economics and government and at least 21 semester hours in the history and geography of the U.S. and the world

**Tier I: Core Courses (12 credits)**

TED	505	Issues In Education	3.00
TED	510	Introduction to Students With Disabilities	3.00
TED	515	Multicultural Perspectives in Education	3.00
TED	520	Language & Literacy	3.00

Before moving on to Tier II, students must demonstrate proficiency in the following ways:

- Maintain a G.P.A. of 3.0 or above
- Demonstrate competence in writing

**Tier II: Methods Courses (19 credits)**

TED	545	Promoting Wellness in the Classroom	1.00
TED	550	Teaching Literacy and Language Arts 5-12	3.00
TED	555	Foundations of Middle Childhood Education	3.00
TED	560	Teaching Methods in Middle Childhood and Adolescence Education: General	3.00
TED	567	Teaching Methods in Middle Childhood and Adolescence: Social Studies	3.00
TED	575	Lives Of Adolescents	3.00
TED	6__	Education Elective	3.00

**Tier III: Field Experiences (6 credits)**

TED	745	Field Experience in Middle Childhood and Adolescence Education	2.00
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**And one of the following: (4 credits)**

TED	750	Seminar and Student Teaching: Middle Childhood and Adolescence	4.00
TED	751	Seminar and Supervised Teaching: Middle Childhood and Adolescence Education	4.00

Initial portfolios should be submitted after 12-15 credits. A student must have a passing first portfolio submission in order to apply for student teaching. Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

**M.S.Ed. in Middle Childhood  
Math and Adolescence Math  
(Grades 5 - 12)**

**37 Credits Required**

[Program Code: 27160]

**Prerequisite:**

A major or its equivalent in math, including 6 credits in calculus

**Tier I: Core Courses (12 credits)**

TED	505	Issues In Education	3.00
TED	510	Introduction to Student With Disabilities	3.00
TED	515	Multicultural Perspectives in Education	3.00
TED	520	Language & Literacy	3.00

Before moving on to Tier II, students must demonstrate proficiency in the following ways:

- Maintain a G.P.A. of 3.0 or above
- Demonstrate competence in writing

**Tier II: Methods Courses (19 credits)**

TED	545	Promoting Wellness in the Classroom	1.00
TED	550	Teaching Literacy and Language Arts 5-12	3.00
TED	555	Foundations of Middle Childhood Education	3.00
TED	560	Teaching Methods in Middle Childhood and Adolescence Education: General	3.00

TED	571	Teaching Methods in Middle Childhood and Adolescence: Mathematics	3.00
TED	575	Lives Of Adolescents	3.00
TED	6__	Education Elective	3.00

**Tier III: Field Experiences (6 credits)**

TED	745	Field Experience in Middle Childhood and Adolescence Education	2.00
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**One of the following: (4 credits)**

TED	750	Seminar and Student Teaching: Middle Childhood and Adolescence Education	4.00
TED	751	Seminar and Supervised Teaching: Middle Childhood and Adolescence Education	4.00

Initial portfolios should be submitted after 12-15 credits. A student must have a passing first portfolio submission in order to apply for student teaching. Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

**M.S.Ed. in Middle Childhood Science and Adolescence Science (Grades 5 - 12)**

**37 Credits Required**

[Program Code: 27161]

**Prerequisite:** Major or equivalent in the area of certification (Biology, Chemistry, Earth Science or Physics)

**Tier I: Core courses (12 credits)**

TED	505	Issues In Education	3.00
TED	510	Introduction to Students with Disabilities	3.00
TED	515	Multicultural Perspectives in Education	3.00
TED	520	Language & Literacy	3.00

Before moving on to Tier II, students must demonstrate proficiency in the following ways:

- Maintain a G.P.A. of 3.0 or above
- Demonstrate competence in writing

**Tier II: Methods Courses (19 credits)**

TED	545	Promoting Wellness in the Classroom	1.00
TED	550	Teaching Literacy and Language Arts 5-12	3.00

TED	555	Foundations of Middle Childhood Education	3.00
TED	560	Teaching Methods in Middle Childhood and Adolescence Education: General	3.00
TED	572	Teaching Methods in Middle Childhood and Adolescence: Science	3.00
TED	575	Lives Of Adolescents	3.00
TED	6__	Education Elective	3.00

**Tier III: Field Experiences (6 credits)**

TED	745	Field Experience in Middle Childhood and Adolescence Education	2.00
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**And one of the following: (2 credits)**

TED	750	Seminar and Student Teaching: Middle Childhood and Adolescence	4.00
TED	751	Seminar and Supervised Teaching: Middle Childhood and Adolescence Education	4.00

Initial portfolios should be submitted after 12-15 credits. A student must have a passing first portfolio submission in order to apply for student teaching. Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

**M.S.Ed. in Languages Other than English (Grades 5 - 9 and Grades 7 - 12)**

**37 Credits Required**

[Program Code: 28225]

**Prerequisite:** A major or its equivalent in each language for which certification is being sought

**Tier I: Core Courses (12 credits)**

TED	505	Issues In Education	3.00
TED	510	Introduction to Students With Disabilities	3.00
TED	520	Language & Literacy	3.00
TED	575	Lives Of Adolescents	3.00

Before moving on to Tier II, students must demonstrate proficiency in the following ways:

- Demonstrate competence in writing

**Tier II: Methods Courses (19 credits)**

TED	545	Promoting Wellness in the Classroom	1.00
TED	550	Teaching Literacy and Language Arts 5-12	3.00
TED	555	Foundations of Middle Childhood Education	3.00
TED	560	Teaching Methods in Middle Childhood and Adolescence Education: General	3.00
TED	568	Teaching Methods in Middle Childhood and Adolescence: Languages Other Than English	3.00
TED	650	Second Language Acquisition	3.00
TED	6__	Education Elective	3.00

**Tier III: Field Experiences (6 credits)**

TED	745	Field Experience: Middle Childhood and Adolescence Education	2.00
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**And one of the following:**

TED	750	Seminar and Student Teaching: Middle Childhood and Adolescence Education	4.00
TED	751	Seminar and Supervised Teaching: Middle Childhood and Adolescence Education	4.00

Initial portfolios should be submitted after 12-15 credits. A student must have a passing first portfolio submission in order to apply for student teaching. Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

The following course may be used as an elective or added to this program if the student wishes to be eligible for the NYS LOTE Extension for Grades 1-6.

TED	569	Teaching Languages other than English in Childhood and Early Childhood	3.00
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## M.S.Ed. in Adolescence Education (Grades 7 - 12)

### 34 Credits Required

[Program Code: 31156]

#### Tier I: Core Courses (12 credits)

TED 505	Issues in Education	3.00
TED 510	Introduction to Students with Disabilities	3.00
TED 515	Multicultural Perspectives in Education	3.00
TED 575	Lives of Adolescents	3.00

Before moving on to Tier II, students must demonstrate proficiency in the following ways:

- Maintain a G.P.A. of 3.0 or above

#### Tier II: Methods Courses (16 credits)

TED 520	Language and Literacy	3.00
TED 550	Teaching Literacy and Language Arts 5-12	3.00
TED 560	Teaching Methods - General	3.00
TED 545	Promoting Wellness in the Classroom	1.00
TED 6__	Education Elective	3.00

#### And one of the following: (3 credits)

TED 566	Teaching Methods - Specific	3.00
TED 567	Teaching Methods - Specific	3.00
TED 571	Teaching Methods - Specific	3.00
TED 572	Teaching Methods - Specific	3.00

#### Tier III: Field Experiences (6 credits)

TED 746	Field Experience in Adolescence Education	2.00
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#### And one of the following: (4 credits)

TED 752	Seminar and Student Teaching: Adolescence	4.00
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TED 753	Seminar and Supervised Teaching: Adolescence	4.00
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Initial portfolios should be submitted after 12-15 credits. A student must have a passing first portfolio submission in order to apply for student teaching. Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

## M.S.Ed. in Special Education (Adolescence) and Various Subject Content

See Teacher Education - Special Education section for program requirements.

## Advanced Certificate in Middle Childhood and Adolescence English

### 31 Credits Required

[Program Code: 27558]

#### Prerequisite:

- A major or its equivalent in English
- A course in adolescent development or its equivalent

#### Tier I: Core Courses (12 credits)

TED 505	Issues In Education	3.00
TED 510	Introduction to Students With Disabilities	3.00
TED 515	Multicultural Perspectives in Education	3.00
TED 520	Language & Literacy	3.00

Before moving on to Tier II, students must demonstrate proficiency in the following ways:

- Maintaining a G.P.A. of 3.0 or above
- Demonstrating competence in writing

#### Tier II: Methods Courses (13 credits)

TED 545	Promoting Wellness in the Classroom	1.00
TED 550	Teaching Literacy and Language Arts 5-12	3.00
TED 555	Foundations of Middle Childhood Education	3.00
TED 560	Teaching Methods in Middle Childhood and Adolescence Education: General	3.00

TED 566	Teaching Methods in Middle Childhood and Adolescence: English	3.00
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#### Tier III: Field Experiences (6 credits)

TED 745	Field Experience: Middle Childhood and Adolescence	2.00
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#### And one of the following:

TED 750	Seminar and Student Teaching: Middle Childhood and Adolescence	4.00
TED 751	Seminar and Supervised Teaching: Middle Childhood and Adolescence Education	4.00

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

## Advanced Certificate in Middle Childhood and Adolescence Social Studies (Grades 5 - 12)

### 31 Credits Required

[Program Code: 27559]

#### Prerequisites:

- A major or its equivalent in social studies that both encompasses the key areas of social studies and includes coursework in economics and Government and at least 21 semester hours in the history and geography of the U.S. and the world
- A course in adolescent development or its equivalent

#### Tier I: Core Courses (12 credits)

TED 505	Issues In Education	3.00
TED 510	Introduction to Student With Disabilities	3.00
TED 515	Multicultural Perspectives in Education	3.00
TED 520	Language & Literacy	3.00

Before moving on to Tier II, students must demonstrate proficiency in the following ways:

- Maintaining a G.P.A. of 3.0 or above
- Demonstrating competence in writing

#### Tier II: Methods Courses (13 credits)

TED 545	Promoting Wellness in the Classroom	1.00
TED 550	Teaching Literacy and Language Arts 5-12	3.00
TED 555	Foundations of Middle Childhood Education	3.00

TED	560	Teaching Methods in Middle Childhood and Adolescence Education: General	3.00
TED	567	Teaching Methods in Middle Childhood and Adolescence Education: Social Studies	3.00

**Tier III: Field Experiences (6 credits)**

TED	745	Field Experience: Middle Childhood and Adolescence Education	2.00
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**And one of the following:**

TED	750	Seminar and Student Teaching: Middle Childhood and Adolescence Education	4.00
TED	751	Seminar and Supervised Teaching: Middle Childhood and Adolescence Education	4.00

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

**Advanced Certificate in Middle Childhood and Adolescence Mathematics (Grades 5 - 12)**

**31 Credits Required**

[Program Code: 27560]

**Prerequisites:**

- A major or its equivalent in mathematics including six credits of calculus
- A course in adolescent development or its equivalent

**Tier I: Core Courses (12 credits)**

TED	505	Issues In Education	3.00
TED	510	Introduction to Students With Disabilities	3.00
TED	515	Multicultural Perspectives in Education	3.00
TED	520	Language & Literacy	3.00

Before moving on to Tier II, students must demonstrate proficiency in the following ways:

- Maintaining a G.P.A. of 3.0 or above
- Demonstrating competence in writing

**Tier II: Methods Courses (13 credits)**

TED	545	Promoting Wellness in the Classroom	1.00
TED	550	Teaching Literacy and Language Arts 5-12	3.00
TED	555	Foundations of Middle Childhood Education	3.00

TED	560	Teaching Methods in Middle Childhood and Adolescence Education: General	3.00
TED	571	Teaching Methods in Middle Childhood and Adolescence: Math	3.00

**Tier III: Field Experiences (6 credits)**

TED	745	Field Experience: Middle Childhood and Adolescence	2.00
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**And one of the following:**

TED	750	Seminar and Student Teaching: Middle Childhood and Adolescence	4.00
TED	751	Seminar and Supervised Teaching: Middle Childhood and Adolescence	4.00

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

**Advanced Certificate in Middle Childhood and Adolescence Science (Grades 7 - 12)**

**31 Credits Required**

[Program Code: 27561]

**Prerequisite:**

- A major or its equivalent in the area(s) of certification (Biology, Chemistry, Physics and/or Earth Science
- A course in adolescent development or its equivalent)

**Tier I: Core Courses (12 credits)**

TED	505	Issues In Education	3.00
TED	510	Introduction to Students With Disabilities	3.00
TED	515	Multicultural Perspectives in Education	3.00
TED	520	Language & Literacy	3.00

Before moving on to Tier II, students must demonstrate proficiency in the following ways:

- Maintaining a G.P.A. of 3.0 or above
- Demonstrating competence in writing

**Tier II: Methods Courses (13 credits)**

TED	545	Promoting Wellness in the Classroom	1.00
TED	550	Teaching Literacy and Language Arts 5-12	3.00
TED	555	Foundations of Middle Childhood Education	3.00

TED	560	Teaching Methods in Middle Childhood and Adolescence Education: General	3.00
TED	572	Teaching Methods in Middle Childhood and Adolescence: Science	3.00

**Tier III: Field Experiences (6 credits)**

TED	745	Field Experience: Middle Childhood and Adolescence	2.00
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**And one of the following:**

TED	750	Seminar and Student Teaching: Middle Childhood and Adolescence	4.00
TED	751	Seminar and Supervised Teaching: Middle Childhood and Adolescence	4.00

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

**Advanced Certificate in Adolescence English (Grades 7 - 12)**

**28 Credits Required**

[Program Code: 27562]

**Prerequisite:**

- A major or its equivalent in English
- A course in adolescent development or its equivalent

**Tier I: Core Courses (12 credits)**

TED	505	Issues In Education	3.00
TED	510	Introduction to Students With Disabilities	3.00
TED	515	Multicultural Perspectives in Education	3.00
TED	520	Language & Literacy	3.00

Before moving on to Tier II, students must demonstrate proficiency in the following ways:

- Maintaining a G.P.A. of 3.0 or above
- Demonstrating competence in writing

**Tier II: Methods Courses (10 credits)**

TED	545	Promoting Wellness in the Classroom	1.00
TED	550	Teaching Literacy and Language Arts 5-12	3.00
TED	560	Teaching Methods in Middle Childhood and Adolescence Education: General	3.00

TED	566	Teaching Methods in Middle Childhood and Adolescence: English	3.00
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**Tier III: Field Experiences (6 credits)**

TED	746	Field Experience: Adolescence Education	2.00
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**And one of the following:**

TED	752	Seminar and Student Teaching: Adolescence Education	4.00
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TED	753	Seminar and Supervised Teaching: Adolescence Education	4.00
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Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

**Advanced Certificate in Adolescence Social Studies (Grades 7 - 12)**

**28 Credits Required**

[Program Code: 27563]

**Prerequisite:**

- A major or its equivalent in social studies that both encompasses the key areas of social studies and includes coursework in economics and government and at least 21 semester hours in the history and geography of the U.S. and the world
- A course in adolescent development or its equivalent

**Tier I: Core Courses (12 credits)**

TED	505	Issues In Education	3.00
TED	510	Introduction to Student With Disabilities	3.00
TED	515	Multicultural Perspectives in Education	3.00
TED	520	Language & Literacy	3.00

Before moving on to Tier II, students must demonstrate proficiency in the following ways:

- Maintaining a G.P.A. of 3.0 or above
- Demonstrating competence in writing

**Tier II: Methods Courses (10 credits)**

TED	545	Promoting Wellness in the Classroom	1.00
TED	550	Teaching Literacy and Language Arts 5-12	3.00
TED	560	Teaching Methods in Middle Childhood and Adolescence - General	3.00
TED	567	Teaching Methods in Middle Childhood and Adolescence: Social Studies	3.00

**Tier III: Field Experiences (6 credits)**

TED	746	Field Experience: Adolescence Education	2.00
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**And one of the following:**

TED	752	Seminar and Student Teaching: Adolescence Education	4.00
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TED	753	Seminar and Supervised Teaching: Adolescence Education	4.00
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Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

**Advanced Certificate in Adolescence Mathematics (Grades 7 - 12)**

**28 Credits Required**

[Program Code: 27565]

**Prerequisites:**

- A major in mathematics or its equivalent including six credits of calculus
- A course in adolescent development or its equivalent

**Tier I: Core Courses (12 credits)**

TED	505	Issues In Education	3.00
TED	510	Introduction to Students With Disabilities	3.00
TED	515	Multicultural Perspectives in Education	3.00
TED	520	Language & Literacy	3.00

Before moving on to Tier II, students must demonstrate proficiency in the following ways:

- Maintaining a G.P.A. of 3.0 or above
- Demonstrating competence in writing

**Tier II: Methods Courses (10 credits)**

TED	545	Promoting Wellness in the Classroom	1.00
TED	550	Teaching Literacy and Language Arts 5-12	3.00
TED	560	Teaching Methods in Middle Childhood and Adolescence Education: General	3.00
TED	571	Teaching Methods in Middle Childhood and Adolescence: Mathematics	3.00

**Tier III: Field Experiences (6 credits)**

TED	746	Field Experience: Adolescence Education	2.00
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**And one of the following:**

TED	752	Seminar and Student Teaching: Adolescence Education	4.00
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TED	753	Seminar and Supervised Teaching: Adolescence Education	4.00
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Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

**Advanced Certificate in Adolescence Science (Grades 7 - 12)**

**28 Credits Required**

[Program Code: 27564]

**Prerequisites:**

- A major or its equivalent in the area(s) of certification (Biology, Chemistry, Physics and/or Earth Science)
- A course in adolescent development or its equivalent

**Tier I: Core Courses (12 credits)**

TED	505	Issues In Education	3.00
TED	510	Introduction to Students With Disabilities	3.00
TED	515	Multicultural Perspectives in Education	3.00
TED	520	Language & Literacy	3.00

Before moving on to Tier II, students must demonstrate proficiency in the following ways:

- Maintaining a G.P.A. of 3.0 or above
- Demonstrating competence in writing

**Tier II: Methods Courses (10 credits)**

TED	545	Promoting Wellness in the Classroom	1.00
TED	550	Teaching Literacy and Language Arts 5-12	3.00
TED	560	Teaching Methods in Middle Childhood and Adolescence Education: General	3.00
TED	572	Teaching Methods in Middle Childhood and Adolescence: Science	3.00

**Tier III: Field Experiences (6 credits)**

TED	746	Field Experience: Adolescence Education	2.00
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**And one of the following:**

TED	752	Seminar and Student Teaching: Adolescence Education	4.00
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TED 753 Seminar and Supervised Teaching: Adolescence Education 4.00

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

**M.S.Ed. in 1, 2, 3 TEACH - Secondary Education (Internship Certification)**

**Fast Track Program**

**37 Credits Required**

[Program Code: 27517]

**Prerequisites:** Appropriate prerequisite coursework

TED	556 or 567 or 571 or 572	Teaching Methods - Specific	3.00
TED	575	Lives of Adolescents	3.00
TED	550	Teaching Literacy/ Language Arts 5-12	3.00
TED	515	Multicultural Perspectives	3.00
TED	505	Issues in Education	3.00
TED	560	Teaching Methods – General	3.00
TED	645	Field Experience - Classroom Teacher/High-need School District	2.00
TED	545	Promoting Wellness 1	1.00
TED	751	Seminar/Supervised Teaching	4.00
TED	520	Language and Literacy	3.00
TED	6__	Education Elective	3.00
TED	510	Introduction to Students with Disabilities	3.00
TED	555	Foundations of Middle Childhood Education	3.00

Initial portfolios should be submitted after 12-15 credits. A student must have a passing first portfolio submission in order to apply for student teaching. Final portfolios should be submitted one semestern prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

**SPECIAL EDUCATION**

**M.S.Ed. in Early Childhood/Special Education (Birth - Grade 2)**

See Teacher Education - Early Childhood Education (Birth - Grade 2) for program requirements.

**M.S.Ed. in Childhood Special Education (Grades 1 - 6)**

**37 Credits Required**

[Program Code: 27162]

**Prerequisite:**

Prior certification in Childhood Education

**Tier I: Core Courses (9 credits)**

TED	510	Introduction to Students With Disabilities	3.00
TED	515	Multicultural Perspectives in Education	3.00
TED	520	Language & Literacy	3.00
<b>Tier II : Methods Courses</b>			
TED	600	Introduction to Students with Learning Problems	3.00
TED	605	Teaching Students with Learning Problems	3.00
TED	610	Assessing Students with Literacy and Learning Problems	3.00
TED	615	Classroom Management in Inclusive Settings	3.00
TED	620	Collaboration in Inclusive Settings	3.00
TED	625	Interventions In Reading	3.00
TED	630	Math/Technology for Students with Learning Problems	3.00
TED	710	Practicum in Literacy for Students with Learning Problems, Grades 1-6	3.00

**Tier III: Field Experiences**

**Choose one of the following: (4 credits)**

TED	720	Seminar and Student Teaching: Childhood Special Education	4.00
TED	721	Seminar and Supervised Teaching: Childhood Special Education	4.00

Initial portfolios should be submitted after 12-15 credits. A student must have a passing first portfolio submission in order to apply for student

teaching. Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

**M.S.Ed. in Childhood Education and Childhood Special Education (Grades 1 - 6)**

See Teacher Education - Childhood Education (Grades 1-6) for program requirements.

**M.S.Ed. in Special Education: Childhood (Grades 1 - 6) and Literacy (Birth - 6 )**

**46 Credits Required**

[Program Code: 27167]

**Prerequisite:**

Prior Certification in Childhood Education

**Tier I: Core Courses (9 credits)**

TED	510	Introduction to Students With Disabilities	3.00
TED	515	Multicultural Perspectives in Education	3.00
TED	520	Language and Literacy	3.00

Before Tier II, students must demonstrate proficiency in the following ways:

- Maintaining a G.P.A. of 3.0 or above
- Demonstrating competence in writing

**Tier II: Special Education and Literacy Courses (33 credits)**

TED	600	Introduction to Students with Learning Problems	3.00
TED	605	Teaching Students with Learning Problems	3.00
TED	610	Assessing Students with Literacy and Learning Problems	3.00
TED	615	Classroom Management in Inclusive Settings	3.00
TED	525	Teaching Literacy and Language Arts 1-6	3.00
TED	625	Interventions In Reading	3.00
TED	640	Phonological Awareness and Beginning Reading Instruction	3.00
TED	620	Collaboration in Inclusive Settings	3.00

TED	645	Methods of Teaching Writing	3.00
TED	710	Practicum in Literacy for Students with Learning Problems, Grades K-6	3.00
TED	6__	Education Elective	3.00

**Tier III: Field Experiences (4 credits)**

**Choose one of the following:**

TED	720	Seminar and Student Teaching: Childhood Special Education	4.00
TED	721	Seminar and Supervised Teaching in Special Education	4.00

Initial portfolios should be submitted after 12-15 credits. A student must have a passing first portfolio submission in order to apply for student teaching. Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

**M.S.Ed. in Special Education in Childhood (Grades 1 - 6) with Autism Concentration**

**38 Credits Required**

[Program Code: 34738]

TED	510	Introduction to Student With Disabilities	3.00
TED	515	Multicultural Perspectives in Education	3.00
TED	600	Introduction to Students with Learning Problems	3.00
TED	605	Teaching Students with Learning Problems	3.00
TED	610	Assessing Students with Literacy and Learning Problems	3.00
TED	613	Assessment and Interventions for Students with Autistic Spectrum Disorder	3.00
TED	616	Applied Behavior Analysis for Students with Disabilities	3.00
TED	620	Collaboration in Inclusive Settings	3.00
TED	625	Interventions In Reading	3.00

TED	681	Communication Development and Language Disorders in Children with Autistic Spectrum Disorder	3.00
TED	682	Contemporary Issues and Research in Autistic Spectrum Disorders	3.00
TED	710	Practicum in Literacy for Students with Learning Problems, Grades 1-6	3.00

**Special Education: Childhood 1-6 with Autism Specialization Student Teaching**

TED	760	Seminar and Student Teaching: Childhood Special Education - Part I	2.00
TED	761	Seminar and Supervised Teaching: Childhood Special Education - Part I	2.00

**M.S.Ed. Special Education in Adolescence Generalist (Grades 7 - 12)**

**38 Credits Required**

*(Program Code: 27990 or 34746)*

**Prerequisites:**

- TED 575 Lives of Adolescents or equivalent
- 18 credit concentration in a liberal arts area
- 6 credits each in English, Social Studies, Mathematics and Science

**Tier I: Core Courses (9 credits)**

TED	505	Issues In Education	3.00
TED	510	Introduction to Students With Disabilities	3.00
TED	515	Multicultural Perspectives in Education	3.00

**Tier II: Methods Courses**

TED	545	Promoting Wellness in the Classroom	1.00
TED	550	Teaching Literacy 5-12	3.00
TED	561	Teaching Methods in Adolescence Education	3.00
TED	600	Introduction to Students with Learning Problems	3.00
TED	605	Teaching Students with Learning Problems	3.00
TED	610	Assessing Students with Literacy and Learning Problems	3.00
TED	615	Classroom Management in Inclusive Settings	3.00

TED	620	Collaboration in Inclusive Settings	3.00
TED	715	Practicum in Literacy for Students with Learning Problems, Grades 5-12	3.00

**Tier III: Field Experiences (4 credits)**

**Choose one of the following:**

TED	785	Seminar and Student Teaching: Special Education and Middle Childhood/Adolescence Education	4.00
TED	786	Seminar and Supervised Teaching: Special Education and Middle Childhood/Adolescence Education	4.00

Initial portfolios should be submitted after 12-15 credits. A student must have a passing first portfolio submission in order to apply for student teaching. Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

Students will need to complete the 3-hour autism workshop in order to become certified in special education.

