LIU Hudson

2026 - 2027
Graduate Catalog

Westchester: 735 Anderson Hill Road, Purchase, N.Y. 10577, 914-831-2700 or westchester@liu.edu

Rockland: Extension Site at Rockland Community College

Additional Location: West Point Education Center, United States Military Academy

Website: www.liu.edu/hudson

Notice to Students: The information in this publication is accurate as of September 1, 2026. However, circumstances may require that a given course be withdrawn or alternate offerings be made. Therefore, LIU reserves the right to amend the courses described herein and cannot guarantee enrollment into any specific course section. All applicants are reminded that the University is subject to policies promulgated by its Board of Trustees, as well as New York State and federal regulations.

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

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ABOUT LONG ISLAND UNIVERSITY

Mission Statement

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

Vision

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

Motto

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

Founding Date

Long Island University was founded in 1926.

Carnegie Classification

Doctoral Universities-High Research Activity (R2)

Alumni

LIU has an active network of more than 200,000 alumni, including leaders and innovators in industries across the globe.

Athletics

Colors: Blue and Gold
Nickname: Sharks Mascot: Shark
Teams: 39
National Affiliation: NCAA Division I
Conference: Northeast Conference (NEC)

Accreditation

Long Island University is accredited by the Middle States Commission on Higher Education, 1007 North Orange Street, 4th Floor, Wilmington, DE 19801 (www.msche.org). The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

In addition to the institutional accreditation provided by Middle States, many of LIU's academic programs are accredited by specialized accreditation agencies. Additional information can be found at https://liu.edu/about/accreditations.

University Policies

Long Island University maintains a Policy Site to provide a comprehensive listing of all policies that are easily accessible to all members of the University community. The site containts the most up-to-date versions of all policies. For questions regarding a policy, contact policy@liu.edu.
Policy categories include:

- Academic Affairs
- Admissions
- Compliance
- Facilities
- Human Resources
- Information Technology
- Public Safety
- Student Affairs
- Student Finance
- Student Registration

To view all University Policies, visit www.liu.edu/policy.

Title IX

Long Island University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs. The Title IX Coordinator has been designated to handle inquiries regarding the non-discrimination policies:
Title IX Coordinator
Long Island University
700 Northern Boulevard
Brookville, New York 11548
Phone: (631) 287-8301
For assistance related to Title IX or other civil rights laws, please
contact OCR at OCR@ed.gov or 800-421-3481, TDD 800-877-8339.

FERPA Notice to Students

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

University Grievance Policy

This policy complies with the Middle States Commission on Higher Education's *Verification of Compliance with Accreditation—Relevant Federal Regulations*, area 4, and the Commission's policy on published information. The University also adheres to federal regulations 34 CFR §602.16(a)(1)(ix) and 34 CFR §668.43(b).

In accordance with the United States Department of Education's Program Integrity Rules, the University provides all prospective and current students with the contact information for the state agency responsible for handling complaints against postsecondary institutions offering in-person [classroom] learning, distance learning, or correspondence education within that state.

Students are encouraged to first resolve academic and non-academic grievances through the appropriate internal channels at the University, as outlined in the Student Handbooks and/or current University Catalogs. For clarification regarding program requirements, graduation requirements, academic standing, or academic suspension, students should reach out to their Success Coach or academic advisor.

This grievance procedure applies only when procedures to address or challenge the action or conduct in question are not already provided by applicable University policies or those of any of its schools. Students are advised that most external complaint processes require them to exhaust internal avenues of complaint within the institution before pursuing an appeal.

Grievances are expected to be closed within 30 days of submitting a formal complaint; however, the University may require additional time due to continuing investigation requirements. The timeline may also require adjustment because of the academic calendar, university holidays, availability of the student and/or deans, faculty, and staff.

To report violations of law, breaches of policy, or allegations of improper conduct related to the University, or to provide other reliable information, students may file a report through the EthicsPoint Compliance Line/NAVEX Global at the toll-free number, 866-295-3143. The University expects that reports submitted through EthicsPoint are made in good faith to address legitimate issues needing correction or to provide reliable information.

For an academic complaint:
Students who have a complaint regarding an academic matter should first attempt to resolve the issue directly with the appropriate faculty member. If the student is unable to resolve the issue with the faculty member, the student may seek an informal resolution or file a formal complaint.

Informal Resolution:

- Students who wish to address an issue but do not wish to file a formal complaint should begin by consulting their Success Coach, academic advisor, or designated student affairs professional in their college, for guidance on

resolving the issue.
- Students will be counseled on how to informally address an issue with appropriate academic professionals, including the Program Director or Department Chair, Academic Dean, or other academic affairs professional. Students may be advised to file a formal complaint with the Program Director or Department Chair.
- Students may be referred to other appropriate resources, such as a Learning Center, Public Safety, Dean of Students, or counseling staff.
- Students who do not wish to consult their Success Coach or do not have one assigned, or if they are not satisfied with the guidance and wish to pursue the matter further, should contact the Dean of Students or Associate Dean of Students.
- Students may request confidentiality, but it cannot always be guaranteed, except by counseling staff, where confidentiality is assured unless otherwise stated in the Student Health and Counseling Confidentiality Policy.
- Students who are not satisfied with an informal resolution may seek to file a formal complaint with the Program Director or Department Chair.

Formal Complaint to the Program Director or Department Chair:
- Students who have attempted to resolve an issue with a faculty member and are not satisfied with the outcome may file a formal complaint with the Program Director or Department Chair.
- The complaint should state the policy allegedly violated, describe the facts and evidence supporting the violation, specify the desired outcome, and provide a brief history of the informal resolution attempts. The Program Director or Department Chair will meet with the complainant and any relevant individuals to gather facts and attempt to resolve the grievance. A written decision will be provided to both the complainant and respondent.
- Students who are not satisfied with the resolution provided by the Program Director or Department Chair may seek an appeal with their respective Academic Dean or designee by submitting the decision and complaint within 10 days for review. The Academic Dean or designee will follow the same investigative procedures noted above to review the appeal request.
- Students who are not satisfied with the outcome of the appeal rendered from the Academic Dean or designee, the student or respondent may appeal the decision to the Vice President for Academic Affairs or their designee by submitting the decision and complaint within 10 days for final review.
- The Vice President for Academic Affairs will only consider matters included in the written complaint and will ensure both parties have access to all relevant documents. Appeals will only be granted with evidence of procedural issues or challenges or to review new evidence that was not previously considered.
- The Vice President for Academic Affairs may, at their discretion, request an in-person hearing with the involved parties.
- The Vice President for Academic Affairs may dismiss the complaint without proceedings if they determine that no violation of University policy occurred, even if the facts alleged are true.

For a Non-Academic Complaint:
Students who have a complaint regarding a non-academic matter should first attempt to resolve the issue directly with the individual involved in the complaint, referred to as the respondent. If the student is unable to resolve the issue with the respondent, the student may seek an informal resolution or file a formal complaint.

Informal Resolution:
- Students who wish to address an issue but do not wish to file a formal complaint should begin by consulting their Success Coach, academic advisor, or designated student affairs professional in their college, for guidance on resolving the issue.
- Students will be counseled on how to informally address an issue with the respondent. Students may be advised to file a formal complaint with the Division of Student Affairs.
- Students may be referred to other appropriate resources, such as a Resident Director, Learning Center, Public Safety, Center for Student Success and Coaching, or counseling staff.
- Students who do not wish to consult their Success Coach or do not have one assigned, or if they are not satisfied with the guidance and wish to pursue the matter further, should contact the Dean of Students or Associate Dean of Students.
- Students may request confidentiality, but it cannot always be guaranteed, except by counseling staff, where confidentiality is assured unless otherwise stated in the Student Health and Counseling Confidentiality Policy.
- Students who are not satisfied with an informal resolution may seek to file a formal complaint with the Division of Student Affairs.

Formal Complaint to the Division of Student Affairs:
- Students who have attempted to resolve an issue with a respondent and are not satisfied with the outcome may file a formal complaint with the Division of Student Affairs.
- The complaint should state the policy allegedly violated, describe the facts and evidence supporting the violation, specify the desired outcome, and provide a brief history of the informal resolution attempts. The Associate Dean of Students or designee will meet with the complainant and any relevant individuals to gather facts and attempt to resolve the grievance. A written decision will be provided to both the complainant and respondent.
- Students who are not satisfied with the resolution provided by the Associate Dean of Students or designee may seek an appeal with their respective Dean of Students or designee by submitting the decision and complaint within 10 days for review. The Dean of Students or designee will follow the same investigative procedures noted above to review the appeal request.
- Students who are not satisfied with the outcome of the appeal rendered from the Dean of Students or designee, the student or respondent may appeal the decision to the Vice President for Students Affairs or their designee by submitting the decision and complaint within 10 days for final review.
- The Vice President for Student Affairs will only consider matters included in the written complaint and will ensure both parties have access to all relevant documents. Appeals will only be granted with evidence of procedural issues or challenges or to review new evidence that was not previously considered.
- The Vice President for Students Affairs may, at their discretion, request an in-person hearing with the involved parties.
- The Vice President for Student Affairs may dismiss the complaint without proceedings if they determine that no violation of University policy occurred, even if the facts alleged are true.

The Student Handbook and University Catalogs include explanations of Title IX and FERPA policies, as well as contact information for students who wish to file grievances in those areas. Students wishing to dispute a grade should follow the procedures outlined in the University's Grade Appeal Policy.

Current and prospective students who wish to file complaints with the Middle States Commission on Higher Education or the New York State Department of Education can find the appropriate contact information on the Accreditations page of the University website.

For additional guidance on addressing complaints, see the Whistleblower Policy.

LIU Hudson

LIU Hudson is located in a state-of-the-art facility on the grounds of Purchase College featuring high-tech classrooms designed for adult learners. LIU Hudson has technologically advanced library resources and networked computer labs and offers small classes with personalized instruction delivered by full-time and adjunct faculty members who bring a wealth of practical experience and an understanding of career trends to the classroom. In addition to the traditional, instructional format, LIU Hudson also offers a limited number of programs using blended and/or online delivery. A limited number of programs are offered by LIU Hudson at the West Point Educational Center and a number of classes are offered at the Rockland Community College Ext. Site.

LIU are distinguished and seasoned engaged with their students. Faculty members pursue ongoing endeavors consistent with the scholarship of teaching while also participating in professional and social service activities. They are active members, leaders, and presenters in a variety of professional organizations. They attend regional and national conferences, publish, and involve themselves in community and professional outreach efforts.

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

LIU Hudson programs provide high-quality instruction in a variety of disciplines that encourage independent thought and advance academic growth in a career-oriented environment. Program offerings include business (M.B.A. and/or advanced certificates in finance, management, health care sector management, and the business of pharmaceutics/biotechnology); public administration (M.P.A.); educational leadership (M.S.Ed. 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, literacy, bilingual education, and TESOL; in the field of counseling psychology and therapy, degrees and/or advanced certificates are offered in school counseling and school psychology; bilingual school counseling, bilingual school psychology, marriage and family therapy (M.S. with optional CASAC track); mental health counseling (M.S. with optional CASAC track) and crisis management; the program in pharmaceutics (M.S.) offers specializations in industrial pharmacy or cosmetic science.

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 committed and expert faculty, All programs are registered with the New York State Education Department, and all teacher education and educational leadership programs are nationally accredited through the Association for Advancing Quality in Educator Preparation (AAQEP).

DIRECTORY

Name	Phone
Dean and Chief Operating Officer, Dr. Sylvia Blake	914-831-2704
Associate Dean, Dr. Lea Rutmanowitz	914-831-2728
Office Manager and Certification Officer, Ms. Juliana Mejia	914-831-2705
West Point Education Center Coordinator Ms. Elaine Pisares	914-831-2702
ADMISSIONS AND STUDENT SERVICES	
Ms. Elaine Pisares	914-831-2702
Mr. Leon Hubbard (InfoTech)	914-831-2726
Mr. Bruce Jonas	914-831-2701
PROGRAM DIRECTORS	
Early Childhood and Childhood: Dr. Katheryn Hathaway	914-831-2717
Educational Leadership: Ms. Elaine B. Geller	914-831-2709
Educational Leadership: Dr. Joan Weber	914-831-2706
Adolescence Education: Dr. Katheryn Hathaway	914-831-2717
Literacy: Dr. Katheryn Hathaway	914-831-2717
Marriage and Family Therapy, School Psychology, School Counseling, Mental Health Counseling, Bilingual Extensions and CASAC: Dr. Martha Mendez-Baldwin	914-831-2708
Placement Support: Lori Dressler and MaryLou Russo-Ventarola	914-831-2700
Pharmaceutics: Dr. Mahendra Dedhiya	914-831-2718
Public, Health, and Business Administration: Mr. Nicholas D'Addesio	914-831-2710
Special Education: Dr. Marie Mazzone	914-831-2715
TESOL, Bilingual, LOTE: Pamela Solomon	914-831-2711

Website: www.liu.edu/hudson

ACADEMIC CALENDAR 2026-2027

All dates are subject to change. For the most up-to-date calendar please consult www.liu.edu/Hudson/academic-calendar.

Fall 2026

Wednesday, September 2	All Classes Begin
Monday, September 7	Labor Day
Friday, October 16	Deadline to apply for Jan. 2027 degrees
Tuesday, November 3	Election Day - Classes in session
Thursday, November 26	Thanksgiving holiday - Campus Closed
Monday, November 30	All Classes Resume
Tuesday - Monday December 15-21	Scheduled final exams or makeup class
Monday, December 21	Fall semester ends

Spring 2027

Monday, January 18	Martin Luther King Day - No Classes - All Programs. Offices Open
Tuesday, January 19	All classes begin
Monday, February 15	President's Day - No Classes
Friday, February 28	Deadline to apply for May 2027 degree
Monday -Friday, March 15-19	Spring Recess - No Classes
Monday, March 22	All classes resume
Friday, May 3	Additional session for Monday classes, if needed
Tuesday – Monday, May 5 - 10	Scheduled Final Exams and/or make-up sessions
Monday, May 10	Spring semester ends
Friday, May 14	Conferral of May degrees

Summer I 2027

Monday, May 17	Summer I Classes begin
Monday, May 31	Memorial Day - LIU CLOSED
Monday, June 21	Summer I ends

Summer II 2027

Monday, June 28	Summer II classes begin
Monday, July 5	Independence Day Holiday
Monday,, August 2	Summer II ends
Monday, August 9	Institute I begins
Friday, August 13	Institute I ends
Monday, August 16	Institute II begins
Friday, August 20	Institute II ends
Tuesday, August 31	Summer degrees conferred

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
Park in the West 2 parking lot in 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 17, 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 the first traffic light, bear left onto Anderson Hill Road. Proceed approximately 2.5 miles. The campus is on the left, just after the 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 the 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 17, 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.

DIRECTIONS TO WEST POINT ADDITIONAL LOCATION OF LIU HUDSON

LIU Hudson at West Point Education Center is located in the Army Education Center on the grounds of the United States Military Academy, on the west bank of the Hudson River, north of Bear Mountain and south of Newburg. Entrance to the academy is through one of two gates, the Thayer Gate and the Stony Lonesome Gates. Visitors to the West Point Education Center are required to obtain a visitors pass at the Visitor Control Center. The Visitor Control Center is located at 2107 New South Post Road West Point, New York 10966 and can be reached at (845) 938-0390.

Entrance through the town of Highland Falls is through the Thayer Gate

If you are entering West Point through the Thayer Gates, follow Thayer Road which will eventually turn into Washington Road. Follow Washington to the cemetery and turn right on Buckner Road (at the end of the cemetery and the cemetery will be on your right), The education center is in the building next to the fitness center.

Entrance from Route 9W is through the Stony Lonesome Gate

If you are entering West Point through Stony Lonesome Gates, you will follow Stony Lonesome Road. At Washington Road make a left and a right at end of the cemetery. The education center is in the building next to the fitness center.

ADMISSION

Long Island University accepts applications for enrollment in a registered certificate, undergraduate, graduate, or doctoral program. Through the application review process, the University seeks evidence that applicants are academically and intellectually qualified and prepared to pursue college-level work.

All communications concerning admission to Long Island University should be addressed to the Office of Admissions.

The Office of Admissions accepts and reviews applications on a rolling basis, allowing prospective students to submit applications at any time during the cycle.

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 grade point average (GPA) required. Attention may be given to grade trends, special areas of academic strength, a record of other completed graduate studies, as well as cases in which many years have intervened since the undergraduate degree was conferred. Applicants lacking significant business experience may need to complete a 3-credit business internship.

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 the 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 prescribed 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 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 LIU Hudson 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.

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.

Waivers

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

Students 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.

Veterans

LIU Hudson welcomes applications from veterans and encourages them to take full advantage of their GI Bill® benefits. Veterans interested in graduate study should consult our website: https://liu.edu/Hudson/Student-Services.

The contact person for veterans interested in studying at LIU Hudson may be reached at our additional location, West Point Education Center, 845-446-3818.

International Admission

Applicants who are not citizens or permanent residents of the United States apply to LIU as international students. Applications for international admission should be submitted to the Office of Admissions by February 1 for fall admission or by September 1 for spring admission.

Applicants should submit the below required material for consideration:

- Original official records of all university work, including graduation certificate or equivalent. Official certified translations in English are also required if the records are in a language other than English.
- Non-refundable application fee.
- Professional evaluation of their university credits from a NACES-member organization (www.NACES.org).
- Official Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or Pearson Test of English (PTE) scores.

Each applicant is considered through a review of their application and supporting material.

Language Proficiency may be determined based on the criteria below:

- Minimum TOEFL score for graduate applicants: 79 (Some academic programs may require a higher score or previous university-level academic coursework in the United States.)
- Minimum IELTS score for admission: 6.5
- ELS 112 completion certificate
- Minimum Duolingo score: 105

Admitted students who intend to apply for an F-1 student visa must also submit an I-20 application and supporting documentation showing that the student or sponsor is willing and able to undertake the approximate costs of education and living expenses. A copy of a valid passport is also required. Upon acceptance, eligible students are sent a “Certificate of Eligibility for Nonimmigrant (F-1) Student Status” (also called a 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.

International students are required to submit their LIU tuition deposit in order to receive their I-20. Once students receive their I-20 released by LIU they are able to begin the process of obtaining an F-1 visa to study in the United States.

For detailed information on immigration policy and maintaining F-1 status, international students should familiarize themselves with the LIU International Student Handbook.

Readmission

Graduate students who have not attended classes for one to five years, have not maintained their maintenance of matriculation status, or have not been granted a leave of absence, must submit a readmission form.

Graduate students who have not attended for more than five years must submit a new graduate application and might be required to submit admissions credentials if they are no longer on file with the university.

Any student who left the University on probation will be readmitted with the same probationary status that was in place during the last term of attendance unless the student provides academic transcripts demonstrating that they have met the requirements of the probation.

If readmission is approved, a graduate student’s

return is subject to the academic requirements posted in the graduate catalog in effect at the time of readmission.

Visiting Students

Long Island University permits students to enroll as a visiting student for one (1) academic semester. To enroll for more than one (1) academic semester, visiting students may request an extension of their visiting student status through the Office of Admissions.

Visiting students are expected to adhere to all policies set forth by Long Island University. Financial aid is not available for students who are visiting at Long Island University.

Visiting students seeking to matriculate into an LIU program must submit an application through the Office of Admission.

Transfer Credit

Graduate courses taken at another accredited college or university before admission to LIU may, at the discretion of the academic program chair/director and if pertinent to the plan of study, be credited to the graduate degree. The following criteria apply:

- Permission to transfer such credits must be requested at the time of admission, and official transcripts must be submitted to the office of LIU Admissions.
- Transfer credit toward the master's degree is normally limited to six semester hours, for courses in which the student has received a grade of B or better (or the equivalent if another grading system was used).
- Transfer coursework is not recorded as part of the LIU grade point average (GPA).

Courses taken at another university after admission to a graduate program at LIU may not be used for transfer credit unless prior written permission is obtained from the academic program chair/director.

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 and with the approval of the dean. Transfer credit is time-limited and generally pertains only to courses that are less than five years old.

New York State Immunization Law

In accordance with the New York State Department of Health, the following immunizations are required at Long Island University:

Measles, Mumps, and Rubella (MMR): In accordance with New York State Public Health Law § 2165, all students born on or after January 1, 1957 and are enrolled for at least six (6) credits or more are required to provide Long Island University with certified proof of vaccination from a health care provider.
Meningococcal Disease (Meningitis): In accordance with New York State Public Health Law § 2167 all students enrolled for at least six (6) credits or more are required to provide the University with certified proof of vaccination within the past 10 years from a health care provider.
Rabies Vaccine: In accordance with CDC recommendations, all students enrolled in the College of Veterinary Medicine are required to provide the University with certified proof of rabies pre-exposure prophylaxis (PreP) vaccination and proof of continued compliance during their enrollment at the University.

Students may request a medical or religious exemption from any of the vaccination requirements set forth above by submitting documentation in writing to the Center for Healthy Living, the department responsible for the collection and validation of immunization documents.

Proof of immunization, or documentation for exemption, must be submitted on the Immunization Portal prior to the beginning of the first semester of classes.

The University reserves the right to impose additional immunization requirements in collaboration with local and state health directives or recommendations.

ACADEMIC POLICY

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

Course Load

Full-time graduate students must register for nine credits in the fall and spring semesters. Permission from 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.

Grading and Grade Point Average

Credits are granted for undergraduate courses completed with the grade of A, A-, B+, B, B-, C+, C, C-, D, or P. A grade of F signifies failure and no credit is awarded.

