
LIU Hudson

2021 - 2022 Graduate Bulletin

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 However, circumstances may require that a given course be withdrawn or alternate offerings be made.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

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

TABLE OF CONTENTS

| | | | |
|---------------------------------------|----|--|----|
| LIU | 3 | GRADUATE TUITION AND FEES | 15 |
| ABOUT LONG ISLAND UNIVERSITY | 4 | Rate Schedule | 15 |
| Mission Statement | 4 | Financial Policies | 15 |
| Vision, Motto | 4 | Payment Plans | 17 |
| Alumni | 4 | Student Health Insurance | 17 |
| Athletics | 4 | FINANCIAL AID | 18 |
| Overview | 4 | Application Process | 18 |
| University Policies | 4 | Awards | 18 |
| DIRECTORY | 5 | Standards for Satisfactory Academic Progress (SAP) | 19 |
| ACADEMIC CALENDAR 2021-2022 | 6 | SERVICES AND RESOURCES | 21 |
| DIRECTIONS TO LIU HUDSON | 7 | Career Preparation Resources | 21 |
| ADMISSION | 8 | Information Technology | 21 |
| Classification of Students | 8 | Professional Writing Workshop | 21 |
| Change of Status | 8 | Public Safety | 21 |
| Transfer Credit | 8 | Students With Disabilities | 21 |
| Residence | 8 | Veteran Resource Center | 21 |
| Waivers | 8 | LIBRARY | 22 |
| Veterans | 8 | BUSINESS ADMINISTRATION | 23 |
| International Admission | 8 | COUNSELING, PSYCHOLOGY, AND THERAPY | 29 |
| Visiting Students | 9 | EDUCATIONAL LEADERSHIP | 43 |
| Readmission | 9 | PHARMACEUTICS | 48 |
| New York State Immunization Law | 9 | PUBLIC OR HEALTH ADMINISTRATION | 52 |
| ACADEMIC POLICY | 10 | TEACHER EDUCATION | 56 |
| Course Load | 10 | Early Childhood Education | 57 |
| Grades and Quality Points | 10 | Childhood Education | 59 |
| Attendance | 10 | Middle Childhood and Adolescence Education | 61 |
| Absence from Final Examination | 10 | Special Education | 64 |
| Comprehensive Examination or Capstone | 10 | Literacy Education | 67 |
| Requirements for Degrees | 10 | TESOL | 68 |
| Graduation | 10 | Bilingual Education Extension Programs | 69 |
| Academic Conduct Policy | 11 | APPROVED PROGRAMS | 78 |
| Appeals Process | 11 | LIU TRUSTEES AND LEADERSHIP TEAM | 80 |
| Criminal Background and Drug Testing | 12 | FACULTY | 81 |
| Student Access to Educational Records | 12 | | |
| Related Curricular Matters | 12 | | |
| REGISTRATION | 13 | | |
| Registrar Services | 13 | | |
| Auditing of Courses | 13 | | |
| Maintenance of Student Standing | 13 | | |
| Withdrawal | 13 | | |
| Administrative Matters | 14 | | |

Accreditation and Program Registration

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

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."

Alumni

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

Athletics

Colors: Blue and Gold

Nickname: Sharks Mascot: Shark

Teams: 35

National Affiliation: NCAA Division I

Conference: Northeast Conference (NEC)

Overview

LIU was founded in 1926 in Brooklyn, N.Y. Over the course of nearly a century of academic excellence, LIU has become one of America's largest comprehensive private universities, offering more than 500 academic programs across multiple campuses spanning the New York metropolitan area, overseas, and online.

LIU Hudson is located in a state-of-the-art facility on the grounds of Purchase College, which features high-tech classrooms designed for adult learners. LIU Hudson boasts 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 also 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 Hudson's success through the years has

been made possible by a distinguished and seasoned faculty whose members engage with and challenge their students. Faculty members are engaged in ongoing endeavors consistent with the scholarship of teaching while also participating in local and regional 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.

This distinguished faculty and the overwhelming enthusiasm of students and alumni have contributed to and shaped LIU Hudson's growth and supportive atmosphere. 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.

Since their inception, LIU Hudson programs have provided 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 pharmaceuticals/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 pharmaceuticals (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 Council for the Accreditation of Educator Preparation (CAEP).

University Policies

Long Island University does not discriminate

on the basis of race, color, national origin, sex, disability, or age in its programs. The Title IX Coordinator has been designated to handle inquiries regarding the non-discrimination policies:

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

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

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. Margaret Evans | 914-831-2705 |
| West Point Education Center Coordinator Ms. Mary Beth Leggett | 845-446-3818 |

ADMISSIONS AND STUDENT SERVICES

| | |
|-----------------------------|--------------|
| Ms. Elaine Pisares | 914-831-2702 |
| Mr. Leon Hubbard (InfoTech) | 914-831-2726 |
| Ms. Carolyn Reiter | 914-831-2703 |
| Mr. Bruce Jonas | 914-831-2701 |

PROGRAM DIRECTORS

| | |
|--|--------------|
| Early Childhood and Childhood: Dr. Rebecca Rich | 914-831-2714 |
| Educational Leadership: Ms. Elaine B. Geller | 914-831-2709 |
| Educational Leadership: Dr. Joan Weber | 914-831-2706 |
| Literacy: Dr. Rebecca Rich | 914-831-2714 |
| Marriage and Family Therapy, School Psychology, School Counseling, Mental Health Counseling, Bilingual Extensions and CASAC: Dr. Beth Weiner | 914-831-2717 |
| Placement Support: Ms. Mary Beth Leggett | 845-446-3818 |
| Pharmaceutics: Dr. Mahendra Dedhiya | 914-831-2718 |
| Public, Health, and Business Administration: Mr. Michael Stone | 914-831-2711 |
| Special and Secondary Education: Dr. Janet Simon | 914-831-2715 |
| TESOL, Bilingual, LOTE: Dr. Helaine Marshall | 914-831-2713 |

Website: www.liu.edu/hudson

ACADEMIC CALENDAR 2021-2022

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

Fall 2021

| | |
|--|---|
| Monday, September 6 | Labor Day |
| Tuesday, September 7 | All Classes Begin |
| Wednesday, September 8 | Fall Session A Begins - West Point |
| Friday, September 17 | Award of September 2021 Degrees |
| Friday, October 15 | Deadline to apply for Jan. 2022 degrees |
| Wednesday, October 27 | Fall Session A Ends - West Point |
| Thursday, October 28 | Fall Session B Begins - West Point |
| Tuesday, November 2 | Election Day - Classes in session |
| Thursday - Sunday, November 25 - 28 | Thanksgiving - Campus Closed |
| Monday, November 29 | All Classes Resume |
| Friday, December 17 | Fall Session B ends - West Point Scheduled Final Exams |
| Monday - Wednesday, December 20-22 | Scheduled Final Exams |
| Thursday, December 23 | Fall semester ends |