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

Students who have a concentration of 18 or more credits in English, social studies, math or science will be eligible to apply for an extension which will allow them to teach that subject in special education programs.

**M.S.Ed. in Special Education in Adolescence (with prior certification)**

**34 Credits Required**

*[Program Code: 34747 or 34748]*

**Prerequisites:**

- Prior certification as classroom teacher
- 6 credits each in English, Social Studies, Mathematics and Science

**Tier I: Core Courses (9 credits)**

TED	510	Introduction to Students With Disabilities	3.00
TED	515	Multicultural Perspectives in Education	3.00
TED	600	Introduction to Students with Learning Problems	3.00

**Tier II: Methods Courses (21 credits)**

TED	550	Teaching Literacy 5-12	3.00
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TED	561	Teaching Methods in Adolescence Education	3.00
TED	605	Teaching Students with Learning Problems	3.00
TED	610	Assessing Students with Literacy and Learning Problems	3.00
TED	615	Classroom Management in Inclusive Settings	3.00
TED	620	Collaboration in Inclusive Settings	3.00
TED	715	Practicum in Literacy for Students with Learning Problems, Grades 5-12	3.00

**Tier III: Field Experience (4 credits)**

**One of the following:**

TED	785	Seminar and Student Teaching: Special Education and Middle Childhood/Adolescence Education	4.00
TED	786	Seminar and Supervised Teaching: Special Education and Middle Childhood/Adolescence Education	4.00

Initial portfolios should be submitted after 12-15 credits. A student must have a passing first portfolio submission in order to apply for student teaching. Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

Note: Students who have a concentration of 18 or more credits in English, social studies, math or science will be eligible to apply for an extension leading to a specialization teaching the subject of concentration in special education programs.

**M.S.Ed. in Special Education (Adolescence) and Various Subject Content**

**47 Credits Required**

*[Program Code: 27158 or 31744]*

**Prerequisite:**

A major or its equivalent in English ; 6 credits each in social studies, mathematics and science; Course in a language other than English

**Tier I: Core Courses (9 credits)**

TED	505	Issues in Education	3.00
TED	510	Introduction to Students with Disabilities	3.00

TED 515 Multicultural Perspectives in Education 3.00

Before moving on to Tier II, students must demonstrate proficiency in the following ways:

- Maintain a G.P.A. of 3.0 or above
- Demonstrate competence in writing

**Tier II: Methods Courses (31 credits)**

TED 550 Teaching Literacy and Language Arts 5-12 3.00

TED 561 Teaching Methods in Adolescence Education 3.00

TED 555 Foundations of Middle Childhood Education 3.00

TED 545 Promoting Wellness in the Classroom 1.00

TED 600 Introduction to Students with Learning Problems 3.00

TED 605 Teaching Students with Learning Problems 3.00

TED 610 Assessing Students with Literacy and Learning Problems 3.00

TED 615 Classroom Management in Inclusive Settings 3.00

TED 620 Collaboration in Inclusive Settings 3.00

TED 575 Lives of Adolescents 3.00

TED 715 Practicum in Literacy for Students with Learning Problems 5-12 3.00

**Tier II (continued): Methods Courses - Content**

**Choose One Course (3 credits)**

TED 566 Teaching Methods in Middle Childhood and Adolescence: English 3.00

**OR**

TED 571 Teaching Methods in Middle Childhood and Adolescence: Mathematics 3.00

**OR**

TED 567 Teaching Methods in Middle Childhood and Adolescence: Social Studies 3.00

**OR**

TED 572 Teaching Methods in Middle Childhood and Adolescence: Science 3.00

**Tier III: Field Experiences (4 credits)**

TED 785 Seminar and Student Teaching in Special Education and Middle Childhood and Adolescence Education 4.00

**OR**

TED 786 Seminar and Supervised Teaching in Special Education and Middle Childhood and Adolescence Education 4.00

Initial portfolios should be submitted after 12-15 credits. A student must have a passing first portfolio submission in order to apply for student teaching. Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted. Students will need to complete the 3-hour autism workshop in order to be certified in special education.

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

**M.S.Ed. in SWD Generalist (Grades 7 - 12) with Autism Concentration**

**44 Credits Required**

[Program Code: 34739]

TED 510 Introduction to Student With Disabilities 3.00

TED 545 Promoting Wellness in the Classroom 1.00

TED 550 Teaching Literacy 5-12 3.00

TED 561 Teaching Methods in Adolescence Education 3.00

TED 600 Introduction to Students with Learning Problems 3.00

TED 605 Teaching Students with Learning Problems 3.00

TED 610 Assessing Students with Literacy and Learning Problems 3.00

TED 613 Assessment and Interventions for Students with Autistic Spectrum Disorder 3.00

TED 616 Applied Behavior Analysis for Students with Disabilities 3.00

TED 620 Collaboration in Inclusive Settings 3.00

TED 681 Communication Development and Language Disorders in Children with Autistic Spectrum Disorder 3.00

TED 682 Contemporary Issues and Research in Autistic Spectrum Disorders 3.00

TED 715 Practicum in Literacy for Students with Learning Problems, Grades 5-12 3.00

**Special Education: Adolescence with Autism Specialization**

[TED 505 Issues In Education 3.00

TED 515 Multicultural Perspectives in Education 3.00

**Special Education: Adolescence with Autism Specialization**

**Student Teaching**

TED 785 Seminar and Student Teaching: Special Education and Middle Childhood/Adolescence Education 4.00

TED 786 Seminar and Supervised Teaching: Special Education and Middle Childhood/Adolescence Education 4.00

**Advanced Certificate in Early Childhood Special Education**

**23 Credits Required**

[Program Code: 29698]

**Prerequisites:**

- Master's degree
- Prior certification in Early Childhood Education (Birth – Gr. 2)
- TED 500 (Lives of Children) or its equivalent
- TED 642 (Observation and Assessment in the Early Childhood Classroom) or equivalent assessment course

TED 600 Introduction to Students with Learning Problems 3.00

SPC 650 Developmental Psychopathology 3.00

TED 520 Language & Literacy 3.00

TED 640 Phonological Awareness and Beginning Reading 3.00

TED 616 Applied Behavior Analysis for Students with Disabilities 3.00

TED 620 Collaboration in Inclusive Settings 3.00

TED 636 Early Childhood Special Education 3.00

**And one of the following (2 credits):**

TED	733	Seminar and Student Teaching: Early Childhood Special Education	2.00
TED	734	Seminar and Supervised Teaching: Early Childhood Special Education	2.00

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

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### Advanced Certificate in Early Childhood and Early Childhood Special Education

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See the Teacher Education - Early Childhood Education (Birth - Grade 2) section for program requirements.

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### Advanced Certificate in Childhood Special Education

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**21 Credits Required**  
[Program Code: 27163]

**Prerequisite:**

- Prior certification and Master's Degree

TED	510	Introduction to Students With Disabilities	3.00
TED	600	Introduction to Students with Learning Problems	3.00
TED	605	Teaching Students with Learning Problems	3.00
TED	610	Assessing Students with Literacy and Learning Problems	3.00
TED	615	Classroom Management in Inclusive Settings	3.00
TED	620	Collaboration in Inclusive Settings	3.00
TED	710	Practicum in Literacy for Students with Learning Problems, Grades 1-6	3.00

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

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### Advanced Certificate in Special Education in Adolescence (Generalist Grades 7 - 12)

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**21 Credits Required**  
[Program Code: 34742]

**Prerequisites:**

- Prior certification in middle childhood and/or adolescence education
- 6 credits each in English, Social Studies, Mathematics and Science

TED	510	Introduction to Student With Disabilities	3.00
TED	600	Introduction to Students with Learning Problems	3.00
TED	605	Teaching Students with Learning Problems	3.00
TED	610	Assessing Students with Literacy and Learning Problems	3.00
TED	615	Classroom Management in Inclusive Settings	3.00
TED	620	Collaboration in Inclusive Settings	3.00
TED	715	Practicum in Literacy for Students with Learning Problems, Grades 5-12	3.00

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

Students who have a concentration of 18 or more credits in English, social studies, math or science will be eligible to apply for an extension leading to a specialization teaching the subject of the concentration in special education programs.

Students will need to complete the 3-hour autism workshop in order to become certified in special education.

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### Advanced Certificate in Autism

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**12 Credits Required**  
[Program Code: 34740]

TED	613	Assessment and Interventions for Students with Autistic Spectrum Disorder	3.00
TED	616	Applied Behavior Analysis for Students with Disabilities	3.00

TED	681	Communication Development and Language Disorders in Children with Autistic Spectrum Disorder	3.00
TED	682	Contemporary Issues and Research in Autistic Spectrum Disorders	3.00

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### Advanced Certificate in Bilingual Special Education – ITI

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**15 Credits Required**  
[Program Code: 32134]

**Prerequisites:**

- Bachelor's Degree and prior certification
- Proficiency in English and one other language

TED	516	Learning in Bilingual/Multicultural Settings	3.00
TED	612	Assessment for English Language Learners in Special Education	3.00
TED	665	Literacy K-12 in ESOL Programs	3.00
TED	670	Teaching Content Areas in ESOL Programs	3.00
TED	676	Instruction in the Native Language Bilingual Programs	3.00

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

Field Work Requirement: 50 hours, incorporated into courses.

**LITERACY EDUCATION**

**M.S.Ed. in Literacy (Birth - Grade 6)**

**30 Credits Required**

[Program Code: 27545]

**Prerequisites:** Appropriate prior certification as a classroom teacher

**Tier I: Core Courses (9 credits)**

TED	510	Introduction to Student With Disabilities	3.00
TED	515	Multicultural Perspectives in Education	3.00
TED	525	Teaching Literacy and Language Arts 1-6	3.00

**Before moving on to Tier II, students must demonstrate proficiency in the following ways:**

- Maintain a G.P.A. of 3.0 or above
- Demonstrate competence in writing

**Tier II: Methods Courses (18 credits)**

ED	520	Language and Literacy	3.00
TED	610	Assessing Students with Literacy and Learning Problems	3.00
TED	625	Interventions In Reading	3.00
TED	640	Phonological Awareness and Beginning Reading	3.00
TED	645	Methods of Teaching Writing	3.00
TED	6__	Education Elective	3.00

**Tier III: Field Experiences (3 credits)**

TED	710	Practicum in Literacy for Students with Learning Problems 1-6	3.00
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Initial portfolios should be submitted after 12-15 credits. A student must have a passing first portfolio submission in order to apply for TED 710. Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

**M.S.Ed. in Early Childhood (Birth - Grade 2) / Literacy (Birth - Grade 6)**

See Teacher Education - Early Childhood Education (Birth - Grade 2) for program requirements.

**M.S.Ed. in Literacy (Birth - Grade 12)**

**36 Credits Required**

[Program Code: 27168]

**Prerequisite:** Prior certification

TED	510	Introduction to Student With Disabilities	3.00
TED	515	Multicultural Perspectives in Education	3.00
TED	520	Language & Literacy	3.00
TED	525	Teaching Literacy and Language Arts 1-6	3.00
TED	550	Teaching Literacy 5-12	3.00
TED	610	Assessing Students with Literacy and Learning Problems	3.00
TED	625	Interventions In Reading	3.00
TED	640	Phonological Awareness and Beginning Reading	3.00
TED	645	Methods of Teaching Writing	3.00
TED	6__	Literacy Elective	3.00
TED	710	Practicum in Literacy for Students with Learning Problems, Grades 1-6	3.00
TED	715	Practicum in Literacy for Students with Learning Problems, Grades 5-12	3.00

Initial portfolios should be submitted after 12-15 credits. A student must have a passing first portfolio submission in order to apply for student teaching. Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

**M.S.Ed. in Special Education: Childhood and Literacy (Birth - Grade 6)**

See the Teacher Education - Special Education section for program requirements.

**M.S.Ed. in Writing and Reading (Birth - Grade 6)**

**37 Credits Required**

[Program Code: 27169]

**Prerequisite:** Prior certification

TED	510	Introduction to Student With Disabilities	3.00
TED	515	Multicultural Perspectives in Education	3.00
TED	520	Language & Literacy	3.00
TED	525	Teaching Literacy and Language Arts 1-6	3.00
TED	610	Assessing Students with Literacy and Learning Problems	3.00
TED	625	Interventions In Reading	3.00
TED	640	Phonological Awareness and Beginning Reading Instruction	3.00
TED	620	Collaboration in Inclusive Settings	3.00
TED	645	Methods of Teaching Writing	3.00
TED	6__	Literacy Elective	3.00
TED	710	Practicum in Literacy for Students with Learning Problems 1-6	3.00
TED	735	Writing Internship I	2.00
TED	740	Writing Internship II	2.00

Initial portfolios should be submitted after 12-15 credits. A student must have a passing first portfolio submission in order to apply for student teaching. Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

**M.S.Ed. in Writing and Reading (Grades 5 - 12)**

**MS.Ed. Teaching Writing and Reading (Gr. 5-12) - 37 Credits**

(Program Code: 27170)

**Prerequisites:** Prior certification

TED	510	Introduction to Students With Disabilities	3.00
TED	515	Multicultural Perspectives in Education	3.00

TED	520	Language & Literacy	3.00
TED	550	Teaching Literacy 5-12	3.00
TED	610	Assessing Students with Literacy and Learning Problems	3.00
TED	625	Interventions in Reading	3.00
TED	620	Collaboration in Inclusive Settings	3.00
TED	645	Methods for Teaching Writing	3.00
TED	6__	Literacy Elective	3.00
TED	6__	Literacy Elective	3.00
TED	715	Practicum in Literacy for Students with Learning Problems 5-12	3.00
TED	735	Writing Internship I	2.00
TED	740	Writing Internship II	2.00

Initial portfolios should be submitted after 12-15 credits. A student must have a passing first portfolio submission in order to apply for student teaching. Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

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### Advanced Certificate in Teaching Literacy (Birth -Grade 6)

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**21 Credits Required**

[Program Code: 27171]

Prerequisites:

- Master's Degree
- Prior Certification in Childhood and/or Early Childhood

TED	520	Language & Literacy	3.00
TED	525	Teaching Literacy and Language Arts 1-6	3.00
TED	610	Assessing Students with Literacy and Learning Problems	3.00
TED	625	Interventions In Reading	3.00
TED	640	Phonological Awareness and Beginning Reading Instruction	3.00
TED	620	Collaboration in Inclusive Settings	3.00
TED	710	Practicum in Literacy for Students with Learning Problems 1-6	3.00

Students must pass all required state exams.

The point at which these exams should be taken within any program should be addressed with the academic advisor.

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### Advanced Certificate in Teaching Literacy (Grades 5 - 12)

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**21 Credits Required**

[Program Code: 27172]

Prerequisites:

- Master's Degree
- Prior certification as a classroom teacher

TED	520	Language & Literacy	3.00
TED	550	Teaching Literacy 5-12	3.00
TED	610	Assessing Students with Literacy and Learning Problems	3.00
TED	625	Interventions in Reading	3.00
TED	620	Collaboration in Inclusive Settings	3.00
TED	6__	Literacy Elective	3.00
TED	715	Practicum in Literacy for Students with Learning Problems 5-12	3.00

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

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### FAST TRACK PROGRAMS

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#### M.S.Ed. in 1, 2, 3 TEACH - Childhood Education (Grades 1-6, Internship Certification)

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See the Teacher Education - Childhood Education (Grades 1-6) section for program requirements.

#### M.S.Ed. in 1, 2, 3 TEACH - Secondary Education (Internship Certification)

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See Teacher Education - Middle Childhood (Grades 5-9) and Adolescence (Grades 7-12) Education for program requirements.

**TESOL  
BILINGUAL EDUCATION**

**M.S.Ed. in Childhood Education  
(Grades 1 - 6) and TESOL (All  
Grades)**

See Teacher Education - Childhood Education  
(Grades 1-6) for program requirements.

**M.S.Ed. in TESOL (All Grades)**

**37 Credits Required**

[Program Code: 27173]

**Prerequisite:**

- A course in Child Development (TED 500 Lives of Children or its equivalent)
- Twelve credits of a language other than English

**Tier I: Core Courses (12 credits)**

TED 505	Issues In Education	3.00
TED 510	Introduction to Students With Disabilities	3.00
TED 520	Language & Literacy	3.00
TED 615	Classroom Management in Inclusive Settings	3.00

Before Tier II, students must demonstrate proficiency in the following ways:

- Maintain a G.P.A. of 3.0 or above
- Demonstrate competence in writing

**Tier II: Methods Courses (19 credits)**

TED 545	Promoting Wellness in the Classroom	1.00
TED 650	Second Language Acquisition	3.00
TED 655	Fundamentals of Linguistics	3.00
TED 660	English and Its Structure	3.00
TED 665	Literacy K-12 in ESOL Programs	3.00
TED 670	Teaching Content Areas in ESOL Programs	3.00
TED 677	Curriculum, Instruction, and Assessment in ESOL Programs	3.00

**Tier III: Field Experiences (6 credits)**

TED 765	Field Experience: Teaching English as a Second Language	2.00
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**And one of the following:**

TED 770	Seminar and Student Teaching: Teaching English as a Second Language	4.00
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TED 771	Seminar and Supervised Teaching: Teaching English as a Second Language	4.00
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Initial portfolios should be submitted after 12-15 credits. A student must have a passing first portfolio submission in order to apply for student teaching. Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

**Advanced Certificate in TESOL**

**22 Credits Required**

[Program Code: 27175]

**Prerequisites:**

- Course in Teaching Literacy
- 12 Credits LOTE
- Prior Certification

TED 650	Second Language Acquisition	3.00
TED 655	Fundamentals of Linguistics	3.00
TED 660	English and Its Structure	3.00
TED 665	Literacy K-12 in ESOL Programs	3.00
TED 670	Teaching the Content Areas in ESOL Programs	3.00
TED 677	Curriculum, Instruction, and Assessment in ESOL Programs	3.00

**And one of the following:**

TED 770	Seminar and Student Teaching: TESOL	4.00
TED 771	Seminar and Supervised Teaching: TESOL	4.00

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

**Advanced Certificate in TESOL  
(Non-Certification)**

**18 Credits Required**

[Program Code: 32039]

**Prerequisite:** Bachelor's Degree

TED 650	Second Language Acquisition	3.00
TED 655	Fundamentals of Linguistics	3.00

TED 660	English and Its Structure	3.00
TED 674	Methods of Teaching Adult ESL/EFL	3.00
TED 765	Field Experience: TESOL	2.00

**And one of the following:**

TED 770	Seminar and Student Teaching: TESOL	4.00
TED 771	Seminar and Supervised Teaching: TESOL	4.00

**Advanced Certificate in TESOL:  
ITI (Online)**

**15 Credits Required**

[Program Code: 32133]

**Prerequisite:**

- Teacher Certification
- Twelve credits of a language other than English

TED 515	Multicultural Perspectives in Education	3.00
TED 650	Second Language Acquisition	3.00
TED 665	Literacy K-12 in ESOL Programs	3.00
TED 670	Teaching Content Areas in ESOL Programs	3.00
TED 677	Curriculum, Instruction, and Assessment in ESOL Programs	3.00

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

20 days of full-time teaching of ELLs, including both Elementary and Secondary levels

**Advanced Certificate in TESOL  
Special Education: ITI (Online)**

**15 Credits Required**

[Program Code: 32716]

**Prerequisite:**

- Prior Teacher Certification
- Twelve credits of a language other than English

TED 515	Multicultural Perspectives in Education	3.00
TED 612	Assessment for English Language Learners in Special Education	3.00
TED 650	Second Language Acquisition	3.00
TED 665	Literacy K-12 in ESOL Programs	3.00

TED 670 Teaching Content Areas in ESOL Programs 3.00

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

20 days of full-time teaching of ELLs in Special Education, including both Elementary and Secondary levels

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## BILINGUAL EDUCATION EXTENSION PROGRAMS

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### Advanced Certificate in Bilingual Extension

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**15 Credits Required**

[Program Code: 28057]

**Prerequisites:**

- Bachelor's Degree and prior certification
- Proficiency in English and one other language

TED	516	Learning in Bilingual/Multicultural Settings	3.00
TED	655	Fundamentals of Linguistics	3.00
TED	665	Literacy K-12 in ESOL Programs	3.00
TED	670	Teaching Content Areas in ESOL Programs	3.00
TED	676	Instruction in the Native Language Bilingual Programs	3.00

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

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### Advanced Certificate in Bilingual Education: ITI

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**15 Credits Required**

[Program Code: 32251]

**Prerequisites:**

- Bachelor's Degree and prior certification
- Proficiency in English and one other language

TED	516	Learning in Bilingual/Multicultural Settings	3.00
TED	655	Fundamentals of Linguistics	3.00
TED	665	Literacy K-12 in ESOL Programs	3.00
TED	670	Teaching Content Areas in ESOL Programs	3.00
TED	676	Instruction in the Native Language Bilingual Programs	3.00

Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with the academic advisor.

Field Work Requirement: 50 hours,

incorporated into courses.

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## Advanced Certificate in Bilingual Special Education: ITI

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See Teacher Education - Special Education for program requirements.

## Teacher Education Courses

### **TED 500 Lives of Children**

This course focuses on the experience of childhood from infancy to pre-adolescence using developmental, historical, and cultural approaches. Students consider different theories of development with implications for learning and instruction. Consideration will be given to the role of culture, gender, disability, race, class, language, and sexual orientation in the process of learning and development.

*Credits: 3*

*Rotating Basis*

### **TED 505 Issues In Education**

This course examines the intersection of individuals, families, schools, communities, and society as they exist and interact in a range of settings. Through readings and class discussions, students explore schooling from historical, philosophical, sociological, economic, and political perspectives. Students also investigate how factors such as language ability, socioeconomic class, ethnicity, race, gender, and sexuality influence and shape education.

*Credits: 3*

*Rotating Basis*

### **TED 510 Introduction to Student With Disabilities**

This course focuses on the nature and needs of students with a range of disabilities and special health-care needs, and the effect of these disabilities and needs on learning and behavior. Course participants examine the field of special education including historical perspectives and current practices, legal mandates, assessment and planning procedures, and instructional strategies. Students also explore the uses of technology, instructional as well as assistive, to enhance teaching and learning. They develop skills for collaborating with families as well as with other professionals in order to help students with disabilities attain their highest levels of academic achievement and independence.

*Credits: 3*

*Rotating Basis*

### **TED 511 Critical Topics in Special Education**

Designed for those seeking special education certification, this course examines a range of critical topics in special education, e.g., understanding federal and state regulations governing special education; working with students with moderate, severe and multiple disabilities; confronting the challenges of autism. Topics may change from semester to semester to reflect changes in the field.

*Credits: 3*

*Rotating Basis*

### **TED 515 Multicultural Perspectives in Education**

This course examines the historical evolution, theories, and practices of multicultural education. Factors of race, ethnicity, culture, language,

socioeconomic status, gender, ability, and sexual orientation are explored as they relate to teaching and learning. Students investigate instructional strategies and design curricula that support multicultural education and select and evaluate commercially available multicultural curricula and literature.