Credits are granted for graduate courses completed with the grade of A, A-, B+, B, B-, C+, C, or P. A grade of F signifies failure and no credit is awarded.
The University employs the following grade conversion guidelines:

Letter Grade	Percent Grade	4.0 Scale
A	93 - 100	4.000
A-	90 - 92	3.667
B+	87 - 89	3.333
B	83 - 86	3.000
B-	80 - 82	2.667
C+	77 - 79	2.333
C	73 - 76	2.000
C-	70 - 72	1.667
D	65 - 69	1.000
F	Below 65	0.000

A grade of Incomplete (INC) may be assigned if a student has failed to complete part of the required course work. An INC is given by the faculty member. It is the student's responsibility to make specific arrangements with the instructor to complete the course work and to have the grade submitted to the Office of the University Registrar within 2 semesters of the term in which the INC was earned.

INC grades will convert to INX (Expired INC) if the work is not completed within 2 semesters. If an unusual extension of time is necessary to complete the work, permission is required from the Vice President of Academic Affairs, and the grade change must be approved by the faculty member, the chairperson, and the dean. Upon completion of the INC grade, the grade date the work was completed is indicated on the transcript. INC grades in Thesis and Dissertation courses do not lapse to INX provided the student continues to enroll in Maintenance of Matriculation.

Students who never attended or stopped attending before the course withdrawal deadline date as defined in the academic calendar and did not properly withdraw by published deadline may be assigned a grade of NC - No Credit earned.

The W grade is automatically assigned when a student officially withdraws from a course by the published deadline dates in the academic calendar. View Withdrawal Policy.

Students who receive grades of W (withdrawal), NC (unauthorized withdrawal), INC (incomplete) or an opted Pass/Fail in the fall or spring semester are ineligible for inclusion on the Dean's List for that semester.

Students have the option to repeat a course. In the event that individual programs have their own policies on repeating a course, the more restrictive policy will apply. Credits will be earned only once, and although the original grade remains on the student's permanent record, the second grade (whether higher or lower) will be used in computing the grade point average. No student who has taken a course and received a passing grade in it may repeat that course for credits after he or she has taken a related course containing content of a higher level. A course may not be repeated more than once, except with the prior approval, following procedures contained in the Academic Catalogs. If a course is taken more than twice, all grades after the first grade will be computed into the student's GPA. To be considered for graduation with honors, the student's average shall include only the grade given to that student the first time he or she has taken any specific course.

Required courses in which a grade of F was earned should be repeated within one year.

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

Undergraduate students are permitted to opt for a pass/fail grade in a maximum of one course per semester for a total of eight semesters. Pass/Fail option does not apply to courses in the student's major, to courses that are prerequisites to or required by the major, or to courses that are used to satisfy the core requirement. The election of the pass/fail grading system must be designated by the 10th week of the semester, as listed in the Academic Calendar. All requirements of examination and work assigned by the instructor must be fulfilled. If a grade of P is assigned, credits are earned for the course but the grade is not calculated into the GPA. If a grade of F is assigned, the F is calculated into the GPA.

Students must achieve designated GPAs in order to graduate. Graduate students must achieve an overall Grade Point Average (GPA) of 3.00 to graduate. Undergraduate students must achieve an overall grade point average (GPA) of 2.00 to graduate. In some departments requirements may be higher (see departmental requirements). In the major area, the student must achieve an average of at least 2.00; in certain programs the minimum major average may be higher.

Quality points for a specific course are determined by multiplying the corresponding quality points (see below) for the grade received in the course by the number of credits awarded for the course. Total quality points are determined by adding all quality points for all courses. The grade point average (GPA) is determined by dividing the total quality points by the total number of credits, including those of failed courses. The grades W, NC and P are not counted in the GPA computation nor are the grades for courses taken at another college or university. All courses taken at any LIU campus or offered by LIU at off-site locations will be computed into the student's cumulative and major averages.

Grade Quality points per credit
- A 4.000
- A- 3.667
- B+ 3.333
- B 3.000
- B- 2.667
- C+ 2.333
- C 2.000
- C- 1.667*
- D 1.000*
- F 0.000

* not used for graduate level courses

Undergraduate students must maintain the following quality-point ratios to be in good academic standing:
- 1.8 if they have accumulated up to 29 credits
- 1.9 if they have accumulated 30 to 59 credits
- 2.0 if they have accumulated 60 credits or more

GPA computations are carried to the third decimal place from which rounding takes place to the second decimal place. On all official LIU transcripts, a GPA will be displayed to three decimal places with the third decimal place always being zero due to rounding. Major GPAs are calculated using all courses required in a student's major (excluding core and co-related courses).

Grades of "P" are not computed into the overall

GPA, but do count towards graduation credits.

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 GPA is below this point has an academic deficiency. The 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 the graduate degree or any advanced certificate.

Grade Changes

A faculty member may change a grade in situations where it is warranted within one year of assigning the original grade. Changes to grades cannot be made once a degree has been conferred unless the student has submitted an appeal. In the event that a graduating student appeals a grade through the formal grade appeal process, a grade may be changed at the conclusion of the appeal process.

Any request to change a grade after the on-eyar period referenced above must be submitted to the chair and dean for review and approval.

Student Grade Appeals

A grade appeal is only available before the student's degree is awarded. The basis for filing a grade appeal in any course is limited to:

- Fundamental fairness in treatment of the student by the instructor, as specified by a syllabus conforming to the LIU Syllabus Compliance Policy, and
- Grading of the student by the instructor relative to other students in the same course and section. Issues that do not meet these criteria are not appropriate for a grade appeal.

Graduation

Students who meet all requirements for their degrees in July, August or January are considered to be in the graduation class of the following May. Diplomas are dated four times a year: January, May, July, and August. Candidates for graduation should confirm that their graduation term is reflected on MY.LIU at least one month prior to the end of their final term of enrollment. Students who file their degree applications after the specified graduation filing date will have their degrees awarded at the next conferral regardless of the date of completion of requirements.

Students who file a degree application after the conferral date for the term will have their degree awarded at the following conferral if all requirements have been fulfilled, regardless of the date of completion of requirements. Under no circumstances are degrees backdated and conferred for a prior conferral date.

Candidates for all degrees at LIU are expected to know the graduation requirements set forth in the catalog for the academic year in which they were admitted/matriculated. It is the responsibility of the student to draw up an acceptable program of study in consultation with their Success Coach or academic department.

Attendance

A student is expected to attend all class sessions scheduled for the courses in which they are enrolled. The instructor establishes the attendance policy for each respective course. Absences from classes or laboratories may affect the final grade. Permission to make up work missed through absence is not automatic and is given at the discretion of the instructor. The university reserves the right to exclude a student from an examination, courses, or program if their class attendance record is unsatisfactory. Excessive rates of unexcused absences may result in grades of (F) or (NC) for the course(s) in question.

Student Absence due to Religious Observance

Students who anticipate being absent because of a religious observance will notify their respective faculty at the beginning of the semester. The University complies with Section 224-a of New York State Education Law–Absence Due to Religious Observation.

Notification of Student Rights Under Section 224-a of New York State Education Law –Absence Due to Religious Observation

Under § 224-a of the NYS Education Law: "Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his or her religious beliefs, an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity."

Comprehensive Examination or Capstone

Departments require a comprehensive examination or a capstone course and related project as part of the graduation requirements. Requirements are program-specific.

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. Information concerning the administration of comprehensive exams is disseminated each semester. MBA or MPA candidates must complete capstone courses as specified in their program plans. Consult the program director for information relating to capstone courses.

Requirements for Degrees

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 toward 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 New York 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: a comprehensive examination, project, 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.

Academic Conduct Policy

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 is unacceptable and, if proven, is 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 ensure 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 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 a 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 a 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.

Academic Integrity

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

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

Appeals Process

Student Complaints

Students wishing to dispute or appeal an academic matter are encouraged to pursue the grievance processes identified below. Complaints related to operational matters may be directed to the dean. Students may also file a complaint with the New York State Department of Education in Albany: www.highered.nysed.gov/ocue/complaintform.pdf.

Appeals Process

Students at LIU Hudson may expect 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.

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.

Conduct Committee

Composed of no fewer than four members, two of whom represent academic areas and two of whom represent LIU Hudson administration, the Conduct Committee meets on an as-needed basis if a violation of the Code of Conduct is alleged. After a review of the evidence, and discussion with the parties involved, the committee makes a determination of guilt or innocence and applies an appropriate sanction if necessary. There is no appeal of Conduct Committee determinations.

Criminal Background and Drug Testing

A criminal conviction and/or the use of illegal drugs may impede or bar your entry into your chosen field of study. Students seeking entrance into many fields of study including counseling, education, and health and human services professions should be aware that a criminal record can result in the refusal of licensing /

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

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

Related Curricular Matters

Course Frequency
Courses are scheduled with sufficient frequency to assure students of timely degree completion. Courses with low enrollment, however, may be canceled. If a course is not offered or is canceled, it may be offered on a tutorial basis, with the consent of the program director and 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.

Internship/Student Teaching
Individuals who would like to complete Internship(s) or Student/Supervised Teaching but are not matriculated at LIU Hudson may be permitted to do so but only after the completion of six pre-requisite LIU Hudson credits as prescribed by the appropriate program director and approved by the dean.

REGISTRATION

Enrollment

Students are eligible to enroll in courses at the University if the following criteria have been met:

- Must be a current/active student.
- Must be in good financial standing with the University.
- Must be academically eligible to continue in their program.
- Must have satisfied all Admissions requirements.

Students must adhere to the following deadlines for enrollment:

- Enrollment should be completed by the end of the drop/add for each term, as defined in the academic calendar which is published in the catalog and available online at https://liu.edu/enrollment-services/registration/academic-calendar. For Fall and Spring full-semester courses, the drop/add period is the first two weeks of the semester.
- Students are not permitted to enroll beyond the second week of the term. Students are not permitted to continue attending classes for which they are not enrolled beyond the second week of the term. Under no circumstances is retroactive enrollment permitted.

Students are eligible to select and register for classes through their My LIU (my.liu.edu) account. Students with academic and financial restrictions may not be able to register online and should meet with their program director. Registration dates are noted on the academic calendar and the My LIU account under "Enrollment Dates".
Students are encouraged to meet with their program director before the start of the registration period to plan their academic semester schedule.

Adding or Dropping Courses

Adding courses: Students may add classes to their schedules through their MyLIU portal during the online registration period. Online registration ends after the second week of classes for the fall and spring terms. Nontraditional terms and sessions will have customized add dates. See the University's Tuition Liability Policy for additional details. Some classes may be blocked for online registration because they require department approval. If online registration is unavailable, the student must submit a completed Enrollment Change Form to the Office of Enrollment Services with approval signatures. Please see the section on Departmental Consent below for additional information.

Beginning with the third week of classes, course additions require the approval of the following persons and/or departments before the Office of Enrollment Services will process the change:

- Instructor (required)
- Dean (required)
- Student Financial Services (for changes in cost of attendance or enrollment status)

All course enrollment for full-semester courses must be completed by the end of the fourth week of the term. Enrollments after that time is not permitted. Retroactive enrollment for courses from a prior term is not permitted under any circumstance.

The following course enrollments require special administrative or departmental consent:

- Restricted Courses: occurs if the department has restricted enrollment in a course. The student must obtain either a course permission code or signature from the instructor, department chair, or dean, as defined by the academic department.
- Credit Overloads: occurs at the career level; when a student would like to add a course(s) that will take him/her over 12 credits for the semester. Students wishing to enroll in an overload must obtain the signature of the advisor and chair as defined by the academic department.
- Closed Courses: occurs when there are no seats available in the course. The student must obtain the signature of the course instructor and department chairperson.
- Time Conflicts: occurs when two courses take place during the same or overlapping time period. The student must obtain the signature of both instructors and the dean.
- Requisite Overrides: occurs when the student does not have the required pre- or co-requisite for the course. The student must obtain the signature of the instructor and Dean.
- Service Indicator Overrides: occurs when a student has a hold on their account that prevents them from engaging in an enrollment activity. Students are advised to check for registration holds on their MyLIU portal Student Center page to determine the origin of each hold. The student should contact that office noted and remedy the situation so as to have the hold either removed from their account or obtain approval for the hold to be overridden.

Dropping courses: Students can drop full-semester classes up through the second week of the term with no penalty as follows:

- Drop one or more courses online using their MyLIU portal
- Drop courses at the Office of Enrollment Services

The drop period for classes that meet for less than the full semester is as follows:

- Sessions meeting 7 or more weeks: courses can be dropped up through the first week
- Sessions meeting 3 to 6 weeks: courses can be dropped up through the 3rd day of the session
- Sessions meeting 2 weeks or less: courses can be dropped up through the 1st day of the session

Students may have their financial aid reduced if the student's enrollment status changes from full-time to part-time, or from full-time or part-time to below half-time. Students will have their financial aid canceled if the student drops all courses and does not incur any liability, or fails to meet satisfactory academic progress standards as a result of the cancellation of enrollment. Financial aid for future terms will also be canceled. See the Drop and/or Withdrawal from Courses Policy and the Satisfactory Academic Progress Policy for additional details. Students receiving Veterans benefits should meet with the Veteran's Certifying Official to determine if drops will affect their current and future benefits when they; add or drop any course, withdraw from or terminate enrollment at the University.

Drops that change a student's enrollment status from full-time to part-time, or from full or part time to below half-time, may have their Federal, State, and/or University aid adjusted. The University may also be required to report the student's change in enrollment status to lenders, which can trigger the repayment of student loans. Students will be notified in these cases via writing.

Drops after the add/drop period must be officially processed as a partial or full withdrawal. Please see Withdrawal Policy and/or Appeals Policy for additional details.

The following course drops may require special administrative or departmental consent as follows:

- Co-Requisite Overrides: occurs when the student is attempting to drop a course that is a co-requisite of another course not being dropped. The student must obtain the signature of the instructor, and chairperson, as defined by the academic department.

Withdrawal

Students are able to withdraw from course(s) after the end of the drop/add period. An official withdrawal refers to an action taken by a student to discontinue enrollment in the course. The course is recorded on the transcript with a grade of W.

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

An unofficial withdrawal refers to a student who fails to attend or ceases to attend one or more classes before the withdrawal deadline detailed in the academic calendar but doesn't take appropriate action to officially withdraw from the class/university. Since no official withdrawal was completed, faculty can assign a grade of NC (No Credit earned) or F at their discretion.

Students may officially withdraw from one or more courses through the 10th week of the term for full-term courses during the fall and spring semesters.

Students may officially withdraw from Summer Session courses or courses meeting for shorter sessions within regular fall/spring semesters according to the schedule below:

- 12 week sessions – withdrawals permitted through the 8th week
- 10 week sessions – withdrawals permitted through the 7th week
- 7 week sessions – withdrawals permitted through the 5th week
- 6 week sessions – withdrawals permitted through the 4th week
- 5 week sessions – withdrawals permitted through the 3rd week
- 2 week sessions – withdrawals permitted through the 7th day
- 1 week sessions – withdrawals permitted through the 3rd day

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

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

Tuition Liability and Refunds: Refunds for room and/or board, tuition and fees will depend on when the student withdraws from courses.

- For official withdrawals, the effective date of the withdrawal will determine the student tuition liability due or refund due to the student.
- For unofficial withdrawals, the student is responsible for all associated tuition charges and fees.

Transcripts and Grades: Transcript grades will depend on when the student withdraws from courses.

- For official withdrawals, a grade of W will be assigned for the course or courses and will appear on the student's transcript
- For unofficial withdrawals, a grade of NC or F will be assigned for the course or courses and will appear on the student's transcript.

For both official and unofficial withdrawals, credits for the course or courses will be considered attempted but not earned.

Withdrawn courses or NC (No credit earned) grades do not affect a student's grade point average.

Students who change their enrollment status from full-time to part-time, or from full or part-time to below half-time, due to a partial drop or withdrawal, may have their federal, state, and/or University aid adjusted. The University may also be required to report the student's change in enrollment status to lenders, which can trigger the repayment of student loans. Students will be notified in these cases via writing.

Students will have their financial aid canceled if the student drops all courses and does not incur any liability, or fails to meet satisfactory academic progress standards as a result of the withdrawal. Financial aid for future terms may also be canceled. See Appeals for Late Drop or Withdrawal of Courses Policy and Satisfactory Academic Progress Policy for additional details.

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

Students residing in on-campus housing must contact the Office of Residence Life upon withdrawal from the university. Students must follow proper check-out procedures and must vacate their campus housing within 48 hours of the effective withdrawal date. Students who drop or withdraw from a future term must vacate their campus housing after completion of finals. Room and board charges must be cancelled through the Office of Residence Life. Liability for these charges will be assessed at the time of cancellation.

Students who withdraw from all courses may be subject to readmission according to the University's Readmission Policy. Students who withdraw from the university must be in good financial standing in order to register for future classes or have access to their official and unofficial transcripts.

In accordance with National Collegiate Athletic Association (NCAA) regulations, all intercollegiate athletes must notify the Athletic Department and Office of Admissions when partially or fully withdrawing from the University.

In accordance with the U.S. Department of Veterans Affairs (VA) regulations, students receiving veteran's benefits must notify the VA Certifying Official in Office of Enrollment Services when partially or fully withdrawing from the University.

Appeals for Late Drop or Withdrawal

A student may appeal for permission to drop or withdraw from a course outside of the timeframes establish in the Adding or Dropping Courses Policy. The appeal may be made in person, by fax, or email by submitting a signed and completed Student Appeal Request Form along with the required documentation to the Office of Enrollment Services by the appropriate appeals deadline. All appeal requests must be submitted by the student. Appeals submitted by a parent, legal guardian or spouse will be accepted only if the student is incapacitated.

REQUIRED DOCUMENTATION

- A written statement from the student: must clearly state the request, the reason for the request and the type of resolution they are seeking. The statement must explain why the appeal request is justified. In addition, information regarding extenuating or unusual circumstances that impacted his/her situation must be included.
- Supporting documentation: may include the following:
- Proof of attending another Institution
- Proof of deployment
- Death Certificate or obituary statement
- Documentation of medical diagnosis and visit dates
- Records of hospitalization, mental health or drug treatment
- Other supporting documentation supporting the inability to follow the normal drop/withdrawal deadlines

Course Load

A full-time graduate student must register for at least 9 graduate credits each semester. Eligibility for some financial aid programs may require enrollment for a minimum of 12 credits. Further information is available from the Enrollment Services Office.

Maintenance of Matriculation

It is expected that students will fulfill the requirements for the degree by registering over successive semesters (excluding summer sessions),

by attending classes, filing for a Leave of Absence, or by maintaining matriculation. A fee must be paid for each term in which a student maintains their matriculation.

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

Students must apply to a Success Coach or Enrollment Services representative for maintenance of matriculation prior to or during the registration period in a given semester. This matriculation status will be recorded on students' records as a "class" for zero credits.

Maintenance of matriculation is generally limited to two semesters. An extension beyond two semesters, due to extenuating circumstances, must be approved by the appropriate academic dean. Students who do not properly maintain their matriculation must apply for readmission to their academic program in accordance with procedures set forth in the academic catalogs

Audit Policy

Selected classes may be audited on a non-credit basis with program director permission. Auditing status must be elected at the time of registration for the class. *No grade or credit is awarded for courses that are audited. Please note: Independent study/individual instruction classes cannot be audited.*

Transcript Requests

Official transcripts for professional and graduate schools, prospective employers, and other institutions must be requested and authrorized by the student. The university adheres to the Family Education Rights and Privacy Act of 1974. A student's record will not be released without prior consent from the student.

To request an official transcript the following procedures apply:

- Currently Enrolled Students - Login to the My LIU portal and select "Order Transcripts Online." Cost: $15.00 per transcript.
- Alumni or students not currently enrolled can order transcripts online through Parchment at www.parchment.com. You can submit a transcript request 24 hours/day, 7 days/week. Be assured that Parchment uses current web encryption technology and your information is secure. Cost: $15.00 per transcript.
- In-Person "On Demand" transcripts- Students may come to the Brooklyn or Post campus Enrollment Services Office, show picture ID, and official transcripts can be printed on the spot. Cost: $25.00 per transcript.

Students who wish to release their transcripts to a third party for pick up must provide signature authorization for that request. The third party will be required to show a photo id.

Administrative Matters

Changes to Academic Records

Students have until the time of their graduation to have changes made to their academic records. Once a student has graduated, the academic record is frozen and cannot be changed retroactively.

Failure to Fulfill All Non-Academic Requirements

Students failing to fulfill all non-academic requirements (tuition, fees, library obligations, etc.) will be denied subsequent services, including issuance of diplomas.

Course Cancellations

The university reserves the right to cancel undersubscribed courses. When it does so, there is no fee charged to the student.

Changes of Address or Phone Number

A student must report changes of address or phone number to Enrollment Services or by updating the information directly at MyLIU.

TUITION AND FEES

Tuition and Fee Schedule

Application Fee (non-refundable)	$ 50
Tuition Deposit (non-refundable)	200
Tuition Deposit (Pharmaceutical Sciences PhD), non-refundable	500
Graduate Tuition:	
• Master's Degree and Graduate Studies, per credit	1,435
• Pharmaceutical Sciences MS, per credit	1,663
• West Point Military Program, active-duty military personnel and dependents only	789
• Graduate Audit Fee, per credit	719
University Fee:	
• 12+ credits, per term	1,058
• Fewer than 12 credits, per term	529
Other Fees:	
• Late Payment Fee	350
• Returned Check/Credit Card Chargeback Fee	25
• Maintenance of Matriculation Fee	100
• Maintenance of Matriculation Fee - Doctoral	250
• Replacement Student ID Card	25
• Comprehensive Exam Fee	50
• Diploma Replacement Fee	40
• Official Transcript, on-demand, per request	25
• Official Transcript, online, per request	15

Payment Plans

Payment Plans

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

The University offers the following payment plans each semester:

Enrollment Fee	$35
Enrollment Dates	Fall : July - November (Last month/day to enroll is October 15th) Spring : December - April (Last month/day to enroll is March 15th) Summer : May - June (Must sign up in May for the two month summer payment option)
Balance Calculation	All applicable charges, less any approved financial aid. Your plan will automatically recalculate if changes are made to your student account.
Payment Structure	The payment structure will be equal installments based on the enrollment date of the plan. For example, if you sign up for the Fall payment plan in August you will have 4 payments not five.
Down Payment	20%-50% (depending on date of enrollment).
Late Payment Fee	$25 if payment is not received within 10 days of the scheduled due date.
Payment Methods	Mastercard, Visa, American Express, Discover, or ACH; auto deduction options are also available.
How to Enroll	Log into your MyLIU account and select "Make a Payment." Then log into the LIU Payment Gateway and select "Payment Plans."
Authorized User Access	Yes. You must first set up an authorized user using their email account. You may have more than one authorized user.