Spring 2022

| | |
|----------------------------------|--|
| Friday, January 14 | Award of January 2022 Degrees |
| Monday, January 17 | Martin Luther King Day - No Classes - All Programs. Offices Open |
| Tuesday, January 18 | Classes Begin Spring Session A Classes Begin - West Point |
| Friday, February 4 | Deadline to apply for May 2022 Degrees |
| Sunday, February 13 | MBA session |
| Monday, February 21 | President's Day - No Classes - All Programs |
| Thursday, March 3 | Spring Session A Ends - West Point |
| Monday -Saturday, March 7- 12 | Spring Recess - No Classes - All Programs |
| Monday, March 14 | All Classes Resume Spring Session B Begins - West Point |
| Sunday, March 20 | MBA session |
| Sunday, April 10 | MBA session |
| Thursday, April 28 | Spring Session B ends - West Point |
| Tuesday – Friday, May 3 - 5 | Scheduled Final Exams and/or make-up sessions |
| Friday, May 6 | Spring semester ends |
| Thursday, May 12 | Commencement (tentative) |
| Friday, May 13 | Conferral of May degrees |

Summer I 2022

| | |
|------------------|---|
| Monday, May 9 | Counseling Classes begin - West Point (7 Classroom sessions + one online session) |
| Monday, May 16 | Summer I Classes begin |
| Monday, May 30 | Memorial Day - LIU CLOSED |
| Sunday, June 5 | MBA session |
| Friday, June 17 | Deadline to apply for Sept 2022 degrees |
| Tuesday, June 21 | Summer I ends |
| Monday, June 27 | Counseling Classes end - West Point |

Summer II 2022

| | |
|------------------|------------------|
| Monday, June 27 | Summer II begins |
| Monday, July 4 | Independence Day |
| Sunday, July 10 | MBA session |
| Friday, August 5 | Summer II ends |
| Sunday, August 7 | Final MBA class |

DIRECTIONS TO LIU HUDSON AT WESTCHESTER

LIU Hudson at Westchester

735 Anderson Hill Road

Purchase, N.Y. 10577

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

Parking

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

From New York City, southern Westchester and Long Island

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

From Rockland County and northern New Jersey

(via the Tappan Zee Bridge)

Take I-287 (Cross Westchester Expressway) to Exit 8E. Shortly after 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 28, Lincoln Avenue. Turn left onto Lincoln Avenue and proceed approximately one mile to Anderson Hill Road (second traffic light). Turn right onto Anderson Hill Road. The campus is immediately on the left.

By Train

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

By Bus

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

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 should be advised that they will have their vehicles searched before entering the grounds.

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 Subway.

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 Subway.

ADMISSION

An application for admission may be obtained by going to <http://liu.edu/Hudson/Admissions>, by calling 914- 831-2700 or 845-446-3818 for the West Point Education Site, or by visiting our locations. A bachelor's degree from an accredited institution, indicating an acceptable academic record, is necessary to be considered for admission to the graduate programs. Additional requirements are described in the sections for each discipline, as well as on the application form. The completed application must be submitted to LIU Hudson along with official transcripts of the student's undergraduate records and any graduate-level records. For more specific information, check the section devoted to each area of study. A non-refundable fee must accompany the application.

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 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.

Transfer Credit

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

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

Residence

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

Waivers

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

Students in the M.B.A. program may be eligible for a waiver of up to 6 credits of general business core courses. If these requirements are waived, students need not take other coursework to substitute for the courses that have been waived.

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

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: www.liu.edu/Hudson/FAS/Mil-Vets-Edu.aspx for information.

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

Applications are welcome from international students who hold the equivalent of an American bachelor's degree. To be considered for admission, international students must supply the following information to the coordinator of admissions:

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

- Education Services, Inc.
P.O. Box 745, Old Chelsea Station
New York, NY 10113-0745
(212) 966-6311
www.wes.org
- Globe Languages Services Evaluation Service
319 Broadway
New York, NY 10007
(212) 693-1489
- Center for Applied Research, Evaluation & Education, Inc.
P.O. Box 20348
Long Beach, Calif. 90801
(310) 430-1105
- Education Credential Evaluators
P.O. Box 17499
Milwaukee, Wisc. 53217
(414) 964-0477

2. The Test of English as a Foreign Language (TOEFL) is required of students for whom English is not a native language. Information on the examination may be obtained from the Educational Testing Service at Box 899, Princeton, NJ 08541. An appropriate TOEFL score, depending upon the degree program sought, is required.

3. A completed LIU admission application with a non-refundable application fee.

Immigration Requirements

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

Applications from international students must

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

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

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

Visiting Students

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

Readmission

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

New York State Immunization Law

The New York State Health Department requires college and university students born on or after January 1, 1957, to be immunized against measles, mumps, and rubella. All students attending the university, including matriculants and non-degree students, must show proof of immunization if they wish to register for classes. In addition, New York State requires that LIU maintain a record of each student's response to the meningococcal disease and vaccine information. Students can access the forms and submit their completed immunizations via www.liu.edu/newstudenthealth. Students will be required to complete and sign their documents and upload them directly to the portal. The form must be signed by the student and contain either a record of meningitis immunization within the past 10 years OR an acknowledgment of meningococcal disease risk and refusal of meningitis immunization signed by the student.

For further information regarding compliance with this law, please visit

www.liu.edu/newstudenthealth or contact the Division of Student Affairs.

ACADEMIC POLICY

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

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

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

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

For example:

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

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

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. Business Administration awards diplomas "with distinction" to students graduating with an average of 3.80 or better.

Attendance

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

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

The university reserves the right to exclude from a graduate program, course, or final examination a student whose attendance in classes is unsatisfactory to the instructor, the program director, or the dean.

Absence from Final Examination

Students who for valid reasons do not appear for final examinations must apply in writing within 10 days to their dean for permission to take deferred final examinations, provided they have received the grade of INC. They may be asked to provide medical certificates in cases of sickness or injury or other documentation of legitimate excuses. Students will be required to pay the deferred final examination fee per examination.

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.

Graduation

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

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

these requirements are met.

Application for Degree

Candidates for degree conferral are expected to file an application well in advance of the expected date for the fulfillment of degree requirements. Consult the academic calendar for specific dates. Applications for degrees are available online. Failure to file an application for a degree in a timely manner may result in delayed conferral of the degree.

Academic Conduct Policy

Discipline

Standards for academic and non-academic behavior are delineated in the "Code of Conduct" section of the Student Resource Handbook for LIU Hudson. 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.

Student Access to Educational Records

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

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

Registrar Services

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

Auditing of Courses

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

Maintenance of Matriculation

It is expected that students will fulfill the requirements for their degrees or advanced certificates by registering over successive semesters either by attending classes or maintaining matriculation. A degree candidate who stops out for one or more semesters must apply to the dean for maintenance of matriculation prior to or during the registration period if wishing to continue under the requirements in effect when admitted. Maintenance of matriculation fee must be paid during the registration period of each inactive semester (excluding summer sessions). Maintenance of matriculation does not extend the time limit for the completion of studies. Students who do not enroll in coursework or for maintenance of matriculation for a regular fall or spring term will be required to gain readmission into the program in order to enroll further. Degree requirements that are in effect at the time of readmission will be applied to the student unless permission is granted by the dean to follow original degree requirements.

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

Withdrawal

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

complete the required form and get the written permission of the dean. A student registered for a course is considered to be in attendance until the date of his or her official withdrawal. Withdrawal from courses is permissible at any time up to the final examination. The symbol UW is assigned when a student unofficially withdraws from a course. UW is not computed in the student's average. Students who are on academic probation when they withdraw from courses are not eligible for re-admission without the approval of the dean.