*Credits: 3*

*Rotating Basis*

### **TED 516 Learning in Bilingual/Multicultural Settings**

This course focuses on the individual, social, cognitive and linguistic nature of bilingualism, including second language acquisition, sociology of language, and the relationship between language and culture. Students also explore the socio-political, historical, and legal foundations that have shaped bilingual and multicultural education policies, program models, and teaching and assessment practices. In addition, students develop an understanding of the distinction between language differences and language disability as they examine issues relating to second language learners with diverse learning needs. Field experience required.

*Credits: 3*

*Rotating Basis*

### **TED 520 Language & Literacy**

This course focuses on the relationship between oral language and reading and writing. Students examine theories of cognition, syntactic and semantic development, comprehension, metalinguistics, and vocabulary growth and how they relate to reading and writing processes. Principles of first and second language acquisition, dialectal differences, and the development of literacy in English language learners, bilingual children, and youngsters with a range of learning difficulties are addressed. Attention is focused on the social and cultural contexts of language use, function, and literacy acquisition. Students examine approaches to curriculum development and instruction based on theories of language development, learning processes, motivation, and reading and writing acquisition.

*Credits: 3*

*Rotating Basis*

### **TED 525 Teaching Literacy and Language Arts 1-6**

This course focuses on the teaching of literacy in grades 1-6 to native English speakers and students who are English language learners, including methods of reading enrichment and remediation. Students are introduced to theories of literacy development, a variety of approaches for teaching reading, writing, listening and speaking, including strategies for teaching phonological awareness, word recognition, phonics, fluency, vocabulary, comprehension, and building literacy in the content areas. Assessing literacy abilities, organizing and managing the classroom for literacy instruction, and using technology for teaching and learning are

also addressed.

*Credits: 3*

*Rotating Basis*

### **TED 530 Teaching Social Studies/The Arts 1-6**

This course examines curriculum development, instructional planning, and multiple research validated instructional strategies for teaching social studies to children within the full range of abilities in the childhood classroom. Students also explore a variety of art forms to integrate arts activities into the curriculum.

*Credits: 3*

*Rotating Basis*

### **TED 535 Teaching Science/Technology 1-6**

This course examines curriculum development, instructional planning, and multiple research validated instructional strategies for teaching science to children within the full range of abilities in the childhood classroom. Students explore the uses of technology in teaching and learning, instructional as well as assistive technology, to acquire information, communicate and, overall, enhance teaching and learning.

*Credits: 3*

*Rotating Basis*

### **TED 540 Teaching Math/Technology 1-6**

This course focuses on curriculum development, instructional planning, and multiple research validated instructional strategies for teaching mathematics to children within the full range of abilities in the childhood classroom as well as formal and informal methods of assessing mathematical learning. Students also learn to use technology for acquiring mathematical skills and strategies, problem solving, and overall, enhancing teaching and learning.

*Credits: 3*

*Rotating Basis*

### **TED 545 Promoting Wellness in the Classroom**

This course focuses on the knowledge and strategies needed by teachers to ensure a safe and nurturing learning environment. Topics include, but are not limited to, means for identifying and reporting suspected child abuse and maltreatment, means for instructing students for the purpose of preventing child abduction, preventing alcohol, tobacco and other drug abuse, providing safety education, providing instruction in fire and arson prevention, and means for the prevention of and intervention in school violence.

*Credits: 1*

*Rotating Basis*

### **TED 550 Teaching Literacy 5-12**

This course focuses on the teaching of the literacy skills of listening, speaking, reading and writing to native English speakers and to students who are English language learners at the middle childhood and adolescence education levels, including methods of reading enrichment and remediation. Students are introduced to theories of literacy

development, a variety of approaches to teaching literacy, particularly strategies for teaching vocabulary, comprehension, and building literacy in the content areas. Assessing literacy abilities, organizing and managing the classroom for literacy instruction, and using technology for teaching and learning are also addressed.

*Credits: 3*

*Rotating Basis*

#### **TED 555 Foundations of Middle Childhood Education**

This course explores academic, social, and emotional issues that impact on middle childhood education. Strategies for fostering motivation, promoting positive social interaction skills, classroom management, assessment, curriculum development, and instruction, for students within the full range of abilities, in a middle school environment, are addressed. Course participants also focus on building collaborative relationships among students, families, and school personnel.

*Credits: 3*

*Rotating Basis*

#### **TED 560 Teaching Methods in Middle Childhood and Adolescence Education: General**

This course focuses on curriculum approaches, assessment techniques, techniques for classroom management and organization, uses of technology, and research validated instructional strategies appropriate for students within the full range of abilities at the middle childhood and adolescence education levels.

*Credits: 3*

*Rotating Basis*

#### **TED 561 Teaching Methods in Adolescence Education**

This course focuses on curriculum approaches, assessment techniques, techniques for classroom management and organization, uses of technology, and research validated instructional strategies appropriate for students within the full range of abilities at the adolescence education levels. Students will explore methods for teaching English language arts, social studies, mathematics and science in inclusive classrooms.

*Credits: 3*

*Rotating Basis*

#### **TED 566 Teaching Methods in Middle Childhood and Adolescence: English**

This course explores approaches to curriculum planning and development, assessment, and instruction for English at the middle childhood and adolescence education levels. Course participants examine ways to use technology (assistive and instructional), for both teaching and learning, and become familiar with multiple research validated teaching strategies for students within the full range of abilities at the middle childhood and adolescence levels to master the learning standards in English.

*Credits: 3*

*Rotating Basis*

#### **TED 567 Teaching Methods in Middle Childhood and Adolescence: Social Studies**

This course explores approaches to curriculum planning and development, assessment, and instruction for Social Studies at the middle childhood and adolescence education levels. Course participants examine ways to use technology (assistive and instructional), for both teaching and learning, and become familiar with multiple research validated teaching strategies for students within the full range of abilities at the middle childhood and adolescence levels to master the learning standards in Social Studies.

*Credits: 3*

*Rotating Basis*

#### **TED 568 Teaching Methods in Middle Childhood and Adolescence: Languages Other Than English**

This course focuses on curriculum development, formal and informal assessment techniques, and research validated instructional strategies for teaching languages other than English to students within the full range of abilities. Course participants explore approaches to the teaching of listening, speaking, reading, writing, and communicating in a new language, including culturally relevant material for those cultures represented by the target language. Students learn to incorporate interventions for remediation and enrichment as well as the uses of technology to enhance teaching and learning. Field work required.

*Credits: 3*

*Rotating Basis*

#### **TED 569 Teaching Languages Other Than English in Childhood**

This course focuses on teaching languages other than English in grades 1-6. The course examines curriculum development, formal and informal assessment techniques, and research validated instructional strategies for teaching languages to children within the full range of abilities. Course participants explore approaches to the teaching of listening, speaking, reading, writing, and communicating in a new language, including culturally relevant material for those cultures represented by the target language. Students learn to incorporate interventions for remediation and enrichment as well as the uses of technology to enhance teaching and learning.

*Credits: 3*

*Rotating Basis*

#### **TED 571 Teaching Methods in Middle Childhood and Adolescence: Mathematics and Science**

This course explores approaches to curriculum planning and development, assessment, and instruction for Mathematics at the middle childhood and adolescence education levels. Course participants examine ways to use technology (assistive and instructional), for both teaching and learning, and become familiar with multiple

research validated teaching strategies for students within the full range of abilities at the middle childhood and adolescence levels to master the learning standards in Mathematics.

*Credits: 3*

*Rotating Basis*

#### **TED 572 Teaching Methods in Middle Childhood and Adolescence: Science**

This course explores approaches to curriculum planning and development, assessment, and instruction for Science at the middle childhood and adolescence education levels. Course participants examine ways to use technology (assistive and instructional), for both teaching and learning, and become familiar with multiple research validated teaching strategies for students within the full range of abilities at the middle childhood and adolescence levels to master the learning standards in Science.

*Credits: 3*

*Rotating Basis*

#### **TED 575 Lives Of Adolescents**

This course focuses on the experiences of pre-adolescents and adolescents from diverse backgrounds with a range of abilities using developmental, historical, and cultural approaches. Theories of development are studied as they apply to the adolescent learner in families, communities, peer groups and schools. Physical, cognitive, socio-emotional and moral domains of development with implications for learning will be studied.

Throughout the course, attention will be given to ways in which culture, gender, disability, race, class, language, ethnicity and sexual orientation play roles in the process of learning and development.

*Credits: 3*

*Rotating Basis*

#### **TED 600 Introduction to Students with Learning Problems**

This course focuses on the nature and needs of children and adolescents with learning disabilities and with other mild disabilities that interfere with learning. Students explore historical trends, current issues, definitions, etiological factors, and social/emotional components. They also study the theoretical bases for and practical applications of assessments and interventions.

*Credits: 3*

*Rotating Basis*

#### **TED 601 Introduction to Students with Learning and Literacy Problems**

This course focuses on the nature and needs of children and adolescents with learning disabilities and with other mild disabilities that interfere with the acquisition of literacy skills and strategies. Students explore historical trends, current issues, definitions, etiological factors, and social/emotional components. They also study the theoretical bases for and practical applications of assessments and intervention.

*Credits: 3*

*Rotating Basis*

### **TED 605 Teaching Students with Learning Problems**

This course focuses on curriculum development, instructional planning and research validated methods of teaching students with mild disabilities, such as learning disabilities, including, but not limited to, methods of teaching literacy, mathematics, and social skills. In addition, course participants examine the impact of the inclusion of students with moderate to severe disabilities on teaching and learning in mainstream settings. Students also explore how to plan and manage teaching/learning environments and use assistive and instructional technology so youngsters with disabilities can be successful in a range of settings, particularly the general education classroom, and best access the general education curriculum.

*Credits: 3*

*Rotating Basis*

### **TED 610 Assessing Students with Literacy and Learning Problems**

This course focuses on the assessment of children and youth with a range of literacy and/or learning problems. Course participants explore a range of assessment measures and strategies and how to use information gathered through assessment and analysis to plan or modify instruction utilizing an RTI framework. Topics covered include measurement concepts, administering tests and interpreting test data, communicating testing information to parents, caregivers, and school personnel, using testing information for instructional planning, and legal mandates. Students will be required to perform assessments.

*Credits: 3*

*Rotating Basis*

### **TED 611 Assessing Literacy Skills**

This course explores a range of formal and informal assessment measures used to identify literacy needs and to monitor student progress in literacy. Course participants will study principles of diagnosing reading, writing and language difficulties, characteristics of formal and informal assessment instruments, the selection and administration of a range of instruments, and the use and communication of the results of literacy assessments.

*Credits: 3*

*Rotating Basis*

### **TED 612 Assessment for English Language Learners in Special Education**

This course is designed to develop competency in implementing appropriate multidisciplinary assessment techniques for English language learners with disabilities. Students will examine both formal and informal assessment instruments and strategies, and will analyze them in the context of planning for IEP (Individualized Educational Program) objectives. Field work required.

*Credits: 3*

*Rotating Basis*

### **TED 613 Assessment and Interventions for Students with Autistic Spectrum Disorder**

In this course, participants explore both formative and summative assessments of students with autistic spectrum disorder, and examine evidence-based instructional and behavioral methods/interventions and supports.

*Credits: 3*

*Rotating Basis*

### **TED 615 Classroom Management in Inclusive Settings**

This course focuses on theoretical and practical approaches, and research validated intervention strategies, for planning, managing, and organizing teaching/learning environments so as to manage behavior of students in inclusive settings and promote the development of positive social interaction skills.

*Credits: 3*

*Rotating Basis*

### **TED 616 Applied Behavior Analysis for Students with Disabilities**

This course provides information on the basic principles of applied behavior analysis as they pertain to children with special needs. Behavioral techniques will be contrasted with alternative management techniques. Students will learn practical strategies for implementing behavioral management programs in special education settings.

*Credits: 3*

*Rotating Basis*

### **TED 618 Nature and Needs of Students with Autism Spectrum Disorder**

This course focuses on the nature and needs of children and adolescents with Autism Spectrum Disorder (ASD). Course participants explore characteristics of students with ASD as well as current issues, definitions, and etiological factors. They also study a range of evidence-based instructional and behavioral interventions and service delivery systems.

*Credits: 1*

*Rotating Basis*

### **TED 620 Collaboration in Inclusive Settings**

This course focuses on developing collaborative partnerships for the benefit of educating diverse populations of students. Participants develop strategies for strengthening family partnerships, and collaborating with other school personnel including general and special educators, school psychologists and counselors and literacy and library media specialists. The goal of collaboration is to organize instructional programs and develop curricula, share information for assessment and instructional planning, and monitor student progress.

*Credits: 3*

*Rotating Basis*

### **TED 625 Interventions In Reading**

This course examines theories of literacy development and individual differences to form a basis for understanding possible difficulties encountered in mastering literacy skills.

Interventions, for all aspects of literacy acquisition, appropriate for students experiencing difficulty are addressed.

*Credits: 3*

*Rotating Basis*

### **TED 630 Math/Technology for Students with Learning Problems**

This course focuses on curriculum development, instructional planning, and research validated instructional strategies for teaching mathematics and for using technology (assistive and instructional), for students with learning problems. Among the topics presented are the uses of technology to enhance and assist learning, the nature of math disabilities, designing and administering assessment measures for mathematics, methods for enrichment and remediation in mathematics and organizing the classroom for instruction.

*Credits: 3*

*Rotating Basis*

### **TED 635 Adolescents with Learning Problems**

This course examines the academic and social/emotional needs of adolescents with learning problems while they are in middle and secondary school, and the issues they face, and the competencies they need, as they prepare to transition from school to employment or post-secondary training and adult life. Course participants explore characteristics of these learners, and examine a range of research validated and practical interventions for enhancing academic performance, managing behavior, promoting the development of positive social interaction skills and competencies associated with self-determination. Also addressed is the transition services initiative: its history and legislation, models of service delivery, and strategies for developing linkages among agencies and personnel.

*Credits: 3*

*On Occasion*

### **TED 636 Early Childhood Special Education**

This course explores how various disabilities impact a child's development in key domains such as motor skills, cognitive skills, language skills and social-emotional skills. Various models for providing education to young children with special needs are described, ranging from center-based models to inclusive preschool programs. Emphasis is placed on the importance of collaboration among parents, teachers and other professionals in order to maximize student growth.

*Credits: 3*

*Rotating Basis*

**TED 640 Phonological Awareness and Beginning Reading Instruction**

This course explores ways teachers, and teachers working with families and other professionals, create positive instructional environments for beginning readers and writers. This course also examines curriculum development, assessment, and instructional strategies for teaching beginning reading and writing skills and strategies, particularly phonological awareness, to children within the full range of abilities.

*Credits: 3*

*Rotating Basis*

**TED 641 Curriculum and Methods for Early Childhood Education**

This course examines the evolving early childhood curriculum and looks at ways in which historical antecedents to today's early childhood programs and the framework of developmentally appropriate practice impact contemporary classrooms. Special focus is on the design of curricula that integrate language arts, mathematics, science, instructional and assistive technology, and expressive arts in a holistic framework. Students will examine research validated instructional strategies for teaching students with the full range of abilities.

*Credits: 3*

*Rotating Basis*

**TED 642 Observation and Assessment in the Early Childhood Classroom**

This course explores formal and informal methods of assessing student learning, including a variety of observational techniques, with an eye to evaluating one's own instructional practice. Students will develop skill in using information gathered through observation and assessment to plan and modify instruction.

*Credits: 3*

*Rotating Basis*

**TED 643 Literacy Instruction through Child and Adolescent Literature**

This course focuses on providing student-centered, developmentally appropriate support for literacy learning using various literary genres. The goal is to equip professionals with the understanding and sensitivity needed to assist in the advancement of the literacy knowledge of children from birth through grade twelve. Methods of using literature to encourage and enrich language development, as well as skill in reading and writing, are presented.

*Credits: 3*

*Rotating Basis*

**TED 644 Writing and Thinking Skills: An Interdisciplinary Approach**

This course focuses on curriculum development and research-validated instructional strategies designed to make reading, writing, thinking, and oral language connections. This course is appropriate for teachers working with students of varying abilities at the elementary, middle, and high school levels.

*Credits: 3*

*Rotating Basis*

**TED 645 Methods of Teaching Writing**

This course focuses on curriculum development, formal and informal assessment techniques, and research validated instructional strategies for teaching writing to students within the full range of abilities. Course participants explore approaches to the teaching of writing, particularly the process writing approach, interventions for remediation and enrichment, and the uses of technology to enhance teaching and learning.

*Credits: 3*

*Rotating Basis*

**TED 646 Literacy through the Arts**

This course explores ways of integrating reading, writing and the arts, including literary, visual and performing arts, as well as using the arts and literacy to enrich the lives of children of varying abilities and with diverse linguistic and cultural backgrounds. Students will examine the theory and rationale behind such instruction and develop a variety of pedagogical techniques for classroom implementation.

*Credits: 3*

*Rotating Basis*

**TED 649 Connecting Reading and Writing**

This course focuses on curriculum development, formal and informal assessment techniques, and research-validated instructional strategies for making the reading/writing connection. Course participants will have the opportunity to work directly with children and/or adolescents in need of support with literacy skills and strategies.

*Credits: 3*

*Rotating Basis*

**TED 650 Second Language Acquisition**

This course examines the theories of language acquisition and focuses on the factors that influence the acquisition of a second language, including cultural and societal, as well as linguistic variables. Students explore the processes by which a learner develops language proficiency and analyze the stages that naturally occur during these processes. Issues specific to language learning in children, adolescents, and adults will be addressed.

*Credits: 3*

*Rotating Basis*

**TED 655 Fundamentals of Linguistics**

This course explores the underlying structure of languages, including phonological, morphological, syntactic, semantic, and discourse patterns. Particular attention is given to those aspects relevant for language teachers.

*Credits: 3*

*Rotating Basis*

**TED 660 English and Its Structure**

In this course students focus on the grammatical structure of English in order to develop curriculum

and instructional strategies for the teaching of morphology and syntax to English language learners.

*Credits: 3*

*Rotating Basis*

**TED 665 Literacy K-12 in ESOL Programs**

This course examines the teaching of the literacy skills of listening, speaking, reading and writing in grades K-12, including methods of reading enrichment and remediation, to students who are English language learners. Field work required.

*Credits: 3*

*Rotating Basis*

**TED 668 Approaches to the Teaching of Students without Prior Schooling**

This course examines the cultural and pedagogical issues that influence school learning for a student population, known as SLIFE, Students with Limited or Interrupted Formal Education. The course includes an analysis of research validated approaches to SLIFE curriculum, instruction, and assessment for students K-adult. Field work required.

*Credits: 3*

*Rotating Basis*

**TED 670 Teaching Content Areas in ESOL Programs**

This course examines methods of second language teaching for the presentation of content area material in math, science, social studies and language arts to students who are English language learners. The course includes an analysis of research validated approaches to content area curriculum, instruction, and assessment for students K-12. Field work required.

*Credits: 3*

*Rotating Basis*

**TED 674 Methods of Teaching Adult ESL/EFL**

This course focuses on research validated instructional strategies, standards-based curriculum development, and formal and informal assessment techniques for teaching English as a second or foreign language to adults. Course participants explore approaches to instruction in a variety of settings, including: community based programs, workplace programs, post-secondary programs, and overseas teaching. Field work required.

*Credits: 3*

*Rotating Basis*

**TED 675 Methods and Materials for TESOL**

This course examines curriculum development, instructional planning, and multiple research validated instructional strategies, and surveys a range of commercially available materials appropriate for teaching English language learners. Theories of language learning and methods for integrating them into classroom practice are addressed. Field work required.

*Credits: 3*

*Rotating Basis*

**TED 676 Instruction in the Native Language Bilingual Programs**

This course explores theories of literacy and related teaching practices to develop native language reading, writing, speaking, and listening skills, and to use native language in teaching the content areas (mathematics, science, and social studies). Students learn techniques of assessing native literacy skills and become familiar with native language resources in the community through evaluating culturally appropriate curricula, children's literature and media. Students also analyze and strengthen their own biliteracy skills. Field work required.

*Credits: 3*

*Rotating Basis*

**TED 677 Curriculum, Instruction, and Assessment in ESOL Programs**

This course examines curriculum development, instructional planning, and both formal and informal assessments for programs in English to Speakers of Other Languages (ESOL). The course includes a survey of current state and federal regulations, standards, and assessments regarding the instruction of English learners K-adult. Field work required.

*Credits: 3*

*Rotating Basis*

**TED 681 Communication Development and Language Disorders in Children with Autistic Spectrum Disorder**

This course explores the language and communication characteristics of children along the spectrum, the assessment tools used to collect and analyze data, to monitor progress and inform instruction related to language, and the interventions designed to address the range of language and communication needs.

*Credits: 3*

*Rotating Basis*

**TED 682 Contemporary Issues and Research in Autistic Spectrum Disorders**

In this course, participants examine and reflect upon current issues and research related to autistic spectrum disorders including, but not limited to, etiology and prevalence, characteristics, diagnostic issues, philosophical issues, legal issues, and biological and psychosocial bases of the disorder.

*Credits: 3*

*Rotating Basis*

**TED 696 Differentiating Instruction for Gifted Children and Youth**

Principles of differentiated instruction in content, process, and product are examined in this course in order to address the curricular needs of gifted children and youth. Grouping practices, methods of instruction, program options, and ways of meeting learner needs in school and in the broader community will be examined. A differentiated classroom environment will be studied, and tiered lessons will be created and assessed.

*Credits: 3*

*Rotating Basis*

**TED 697 Nature and Needs of the Gifted**

Historical and psychological perspectives on the nature and needs of gifted children and youth are examined. Conceptions of giftedness and theories of intelligence, as well as how these theories have evolved over time, will be discussed. Issues regarding methods of classification and programming, as well as working with other school personnel, parents, and the broader community, will also be addressed.

*Credits: 3*

*Rotating Basis*

**TED 700 Field Experience: Childhood**

Students are involved in an elementary classroom experience where they observe and participate in all classroom activities, on a daily basis, for a two week period. This experience precedes student teaching.

*Credits: 2*

*Rotating Basis*

**TED 701 Field Experience: Early Childhood / Childhood Education**

Students are involved in both early childhood and elementary classroom experience where they observe and participate in all classroom activities, on a daily basis, for a two week period. This experience precedes student teaching.

*Credits: 2*

*Rotating Basis*

**TED 702 Seminar and Student Teaching: Early Childhood Education**

Students participate in a full-time, twelve week, student teaching experience at the early childhood level. The classroom experience is accompanied by a student teaching seminar.

*Credits: 4*

*Rotating Basis*

**TED 703 Seminar and Supervised Teaching: Early Childhood Education**

Students participate in a full-time, twelve week, supervised teaching experience at the early childhood level. The classroom experience is accompanied by a supervised teaching seminar.

*Credits: 4*

*Rotating Basis*

**TED 705 Seminar and Student Teaching: Childhood**

Students participate in a full-time, twelve week, student teaching experience at the childhood level. The classroom experience is accompanied by a student teaching seminar.

*Credits: 4*

*Rotating Basis*

**TED 706 Seminar and Supervised Teaching: Childhood**

Students participate in a full-time, twelve week, supervised teaching experience at the childhood

level. The classroom experience is accompanied by a supervised teaching seminar.

*Credits: 4*

*Rotating Basis*

**TED 707 Seminar and Student Teaching: Early Childhood / Childhood Education**

Students participate in a full-time, twelve-week, student teaching experience in an early childhood as well as a childhood education setting. The classroom experience is accompanied by a student teaching seminar.

*Credits: 4*

*Rotating Basis*

**TED 708 Seminar and Supervised Teaching: Early Childhood / Childhood Education**

Students participate in a full-time, twelve week student teaching experience in an early childhood as well as a childhood education setting. The classroom experience is accompanied by a student teaching seminar.

*Credits: 4*

*Every Fall and Spring*

**TED 710 Practicum in Literacy for Students with Learning Problems, Grades 1-6**

In this course, participants evaluate and teach a youngster in the childhood grades who is experiencing difficulty in acquiring literacy skills and strategies. Class discussions focus on assessment techniques and research validated instructional strategies effective for teaching all aspects of literacy acquisition.