Financial Policies

Payment Due Dates

Term	Bill Available	Bill Due Date
Fall	June 15	August 15
Winter	November 1	December 1
Spring	November 15	January 1
Summer	May 1	June 15

Student Bills are subject to change based on modifications made to courses, credit loads, housing, and meal plans. In addition, additional fees or fines may occasionally alter the bill. Anticipated aid and financial aid credits will be visible on a student's account but are not applied until all requirements have been completed. Financial aid is based on full-time enrollment. Students may view their anticipated financial aid student account, and make payments via their MyLIU. Visit www.MyLIU.edu to log in. Click on Make an E-Payment and login using your MyLIU credentials to utilize our secure online payment gateway that allows students to make a deposit, pay a bill, generate an On-Demand statement or 1098T form or set up a payment plan.

Late Payment Assessment

Fall Term	Amount
After Spring registration opens	$350
Winter Term	
1st Day	$150
Spring Term	
After Fall registration opens	$350
Summer Term	
July 15	$150

Student Billing and Collection Policy

The University takes all necessary and reasonable collection efforts to ensure that outstanding and overdue accounts are accurate and paid in accordance with the following:

- The University deals with all students in a fair and equitable manner and will be professional and accountable in all interactions with our students.
- The University is consistent in its billing and collections actions and the application of University payment policies. The process for the collection of outstanding accounts is standardized and comprised of a series of e-mails, notices, and telephone calls informing students of the status of their accounts.
- Under New York State Law S.5924-C/A.6938-B, the University may not withhold official transcripts from students.
- The University may withhold diplomas or may not allow future registration for students with outstanding accounts receivable.
- The University works with students to resolve all outstanding bills and makes efforts to keep collections in-house.
- The University places difficult to collect accounts with external licensed collection agencies, all of whom are reputable and respectful of applicable legislation, codes of conducts and the privacy of information. Accounts are sent to collections only after all other efforts have been exhausted and the student is no longer in attendance.

The Office of Student Financial Services assumes the following roles and responsibilities with regard to this policy:

- establishes a collection policy and the escalating nature of the collection process.
- clearly articulates and publishes the collections policy on the University's web site and in student publications and guides so that students and families are informed of the repercussions of non-payment.
- ensures that oversight and monitoring of external collection agency relationships exist and are maintained.
- ensures that collection agency staff do not gather, retain or disclose information about any student in contravention of any federal, state, or local laws or statutes.
- tenders new collection agency services through a competitive bidding process. New placements to collection agencies are based solely upon the successful recovery of outstanding amounts due.
- ensures established protocol and standardized business processes are in place for the collection of outstanding overdue amounts and that all collection activities are undertaken within an approved collection business processes, guidelines and accepted code of ethics.
- ensures all efforts to collect overdue accounts have taken place before an account is placed with an external collection agency.
- identifies accounts that should be managed in house and not be placed with external agencies.

Students who have previously filed bankruptcy or have a current open bankruptcy claim are covered by the period of automatic stay. Students who have an open bankruptcy claim or who have previously had debt forgiven by Long Island University through bankruptcy (any chapter), will have full access to records and may register for future semesters. However, all payments must be made prior to the registration of the semester for which they are enrolling, or students must have completed their financial aid packet and have funds awarded by the payment deadline. If financial aid does not cover the entire semester enrolled, students must pay in full the remaining balance by the payment deadline.

Student Health Insurance

Long Island University requires all clinical, intercollegiate athletes, and international students to maintain health insurance. The University sponsors a Student Health Insurance Plan with below-market rates that provides students with health coverage at school, at their permanent residence, and while traveling or studying abroad. The plan is fully compliant with the Affordable Care Act and provides students access to a network of doctors, hospitals, and pharmacies. All eligible students are automatically enrolled in the University-sponsored Plan, but may waive their participation by providing evidence of coverage under a family plan or other policy that meets or exceeds coverage set forth in the University-sponsored Plan.

Additional information regarding LIU's Student Health Insurance Plan can be found on the University's website: https://liu.edu/enrollment-services/tuition-fees/student-health-insurance

Third Party Payment Policy

The University allows third-party bill clearance to accommodate delays in receiving payments or for those entities that required the submission of completed grades for the term prior to the release of funds. In order for the University to recognize an anticipated third-party payment for a student's tuition, fees and/or other charges, written authorization is required on corporate letterhead. All letters are subject to review by the Office of Enrollment Services and must include the following information:

- Student name
- Student ID and/or social security number
- Term or academic year covered
- Number of credits or coursework covered

- Dollar or percentage limit of total charges (if applicable)
- Sponsoring company's name, billing address, contact name, telephone number and e-mail address.

Students must submit the written authorization described above in person to the Office of Enrollment Services, along with a completed Third-Party Payment Form and payment for any remaining balance.

The University will place a student in good financial standing for the term if the student presents written authorization from a third party or sponsoring company that intends to make payment on their behalf.

Tuition Liability and Refund Policy

By registering for courses at LIU, a student enters into a legally-binding contract to pay all tuition and fees, including any non-refundable fees. A refund of tuition depends on when a student drops classes and whether the student adds other classes. Whether a student withdraws from a single course or withdraws from the University completely, refunds are directly tied to the University Academic Calendar as published on the LIU website.

To be eligible for a refund of tuition, program fees, and mandatory fees, students must drop courses by the specified refund dates published for each semester in the Academic Calendar. Sessions with beginning or ending dates different from the standard term schedule will have refund schedules specific to each session. Class start and end dates will identify the proper refund calendar to follow.

Tuition liability is the amount of money a student owes the University for tuition, fees, room, board, and miscellaneous charges based on the student's expected presence or participation in University activities. The following criteria apply to tuition liability:

- Zero liability results when a student properly drops or officially withdraws from classes in accordance with University policy prior to the start of the term or during the drop/add period. During zero liability, refunds will be processed and charges removed for tuition and all fees.
- Partial liability results when a student properly drops or officially withdraws from classes after the drop/add period. The amount due to the University will be prorated according to the published session liability schedule, and partial refunds will be processed.
- 100 percent liability results when a student is liable in full to the University for all tuition, fees, room, board, and miscellaneous charges. During 100 percent liability, no refunds will be processed and payment is due in full at the time of withdrawal.

Students are expected to pay for their classes in a timely manner, and must understand and follow the correct procedures to withdraw from classes. Non-attendance and/or non-payment do not constitute official withdrawal from the University. The calculation of tuition and fee liability, if any, is based on the date of the student's official withdrawal or drop in accordance with University's Adding or Dropping Courses Policy and Withdrawal from Courses Policy. The University offers tuition insurance for all registered students, which can be purchased directly through the University each term.

Room and board charges must be cancelled through the Office of Residence Life. Liability for these charges will be pro-rated based on occupancy dates and assessed at the time of cancellation. Student health insurance charges cannot be refunded once the policy has been utilized (e.g., a claim has been filed on behalf of the student).

The University develops and publishes tuition liability schedules by term that are clear and consistently applied.

For withdrawals during traditional fall and spring terms:

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

For withdrawals during summer and other sessions seven weeks or greater:

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

For withdrawal during summer and other sessions three to seven weeks:

Withdrawal Date	Liability
Day 1-3	0%
Day 4-5	50%
Day 6+	100%

For withdrawal during winter and other sessions two weeks or less:

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

Students requesting a review of tuition and fee liability must complete the University's Student Appeals Form in accordance with University policy and submit all required supporting documentation. Students who withdraw with liability and have purchased tuition insurance can file a claim with the University after withdrawing to recoup the insured amount.

FINANCIAL AID

Long Island University awards financial aid to help students meet the difference between their resources and the cost of education. All awards are subject to the availability of funds and the student's demonstrated need. Renewal of assistance depends on the annual reevaluation of a student's need, the availability of funds, the successful completion of the previous year, and satisfactory progress toward completion of degree requirements. In addition, students must meet the published filing deadlines. Detailed information on financial aid is forwarded with the admission application and is also available on the Enrollment Services website at www.liu.edu/enrollment-services.

University scholarships or fellowships may be granted by themselves or in conjunction with federal and/or state aid, including scholarships, loans, and work-study. To receive the maximum amount of aid, students must apply for financial aid by the appropriate deadline.

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

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

Applying for Financial Aid

Students must submit the Free Application for Federal Student Aid (FAFSA), and New York State residents must also complete the New York State Tuition Assistance Program (TAP) application. The TAP application is available on the web when a student completes the FAFSA online. The FAFSA (available online at www.fafsa.gov) is the basic form for all student aid programs. Be sure to complete all sections. Students should permit the FAFSA for application data to be sent directly to Long Island University (the LIU federal school code number is **002751** and our New York State code is **0403**). Entering freshmen should apply by February 15 for the fall term or by November 1 for the spring term. Returning undergraduates and transfer students should apply no later than March 1. Students requiring summer financial aid must make an appointment with Enrollment Services in addition to completing the FAFSA and TAP application.

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

RENEWAL ELIGIBILITY

Financial aid awards are not automatically renewed each year. Continuing students must submit a FAFSA each year by the LIU deadline, continue to demonstrate financial need, make satisfactory progress toward degree requirements, and be in good academic standing. For institutional scholarships, students must generally maintain full-time enrollment and a cumulative GPA of 3.0 to have their awards renewed. Any break in enrollment without an approved deferment on file with the Enrollment Services office will result in a loss of your scholarship. Please visit our renewal policy on the web at www.liu.edu/enrollment-services.

WITHDRAWAL

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

Awards

UNIVERSITY-SPONSORED AND ADMINISTERED PROGRAMS

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

SCHOLARSHIPS AND GRANTS

Long Island University maintains an extensive program of scholarships and grants-in-aid based on academic merit and demonstrated financial need. Awards are made during the admissions process. Institutional scholarships may be combined with government-supported grants and loans into a single financial aid package. Scholarships and grants are normally applied to tuition and fees; they can range from $500 to full tuition and fees and do not require repayment.

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

PART-TIME EMPLOYMENT

Student Career & Job Portal

Many financial aid award packages include work-study. This means that students are eligible to participate in the Federal Work-Study Program and may earn up to the amount recommended in their award package. Work-study wages are paid directly to the student on a bi-weekly basis and are normally used for educational expenses. On-campus and off-campus jobs and internships are available through Handshake at http://handhshake.liu.edu. It is not necessary to be awarded work-study earnings to use Handshake.

ALL OTHER SOURCES OF AID

STATE GRANTS

New York State and other states offer a variety of grants and scholarships to residents. Although the application is made directly to the state and grants are awarded by the state, the amount each student is expected to receive is estimated and taken into account by the University when assembling the student's financial aid package. LIU's New York State school code is **0403**. For complete information, contact the New York Higher Education Services Corporation (HESC) at 888-697-4372, or visit their website at www.hesc.ny.gov.

New York State Tuition Assistance Program (TAP)

Legal residents of the state of New York who are enrolled in a full-time undergraduate degree program of at least 6 credits per term, or the equivalent, may be eligible for awards under this program. The award varies, depending on income and tuition cost. Students applying for TAP must do so via FAFSA (see earlier "How to Apply" section). Submit the completed application as instructed. For more information about TAP, visit www.hesc.ny.gov/pay-for-college/apply-for-financial-aid/nys-tap.html.

New York State Enhanced Tuition Awards (ETA)

Enhanced Tuition Awards of up to $6,000 are available for resident students enrolled in a private college in New York State. Awards will be phased in over three years, beginning for New Yorkers making up to $125,000 adjusted gross income. ETA recipients can receive up to $6,000 through a combination of their TAP award, ETA award, and a match from LIU. Students are eligible to get an award for up to four years when pursuing a bachelor's degree. Students in an undergraduate program of study normally requiring five years (HEOP) are eligible to receive the award for five years. Award recipients need to earn a passing grade to maintain their Enhanced Tuition Awards, provided they earn a total of 30 credits over the course of a year. Students with disabilities under the ADA are allowed to attend on a part-time basis and their award will be prorated.

States Other Than New York

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

FEDERAL GRANTS AND BENEFITS

Pell Grant Program

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

Federal Supplemental Educational Opportunity Grants (SEOG)

These federally funded grants are awarded to undergraduates whose financial need is substantial. All FAFSA filers who meet our published deadlines and qualify are automatically considered for this grant. However, funds for this program may be limited and are based on availability. To qualify, students are encouraged to submit their FAFSA by the University's established priority date.

Veterans Benefits

Various programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans as well as for veterans and in-service personnel who served on active duty in the United States Armed Forces after January 1, 1955. In these programs, the amount of benefits varies. Applications and further information may be obtained from the student's regional office of the Department of Veterans Affairs. In accordance with Title 38 US Code 3679 subsection (e), any VA benefit eligible student awaiting a VA benefit payment will be provided access to all resources offered to any student who has satisfied their tuition and fee bill. This access includes registration, class attendance and all institutional facilities. Students awaiting VA benefit payments will not be charged late fees or required to find alternative funding. The University participates in the Yellow Ribbon Program. Additional guidance may be obtained from Enrollment Services or at the US Department of Veterans Affairs website at www.benefits.va.gov/GIBILL

SCHOLARSHIPS AND GRANTS FROM OTHER ORGANIZATIONS

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

FEDERAL LOANS

Federal Direct Student Loan Program

The Federal Direct Student Loan is obtained from the U.S. Department of Education. The total amount borrowed in any year may not exceed the cost of education minus the total family contribution and all other financial aid received that year.

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

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

Federal Direct PLUS Loan Program

The PLUS loan enables parents of dependent undergraduate students to borrow up to the full amount of an LIU education less other aid. There is no aggregate loan limit, and individual lenders will evaluate point history. PLUS loan disbursements are made payable to LIU and the parent and funds are applied first to the current term's outstanding balance on the student's account. To apply for a PLUS loan, log into www.studentaid.gov

PRIVATE LOANS

A private (non-federal) loan may be a financing option for students who are not eligible for federal aid or who need additional funding beyond the maximum amounts offered by federal loans. These loans are not guaranteed by the federal government. LIU urges all students and parents to research any lender they are considering for this type of funding and to specifically ask several key questions, including current interest rates; co-signer requirements; repayment options, both in school and out; and whether or not the loan may be sold to another provider.

Each student has the right to select the educational loan provider of their choice. To see your choice of lenders, log onto www.elmselect.com and select Long Island University.

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

The basic process involved with securing private loans is the electronic filing of an application, institutional certification, and approval information. The University will assist you in this process and will determine for you the maximum loan amount you will be allowed to borrow based on your estimated cost of attendance and pre-existing financial aid awards.

EMPLOYEE EDUCATION PLANS

Many companies pay all or part of the tuition of their employees under tuition refund plans. Employed students attending the University should ask their personnel officers or training directors

about the existence of a company tuition plan. Students who receive tuition reimbursement and LIU employees who receive tuition remission must apply with Human Resources.

Policies

Federal Student Aid Credit Balances and Refunds

It is the University's policy to ensure Federal Student Aid (FSA) credit balances are managed in accordance with Federal and other regulations. When the University disburses Title IV aid to a student's account and the total amount of all Title IV aid exceeds the amount of tuition and fees, room and board, and other billed charges, the University will pay the resulting credit balance directly to the student or parent via check as soon as possible but:

- no later than 14 days after the balance occurred if the credit balance occurred after the first day of class of a payment period; or
- no later than 14 days after the first day of class of a payment period if the credit balance occurred on or before the first day of class of that payment period.

The Office of Enrollment Services monitors FSA credit balances on a daily basis for all active financial aid years. Refund checks are processed at University Center each day after the receipt of refund lists from the campuses. If PLUS loan funds create the credit balance, the refund will be issued to the parent unless he/she has authorized the University in writing or through studentaid.gov to transfer the proceeds directly to the student for whom the loan is made. The University issues refund checks by mail to the student's and/or parent's permanent address on record. Students may also set up direct deposit refunding by adding their domestic bank account of choice to their MyLIU account. Refund checks that are unclaimed after 240 days will be returned to the Department of Education. The University does not require students to take any action to obtain their credit balance. It is the sole responsibility of the University to pay all FSA credit balance within the 14-day regulatory time frame. The University may use current year funds to satisfy prior award year charges for tuition, fees, room and board for a total that does not exceed $200.

Notwithstanding any authorization obtained by the University, LIU will provide students with any remaining FSA credit balances resulting from FSA loan funds by the end of the loan period and any other FSA program credit balances by the end of the last payment period in the award year for which the funds were awarded. Students of parents who receive an FSA refund triggered by the disbursement of Title IV funds may still owe a balance to the University, most often related to a prior term or a subsequent withdrawal from some or all of their classes. Upon receiving a refund, students and/or parents should verify whether any outstanding balance remains on the account and determine how best to satisfy payment obligations so as to avoid any holds or late payment fees being placed on the account. If a student or parent overpays a student's account, related credit balances will be refunded to the student, regardless of the source of payment. Overpayments resulting from credit card transactions will be refunded to the original credit card from which the payment was made. EFT and wire transfers will be refunded to the original bank account from which the payment was made. All other non-FSA credit balances will be refunded by check or via direct deposit if the student has added their bank account of choice to their MyLIU account.

Return of Federal Funds

The University returns Federal funds in accordance with Federal regulations.

Students who receive Title IV federal aid and withdraw from all courses prior to completing 60 percent of the academic term will have their federal financial aid pro-rated in accordance with a Return to Title IV (R2T4) calculation. After the 60 percent point of the academic term, students are considered to have earned all of their Title IV aid for the term.

For students who officially withdrawal from the University, the last date of attendance will be either: 1) the date that the student submits to the Office of Enrollment Services a signed Official Withdrawal Application; or 2) the date that the student emails the Office of Enrollment Services requesting to withdraw and providing all required information. In cases where the student partially withdraws from some classes before fully withdrawing for the term, the University will use the latest date as the last date of attendance. Students who are granted an official leave of absence in accordance with the University's Leave of Absence Policy are not considered to have withdrawn for the term.

For students who unofficially withdraw from the University, the last date of attendance will be the midpoint of the term. For students who receive a combination of W, NC, UW grades and one F, the student will be considered to be in attendance unless the individual who submitted the F grade, upon request by the Registrar, does not change the grade to a NC.

The calculation of the amount of Title IV assistance earned by the student is based on the payment period associated with the term during which the student withdrew from classes. The payment period represents the duration between the start and end date of the term, less any scheduled breaks of five consecutive days or more.

To determine the amount of Title IV aid to be considered, the University will calculate the total amount of disbursed Title IV aid for the term in which the student withdrew. Aid is counted in the calculation if it has been applied to the student's account on or before the date the student withdrew or could have been disbursed had the student still been registered for classes. The amount of this Title IV aid earned is calculated on a pro-rata basis using the last date of attendance within the payment period.

The amount of unearned aid to be returned is based on the total institutional charges for the term, which includes tuition, fees, room, and board, less the amount of aid earned by the student. The University will return, in the order specified below, the lesser of the following:

- the total amount of unearned Title IV assistance to be returned; or
- the total amount of unearned institutional charges.

Title IV funds that are not the University's responsibility to return must be returned by the student. The University will notify each student in writing when they have a responsibility to return funds. In certain cases, the return of unearned aid will result in a balance due to the University, particularly if the student previously received and cashed one or more refund checks.

The portion of federal aid that is not earned by a student will be returned to the appropriate federal student aid program(s) in the following order:

- Federal Direct Unsubsidized Loan
- Federal Direct Subsidized Loan
- Federal Perkins Loan
- Federal Direct Graduate PLUS Loan
- Federal Direct Parent PLUS Loan
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant

Once the University determines which federal student aid program(s) are to receive returns, a formal written letter is mailed to the student.

The University will return the amount of Title IV funds for which it is responsible as soon as possible but no later than 45 days after the student's last date of attendance as defined above. For students who unofficially withdraw from the University, Title IV funds will be returned no later than 45 days after the end of the term.

Returns of Title IV grant funds, other than funds that are being returned to stay in compliance with the excess cash requirements, are offset by a downward reduction in the student's records at the federal Common Origination and Disbursement

(COD) system. Similarly, all returns of Direct Loan funds are offset by downward reductions to a student's record at COD. In addition, when all or a portion of a Direct Loan is cancelled (either because the borrower requested the cancellation within the regulatory time frames or to comply with statutory or regulatory requirements), the University will make the appropriate adjustment to the student's record in COD. All returns of FSA Grants and Direct Loan funds previously disbursed are also performed by the University through the federal G5 system. If the total amount of Title IV aid that the student earned is greater than the total amount of Title IV aid that was disbursed to the student or on behalf of the student in the case of a PLUS loan, as of the student's last date of attendance, the difference between these amounts must be treated as a post-withdrawal disbursement.

If outstanding charges exist on the student's account, the University will obtain written confirmation from the student and/or parent to determine if they wish to have a Title IV post-withdrawal disbursement processed. Upon receipt of written approval, the University will apply the funds directly to the outstanding balance due. If the student and/or parent does not respond, no post-withdrawal disbursement will occur.

Standards for Satisfactory Academic Progress (SAP)

Students are required to make satisfactory academic progress (SAP) toward the completion of a registered degree or certificate program in order to receive federal financial aid and state tuition assistance. Satisfactory academic progress is measured by a student's cumulative grade point average (GPA) and the amount of credits they have earned.