Official Withdrawal from Courses

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

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

Unofficial Withdrawal

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

Course Drop

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

Official Withdrawal Deadlines

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

Withdrawal Methods

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

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

Submit Completed Withdrawal Application Form

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

Withdrawal Impacts

Effective Date of Withdrawal

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

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

Tuition Liability and Refund Policy

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

Transcript/Grades

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

Credits Attempted/Earned

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

Grade Point Average

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

Financial Aid Adjustments

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

notified in these cases via writing.

- **Cancellation of Financial Aid:** Students will have their financial aid canceled if the student drops all courses and does not incur any liability, or fails to meet satisfactory academic progress standards as a result of the withdrawal. Financial aid for future terms may also be canceled.
- **Return of Federal Funds:** The university is required to return funds for students who stop attending all courses before completing 60% of the term. The student will be notified by mail of the unearned amounts returned to the federal financial aid programs. The return of federal funds may result in a balance due to the university, particularly if the student previously received and cashed a refund check. See Return of Federal Funds Policy for additional details.

Future Enrollment

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

Special Program Participation

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

Alternatives to Withdrawal

Schedule adjustments

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

Incomplete Grades

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

Refund of Tuition in Cases of Withdrawal

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

Student Withdrawal Appeals

Students may appeal for late drops, late withdrawals, and tuition and fee refunds/credits after the University's published deadlines. Students are required to complete and sign the Appeal for Student Withdrawal Form, which also requires submission of a written statement supporting the appeal request, desired outcome, and justification for any extraordinary circumstances that occurred. In addition, supporting documentation must also be attached, including official proof of attending another institution (schedules, unofficial transcripts, or

emails will not be accepted), official proof of a hospital stay of two or more weeks accompanied by a signed doctor's note, death certificate or official divorce decree, or other documentation supporting the requested appeal.

Appeals are processed based on the date the form is received. Students must submit the form no later than 30 days following the end of the appealed term(s) for consideration. Students are required to certify that all data and documents submitted are true and factual. The University has the right to deny any appeal, which may result in the student receiving grades, incompletes, or withdrawals, being liable for outstanding charges, and/or responsibility for loans taken during the appealed term(s). Approved appeals may result in a change to the student's academic record and financial aid being returned, reduced, or canceled. Once an appeal has been evaluated and a decision reached, it will not be reconsidered.

Administrative Matters

Cancellation of Courses

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

GRADUATE TUITION AND FEES

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

Acceptable payment arrangements include:

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

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

Rate Schedule

| | |
|---|-------|
| Application Fee (non-refundable) | \$ 50 |
| Tuition Deposit (non-refundable) | 200 |
| Master's Degree and Graduate Studies, per credit | 1,299 |
| Pharmaceutics, per credit | 1,506 |
| West Point Military Program, active-duty military personnel and dependents only | 715 |
| Graduate Audit Fee, per credit | 651 |
| University Fee: | |
| 12+ credits, per term | 997 |
| Fewer than 12 credits, per term | 499 |
| Other Fees: | |
| First and Second Late Payment Fee | 100 |
| Third Late Payment Fee | 150 |
| Late Registration Fee | 50 |
| Returned Check/Credit Card Chargeback Fee | 25 |
| Maintenance of Matriculation Fee | 100 |
| Replacement Student ID Card | 25 |
| Comprehensive Exam Fee | 50 |
| Diploma Replacement Fee | 35 |
| Official Transcript, on-demand, per request | 25 |
| Official Transcript, online, per request | 15 |

Financial Policies

Payment Due Dates

| Term | Bill Available | Bill Due Date |
|------|----------------|---------------|
| Fall | June 1 | August 15 |

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

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

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

Late Payment Assessment

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

Liability Calendar

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

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

Traditional Fall/Spring Terms

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

Summer and Other Sessions Seven Weeks or Greater

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

Summer and Other Sessions Three to Seven Weeks

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

Winter and Other Sessions Two Weeks or Less

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

Payment Plans

Payment Plans

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

The University offers the following payment plans each semester:

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

Student Health Insurance

Long Island University offers a cost-effective Student Health Insurance Plan that provides students and families with robust medical coverage at school, back home, and while traveling or studying abroad. The plan is fully compliant with Federal Health Care Reform and offers students access to a network of doctors, hospitals, and pharmacies throughout the country. All international students, clinical students, LIU Global students, and intercollegiate athletes are automatically enrolled in the Plan but can waive participation.

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

Remember that if you have been automatically enrolled in the plan and wish to waive coverage, you must go online and receive a confirmation by the waiver deadlines listed below. If you require additional assistance, please contact your Success Coach.

Annual Rate: 2021-22 Academic Year

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

Enrollment Waiver Periods

Annual Plan: July 1 - September 30

Spring Plan: January 1 - February 15

FINANCIAL AID

Long Island University awards financial aid in an effort to help students meet the difference between their own resources and the cost of education. All awards are subject to the availability of funds and the student's demonstrated need. Renewal of assistance depends on the annual reevaluation of a student's need, the availability of funds, the successful completion of the previous year, and satisfactory progress toward completion of degree requirements. In addition, students must meet the published filing deadlines. Staff members are available to assist and advise regarding financial aid options. Please call 845-450-7200 or 914-831-2700 to discuss financial aid or to make an in-person appointment.

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

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

Application Process

Students must submit the Free Application for Federal Student Aid (FAFSA), available online at www.fafsa.gov, which is the basic form for all student aid programs. Be sure to complete all sections. Students should give permission on the FAFSA for application data to be sent directly to Long Island University (the LIU federal school code number is **002751** and the New York state school code is **5403**). New students should submit the application by February 15 for the fall term or by November 1 for the spring term. Returning students should apply no later than March 1. Students requiring summer financial aid must

make an appointment with an Enrollment Services counselor in addition to completing the FAFSA and New York state application.

To be considered for financial aid, students must be classified either as US citizens or as eligible noncitizens, be officially admitted to LIU or matriculated in a degree program and making satisfactory academic progress toward degree requirements. Students in certain advanced certificate or diploma programs may also be eligible for consideration. Generally, University-administered aid is awarded to full-time students. Part-time students may be eligible for Federal loans but must also maintain satisfactory academic progress.

RENEWAL ELIGIBILITY

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

WITHDRAWAL

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

Awards

UNIVERSITY-SPONSORED AND ADMINISTERED PROGRAMS

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

SCHOLARSHIPS AND GRANTS

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

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

PART-TIME EMPLOYMENT

Graduate Assistantships

A limited number of Graduate Assistantships and University Fellowships are granted to various academic departments within each school and college of the University. Graduate Assistantships are also available in administrative departments. All students interested in applying for an Assistantship or Fellowship must complete and submit an application to the appropriate department for review.

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 **5403**. 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.

NYS Math and Science Teaching Incentive

Scholarship - Provides grants to eligible full-time undergraduate or graduate students in approved programs that lead to math or science teaching careers in secondary education.

Veterans Tuition Awards

- Vietnam, Persian Gulf, Afghanistan, or other eligible combat veterans matriculated at an undergraduate or graduate degree-granting institution or in an approved vocational training program in New York State are eligible for awards for full or part-time study.