*Credits: 3*

*Rotating Basis*

**TED 715 Practicum in Literacy for Students with Learning Problems, Grades 5-12**

In this course participants evaluate and teach a youngster, in grades 5-12, who is experiencing difficulty with literacy skills and strategies. Class discussions focus on assessment techniques and research validated instructional strategies effective for teaching all aspects of literacy acquisition and development.

*Credits: 3*

*Rotating Basis*

**TED 720 Seminar and Student Teaching: Childhood Special Education**

Students participate in a full time, twelve week student teaching experience in a special education or inclusive educational setting at the childhood level. The classroom experience is accompanied by a student teaching seminar.

*Credits: 4*

*Rotating Basis*

**TED 721 Seminar and Supervised Teaching: Childhood Special Education**

Students participate in a full-time, twelve week supervised teaching experience in a special education or inclusive education setting at the childhood level. The classroom experience is

accompanied by a supervised teaching seminar.

*Credits: 4*

*Rotating Basis*

**TED 722 Seminar and Student Teaching: Early Childhood and Early Childhood Special Education**

Students participate in a full-time, twelve week student teaching experience in an early childhood setting as well as an early childhood special education setting or an inclusive early childhood setting. The classroom experience is accompanied by a student teaching seminar.

*Credits: 4*

*Rotating Basis*

**TED 723 Seminar and Supervised Teaching: Early Childhood and Early Childhood Special Education**

Students participate in a full-time, twelve week supervised teaching experience in an early childhood setting as well as an early childhood special education setting or an inclusive early childhood setting. The classroom experience is accompanied by a student teaching seminar.

*Credits: 4*

*Rotating Basis*

**TED 725 Seminar and Student Teaching: Childhood and Childhood Special Education**

Students participate in a full-time, twelve week student teaching experience in a childhood education as well as a childhood special education setting or in an inclusive childhood education setting. The classroom experience is accompanied by a student teaching seminar.

*Credits: 4*

*Rotating Basis*

**TED 726 Seminar and Supervised Teaching: Childhood and Childhood Special Education**

Students participate in a full time, twelve week supervised teaching experience in a childhood education as well as a childhood special education setting or an inclusive childhood education setting. The classroom experience is accompanied by a supervised teaching seminar.

*Credits: 4*

*Rotating Basis*

**TED 729 Seminar and Student Teaching: Early Childhood Education**

Students participate in a full-time, six week supervised teaching experience at the early childhood level. The classroom experience is accompanied by a supervised teaching seminar.

*Credits: 2*

*Rotating Basis*

**TED 730 Seminar and Student Teaching: Middle Childhood / Adolescence Special Education**

Students participate in a full-time, twelve-week /student teaching experience in a special education or inclusive setting at the middle and adolescence education levels. The classroom experience is

accompanied by a student teaching seminar.

*Credits: 2*

*Rotating Basis*

**TED 731 Seminar and Supervised Teaching: Middle Childhood / Adolescence Special Education**

Students participate in a full-time, twelve week supervised teaching experience in a special education or inclusive setting at the middle and adolescence levels. The classroom experience is accompanied by a supervised teaching seminar.

*Credits: 2*

*Rotating Basis*

**TED 732 Seminar and Supervised Teaching: Early Childhood Education**

Students participate in a full-time, six week, supervised teaching experience at the early childhood level. The classroom experience is accompanied by a supervised teaching seminar.

*Credits: 2*

*Rotating Basis*

**TED 733 Seminar and Student Teaching: Early Childhood Special Education**

Students participate in a full-time, six-week, student teaching experience in a special education classroom at the early childhood level. The classroom experience is accompanied by a student teaching seminar.

*Credits: 2*

*Rotating Basis*

**TED 734 Seminar and Supervised Teaching: Early Childhood Special Education**

Students participate in a full-time, six-week, supervised teaching experience in a special education classroom at the early childhood level. The classroom experience is accompanied by a supervised teaching seminar.

*Credits: 2*

*Rotating Basis*

**TED 735 Writing Internship I**

In this internship, course participants work with students, evaluating, planning, developing curricula and teaching skills and strategies for writing.

*Credits: 2*

*Rotating Basis*

**TED 740 Writing Internship II**

In this second internship, course participants work with students evaluating, planning, developing curricula, and teaching skills and strategies in writing.

*Credits: 2*

*Rotating Basis*

**TED 741 Seminar and Student Teaching: Early Childhood and Early Childhood Special Education**

Students participate in a full-time, six-week student teaching experience in an inclusive early childhood setting. The classroom experience is accompanied

by a student teaching seminar.

*Credits: 2*

*Rotating Basis*

**TED 742 Seminar and Supervised Teaching: Early Childhood and Early Childhood Special Education**

Students participate in a full-time, six-week supervised teaching experience in an inclusive early childhood setting. The classroom experience is accompanied by a supervised teaching seminar.

*Credits: 2*

*Rotating Basis*

**TED 745 Field Experience: Middle Childhood and Adolescence**

Students are involved in adolescence education experiences where they observe and participate in all classroom activities, on a daily basis, for a two week period. This experience precedes student teaching.

*Credits: 2*

*Rotating Basis*

**TED 746 Field Experience: Adolescence Education**

Students are involved in adolescence education experiences where they observe and participate in all classroom activities, on a daily basis, for a two week period. This experience precedes student teaching.

*Credits: 2*

*Rotating Basis*

**TED 750 Seminar and Student Teaching: Middle Childhood and Adolescence**

Students participate in a full time, twelve week student teaching experience in middle childhood and adolescence education settings. The classroom experience is accompanied by a student teaching seminar.

*Credits: 4*

*Rotating Basis*

**TED 751 Seminar and Supervised Teaching: Middle Childhood and Adolescence**

Students participate in a full time, twelve week supervised teaching experience in middle childhood and adolescence education settings. The classroom experience is accompanied by a supervised teaching seminar.

*Credits: 4*

*Rotating Basis*

**TED 752 Seminar and Student Teaching: Adolescence Education**

Students participate in a full time, twelve week student teaching experience in adolescence education settings. The classroom experience is accompanied by a student teaching seminar.

*Credits: 4*

*Rotating Basis*

**TED 753 Seminar and Supervised Teaching: Adolescence Education**

Students participate in a full time, twelve week supervised teaching experience in adolescence education settings. The classroom experience is accompanied by a supervised teaching seminar.

*Credits: 4*

*Rotating Basis*

**TED 760 Seminar and Student Teaching: Childhood Special Education - Part I**

Students participate in a full time, 6 week, or half time 12 week, student teaching experience in a special education setting at the childhood level. The classroom experience is accompanied by a student teaching seminar.

*Credits: 2*

*Rotating Basis*

**TED 761 Seminar and Supervised Teaching: Childhood Special Education - Part I**

Students participate in a full time 6 week, or half-time 12 week supervised teaching experience in a special education setting at the childhood level. The classroom experience is accompanied by a supervised teaching seminar.

*Credits: 2*

*Rotating Basis*

**TED 762 Seminar and Student Teaching II: Childhood Special Education**

Prerequisite: TED 760. Students participate in a second six-week student teaching experience in a special education or inclusive educational setting at the childhood level. The classroom experience is accompanied by a student teaching seminar.

*Credits: 2*

*Rotating Basis*

**TED 763 Seminar and Supervised Teaching II: Childhood Special Education**

Prerequisite: TED 761. Students participate in a second six-week supervised teaching experience in a special education or inclusive educational setting at the childhood level. The classroom experience is accompanied by a student teaching seminar.

*Credits: 2*

*Rotating Basis*

**TED 765 Field Experience: TESOL**

Students are placed in an ESOL setting where they observe and participate in all classroom activities, on a full-time, daily basis for a two-week period. This experience precedes student teaching.

*Credits: 2*

*Rotating Basis*

**TED 770 Seminar and Student Teaching: TESOL**

Students participate in a full-time, twelve-week student teaching experience in an ESOL setting. The classroom experience is accompanied by a student teaching seminar.

*Credits: 4*

*Rotating Basis*

**TED 771 Seminar and Supervised Teaching: TESOL**

Students participate in a full-time, twelve-week student teaching experience in an ESOL setting. The classroom experience is accompanied by a student teaching seminar.

*Credits: 4*

*Rotating Basis*

**TED 775 Field Experience: Childhood and TESOL**

Students are placed in Childhood and ESOL settings where they observe and participate in all classroom activities on a full-time, daily basis for a two-week period. This experience precedes student teaching.

*Credits: 2*

*Rotating Basis*

**TED 780 Seminar and Student Teaching: Childhood and TESOL**

Students participate in a full-time, twelve-week student teaching experience in ESOL and Childhood settings. The classroom experience is accompanied by a student teaching seminar.

*Credits: 4*

*Rotating Basis*

**TED 781 Seminar and Supervised Teaching: Childhood and TESOL**

Students participate in a full-time, twelve-week supervised teaching experience in ESOL and Childhood settings. The classroom experience is accompanied by a supervised teaching seminar.

*Credits: 4*

*Rotating Basis*

**TED 785 Seminar and Student Teaching: Special Education and Middle Childhood/Adolescence Education**

Students participate in a full-time, twelve week student teaching experience in special education and middle childhood/adolescence education settings. The classroom experience is accompanied by a student teaching seminar.

*Credits: 4*

*Rotating Basis*

**TED 786 Seminar and Supervised Teaching: Special Education and Middle Childhood/Adolescence Education**

Students participate in a full-time, twelve week supervised teaching experience in special education and middle childhood/adolescence education settings. The classroom experience is accompanied by a supervised teaching seminar.

*Credits: 4*

*Rotating Basis*

**TED 788 Seminar and Student Teaching: Advanced Certification in Childhood Education**

Students participate in a six-week student teaching experience at the childhood level. The classroom experience is accompanied by a student teaching seminar.

*Credits: 2*

*Rotating Basis*

**TED 799 Special Topics**

An intensive study in special areas of interest in the field of teacher education open to matriculated teacher education students with permission of the appropriate Program Director. This opportunity for students to do advanced work under the supervision of a faculty member may be taken only on a Pass/Fail basis.

*Credits: 1 to 2*

*All Sessions*

**EDUCATIONAL LEADERSHIP**

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LIU Hudson's Educational Leadership programs are designed for professional K-12 educators from public, charter, religious-affiliated and independent schools who aspire to leadership roles at the school, district, state and national levels. The programs focus on the theories and practices of effective leadership in such administrative positions as superintendent, principal, assistant principal, department chair, or supervisor.

The M.S.Ed. in Educational Leadership and the Advanced Certificate in Educational Leadership programs lead to institutional recommendation for New York State certification as either School Building Leader or School District Leader, depending on qualifications. The programs may meet the requirements for New Jersey Principal and Superintendent certification. Individuals seeking educational leadership certificates in states other than New York are advised to consult the Education Department in the particular state.

Courses emphasize critical thinking, reflection, and problem solving skills in order to prepare individuals who can be catalysts for school change and improved student performance. Coursework helps students connect theory and practice and focus on facilitating learning. The Educational Leadership graduate programs are committed to preparing candidates who demonstrate the nine essential characteristics of effective leaders, promoted by the New York State Education Department. Emphasis is placed upon the core domains of leadership and the ISLLC standards.

**Inquiries may be directed to:**

**Dr. Robert Penna**, Program Director, Educational Leadership

845-450-5406

robert.penna@liu.edu

## Admission Requirements

### For the Master's Degree candidate:

- Bachelor's degree with a minimum 3.0 G.P.A.
- An applicant who does not meet the grade point average required for admission to the program may be required to take the Graduate Record Examination and be interviewed by the program director.
- Initial state certification in teaching or an educational specialty
- Two letters of recommendation
- Teaching experience and prior experience review
- Documentation of years of experience

### For the Advanced Certificate candidate:

- Master's degree with a minimum 3.25 G.P.A.
- Professional state certification in teaching or an educational specialty
- Two letters of recommendation
- Teaching experience and prior experience review
- Documentation of years of experience

**Attention Applicants:** The New York State Education Department requires all candidates for NYS initial School Building Leader (SBL) and/or professional School District Leader (SDL) certification, to have completed at least 60 semester hours of graduate study, possess a permanent or professional certificate in classroom teaching service or pupil personnel service, and to have completed three years of classroom teaching service and/or educational leadership service and/or pupil personnel service experience in public or non-public schools N-12.

## M.S.Ed. in Educational

### Leadership

The Master of Science in Educational Leadership is a 36 credit program with a schedule that is designed to accommodate the busy lives of working professionals. Most courses meet in the late afternoon and evening with many offering on-line assignments. Other courses are scheduled during a condensed five-week summer session or on weekends during the spring and fall semesters.

Candidates who complete the program may be recommended for New York State certification as School Building Leader (SBL) and/or School District Leader or for New Jersey Principal and/or Superintendent certification.

Graduates of this program have excellent opportunities for employment in a variety of school leadership roles beginning at the department chair or assistant principal level and culminating at the assistant superintendent or superintendent level. Program completers are able to bring their expertise into a full range of settings with diverse populations, including urban, suburban and rural schools. They are prepared to effectively manage the broad array of challenges faced by school leaders; engage the school community in strategic planning processes for sustained improvement; and apply their understanding of instructional leadership concepts to enhance the performance of school personnel while promoting student learning.

### M.S.Ed. in Educational Leadership

#### Plan Requirements - 36 credits

[Program Code: 29045]

#### Core Requirements - 24 credits

EDL	630	Administrative Core I	6.00
EDL	631	Administrative Core II	3.00
EDL	632	Curricular Concerns in Public School Administration	3.00
EDL	635	School Law	3.00
EDL	637	The Supervisor in The School Setting	3.00
EDL	650	Internship in School Administration- Masters Level	6.00

#### Elective Requirements - select 12 credits

EDL	633	School Business Administration	3.00
EDL	634	School Personnel Administration	3.00
EDL	636	Public School Finance	3.00
EDL	641	School District Administration: Problems and Issues	3.00

EDL	644	Collective Negotiations In Education	3.00
EDL	646	Special Education Law For School Administrators	3.00
EDL	648	School Organization, Programming & Scheduling	3.00
EDL	649	Leadership and Administration in Multicultural School Settings	3.00
EDL	653	Administration and Leadership at the Middle School Level	3.00

### Additional Requirements

Development of a portfolio  
Internship Project

## Advanced Certificate - Educational Leadership

The Advanced Certificate in Educational Leadership is a 30 credit post-master's program that leads to eligibility for New York State certification as a School District Leader (SDL) and/or School Building Leader (SBL). It also assists the graduate in meeting the academic requirements for superintendent and principal in New Jersey.

As the role of educational leader becomes increasingly challenging, it is imperative that students develop theoretical concepts linked to practical skills in order to be reflective practitioners able to promote social justice, create caring classrooms and school communities, and empower teachers and learners to be the best they can be.

Internship experience, in collaboration with school/district leaders, is a central component throughout these programs. During the internship, emphasis is placed upon the following five areas:

1. Administration/Organization/Business Management
2. School- Community Relations
3. Staff/Personnel Issues
4. Student Personnel Issues, and
5. Curriculum & Instruction.

### Advanced Certificate in Educational Leadership

#### Plan Requirements - 30 credits

[Program Code: 29047]

#### Core Requirements - 24 credits

EDL	630	Administrative Core I	6.00
EDL	631	Administrative Core II	3.00
EDL	641	School District Administration: Problems and Issues	3.00

EDL 651 Internship in School Administration-Advanced Certificate Level 6.00

**Select one of the following two courses**

EDL 632 Curricular Concerns in Public School Administration 3.00

EDL 637 The Supervisor in The School Setting 3.00

**Select one of the following three courses**

EDL 633 School Business Administration 3.00

EDL 635 School Law 3.00

EDL 636 Public School Finance 3.00

**Elective Requirements - select 6 credits**

EDL 632 Curricular Concerns in Public School Administration 3.00

EDL 633 School Business Administration 3.00

EDL 634 School Personnel Administration 3.00

EDL 635 School Law 3.00

EDL 636 Public School Finance 3.00

EDL 637 The Supervisor in The School Setting 3.00

EDL 644 Collective Negotiations In Education 3.00

EDL 646 Special Education Law For School Administrators 3.00

EDL 648 School Organization, Programming & Scheduling 3.00

EDL 649 Leadership and Administration in Multicultural School Settings 3.00

EDL 653 Administration and Leadership at the Middle School Level 3.00

**Additional Requirements**

Development of a Portfolio  
Internship Project

## Educational Leadership Courses

### EDL 630 Administrative Core I

This course presents a balanced viewpoint of theory and practice in analyzing current issues in educational administration. Through the use of various readings, classroom discussion, group activities, lecture, and varied presentations, topics, issues, and trends in this field will be examined. The course will examine three interrelated areas within the field of school administration. They are human relations, leadership and school-community relations.

*Credits: 6*

*Rotating Basis*

### EDL 631 Administrative Core II

The goals of this course are to have students become wise consumers of educational research and knowledgeable about the business functions of the school district and uses of computers to solve administrative problems. Administrative Core I (EDL 630) must be taken before Core II.

*Credits: 3*

*Rotating Basis*

### EDL 632 Curricular Concerns in Public School Administration

This course is a study of curricular concerns and emphasizes administrative decision-making skills. Major topics include administering programmatic change, focus on individualized and differentiated instruction, curriculum theory, instructional and curriculum issues.

*Credits: 3*

*Rotating Basis*

### EDL 633 School Business Administration

This course provides students with information on the skills and knowledge needed to operate an effective school business office. It covers budgeting theories and practices, including estimating expenditures, personnel costs, and revenues as well as services that support the instructional operations of the district: food service, transportation, school store, supply management, purchasing and bidding, insurance, and the use of existing district buildings and grounds, new construction and renovation. School district revenues sources are explored, including taxation concepts and practices, theoretical models in state funding, state aid, federal aid and special education, and public support for non-public schools.

*Credits: 3*

*Rotating Basis*

### EDL 634 School Personnel Administration

The course provides a study of the skills, attitudes and knowledge essential for effective school personnel administration. Methods of recruitment of highly skilled and competent new employees are reviewed. Certification requirements and selection methods are discussed in order that administrators will locate the best possible staff for their

schools/districts. Other areas of study include assignment of staff, load and transfer of teachers, salaries and scheduling. Areas of concentration will also include: leaves of absences, tenure, in-service education, personnel records, morale, retirement, professional associations and collective bargaining.

*Credits: 3*

*Rotating Basis*

### EDL 635 School Law

This course entails a study of the major topics of law related to public schools. Areas of concentration include: sources of the law; scope of the law; law and the organization for public education; pupils, employees and school law; school officers and the law; theory of governmental non-liability; liability and individual members of the board and personal liability of school employees.

*Credits: 3*

*Rotating Basis*

### EDL 636 Public School Finance

This course is designed to acquaint the student with public laws pertaining to the education of students with disabilities. Specifically, students will review IDEIA, Section 504, No Child Left Behind/Race to the Top (as it impacts special education), NYS Part 200 Regulations of the Commissioner, and newly revised ADA regulations. Major concepts to be covered include: Least Restrictive Environment/Continuum of Services; The Individual Education Program, including evaluation and the multi-disciplinary team; Due Process, including Parental Rights and procedural safeguards; Free Appropriate Public Education and Response to Intervention.

*Prerequisite of EDL 631 is required.*

*Credits: 3*

*Rotating Basis*

### EDL 637 The Supervisor in The School Setting

The course entails a study of the major components of the school supervisor position. The nature of the supervisory process is reviewed. The function of the supervisor in various situations is examined in detail. The principals of supervision and a variety of leadership styles are reviewed. Other areas of concentration include appropriate procedures for supervision, the supervision of teachers, curriculum, instruction, and non-certificated staff.

*Credits: 3*

*Rotating Basis*

### EDL 641 School District Administration: Problems and Issues

This course provides a study of the role and responsibilities of the district administrator in a school system. Major topics include: organizational, professional and legal issues in school district administration; the school district administrator and organizational decision-making; emerging responsibilities in working relationships among school district administrators and the board and members of the community; critical economic,

political and social issues confronting educational leadership.

*Credits: 3*

*Rotating Basis*

### EDL 644 Collective Negotiations In Education

This course is a study of the implementation and development of collective negotiations in the public schools. It includes principles and practices applied in public sector negotiations and the study of selected topics such as the bargaining process, impasse procedures, grievance machinery, the strike content of bargaining agreements, and the role of the administrator in negotiations.

*Credits: 3*

*On Occasion*

### EDL 646 Special Education Law For School Administrators

This course is designed to acquaint the student with public laws pertaining to the education of students with disabilities. Specifically, students will review IDEIA, Section 504, No Child Left Behind/Race to the Top (as it impacts special education), NYS Part 200 Regulations of the Commissioner, and newly revised ADA regulations. Major concepts to be covered include: Least Restrictive Environment/Continuum of Services; The Individual Education Program, including evaluation and the multi-disciplinary team; Due Process, including Parental Rights and procedural safeguards; Free Appropriate Public Education and Response to Intervention.

*Credits: 3*

*Rotating Basis*

### EDL 648 School Organization, Programming and & Scheduling

This course offers students insights into the essentials of managing a school or district. Major topics include, but are not limited to: scheduling classes and activities across varying grade levels; scheduling extra-curricular activities; defining appropriate parameters for clubs and assemblies; and managing sports programs. Students will learn how to select appropriate educational programs and technologies to enhance student learning. Practical projects will be assigned.

*Credits: 3*

*On Occasion*

### EDL 649 Leadership and Administration in Multicultural School Settings

This course is designed to provide specific preparation for supervisors in the management of operational policies, particularly in multicultural school settings. Recent national and local policy trends will be explored for their effects upon traditional budget allocation practices, curriculum strategies, personnel management, program assessment, and shared management. Policies and methods will be examined to ensure that all students have the necessary resources to enjoy equitable opportunities to learn and to meet high standards.

Credits: 3

Rotating Basis

**EDL 650 Internship in School Administration-  
Masters Level**

The course provides students with the opportunity to participate in administrative and supervisory activities and to put into practice the students' classroom knowledge in practical ways. Students will work in a school and district setting and then meet in seminars to discuss issues, problems and strategies. During the internship, five areas of study will be emphasized: Administration; Curriculum Development; School Community Relations; Student Services; and Staff Development. In addition, the six major core areas will be reintroduced, thus providing a synthesizing experience for the student. Practical applications of systematic observation and participation in administrative and supervisory activities will be provided at the school/district level. Permission of the Director of the Department of Educational Leadership is required to enroll in this course. Prerequisites: EDL 630 (completed) and EDL 631 (completed or in progress), or special permission of the program director.

*Prerequisites of EDL 630 & a Prerequisite or Co-requisite of EDL 631 are required.*

Credits: 6

Rotating Basis

**EDL 651 Internship in School Administration-  
Advanced Certificate Level**

The course provides students with the opportunity to participate in administrative and supervisory activities and to put into practice the students' classroom knowledge in a practical ways. Students will work in a school and district setting and then meet in seminars to discuss issues, problems and strategies. During the internship, five areas of study will be emphasized: Administration; Curriculum Development; School Community Relations; Student Services; and Staff Development. In addition, the six major core areas will be reintroduced, thus providing a synthesizing experience for the student. Practical applications of systematic observation and participation in administrative and supervisory activities will be provided at the school/district level. Permission of the Director of the Department of Educational Leadership is required to enroll in this course. Prerequisites: EDL 630 (completed) and EDL 631 (completed or in progress), or special permission of the program director.

*Prerequisites of EDL 630 & a Prerequisite or Co-requisite of EDL 631 are required.*

Credits: 6

Rotating Basis

**EDL 653 Administration and Leadership at the  
Middle School Level**

This course is a study of administrative leadership and decision-making at the middle school level. It includes a review of current educational research,

theory and practice as they may apply to the operation of a middle level school. Topics include: understanding the middle school concept; examining administrative decision-making and the middle school curriculum development; supervision at the middle school level; current issues in administering a middle school.

Offered on occasion, 3 credits.

Credits: 3

On Occasion

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**COUNSELING, PSYCHOLOGY AND THERAPY**

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School Psychologists, School Counselors, Mental Health Counselors and Marriage and Family Therapists are in increasing demand by community, educational, health and other organizations. These mental health professionals play vital roles in helping children, young people and adults to face the demands and stresses of a complex world.

The Master's degree programs in counseling, psychology and therapy offered at LIU Hudson prepare students for a wide variety of professional careers in the areas of School Psychology, School Counseling, Mental Health Counseling and Marriage and Family Therapy. New York State law requires individuals to hold a master's degree and obtain state licensure in order to work as marriage and family therapists or mental health counselors.