Standards for Federal Financial Aid Programs

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

Satisfactory academic progress is measured annually, at the end of the Spring semester, after all grades have been submitted. Students failing to meet the above criteria are eligible to appeal this decision if extenuating circumstances played a factor in their academics. An appeal must be made in writing to the University and include an explanation of the circumstance that may have adversely affected the student's ability to meet the academic requirements, and the 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: 1) be placed on probationary status for one semester after which the student must meet SAP guidelines; or 2) be successfully adhering to an individualized academic plan that was developed for them as part of their appeal. Failure to meet these criteria will result in loss of eligibility for Title IV funds.

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

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

Credits Attempted	Credits Earned	Credits Earned	Cum GPA Required
0-29	50%	0 - 29	1.8
30-121	67%	30 - 59	1.9
122-192	80%	60 and above	2.0

The criteria below outline the progress that is required for a full-time graduate or dual degree student in their graduate phase of studies to be considered in good standing:

Completion Rate Requirement: All students must earn at least 67 percent of their attempted hours. The maximum time frame to complete each degree varies by department and is outlined in the Academic Catalogs under the specific degree program.

GPA Requirement: Students who have earned fewer than 13 credits must maintain a 2.5 GPA; students who have earned 13 credits or more must maintain a 3.0 GPA.

The criteria below describe the progress that is required for a full time professional Pharm.D. student to be considered in good standing:

SAP Completion Requirements		**SAP GPA Requirements**	
Credits Attempted	*Credits Earned*	*Total Credits Earned*	*Cum GPA Required*
0 - 29	50%	0- 29	1.8
30-208	67%	30- 59	1.9
209 and above	80%	60- 138	2.0
		139 and above	2.0

The criteria below outline the progress that is required for a full-time Doctor of Veterinary Medicine student to be considered in good standing:

- Completion Rate Requirement: All students must earn at least 67 of their attempted hours. Students may not receive federal aid for classwork that exceeds 150 percent of their degree requirements.
- GPA Requirement: Students must maintain a 2.0 GPA

Federal SAP requirements also include the following criteria:

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

Standards for New York State Awards

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

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

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

The requirements for meeting these standards increase as the student progresses, and are based upon the number of State awards that the student has already received. Students failing to meet the required criteria are eligible to request a one-time waiver of the academic and/or "C" average requirement(s) if extenuating circumstances played

a factor in their academics.

Waivers may be granted in accordance with NYCCRR 8 §145-2.2.

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

Before Being Certified for Payment

Semester	Must accrue this many credits	With at least this GPA
1st	0	0
2nd	6	1.5
3rd	15	1.8
4th	27	1.8
5th	39	2.0
6th	51	2.0
7th	66	2.0
8th	81	2.0
9th	96	2.0
10th	111	2.0

New York State SAP requirements also include the following criteria:

- Students must be registered for a minimum of 12 credits per semester.
- Students may not receive a New York State award for repeating a class that they have already successfully completed (i.e. the credits for a repeated class for which the student has already received a satisfactory grade will not count towards the full-time requirement).
- The standards that students must meet are dependent upon when they first received an award from NY State, as well as their remedial status.
- Students are evaluated according to their total TAP points received, including any awards received at previous institutions.
- Students must complete a minimum number of credits each term, as well as on a cumulative basis, to continue to receive TAP funding.
- Students who have accrued 60 credits are required to declare a major to maintain their TAP eligibility.
- Students must maintain a minimum grade point average (GPA) prior to being certified for a TAP payment. This average increases as students progress in payment points.
- All students must have a cumulative GPA of 2.0 or better after accumulating 24 or more payment points (e.g., four full time semesters).
- Students who are not making progress, and/or not meeting the “C” average requirement may request a one-time waiver if extenuating circumstances affected their academic performance.

Enhanced Tuition Awards (ETA)

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

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

Student Loan Counseling

The University follows federal regulations 34 CFR 685.304 governing federal direct loan programs and 42 CFR Part 57 governing the HRSA health professions student loan program.

In accordance with these provisions, LIU manages the loan counseling process by identifying:

- students who require entrance and exit counseling
- methods by which the University communicates with students regarding entrance and exit counseling
- process by which students will receive counseling; and
- procedures to be followed by students who do not complete the loan counseling process

Verification of Financial Aid Information

There is a process for verifying application information and making corrections on a student’s Free Application for Federal Student Aid (FAFSA) with the Department of Education’s Central Processing System (CPS). The regulations in 34 CFR Part 668 Subpart E govern institutional verification of information submitted by applicants for federal student financial assistance.

In accordance with the provisions of Subpart E, LIU has established verification procedures that address the following:

- the time period within which an applicant must provide any documentation requested by the University
- the consequences of an applicant's failure to provide the requested documentation within the specified time period
- the method by which the University notifies an applicant of the results of its verification if, as a result of verification, the applicant's Expected Family Contribution (EFC) changes and results in a change in the amount of the applicant's assistance under the Title IV, Higher Education Act (HEA) programs;
- the procedures the University will follow or the procedures the University will require an applicant to follow to correct FAFSA information determined to be in error; and
- the procedures the University will follow for making referrals to the Office of Inspector General.

Institutional Responsibility: The University must require an applicant whose FAFSA information is selected for verification to submit supporting documentation to verify specified data elements of the FAFSA, unless the applicant qualifies for a federal exclusion.

Applicant Responsibility: If the University requests documents or information from an applicant under this Subpart E, the applicant must provide the specified documents or information.

Expected Time to Credential for University Programs

The University establishes the expected length of each program of study. A student’s remaining Expected Time to Credential is based on the published program length and the portion of the program already completed, including applicable transfer credits and summer coursework, and will be used to determine eligibility for applicable federal student loan provisions.

Program	Time to Completion
Business Administration MBA	5 terms
Childhood Education/Students with Disabilities All MSED	6 terms
Childhood Education/Childhood Special Education MSED	6 terms
Childhood Education and Literacy All Grades MSED	6 terms
Childhood Education and TESOL MSED	6 terms
Childhood Education MSED	4 terms
Childhood Special Education MSED	5 terms
Early Childhood Education/Childhood Education MSED	6 terms
Early Childhood Education/Literacy All Grades MSED	6 terms

Early Childhood Education/Special Education MSED	6 terms
Educational Leadership MSED	4 terms
Languages Other than English MSED	4 terms
Literacy All Grades MSED	4 terms
Marriage and Family Therapy with Diagnostic Privilege MS	6 terms
Mental Health Counseling MS	6 terms
Middle Childhood English and Adolescent English MSED	4 terms
Middle Childhood Math and Adolescent Math MSED	4 terms
Middle Childhood Science and Adolescent Science MSED	4 terms
Middle Childhood Social Studies and Adolescent Social Studies MSED	4 terms
Pharmaceutics MS	4 terms
Public Administration MPA	6 terms
School Counselor MSED	6 terms
School Psychologist MSED	6 terms
Special Education Adolescent (Prior Certification) MSED	4 terms
Special Education: Childhood Literacy B-6 MSED	6 terms
Special Education:Grades 5-12 English MSED	4 terms
Special Education: Grades 5-12 Math MSED	4 terms
Special Education: Grades 5-12 Science MSED	4 terms
Special Education: Grades 5-12 Social Studies MSED	4 terms
Students with Disabilities Pre-K-12 and Literacy All MSED	6 terms
Students with Disabilities Pre-K-12 MSED	4 terms
Teaching Literacy (B-6) MSED	4 terms
TESOL All Grades MSED	4 terms

SERVICES AND RESOURCES

Career Preparation Resources

Each semester, LIU Hudson provides opportunities for students to avail themselves of onsite resume and cover letter writing assistance. Students in Teacher Education and Counseling programs may 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 experience in the field and their professional networks.

Healthy Living

LIU Hudson students may avail themselves of the mental health support services and nutritional program offered by the University's Center for Healthy Living.. Interested students should visit the following webpage for contact information: https://www.liu.edu/post/Campus-Life/Student-Services/Center-for-Healthy-Living.

Information Technology

LIU Information Technology (LIU IT) facilitates and fosters technology innovations across the institution – moving the university ahead of the technology curve to build a competitive edge in higher education and to offer modern tools to our students, faculty, staff members and administrators.

The Office of Information Technology is responsible for managing all aspects of the university's information technology operations, including academic and administrative systems and computing, databases, dashboards, networking, audiovisual, academic computer labs and smart classroom spaces, and video and telecommunications infrastructure that includes fiber optic and copper infrastructure throughout the buildings, firewall and security access, and wireless internet access. IT provides facilities technical support to campus residence halls, departments, and special off campus programs. IT also maintains the campus' security camera systems, cafeteria and retail space cash registers, campus videoconferencing and campus plasma displays, electronic and web signage.

Information Technology also provides oversight for university-wide information systems, compliance, and security in accordance with policies set forth by University Counsel. Information Technology collaborates with Academic Affairs to implement a unified, comprehensive learning management system and online education initiatives. Information Technology also manages business process improvement initiatives across the university. Each residential campus has a fully staffed Information Technology help desk centralized through Browse, LIU's technology store.

Learning Experience

My LIU
My LIU is the university's portal which provides students with convenient access to information about their records. By logging onto https://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 visit or contact Browse, Student Helpdesk.

Student Email
Each student is assigned a university email address to use for corresponding with university faculty and staff. Students can check their email by logging into https://my.liu.edu. If students have any trouble accessing the designated My LIU account, students are encouraged to check with the helpdesk at Browse at one of our campus locations: 2nd floor Hillwood Commons at Post Campus or 3rd floor Library Learning Center in Brooklyn Campus. Additional resources are available on IT's website: https://it.liu.edu.

Learning Management System
LIU students and faculty utilize Brightspace learning management system for course instruction, coursework submission, and collaboration. All class materials are posted in Brightspace.

Network Services
LIU students and faculty are provided wireless connectivity to LIU's network LIUNET allowing connectivity of personal laptop computers or mobile devices to the internet across campus residential spaces, classrooms, and facilities. The wireless network at LIU Post has continuously been upgraded and expanded throughout the campus.

IT Support
Information Technology Teaching & Learning Center (TLC)

LIUIT Tutorials
Online tutorials are available 24/7 for students and faculty to access for support. For students, tutorials topics range from how to use: MyLIU, the university-wide computer network; Brightspace, the learning management system; e-mail; Career Connect, the career services management system; Google Apps; and Adobe Express. In addition, tutorials for faculty provide information about LIU's Oracle PeopleSoft Enterprise Resource Planning (ERP) system, which is used for grading, and Learning Spaces for Smart Classroom Technology. Furthermore, IT security resources are available on LIU IT's website to promote security awareness and support utilizing newly implemented security tools such as Duo, for multi-factor authentication.

Browse
Following a single one-stop shop model, Browse, LIU's technology store has recently been expanded to include helpdesk services, with students serving as the front line for service desk request handling. Browse's helpdesk, run by student store associates, offers campus community members with technology purchasing support and IT helpdesk services. Escalation to various tiers and divisions of Information Technology takes place based on the type of request being handled.

Contact Information

IT Website: http://it@liu.edu

IT Email: IT@LIU.edu

Phone: 516-299-3300/ 718-488-3300

Professional Writing Workshop

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.

Public Safety

At the Westchester campus, public safety and security support are provided by the New York State University Police, a full-time law enforcement agency that provides service and protection for the campus and associated facilities 24 hours a day, 7 days a week. University Police are available to assist students, faculty, and staff with public safety issues and concerns, and is charged with enforcing campus parking and other Purchase College policies. There are 44 emergency blue light phones strategically located throughout the campus. These blue light phones are directly connected to the university's Office of Police Communications.

It is the goal of the university police to manage a transparent agency that complies with the Federal Student Right-to-Know and Campus Security Act

(public law 101-542) that serves the campus community in a professional, caring, and compassionate manner. The non-emergency number is (914) 251-6900. The emergency number is (914) 251-6911.

Advisory Committee on Campus Security
In compliance with New York State Education Law Art. 129-A, The Advisory Committee on Campus Security is comprised of six members: two students, two faculty members, and two campus administrators. The purpose of the committee is to review policies and make recommendations regarding educating the campus community with respect to personal safety and crime prevention, sexual assault, domestic violence, and stalking; reporting sexual assaults, domestic violence, and stalking and assisting victims during investigations. The committee reports annually, in writing, to the chief operating officer of LIU Hudson. The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education.

Students With Disabilities

Policy for Students with Disabilities
In compliance with federal and state laws, LIU is committed to providing qualified individuals with disabilities the opportunity to participate in all university programs and activities, curricular and extracurricular, which are available to non-disabled individuals. Students with disabilities who desire accommodations must submit appropriate documentation of their disability. Students with disabilities needing accommodations should contact Dr.Marie Mazzone, chair of the LIU Hudson 504 Committee at 914-831-2715 or marie.mazzone@liu.edu.

Student Veterans Resource Center

Long Island University has a proud and distinguished history of serving its nation's military veterans, active duty service members, and their families. The Long Island University Student Veterans Resource Center (SVRC), facilitated by the Learning Center, provides the resources that veterans need to pursue their education while balancing the demands of life both inside and outside the classroom.

For additional information, please contact Elaine Pisares at the West Point Education Center: 845-446-3818 or elaine.pisares@liu.edu

Alumni Engagement

Long Island University has an active network of over 285,000 alumni across the globe. Whether students graduate from Brooklyn, Post, or the regional campuses in Riverhead and Hudson, to the former Southampton campus, the Alumni and Employer Engagement Team continue to support LIU students after their graduation. Find out more regarding Alumni and Employer Engagement and alumni benefits by visiting liu.edu/alumni.

LIBRARY

The LIU Libraries serve a combined total of over 16,000 students, more than 300 full-time faculty members, and over 1,200 part-time faculty across residential and regional campuses, as well as the university's international sites. The university's libraries share many online resources that can be accessed from anywhere at any time via remote access including subscriptions to more than 372,000 online journals, 260 online databases, 315,000 electronic books, and 86,000 files of streaming media.

Collectively, the university's libraries house approximately 609,000 print books and more than 13,600 non-print media items. The collections of all LIU libraries are listed in LIUCAT, the library catalog. Books, journal articles, and other library materials owned by LIU's libraries, but not available at a particular campus, can be requested through LIUCAT and supplied via LIU's intralibrary loan service. Items not available at the LIU libraries can be obtained through interlibrary loans and sent to the campus or delivered electronically. In addition, the LIU Libraries administer the Digital Commons @ LIU, an open access online repository that preserves, promotes, and disseminates the academic work of LIU students and faculty.

As the intellectual center of each campus, the LIU Libraries prepare LIU students for academic success, lifelong learning, and being responsible global citizens. The LIU Libraries are committed to supporting the mission of the University, and to learning and inquiry, as well as the creation of new knowledge and its dissemination.

The LIU Libraries provide reference, instruction, research, circulation, reserves, and interlibrary loan services. The LIU Libraries have computers for student use, wireless access, a variety of seating options, including individual study carrels, quiet and group study space, and copy and scanning facilities. These computers and other computers in the library, are also equipped with productivity software such as word processing, spreadsheet, and presentation programs. The university's libraries also have instructional labs, equipped with computers that provide access to databases, the library catalog, and the Internet as well as up-to-date word processing, spreadsheet, presentation, and database programs. Printing and scanning facilities are available for student use.

Archives and Special Collections are available at the LIU Brooklyn and LIU Post libraries. Highlights of the Special Collections at the LIU Brooklyn Library include the Artist Books Collection, the New York African Society for Mutual Relief Collection, the Robert C. Weinberg Collection, and the Seawanhaka Student Newspaper Collection. The LIU Post Library houses more than 30 distinguished rare book collections and 75 major archival collections. Highlights include the pre-eminent American Juvenile Collection; the Archives of LIU and LIU Post; the Original Movie Poster Research Collection; Theodore Roosevelt Association Collection and Cedar Swamp Historical Society Collection (Long Island); the Eugene and Carlotta O'Neill Personal Library; and the Winthrop Palmer Collection: French & Irish Literature. The Digital Initiatives (DI)/Art Image Collection at the LIU Post Library has a collection of slides in multiple formats, a growing collection of digital images, including the William Randolph Hearst Archive.

The LIU Libraries also have a media collection at each campus library. The multimedia collections and media equipment are available to support curricular needs. The Instructional Media Center (IMC) is the multimedia resource center and the K-12 curriculum center for LIU Post. In addition, the university's libraries have the LIU Brooklyn Library's Cyber Lab, a "green" lab, its "smart" instructional labs, and the LIU Post Library's Instructional Lab.

The LIU Libraries provide remote access 24/7 and offer specialized tools such as Journal Finder and LibGuides to support the teaching, learning, and research requirements of the faculty and students. In addition, the university's libraries are members of several consortia, providing additional resources and services to LIU users.

In addition to information literacy classes and curriculum-integrated instruction, the LIU Libraries provide a wide range of reference services including drop-in, telephone, email, chat, and text reference services. Research consultations by appointment are also available to users. Library faculty and staff are available to help students and faculty with reference questions and research strategies.
LIU Hudson is a member of the Westchester Library Association Consortium which gives Hudson students access to the many resources of the entire Westchester County Library System. LIU Hudson maintains collections of assessment materials for use by teacher education, school counseling, mental health counseling, school psychology and marriage, and family therapy students. It also maintains a children's literature collection used for classroom instruction and literacy and special education practice. In addition, students, faculty, and staff at the Westchester site may also use some services and collections of the SUNY Purchase College Library.

BUSINESS ADMINISTRATION

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. 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 33 to 42 credit program (dependent on prior academic achievement and work experience)with four areas of concentration: finance, management, healthcare sector management and the business of pharmaceutics/biotechnology. In keeping with LIU's commitment to access and excellence, all courses are offered evenings and weekends in cycles designed to accomodate working professionals. Special features of the program include:

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 take courses together throughout the program. This cohort system affords mutual support while fostering team leadership and project management skills. Individual arrangements can be 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. 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:

Program Director, Business Administration
914-831-2700

Admission Requirements

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 GPA 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).
- 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

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
- Official transcripts from all colleges and universities previously attended (foreign documents must be accompanied by a certified English translation)
- 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 GPA in 9 credits of graduate-level courses as a limited matriculant
- Submitting all required documentation

M.B.A. 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
Three courses (9 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 catalog course descriptions. If courses are waived for students, their performance in the remaining general business core courses will be used to assess eligibility for MBA matriculation.

M.B.A. Business Administration

[Program Code: 87303]

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

GBA	520	Business Internship*	3.00
GBA	512	Principles of Management and Leadership	3.00
GBA	515	Managerial Communications	3.00
GBA	517	Fundamentals of Management Information Systems	3.00
GBA	518	21st Century Financial Management	3.00
GBA	519	Applied Statistics for Business Decision-Making and HR Management	3.00

Advanced Business Core: Three courses (9 credits) at the 600 level

MBA	624	Financial Services in Global 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 Business of Pharmaceutics/Biotechnology Concentration, four courses (12 credits):

MBA	656	Inside the Pharmaceutical, Biotechnical and Related Industries (Required)	3.00
PHS	901	Basic Pharmaceutics	3.00
PHS	902	Pharmaceutical Regulatory Overview	3.00
MAN	704	Managerial Planning and Control Systems	3.00

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

HCM	810	Health Care Sector Management Capstone	3.00

OR

MBA	811	Business Policy	3.00

*42 Credits will be required only for those wishing to pursue the MBA who have no relevant business experience and who would, as a provision of their program acceptance, be required to complete this three credit internship.

Minimum GPA: 3.00

Advanced Certificate The Business of Pharmaceutics/Biotechnology

This 12-credit, four-course graduate certificate provides a management and leadership development opportunity for employees of pharmaceutical and biotech companies. It is designed to serve the industry needs of:
a) scientists who need a broader view of the business of drug discovery, development and commercialization
b) employees in business operations, who need to better understand the science and strategy behind drug development and the regulatory science and process needed to gain approval to commercialize Branded Drugs and Generics.

Advanced Certificate The Business of Pharmaceutics/Biotechnology

12 Credits

[Program Code:37795]

The following course is required:

MBA	656	Inside the Pharmaceutical, Biotechnical and Related Industries	3.00

Choose three from the following:

GBA	518	21st Century Financial Management	3.00
MBA	632	Marketing Management and Strategy	3.00
PHS	901	Basic Pharmaceutics	3.00
PHS	902	Regulatory Compliance in the Practice of Industrial Pharmacy	3.00

- **Selection of three of the four electives is to be made in consultation with the Program Director based upon the individual student's prior training and experience.**
- **Students completing an Advanced Certificate who, after conferral of the credential, decide to pursue the MBA may, if appropriate, transfer 6 credits of advanced certificate coursework into the MBA. They must also select a new area of concentration.**

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 33-42-credit M.B.A. program.