States Other Than New York

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

FEDERAL GRANTS AND BENEFITS

Veterans Benefits

Various programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans as well as for veterans and in-service personnel who served on active duty in the United States Armed Forces

after January 1, 1955. In these programs, the amount of benefits varies. Applications and further information may be obtained from the student's regional office of the Department of Veterans Affairs. The University is also an annual participant in the Yellow Ribbon Program. Additional guidance may be obtained from the campus or at the US Department of Veterans Affairs website at www.benefits.va.gov/GIBILL/index.asp.

SCHOLARSHIPS AND GRANTS FROM OTHER ORGANIZATIONS

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

FEDERAL LOANS

Federal Direct Student Loan Program

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

Direct loan payments are co-payable to LIU and the student, and funds are applied first to any outstanding balance on the student's account. An origination fee will be deducted from the loan funds. A student may borrow up to a total of \$20,500 per year. For additional details, visit the US Department of Education website at www.studentaid.ed.gov/sa/types/loans.

Federal Direct PLUS Loan Program

The PLUS loan enables qualifying graduate 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. The interest rate is fixed at 7%. An origination fee will be deducted from the loan funds. PLUS loan disbursements are made payable to LIU and the student, and funds are applied first to the current term's outstanding balance on the student's account. To apply for a PLUS loan, log into www.studentloans.gov and select Apply for a PLUS Loan in the graduate/professional student section.

PRIVATE LOANS

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

The university does not have a preferred lender for private loans; each student has the right to

select the educational loan provider of his or her choice. To see your choice of lenders, log onto www.elmselect.com and select Long Island University.

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

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

EMPLOYEE EDUCATION PLANS

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

Standards for Satisfactory Academic Progress (SAP)

Federal Financial Aid Programs

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

Satisfactory academic progress is measured annually, at the end of the Spring semester, after all grades have been submitted. Students failing to meet the criteria stated below are eligible to appeal this decision if extenuating circumstances played a factor in their academic performance. Examples of such circumstances could include an illness, accident, separation or divorce, or the death of a relative. An appeal must be made in writing to the university and include an explanation of the

circumstance(s) that may have adversely affected the student's ability to meet the academic requirements, and the plan or changes that have occurred which will allow them to make SAP in the future. All appeals must be accompanied by supporting documentation, such as a letter from a doctor or attorney. If an appeal is granted, the student will either be placed on probationary status for one semester during which the student must meet SAP guidelines, or must successfully adhere to an individualized academic plan that was developed for them by their academic advisor as part of their appeal. Failure to meet these criteria will result in loss of eligibility for Title IV funds.

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

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

- **Completion Rate Requirements:** All students must earn at least 67% of their attempted hours. The maximum time frame to complete each degree varies by department and is outlined herein under the specific degree program.
- **GPA Requirements:** Students who have earned 12 or fewer credits must maintain a 2.5 GPA; students who have earned 13 credits or more must maintain a 3.0 GPA.

Notes:

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

New York State Awards

Graduate students receiving New York State scholarship awards must meet the academic standing requirements established by the New York State Education Department. These requirements are different from those set forth by the federal government and apply only to New York State awards.

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

- **Pursuit of Program:** A student must receive a

passing or failing grade (A-F) in a certain percentage of courses each term.

- Satisfactory Academic Progress: A student must accumulate a specified number of credits and achieve a specified cumulative grade point average (GPA).

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

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

Graduate Semester Based Program Chart Before Being Certified for Payment:

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

Notes:

- A student may not receive a New York State award for repeating a class that they have already successfully completed (i.e. the credits for a repeated class for which the student has already received a satisfactory grade will not count towards the full-time requirement).
- A student is placed on the chart above based upon their total state aid received, including any award(s) received at a previous institution(s).

- To continue to receive New York State funding, a minimum number of credits must be completed each term, as well as on a cumulative basis.
- A student must maintain a minimum grade point average (GPA) prior to being certified for a New York State award payment. This average increases as the student progress in payment points.
- A student who is not making progress may request a one-time waiver if extenuating circumstances affected their academic performance. A student may only receive this waiver once for New York State awards.

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.

Information Technology

IT recognizes the ever-growing need for our students to have the newest, most efficient tools available at their disposal. For all of our programs, students have hardware and software support available both onsite and remotely. This comprehensive information technology infrastructure is essential to ensure that our students, faculty, and staff can do their work with ease, have the advantages of cutting-edge technology, and quickly and reliably exchange information.

My LIU

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

Student Emails

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

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

IT email: it@liu.edu

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 to the 504 Committee. Professional staff will review and evaluate this documentation, interview the student, and provide the student with completed accommodations forms for presentation to the teaching faculty. Campus departments will be notified, as necessary, of the need for additional accommodations noted in the student's

documentation. Accommodations forms must be obtained each semester before the semester begins. All disability-related files are confidential.

Students with disabilities needing accommodations should contact Dr. Rebecca Rich, chair of the LIU Hudson 504 Committee at 914-831-2714 or rebecca.rich@liu.edu

Student Veterans Resource Center

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

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

Mary Beth Leggett is the contact person for veterans interested in studying at LIU Hudson. She may be reached at the West Point Education Center: 845-446-3818 or marybeth.leggett@liu.edu.

LIBRARY

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

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

Library orientation is provided at new student orientation sessions each semester and information is provided in the LIU Hudson Student Resource Book. 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 pharmaceuticals/biotechnology. In keeping with LIU's commitment to access and excellence, all courses are offered evenings and weekends in eight-week or sixteen-week cycles designed for working professionals. Special features of the program include:

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

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

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

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

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

Inquiries may be directed to:

Program Director, Business Administration
914-831-2711

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 Pharmaceuticals/Biotechnology Concentration, four courses (12 credits):

| | | | |
|-----|-----|---|------|
| MBA | 656 | Inside the Pharmaceutical, Biotechnical and Related Industries (Required) | 3.00 |
| PHS | 901 | Basic Pharmaceuticals | 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 Pharmaceuticals/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:

- scientists who need a broader view of the business of drug discovery, development and commercialization
- 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 Pharmaceuticals/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 Pharmaceuticals | 3.00 |

PHS 902 Regulatory Compliance 3.00
in the Practice of
Industrial Pharmacy

- **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

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

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

Credits: 3

Rotating Basis

GBA 517 Fundamentals of Management Information Systems

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

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

Credits: 3

Rotating Basis

GBA 518 21st Century Financial Management

This course is designed to integrate theories of accounting, financial management and analytical problem solving into a working knowledge of the techniques of financial decision making for organizations. Topics covered include, but are not limited to: the fundamentals of managerial accounting, profit planning and budgeting, analysis of managerial accounting data, and the link between accounting data 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

GBA 520 Business Internship

This course is designed for students admitted by special permission into the LIU Hudson MBA or MS program who do not meet the two years full-time work experience entry requirement. Interns will be assigned to a business organization at which they will be mentored as they develop basic business competencies and observe organizational practices under the supervision of a site-based mentor and the University-based course instructor. An important focus of the internship is the development of an understanding of the relevance of MBA or MS course topics to real-world workplace challenges.