The Master's degree programs in School Counseling and School Psychology lead to eligibility for New York State certification in these professions. Specialized courses are available to prepare for state certification in Bilingual School Counseling and Bilingual School Psychology as well as Bilingual Extensions.

**Inquiries at the Westchester campus regarding School Counseling (and bilingual program) School Psychology (and bilingual program), Mental Health Counseling and Marriage and Family Therapy may be directed to:**

**Dr. Beth A. Weiner**, Program Director, Counseling, Psychology and Therapy Programs  
LIU Hudson at Westchester  
914-831-2717  
beth.weiner@liu.edu

**Dr. Susan Goldman**, Assistant Professor  
914-831-2718  
susan.goldman@liu.edu

**Inquiries at the Rockland and West Point campuses regarding Marriage and Family Therapy (West Point campus only), Mental Health Counseling and School Counseling may be directed to:**

**Dr. Thomas J. Nardi**, Director of Counseling Programs  
LIU Hudson at Rockland and the Education Center at West Point  
845-359-7200 x5429  
thomas.nardi@liu.edu

**Mary Beth Leggett**, Center Coordinator at West Point  
845-446-3818  
marybeth.leggett@liu.edu

**M.S.Ed. in School Counselor**

Candidates for the M.S.Ed. in School Counselor learn to assist students in public and private elementary, middle and secondary schools by providing counseling in such areas as academic advisement, school success, college placement, and help with behavioral and personal problems.

The programs make use of an integrated didactic and experiential approach. Students are given personalized advisement about the internships and electives which will best serve their future career goals.

**Admissions Requirements for School Counseling**

1. Bachelor's degree from an accredited institution
2. Undergraduate G.P.A. of 2.75
3. Two letters of recommendation
4. Personal essay including a statement of professional goals
5. Current resume
6. Academic writing sample (e.g., term paper, research paper)
7. Personal interview may be required

**Degree requirements**

1. Completion of all coursework with G.P.A. of 3.0 or better
2. Passing the comprehensive examination
3. Demonstration of interpersonal competencies and emotional maturity associated with effective counseling outcomes

**M.S.Ed. in School Counselor - 48 credits**

This degree meets the academic requirements for a Provisional New York State Certificate as a School Counselor.

[Program Code:79161]

SPC	615	The World of the Counselor	3.00
SPC	652	Understanding Human Development I	3.00
SPC	653	Understanding Human Development II	3.00
SPC	654	Introduction to Counseling Process and Application I	3.00
SPC	656	Introduction to Counseling Process and Application II	3.00
SPC	657A	Family Counseling	3.00
SPC	660A	Practicum in Group Work I	3.00
SPC	660B	Practicum in Group Work II	3.00
SPC	661A	Individual Practicum I - School	3.00
SPC	661D	Individual Practicum II - School	3.00

SPC	668	Diagnostic Tools for Measurement	3.00
SPC	682	World of Work: Assessment of Individual Needs and Needs of Society	3.00
SPC		Elective*	3.00
SPC		Elective*	3.00

**\* Please note: for those seeking certification in N.J. SPC 600A should be taken in place of an elective.**

**2 of the following courses are required:**

SPC	745C	College Admission Process	3.00
SPC	745H	High School Counseling	3.00
SPC	748	Middle School Counseling	3.00

**ADDITIONAL WORKSHOPS:**

- Comprehensive Examination
- Child Abuse Identification Seminar
- Violence Prevention Seminar

**Bilingual Extension**

To earn a Master of Science in Education with Recommendation for Provisional New York State Certification as a Bilingual School Counselor, students are required to successfully complete forty-five (45) credits in Counseling and three (3) credits in Teacher Education.

Students must demonstrate oral and written proficiency in English and in the target language. A passing grade on the New York State Bilingual Education Assessment Examination is required for the provisional bilingual certificate.

**This meets the academic requirements for a Provisional New York State Certificate as a Bilingual School Counselor.**

**Bilingual Extension**

TED	612	Theory & Practice of Bilingual/Bicultural Education	3.00
SPC	745M	Multicultural and Diversity Issues in Counseling	3.00

**PROVISIONAL AND PERMANENT STATE CERTIFICATION**

At the completion of these 48 credits, workshops in child abuse detection and violence prevention, and fingerprint processing, students are eligible for the New York State Provisional Certificate in School Counseling. Provisional certification is granted for a period of five (5) years.

Students may complete an additional 12 credits towards New York State Permanent Certification while enrolled or after obtaining the Master's through our Advanced Certificate in School Counselor. Permanent State Certification requires

60 credits in total. Two years of full-time experience as a counselor (K-12) is also required. These credits may be completed by taking electives that are offered throughout the year as well as through Summer Institutes.

**Advanced Certificate in School Counselor**

The Advanced Certificate in School Counselor allows graduates of LIU Hudson Graduate Center, as well as school counseling graduates from other universities, to complete the additional coursework required. By offering these courses as an advanced certificate, we are able to offer this advanced training in a cohesive, coherent way which meets current needs and trends in the field of school counseling.

**Advanced Certificate in School Counselor - 12 credits**

[Program Code: 32988]

For students who have completed a 48-credit program in School Counselor at LIU or another institution, this advanced certificate meets the additional 12- credit requirement for permanent New York State certification.

**Prerequisite:** Master's Degree and prior certification as a School Counselor

**Required Course**

SPC	745M	Multicultural and Diversity Issues in Counseling	3.00
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**Three Elective Courses from the following**

SPC	658	The Counselor as a Team Member	3.00
SPC	745C	College Admissions Process	3.00
SPC	745E	Counseling the Special Education Student	3.00
SPC	745H	High School Counseling	3.00
SPC	745O	Dealng With Loss and Grief	3.00

Students who have already taken these or equivalent courses should meet with the program director to identify appropriate substitutions.

## M.S.Ed. in School Psychologist

The School Psychology program culminates in the degree of Master of Science in Education. It is open to a select group of students. The program trains school psychologists as practitioners and teaches the knowledge and skills necessary for today's practice of school psychology in diverse environments.

The School Psychology program fully prepares students to obtain provisional New York State certification as School Psychologists. Upon completion of a two- year supervised work experience, students are eligible for permanent certification.

Full-time and part-time study is possible, although the program is designed to be completed in three years and must be finished within a six-year period. Cohort classes for the School Psychology program are generally admitted in the fall in order to facilitate progress through the assessment sequence, although there is a possibility of beginning in the Spring with the permission of the program director.

### Admission Requirements for School Psychology

1. B.A. or B.S. degree from an accredited college, with a G.P.A. of 3.00
2. Minimum of 24 credits in psychology, education or other relevant major field of study subject to review by program director
3. Personal essay including a statement of professional goals
4. An academic writing sample (e.g., term paper, research paper)
5. Two professional letters of reference from academic instructors or professional supervisors
6. College courses in Personality or Developmental Theories (or equivalent) and in Statistics (Behavioral or Mathematical). Students lacking these courses may apply but may not be matriculated until the courses are completed. These courses are prerequisites to courses taken early in the sequence.
7. Interview with Program Director

### Degree Requirements

1. Minimum of 60 graduate credits including course work, practica, and internship. Students seeking the bilingual extension complete 66 credits.
2. A graduate G.P.A. of 3.25 or better
3. Demonstration of competence in assessment techniques as indicated by grades of 3.5 or better in these courses or after review by Program Director.

The general program includes 60 credits of course work, practica and an internship. The comprehensive curriculum consists of 24 credits of psychological and educational foundations with a developmental emphasis; 27 credits in assessment and intervention, including consultation and counseling; and 9 credits in professional school psychology, including internship. The internship

requirement is equivalent to 1200 hours of full-time placement in a school setting.

## M.S.Ed. in School Psychologist - 60 credits

[Program Code: 93026]

This degree meets the academic requirements for a Provisional New York State Certificate as a School Psychologist.

### 3-Year Program Plan

SPC	633	Developmental Psychology I	3.00
SPC	704	Educational and Psychological Testing and Measurement	3.00
SPC	732	Research Methods	3.00
SPC	634	Developmental Psychology II	3.00
SPC	643	Psycholinguistics and Language Learning = TED 520 Lang & Lit	3.00
SPC	650	Developmental Psychopathology	3.00
SPC	657	Group Counseling in Multicultural School Settings	3.00
SPC	651	Neuropsychological Factors in Cognition	3.00
SPC	703	Remediation of Learning Probs of Studts = TED 600 Intro to Studts w Lrn Prb	3.00
SPC	721A	Individual Assessment: Cognitive I (pre-req. 704)	3.00
SPC	722A	Individual Assessment: Personality I (pre-req. 721A)	3.00
SPC	702	Diagnosis of Lrn Probs in Studts = TED 610 Assessing Studts w Lrn Probs	3.00
SPC	721B	Individual Assessment: Cognitive II (pre-req. 721A)	3.00
SPC	722B	Individual Assessment: Personality II (pre-req. 722A)	3.00
SPC	757	Individual Counseling in Multicultural School Settings	3.00
SPC	655	Behavior Management: Applications for Children with Special Needs = TED 615 Classroom Mgmt	3.00

SPC	680A	Fieldwork: Observation in School Settings	3.00
SPC	781A	Internship in School Psychology I	3.00
SPC	714	Consultation in Multicultural School Settings = TED 620 Collab in Incl Settings	3.00
SPC	782A	Internship School Psychology II	3.00

### ADDITIONAL WORKSHOPS

Child Abuse Identification  
Violence Prevention

### Bilingual Extension

Bilingual students may elect to take courses to qualify for the Bilingual Extension that is designed to train bilingual psychologists to work with linguistically diverse children and their families. Students wishing to apply for a Bilingual Extension for the New York State School Psychology Certificate must have completed TED 516 Learning in Bilingual/Multicultural Settings; SPC 724, Assessing the Bilingual Child; and have achieved passing scores on the English Language and Target Language Proficiency Assessments of the New York State Teacher Certification Exams (NYSTCE). The total number of credits for those wishing to qualify for the bilingual certification extension is 66.

SPC	724	Assessing the Bilingual Child	3.00
TED	516	Learning in Bilingual/Multicultural Settings	3.00

## M.S. in Mental Health Counseling

This 60-credit master's degree program prepares students to work in mental health and social service agencies, clinics, hospitals and private practice. Students learn individual and group counseling techniques, and consultation skills found to be effective with a variety of clinical issues ranging from life adjustment problems to serious mental illnesses. Students are trained to be multiculturally competent and sensitive to the needs of diverse populations. This program offers broad training and meets the academic requirements for New York State licensure as a Mental Health Counselor. Personalized advisement is given to students about the internships and electives that will best serve their professional goals.

### Admissions Requirements

1. B.A. or B.S. degree from an accredited college, with a G.P.A. of 3.00
2. Minimum of 24 credits in psychology or other

- relevant major field of study in the social sciences
- 3. Personal essay including a statement of professional goals
- 4. An academic writing sample
- 5. Two professional letters of reference from academic instructors or professional supervisors
- 6. Current resume
- 7. Interview with Program Director or designated faculty member

**Degree Requirements**

- 1. Completion of all coursework with G.P.A. of 3.0 or better
- 2. Passing the comprehensive examination
- 3. Demonstration of interpersonal competencies and emotional maturity associated with effective counseling outcomes

Upon completion of these academic requirements, 3,000 hours of post-Master's supervised experience in the practice of mental health counseling and a passing grade on the National Clinical Mental Health Counseling Examination (NCMHCE) are required for licensure.

**M.S. in Mental Health Counseling - 60 credits**

[Program Code: 31141]

This degree meets the academic requirements for New York State licensure as a Mental Health Counselor.

**3-Year Program Plan**

CPT	500	Introduction to Mental Health Counseling	3.00
CPT	501	Counseling Theory and Practice I	3.00
CPT	502	Counseling Theory and Practice II	3.00
CPT	503	Adult Psychopathology	3.00
CPT	504	Issues in Professional Practice and Ethics	3.00
CPT	600	Clinical Methods in Counseling	3.00
CPT	601	Group Counseling Theory and Practice	3.00
CPT	700	Counseling Internship I	3.00
CPT	701	Counseling Internship II	3.00
SPC	600A	Fieldwork: Directed Observation and Practice in Agency Settings	3.00
SPC	633	Developmental Psychology I	3.00
SPC	634	Developmental Psychology II	3.00
SPC	650	Developmental Psychopathology	3.00

SPC	668	Diagnostic Tools for Measurement	3.00
SPC	682	World Of Work	3.00
SPC	732	Research Methods	3.00
SPC	745M	Multicultural and Diversity Issues in Counseling	3.00
CPT or SPC		Elective	3.00
CPT or SPC		Elective	3.00
CPT or SPC		Elective	3.00

**M.S. in Marriage and Family Therapy**

This 48-credit master's degree program prepares students to work in mental health and social service agencies, clinics, hospitals and in private practice. Students learn counseling techniques and consultation skills found to be effective with couples and families, and are trained to be multiculturally competent and sensitive to the needs of diverse populations. This program leads to eligibility for New York State licensure as a Marriage and Family Therapist. Students are given personalized advisement about the internships and electives that will best serve their professional career goals.

**Admissions Requirements**

- 1. B.A. or B.S. degree from an accredited college, with a G.P.A. of 3.00
- 2. Minimum of 24 credits in psychology or other relevant major field of study in the social sciences
- 3. Personal essay including a statement of professional goals
- 4. An academic writing sample
- 5. Two professional letters of reference from academic instructors or professional supervisors
- 6. Current Resume
- 7. Interview with Program Director or designated faculty member

**Degree Requirements**

- 1. Completion of all coursework with G.P.A. of 3.0 or better
- 2. Passing the comprehensive examination
- 3. Demonstration of interpersonal competencies and emotional maturity associated with effective counseling outcomes

Upon completion of these academic requirements, 1,500 hours of post-Master's supervised experience in the practice of marriage and family therapy are required for licensure. Please note that New York State permits all direct

contact hours completed during the Master's program to be applied toward these 1500 hours. In addition, New York State requires a passing grade on the "Examination in Marital and Family Therapy" of the AMFTRB.

**M.S. in Marriage and Family Therapy**

[Program Code:31140]

This degree meets the academic requirements for a Provisional New York State Certificate as a Marriage and Family Therapist.

**Required Courses**

CPT	503	Adult Psychopathology	3.00
CPT	504	Professional, Ethical and Legal Issues in Counseling	3.00
CPT	600	Clinical Methods in Counseling	3.00
CPT	601	Group Counseling Theory and Practice	3.00
SPC	519	Dynamics of Marital Interaction	3.00
SPC	633	Developmental Psychology I	3.00
SPC	634	Developmental Psychology II	3.00
SPC	650	Developmental Psychopathology	3.00
SPC	657A	Family Counseling in an Urban Setting	3.00
SPC	732	Research Methods	3.00
SPC	745M	Multicultural and Diversity Issues in Counseling	3.00
CPT	700*	Internship I	3.00
CPT	701*	Internship II	3.00
CPT	7__	Elective courses from either CPT or SPC*	9.00
OR	7__		
SPC	7__		

**\*For those wishing to complete additional direct client contact hours which may be counted toward New York State required licensure hours, it is recommended that one of these electives be SPC 600M Fieldwork: Directed Observation and Practice in Agency Settings.**

## Counseling, Psychology and Therapy Courses

### **CPT 500 Introduction to Mental Health Counseling**

This course will examine the role of the mental health counselor in clinical settings, social agencies, vocational and rehabilitative settings. There will be an exploration of the nature and scope of counseling and the relationship between the counselor and other members of the interdisciplinary team. Students will be introduced to concepts such as preventive work, community outreach, and psychoeducational approaches.

There will be a focus on the contemporary social issues which impact on the world of the counselor.

*Credits: 3*

*Rotating Basis*

### **CPT 501 Counseling Theory and Practice I**

Theories and research in various analytic schools of counseling. In addition, analytic theories of personality dynamics and development are studied. Emphasis on understanding the individuals and their values in the context of their particular reaction mechanisms and experiences. Experiences related to sociocultural environment. Unconscious phenomena considered. Transference and counter-transference reactions studied. Importance of childhood reactions and experiences in the life of the individual.

*Credits: 3*

*Rotating Basis*

### **CPT 502 Counseling Theory and Practice II**

An overview of theories and research in various schools of non-analytic counseling. Emphasis on understanding the individual in the context of his or her experiences and particular environment. An understanding of the goals and methods applied to the client by various nonanalytic schools of counseling.

*Credits: 3*

*Rotating Basis*

### **CPT 503 Adult Psychopathology**

Students will understand the major diagnostic categories of psychopathology affecting young adults, adults and older individuals. Case studies will be used to illustrate disorders such as depression, anxiety, obsessive compulsive disorders, bipolar disorder, adjustment disorders and personality disorders. Consideration will be given to cultural and social factors in the areas of diagnosis and therapeutic intervention.

Psychopharmacology and the use of the DSM IV will be discussed. Prerequisite: Undergraduate or graduate course in Personality.

*Credits: 3*

*Rotating Basis*

### **CPT 504 Professional, Ethical and Legal Issues in Counseling**

This course will provide an overview of the significant ethical and legal issues which present in the counseling profession. Topics to be covered include confidentiality, scope of practice, competence, and professional relationships. In addition, legal and legislative issues such as family law, educational law and recent cases involving counselors and other mental health professionals will be explored.

*Credits: 3*

*Rotating Basis*

### **CPT 600 Clinical Methods in Counseling**

This course will focus on assessment, case conceptualization, diagnosis, and treatment recommendations. Students will be taught about the practical application of counseling techniques including the process of conducting intake interviews, obtaining a mental status, taking biopsychosocial histories, and the use of diagnostic tools such as the DSM-IV. Students will engage in role-playing, practice interviewing skills and prepare sample clinical reports.

*Credits: 3*

*Rotating Basis*

### **CPT 601 Group Counseling Theory and Practice**

Contemporary theories and historical perspectives pertaining to group counseling will be presented. Students will identify factors in group processes which promote growth and development in multicultural school and family environments. Students will also examine and practice techniques appropriate for the resolution of personal, social and academic conflicts. A portion of the class time will involve participation in a group and analyzing its dynamics.

*Credits: 3*

*Rotating Basis*

### **CPT 602 Personality Disorders: Evaluation and Evidence Based Treatments**

Personality disordered clients present unique challenges to clinicians in many practice settings. This course will provide an overview of personality development and characteristic patterns of personality dysfunction. We will learn to assess personality functioning by reviewing assessment instruments including structured clinical interviews and self-report scales such as the MCMI-III (Millon Clinical Multiaxial Inventory). We will review the ten personality disorders outlined in the DSM-IV-TR, and discuss compelling case examples from our own work and will be further enriched by videotapes of Millon's classic work with personality disordered clients. Our exploration of this area will culminate in a review of best practices in treating personality disorder including Dialectical Behavioral Therapy (DBT), evidence based interpersonal techniques and Brief Relational Therapy.

*Credits: 3*

*Rotating Basis*

### **CPT 700C Counseling Internship Practicum I (Mental Health Counseling)**

The internship requirement is equivalent to 600 client contact hours during the year in an agency setting under the dual guidance of an on-site clinician and a university-based clinical supervisor; 300 hours will be completed each semester of the internship course. Participation in the intake and screening process, individual evaluations, interdisciplinary staff conferences, and professional meetings is required. Students will evaluate individuals, write reports and practice short-term counseling and consultation under the supervision of the clinician. Students will also attend weekly meetings with the university clinical supervisor in which professional and ethical issues related to the practice of counseling will be discussed. Students must apply for the internship in the semester prior to registration. Prerequisites: satisfactory completion of first two years of coursework and departmental approval.

*Credits: 3*

*On Demand*

### **CPT 700M Counseling Internship I (Marriage and Family Therapy)**

The total internship requirement is equivalent to 300 client contact hours in an agency setting under the dual guidance of an on-site clinician and a university-based clinical supervisor; 150 hours are to be completed in each semester. Participation in the intake and screening process, individual evaluations, interdisciplinary staff conferences, and professional meetings is required. Students will evaluate individuals, write reports and practice short-term counseling and consultation under the supervision of the clinician. Students will also attend weekly meetings with the university clinical supervisor in which professional and ethical issues related to the practice of counseling will be discussed. Students must apply for the internship in the semester prior to registration. Prerequisites: satisfactory completion of first two years of coursework and departmental approval.

*Credits: 3*

*On Demand*

### **CPT 701C Counseling Internship Practicum II**

Continuation of internship in CPT 700C in either the same or another university-approved setting.

*Credits: 3*

*Rotating Basis*

### **CPT 701M Counseling Internship Practicum II**

Continuation of internship in either the same or another university-approved setting. 782A for General Program; 782B for Bilingual Education. Prerequisite: SPC 781.

*Credits: 3*

*On Demand*

### **CPT 720 Clinical Supervision**

Course content will be didactic and experiential.

Includes current theoretical approaches to clinical supervision. Ethical issues specific to supervision will be presented. Content to include: current literature, research and major issues related to ethical, multiculturally competent supervision of Marriage and Family Therapists and Mental Health Counselors providing individual, couple and family therapy. Lecture, role-playing, reflecting teams are used to meet goals and objectives of course. Meets the educational requirement for certification as an AAMFT Certified Supervisor.

*Credits: 3*

*Rotating Basis*

#### **CPT 740 Approaches to Trauma**

This course will be an overview of various definitions and theories of trauma as well as counseling interventions. This will include both the meaning of trauma to individuals as well as society at large. Topics will include primary trauma (e.g. sexual abuse, unexpected loss,) as well as secondary trauma (e.g. 9/11, war, natural disasters). In addition, the course will examine the impact of working with victims/survivors on the therapist/counselor (e.g. burn-out and rescue fantasies).

*Credits: 3*

*Rotating Basis*

#### **CPT 741 Solution - Focused Brief Counseling**

Brief counseling techniques, with their focus on outcomes, solutions, and practicality, are ideally suited to the demands of contemporary counseling in schools, community, and private practice. Solution-focused brief therapy - a positive, encouraging, hopeful approach to client change - can be used in combination with most other counseling approaches and is effective with a very wide range of clients. Students in this course will learn the underlying theoretical concepts of brief therapy along with techniques and strategies that will allow them to begin using this approach in their own work with clients. Ample opportunities for practice of techniques will be afforded during class.

*Credits: 3*

*Rotating Basis*

#### **SPC 502 Substance Abuse: Prevention and Intervention**

This course is designed to equip the counselor with the knowledge to help persons with substance-abuse problems. The focus of the class will be to review the historical background of substance abuse and dependency; study the psychological, social, pharmacological and legal aspects of substance abuse; recognize that alcohol dependency can become an adaptive response; and develop an awareness in the student of the important role of prevention. Textbooks, films and speakers will be used.

*Credits: 3*

*Rotating Basis*

#### **SPC 503 Counseling Women**

The new freedom of women to participate more fully in the business and professional worlds and their need to adopt new lifestyles have underlined the importance of reconsidering career choices, marriage styles, child rearing practices, etc. Consideration of these and other challenging issues resulting from an open society will be discussed. Individual interest areas of class members will be considered.

*Credits: 3*

*Rotating Basis*

#### **SPC 504 Approaches to Human Sexuality**

An examination of the origins, forms and applications of human sexuality, alternative sexual preferences and lifestyles, psychological and sociological implications of the sexual drive, sexual dysfunction, research in human sexuality, applications to the counseling and mental health service settings.

*Credits: 3*

*Rotating Basis*

#### **SPC 518 Play Therapy**

A survey of methods, materials and techniques for working with children. The major theoretical models and modalities will be emphasized.

*Credits: 3*

*Rotating Basis*

#### **SPC 519 Dynamics of Marital Interaction**

An examination of current issues and approaches concerning marriage, which includes a study of marital interaction and approaches to treatment of marital disorders.

*Credits: 3*

*Rotating Basis*

#### **SPC 600A Fieldwork: Directed Observation and Practice in Agency Setting**

This course is designed to enable the prospective school counselor to become familiar with the environmental and sociological aspects of the urban community; a fuller understanding of the various dimensions involved in working in the urban setting is stressed. Field experience will consist of guided and supervised experiences in various community settings. Pass/Fail only.

*Credits: 3*

*Rotating Basis*

#### **SPC 600B Fieldwork: Directed Observation and Practice in Agency Setting (Bilingual)**

This course is designed to enable the prospective school counselor to become familiar with the environmental and sociological aspects of the urban community; a fuller understanding of the various dimensions involved in working with non-English speaking populations is stressed. Field experience will consist of guided and supervised experiences in various community settings serving non English-speaking populations. Pass/Fail only.