Advanced Certificate in Healthcare Sector Management

[Program Code: 33901]

12 Credits 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

Minimum GPA: 3.00

Business Administration Courses

General Business Core

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
With the aim of improving communication, this course examines the principles, strategies, and techniques of effective written, oral, and digital business communication. Focusing on effective professional communication in an increasingly global, digital workplace, 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.
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
This survey course delves into the role of information systems in business strategy, and in our daily lives, as future business drivers, as consumers of marketing, of driving competitive advantage, and organizational change. It covers issues, and challenges that will be faced in the Information Age, including an assessment of the current state of communications, data and databases, cloud computing, the internet, corporate computing, data security, emerging trends such as artificial intelligence, and emphasizes the social component of data and communications in our digital age.
You must be in the Hudson Graduate Business Program in order to enroll for this course.
Credits: 3
Rotating Basis

GBA 518 Contemporary Financial Management
This course is designed to integrate theories of finance, accounting, financial analysis, and analytical problem solving to develop a working knowledge of the techniques employed in strategic financial decision making for organizations. Topics covered include but are not limited to capital structure, capital budgeting, risk management, managerial accounting analysis, cost of capital, profit planning and budgeting, securities valuation, and the interrelationships between macroeconomic factors and strategic planning.
Credits: 3
Rotating Basis

GBA 519 Applied Statistics for Business Decision-Making and HR Management
This course presents an overview of statistical concepts and methodologies which can be applied as aids to operational decision making in business and in the human resources arena. The course introduces the art and science of data analysis, scientific inference, estimation, confidence intervals, hypothesis testing, regression analysis and other quantitative tools. The application of these quantitative decision making tools are examined in important operational business functions such as quality management, project management, supply chain management, inventory management and in human resources management.
Credits: 3
Rotating Basis

Advanced Business Core

MBA 624 Financial Services in Global Capital Markets
This course explores how the US and global financial services and capital markets operate. Macro-economic trends, money markets, the banking function, investments and corporate financing techniques are surveyed. Emphasis will be given to understanding the principle forces that shape U.S. and global economies and 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 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. The course will also provide a focus on the major social, political and economic forces and how they are affected by both public and private decisions and realities.
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

Finance Concentration

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 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-requisite of GBA 518 is 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
This course dissects the dynamic and evolving field of Healthcare IT. Students will explore the integration of information technology within healthcare systems, focusing on its impact on patient care, operational efficiency, and overall healthcare management. The course covers key topics such as electronic health records (EHR), health information exchange (HIE), tele-medicine, data analytics, informatics, cybersecurity, and emerging technologies in healthcare. Participants will engage in critical discussions, case analyses, and practical exercises to develop a deep understanding of the challenges and opportunities in Healthcare IT.
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 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 Human Capital: 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, focuses on the strategy development and application required of senior management. As an integrating experience, students are expected to apply their acquired knowledge and strategic skills to analyze a significant organizational issue or problem and make recommendations for solutions. The course 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 the student's current organization – to examine in detail. As an integrating experience, students will be expected to research the issue; draw upon previous coursework in management, organizational behavior, and financial analysis; and recommend practical strategies for solutions. Students will share progress on their respective projects in class meetings and a written report 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 Management Capstone
This course builds upon and integrates the work covered in the graduate curriculum. It focuses on the strategic thinking, strategy creation and strategy application required of senior management. As an integrating experience, students apply their overall business knowledge and strategic skill to analyze a significant business issue or problem and make recommendations for solutions. Please note that case studies and instructor materials are used throughout this course in lieu of a text. By closely reading the case studies, which address a wide range of business topics, students focus on studies that have application to their research topic.
You must be in the Hudson Graduate Business Program in order to enroll for this course.
Credits: 3
Rotating Basis

COUNSELING, PSYCHOLOGY AND THERAPY

School Psychologists, School Counselors, Mental Health Counselors, and Marriage and Family Therapists are in increasing demand, both regionally and nationally, by community, educational, health and other agencies and organizations. These professionals play vital roles in assisting people across the lifespan to face the demands and stresses of an increasingly 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 as School Counselors, School Psychologists, Mental Health Counselors, and Marriage and Family Therapists. 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 as mental health counselors for a behavioral health organization or in private practice.

The Master's degree programs in School Psychology and School Counseling lead to eligibility for New York State certification in these professions. Specialized programs are available to prepare for state certification in bilingual school counseling and bilingual school psychology.

Additionally, LIU Hudson also offers the Advanced Certificate in School Counseling for those seeking the additional 12 credits required in order to move from Provisional to Permanent certification. The Advanced Certificate in Mental Health Counseling is a New York State-approved bridge program for individuals with a master's degree in school counseling, psychology, marriage and family therapy, or other related professional areas who aspire to meet the educational requirements for NYS licensure as a mental health counselor.

CASAC (Credentialed Alcoholism and Substance Abuse Counselor) tracks are available in both the M.S. in Mental Health Counseling and the M.S. in Marriage and Family Therapy with Diagnostic Privilege. An innovative weekend, hybrid Advanced Certificate in Crisis Management, prepares professionals in various fields to deal with the emotional and psychological impact of a crisis such as a natural disaster or school shooting. Inquiries about Counseling, Psychology and Therapy programs may be directed to:

Director of Counseling, Psychology and Therapy Programs
914-831-2708

M.S.Ed. School Counseling

Candidates for the M.S.Ed. in School Counseling learn to assist students in public and private elementary, middle and secondary schools by providing counseling in such areas as academic advisement, school success, and college placement, as well as help with behavioral and socio-emotional issues.

The program 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 minimum GPA of 3.00
3. Two professional letters of reference (e.g. from academic instructors or professional supervisors)
4. Personal essay including a statement of professional goals
5. Current resume
6. Academic writing sample (e.g., term paper, research paper)
7. Interview with the program director

M.S.Ed. School Counseling - 60 credits

Please note that states other than New York may have their own requirements and/or tests; students should, therefore, consult with the Education Department of the particular state for current information.

[Program Code: 41437 WSC2MSED]

SPC	615	The World of the Counselor	3.00
SPC	652	Counseling Theory and Practice in a Developmental Context	3.00
SPC	653	Counseling Theory and Practice in a Developmental Context II	3.00
SPC	654	Introduction to Counseling Process/Application I	3.00
SPC	656	Introduction to Counseling Process/Application II	3.00
SPC	657A	Family Counseling	3.00
SPC	660A	Group Counseling Theory and Practice	3.00
SPC	661A	School Counseling Internship I	3.00
SPC	661D	School Counseling Internship II	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	633	Developmental Psychology I	3.00
SPC	745H	High School Counseling **or**	3.00
SPC	745C	College Admissions Process	
SPC	748	Middle School Counseling	3.00
SPC	601	Fieldwork Practicum: Directed Observation and Practice in Schools	3.00
	747	Elementary School Counseling	
SPC/CPT/TED		Elective	3.00
SPC	745O	Dealing with Loss and Grief **or**	
SPC	502	Substance Abuse: Prevention and Intervention	
SPC	745M	Multicultural and Diversity Issues in Counseling	3.00
SPC	745E	Counseling the Special Education Student	3.00

Bilingual Track/Bilingual Extension

Institutional recommendation for the New York State School Counselor Bilingual Extension may be earned as part of the 60 credit M.S.Ed in School Counseling with the following course substitutions:

1) In lieu of SPC 668: TED 520 Language and Literacy or SPC 668B Diagnostic Tools for Measurement-Bilingual
2) In lieu of 3 credit elective: TED 516 Perspectives on Multicultural, Bilingual and Literacy Education
3) In lieu of SPC 661D: SPC 661B School Counseling Internship - Bilingual

Degree Requirements: M.S. Ed School Counseling and M.S. Ed School Counseling-Bilingual

1. Completion of all coursework with a GPA of 3.0 or above
2. Passing the Counseling Psychology Therapy - Comprehensive Examination (CPT-CE)
3. Demonstration of interpersonal competencies and emotional maturity associated with effective counseling outcomes
4. Satisfactory completion of an internship as determined by satisfactory ratings from site supervisor as well as passing grades for all internship courses. Dismissal from an internship will result in a grade of F for the course and

possible program dismissal.

Certification Requirements

Beginning with the Fall 2021 semester, 60 credits will be required for satisfactory completion of the MS.Ed. in School Counseling. Upon completion of the 60 credit master's degree, the required workshops (Child Abuse, Violence Prevention and DASA), fingerprint processing and having demonstrated a satisfactory level of performance on the NYSTCE CST 193 School Counselor exam, the candidate will be eligible for Initial certification. Thereafter, when the candidate has successfully completed three years of school counseling experience, the candidate will be eligible for Professional certification. (See 8 CRR-NY 80-3.11 for further information.)

PROVISIONAL AND PERMANENT STATE CERTIFICATION

Permanent State Certification requires 60 credits in total. The Advanced Certificate in School Counseling is available for individuals with active provisional certification and less than the 60 credits required for permanent certification. An institutional recommendation will be provided upon completion of the Advanced Certificate in School Counseling. Two years of full-time work experience as a counselor (K-12) is also required for permanent certification. In addition, please note that for bilingual certification, students must demonstrate oral and written proficiency in English and additional language by earning a passing grade on the New York State Bilingual Education Assessment Examination.

Advanced Certificate School Counseling

Advanced Certificate School Counseling - 12 credits

[Program Code: 32988 WSCHCNSCRT]

For students who have completed a 48-credit program in School Counseling at LIU Hudson 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

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	Dealing With Loss and Grief	3.00

Minimum GPA: 3.00

Students who have already taken these or equivalent courses should meet with the program director to identify appropriate substitutions. In addition, students must take the Child Abuse Identification, Violence in the Schools Prevention and DASA training workshops if not already completed. If completed outside of LIU, documentation must be provided.

Advanced Certificate Bilingual Extension for School Counselors

15 Credits Required

[Program Code: 37407 WBLESCCRT]

Prerequisites:

- Prior Certification as a School Counselor or School Social Worker
- Proficiency in English and one other language

SPC	745M	Multicultural & Diversity Issues in Counseling	3.00
TED	516	Perspectives on Multicultural, Bilingual and Literacy Education	3.00
SPC	668B	Diagnostic Tools for Measurement – Bilingual OR	3.00
TED	520	Language and Literacy	
SPC	661B	Individual Practicum – Bilingual	3.00
SPC	601	Directed Observation and Practice in Schools	3.00

Minimum GPA: 3.00

M.S.Ed. School Psychology

The School Psychology program culminates in the degree of Master of Science in Education. The program trains students as practitioners and teaches the knowledge and skills necessary for today's practice of school psychology in diverse environments.

The School Psychology program 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.

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 course sequence, although there is a possibility of beginning in the Spring or Summer with the permission of the program director.

Admission Requirements for School Psychology

1. B.A. or B.S. degree from an accredited institution, with a minimum GPA of 3.00
2. Minimum of 18 credits in psychology, education or other relevant major field of study at the discretion of the 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 (e.g.from academic instructors or professional supervisors)
6. College courses in Personality or Developmental Theories (or equivalent) and in Statistics (Behavioral or Mathematical). These courses are prerequisites to courses taken early in the sequence. Students lacking these courses may apply but may not be matriculated unless waived by the Program Director.
7. Current resume
8. Interview with Program Director

The general program includes 60 credits of course work, fieldwork and 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 fieldwork and internship requirement is equivalent to 1290 hours of full-time placement in a school setting.

M.S.Ed. School Psychology - 60 credits

[Program Code: 93026 WSPMSED]

SPC	633	Developmental Psychology I	3.00
SPC	704	Educational and Psychological Testing and Measurement	3.00
CPT	504	Professional, Ethical and Legal Issues in Counseling	3.00
SPC	634	Developmental Psychology II	3.00
SPC	643	Psycholinguistics and Language Learning **or**	3.00
TED	520	Language and Literacy **or**	
SPC	651	Neuropsychological Factors in Cognition	
SPC	650	Developmental Psychopathology	3.00
SPC	657	Group Counseling in Multicultural School Settings	3.00

SPC	502	Substance Abuse: Prevention and Intervention	3.00
SPC	703	Planning and Implementing Interventions to Meet Student Needs **or**	3.00
TED	600	Developing Effective Educational Plans	
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 Learning Problems in Students or	3.00
TED	610	Assessing Students with Learning Problems	
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 **or**	3.00
TED	615	Classroom management in Inclusive Settings	
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 or	3.00
TED	620	Collaboration in Inclusive Settings	
SPC	782A	Internship School Psychology II	3.00

Bilingual Track

Bilingual students in the School Psychology program may elect to take courses to qualify for the Bilingual Extension to the NYS School Psychology Certificate. The bilingual certification track and extensions are designed to train students to work with linguistically diverse children and their families. Institutional recommendation for the New York State School Psychologist Bilingual Extension may be earned as part of a 66 credit M.S.Ed in School Psychology-Bilingual Track with the following 2 additional courses:

SPC/CPT		Elective	3.00
TED	516	Perspectives on Multicultural, Bilingual and Literacy Education	3.00

Additionally, the following course substitutions are required:

In lieu of SPC 680A:
SPC 680B Fieldwork: Observation in School Settings (Bilingual)

In lieu of SPC 781A and SPC 782A:
SPC 781B Internship in School Psychology I (Bilingual) and SPC 782B Internship in School Psychology II (Bilingual)

Degree Requirements

1. Minimum of 60 graduate credits including course work, fieldwork, and internship. Students seeking the bilingual extension complete 66 credits.
2. A graduate GPA of 3.00 or above
3. Demonstration of competence in assessment techniques as indicated by grades of B+ or better in these courses or after review by the program director.
4. Passing the Counseling Psychology Therapy - Comprehensive Exam (CPT-CE) effective Summer 2025 for all new students
5. Satisfactory completion of an internship as determined by satisfactory ratings from site supervisor as well as a passing grade for all internship courses. Dismissal from an internship will result in a grade of F for the course and possible program dismissal.

State Certification

Students are eligible for New York State Provisional Certification in School Psychology upon the completion of: (1) the MS.Ed. in School Psychology; (2) workshops in Child Abuse Identification, Violence Prevention and DASA; (3) fingerprint processing.
Following two years of paid, full-time experience as a school psychologist, application may be made for Permanent New York State Certification in School Psychology.

Minimum GPA: 3.00

Advanced Certificate Bilingual Extension for School Psychologists

For those who already possess school psychology certification and are seeking the bilingual extension, the following courses are taken through the 15 credit Advanced Certificate Bilingual Extension.

15 Credits Required

[Program Code:* 37409 WBLESPCRT*]

Prerequisites:

- Prior Certification as a School Psychologist
- Proficiency in English and one other language

SPC	745M	Multicultural & Diversity Issues in Counseling	3.00
TED	516	Perspectives on Multicultural, Bilingual and Literacy Education	3.00
SPC	680B	Fieldwork: Observation in School Settings – Bilingual Program	3.00
SPC	668B	Diagnostic Tools for Measurement – Bilingual **or**	3.00
TED	520	Language and Literacy	
SPC	781B	Internship in School Psychology: Bilingual	3.00

In addition, please note that for provisional bilingual certification, students must demonstrate oral and written proficiency in English and additional language by earning a passing grade on the New York State Bilingual Education Assessment Examination.

Minimum GPA: 3.00

M.S. 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 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 minimum GPA of 3.00
2. Minimum of 18 credits in psychology (or other relevant major field of study in the social sciences at the discretion of the 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 (e.g. from academic instructors or professional supervisors)
6. Current resume
7. Interview with Program Director

M.S. Mental Health Counseling - 60 credits

[Program Code: 31141 WMNTHTHCNS]

Required Courses

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	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
CPT	700C	Counseling Internship Practicum I (Mental Health Counseling)	3.00
CPT	701C	Counseling Internship Practicum II (Mental Health Counseling)	3.00
SPC	600C	Fieldwork: Directed Observation and Practice in Agency Settings (MHC)	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
		9.00 Elective credits total:	
CPT or SPC		Elective	3.00
CPT or SPC		Elective	3.00
CPT or SPC		Elective	3.00

Degree Requirements

1.Completion of all coursework with GPA of 3.0 or above
2.Passing the Counseling Psychology Therapy Comprehensive Examination (CPT-CE)
3.Demonstration of interpersonal competencies and emotional maturity associated with effective counseling outcomes
4. Satisfactory completion of an internship as determined by satisfactory ratings from site supervisor as well as passing grades for all internship courses. Dismissal from an internship will result in a grade of F for the course and possible program dismissal.

Licensure Requirement

Successful completion of Child Abuse Identification Workshop.
This degree meets the academic requirements for New York State licensure as a Mental Health Counselor. 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 NYS licensure.
Minimum GPA: 3.00

M.S. Marriage and Family Therapy with Diagnostic Privilege

This 60-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 culturally 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 minimum GPA of 3.00
2. Minimum of 18 credits in psychology (or other relevant major field of study in the social sciences at the discretion of the 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. Current Resume
7. Interview with Program Director

M.S. Marriage and Family Therapy with Diagnostic Privilege

[Program Code:31140 WMRGFAMTHR]

Required Courses

CPT	502	Substance Abuse: Prevention and Intervention	3.00
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	602	Succeeding with Difficult Clients	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	3.00
SPC	668	Diagnostic Tools for Measurement	3.00
CPT	700M	Counseling Internship I	3.00
CPT	701M	Counseling Internship II	3.00
SPC	732	Research Methods	3.00
CPT	740	Approaches to Trauma	3.00
SPC	745G	Counseling Issues with the LGBTQ Community	3.00
SPC	745M	Multicultural and Diversity Issues in Counseling	3.00
SPC	745O	Dealing with Loss and Grief	3.00
SPC	750	Spiritual Issues in Counseling	3.00

Degree Requirements

1. Completion of all coursework with GPA of 3.0 or above
2. Passing the Counseling Psychology Therapy Comprehensive Examination (CPT-CE)
3. Demonstration of interpersonal competencies and emotional maturity associated with effective counseling outcomes
4. Satisfactory completion of an internship as determined by satisfactory ratings from site supervisor as well as passing grades for all internship courses. Dismissal from an internship will result in a grade of F for the course and

possible program dismissal.

Licensure Requirement
1. Successful completion of Child Abuse Identification Workshop
2. 1500 client contact hours in the practice of marriage and family therapy
3. Passing grade on "examination in Marriage and Family Therapy" developed by the Association of Marital and Family Regulatory Boards (AMFTRB) and administered by Professional Testing Corporation (PTC).
Minimum GPA: 3.00

Office of Alcohol and Substance Abuse Services (OASAS) Education and Training Program

LIU Hudson offers New York State Office of Alcohol and Substance Abuse Services (OASAS) approved CASAC (Credentialed Alcoholism and Substance Abuse Counselor) for both the M.S. in Mental Health Counseling (MHC) and M.S. in Marriage and Family Therapy (MFT) programs. This credential equips mental health professionals with the special knowledge and skills to support those dealing with the complexities of these addictions. Integration of the CASAC-T credential with either of the master's degrees significantly expands the range of professional opportunities for those who aspire to careers in mental health counseling or marriage and family therapy.

In recognition of the unique educational preparedness that an integrated CASAC program provides, OASAS (Office of Alcohol and Substance Abuse Services) has reduced the 6000 hour requirement of non-paid work experience in an appropriate substance abuse treatment setting to a 2000-hour requirement. Students who complete their required MHC or MFT Internship placements at an OASAS approved substance abuse setting can also count those hours towards the 2000-hour requirement, thereby further reducing the necessary post-degree hours.

MHC and MFT graduates who successfully complete both their CASAC integrated coursework and internship hours are immediately eligible to apply for their CASAC-Training certificate and take the CASAC-T (Credentialed Alcohol and Substance Abuse Counselor-Trainee) exam.

The optional CASAC Education and Training Program is offered at no additional cost beyond the tuition and fees for the MHC and MFT programs.

The Mental Health Counseling and Marriage and Family Therapy with CASAC are identical to the regular MHC and MFT programs with the following exception:

The following 3 classes are required to be substituted into the MHC or MFT Program.
• SPC 502: Substance Abuse Prevention and Intervention
• SPC 675: Techniques of Substance Abuse Counseling
• SPC 678: Physical and Pharmacological Effects of Substance Abuse

Advanced Certificate Mental Health Counseling

24 Credits Required
[Program Code: 36220 36221 WMTLHLTCRT]
Prerequisite: Graduate degree in school counseling, marriage and family therapy or other related professional area

CPT	500	Introduction to Mental Health Counseling	3.00
SPC	633	Developmental Psychology I **or**	3.00
SPC	634	Developmental Psychology II	
CPT	504	Professional, Ethical and Legal Issues in Counseling	3.00
CPT	600	Clinical Methods in Counseling	3.00
SPC	650	Developmental Psychopathology **or**	3.00
CPT	503	Adult Psychopathology	
CPT	700C	Counseling Internship Practicum I (Mental Health Counseling)	3.00
CPT	701C	Counseling Internship Practicum II (Mental Health Counseling)	3.00
SPC	745M	Multicultural and Diversity Issues in Counseling	3.00

Licensure Requirement
Successful completion of Child Abuse Identification Workshop.
This degree is a New York State approved bridge program to assist individuals to meet the NYS 60 credit requirement for MHC licensure. 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 NYS licensure.
Minimum GPA: 3.00

Advanced Certificate Crisis Management

This two-semester (weekend and online) program prepares professionals in various fields to deal with the emotional and psychological impact of a crisis (natural disaster, school shooting, etc.). Students will learn how to proactively address the first signs of a potentially critical event. They will master techniques and strategies to mitigate the impact of a crisis, learn best practices and protocols, and respond compassionately and effectively to traumatic events in our schools, workplaces and communities.