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 702A Money and Capital Market Applications

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

The pre-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 704 Financial Reports Analysis

Survey of the analytical tools and techniques used to evaluate the current financial position of the firm. Financial reports are analyzed for growth potential, solvency, earnings quality, investments, and forecasting implications. Topics include: business and financial trends, proper adjustments of financial data, cash flow forecasting, estimation of debt risk premiums, and identification of likely candidates for acquisition and high bankruptcy risk firms.

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

Credits: 3

Rotating Basis

FIN 705 Securities Analysis

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

The pre-requisites of GBA 518 and FIN 704 are required and the student must be in the Hudson Graduate Business program in order to register for this course.

Credits: 3

Rotating Basis

FIN 707 Portfolio Management

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

The pre-requisites of GBA 518, FIN 704 and FIN 705 are required and the student must be in the Hudson Graduate Business program in order to register for this course.

Credits: 3

Rotating Basis

FIN 710 Corporate Mergers and Acquisitions

Study of business enterprise growth through merger

and acquisition. Topics include premerger planning and fact finding, legal and accounting considerations, financing aspects, tax and antitrust problems, personnel issues, post-merger integration and valuation techniques. International and domestic mergers and acquisitions are considered. Case studies are employed.

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 715 International Trade

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

The pre-requisites of GBA 518 and MBA 632 are required and the student must be in the Hudson Graduate Business program in order to register for this course.

Credits: 3

Rotating Basis

FIN 750 Financial Problems Seminar

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

The pre-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

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

Credits: 3

Rotating Basis

HCM 750 Advanced Seminar in Health Care Sector Management

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

of contemporary healthcare organizations and the dynamic forces in the healthcare industry environment, this course emphasizes the healthcare executive's role in setting management strategy, building a strong management team, and empowering the employee workforce.

Credits: 3

Rotating Basis

Management Concentration

MAN 702 Theories of the Organization

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

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

Credits: 3

Rotating Basis

MAN 703 Project Analysis and Program Management

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

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

Credits: 3

Rotating Basis

MAN 704 Managerial Planning and Control Systems

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

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

Credits: 3

Rotating Basis

MAN 705 Management Decision Theory

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

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

Credits: 3

Rotating Basis

MAN 722 Human Resource Management

A review of the major areas of human resources

administration. Topics include: selection and replacement, compensation, training and development, labor relations and employee services. These activities are viewed from the position of both the large and small firm.

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

Credits: 3

Rotating Basis

MAN 724 Organizational Development

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

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

Credits: 3

Rotating Basis

MAN 725 Work People and Productivity

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

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

Credits: 3

Rotating Basis

MAN 750 Management Seminar

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

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

Credits: 3

Rotating Basis

MAN 752 New Venture Creation

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

learns the various resource requirements, finance options, and methods to obtain funding for prospective ventures.

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

Credits: 3

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

Rotating Basis

Capstone Courses

HCM 810 Health Care Sector Management Capstone

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

The pre-requisite of HCM 750 is required.

Credits: 3

Rotating Basis

MBA 811 Business Policy

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

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

Credits: 3

Rotating Basis

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 (Westchester campus only) 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 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 area who aspire to meet the educational requirements for NYS licensure as a mental health counselor.

CASAC (Credentialed Alcoholism and Substance Abuse Counselor) tracks, in rapidly growing demand, are available in both the M.S. in Mental Health Counseling and the M.S. in Marriage and Family Therapy at the Westchester campus. An innovative weekend, hybrid Advanced Certificate in Crisis Management, available at the Rockland campus, 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 programs in Rockland and the Education Center at West Point may be directed to:

Program Coordinator, Rockland and West Point Education Center
845-446-3818

Inquiries about programs in Westchester may be directed to:

Director of Counseling, Psychology and Therapy Programs
LIU Hudson at Westchester
914-831-2717

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 personal problems.

The programs make use of an integrated didactic and experiential approach. Students are given personalized advisement about the internships and electives which will best serve their future career goals.

Admissions Requirements for School Counseling

1. Bachelor's degree from an accredited institution
2. Undergraduate 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 or designated faculty member

Degree requirements

1. Completion of all coursework with a GPA of 3.0 or better
2. Passing the Counseling-Therapy Comprehensive Examination (CTCE)
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.

M.S.Ed. School Counseling - 60 credits

This degree meets the academic requirements for eligibility for Initial New York State Certification as a School Counselor effective February 2, 2023. Please note that other states 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 | he World of the Counselor | 3.00 |
| | | Counseling Theory and | |
| SPC | 652 | Practice in a | 3.00 |
| | | Developmental Context | |
| SPC | 654 | ntroduction to Counseling | 3.00 |
| | | Process/Application I | |

| | | | |
|-----|------|---|------|
| | | World of Work: | |
| SPC | 682 | Assessment of Individual Needs and Needs of Society | 3.00 |
| | | Counseling Theory and | |
| SPC | 653 | Practice in a | 3.00 |
| | | Developmental Context II | |
| SPC | 656 | Introduction to Counseling Process/Application II | 3.00 |
| | | Group Counseling Theory | |
| SPC | 660A | and Practice | 3.00 |
| | | Developmental | |
| SPC | 633 | Psychology I | 3.00 |
| SPC | 657A | Family Counseling | 3.00 |
| SPC | 745H | High School Counseling | 3.00 |
| SPC | 748 | Middle School Counseling | 3.00 |
| | | Fieldwork Practicum: | |
| SPC | 601 | Directed Observation and Practice in Schools | 3.00 |
| | | Elementary School | |
| SPC | 747 | Counseling | 3.00 |
| | | Diagnostic Tools for | |
| SPC | 668A | Measurement | 3.00 |
| SPC | 745C | College Admissions Process | 3.00 |
| | | Dealing with Loss and | |
| SPC | 745O | Grief | 3.00 |
| | | School Counseling | |
| SPC | 661A | Internship I | 3.00 |
| | | Multicultural and | |
| SPC | 745M | Diversity Issues in Counseling | 3.00 |
| | | School Counseling | |
| SPC | 661D | Internship II | 3.00 |
| | | Counseling the Special | |
| SPC | 745E | Education Student | 3.00 |

Required Workshops:

Violence Prevention
Child Abuse Prevention
DASA
Required Milestone: Counseling-Therapy Comprehensive Examination

Bilingual Track/Bilingual Extension - pending

PROVISIONAL AND PERMANENT STATE CERTIFICATION

The regulations governing Provisional certification are applicable until Feb. 1, 2023. At the completion of these 48 credits, child abuse prevention, violence prevention, DASA workshops, and fingerprint processing, students are eligible for the New York State Provisional Certificate in School Counseling. Provisional certification is granted for a period of five (5) years.

Students may complete an additional 12 credits towards New York State Permanent Certification

while enrolled or after obtaining the Master's through our Advanced Certificate in School Counseling. Permanent State Certification requires 60 credits in total. Two years of full-time work experience as a counselor (K-12) is also required. These credits may be completed by taking electives that are offered throughout the year as well as through summer institutes. The deadline for applying for Provisional certification is Feb. 1, 2023. LIU Hudson will recommend for both Provisional and permanent certification at the same time. The recommendation will be submitted in advance of the candidate having had the required two years of work experience.

CHANGES PER REGULATIONS OF THE COMMISSIONER OF EDUCATION

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, DASA), fingerprint processing and having demonstrated a satisfactory level of performance on the NYS examination for school counselors or other equivalent examination as approved by the commissioner, if available, 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.)