*Credits: 3*

*Rotating Basis*

#### **SPC 600C Fieldwork: Directed Observation and Practice in Agency Setting**

This practicum will include a minimum of 100 clock hours over the course of the semester, including 40 clock hours of direct service. Students will receive one hour of individual supervision minimum at the site and 2.5 class time hours of group supervision through the university each semester. Grades lower than C may require repeating the course.

*Credits: 3*

*Rotating Basis*

#### **SPC 600M Fieldwork: Directed Observation and Practice in Agency Settings**

This practicum will include a minimum of 100 direct contact hours over the course of the semester, as well as additional indirect hours. All direct contact hours may be used toward NYS post-graduate required hours for licensure. Students will receive one hour of individual supervision minimum at the site and 2.5 class time hours of group supervision through the university each semester. Grades lower than C may require repeating the course.

*Credits: 3*

*Rotating Basis*

#### **SPC 601 Fieldwork: Directed Observation and Practice in Schools**

To enable the prospective school counselor to become familiar with the environmental and sociological aspects of the urban school community. Directed observation made within the public schools of the metropolitan New York area. The student will be required to be an observer within the school setting and complete appropriate projects. Pass/Fail only.

*Credits: 3*

*Rotating Basis*

#### **SPC 607 Independent Research in Counseling**

Advanced students may register for intensive independent study of some aspect of counseling. This provides an opportunity for the student to contribute to the advancement of the field of counseling as well as to practice it. He or she is expected to design a research proposal and to use scientific methodology in executing it. Pass/Fail only. Credit and hours arranged with approval and permission of instructor.

*Credits: 1 to 3*

*Rotating Basis*

#### **SPC 615 The World of the Counselor**

An examination of the basic issues affecting the school counselor practicing in the contemporary world, with particular emphasis on the urban situation. The nature and scope of counseling, the relationship between counseling and other pupil personnel services, social agencies, vocational and rehabilitative settings, and the interaction between counseling and the broader education process are some of the issues explored.

*Credits: 3*

*Rotating Basis*

### **SPC 633 Developmental Psychology I**

The focus of this course will be on children from birth to age 6. Students will study the cognitive, social, emotional and physical aspects of development and their interrelationships within biological and cultural contexts. Historical and contemporary theories of development will be considered. Implications for teaching and curriculum will be addressed.

*Credits: 3*

*Rotating Basis*

### **SPC 634 Developmental Psychology II**

The focus of this course will be on children from age 6 to young adulthood. Students will study the cognitive, social, emotional and physical aspects of development and their interrelationships within biological and cultural contexts. Historical and contemporary theories of development will be considered. Issues stemming from the individual's expanding relationships and the emergence of adult roles and demands as well as implications for learning and curriculum will be addressed.

Prerequisite: SPC 633.

*Credits: 3*

*Rotating Basis*

### **SPC 639 Youth Culture**

An overview of the problems faced by today's youth in the urban environment, with particular emphasis on individual and group counseling techniques available for dealing with drug-abuse problems. The sociology of youth culture, methods of spotting drug abuse, treating the immediate problem, prevention and community health will be explored.

*Credits: 3*

*Rotating Basis*

### **SPC 643 Psycholing Lang Learn**

Students will understand the major diagnostic categories of psychopathology in children and adolescents. Case studies will be used to illustrate disorders such as pervasive developmental disorders, depression, anxiety, conduct disorders, attention deficit and hyperactivity disorder.

Consideration will be given to cultural and social factors in the areas of diagnosis and therapeutic intervention. Psychopharmacology and the use of the DSM IV will be discussed. Prerequisite:

Undergraduate or graduate course in Personality.

*Credits: 3*

*Rotating Basis*

### **SPC 650 Developmental Psychopathology**

Students will understand the major diagnostic categories of psychopathology in children and adolescents. Case studies will be used to illustrate disorders such as pervasive developmental disorders, depression, anxiety, conduct disorders, attention deficit and hyperactivity disorder.

Consideration will be given to cultural and social factors in the areas of diagnosis and therapeutic

intervention. Psychopharmacology and the use of the DSM IV will be discussed. Prerequisite:

Undergraduate or graduate course in Personality.

*Credits: 3*

*Rotating Basis*

### **SPC 651 Neuropsychological Factors in Cognition and Behavior**

Neural anatomy and mechanisms involved in cognition, behavior, language, reading, and the acquisition of other academic skills will be examined. Particular attention will be paid to biological aspects of learning and behavioral disorders. Developmental neuropsychological research will be examined for principles which could enhance psychoeducational assessment and remedial practices. Neurological disorders will be discussed in relationship to modifications in educational placement and practice.

*Credits: 3*

*Rotating Basis*

### **SPC 652 Understanding Human Development I**

Theories and research in various analytic schools of counseling. In addition, analytic theories of personality dynamics and development are studied. Emphasis on understanding the individuals and their values in the context of their particular reaction mechanisms and experiences. Experiences related to socio-cultural environment. Unconscious phenomena considered. Transference and countertransference reactions studied. Importance of childhood reactions and experiences in the life of the individual.

*Credits: 3*

*Rotating Basis*

### **SPC 653 Understanding Human Development II**

An overview of theories and research in various schools of non-analytic counseling. Emphasis on understanding the individual in the context of his or her experiences and particular environment. An understanding of the goals and methods applied to the client by various nonanalytic schools of counseling.

*Credits: 3*

*Rotating Basis*

### **SPC 654 Introduction to Counseling and Application I**

A foundation course, introducing the student to the theory and practice of counseling. It provides a broad exposure to the various current points of view and techniques in counseling. Development of counselor skills is stressed, with emphasis on personal growth, self-insight and self-awareness.

*Credits: 3*

*Rotating Basis*

### **SPC 655 Behavior Management: Applications for Children with Special Needs**

For learning to proceed optimally, the setting must be one where behaviors (social, emotional and cognitive) are managed. This course will provide students with practical skills needed to plan,

implement and evaluate behavior management programs for both individuals and groups of children in a variety of learning environments. Considered will be techniques such as behavior modification, self-control, social skills training, assertiveness training and effective education programs.

*Credits: 3*

*Rotating Basis*

### **SPC 656 Introduction to Counseling and Application II**

An advanced study of counseling techniques with emphasis on case materials and role-playing. Special attention will be given to those aspects of modern psychoanalytic technique appropriate to vocational problems and school setting. Prerequisite: SPC 654.

*Credits: 3*

*Rotating Basis*

### **SPC 657 Group Counseling in Multicultural School Settings**

Contemporary theories and historical perspectives pertaining to group counseling will be presented. Students will identify factors in group processes which promote growth and development in multicultural school and family environments. Students will also examine and practice techniques appropriate for the resolution of personal, social and academic conflicts. A portion of the class time will involve participation in a group and analyzing its dynamics. Prerequisite: Admission to Professional Stage.

*Credits: 3*

*Rotating Basis*

### **SPC 657A Family Counseling in an Urban Setting**

Overview of theories of family therapy and study of patterns of family interaction. Techniques for improving family functioning are discussed as well as techniques for dealing with the family in group counseling. Marital counseling and parent counseling are studied. Attention is given to government and private agencies that deal with the emotional problems faced by urban families.

*Credits: 3*

*Rotating Basis*

### **SPC 658 The Counselor as a Team Member**

An introduction to student personnel services in school settings; various forms of organization and functions; the multidisciplinary foundations of guidance services in schools. Focus on contemporary issues of concern to student personnel work, and specifically on the role of the counselor as a team member of the student personnel staff. Pass/Fail only.

*Credits: 3*

*Rotating Basis*

### **SPC 660A Practicum in Group Work I**

An overview of theories, research, techniques and processes in the dynamics of group counseling, with particular emphasis on the role of the leader, the participation of group members, the cohesiveness of

the group, the measurement of growth of each group member. The opportunities of using group techniques for school counseling, teaching, community work, tutorial programs, and vocational and educational counseling are considered.

Pass/Fail only

*Credits: 3*

*Rotating Basis*

#### **SPC 660B Practicum in Group Work II**

Continuation of Practicum in Group Work I.

*Credits: 3*

*Rotating Basis*

#### **SPC 661A Individual Practicum I**

Practical experience of working with counsees under supervision in a K-12 school. In addition to meeting their clients, students also participate in weekly seminars to discuss and evaluate the counseling process. Students may be required to tape and transcribe counseling sessions, participate in video sessions and submit reactions to assigned readings. Pass/Fail only.

*Credits: 3*

*Rotating Basis*

#### **SPC 661B Individual Practicum I - Bilingual**

Practical experience of working with limited-English proficiency counsees under supervision in a K-12 school. In addition to meeting their clients, students also participate in weekly seminars to discuss and evaluate the counseling process. Students may be required to tape and transcribe counseling sessions, participate in video sessions and submit reactions to assigned readings.

Counseling sessions are conducted in the target language of the graduate student. Pass/Fail only.

*Credits: 3*

*Rotating Basis*

#### **SPC 661D Individual Practicum II**

Practical experience of working with counsees under supervision in community agencies and clinics. In addition to meeting their clients, students also participate in weekly seminars to discuss and evaluate the counseling process. Students may be required to tape and transcribe counseling sessions, participate in video sessions, and submit reactions to assigned readings. Pass/Fail only.

*Credits: 3*

*Rotating Basis*

#### **SPC 668 Diagnostic Tools for Measurement**

(Equivalent to SPC 668A). The function of measurement and evaluation; purpose of testing in schools, agencies and colleges; uses and abuses of tests in our society; achievement, aptitude and psychological tests; use of resource materials; validity, reliability and norms, statistical and clinical procedures, administration and interpretation of tests, role-playing; communication of test results.

*Credits: 3*

*Rotating Basis*

#### **SPC 668B Diagnostic Tools for Measurement - Bilingual**

Emphasis on bilingual testing and cultural diversity; the function of measurement and evaluation; purpose of testing in schools, agencies and colleges; uses and abuses of tests in our society; achievement, aptitude and psychological tests; use of resource materials; validity, reliability and norms; statistical and clinical procedures; administration and interpretation of tests; role-playing, communication of test results.

*Credits: 3*

*Rotating Basis*

#### **SPC 675 Introduction to the Techniques of Substance Abuse Counseling: Treatment and Rehabilitation**

Introduces basic alcoholism and substance abuse counseling techniques. Treatment approaches and their role and function in the recovery process will be examined. Includes assessment; treatment planning; care management; individual, group and peer counseling. Also includes methods for guiding recovering individuals towards appropriate vocational choices.

*Credits: 3*

*Rotating Basis*

#### **SPC 680 Fieldwork: Observation School Settings**

Students will observe children, their parents and teachers in a variety of general and special educational settings. They will learn informal assessment techniques including interviews, observations and work sample analyses. Students will distinguish between typical and atypical patterns of behavior, taking into consideration cultural, social and other factors. Informal assessment data will be integrated into a broader framework of developmental and educational theory. Attitudes toward and expectations of individuals with special needs will be discussed. The various roles of the school psychologist will be examined. Additional hours in school settings will be required. Prerequisite: Admission to Professional Stage.

*Credits: 3*

*Rotating Basis*

#### **SPC 680A Fieldwork: Observation in School Settings**

Students will observe children, their parents and teachers in a variety of general and special educational settings. They will learn informal assessment techniques including interviews, observations and work sample analyses. Students will distinguish between typical and atypical patterns of behavior, taking into consideration cultural, social and other factors. Informal assessment data will be integrated into a broader framework of developmental and educational theory. Attitudes toward and expectations of individuals with special needs will be discussed. The various roles of the school psychologist will be examined. Additional hours in school settings will

be required. Prerequisite: Admission to Professional Stage.

*Credits: 3*

*Rotating Basis*

#### **SPC 680B Fieldwork: Observation in School Settings-Bilingual program**

Students will observe children, their parents and teachers in a variety of general and special educational settings. They will learn informal assessment techniques including interviews, observations and work sample analyses. Students will distinguish between typical and atypical patterns of behavior, taking into consideration cultural, social and other factors. Informal assessment data will be integrated into a broader framework of developmental and educational theory. Attitudes toward and expectations of individuals with special needs will be discussed. The various roles of the school psychologist will be examined. Additional hours in school settings will be required. Prerequisite: Admission to Professional Stage.

*Credits: 3*

*Rotating Basis*

#### **SPC 682 World Of Work: Assessment of Individual Needs and Needs of Society**

The importance of work to individuals during their life span and its implication for society; psychological, economic and social factors that affect vocational development and choice; relationship of vocational counseling to personal/social counseling; the counselor's role in clients' vocational development; scope and sources of occupational information; application of vocational development theories to school, college and agency settings; visits to job settings, interviews with employees, employers and agency representatives; analysis of job satisfaction.

*Credits: 3*

*Rotating Basis*

#### **SPC 702 Diagnosis of Learning Problems**

This course focuses on the assessment of children and youth with a range of literacy and/or learning problems. Course participants explore a range of assessment measures and strategies and how to use information gathered through assessment and analysis to plan or modify instruction utilizing an RTI framework. Topics covered include measurement concepts, administering tests and interpreting test data, communicating testing information to parents, caregivers, and school personnel, using testing information for instructional planning, and legal mandates. Students will be required to perform assessments.

*Credits: 3*

*Rotating Basis*

#### **SPC 703 Remediation of Learning Problems of Students**

This course focuses on classroom intervention issues as well as therapeutic modalities in working with children with developmental and learning

disorders. Particular emphasis is given to the treatment of children of children with pervasive developmental disorders, learning disabilities, emotional disorders and attention deficits.

Individual and family consultation and in-classroom intervention techniques are reviewed.

*Credits: 3*

*Rotating Basis*

#### **SPC 704 Educational and Psychological Testing and Measurement**

Basic statistical and measurement concepts such as central tendency, variability, correlation and factor analysis will be presented and used to interpret test scores and understand test construction. Concepts of validity, reliability and the use of derived scores will be presented. Problems of test administration and evaluation related to social, cultural, legal and ethical issues will be considered. Pre or corequisite: Undergraduate or graduate course in Statistics.

*Credits: 3*

*Rotating Basis*

#### **SPC 714 Consultation in Multicultural School Settings**

Students will study theories of mental health consultation and organizational change as they apply to instructional settings. They will learn to analyze a school's culture and organization in order to act as a positive change agent. They will study ways of developing consultative relationships with colleagues, parents and community agency personnel in order to develop intervention plans for children in schools. Skills crucial to effective consultation and ethical guidelines for practice will be identified and used. Students will learn about issues pertaining to consultation in multicultural settings. This course will be taken concurrently with the internship when possible. Prerequisite:

Admission to Professional Stage. Corequisite: SPC 781.

*Credits: 3*

*Rotating Basis*

#### **SPC 721A Individual Assessment: Cognitive I**

Students will learn to administer, score and interpret standardized intelligence tests as part of the cognitive assessment process. This course will focus on the three Wechsler Intelligence Scales. Psychometric properties of these instruments will be related to issues of interpretation. Psychological issues in intelligence testing as well as ethical and legal considerations will be reviewed. Students will be required to administer tests and write assessment reports based on the results. Additional laboratory hours will be required. Prerequisite: SPC 704.

*Credits: 3*

*Rotating Basis*

#### **SPC 721B Individual Assessment: Cognitive II**

Students will continue to learn how to assess the cognitive functioning of children by administering, scoring and interpreting intelligence tests used by school psychologists including the Stanford-Binet Intelligence Scale-Fourth Edition. The assessment

of social adaptive behavior is studied. Integration of findings with educational and other evaluation results will be examined so that individual education plans can be developed. Students will be required to administer tests, write assessment reports and make case presentations. Additional laboratory hours will be required. Prerequisites: SPC 721A and admission to Professional Stage.

*Credits: 3*

*Rotating Basis*

#### **SPC 722A Individual Assessment: Personality I**

Students will administer and interpret measures of personality and examine their relationship to cognitive functioning as part of the entire assessment process. This course will focus on clinical interviews, figure drawings, sentence completion, apperception tests and the Bender-Gestalt. Students will be required to administer these personality measures, make class presentations and write reports. The interpretation of assessment data will be based on theories of personality presented in this course. Cultural, ethical and legal issues will be explored. Additional laboratory hours will be required. Prerequisites: SPC 704 and admission to Professional Stage.

*Credits: 3*

*Rotating Basis*

#### **SPC 722B Individual Assessment: Personality II**

Students will continue to develop their skills in personality assessment. Emphasis will be on the use of the Rorschach as well as self-reports and behavior rating scales. Students will administer and interpret complete psychological evaluations and present their findings in case presentations and written reports. Interpretation of data will focus on integrating clinical findings so that specific educational plans can be developed. Cultural, legal and ethical issues will be further explored. Additional laboratory hours will be required.

Prerequisites: SPC 722A and admission to Professional Stage.

*Credits: 3*

*Rotating Basis*

#### **SPC 724 Assessing the Bilingual Child**

The course will examine issues in the assessment of bilingual children including the appropriate use of standardized measures, non-discriminatory assessment, alternative approaches to the assessment of cognitive functioning and social adaptive behavior of linguistically diverse children. Students will learn when and how to conduct evaluations in the child's first and/or second language. Students will administer tests, make case presentations and write reports. Interpretation of data will focus on integrating clinical findings so that individual educational plans will be developed. Additional laboratory hours will be required.

Prerequisites: SPC 721B and admission to Professional Stage.

*Credits: 3*

*Rotating Basis*

#### **SPC 725 Assessment Seminar**

(Required course for students not attaining B+ average in assessment courses.)

This course will focus on enhancing students' assessment skills, as well as their ability to integrate a variety of assessment data, write and orally communicate evaluation results and recommend intervention strategies to other professionals and families. Students are expected to write psychological reports, present case studies, make recommendations and write educational objectives. Prerequisite: Admission to Professional Stage.

*Credits: 0*

*Rotating Basis*

#### **SPC 732 Research Methods**

Students will learn to analyze research in psychology and education. Major statistical and measurement concepts will be applied in order to understand how research problems are systematically investigated using experimental and quasi-experimental designs. Surveys and qualitative research will also be discussed. Students will evaluate professional literature, discuss its implications for the practice of school psychology and design research proposals.

*Credits: 3*

*Rotating Basis*

#### **SPC 745A The Family of the Substance Abuser**

This course will deal with the issues for family members, significant others and friends of substance abusers. Identification of these individuals as "hidden victims" is important for the educator to understand the impact this has on the school environment. Students will be expected to gain a theoretical and practical understanding of the resulting behavior(s) and how to deal with this through lectures, independent research and special events.

*Credits: 3*

*Rotating Basis*

#### **SPC 745C College Admissions Process**

This course is designed for students presently working in a school setting, or pursuing a path leading to certification in guidance and counseling. The broad span of topics covered will assist them with the knowledge and skills to work effectively with students and families for the college admission and selection process. Through a multi-modal approach, students will develop practical skills to help traditional, special, and diverse populations. Current trends in college admissions, ethical issues, financial aid, the student essay, letters of recommendations, admission testing and the student athlete are among the many topics that will be addressed.

*Credits: 3*

*Rotating Basis*

#### **SPC 745D Domestic Violence**

This course will examine key issues related to domestic violence (DV): differentiating partner abuse from unhealthy relationships, motivation for

maintaining abusive relationships, intergenerational effects, legal issues, cultural awareness, Feminist Model vs. Mental Health Model, and counseling techniques and strategies to help. Classes are taught in "seminar style" using a combination of lecture by the professor, guest speakers and student presentations, discussion of class readings/reaction papers, group activities and videos.

*Credits: 3*

*Rotating Basis*

**SPC 745E Counseling the Special Education Student**

This course aims at providing the student/practitioner with a broad, in-depth understanding of myriad factors which impact on the adaptation, self-image and adjustment of special education students. Through such understanding, the course will then develop and explore counseling and palliative principles to guide work with such populations. Self awareness as related to these issues will be stressed throughout the course as students develop a deeper comprehension of ethical and professional counseling practice in our diverse society.

*Credits: 3*

*Rotating Basis*

**SPC 745G Counseling Issues with the LGBT Community**

This course is designed to provide the student with the knowledge and skills needed to understand and maximize his/her effectiveness in working with the Lesbian, Gay, Bisexual and Transgender community across the life span. With particular focus on young people and their families, areas of discussion will encompass contributing factors such as culture, religious background, and socio-economic status.

*Credits: 3*

*Rotating Basis*

**SPC 745H High School Counseling**

This course will focus on the practical application of a comprehensive developmental school-counseling program at the high school level. The roles and responsibilities of a high school guidance counselor will be discussed. Topics to be covered will include college admissions, academic advisement, crisis intervention, consultation, and career planning. An emphasis will be placed on the college admissions process and individual planning including assessment, career and transitional planning. Current issues and special programs in high school counseling will also be discussed.

*Credits: 3*

*Rotating Basis*

**SPC 745I SPC 745I-001 Cutting Edge Issues in School Counseling**

This course will focus on current issues facing counselors in working with students individually and in groups in the first decade of the 21st century. Contemporary counseling approaches such as solution-focused and cognitive behavior therapy

will be explored in depth. Students will be asked to bring a real life issue of concern to investigate. Topics such as working with resistant, self-abusive and school avoidant students will be discussed as well as the impact of societal and media trends upon students.

*Credits: 3*

*Rotating Basis*

**SPC 745M Multicultural and Diversity Issues in Counseling**

This course will explore issues in multicultural counseling. There will be a review of the theory and research necessary to work more effectively with culturally diverse people. Students will develop cultural awareness and apply new insights in multicultural situations. The course will increase students' multicultural counseling and development knowledge, with a focus on communication problems when contact is made with persons from differing cultural, ethnic and racial backgrounds and how these factors impact on the counseling relationship.

*Credits: 3*

*Rotating Basis*

**SPC 745O Dealing With Loss and Grief**

This course will utilize a variety of teaching methods including lectures, therapeutic art and writing activities, creative games, role-playing, group discussion and other interactive exercises designed for students experiencing loss and grief. Session topics will include grief affecting educators and students; age appropriate classroom curricula, school based grief support groups; crisis intervention plans and community resources. The sessions will attempt to help the participants understand their personal response to loss and grief, as well as understand and respond to the grief that follows all kinds of losses in students' lives.

*Credits: 3*

*Rotating Basis*

**SPC 748 Middle School Counseling**

This course focuses on teaching the student how to successfully navigate a comprehensive middle school counseling program. The course leads the student through the academic, developmental, emotional and social challenges faced by the young adolescent student in grades six through eight. Also discussed will be the specific role and responsibilities of the middle school counselor, the importance of parent partnerships, student transition from elementary school and to high school, CSE and 504 plans, RTI, the team teaching environment and team meetings, career awareness, middle school counseling groups and crisis interventions.

*Credits: 3*

*Rotating Basis*

**SPC 750 Spiritual Issues in Counseling**

This course will explore an important and often neglected aspect of counseling: the client's spiritual/religious beliefs. Topics to be covered

include spiritual explanations for suffering; counseling perspectives of the major spiritual/religious traditions; special needs and problems of the religious client; the counselor's own belief system; and the clinical use of client's beliefs. The course will employ didactic lecture, group discussion and exercises, case study presentations, and, role-plays of counseling sessions. Specific dates of lectures and readings will be provided at the first class meeting.

*Credits: 3*

*Rotating Basis*

**SPC 757 Individual Counseling in School Settings**

An introduction to major theories of individual counseling as they pertain to school settings. Individual techniques other than psychotherapy, used to enhance self-esteem, self-awareness and social skill and to reduce adjustment problems are practiced. Crisis intervention is discussed. Issues pertaining to the counseling of culturally and linguistically diverse individuals and their families are examined.

*Credits: 3*

*Rotating Basis*

**SPC 781A Internship in School Psychology I - General**

The internship requirement is equivalent to two semesters of full-time placement in a school setting under the dual guidance of an on-site staff psychologist and a university-based clinical supervisor. At least half of these hours should be in a school setting. Participation in the intake and screening process, individual evaluations, interdisciplinary staff conferences, parent conferences and professional meetings is required. Students will evaluate children, write reports and practice short-term counseling and consultation under the supervision of the on-site psychologist. Students will also attend weekly meetings with the university clinical supervisor in which professional and ethical issues related to the practice of school psychology in multicultural settings will be discussed. Students must apply for the internship in the semester prior to registration. 781A for General Program, 781B for Bilingual Education. Prerequisites: Departmental approval, 42 credits including all required testing courses and admission to Professional Stage.