Advanced Certificate Crisis Management

12 Credits Required
***[Program Code:** 36627; WCRIMGTAC]*
Prerequisite: Minimum of a bachelor's degree in counseling, psychology, social work, education or a related area

Required Courses

CPT	740	Approaches to Trauma	3.00
SPC	745R	Resiliency-Focused Counseling	3.00
SPC	648	Best Practices in Systemic Crisis Management	3.00
SPC	649	Developing a Holistic Mental Health Crisis Management Plan	3.00

Minimum GPA: 3.00

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 psycho-educational 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 psychoanalytic, psychodynamic, interpersonal, relational and humanistic schools of counseling. In addition, analytic theories of personality dynamics and development are studied. Emphasis on understanding individuals in the context of their particular childhood experiences, reactions, values and sociocultural environment. Unconscious phenomena are considered. Transference and countertransference reactions are studied.
Credits: 3
Rotating Basis

CPT 502 Counseling Theory and Practice II
An overview of theories and research in various schools of cognitive, behavioral and other modern schools of counseling. Emphasis on understanding the individual in the context of his or her experiences and particular environment. An understanding of the goals and methods used by evidence-based models 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 and ICD systems of diagnosis and classification of mental disorders will be discussed. Prerequisite: Undergraduate or graduate course in Personality unless waived by program director.
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 and ICD systems of diagnosis and classification of mental disorders. 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 social and emotional growth and development. 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 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. Of these, 240 (or approximately 120 hours per semester) must be direct client contact hours. Participation in the intake and screening process, interdisciplinary staff conferences, and professional meetings is required. Students will evaluate individuals, write reports and practice short-term individual, group, couples and family counseling and consultation under the supervision of a licensed 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 30 credits of coursework and departmental approval.
Credits: 3
On Demand

CPT 700M Counseling Internship Practicum I (Marriage and Family Therapy)
The total internship requirement is equivalent to 300 direct client contact hours in an agency setting under the dual guidance of an on-site clinician and a university-based clinical supervisor; approximately 150 hours are to be completed in each semester but more may be completed and applied to post-master's licensure requirements.. Participation in the intake and screening process, interdisciplinary staff conferences, and professional meetings is required. Students will evaluate couples, families and individuals in relation to their family systems, write reports and practice short-term counseling and consultation under the supervision of a licensed 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 30 credits of coursework and departmental approval.
Credits: 3
On Demand

CPT 701C Counseling Internship Practicum II (Mental Health Counseling)
Continuation of internship in CPT 700C in either the same or another university-approved setting. Prerequisite: Satisfactory completion of CPT 700C.
Credits: 3
On Demand

CPT 701M Counseling Internship Practicum II (Marriage and Family Therapy)
Continuation of internship in either the same or another university-approved setting. Prerequisite: Satisfactory completion of CPT 700M.
Credits: 3
On Demand

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

SPC 502 Substance Abuse: Prevention and Intervention
This course focuses on the nature of addiction

including the biological, psychological, social and spiritual aspects of substance abuse across the life span. We will learn about theory and practice of recognized intervention approaches as well as non-traditional methods. We will learn to evaluate whether the client has a mild, moderate or severe substance-abuse disorder and determine the appropriate level of intervention based on our assessment. Other topics include prevention programs; evidence- based programs for different populations, as well as the effects of substance abuse on the family and relapse prevention.
Credits: 3
Rotating Basis

SPC 519 Dynamics of Marital Interaction
An examination of current issues and approaches concerning marriage and couples, which includes a study of marital interaction and approaches to treatment of marital disorders.
Credits: 3
Rotating Basis

SPC 600C Fieldwork: Directed Observation and Practice in Agency Setting (MHC program)
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 B may require repeating the course.
Credits: 3
Rotating Basis

SPC 601 Fieldwork Practicum: Directed Observation and Practice in Schools
To enable the prospective school counselor to become familiar with the environmental and sociological aspects of the school community. Directed observation and practice made within K-12th grade schools of the New York/tri-state area. The students will be required to be an observer and participant within the school setting for 100 hours and complete appropriate projects.
Credits: 3
Rotating Basis

SPC 602 Succeeding with Difficult Clients
This course explores which clients typically tend to be challenging to therapists and how therapists can successfully prevent, repair and/or work productively with "therapeutic ruptures" with challenging clients. The course provides an in-depth understanding of how therapists from a variety of orientations conceptualize and work with challenging clients, and it addresses working with difficult adults, couples, children, teenagers and their parents. It also will help each student to understand how his/her particular "buttons" can be pushed in therapy and how to transcend button pushing in order to be helpful to clients. This course combines lecture, group discussion, interactive exercises, and role-playing.
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. 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. Issues explored will include the nature and scope of counseling, ethics and best practices, and the relationship between counselors and other members of the pupil personnel services team. Collaboration with outside agencies such as social service agencies and vocational and rehabilitative settings will be discussed. The interaction between counseling and the broader education process will be explored by teaching students how to develop a comprehensive guidance plan; this includes how to develop counseling programs and research their effectiveness.
Credits: 3
Rotating Basis

SPC 633 Developmental Psychology I
The focus of this course will be on children from birth through adolescence. 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, and for clinical practice will be addressed.
Credits: 3
Rotating Basis

SPC 634 Developmental Psychology II
The focus of this course will be from adolescence through the geriatric years, as well as death and dying. 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, and for clinical practice will be addressed.
Credits: 3
Rotating Basis

SPC 643 Psycholinguistics and Language Learning
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, dialectical 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

SPC 648 Best Practices in Systemic Crisis Management
This course will introduce the third phase of holistic, systematic mental health crisis management: prevention practices informed by quantitative and qualitative assessment methodologies. Students will learn how to utilize the prevention techniques, strategies, and approaches identified as "best practices" within the Mental Health and School Counseling literature. In addition, students will develop prevention strategies to serve a clinical population of interest to them.
Credits: 3
Rotating Basis

SPC 649 Developing a Holistic Mental Health Crisis Management Plan
This course will link the three phases of holistic, systematic mental health crisis management: proactive prevention, effective case management, and prevention practices informed by quantitative and qualitative assessment methodologies. Students will develop a holistic comprehensive model for a clinical population of interest to them.
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 autism spectrum, depression, anxiety, conduct disorders, attention deficit and hyperactivity disorder and emergent bipolar disorder and schizophrenia. Consideration will be given to genetic, cultural, familial, and social factors in the areas of diagnosis and therapeutic intervention. Psychopharmacology and the use of diagnostic tools such as the DSM and ICD systems of diagnosis and classification of mental disorders will be compared and contrasted with other approaches to diagnosis such as Greenspan's biopsychosocial model. Prerequisite: Undergraduate or graduate course in Personality

unless waived by program director.
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 Counseling Theory and Practice in a Developmental Context I
Theories and research in various psychoanalytic, psychodynamic, interpersonal, relational and humanistic schools of counseling. In addition, analytic theories of personality dynamics and development are studied. Emphasis on understanding individuals in the context of their particular childhood experiences, reactions, values and sociocultural environment. Unconscious phenomena are also considered. Transference and countertransference reactions studied.
Credits: 3
Rotating Basis

SPC 653 Counseling Theory and Practice in a Developmental Context II
An overview of theories and research in various schools of cognitive, behavioral and other modern schools of counseling. Emphasis on understanding the individual in the context of his or her experiences and particular environment. An understanding of the goals and methods used by evidence-based models of counseling.
Credits: 3
Rotating Basis

SPC 654 Introduction to Counseling Process and Application I
A foundation course, introducing the student to the theory and practice of school counseling. It provides a broad exposure to the various current points of view and data-driven, evidence-based techniques in counseling. D A foundation course, introducing the student to the theory and practice of school counseling. It provides a broad exposure to the various current points of view and data-driven, evidence-based techniques in counseling. Development of counselor skills is stressed, with emphasis on ethics and best practices, personal growth and self-awareness. Role-plays will be utilized.
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. There will be a focus on 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 Process and Application II
An advanced study of data-driven, evidence-based counseling techniques with emphasis on case material and role-playing. Special attention will be given to those techniques appropriate to vocational problems and school settings.
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
This course presents an overview of theories of family therapy and the 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. Discussions focus on family law topics (e.g., children's rights, adoption, custody divorce, etc.) contextualized within the scope of government and private agencies that deal with the emotional problems faced by families.
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 for using group techniques for clinical work, school counseling, teaching, community work, tutorial programs, and vocational and educational counseling are considered.
Credits: 3
Rotating Basis

SPC 660B Practicum in Group Work II
Continuation of Practicum in Group Work I.
Credits: 3
Rotating Basis

SPC 661A School Counseling Internship
Practical experience of working with counselees under supervision in a K-12 school for a minimum of 300 clock hours. This course requires a 300 hour internship experience either in grades K-8 or in grades 9-12 and is given in conjunction with SPC 661D. Together the two courses will provide the student with a total of 600 hours of internship comprised of a minimum of 240 clock hours of supervised direct student service in group counseling, individual counseling and school counseling core curriculum lesson delivery and a minimum of 360 supervised clock hours focusing on developing, implementing and evaluating key school counseling program elements. In addition, students also participate in weekly seminars to discuss and evaluate the counseling process.
Credits: 3
Rotating Basis

SPC 661B School Counseling Internship - Bilingual
Continuation of internship in SPC 661A or SPC 661D. Practical experience of working with students who are English language learners (ELLs) and/or Multilingual Learners (MLs) under supervision in a K-12 school for a minimum of 300 clock hours. This course requires a 300 hour internship experience either in grades K-8 or in grades 9-12 and is given in conjunction with either SPC 661A or SPC 661D. Together the two courses ill provide the student with a total of 600 hours of internship comprised of a minimum of 240 clock hours of supervised direct student service in group counseling, individual counseling and school counseling core curriculum lesson delivery and a minimum of 360 supervised clock hours focused on developing, implementing and evaluating key school counseling program elements.
Credits: 3
Rotating Basis

SPC 661D School Counseling Internship II
Continuation of internship in SPC 661A or SPC 661D. Practical experience of working with counselees under supervision in a K-12 school for a minimum of 300 clock hours. This course requires a 300 hour internship experience either in grades K-8 or in grades 9-12 and is given in conjunction with SPC 661D. Together the two courses will provide the student with a total of 600 hours of internship comprised of a minimum of 240 clock hours of supervised direct student service in group counseling, individual counseling and school

counseling core curriculum lesson delivery and a minimum of 360 supervised clock hours focused on developing, implementing and evaluating key school counseling elements. In addition, students also participate in weekly seminars to discuss and evaluate the counseling process.
Credits: 3
Rotating Basis

SPC 668B Diagnostic Tools for Measurement - Bilingual
Emphasis on bilingual testing and cultural diversity; the function of measurement and evaluation with non-English speakers; validity, reliability, norms and potential biases with English language learners; administration and interpretation of tests; role-playing; and communication of test results to parents who do not speak English.
Credits: 3
Rotating Basis

SPC 675 Introduction to the Techniques of Substance Abuse Counseling
This course will examine the role of the therapist in the assessment and treatment of substance abuse and addiction. We will explore such topics as the stages of addiction and change, diagnostic and assessment tools, adolescent and adult substance abuse, individual, group and family interventions, working with the dually-diagnosed client and the learning and practice of evidence-based treatments for substance use disorders (SUDs). Evidence-based approaches to be covered include pharmacotherapies, Cognitive-Behavioral Therapy, Motivational Enhancement Therapy, Multi-Systemic Therapy, the CRAFT approach (Community Reinforcement and Family Training) and 12- Step Self-Help Groups (Alcoholics Anonymous and Narcotics Anonymous).
Credits: 3
Rotating Basis

SPC 678 Physical and Pharmacological Effects of Substance Abuse
This course focuses on the longstanding history of substance abuse disorders as a prevalent and multifaceted mental health issue for society. One key aspect of understanding substance abuse and addiction is to learn about the physical and pharmacological effects of drugs and alcohol on the substance abuser. In this course we will learn about the user's physiological response to alcohol and other drugs as they occur during intoxication, harmful use, and with increased use, dependence/addiction. We will also look closely at the process of withdrawal as it relates to various substances including alcohol, heroin and nicotine.
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, classroom observations and work sample analyses as well as formal assessment by shadowing a school psychologist. Students will distinguish between typical and atypical patterns of behavior, taking into consideration cultural, social and other factors. 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. 90 hours in a school setting will be required. Prerequisite: SPC 721A and SPC 722A.
Credits: 3
Rotating Basis

SPC 680B Fieldwork: Observation in School Settings-Bilingual program
Students will observe English language learners, their parents, teachers, and counselors in a variety of general and special educational settings, counseling, and assessment sessions. They will learn informal assessment techniques, including interviews, classroom observations and work sample analyses as well as formal assessment by shadowing a bilingual school psychologist. Students will distinguish between typical and atypical patterns of behavior, taking into consideration cultural, social and other factors. 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 bilingual school psychologist will be examined. 90 hours in a school setting will be required. Prerequisite: SPC 721A, SPC 722A.
Credits: 3
Rotating Basis

SPC 682 Work, Careers and Vocational Development
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 Planning and Implementing Interventions to Meet Student Needs
This course focuses on classroom intervention issues as well as one-on-one therapeutic modalities in working with children with developmental and learning disorders. Particular emphasis is given to the treatment 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 (may be waived at the discretion of the program director).
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 and collaborative 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 may be taken concurrently with the internship. 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 and RTI 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. 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, inventories, and the Rorschach. 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 in the context of RTI. 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 732 Research Methods
Students will learn to analyze research in psychology, counseling, therapy 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, mental health counseling, and marriage and family therapy, and design research proposals.
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 school 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. Students will also learn to use Web-based tools for college advisement.
Credits: 3
Rotating Basis

SPC 745G Counseling Issues with the LGBTQIA+ 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,Transgender Queer, Intersex and Asexual 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. There will be a focus on individual planning, assessment, career, college, and transitional planning. Current issues and special programs in high school counseling will also be discussed.
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 culturally diverse 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 those experiencing loss and grief. Session topics will include grief in individuals, within families and in educational settings; developmental issues, school and clinic 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 peoples' lives.
Credits: 3
Rotating Basis

SPC 745R Resiliency-Focused Counseling
Traditional counseling and therapy approaches rely on a damage model. This course will instead explore counseling from a strength-based perspective. Counseling approaches which rely on an individual's resiliencies will be explored. Techniques which make use of success experiences in a person's life will be examined.
Credits: 3
Rotating Basis

SPC 747 Elementary School Counseling
This course will examine the evolving role and unique responsibilities of the elementary school counselor. It will address the academic,

developmental, emotional, and social needs and concerns of the elementary school student. It will also focus on issues related to working with parents, teachers, and other school personnel. This course will employ didactic presentations, role plays, and case studies to illustrate the best practices for counseling students in the elementary grades.
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.
Credits: 3
Rotating Basis

SPC 751 Technology for School Counselors
This course will focus on how school counselors can incorporate technology into the delivery of academic, personal/social and college/career readiness. In addition, students will learn to utilize technology resources to analyze school counseling effectiveness, as well as the promotion of school counseling programs. Students will obtain a full list of technology resources to use such as surveys in Google Docs, Webinars, school counseling websites and presentation development.
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. Techniques used to enhance self-esteem, self-awareness and social skills 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 total internship requirement is equivalent to two semesters of full-time placement (600 hours each semester)in a school setting under the dual guidance of an on-site staff psychologist and a university-based clinical supervisor. Participation in the intake and screening process, individual evaluations, interdisciplinary staff conferences, parent conferences and professional meetings is required. Students will evaluate children, and/or adolescents, write reports, implement the RTI model, do functional behavioral assessments, 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. 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 (600 hours each semester)in a school setting, working with bilingual students/English language learners under the dual guidance of an on-site staff psychologist and a university-based clinical supervisor. Participation in the intake and screening process, individual evaluations, interdisciplinary staff conferences, parent conferences and professional meetings is required. Students will evaluate children and/or adolescents, write reports, implement the RTI model, do functional behavioral assessments, and practice short-term counseling and consultation in the target language 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. 781B for Bilingual Program. 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 781A in either the same or another university-approved setting. 782A for General Program, Prerequisite: SPC 781A.
Credits: 3
Rotating Basis

SPC 782B Internship School Psychology II - Bilingual
Continuation of internship in SPC 781B in either the same or another university-approved setting. SPC 782B for Bilingual Program. Prerequisite: SPC 781B.
Credits: 3
Rotating Basis

SPC 790 Mind-Body Methods in Counseling
This course will introduce the student to the history and development of various Eastern and Western mind-body methods that have been proven useful in counseling. Students will learn the cognitive-behavioral therapy applications of specific mind-body disciplines to treat and address common problems and concerns encountered in both clinical and school settings. Mind-body approaches to be covered include: techniques and methods of progressive relaxation, breathing exercises, visualization, meditation, and mindfulness practices. Popular stress reduction practices, such as yoga, tai chi, qi gong, and reiki, will be evaluated. Integration of mind body methods with cognitive-behavior therapy will be taught. The course will be both didactic and experiential, with students receiving "hands on" practice of the methods taught.
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

SPC 793 Human Sexuality in Counseling: Lifespan and Clinical Perspectives
This course equips Mental Health Counselors (MHC), Marriage and Family Therapists (MFT) School Counselors, and School Psychologists with the knowledge and clinical skills to address human

sexuality issues across diverse settings. Using a developmental, systemic, and biopsychosocial lens, the course explores sexual development from childhood through adulthood. MHC and MFT students will focus on the assessment, diagnosis (DSM-5-TR), and treatment of adult sexual dysfunctions and relational intimacy. School Counseling and School Psychology students will focus on K-12 crisis intervention, student advocacy, systemic school-wide support, and collaboration within a student's microsystem (parents, teachers, and school psychologists).
Credits: 3
Rotating Basis

EDUCATIONAL LEADERSHIP

LIU Hudson's Educational Leadership programs are designed for professional Pre 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 School Administrator. Depending upon qualifications, it may include the Superintendent Extension. 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 Professional Standards for Educational Leaders (PSELS). The Educational Leadership programs are accredited by the Association for Advancing Quality in Educator Preparation (AAQEP).

Inquiries may be directed to:

Co-Director, Educational Leadership (Rockland sites)
914-831-2709

Co-Director, Educational Leadership (Westchester sites); Ed.D. Advisor
914-831-2706

Admission Requirements

For the Master's Degree candidate:

- Bachelor's degree with a minimum 3.0 GPA or 3.2 minimum GPA in a graduate program. (In special circumstances an applicant with a lower GPA may be admitted as a limited matriculant.)
- Students newly admitted to an advanced certificate or master's degree programs in educational leadership will be required by New York State to submit evidence of having taken a standardized examination that provides an indication of future success as a school leader.
- 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 3.2 GPA
- 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 Professional Administrator certification, to possess a permanent or professional certificate in classroom teaching or pupil personnel services, 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.

All students applying for New York State certification are required to complete 6 hours of DASA (Dignity for All Students Act) training.

M.S.Ed. 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 online 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 Professional Administator certification and may qualify for the Superintendent Extenrion, 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. Educational Leadership
(36 credits Required)

[Program Code: 44365]

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: Facing Curriculum and Educational Issues	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 Oganization, 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
EDL	654	Leadership in Standards Based Curriculum	3.00

Additional Requirements

- Development of a portfolio internship project
- DASA (Dignity for All Students Act) Training

Minimum GPA: 3.00

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 Professional Administrationcertification. It also assists the graduate in meeting the academic requirements for superintendent and principal in New Jersey.

As the role of the 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
5. Curriculum & Instruction.

Advanced Certificate Educational Leadership

(30 credits required)

[Program Code: 44412]

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: Facing Curriculum and Educational Issues	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: Facing Curriculum and Educational 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
EDL	654	Leadership in Standards Based Curriculum	3.00

Additional Requirements

- Development of a portfolio internship project
- DASA (Dignity for All Students Act) Training

Minimum GPA: 3.00

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.
* Administrative Core I need not be the first course taken in the program.
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 artificial intelligence to solve administrative problems. Administrative Core I (EDL 630) must be taken before Core II. In addition, this course provides prospective school leaders with an understanding that educating students for their successful and productive futures requires new paradigms.
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 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 ethics, and the ethics 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
The purpose of this course is to equip leaders with skills and knowledge of public school finance to partner with families and community to make informed leadership decisions for each student. This course is a study of public school finance. Major topics include the development of public school finance in the United States; principles of school finance; revenues; expenditures and indebtedness; fiscal problems; the foundation program; fiscal control and school support formulas.
Prerequisite of EDL 631 is required.
Credits: 3
Rotating Basis

EDL 637 The Supervisor in The School Setting
This 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, ethical and legal issues in school district administration; the school district administrator and organizational decision- making; emerging responsibilities in working relationships among school district administrators, the board and members of the community; and critical economic, political and social issues confronting educational leadership including culturally responsive practices.The final project is an in depth analysis of a district including financial, capital, resource and personnel management practices and issues.
Credits: 3
Rotating Basis

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, NYS Part 200, newly revised ADA regulations and Every Student Succeeds Act (ESSA). Major concepts to be covered include: Least Restrictive Environment/Continuum of Services; The Individual Education Plan, including evaluation and the multi-disciplinary team; Due Process, including Parental Rights and procedural safeguards; Free Appropriate Public Education and Response to Intervention as they relate to students' academic success and well-being.
Credits: 3
Rotating Basis

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 to assist the school administrator in promoting the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. 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 (the bases of EDL 630 and EDL 631) 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 (the bases of EDL 630 and EDL 631) 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 654 Leadership in Standards Based Curriculum
This course is designed to give students a clear understanding of what the K-12 Common Core State Standards (CCSS) were, how they developed into the Next Gen Learning Standards, the human values and guiding principles they serve, and how they can best be used to enrich children's lives and enhance classroom instruction. Students will research and examine pragmatic strategies supported by examples from a diverse range of sources. Topics include: empowering administrators and teachers to partner in implementing the standards, communicating with parents, designing formative assessments that measure mastery of the standards, and ensuring that the standards benefit all learners, including English language learners and those with special needs. Attention is given to the Framework for Culturally Responsive-Sustaining Education and its guidance with respect to English Language Learners.
Credits: 3
Rotating Basis

PHARMACEUTICS

Specializations in: Industrial Pharmacy and Cosmetic Science

The M.S in Pharmaceutics is a fully online, career-oriented program. 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 coursework taught by experienced professionals, from both industries, who combine their practical experiences with the basic theories that underlie their courses. LIU Hudson faculty hail from areas with heavy concentrations of the pharmaceutical industry and healthcare institutions, thereby assuring that students benefit from skilled LIU Hudson faculty with both domestic and international experience.

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 subject areas include pharmaceutical research and development, manufacturing, analytical methods, biostatistics, pharmacokinetics, 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 focuses on the development and formulation of cosmetic products. In addition, the program includes an appropriate blend of coursework in the areas of pharmaceutical formulation. This combination of the subject matter will help the student to function more effectively in the cosmetic industry.