Advanced Certificate Bilingual Extension for School Counselors

15 Credits Required

[Program Code: 37407 WBLESCCRT]

Prerequisites:

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

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|-----|------|--|------|
| SPC | 745M | Multicultural & Diversity Issues in Counseling | 3.00 |
| TED | 516 | Learning in Bilingual/Multicultural Settings | 3.00 |
| SPC | 668B | Diagnostic Tools for Measurement – Bilingual | 3.00 |
| SPC | 661B | Individual Practicum – Bilingual | 3.00 |
| SPC | 601 | Directed observation and Practice in Schools | 3.00 |

Minimum GPA: 3.00

Advanced Certificate School Counseling

The Advanced Certificate in School Counseling allows graduates of LIU Hudson, as well as school counseling graduates from other universities, to

complete the additional coursework required. By offering these courses as an advanced certificate, we are able to offer this advanced training in a cohesive, coherent way that meets current needs and trends in the field of school counseling.

Advanced Certificate School Counseling - 12 credits

[Program Code: 32988 WSHCNCRST]

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.

M.S.Ed. School Psychology

The School Psychology program culminates in the degree of Master of Science in Education. It is open to a select group of students. The program trains school psychologists as practitioners and teaches the knowledge and skills necessary for today's practice of school psychology in diverse environments.

The School Psychology program fully prepares students to obtain provisional New York State certification as School Psychologists. Upon completion of a two-year supervised work experience, students are eligible for permanent certification.

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 24 credits in psychology, education or other relevant major field of study at the discretion of the program director and/or full-time faculty member
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 or designated faculty member

Degree Requirements

1. Minimum of 60 graduate credits including course work, practica, and internship. Students seeking the bilingual extension complete 66 credits.
2. A graduate GPA of 3.25 or better
3. Demonstration of competence in assessment techniques as indicated by grades of B+ or better in these courses or after review by Program Director.
4. 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. The general program includes 60 credits of course work, practica and an internship. The comprehensive curriculum consists of 24 credits of psychological and educational foundations with a developmental emphasis; 27 credits in assessment and intervention, including consultation and counseling; and 9 credits in professional school psychology, including internship. The internship requirement is equivalent to 1200 hours of full-time placement in a school setting.

M.S.Ed. School Psychology - 60 credits

[Program Code: 93026 WSPMSED]

This degree meets the academic requirements for a Provisional New York State Certificate as a School Psychologist.

3-Year Program Plan

| | | | |
|-----|-----|----------------------------|------|
| SPC | 633 | Developmental Psychology I | 3.00 |
|-----|-----|----------------------------|------|

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|-----|------|--|------|
| SPC | 704 | Educational and Psychological Testing and Measurement | 3.00 |
| SPC | 732 | Research Methods | 3.00 |
| SPC | 634 | Developmental Psychology II | 3.00 |
| SPC | 650 | Developmental Psychopathology | 3.00 |
| SPC | 657 | Group Counseling in Multicultural School Settings | 3.00 |
| SPC | 651 | Neuropsychological Factors in Cognition | 3.00 |
| SPC | 703 | Remediation of Learning Problems of Students = TED 600 Intro to Students w Learning Problems | 3.00 |
| SPC | 721A | Individual Assessment: Cognitive I (pre-req. 704; taken concurrently with SPC 722A) | 3.00 |
| SPC | 722A | Individual Assessment: Personality I (taken concurrently with 721A) | 3.00 |
| SPC | 702 | Diagnosis of Learning Problems in Students = TED 610 Assessing Students w Learning Problems | 3.00 |
| SPC | 721B | Individual Assessment: Cognitive II (pre-req. 721A) | 3.00 |
| SPC | 722B | Individual Assessment: Personality II (pre-req. 722A) | 3.00 |
| SPC | 757 | Individual Counseling in Multicultural School Settings | 3.00 |
| SPC | 655 | Behavior Management: Applications for Children with Special Needs = TED 615 Classroom Mgmt | 3.00 |
| SPC | 680A | Fieldwork: Observation in School Settings (taken concurrently with SPC 721B amd SPC 722B) | 3.00 |
| SPC | 781A | Internship in School Psychology I | 3.00 |
| SPC | 714 | Consultation in Multicultural School Settings = TED 620 Collaboration in Inclusive Settings | 3.00 |

| | | | |
|-----|------|---------------------------------|------|
| SPC | 782A | Internship School Psychology II | 3.00 |
| SPC | | Counseling Elective | 3.00 |
| or | | | |
| CPT | | | |

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 bilingual psychologists 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:

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|-----|-----|--|------|
| SPC | 724 | Assessing the Bilingual Child | 3.00 |
| TED | 516 | Learning in Bilingual/Multicultural Settings | 3.00 |

There are also several course substitutions for the following in the traditional School Psychology program.

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)

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:

- SPC 745M Multicultural and Diversity Issues in Counseling 3.00 and
- TED 516 Learning in Bilingual /Multicultural Settings 3.00
- SPC 724 Assessing the Bilingual Child 3.00
- SPC 680B Fieldwork: Observation in School Settings (Bilingual)
- 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 in the target language by earning a passing grade on the New York State Bilingual Education Assessment Examination.

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 detection, 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

15 Credits Required

[Program Code: 37409 WBLESPCRT]

Prerequisites:

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

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|-----|------|---|------|
| SPC | 745M | Multicultural & Diversity Issues in Counseling | 3.00 |
| TED | 516 | Learning in Bilingual/Multicultural Settings | 3.00 |
| SPC | 680B | Fieldwork: Observation in School Settings – Bilingual Program | 3.00 |
| SPC | 724 | Assessing the Bilingual Child | 3.00 |
| SPC | 781B | Internship in School Psychology: Bilingual | 3.00 |

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 competent and sensitive to the needs of diverse populations. This program offers broad training and meets the academic requirements for New York State licensure as a Mental Health Counselor. Personalized advisement is given to students about the internships and electives that will best serve their professional goals.

Admissions Requirements

1. B.A. or B.S. degree from an accredited college, with a minimum GPA of 3.00
2. Minimum of 24 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 or designated faculty member

Degree Requirements

1. Completion of all coursework with GPA of 3.0 or better
2. Passing the Counseling-Therapy Comprehensive Examination (CTCE)
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.

M.S. Mental Health Counseling - 60 credits

[Program Code: 31141 WMNTHHCNS]

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.