*Credits: 3*

*Rotating Basis*

**SPC 781B Internship School Psychology I - Bilingual**

The internship requirement is equivalent to two semesters of full-time placement in a school setting under the dual guidance of an on-site staff psychologist and a university-based clinical supervisor. At least half of these hours should be in a school setting. Participation in the intake and screening process, individual evaluations, interdisciplinary staff conferences, parent conferences and professional meetings is required.

Students will evaluate children, write reports and practice short-term counseling and consultation under the supervision of the on-site psychologist. Students will also attend weekly meetings with the university clinical supervisor in which professional and ethical issues related to the practice of school psychology in multicultural settings will be discussed. Students must apply for the internship in the semester prior to registration. 781A for General Program, 781B for Bilingual Education.

Prerequisites: Departmental approval, 42 credits including all required testing courses and admission to Professional Stage.

*Credits: 3*

*Rotating Basis*

#### **SPC 782A Internship School Psychology II - General**

Continuation of internship in SPC 781 in either the same or another university-approved setting. 782A for General Program, 782B for Bilingual Education. Prerequisite: SPC 781.

*Credits: 3*

*Rotating Basis*

#### **SPC 782B Internship School Psychology II - Bilingual**

Continuation of internship in SPC 781 in either the same or another university-approved setting. 782A for General Program, 782B for Bilingual Education. Prerequisite: SPC 781.

*Credits: 3*

*Rotating Basis*

#### **SPC 792 Counseling Children and Parents: Different Perspectives and Different Approaches**

This course will guide students through assessing, planning, and conducting psychotherapy with children, teenagers and their parents. It will provide an in-depth understanding of how therapists from different orientations - cognitive, behavioral, family systems and psychodynamic - conceptualize and intervene with children, teenagers, and their parents. Students will learn how to work most effectively with various child-related issues, including anxiety, depression, oppositional behavior, selective mutism, abuse, ongoing conflict with parents, family struggles (including divorce and death), eating disorders, social-emotional difficulties, and learning and attention issues. This course includes a combination of lecture, group discussion, interactive exercises and role-playing.

*Credits: 3*

*Rotating Basis*

#### **EDC 685 Mental Health Counseling Internship III**

Equivalent to CPT 702C.

*Credits: 3*

*Rotating Basis*

#### **TED 516 Learning in Bilingual/Multicultural Settings**

This course focuses on the individual, social,

cognitive and linguistic nature of bilingualism, including second language acquisition, sociology of language, and the relationship between language and culture. Students also explore the socio-political, historical, and legal foundations that have shaped bilingual and multicultural education policies, program models, and teaching and assessment practices. In addition, students develop an understanding of the distinction between language differences and language disability as they examine issues relating to second language learners with diverse learning needs. Field experience required.

*Credits: 3*

*Rotating Basis*

#### **TED 612 Assessment for English Language Learners in Special Education**

This course is designed to develop competency in implementing appropriate multidisciplinary assessment techniques for English language learners with disabilities. Students will examine both formal and informal assessment instruments and strategies, and will analyze them in the context of planning for IEP (Individualized Educational Program) objectives. Field work required.

*Credits: 3*

*Rotating Basis*

## PHARMACEUTICS

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### **Specializations in: Industrial Pharmacy and Cosmetic Science**

The Pharmaceutics Program is career-oriented. Curricula are evaluated at regular intervals to ensure that they reflect contemporary knowledge and practices in the Pharmaceutical and Cosmetic Industries. Students are offered didactic course work taught by experienced professionals, from both industries, who combine their practical experiences with the basic theories that underlie their courses. The heavy concentration of pharmaceutical industry and health-care institutions in the New York Metropolitan area provides unusual opportunities for such study.

The graduate programs are designed to provide the theoretical and conceptual framework that is inherent in advanced studies, and to promote the development of specific skills applicable to Pharmaceutics and Cosmetic Science. Consequently, the programs have two major and consistent objectives: first, the pursuit of scholarly achievement; second, the enhancement of career mobility. This integrated approach provides students with unique opportunities to concentrate their efforts in areas that are productive and fulfilling.

Two specializations are available in the M.S. program in Pharmaceutics: Industrial Pharmacy and Cosmetic Science.

#### **Industrial Pharmacy Specialization**

The primary goal of the program is to provide advanced study opportunities for individuals interested in various aspects of drug development in the pharmaceutical industry. The areas include pharmaceutical research and development, manufacturing, unit operations and related activities.

#### **Cosmetic Science Specialization**

In keeping with the rapid changes and advances in the field of cosmetic science, the graduate program in cosmetic science provides an appropriate blend of course work in the areas of chemistry, pharmacology, toxicology, microbiology and pharmacy.

These disciplines are coupled with their applications to the development and formulation of cosmetic products, and will serve to help the student to function more effectively in the cosmetic industry.

#### **Inquiries may be directed to:**

**Jason LePree**, Program Director, Pharmaceutics

845-450-5435

[jason.lepree@liu.edu](mailto:jason.lepree@liu.edu)

## M.S. in Pharmaceutics (with specializations in Industrial Pharmacy and Cosmetic Science)

### Admission Requirements

Applicants must have a baccalaureate degree from an accredited institution and a successful record of achievement in undergraduate studies with a major in pharmacy, biology, chemistry, biochemistry or physics.

### Full Matriculation Requirements

Full matriculation indicates that the student meets all the requirements for admission in the degree program. These requirements are:

- Official undergraduate transcripts reflecting award of a baccalaureate degree or the successful completion of another master's degree, both with a G.P.A. of 3.0 or above
- Two letters of recommendation

### Degree Requirements

Candidates for the M.S. degree in the Industrial Pharmacy specialization must complete 36 credits of course work and pass the written Comprehensive Examination. Candidates for the M.S. degree in the Cosmetic Science specialization must complete 33 credits of course work and pass the written Comprehensive Examination.

## M.S. in Pharmaceutics with Specialization in Industrial Pharmacy - 36 Credits

[Program Code: 30469]

### Core Requirements - 24 credits

PHS 020	Seminar in Pharmaceutics	3.00
PHS 701	Physical Chemistry I	3.00
PHS 901	Basic Pharmaceutics	3.00
PHS 931	Advanced Physical Pharmacy I	3.00
PHS 934	Principles of Industrial Pharmacy I	3.00
PHS 935	Principles of Industrial Pharmacy II*	3.00
PHS 972	Methods of Pharmaceutical Analysis	3.00
PHS 987	Advanced Biopharmaceutics and Pharmacokinetics	3.00

\* Currently offered at the LIU Brooklyn campus only

### Elective Requirements - 12 Credits

PHS 702	Physical Chemistry II	3.00
PHS 902	Regulatory Compliance in the Practice of Industrial Pharmacy	3.00
PHS 932	Advanced Physical Pharmacy II	3.00
PHS 936	Dosage Form Design	3.00

PHS 937	Pharmaceutical Engineering	3.00
PHS 950	Cosmetic / Dermatological Formulations and Technology I	3.00
PHS 951	Cosmetic / Dermatological Formulations and Technology II	3.00
PHS 954	Special Topics in Pharmaceutical and Cosmetic Microbiology	3.00
PHS 958	Aerosol Science and Technology	3.00
PHS 960	Properties/Applications of Cosmetic and Pharmaceutical Raw Materials	3.00
PHS 970	Principles of Quality Assurance	3.00
PHS 975	Introduction to Packaging Principles	3.00
PHS 979	Design of Peptide and Protein Drug Delivery Systems	3.00
PHS 982	Science and Technology of Controlled Release Systems	3.00
PHS 984	Biomaterials in Pharmacy and Medicine	3.00
PHS 986	Microencapsulation	3.00

## M.S. Degree in Pharmaceutics with Specialization in Cosmetic Science - 33 Credits

### Credits

#### Core Requirements - 24 Credits

PHA 010	Biostatistics*	3.00
PHS 022	Seminar in Cosmetic Science*	3.00
PHS 931	Advanced Physical Pharmacy I	3.00
PHS 950	Cosmetic / Dermatological Formulations and Technology I	3.00
PHS 951	Cosmetic / Dermatological Formulations and Technology II*	3.00
PHS 952	Cosmetic / Dermatological Formulations and Technology Laboratory*	3.00

PHS 960	Properties/Applications of Cosmetic and Pharmaceutical Raw Materials	3.00
PHS 972	Methods of Pharmaceutical Analysis	3.00

\* Currently offered at the LIU Brooklyn campus only

### Elective Requirements - 9 Credits

PHS 702	Physical Chemistry II	3.00
PHS 902	Regulatory Compliance in the Practice of Industrial Pharmacy	3.00
PHS 932	Advanced Physical Pharmacy II	3.00
PHS 936	Dosage Form Design	3.00
PHS 937	Pharmaceutical Engineering	3.00
PHS 954	Special Topics in Pharmaceutical and Cosmetic Microbiology	3.00
PHS 958	Aerosol Science and Technology	3.00
PHS 970	Principles of Quality Assurance	3.00
PHS 975	Introduction to Packaging Principles	3.00
PHS 984	Biomaterials in Pharmacy and Medicine	3.00
PHS 986	Microencapsulation	3.00

## Pharmaceutics Courses

### PHS 020 Seminar in Pharmaceutics

The course entails presentation and analysis of recent developments in industrial pharmacy and pharmaceutics. Students are expected to present oral and written reports on a particular subject in consultation with the instructor in charge. Pass-Fail only.

Limited to 20 students.

*In order to register for this course the student must be in the Hudson Pharmacy Graduate program.*

*Credits: 3*

*On Demand*

### PHS 022 Seminar in Cosmetic Science

The course entails presentation and analysis of recent developments in cosmetic science. Students are expected to present oral and written reports on a particular cosmetic topic in consultation with the instructor in charge. Pass-Fail only.

Limited to 20 students.

*In order to register for this course the student must be in the Hudson Pharmacy Graduate program.*

*Credits: 3*

*On Demand*

### PHS 701 Physical Chemistry I

Students will learn the theoretical foundations of thermodynamics as applied to chemical systems. A thorough review of the first three laws of Thermodynamics and their applications to problems of chemistry will be covered. Additional topics will include an initial discussion of equilibria in simple single component, single phasic systems and these concepts will be expanded to multi-component, multi-phasic systems. Solution-phase chemical kinetics, including an introduction to Transition State Theory, will also be taught.

Limited to 20 students.

*In order to register for this course the student must be in the Hudson Pharmacy Graduate program.*

*Credits: 3*

*On Demand*

### PHS 702 Physical Chemistry II

The course will cover chemical kinetics, from experimental measurement of rate processes to activation theory and enzyme kinetics. Steady state activation theory will be included.

Limited to 20 students.

*In order to register for this course the student must be in the Hudson Pharmacy Graduate program.*

*Credits: 3*

*On Demand*

### PHS 901 Basic Pharmaceutics

The course provides an introduction to basic pharmaceutical principles associated with pharmaceutical dosage forms. Discussions will focus on factors affecting dosage form design, manufacturing of different dosage forms, biopharmaceutics, pharmacokinetics, and drug stability. Waiver may be authorized by the division

only.

Limited to 20 students.

*In order to register for this course the student must be in the Hudson Pharmacy Graduate program.*

*Credits: 3*

*On Demand*

### PHS 902 Regulatory Compliance in the Practice of Industrial Pharmacy

The course discusses the role of the FDA and other regulatory agencies whose actions impact on the pharmaceutical, biotechnology and cosmetic industries. GMP's, GLP's, FDA inspections, validation and other topics are discussed to highlight agencies' requirements and the do's and don'ts for compliance.

Limited to 20 students.

*In order to register for this course the student must be in the Hudson Pharmacy Graduate program.*

*Credits: 3*

*On Demand*

### PHS 931 Advanced Physical Pharmacy I

A systematic study of the application of physico-chemical principles to the pharmaceutical and cosmetic sciences. Topics include complexation, colloids, interfacial phenomena, dissolution theory, suspensions, micromeritics and rheology.

Prerequisite: First semester Calculus course.

Limited to 20 students.

*The pre-requisite of MTH 40 is required and the student must be in the Hudson Pharmacy Graduate program in order to register for this course.*

*Credits: 3*

*On Demand*

### PHS 932 Advanced Physical Pharmacy II

A detailed analysis of the chemical kinetics of pharmaceutical systems as applied to both in-vitro and in-vivo models. Drug decomposition, stabilization and storage of solutions, polyphasic systems and solids are emphasized.

Limited to 20 students.

*The pre-requisite of PHS 931 is required and the student must be in the Hudson Pharmacy Graduate program in order to register for this course.*

*Credits: 3*

*On Demand*

### PHS 934 Principles of Industrial Pharmacy I

The course provides a study of methods used to formulate, manufacture and stability-test various dosage forms including tablets, ointments, creams, capsules, suspensions, sterile products, etc. The different techniques used to formulate dosage forms possessing unique properties such as sustained or delayed release will also be covered.

Limited to 20 students.

*In order to register for this course the student must be in the Hudson Pharmacy Graduate program.*

*Credits: 3*

*On Demand*

### PHS 935 Principles of Industrial Pharmacy II

A laboratory course designed to give students

experience in utilizing industrial instrumentation to test basic principles and theories in the design and production of various dosage forms. This course is only offered at the LIU Brooklyn campus. This course has an additional laboratory fee.

Limited to 20 students.

*In order to register for this course the student must be in the Hudson Pharmacy Graduate program.*

*Credits: 3*

*Every Spring*

### PHS 936 Dosage Form Design

Biopharmaceutic and pharmacokinetic principles, coupled with physical pharmacy concepts, are used to discuss methods necessary for optimizing the design of various drug-delivery systems. The course is intended for students who have a basic understanding of dosage forms and their design, and is geared toward teaching the underlying principles of drug release from dosage forms.

While a major portion of the course is devoted toward the design of oral solids, other dosage forms, including solutions and dispersed systems for oral, topical and parenteral administration, are also covered.

Limited to 20 students.

*In order to register for this course the student must be in the Hudson Pharmacy Graduate program.*

*Credits: 3*

*On Demand*

### PHS 937 Pharmaceutical Engineering

Students will learn the basic engineering principles that are involved in the commercial manufacture of pharmaceutical dosage forms. Lectures will focus on how processes such as blending, mixing, heat and mass transfer are utilized to design and specify equipment required for production of powders, tablets, capsules and parenteral products. Basic concepts of cost estimation will also be discussed.

Limited to 20 students.

*In order to register for this course the student must be in the Hudson Pharmacy Graduate program.*

*Credits: 3*

*On Demand*

### PHS 950 Cosmetic / Dermatological Formulations and Technology I

The course provides a thorough review of skin physiology, mechanistic analysis of the relevant skin functions, and percutaneous absorption. The physicochemical principles and the performance criteria that are evaluated to rationally develop dermatological formulations will be taught. Emphasis is placed on product development, scale-ups, manufacturing, stability-testing and performance evaluations of modern-day cosmetic, toiletry and pharmaceutical topical products. The course covers skin care, hair care and treatment systems including creams, lotions, shampoos, gels, fluids, makeups, sunscreens and pharmaceutical dermatologicals. Limited to 20 students.

*In order to register for this course the student must be in the Hudson Pharmacy Graduate program.*

Credits: 3

On Demand

### **PHS 951 Cosmetic / Dermatological Formulations and Technology II**

This Course offers in-depth studies of human hair morphology, structure, its mechanistic analyses / functions, hair growth and damage, as related to age and the chemicals from daily hair care products. Students will learn the basic concepts and theories of heterogeneous systems including emulsions, fluids, gels, sprays and suspensions for use in the product development of all types of safe and effective modern hair related cosmetic and dermatological products, including shampoos, conditioners, hair sprays, anti-dandruff and other varieties of products. In addition, all pertinent aspects of product safety and toxicological issues will be covered. Limited to 20 students.

*In order to register for this course the student must be in the Hudson Pharmacy Graduate program.*

Credits: 3

On Demand

### **PHS 952 Cosmetic / Dermatological Formulations and Technology Laboratory**

Designed for in-depth study of product development, scale-up, manufacturing, stability-testing and performance evaluations of modern-day cosmetic and toiletry products. This course is only offered at the LIU Brooklyn campus. This course has an additional laboratory fee. Limited to 20 students.

*In order to register for this course the student must be in the Hudson Pharmacy Graduate program.*

Credits: 3

On Demand

### **PHS 954 Special Topics in Pharmaceutical and Cosmetic Microbiology**

Laboratory design and equipment requirements including discussions of laminar flow and automation, will be covered. Special attention to: legal requirements, sanitation and good manufacturing practices; disinfectants, antiseptics, preservatives and preservation; test methods for air, water, raw materials, finished products; sterility tests and new techniques in diagnostic work; assay methods; evaluation of personal products; microbiological statistics. Limited to 20 students. Three credits.

*In order to register for this course the student must be in the Hudson Pharmacy Graduate program.*

Credits: 3

On Demand

### **PHS 958 Aerosol Science and Technology**

An in-depth study of the physicochemical principles of aerosol science and technology. The topics covered include: aerosol propellants, containers, valve and actuator systems, product development, manufacturing, stability testing and performance evaluations of all types of aerosol products. Special emphasis is placed on the homogeneous and heterogeneous systems used in the formulations of

topical, nasal and inhalation aerosol drug delivery products. Limited to 20 students.

*In order to register for this course the student must be in the Hudson Pharmacy Graduate program.*

Credits: 3

On Demand

### **PHS 960 Properties/Applications of Cosmetic and Pharmaceutical Raw Materials**

The course is tailored to students who are interested in learning about the formulation and manufacturing of cosmetic, toiletry and pharmaceutical products. The course covers the physicochemical properties of major classes of raw materials, including binders, disintegrants, fillers, surfactants, film formers, plasticizers, preservatives, antioxidants, thickeners and dispersants, and pharmaceutical solvents. Special emphasis is placed on the creative and innovative application of these raw materials in the development of contemporary cosmetic/toiletry and pharmaceutical dosage forms. Limited to 20 students.

*In order to register for this course the student must be in the Hudson Pharmacy Graduate program.*

Credits: 3

On Demand

### **PHS 970 Principles of Quality Assurance**

This course provides an introduction to both theory and practice of the total control of quality in pharmaceutical manufacturing. Topics include: total quality control; quality assurance organization and its role in research, development and production; current good manufacturing practices; statistical quality control; and expanded discussions on process validation and stability, and expiration dating. Limited to 20 students.

*In order to register for this course the student must be in the Hudson Pharmacy Graduate program.*

Credits: 3

On Demand

### **PHS 972 Methods of Pharmaceutical Analysis**

Students will learn the theory governing the most common methods of pharmaceutical analysis. The course will cover basic statistics so that students can interpret results obtained from analysis of pharmaceuticals and understand certain concepts including linear regression, which are required to solve quantitative problems of pharmaceutical analysis. The techniques that will be discussed in the course include: UV/Visible Spectroscopy, Infrared Spectroscopy, Fluorescence Spectroscopy, Liquid-Liquid extractions, Solid Phase Extractions, Gas and Liquid Chromatography and Dissolution. Other techniques and topics will be discussed as time permits. Limited to 20 students.

*In order to register for this course the student must be in the Hudson Pharmacy Graduate program.*

Credits: 3

On Demand

### **PHS 975 Introduction to Packaging Principles**

The course will review the structure and composition of various materials used in the

preparation of consumer-oriented primary and secondary packaging (pharmaceutical, cosmetic, device, etc.). Their potential interaction and impact on shelf life will be discussed, with the emphasis on fundamental physical chemical principles applied to package function and design. Regulatory aspects will be discussed whenever applicable. Limited to 20 students.

*In order to register for this course the student must be in the Hudson Pharmacy Graduate program.*

Credits: 3

On Demand

### **PHS 979 Design of Peptide and Protein Drug Delivery Systems**

An introduction to the gene-cloning technology and ex-vivo cell cultures as a new source for protein and peptide drugs. Students will learn the physical-chemical characteristics and biochemical properties of polypeptides; physical and chemical degradation pathways characteristic to protein drugs; suggested mechanisms of protein drug absorption; classification and properties of absorption promoters for macromolecules; how to design the appropriate delivery system for a stable, effective protein drug through parenteral or non-parenteral routes. Specific protein products for the diagnosis, treatment and prevention of diseases, which are now commercially available, will be covered. Limited to 20 students.

*The pre-requisites of PHS 311 and 312 are required and the student must be in the Hudson Pharmacy Graduate program in order to register for this course.*

Credits: 3

On Demand

### **PHS 982 Science and Technology of Controlled Release Systems**

Students will learn the design and fabrication of currently utilized devices for controlled the release of drugs to the human body. A wide variety of drug delivery system designs will be analyzed in this course. Mechanisms and kinetics of drug release from these systems, structure and properties of fabrication materials, principles of molecular diffusion across polymer barriers and transport across biological interfaces will be covered. Limited to 20 students.

*In order to register for this course the student must be in the Hudson Pharmacy Graduate program.*

Credits: 3

On Demand

### **PHS 984 Biomaterials in Pharmacy and Medicine**

Students will learn the combined application of the principles of physical chemistry, biochemistry, materials engineering, mass transfer, fluid mechanics and biological interactions to pharmaceutical and biomedical problems. Practical aspects of biomaterials research, development and performance will also be explored. The course will examine: specific case studies for material selection needed to prepare the components of artificial

organs and drug-containing implants for use in the body; state-of-the-art research ideas; and the relationship of these concepts to improve pharmaceutical and medical systems. Limited to 20 students.

*In order to register for this course the student must be in the Hudson Pharmacy Graduate program.*

*Credits: 3*

*On Demand*

**PHS 986 Microencapsulation**

This course will provide a comprehensive study of the design and production of fine particles, including microcapsules, microspheres, and nanoparticles. The course will stress microencapsulation processes of pharmaceuticals. It will discuss the state of the arts, sciences, and modern techniques that must be mastered to be able to prepare and test products that will work correctly, effectively, and be clinically acceptable for human or animal use. This course also includes characterization of microencapsulation dosage form products. Limited to 20 students.

*In order to register for this course the student must be in the Hudson Pharmacy Graduate program.*

*Credits: 3*

*On Demand*

**PHS 987 Advanced Biopharmaceutics and Pharmacokinetics**

Students will learn the application of pharmacokinetic principles and pharmacokinetic models to dosing, bioavailability and bioequivalence of drugs. Limited to 20 students.

*In order to register for this course the student must be in the Hudson Pharmacy Graduate program.*

*Credits: 3*

*On Demand*

**PHA 010 Biostatistics**

(This course is a prerequisite for all Division of Social and Administrative Sciences majors.) An introductory course in statistics with emphasis on applications in the health sciences. Topics include description of data, measures of central tendency and dispersion, inferences from data, significant differences, and measures of similarity and differences among groups of data.

*Credits: 3*

*Every Fall and Spring*

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## BLENDDED AND ONLINE LEARNING PROGRAMS AT LIU

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

The University currently offers the following degree and certificate programs in the blended or online learning format:

### **LIU Brooklyn**

Advanced Certificate, Bilingual Education\*  
 Advanced Certificate, Educational Leadership  
 B.S. Nursing (R.N. to B.S. track)  
 M.S. Adult Nurse Practitioner  
 M.S. Computer Science  
 M.S. Family Nurse Practitioner  
 M.S. and Advanced Certificate, Human Resources Management  
 M.S. Nurse Educator

### **LIU Post**

Advanced Certificate, Archives & Records Management\*  
 Advanced Certificate, Mobile GIS Applications Development\*  
 Certificate, Health Information Management\*  
 M.S. Accountancy  
 M.S. Environmental Sustainability  
 M.S. Library & Information Science/School Library Media  
 M.S. and Advanced Certificate, Nursing Education  
 M.S. Taxation

### **LIU Hudson**

Advanced Certificate, Bilingual Extension\*  
 Advanced Certificate, Bilingual Special Education\*  
 Advanced Certificate, Cyber Security for Business Professionals\*  
 Advanced Certificate, TESOL\*  
 Advanced Certificate, TESOL: Special Education\*

### **LIU Riverhead**

M.S. and Advanced Certificate, Homeland Security Management\*  
 Advanced Certificate, Cyber Security Policy\*

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

*\*Denotes a fully online program.*

**APPROVED PROGRAMS**

**LIU HUDSON AT ROCKLAND**

**New York State Education Department Inventory of Registered Programs**

Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

**Business Administration**

Major	Hegis Major Code	Degree
Business Administration	0506	*MBA
Cyber Security for Professionals	0799	*Adv.Crt.