Inquiries may be directed to:

Director, Pharmaceutics Programs
914-831-2718

M.S. Pharmaceutics (with specializations in Industrial Pharmacy or Cosmetic Science)

Admission Requirements
Applicants must have a baccalaureate degree, including calculus, from an accredited institution and a successful record of achievement in undergraduate studies with a major in pharmacy, biology, chemistry, biochemistry, physics or a related field.

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 GPA. 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]

PHS	010	Biostatistics	3.00
PHS	902	Pharmaceutical Regulatory Overview	3.00
PHS	931	Advanced Physical Pharmacy I	3.00
PHS	932	Advanced Physical Pharmacy II	3.00
PHS	934	Principles of Industrial Pharmacy I	3.00
PHS	935	Principles of Industrial Pharmacy II	3.00
PHS	936	Dosage Form Design	3.00
PHS	950	Cosmetic /Dermatological Formulations and Technology I	3.00
PHS	960	Properties/Applications of Cosmetic and Pharmaceutical Raw Materials	3.00
PHS	972	Methods of Pharmaceutical Analysis	3.00
PHS	987	Advanced Biopharmaceutics/ Pharmacokinetics	3.00
		One additional course from one of the following:	3.00
PHS	022	Seminar in Cosmetic Science	
PHS	070	Special Project in Cosmetic Formulations	
PHS	951	Cosmetic / Dermatological Formulations and Technology II	
		or a course at LIU Brooklyn approved by the Director	

Students must pass the written comprehensive examination.
Minimum GPA: 3.00

M.S. in Pharmaceutics with Specialization in Cosmetic Science - 33 Credits

[Program Code: 30469]

PHS	010	Biostatistics	3.00
PHS	022	Seminar in Cosmetic Science	3.00
PHS	070	Special Project in Cosmetic Formulations	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	950	Cosmetic / Dermatological Formulations and Technology I	3.00
PHS	951	Cosmetic / Dermatological Formulations and Technology II	3.00
PHS	953	Color in Cosmetic Delivery Systems	3.00
PHS	960	Properties/Applications of Cosmetic and Pharmaceutical Raw Materials	3.00
PHS	972	Methods of Pharmaceutical Analysis	3.00
		One of the above courses may be substituted with:	

PHS	902	Pharmaceutical Regulatory Overview
PHS	936	Dosage Form Design
PHS	987	Advanced Biopharmaceutics and Pharmacokinetics
		or a course at LIU Brooklyn approved by the Director

Students must pass the written comprehensive examination.
Minimum GPA: 3.00

Pharmaceutics Courses

PHS 010 Biostatistics
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
On Demand

PHS 22 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.
Must be in the Hudson Pharmacy Program to enroll
Credits: 3
Rotating Basis

PHS 70 Special Problems
Laboratory, fieldwork or library research in the various areas of specialization. Pass-Fail only.
Permission of the instructor required.
Must be in the Hudson Pharmacy Program to enroll
Credits: 3
Rotating Basis

PHS 760 Dermal and Transdermal Products: Development and Regulations
This course will cover the basic concepts of dermal and transdermal drug delivery such as formulation types and properties, as well as a mechanistic understanding of drug release from the formulation, partitioning, and disposition kinetics of the API in the skin.
Credits: 3
Rotating Basis

PHS 902 Pharmaceutical Regulatory Overview
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.
Must be in the Hudson Pharmacy Program to enroll
Credits: 3
Rotating Basis

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.
Must be a Hudson Pharmacy student, or receive permission to enroll.
Credits: 3
Rotating Basis

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.
Must be in the Hudson Pharmacy Program to enroll
Credits: 3
Rotating Basis

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.
Must be in the Hudson School of Pharmacy.
Credits: 3
Rotating Basis

PHS 935 Principles of Industrial Pharmacy II
The course builds on the foundation developed in PHS 934, and provides students the theory and practical knowledge required to develop and design manufacturing processes for lab-scale to commercial scale productions that utilize current equipment trains. Concepts of Pharmaceutical Engineering will be emphasized.
The prerequisite for this course is PHS 934.
Limited to 20 students.
Must be a Hudson Pharmacy student, or receive permission to enroll.
Credits: 3
Rotating Basis

PHS 936 Dosage Form Design
Biopharmaceutics 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.
Must be in the Hudson Pharmacy Program to enroll
Credits: 3
Rotating Basis

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.
Must be in the Hudson Pharmacy Program to enroll
Credits: 3
Rotating Basis

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.
Must be a Hudson Pharmacy student, or receive permission to enroll.
Credits: 3
Rotating Basis

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.
Must be in the Hudson Pharmacy Program to enroll
Credits: 3
Rotating Basis

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.
Must be in the Hudson Pharmacy Program to enroll
Credits: 3
Rotating Basis

PHS 983 Color in Cosmetic Delivery Systems
This course provides a comprehensive look at the broad spectrum of color additives and their use in color cosmetics. Topics on color additives will include inorganic, organic, and effect pigments, their regulation, properties, and color selection. Formulation and processing of the major classes of color cosmetics will also be covered. Fragrance as a science as a commercial endeavor, includes the sense of smell, the history of fragrance, natural products and aroma chemicals used in fragrances, fragrance applications in personal care and household products, the physical chemistry of fragrance solutions, safety and regulatory requirements, the emotional and psychological effects of odors, and marketing considerations.
Must be in the Hudson School of Pharmacy.
Credits: 3
Rotating Basis

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.
Must be in the Hudson Pharmacy Program to enroll
Credits: 3
Rotating Basis

PUBLIC ADMINSTRATION

The MPA in Public Administration, offered both online and face-to-face, prepares public service or health professionals for managerial positions in government and non-profit sectors It is open to students from all undergraduate fields and provides the foundations and advanced applications fundamental to 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 nonprofit 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 administration projects.

The MPA in Public Administration is a 39 credit degree program and is structured as follows:

1. Five introductory courses (15 credits) covering:
    a. Principles of public administration
    b. Organizational theory
    c. The economic environment
    d. Applied research methods
    e. The public policy process.
2. Three advanced courses (9 credits) covering:
    a. Human Resources Management
    b. Budgeting and finance
    c. The legal environment and administrative responsibilities
    3. Three electives (9 credits) in public administration
    4. A research project (6 credits) in which the knowledge and skills gained are applied to analyze a significant organizational or policy issue

Inquiries may be directed to:

Program Director, Health and Public Administration Programs
914-831-2700

Admission Requirements

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:

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

M.P.A. in Public Administration

The 39-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 (39 Credits)
[Program Code: 81245]

Core Courses: Required (15 credits)

MPA	501	Principles of Public Administration	3.00
MPA	502	Organizational Theory and Behavior in the Public Sector	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

Advanced Courses: Required Public Administration Segment (9 credits)

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

Electives (9 credits)
Three electives in the 700 series

Capstone Experience: Required (6 credits)

PAD	707	Research Project Consultation and Seminar	3.00
PAD	708	Research Project	3.00

Minimum GPA: 3.00

Public and Health Administration Courses

All courses are grouped by major code designations:
MPA – General Core Courses
HAD – Health Administration Courses
PAD – Public Administration Courses

Health Administration Courses

HAD 602 Human Resources Administration in Health Care
An exploration of the theories and practices of Human Resources 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 Special Project 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 special project proposal.
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 Special Project in Health Administration
The second semester is spent in the implementation of the special project
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 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

General Core Courses

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 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 707 Workforce Evaluation and Development
This course is devoted to developing an understanding of the activities, issues and challenges encountered in workforce evaluation and development. Topics include: psychological testing, leadership development, and a variety of training methodologies.
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

Public Administration Courses

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 Special Project 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 special project proposal.
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 Special Project in Public Administration
The second semester is spent in the implementation of the special project.
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

TEACHER EDUCATION

LIU Hudson provides a broad range of programs, both face-to-face and online, for those seeking initial and professional certification and enhanced teaching expertise. 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 following an undergraduate experience.

While the information in this catalog provides an overview of LIU Hudson's master's degrees and advanced certificate programs, potential candidates are urged to consult with a program director to determine which 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 clinically rich experiences, LIU faculty ensure that teacher education candidates integrate theory with the realities of the pre-K-12 classroom, 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 Association for Advancing Quality in Educator Preparation (AAQEP). In addition to classroom teaching, LIU Hudson offers programs in School Counseling, School Psychology and Educational Leadership. Regardless of a student's prior training, the faculty and staff of LIU Hudson offer personalized attention in a caring and supportive environment designed with the adult student in mind.

Inquiries may be directed to:

Placement Support
914-831-2700

Program Director, TESOL, Bilingual Education, and Languages Other than English
914-831-2711

Program Director, Literacy, Early Childhood, Childhood, and Adolescence
914-831-2717

Program Director, Special Education
914-831-2715

Admission Requirements

1. Bachelor's degree from an accredited institution with a minimum GPA of 3.00
2. Two professional letters of recommendation
3. An interview (virtual or face-to-face) may be required.
4. A written statement of professional goals

M.S. Ed. Comprehensive Exam Requirement

Students in all M.S. Ed. in Teaching programs must pass the regularly administered Comprehensive Examination. The exam is a degree requirement and should be successfully completed one semester prior to the final semester in the program.

New York State Teacher Certification Requirements

- Certain certifications require specific liberal arts requirements. Students must consult their advisors to determine the requirements that apply for their particular certification(s).
- Certain certifications require underlying certificates. Students must consult their advisors to clarify which underlying certificates are required for their programs.
- All students applying for New York State certification are required to complete 6 hours of DASA (Dignity for All Students Act) training.
- To become certified in special education in New York State students must complete the mandated three-hour autism workshop.
- Students must pass all required state exams. The point at which these exams should be taken within any program should be addressed with their advisors.

Note: Students who wish to be certified in any state other than New York, please consult the education department in the appropriate state.

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; WECCMSED]

Tier I: Core Courses (12 credits)

TED	501	Lives of Children and Adolescents	3.00
TED	505	Issues In Education	3.00
TED	510	Introduction to Students With Disabilities	3.00
TED	515	Perspectives on Multicultural and Literacy Education	3.00

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

- Maintain a GPA of 3.0 or above
- Demonstrate competency in writing

Tier II: Methods Courses (25 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	640	Phonological Awareness and Methods of Beginning Reading	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

Tier III: Field Experiences (6 credits)

TED	701	Field Experiences in Early Child./Childhood Education	2.00

And one of the following:

TED	707	Seminar and Student Teaching: Early Childhood/ Childhood Education	4.00
TED	708	Seminar and Supervised Teaching: Early Childhood/Childhood Education	4.00

Minimum GPA: 3.00

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

44 Credits Required

[Program Code: 28606; WECSEMSED*]*

Prerequisites: Liberal Arts requirements for teacher certification in childhood education

Tier I: Core Courses (12 credits)

TED	501	Lives of Children and Adolescents	3.00

TED	505	Issues In Education	3.00
TED	510	Introduction to Students With Disabilities	3.00
TED	515	Perspectives on Multicultural and Literacy Education	3.00

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

- Maintain a GPA of 3.0 or above
- Demonstrate competency in writing

Tier II: Methods Courses (28 credits)

TED	520	Language and Literacy	3.00
TED	545	Promoting Wellness in the Classroom	1.00
TED	600	Introduction to Students with Learning Problems	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
TED	640	Phonological Awareness and Methods of 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
SPC	650	Developmental Psychopathology	3.00

Tier III: Field Experiences (4 credits)

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

Minimum GPA: 3.00

M.S.Ed. in Early Childhood (Birth - Grade 2) / Literacy All Grades)

44 Credits Required

[Program Code: 28607; WECLMSED*]*

Tier I: Core Courses (12 credits)

TED	501	Lives of Children and Adolescents	3.00
TED	505	Issues in Education	3.00
TED	510	Introduction to Students With Disabilities	3.00
TED	515	Perspectives on Multicultural and Literacy Education	3.00

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

- Maintain a GPA of 3.0 or above
- Demonstrate competency in writing

Tier II: Methods Courses (28 credits)

TED	520	Language & Literacy	3.00
TED	545	Promoting Wellness in the Classroom	1.00
TED	610	Assessing Students w/ Literacy and Learning Problems	3.00
TED	625	Interventions in Reading	3.00
TED	640	Phonological Awareness and Methods of Beginning Reading	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	665	Literacy K-12 for English Language Learners	3.00
TED	710	Practicum in Literacy for Students with Learning Problems: Level I	3.00
TED	715	Practicum in Literacy for Students with Learning Problems: Level II	3.99

Tier III: Field Experiences (4 credits)

One of the following:

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

All students applying for New York State certification are required to complete 6 hours of DASA (Dignity for All Students Act) training.

Minimum GPA: 3.00

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

14 Credits Required

[Program Code: 29697; WECECRT*]*

Prerequisites:

- Master's degree
- Prior Certification
- TED 501 (Lives of Children and Adolescents) or its equivalent

TED	520	Language & Literacy	3.00
TED	640	Phonological Awareness and Methods of 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

One of the following (2 credits):

TED	729	Seminar and Student Teaching: Early Childhood Education	2.00
TED	732	Seminar and Supervised Teaching: Early Childhood Education	2.00

Minimum GPA: 3.00

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; WECCSCRT*]*

Prerequisites:

- Master's degree
- Certification in Childhood Education (Gr. 1-6); Elementary Education (Pre K-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 501 (Lives of Children and Adolescents) or its equivalent

TED	520	Language and Literacy	3.00

TED	600	Introduction to Students with Learning Problems	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
TED	640	Phonological Awareness and Methods of Beginning Reading	3.00
SPC	650	Developmental Psychopathology	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

One of the following (2 credits):

TED	741	Seminar and Student Teaching: Early Childhood and Early Childhood Special Education	2.00
TED	742	Seminar and Supervised Teaching: Early Childhood/Early Childhood Special Education	2.00

Minimum GPA: 3.00

CHILDHOOD EDUCATION (GRADES 1 - 6)

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

37 Credits Required

[Program Code: 27164; WCEMSED]

Prerequisites: Liberal Arts requirements for teacher certification in childhood education

Tier I: Core Courses (12 credits)

TED	501	Lives of Children and Adolescents	3.00
TED	505	Issues In Education	3.00
TED	510	Introduction to Students With Disabilities	3.00
TED	515	Perspectives on Multicultural and Literacy Education	3.00

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

- Maintain a GPA 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
TED	709	Seminar and Student/Supervised Teaching: Childhood	4.00

Minimum GPA: 3.00

M.S.Ed. in Childhood Education and Students with Disabilities (All Grades)

47 Credits Required

[Program Code: 27166; WCESWDMSED*]*

Prerequisites:

- Liberal Arts requirements for teacher certification in childhood education .

Tier I: Core Courses (12 credits)

TED	501	Lives of Children and Adolescents	3.00
TED	505	Issues In Education	3.00
TED	510	Introduction to Students with Disabilities	3.00
TED	515	Perspectives on Multicultural and Literacy Education	3.00

Tier II: Methods Courses (31 credits)

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	Students with High Incidence Disabilities	3.00
TED	605	Teaching Students with Disabilities in Inclusive Classrooms	3.00
TED	610	Assessing Students with Learning Problems	3.00
TED	615	Classroom Management in Inclusive Settings	3.00
TED	625	Interventions in Literacy	3.00
TED	710	Practicum in Literacy for Students with Learning Problems I	3.00
TED	715	Practicum in Literacy for Students with Learning Problems II	3.00

Tier III: Field Experiences (4 credits)

TED	725	Seminar and Student/Supervised Teaching: Childhood and SWD - PreK -12	4.00

Minimum GPA: 3.00

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

47 Credits Required

[Program Code: 27165; WCELMSED*]*

Prerequisites: Liberal Arts requirements for teacher certification in childhood education

Tier I: Core Courses (12 credits)

TED	501	Lives of Children and Adolescents	3.00
TED	505	Issues In Education	3.00
TED	510	Introduction to Students With Disabilities	3.00
TED	515	Perspectives on Multicultural and Literacy Education	3.00

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

- Maintain a GPA of 3.0 or above
- Demonstrate competence in writing

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

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	625	Interventions In Reading	3.00
TED	627	Content Area Literacy	3.00
TED	640	Phonological Awareness and Methods of Beginning Reading Instruction	3.00
TED	665	Literacy K-12 for English Language Learners	3.00
TED	710	Practicum in Literacy for Students with Learning Problems: Level I	3.00
TED	715	Practicum in Literacy for Students with Learning Problems: Level II	3.00

Tier III: Field Experiences (4 credits)

One of the following:

TED	709	Seminar and Student/Supervised Teaching: Childhood	4.00

Minimum GPA: 3.00

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

46 Credits Required

[Program Code: 27174; WCETMSED]

Prerequisite:

- A course in child development (TED 501 Lives of Children and Adolescents) or its equivalent)
- Liberal Arts requirements for teacher certification in childhood education

Tier I: Core Courses (9 credits)

TED	505	Issues In Education	3.00
TED	510	Introduction to Students With Disabilities	3.00
TED	515	Perspectives on Multicultural and Literacy Education	3.00

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

- Maintain a GPA 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

And 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

Minimum GPA: 3.00

Advanced Certificate in Childhood Education

17 Credits Required

[Program Code: 32984; WCH1-6CRT*]*

Prerequisites:

- Prior teaching certification
- Master's degree
- TED 501 Lives of Children and Adolescents 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 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

Minimum GPA: 3.00

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

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

37 Credits Required

[Program Code: 27331; WMCEMSED*]*

Prerequisites:

- A major (or an equivalent 30 credits) in English
- Course in LOTE

Tier I: Core Courses (12 credits)

TED	505	Issues In Education	3.00
TED	510	Introduction to Students With Disabilities	3.00
TED	515	Perspectives on Multicultural and Literacy 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 GPA of 3.0 or above
- Demonstrate competence in writing

Tier II: Methods Courses (19 credits)

TED	501	Lives of Children and Adolescents	3.00
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 and Social Studies	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

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

Minimum GPA: 3.00

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

37 Credits Required

[Program Code: 27330; WMCSSMSED*]*

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
- Course in LOTE

Tier I: Core Courses (12 credits)

TED	505	Issues In Education	3.00
TED	510	Introduction to Students With Disabilities	3.00
TED	515	Perspectives on Multicultural and Literacy 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 GPA of 3.0 or above
- Demonstrate competence in writing

Tier II: Methods Courses (19 credits)

TED	501	Lives of Children and Adolescents	3.00
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 and Social Studies	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

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

Minimum GPA: 3.00

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

37 Credits Required

[Program Code: 27160; WCAMMSED]

Prerequisites:

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

Tier I: Core Courses (12 credits)

TED	505	Issues In Education	3.00
TED	510	Introduction to Students With Disabilities	3.00
TED	515	Perspectives on Multicultural and Literacy 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 GPA of 3.0 or above
- Demonstrate competence in writing

Tier II: Methods Courses (19 credits)

TED	501	Lives of Children and Adolescents	3.00
TED	545	Promoting Wellness in the Classroom	1.00
TED	550	Teaching Literacy and Langauge 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 and Science	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

And 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

Minimum GPA: 3.00

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

37 Credits Required

[Program Code: 27161; WMCASMSED*]*

Prerequisites:

- Major or equivalent in the area of certification (biology, chemistry, earth science or physics)
- Course in LOTE

Tier I: Core courses (12 credits)

TED	505	Issues In Education	3.00
TED	510	Introduction to Students with Disabilities	3.00
TED	515	Perspectives on Multicultural and Literacy 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 GPA of 3.0 or above
- Demonstrate competence in writing

Tier II: Methods Courses (19 credits)

TED	501	Lives of Children and Adolescents	3.00
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	6__	Education Elective	3.00

Tier III: Field Experiences (6 credits)

TED	745	Field Experience in Middle Childhood and Adolescence Education	2.00

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

Minimum GPA: 3.00

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

37 Credits Required

[Program Code: 28225; WLOEMSED*]*

Prerequisite:

- A major or its equivalent in each language for which certification is being sought

Tier I: Core Courses (12 credits)

TED	501	Lives of Children and Adolescents	3.00
TED	505	Issues In Education	3.00
TED	510	Introduction to Students With Disabilities	3.00
TED	520	Language & Literacy	3.00

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

- Maintain a GPA 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	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

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

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

Minimum GPA: 3.00

M.S.Ed. Special Education (Adolescence) and Subject Areas

See Teacher Education - Special Education section for program requirements.

Advanced Certificate Middle Childhood and Adolescence English (Grades 5 - 12)

31 Credits Required

[Program Code: 27558; WMCAECRT*]*

Prerequisites:

- Master's degree
- A major or its equivalent in English
- A course in adolescent development or its equivalent
- Course in LOTE/Culture

Tier I: Core Courses (12 credits)

TED	505	Issues In Education	3.00
TED	510	Introduction to Students With Disabilities	3.00
TED	515	Perspectives on Multicultural and Literacy 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 GPA 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 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 and Social Studies	3.00

Tier III: Field Experiences (6 credits)

TED	745	Field Experience: Middle Childhood and Adolescence	2.00

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

Minimum GPA: 3.00

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

31 Credits Required

[Program Code: 27559; WMCSSCRT*]*

Prerequisites:

- Master's degree
- 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
- Course in LOTE/Culture

Tier I: Core Courses (12 credits)

TED	505	Issues In Education	3.00
TED	510	Introduction to Students With Disabilities	3.00
TED	515	Perspectives on Multicultural and Literacy 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 GPA 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 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 and Social Studies	3.00

Tier III: Field Experiences (6 credits)

TED	745	Field Experience: Middle Childhood and Adolescence Education	2.00

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

Minimum GPA: 3.00

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

31 Credits Required

[Program Code: 27560; WMCAMCRT*]*

Prerequisites:

- Master's degree
- A major or its equivalent in mathematics including at least two semesters of calculus
- A course in adolescent development or its equivalent
- Course in LOTE/Culture

Tier I: Core Courses (12 credits)

TED	505	Issues In Education	3.00
TED	510	Introduction to Students With Disabilities	3.00
TED	515	Perspectives on Multicultural and Literacy 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 GPA 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 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 and Science	3.00

Tier III: Field Experiences (6 credits)

TED	745	Field Experience: Middle Childhood and Adolescence	2.00

And one of the following:

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

Minimum GPA: 3.00

Advanced Certificate Middle Childhood and Adolescence Science (Grades 5 - 12)

31 Credits Required

[Program Code: 27561; WMCASCRT]

Prerequisite:

- Master's degree
- 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)
- Course in LOTE/Culture

Tier I: Core Courses (12 credits)

TED	505	Issues In Education	3.00
TED	510	Introduction to Students With Disabilities	3.00
TED	515	Perspectives on Multicultural and Literacy 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 GPA 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

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

Minimum GPA: 3.00

SPECIAL EDUCATION

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

See Teacher Education - Early Childhood Education (Birth - Grade 2) for program requirements.