3-Year Program Plan

| | | | |
|-----|------|--|------|
| CPT | 500 | Introduction to Mental Health Counseling | 3.00 |
| CPT | 501 | Counseling Theory and Practice I | 3.00 |
| CPT | 502 | Counseling Theory and Practice II | 3.00 |
| CPT | 503 | Adult Psychopathology | 3.00 |
| CPT | 504 | 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 | 3.00 |
| CPT | 701C | Counseling Internship Practicum II | 3.00 |

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|------------------------------|------|---|------|
| SPC | 600C | Fieldwork: Directed Observation and Practice in Agency Settings | 3.00 |
| SPC | 633 | Developmental Psychology I | 3.00 |
| SPC | 634 | Developmental Psychology II | 3.00 |
| SPC | 650 | Developmental Psychopathology | 3.00 |
| SPC | 668A | 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 |

Additional Requirement

- Child Abuse Identification Workshop

Minimum GPA: 3.00

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

LIU Hudson at Westchester 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 exceptions:

1. Since the CASAC tracks are specifically registered by OASAS at the Westchester campus, the following MHC/MFT courses must be taken there and face to face, unless otherwise approved by the program director after permission from OASAS::

- CPT 503: Adult Psychopathology
- CPT 504: Professional, Ethical and Legal Issues in Counseling
- CPT 600: Clinical Methods in Counseling
- SPC 650: Developmental Psychopathology
- SPC 657A: Family Counseling in an Urban Setting
- SPC 732: Research Methods
- SPC 745M: Multicultural and Diversity Issues in Counseling

2. In place of the 3 electives, the following 3 elective courses must be taken:

- 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 | 3.00 |
| or | | | |
| 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 | 3.00 |
| or | | | |
| CPT | 503 | Adult Psychopathology | |
| CPT | 700C | Counseling Internship Practicum I (Mental Health Counseling) | 3.00 |
| CPT | 701C | Counseling Internship Practicum II | 3.00 |
| SPC | 745M | Multicultural and Diversity Issues in Counseling | 3.00 |

Minimum GPA: 3.00

M.S. Marriage and Family Therapy

This 48-credit master's degree program prepares students to work in mental health and social service agencies, clinics, hospitals and in private practice. Students learn counseling techniques and consultation skills found to be effective with couples and families, and are trained to be multiculturally competent and sensitive to the needs of diverse populations. This program leads to eligibility for New York State licensure as a Marriage and Family Therapist. Students are given personalized advisement about the internships and electives that will best serve their professional career goals.

Admissions Requirements

1. B.A. or B.S. degree from an accredited college, with a minimum GPA of 3.00
2. Minimum of 24 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 or designated faculty member

Degree Requirements

1. Completion of all coursework with GPA of 3.0 or better
2. Passing the Counseling-Therapy Comprehensive Examination (CTCE)
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.

M.S. Marriage and Family Therapy

[Program Code:31140 WMRGFAMTHR]

This degree meets the academic requirements for New York State Licensure as a Marriage and Family Therapist. Upon completion of these academic requirements, 1,500 direct client contact hours of post-Master's supervised experience in the practice of marriage and family therapy are required for licensure. Please note that New York State permits all direct contact hours completed during the Master's program to be applied toward these 1500 hours. In addition, New York State requires a passing grade on the "Examination in Marital and Family Therapy" of the AMFTRB.

Required Courses

| | | | |
|-----|------|--|------|
| CPT | 503 | Adult Psychopathology | 3.00 |
| CPT | 504 | Professional, Ethical and Legal Issues in Counseling | 3.00 |
| CPT | 600 | Clinical Methods in Counseling | 3.00 |
| CPT | 601 | Group Counseling Theory and Practice | 3.00 |
| SPC | 519 | Dynamics of Marital Interaction | 3.00 |
| SPC | 633 | Developmental Psychology I | 3.00 |
| SPC | 634 | Developmental Psychology II | 3.00 |
| SPC | 650 | Developmental Psychopathology | 3.00 |
| SPC | 657A | Family Counseling in an Urban Setting | 3.00 |
| SPC | 732 | Research Methods | 3.00 |
| SPC | 745M | Multicultural and Diversity Issues in Counseling | 3.00 |
| CPT | 700M | Counseling Internship I | 3.00 |
| CPT | 701M | Internship Practicum II | 3.00 |
| | | 9.00 elective credits total: | |
| CPT | | Elective | 3.00 |
| or | | | |
| SPC | | | |
| CPT | | Elective | 3.00 |
| or | | | |
| SPC | | | |
| CPT | | Elective | 3.00 |
| or | | | |
| SPC | | | |

Minimum GPA: 3.00

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

See above, M.S. in Mental Health Counseling, for OASAS description and details.

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

First Semester

| | | |
|----------|-------------------------------|------|
| CPT 740 | Approaches to Trauma | 3.00 |
| SPC 745R | Resiliency-Focused Counseling | 3.00 |

Second Semester

| | | |
|---------|--|------|
| SPC 648 | Best Practices in Systemic Crisis Management | 3.00 |
| SPC 649 | Developing a Holistic Mental Health Crisis Management Plan | 3.00 |

This program meets the requirement of the additional 12 credits needed for school counseling permanent certification

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 counter-transference 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 602 Personality Disorders: Evaluation and Evidence Based Treatments

Personality disordered clients present unique challenges to clinicians in many practice settings. This course will provide an overview of personality development and characteristic patterns of personality dysfunction. We will learn to assess personality functioning by reviewing assessment instruments including structured clinical interviews and self-report scales such as the MCMI-III (Millon Clinical Multiaxial Inventory). We will review the ten personality disorders outlined in the DSM and ICD systems of diagnosis and classification of mental disorders, and discuss compelling case examples from our own work and will be further enriched by videotapes of Millon's classic work with personality disordered clients. Our exploration of this area will culminate in a review of best practices in treating personality disorder including Dialectical Behavioral Therapy (DBT), evidence based interpersonal techniques and Brief Relational

Therapy.

Credits: 3

Rotating Basis

CPT 700C Counseling Internship Practicum I (Mental Health Counseling)

The internship requirement is equivalent to 600 client contact hours during the year in an agency setting under the dual guidance of an on-site clinician and a university-based clinical supervisor; 300 hours will be completed each semester of the internship course. 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 first two years 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 first two years of coursework and departmental approval.

Credits: 3

On Demand

CPT 701C Counseling Internship Practicum II

Continuation of internship in CPT 700C in either the same or another university-approved setting.

Prerequisite: Satisfactory completion of CPT 700C.

Credits: 3

On Demand

CPT 701M Counseling Internship Practicum II

Continuation of internship in either the same or

another university-approved setting. Prerequisite: Satisfactory completion of CPT 700M.

Credits: 3

On Demand

CPT 720 Clinical Supervision

Course content will be didactic and experiential. Includes current theoretical approaches to clinical supervision. Ethical issues specific to supervision will be presented. Content to include: current literature, research and major issues related to ethical, multiculturally competent supervision of Marriage and Family Therapists and Mental Health Counselors providing individual, couple and family therapy. Lecture, role-playing, and reflecting teams are used to meet goals and objectives of course. Meets the educational requirement for certification as an AAMFT Certified Supervisor.

Credits: 3

Rotating Basis

CPT 740 Approaches to Trauma

This course will be an overview of various definitions and theories of trauma as well as counseling interventions. This will include both the meaning of trauma to individuals as well as society at large. Topics will include primary trauma (e.g. sexual abuse, unexpected loss,) as well as secondary trauma (e.g. 9/11, war, natural disasters). In addition, the course will examine the impact of working with victims/survivors on the therapist/counselor (e.g. burn-out and rescue fantasies).

Credits: 3

Rotating Basis

CPT 741 Solution - Focused Brief Counseling

Brief counseling techniques, with their focus on outcomes, solutions, and practicality, are ideally suited to the demands of contemporary counseling in schools, community, and private practice. Solution-focused brief therapy - a positive, encouraging, hopeful approach to client change - can be used in combination with most other counseling approaches and is effective with a very wide range of clients. Students in this course will learn the underlying theoretical concepts of brief therapy along with techniques and strategies that will allow them to begin using this approach in their own work with clients. Ample opportunities for practice of techniques will be afforded during class.