**Public and/or Health Administration**

Major	Hegis Major Code	Degree
Health Administration	1202	MPA
Public Administration	2102	MPA
Gerontology	2299.1	Adv.Crt.

**Pharmaceutics**

Major	Hegis Major Code	Degree
Pharmaceutics	1211	MS

**Teacher Education**

Major	Hegis Major Code	Degree
Childhood Education	0802	*MSEd
Childhood Special Education	0808	*MSEd, *Adv.Crt.
Childhood Education & Childhood Special Education	0802	*MSEd
Childhood Education & Literacy "B-6"	0802	*MSEd
Adolescence Education	0803	MSEd
Special Education in Adolescence	0808	*MSEd, *Adv.Crt.
Special Education (Adolescence)	0808	*MSEd
Special Education in Adolescence (with prior certification)	0808	*MSEd
Special Education in Childhood with Autism Concentration	0808	*MSEd
SWD Generalist "7-12" with Autism Concentration	0808	*MSEd

Autism	0808	*Adv.Crt.
Literacy "B-6"	0830	MSEd
Teaching Literacy "B-6"	0830	*Adv.Crt.

**Counseling, Psychology & Therapy**

Major	Hegis Major Code	Degree
School Counselor	0826.01	*MSEd
Mental Health Counseling	2104 .10	*MS

**Educational Leadership**

Major	Hegis Major Code	Degree
Educational Leadership	0828	MSEd
Educational Leadership	0821	Adv.Crt.

\* Jointly registered with LIU Hudson at Westchester.

**LIU HUDSON AT WESTCHESTER**

**New York State Education Department Inventory of Registered Programs**

Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

**Business Administration**

Major	Hegis Major Code	Degree
Business Administration	0506	*MBA
Cyber Security for Professionals	0799	*Adv.Crt.
HealthCare Sector Management	0506	Adv.Crt.

**Teacher Education**

Major	Hegis Major Code	Degree
Early Childhood Education	0823	Adv.Crt.
Early Childhood / Childhood Education	0823	MSEd
Early Childhood / Special Education	0823	MSEd
Early Childhood Special Education	0823	Adv.Crt.
Early Childhood & Early Childhood Special Education	0823	Adv.Crt.
Early Childhood / Literacy	0823	MSEd
Childhood Education	0802	*MSEd, Adv.Crt.
Childhood Special Education	0808	*MSEd, *Adv.Crt.
Childhood Education & Childhood Special Education	0802	*MSEd
Childhood Education & Literacy "B-6"	0802	*MSEd
Childhood Education & TESOL	1508	MSEd
1, 2, 3 TEACH Childhood Ed (Internship Certificate)	0802	MSEd
Middle Childhood English & Adolescence English	0804.01	MSEd
Middle Childhood & Adolescence English	1501.01	Adv.Crt.
Middle Childhood Mathematics & Adolescence Mathematics	1701.01	MSEd

Middle Childhood Mathematics & Adolescence Mathematics	1701.01	Adv.Crt.
Middle Childhood Science & Adolescence Science	1901	MSEd
Middle Childhood & Adolescence Science	0834	Adv.Crt.
Middle Childhood Social Studies & Adolescence Social Studies	0804.02	MSEd
Middle Childhood Social Studies & Adolescence Social Studies	0804.02	Adv.Crt.
Adolescence English	1501.01	Adv.Crt.
Adolescence Math	1701.01	Adv.Crt.
Adolescence Science	0834	Adv.Crt.
Adolescence Social Studies	2201.01	Adv.Crt.
1, 2, 3 TEACH Secondary Education (Internship Certificate)	0803	MSEd
Special Education: Childhood & Literacy "B-6"	0808	MSEd
Special Education in Adolescence	0808	*MSEd, *Adv.Crt.
Special Education (Adolescence)	0808	MSEd
Special Education in Adolescence (with prior certification)	0808	*MSEd
Special Education in Childhood with Autism Concentration	0808	*MSEd
SWD Generalist "7-12" with Autism Concentration	0808	*MSEd
Autism	0808	*Adv.Crt.
Literacy "B-12"	0830	MSEd
Teaching Literacy "B-6"	0830	*Adv.Crt.
Writing and Reading "B-6"	0830	MSEd
Teaching Literacy "5-12"	0830	Adv.Crt.
Writing and Reading "5-12"	0830	MSEd
TESOL - All Grades	0830	MSEd, Adv.Crt.
TESOL (Non-Certification)	1508	Adv.Crt.

TESOL: ITI	0899.6	Adv.Crt.
TESOL Special Education: ITI	0899.6	Adv.Crt.
Bilingual Extension	0899	Adv.Crt.
Bilingual Education: ITI	0899.6	Adv.Crt.
Bilingual Special Education: ITI	0899.6	Adv.Crt.
Languages Other Than English	1199.01	MSEd

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**Counseling, Psychology & Therapy**

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<b>Major</b>	<b>Hegis Major Code</b>	<b>Degree</b>
Marriage & Family Therapy	2104.1	MS
Mental Health Counseling	2104.10	*MS
School Counselor	0826.01	*MSEd, Adv.Crt.
School Psychologist	0826.02	MSEd

**\*Jointly registered with LIU Hudson at Rockland.**

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**LIU HUDSON FACULTY**


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**Doreen M. Arney**

*Adjunct Instructor of Education*  
B.A., Albany, SUNY;  
M.S., Pace University

**Frank V. Auriemma**

*Adjunct Assistant Professor of Education*  
B.S., Pace University;  
M.A., Lehman College;  
Ph.D., Fordham University

**Anne Bernstein**

*Adjunct Assistant Professor of Education*  
B.A., M.S., Queens College

**Marie Bogdanowitz**

*Adjunct Instructor in Education*  
B.A., Cortlandt, SUNY;  
M.S., LIU

**Charles Borrelli**

*Adjunct Associate Professor of Business*  
B.B.A., M.B.A., Iona College

**David Borker**

*Adjunct Associate Professor of Business*  
B.A., Cornell University;  
M.S., Ohio State University;  
Ph.D., Yale University

**David Brill**

*Adjunct Assistant Professor of Pharmacy*  
B.S., City College of New York;  
Ph.D., Rutgers, The State University of New Jersey

**Ellen Brooks**

*Adjunct Professor of Education*  
B.A., Pennsylvania State University;  
Ed.D., University of Pennsylvania

**Fredericka Butler**

*Adjunct Instructor of Education*  
B.A., LIU;  
M.S. Ed., Lehman College;  
Adv. Cert., Mercy College

**Bernadette Casey**

*Adjunct Assistant Professor of Educational Administration*  
B.A., St. Louis University;  
M.Ed., William Patterson College;  
C.A.S., New York University

**Walter Chadwick**

*Adjunct Assistant Professor of Education*  
B.S., Mercy College;  
M.S., College of New Rochelle

**Eileen Chichin**

*Adjunct Associate Professor of Health Administration*  
B.S., St. Thomas Aquinas College;  
M.S., College of New Rochelle;  
Ph.D., Fordham University

**Vincent Ciaramella, Ph.D**

*Adjunct Assistant Professor of Education*  
B.A., Maryknoll College;  
M.A., The Graduate Center, CUNY;  
M.S., Ph.D., Fordham University

**Frank A. Composto, JD**

*Adjunct Assistant Instruction of Education*  
B.A., LeMoyne College;  
J.D., St. John's University

**Roseanne Composto**

*Adjunct Instructor of Education*  
B.S., St. Thomas Aquinas;  
M.S., LIU

**Karen Cort**

*Clinical Supervisor of Marriage & Family Therapy*  
*Adjunct Associate Professor of Counseling;*  
B.A., Bucknell University;  
Ph.D., Counseling Psychology

**Lillian C. Costa**

*Adjunct Professor of Education*  
B.S., Oneonta, SUNY;  
M.S., New Paltz, SUNY;  
M.S., Fordham University

**Rutesh H. Dave**

*Professor of Pharmaceutics*  
B.S., College of Pharmacy Karnatek;  
Ph.D., LIU

**Mahendra G. Dedhiya**

*Adjunct Professor of Pharmaceutics*  
B.S., University of Pune;  
M.S., University of Rhode Island;  
M.B.A., University of Bridgeport;  
Ph.D., University of Michigan

**Alice Dunning**

*Adjunct Professor of Education*  
B.S., Good Counsel College;  
M.A.T., LIU

**Magda Du Preez**

*Adjunct Professor of Business*  
B.A., University of Stellenbosch;  
M.A., University of Orange Free State

**Jacqueline Dubil-Craig**

*Adjunct Instructor of Education*  
B.S., University of Scranton;  
M.A., New York University;  
Adv. Cert., University of North Texas;  
Adv. Cert., LIU

**Wendy Dulin**

*Adjunct Assistant Professor of Pharmacy*  
B.S., Albany College of Pharmacy;  
Ph.D., Purdue University

**Scott Edelman**

*Adjunct Assistant Professor of Business*  
B.B.A., M.B.A., Iona College

**Laurel S. Ernst**

*Adjunct Associate Professor of Education*  
B.A., Southern CT. State University;  
M.A., Teachers College, Columbia University

**Barbara Escudero**

*Adjunct Instructor of Education*  
B.A., Cornell University  
M.A., Columbia University, Teachers College

**Val Etra**

*Adjunct Assistant Professor of Education*  
B.A., University of Chicago;  
P.D., Iona College

**Mary Anne Evangelist**

*Adjunct Professor of Educational Administration*  
B.A., College of New Rochelle;  
M.A., Manhattan College;  
Ph.D., Fordham University

**Joseph Falco**

*Adjunct Instructor in Education*  
B.A., Fordham University;  
M.S., LIU

**Peter T. Fella**

*Adjunct Associate Professor of Health Administration*  
B.S., University of Rhode Island;  
M.P.A., LIU

**Eileen Fiorentino**

*Adjunct Instructor of Education*  
B.S., M.A., Brooklyn College

**Allison Fish**

*Adjunct Instructor of Education*  
B.A. Muhlenberg College;  
Ed.D., Bank Street School of Education

**Peter Fishkin**

*Adjunct Assistant Professor of Education*  
B.A., Princeton University;  
M.S., Ph.D., University of Miami

**Bonnie Forman**

*Adjunct Instructor of Education*  
B.S., M.S., Brooklyn College

**Lisa Freund**

*Adjunct Professor of Education*  
B.S., Cornell University;  
Ed.D., Teachers College, Columbia University

**Susan Friedman**

*Adjunct Assistant Professor of Education*  
B.A., Queens College;  
M.P.S., Manhattanville College

**Quinton John Friesen**

*Adjunct Associate Professor of Business*  
B.A., Tabor College;  
M.H.A., University of Minnesota

**Alexis Gaydos**

*Adjunct Assistant Professor of Education*  
B.S., St. Peter's College;  
M.A., Montclair State University;  
M.S., Psy.D., LIU

**Elaine B. Geller**

*Director, Special Education and Literacy Programs*  
B.A., Albany, SUNY;  
M.S.Ed., C.A.S., New Paltz, SUNY

**Myra Gentile**

*Portfolio Manager*  
B.A., Lehman College;  
M.P.S., Manhattanville College

**Dean A. Goettsch**

*Adjunct Associate Professor of Business Administration*  
B.A., College of New Jersey;  
M.A., William Patterson University

**Colin Goldberg**

*Adjunct Assistant Professor of Business*  
B.Sc., M.Sc., University of Cape Town

**Iris Goldberg**

*Director, Early Childhood and Childhood Programs;*  
*Assistant Professor of Education*  
B.A., Queens College;  
M.P.S., Manhattanville College;  
Ph.D., New York University

**Steven Goldberg**

*Adjunct Assistant Professor of Education*  
B.A., University of Rochester;  
M.A., Yale University

**Nancy T. Goldman**

*Director, Curriculum and Teaching;*  
*Associate Professor of Education*  
B.A., Syracuse University;  
M.A.T., Ed.D., Teachers College, Columbia University

**Susan Goldman**

*Assistant Professor of Education*  
B.A., Boston University;  
M.S.W., C.S.W., New York University;  
Psy.D., Yeshiva University

**Stuart Goldstein**

*Adjunct Assistant Professor of Education*  
B.A., Buffalo, SUNY;  
M.S.Ed., Lesley College

**Leonard H. Golubchick**

*Adjunct Professor of Education*  
B.A., M.S., LIU;  
Ph.D., New York University

**Davekanard Gossai**

*Adjunct Associate Professor of Pharmacy*  
B.S., York College, SUNY;  
M.S., Ph.D., St. John's University

**Marie Gross**

*Director, Field Experience and Outreach*  
B.A., Fordham University;  
M. A., Teachers College, Columbia University;  
M. A., P.D., Manhattan College

**Neil Gross**

*Adjunct Instructor of Education*  
B.A., Nathaniel Hawthorne College;  
M.A., New York University

**Sandra Gross**

*Adjunct Instructor of Education*  
B.A., New Paltz, SUNY;  
M.A., University of Pennsylvania

**Marion Gryzlo**

*Adjunct Instructor of Business*  
B.A., Binghamton University;  
M.B.A., Iona College

**Marissa Guijarro**

*Adjunct Instructor of Education*  
B.A., Harvard University;  
M.S.Ed., Fordham University;  
Adv. Cert., LIU

**Marilyn Jablonski**

*Adjunct Professor of Psychology and Counseling*  
B.S., University of Oklahoma;  
M.S., LIU

**Travis Jackson**

*Adjunct Instructor of Education*  
B.A., Albany, SUNY;  
M.A., Lehman College

**Lynn Johnson**

*Director, Business Administration Programs;*  
*Professor of Business Administration*  
B.A., Yale University;  
M.A., University of New Hampshire;  
M.Div., Union Theological Seminary;  
Ph.D., University of Michigan

**Thomas P. Judd**

*Adjunct Associate Professor of Education*  
B.A., Gettysburg College;  
M.A., Ed.D., Teachers College, Columbia University

**Elliot Kagan**

*Adjunct Assistant Professor of Education*  
B.A., Rutgers College;  
M.S., Ph.D., Yeshiva University

**Carol Kahn Kennedy**

*Director, Educational Technology;*  
*Assistant Professor of Education*  
B.A., Penn State University;  
M.S., Brooklyn College;  
Ph.D., The Steinhardt School of Education, New York University

**Kiuomars Kiarashi**

*Adjunct Assistant Professor of Business*  
B.S., University of Massachusetts;  
M.S., Polytechnic University

**Michelle Kiger**

*Adjunct Professor of Education*  
B.S., Oneonta, SUNY;  
M.A., Lesley College

**Ira E. Korner**

*Adjunct Professor of School Counseling*  
B.S., Adelphi University;  
M.S., St. John's University

**Robert M. Kreek**

*Adjunct Assistant Professor of Business*  
B.S., Villanova University;  
M.B.A., Finance, University Of Pennsylvania

**Girija Krishnamurthy**

*Adjunct Assistant Professor of Pharmacy*  
B.S., M.S., University of Madras;  
Ph.D. Clarkson University

**Nicholas Krzemienski**

*Adjunct Professor of Business*  
B.A., M.P.A., LIU

**Michael LaMagna**

*Adjunct Instructor of Health Administration*  
B.A., M.A., Clark University;  
M.S., LIU;  
J.D., Pace University Law School

**Patricia Latona**

*Director, Health and Public Administration;*  
*Assistant Professor of Health Administration*  
R.N., Pace University, Lienhard School of Nursing;  
B.S., Lehman College;  
M.S., College of Mount Saint Vincent

**David F. Leach**

*Adjunct Professor of Education*  
B.B.A., Pace University  
M.S., Mount St. Mary College  
Adv. Cert., LIU  
Ed.D., Fordham University

**Jason LePree**

*Director, Pharmaceuticals Program;*  
*Adjunct Assistant Professor of Pharmacy*  
B.S., Rutgers University;  
M.S., Ph.D., University of Wisconsin

**Stephen W. Levine**

*Adjunct Professor of Pharmaceuticals*  
B.S., Rutgers University;  
M.S., University of Hartford;  
Ph.D., St John's University

**Mitchell Levy**

*Adjunct Associate Professor of Education*  
B.A., M.Ed., Boston University;  
Ph.D., Florida State University

**Dierdre K. Lewin**

*Adjunct Associate Professor of Counseling*  
B.S., Rhodes University;  
M.A., Smith College

**Edward LuBell**

*Adjunct Professor of Business*  
B.S., Hofstra University;  
M.S., Columbia University

**Tazin Mahnaj**

*Adjunct Assistant Professor of Pharmacy*  
B.S., M.S., University of Dhaka;  
Ph.D., Arnold & Marie Schwartz College of  
Pharmacy & Health Sciences, LIU

**Tara B. Malone**

*Clinical Supervisor of Marriage and Family  
Therapy*  
B.S., Emerson College;  
M.A., Counseling

**Peter Marcon**

*Adjunct Professor of School  
Psychology/Counseling*  
B.S., M.Ed., Springfield College;

**Helaine W. Marshall**

*Director, ESL, Bilingual and Language Programs;*  
*Associate Professor of Education*  
B.A., M.A., Tufts University;  
Ph.D., Teachers College, Columbia University

**Mary Jean Marsico**

*Adjunct Assistant Professor of Education*  
B.A., Jersey City State College;  
M.A., M.Ed., Ed.D., Teachers College, Columbia  
University

**Courtney McDermott**

*Adjunct Instructor of Education*  
B.S., Oneonta, SUNY;  
M.S., Pace University

**Lisa McHale**

*Adjunct Instructor of Education*  
B.S., Rutgers University;  
M.S., Iona College;  
M.S., LIU

**Lisa McIntyre**

*Adjunct Instructor of Education*  
B.S., M.A., Westchester University;  
S.D.A., Pace University;  
Ed.D., Lehigh University

**Joanne Mellia**

*Adjunct Professor of Education*  
B.A., St. John's University;  
M.S.Ed., Iona College

**Teri Mersel**

*Adjunct Assistant Professor of Education*  
B.S.Ed., University of Miami;  
M.S.Ed., Hunter College;  
P.D., Fordham University

**Marc Miller**

*Adjunct Assistant Professor Business*  
B.A. CUNY Hunter College;  
M.B.A., Industrial Psychology

**Michael Moffatt**

*Adjunct Professor of School  
Psychology/Counseling*  
B.A., The Catholic University of America;  
Ph.D., The New School

**Anat Mor**

*Adjunct Professor of Education and Psychology*  
B.A. New York University;  
Psy.,D., Yeshiva University

**Louis Muggeo**

*Adjunct Assistant Professor of Education*  
A.S., Bergen Community College;  
B.S., St Thomas Aquinas College;  
M.A., Fairleigh Dickinson University;  
M.S., Psy.D., LIU

**Evelyn Murphy**

*Adjunct Instructor of Education*  
B.S., St. Thomas Aquinas;  
M.S., Mercy College

**Colleen Murray**

*Adjunct Professor of School  
Psychology/Counseling*  
B.A., Ladycliff College;  
Ed.D., Nova Southeastern University

**Martha Murray**

*Adjunct Professor of Education*  
B.A., Dominican College;  
M.A., Manhattan College;  
CAS., New Paltz, SUNY;  
Ed.D., New York University

**Thomas J. Nardi**

*Director, Counseling & Development Program;*  
*Associate Professor of Counseling & Development*  
B.A., Manhattan College;  
M.S., P.D., Ph.D., St. John's University

**Tracey Orzo**

*Adjunct Professor of Education*  
B.A., Hofstra University;  
M.A.T., Manhattanville College

**Marlene Page**

*Adjunct Instructor of Counseling*  
B.A., M.S.W., New York University

**Robert Page**

*Adjunct Professor of School  
Psychology/Counseling*  
B.A., Queens College;  
Ph.D., Albany, SUNY

**James W. Pappas**

*Adjunct Professor of Business*  
B.A., York College;  
M.B.A., Baruch College

**Magali Paschke**

*Adjunct Professor of Psychology and Counseling*  
B.A., Fordham University;  
Psy.D., Pace University

**Angela Penna**

*Adjunct Instructor of Education*  
B.A., M.A., Jersey City State College

**Robert F. Penna**

*Director, Educational Leadership Program;*  
*Associate Professor of Educational Leadership*  
B.A., M.A., Jersey City State College;  
Ph.D., Fordham University

**George Pietarinen**

*Adjunct Associate Professor of Education*  
B.A., Hunter College;  
P.D., Fordham University

**Peter Reiner**

*Adjunct Instructor of Business*  
B.A., Hunter College;  
M.B.A., Pace University

**Rebecca Rich**

*Director, Literacy Programs;*  
*Professor of Education*  
B.S., Syracuse University;  
M.A., M.Ed., Ed.D., Teachers College, Columbia  
University

**James Riley**

*Adjunct Associate Professor of Educational Administration*  
B.A., Fordham College;  
J.D., Rutgers University

**Robert Ritzcovan**

*Adjunct Associate Professor of Business*  
B.B.A., Iona;  
M.S., Western Connecticut State University

**Carmen Rizvi**

*Adjunct Professor of Psychology and Counseling*  
B.A. M.A., Mercy College

**Cindy Roland-Miller**

*Adjunct Associate Professor of Education*  
B.A., New Paltz, SUNY;  
M.S., University of Vermont

**Claudia Rothman**

*Adjunct Assistant Professor of Education*  
B.A., Hunter College;  
M.S., Fordham University;  
M.S., Pace University

**Kathleen A. Ryan**

*Adjunct Instructor in Education*  
B.S., C.A.S., New Paltz, SUNY;  
M.S., Manhattanville College

**Thomas Saccardi**

*Adjunct Associate Professor of Health Administration*  
B.A., Cathedral College;  
M.B.A., St. John's University;  
S.T.L., Gregorian University, Italy;  
Ph.D., The Graduate Center, CUNY

**Catherine Sales**

*Adjunct Associate Professor of Education*  
B.S., Manhattan College;  
Ed. M., Ed.D., Teachers College, Columbia University

**Fern Satin**

*Adjunct Instructor of Education*  
B.S., Brooklyn College;  
M.A., Manhattanville College

**Donald Schneider**

*Adjunct Assistant Professor of Counseling*  
B.A., Brooklyn College;  
M.A., New York University;  
M.S., Yeshiva University

**Arvind N. Shah**

*Adjunct Instructor in Pharmacy*  
B.S., M.S., University of India;  
M.A., Fairleigh Dickinson University

**Rhoda Shore**

*Adjunct Professor of Education*  
B.S., Temple University;  
M.S.Ed., P.D., Ph.D., Fordham University

**Jamie D. Shumake**

*Adjunct Professor of Education*  
B.S., Concordia College;  
M.S., LIU

**Janet Simon**

*Director, Special Education and Adolescence Education Programs;*  
*Professor of Education*  
B.A., Bucknell University;  
M.Ed., Ed.D., University of Cincinnati

**Katherine V. Smelter**

*Adjunct Professor of Education*  
B.S., Eastern Michigan University;  
M.Ed., Ed.D., Wayne State University

**John J. Staiger Jr.**

*Adjunct Assistant Professor of Educational Administration*  
B.S., Marist College;  
M.S., New Paltz, SUNY

**Jonathan Stern**

*Adjunct Assistant Professor of Education*  
B.A., Haverford College;  
M.A., Ph.D., University of Connecticut

**Gary Bruce Toth**

*Adjunct Professor of Education*  
B.A., Fairleigh Dickinson University;  
M.S.W., Indiana University

**Gary Trotz**

*Adjunct Professor of Education*  
B.A., Utica College;  
M.A., Syracuse University

**Charlene Vannucci**

*Adjunct Instructor of Education*  
B.A., M.A., Columbia University

**Heather Waitman**

*Adjunct Instructor of Health Administration*  
B.A., Fordham University;  
M.S., Manhattanville College

**Rondell Walker**

*Adjunct Assistant Professor of Business*  
B.A., University of Massachusetts;  
M.B.A., Columbia University

**Beth Weiner**

*Director, Counseling, Psychology and Therapy Programs;*  
*Assistant Professor of Counseling, Psychology and Therapy*  
B.A., New York University;  
Psy.D., Yeshiva University

**Sandra Weinman**

*Adjunct Instructor of Education*  
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M.S., College of New Rochelle

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