M.S.Ed. Childhood Special Education and Students with Disabilities (All Grades)

See Teacher Education - Childhood Education and Students with Disabilities (All Grades) for program requirements.

M.S.Ed. Students with Disabilities PreK-12 and Literacy All Grades

36 Credits Required

[Program Code: 27167; WSWDLITMSE*]*

Prerequisites:

- Prior Teacher Certification
- 6 credits each in English, Social Studies, Science, Mathematics

TED	510	Introduction to Students With Disabilities	3.00
TED	520	Language & Literacy	3.00
TED	600	Developing IEPs for Students with High Incidence Disabilities	3.00
TED	605	Teaching Students with Disabilities in Inclusive Settings	
TED	610	Assessing Students with Literacy and Learning Problems	3.00
TED	615	Classroom Management in Inclusive Settings	3.00
TED	625	Interventions in Reading and Writing	3.00
TED	640	Phonological Awareness and Methods of Beginning Reading Instruction	3.00
TED	645	Methods of Teaching Writing	3.00

OR

TED	560	Teaching Methods in Middle Childhood and Adolescence Education: General*	
TED	665	Literacy K-12 for English Language Learners	3.00
TED	710	Practicum in Literacy for Students with Learning Problems: Level I	3.00
TED	715	Practicum in Literacy for Students with Learning Problems: Level II	3.00

* For those certified in one subject matter area (e.g., English 7-12) this course will provide methods instruction in all subject matter areas.

- Students pursuing Initial Certifications are also required to successfully complete the Educating All Students Test
- Students must also complete the required Autism workshop

M.S. Ed. Students with Disabilities PreK-Grade 12

33-38 Credits

[Program Code: [27990;WSEGMSED]

Prerequisites:

Concentration, or major, or equivalent in a liberal arts area

6 credits each in English, Social Studies, Mathematics and Science

Tier I: Core Courses

TED	501	Lives of Children and Adolescents	3.00
TED	505	Issues in Education	3.00
TED	510	Introducation to Students with Disabilites	3.00
TED	515	Perspectives on Multicultural and Literacy Education	3.00

Tier II: Methods Courses

TED	545*	Promoting Wellness	3.00
TED	600	Students with High Incidence Disabilities	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	625	Interventions in Literacy	3.00
TED	710	Practicum in Literacy for Students with Learning Problems I	3.00

TED	715	Practicum in Literacy for Students with Learning Problems II	3.00

Tier III: Field Experience

TED	787*	Seminar and Student/Supervised Teaching: SWD PreK-Gr 12	4.00

- All students applying for New York State certification are required to complete 6 hours of DASA (Dignity for All Students Act) training.
- Students will need to complete the 3-hour autism workshop in order to be certified in SWD PreK-12 in New York State.

* Limited Exemption from TED 545 and 787 for candidates who have completed a NYS registered teacher preparation program and hold NYS certification or have at least one year of effective teaching under a valid NYS or out-of-state teaching certificate or license.

Note: Students who have a concentration of 12 or more credits in English, social studies, math or science or who pass the content specialty test (CST) in the subject area will be eligible to apply for an extension (e.g., SWD English 7-12) which will allow them to teach that subject in special education programs. Extensions can only be added after Initial or Professional Certification has been earned.

M.S.Ed. Students with Disabilities (All grades and Subject Areas)

47 Credits Required

[Program Code: 27158; WSPEDENMSE or WSPEDSSMSE or WSPEDMAMSE or WSPEDSCMSE*]*

Prerequisites:

- 6 credits each (depending on the major) in English, mathematics, science, social studies
- Major or its equivalent depending upon content area

Tier I: Core Courses (12 credits)

TED	501	Lives of Children and Adolescents	3.00
TED	505	Issues in Education	3.00
TED	510	Introduction to Students with Disabilities	3.00
TED	515	Perspectives on Multicultural and Literacy Education	3.00

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

- Maintain a GPA of 3.0 or above
- Demonstrate competence in writing

Tier II: Methods Courses (31 credits)

TED	545	Promoting Wellness in the Classroom	1.00
TED	555	Foundations of Middle Childhood Education	3.00
TED	560	Teaching Methods in Middle Childhood and Adolescence – General	3.00
TED	566	Teaching Methods in Middle Childhood and Adolescence: English and Social Studies **OR**	3.00
TED	571	Teaching Methods in Middle Childhood and Adolescence: Mathematics and Science	3.00
TED	600	Developing Effective IEPs for Students with High Incidence Disabilities	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	627	Teaching Literacy Across the Disciplines	3.00
TED	670	Teaching Content Areas in ESOL Programs	3.00
TED	715	Practicum in Literacy for Students with Learning Problems Developmental Level II	3.00

Tier III: Field Experiences (4 credits)

TED	785	Seminar and Student/Supervised Teaching in Special Education and Middle Childhood and Adolescence Education	4.00

Minimum GPA: 3.00

Advanced Certificate Early Childhood Special Education

23 Credits Required

[Program Code: 29698; WECSECRT*]*

Prerequisites:

- Master's degree
- Prior certification in Early Childhood Education (Birth – Gr. 2)
- TED 501 (Lives of Children and Adolescents) or its equivalent
- TED 642 (Observation and Assessment in the Early Childhood Classroom) or equivalent assessment course

TED	520	Language & Literacy	3.00
TED	600	Introduction to Students with Learning Problems	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
TED	640	Phonological Awareness and Methods of Beginning Reading	3.00
SPC	650	Developmental Psychopathology	3.00

Field Experiences (2 credits)

TED	733	Seminar and Student Teaching: Early Childhood Special Education	2.00
		OR	
TED	734	Seminar and Supervised Teaching: Early Childhood Special Education	2.00

Minimum GPA: 3.00

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

See the Teacher Education - Early Childhood Education (Birth - Grade 2) section for program requirements.

Advanced Certificate Students with Disabilities (All Grades)

21 Credits Required

[Program Code: 27163; WSWDADVCRT*]*

Prerequisite:

- Prior certification and Master's degree

TED	510	Introduction to Students With Disabilities	3.00
TED	600	Students with High Incidence Disabilities	3.00
TED	605	Teaching Students with Learning Problems	3.00
TED	610	Assessing Students with Learning Problems	3.00
TED	615	Classroom Management in Inclusive Settings **OR**	3.00

TED	616	Applied Behavior Analysis for Students with Disabilities	
TED	710	Practicum in Literacy for Students with Learning Problems: I	3.00
TED	715	Practicum in Literacy for Students with Learning Problems, II	3.00

o Individuals in special education programs are required to satisfactorily complete a mandatory three hour autism workshop for New York State certification.

o All students applying for New York State certification are required to complete 6 hours of DASA (Dignity for All Students Act) training.
Minimum GPA: 3.00

LITERACY EDUCATION

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

See Teacher Education - Early Childhood Education (Birth - Grade 2) for program requirements.

M.S.Ed. Literacy (All Grades)

33-36 Credits* Required
[Program Code: 27168; WLBMSED*]*
Prerequisites: Prior certification as a classroom teacher
6 credits of literacy instruction coursework
3 credits of special education coursework

TED	515	Perspectives on Multicultural and Literacy Education	3.00
TED	520	Language & Literacy	3.00
TED	525	Teaching Literacy and Language Arts K-6 **OR**	3.00
TED	627	Content Area Literacy	
TED	620	Collaboration in Inclusive Settings	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 Methods of Beginning Reading Instruction	3.00
TED	643	Literature for Children and Adolescents	3.00
TED	645	Methods of Teaching Writing	3.00
TED	665	Literacy K-12 for English Language Learners	3.00
TED	710	Practicum in Literacy for Students with Learning Problems: Level I	3.00
TED	715	Practicum in Literacy for Students with Learning Problems: Level II	3.00

*TED 645 may be waived in favor of equivalent coursework in the teaching of writing.
- All students applying for Literacy certification are required to successfully complete the required NYSTCE Content Specialty Test

- Students in MS. Ed. in Teaching programs must pass the regularly administered Comprehensive Examination. The Exam is a degree requirement and should be successfully completed one semester prior to the final semester in the program.
Minimum GPA: 3.00

M.S.Ed. Students with Disabilites PreK-12 and Literacy All Grades

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

Advanced Certificate Teaching Literacy (All Grades)

21 Credits Required
[Program Code: 27171; WTLB6CRT*]*
Prerequisites:
- Master's degree
- Prior Certification as a Classroom Teacher

TED	610	Assessing Students with Literacy and Learning Problems	3.00
TED	625	Interventions In Reading	3.00
TED	627	Teaching Literacy Across the disciplines K-12	3.00
TED	640	Phonological Awareness and Methods of Beginning Reading Instruction	3.00
TED	665	Literacy K-12 for English Language Learners	3.00
TED	710	Practicum in Literacy for Students with Learning Problems 1-6	3.00
TED	715	Practicum in Literacy for Students with Learning Problems : Developmental level II	3.00

Minimum GPA: 3.00

TESOL

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

See Teacher Education - Childhood Education (Grades 1-6) for program requirements.

M.S.Ed. TESOL (All Grades)

37 Credits Required
[Program Code: 27173; WTESOLMSED*]*
Prerequisite:
- A course in Child Development (TED 501 Lives of Children and Adolescents) 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 GPA 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

One of the following:

TED	770	Seminar and Student Teaching: Teaching English as a Second Language	4.00
TED	771	Seminar and Supervised Teaching: Teaching English as a Second Language	4.00

Minimum GPA: 3.00

Advanced Certificate TESOL

16 Credits Required

[Program Code: 27175; WTESOLCRT*]*

Prerequisites:

- Course in Teaching Literacy
- 12 Credits LOTE
- Prior Certification

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
TED	777	Practicum in TESOL	1.00

Minimum GPA: 3.00

BILINGUAL EDUCATION EXTENSION PROGRAMS

Advanced Certificate Bilingual Extension (Online)

15 Credits Required

[Program Code: 28057; WBEXCRT]

Prerequisites:

- Bachelor's degree and prior certification
- Proficiency in English and one other language

TED	516	Perspectives on Multicultural, Bilingual and Literacy Education	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

Minimum GPA: 3.00

Teacher Education Courses

TED 501 Lives of Children and Adolescents
This course focuses on the range of experiences from infancy through pre-adolescent and adolescence from diverse backgrounds with a range of abilities. Theories of development are studied as they apply to learners in families, communities, peer groups and schools. Physical, cognitive, socio-emotional and moral domains of development with implications for learning are considered. Throughout the course, attention is 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 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 Students With Disabilities
This course focuses on the nature and needs of students with a range of disabilities 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 515 Perspectives on Multicultural and Literacy Education
This course examines the historical evolution, theories, and practices of multicultural education. It also addresses the development of early language across a range of abilities.
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 and literacy education.
Credits: 3
Rotating Basis

TED 516 Perspectives on Multicultural, Bilingual and Literacy Education
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 of language study focuses on the relationship between oral and written language. Students explore basic principles and processes underlying language development in children, including the key components of language, the biological basis of language, theoretical models of language acquisition, and the social and cultural contexts of language use. 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 K-6
This course focuses on the teaching of literacy in grades K-6, 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, phonics, fluency, vocabulary, comprehension, written expression, and building literacy in the content areas. Assessing and monitoring 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 formative and summative 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 language arts skills of listening, speaking, reading and writing 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,written expression, and building literacy in the content areas. Assessing and monitoring 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 are addressed 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. 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 is comprised of four modules addressing the research-validated pedagogical skills required to teach mathematics, English language arts, social studies, and science to 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 and Social Studies
This course explores approaches to curriculum planning and development, assessment, and instruction for English and 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 English and 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 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 and 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 strategies for students within the full range of abilities at the middle childhood and adolescence levels to master learning standards in mathematics and science.
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 learning standards in Science.

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 Developing Effective Educational Plans for Students with High Incidence Disabilities
This course focuses on the nature, needs, and educational plans for children and adolescents with High incidence Disabilities. Course participants will explore curriculum modifications/accommodations, differentiated planning, and research-based practices in reading, writing, social studies, science and mathematics for purposes of intervention and inclusion in the general educational setting.
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 high incident 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 across curriculum areas.
Credits: 3
Rotating Basis

TED 605 Teaching Students with Disabilities in Inclusive Settings
This course will explore the legal and philosophical issues that frame integrated education in the least restrictive environment (LRE). Both high and low incidence disabilities, including autism, are explored, along with the needs of English Language Learners, gifted students and those considered "at risk." In this context, participants will examine and develop instruction in the areas of reading, written expression, mathematics social studies,science and the content areas that are congruent with teaching in integrated settings. Participants will explore collaborative teaching models (with a particular emphasis on the skills needed to support co-teaching in inclusive settings) as well as formats of differentiated instruction. Students will develop lessons and units using the principles of Universal Design for Learning, including the use of assistive technology when appropriate.
Credits: 3
Rotating Basis

TED 610 Assessing Students with Learning Problems
This course focuses on the assessment of children and youth with a range of literacy and/or learning problems. Course participants explore formal and informal assessment measures and strategies and the use of information gathered through assessment and analysis to plan or modify instruction. Topics covered include measurement concepts, administering tests and interpreting test data, communicating testing information to parents, caregivers, and school personnel; using classroom-based formative and summative assessments to screen for academic and behavioral problems and monitor progress. Also addressed are the role of alternative assessments and using testing information for instructional planning (including IEP development), as well as the legal mandates and ethical concerns associated with assessment. Students will be required to perform academic assessments and write comprehensive academic assessment reports.
Credits: 3

Rotating Basis

TED 611 Assessing Literacy Skills
This course explores a range of formative and summative 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 a range of assessment instruments, and the use and communication of the results of literacy evaluations.
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 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. An emphasis is placed on developing positive social interaction skills for all students. Also addressed are the use of positive behavioral supports,functional behavior assessments and behavioral intervention plans for those whose behavior problems are more severe.
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 620 Collaboration in Inclusive Settings
This course explores the processes of collaboration from conceptualization to implementation. Participants examine the interpersonal skills necessary for effective collaboration including communication and problem solving with literacy and academic personnel, leaders, and other school personnel, as well as with parents and caregivers.
Credits: 3
Rotating Basis

TED 625 Interventions in Reading and Writing
This course examines theories of literacy development and individual differences to form a basis for understanding possible difficulties encountered in mastering literacy skills. Intervention strategies appropriate for students experiencing difficulty in reading and writing are addressed.
Credits: 3
Rotating Basis

TED 627 Teaching Literacy Across the Disciplines K-12
This course examines the theory, research, and practice that guide the effective acquisition of comprehension strategies, critical thinking abilities, written analysis and study skills appropriate for a variety of texts and other content area materials. Course participants learn to incorporate interventions for remediation and enrichment as well as to use technology to enhance teaching and learning.
Credits: 3
Rotating Basis

TED 630 Teachiing Math/Technology for Exceptional Learners
This course focuses on curriculum development, instructional planning, and research validated instructional strategies for teaching mathematics and for using technology (assistive and instructional), for exceptional learners and for those for whom English is a new language. Focus is on the uses of technology to enhance and assist learning, the nature of math disabilities, designing and administering assessments for mathematics and the use of manipulatives to promote the development of problem-solving skills.
Credits: 3
Rotating Basis

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 Methods of Beginning Reading Instruction
This course focuses on curriculum development, assessment, and research-validated instructional strategies for teaching early literacy skills and strategies, to young 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 645 Methods of Teaching Writing
This course focuses on curriculum development, formative and summative 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, interventions for remediation and enrichment, and the uses of technology to enhance teaching and learning.
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.

Field work required.
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 for English Language Learners
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 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 676 Instruction in the Native Language in 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 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 700 Field Experience: Childhood
Students are involved in a childhood education experience where they observe the full range of classroom activities. 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 703 Seminar and Student/Supervised Teaching: Early Childhood
Students participate in a semester-long supervised teaching experience at the early 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 709 Seminar and Student/Supervised Teaching: Childhood
Students participate in a semester long supervised teaching experience at the childhood level. The clinical experience is accompanied by a weekly seminar.
Credits: 4
Not Set

TED 710 Practicum in Literacy for Students with Learning Problems: Developmental Level I
In this course, participants evaluate and teach a child, in grades 1-6, who is experiencing difficulty in acquiring literacy skills and strategies as well as observe, assess, plan, and/or teach literacy skills and strategies in a small group or whole class setting. Weekly discussions focus on assessment techniques and research-validated instructional strategies effective for teaching all aspects of literacy acquisition. Also included are individual and small group mentoring sessions to encourage participants to use these strategies and employ creativity, innovation and sensitivity to enhance their teaching.
Credits: 3
Rotating Basis

TED 712 Seminar and Supervised Teaching: Bilingual Early Childhood Education
Students participate in a full-time, twelve-week supervised teaching experience in a bilingual program. The classroom experience is accompanied by a student teaching seminar.
Credits: 2
Rotating Basis

TED 714 Practicum In Early Childhood Special Education
In this course, participants evaluate and teach a child in the early childhood grades who is experiencing difficulty acquiring literacy skills. Class discussions focus on assessment techniques and research-validated instructional strategies effective for teaching all aspects of literacy in the early grades.
Credits: 3
Rotating Basis

TED 715 Practicum in Literacy for Students with Learning Problems: Developmental Level II
In this course, participants evaluate and teach a student, in grades 7-12, who is experiencing difficulty in acquiring literacy skills and strategies as well as observe, assess, plan, and/or teach literacy skills and strategies in a small group or whole class setting. Weekly discussions focus on assessment techniques and research-validated instructional strategies effective for teaching all aspects of literacy acquisition. Also included are individual and small group mentoring sessions to encourage participants to use these strategies and employ creativity, innovation and sensitivity to enhance their teaching.
Credits: 3
Rotating Basis

TED 721 Seminar and Supervised Teaching: Childhood Special Education
Students participate in a full-time, fourteen 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, fourteen 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, fourteen 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/Supervised Teaching: Childhood and SWD PreK-12
Students participate in a full-time, fourteen 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, fourteen 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 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 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 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 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 777 Practicum in TESOL
This course provides in-service teachers with a supervised teaching experience focused on English learners. Teachers will experience both elementary and secondary classroom settings. Students will be observed periodically, followed by individual debriefings. The course requires students to examine their instruction closely in order to reflect on the practical application of graduate course work. The class meets in a seminar format. Required: 25 days.
Credits: 1
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, 14 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, 14 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 787 Seminar and Student/Supervised Teaching: SWD PreK-Gr. 12
Students participate in a full-time, 70 day student/supervised teaching experience in a students with disabilities education setting. The classroom experience is accompanied by a student/supervised teaching seminar.
Credits: 4
Rotating Basis

TED 789 Seminar and Supervised Teaching: Childhood
Students participate in a six week, supervised teaching experience at the childhood level. The classroom experience is accompanied by a supervised 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 3

All Sessions

APPROVED PROGRAMS

New York State Education Department Inventory of Registered Programs
Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

LIU HUDSON

Business Administration

Major	Hegis Major Code	Degree
Business Administration	0506	MBA
Business of Pharmaceutics / Biotechnology	0506	Adv Crt

Counseling, Psychology & Therapy

Major	Hegis Major Code	Degree
Marriage & Family Therapy with Diagnostic Privilege	2104.1	MS
Mental Health Counseling	2104.10	MS, Adv.Crt.
Crisis Management	2104	Adv.Crt.
School Counselor	0826.01	MSEd, Adv.Crt.
School Psychologist	0826.02	MSEd
Bilingual Extension for School Counselors	0899	Adv.Crt.
Bilingual Extension for School Psychologists	0899	Adv.Crt.

Educational Leadership

Major	Hegis Major Code	Degree
Educational Leadership	0828	MSEd
Educational Leadership	0821	Adv.Crt.

Pharmaceutics

Major	Hegis Major Code	Degree
Pharmaceutics	1211	MS

Public and/or Health Administration

Major	Hegis Major Code	Degree
Public Administration	2102	MPA
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 Education & Students With Disabilities (All Grades)	0802	MSEd
Childhood Education (Grades 1-6) & Literacy (All Grades)	0802	MSEd
Childhood Education (Grades 1-6) & TESOL (All Grades)	1508	MSEd
Middle Childhood English & Adolescence English (Grades 5-12)	0804.01	MSEd
Middle Childhood & Adolescence English	1501.01	Adv.Crt.
Middle Childhood Mathematics & Adolescence Mathematics (Grades 5-12)	1701.01	MSEd
Middle Childhood & Adolescence Mathematics	1701.01	Adv.Crt.
Middle Childhood Science & Adolescence Science (Grades 5-12)	1901	MSEd
Middle Childhood & Adolescence Science	0834	Adv.Crt.
Middle Childhood Social Studies & Adolescence Social Studies (Grades 5-12)	0804.02	MSEd
Middle Childhood & Adolescence Social Studies	0804.02	Adv.Crt.
Students with Disabilities (All Grades) & Literacy (All Grades)	0808	MSEd
Students with Disabilities (All Grades & Subject Areas)	0808	MSEd
Literacy (All Grades)	0830	MSEd
Literacy (All Grades)	0830	Adv.Crt.
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