Credits: 3

Rotating Basis

SPC 502 Substance Abuse: Prevention and Intervention

This course 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 503 Counseling Women

The new freedom of women to participate more fully in the business and professional worlds and their need to adopt new lifestyles have underlined the importance of reconsidering career choices, marriage styles, child rearing practices, etc. Consideration of these and other challenging issues resulting from an open society will be discussed. Individual interest areas of class members will be considered.

Credits: 3

Rotating Basis

SPC 504 Approaches to Human Sexuality

An examination of the origins, forms and applications of human sexuality, sexual preferences and lifestyles, psychological and sociological implications of the sexual drive, sexual dysfunction, research in human sexuality, and applications to the counseling and mental health service settings.

Credits: 3

Rotating Basis

SPC 518 Play Therapy

A survey of methods, materials and techniques for working with children. The major theoretical models and modalities will be emphasized.

Credits: 3

Rotating Basis

SPC 519 Dynamics of Marital Interaction

An examination of current issues and approaches concerning marriage and couples, which includes a study of marital interaction and approaches to treatment of marital disorders.

Credits: 3

Rotating Basis

SPC 600A Fieldwork: Directed Observation and Practice in Agency Setting

This course is designed to enable the prospective school counselor to become familiar with the environmental and sociological aspects of the community; a fuller understanding of the various dimensions involved in working in the community setting is stressed. Field experience will consist of guided and supervised experiences in various community settings. Pass/Fail only.

Credits: 3

Rotating Basis

SPC 600B Fieldwork: Directed Observation and Practice in Agency Setting (Bilingual)

This course is designed to enable the prospective school counselor to become familiar with the environmental and sociological aspects of the community; a fuller understanding of the various

dimensions involved in working with non-English speaking populations is stressed. Field experience will consist of guided and supervised experiences in various community settings serving non English-speaking populations.

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 600M Fieldwork: Directed Observation and Practice in Agency Settings (MFT program)

This practicum will include a minimum of 100 clock hours of direct service over the course of the semester. Students will receive one hour of individual supervision and 2.5 class time hours of group supervision through the University each semester they are enrolled in internship. A grades lower than a C 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. Prerequisite: SPC 633.

Credits: 3

Rotating Basis

SPC 639 Youth Culture

An overview of the problems faced by today's youth, with particular emphasis on individual and group counseling techniques. The sociology of youth culture, particularly the role of social media

and the internet, methods of spotting drug abuse, prevention and community mental health issues will be explored.

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, dialectal differences, and the development of literacy in English language learners, bilingual children, and youngsters with a range of learning difficulties are addressed. Attention is focused on the social and cultural contexts of language use, function, and literacy acquisition. Students examine approaches to curriculum development and instruction based on theories of language development, learning processes, motivation, and reading and writing acquisition.

Credits: 3

Rotating Basis

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

Overview of theories of family therapy and study of patterns of family interaction. Techniques for improving family functioning are discussed as well as techniques for dealing with the family in group counseling. Marital counseling and parent counseling are studied. Discussion of government and private agencies that deal with the emotional problems faced by families.

Credits: 3

Rotating Basis

SPC 658 The Counselor as a Team Member

An introduction to student personnel services in school settings; various forms of organization and functions; the multidisciplinary foundations of

guidance services in schools. Focus on contemporary issues of concern to student personnel work, and specifically on the role of the counselor as a team member of the student personnel staff.

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 Individual Practicum I

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 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 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 668 Diagnostic Tools for Measurement

(Equivalent to SPC 668A). The function of measurement and evaluation; purpose of testing in schools, agencies and colleges; uses and abuses of tests in our society; achievement, aptitude and psychological tests; use of resource materials; validity, reliability and norms; statistical and clinical procedures; administration and interpretation of tests, role-playing; communication of test results. Role-playing and demonstrations will be utilized.

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 World of Work: Assessment of Individual Needs and Needs of Society

The importance of work to individuals during their life span and its implication for society; psychological, economic and social factors that affect vocational development and choice; relationship of vocational counseling to personal/social counseling; the counselor's role in clients' vocational development; scope and sources of occupational information; application of vocational development theories to school, college and agency settings; visits to job settings, interviews with employees, employers and agency representatives; analysis of job satisfaction.

Credits: 3

Rotating Basis

SPC 702 Diagnosis of Learning Problems

This course focuses on the assessment of children and youth with a range of literacy and/or learning problems. Course participants explore a range of assessment measures and strategies and how to use information gathered through assessment and analysis to plan or modify instruction utilizing an RTI framework. Topics covered include measurement concepts, administering tests and interpreting test data, communicating testing information to parents, caregivers, and school personnel, using testing information for instructional planning, and legal mandates. Students will be required to perform assessments.

Credits: 3

Rotating Basis

SPC 703 Remediation of Learning Problems of Students

This course focuses on classroom intervention issues as well as 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 725 Assessment Seminar

(Required course for students not attaining B+ average in assessment courses.)

This course will focus on enhancing students' assessment skills, as well as their ability to integrate a variety of assessment data; write and orally communicate evaluation results; and recommend intervention strategies to other professionals and families. Students are expected to write psychological reports, present case studies, make recommendations and write educational objectives. Prerequisite: Admission to Professional Stage.

Credits: 0

Rotating Basis

SPC 732 Research Methods

Students will learn to analyze research in psychology, 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 745A The Family of the Substance Abuser

This course will deal with the issues for family members, significant others and friends of substance abusers. Identification of these individuals as "hidden victims" is important in order to understand the impact this has on the school, work and other environments of family members. Students will be expected to gain a theoretical and practical understanding of the resulting behavior(s) and how to deal with this through lectures, independent research and special events.

Credits: 3

Rotating Basis

SPC 745C College Admissions Process

This course is designed for students presently working in a school setting, or pursuing a path leading to certification in 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 745D Domestic Violence

This course will examine key issues related to domestic violence (DV): differentiating partner abuse from unhealthy relationships, motivation for maintaining abusive relationships, intergenerational effects, legal issues, cultural awareness, Feminist Model vs. Mental Health Model, and counseling techniques and strategies to help. Classes are taught in "seminar style" using a combination of lecture by the professor, guest speakers and student presentations, discussion of class readings/reaction papers, group activities and videos.

Credits: 3

Rotating Basis

SPC 745E Counseling the Special Education Student

This course aims at providing the student or current counselor or mental health practitioner

with a broad, in-depth understanding of myriad factors which impact on the adaptation, self-image and adjustment of special education students. Through such understanding, the course will then develop and explore counseling and palliative principles to guide work with such populations. Self-awareness as related to these issues will be stressed throughout the course as students develop a deeper comprehension of ethical and professional counseling practice in our diverse society.

Credits: 3

Rotating Basis

SPC 745G Counseling Issues with the LGBT Community

This course is designed to provide the student with the knowledge and skills needed to understand and maximize his/her effectiveness in working with the Lesbian, Gay, Bisexual and Transgender community across the life span. With particular focus on young people and their families, areas of discussion will encompass contributing factors such as culture, religious background, and socio-economic status.

Credits: 3

Rotating Basis

SPC 745H High School Counseling

This course will focus on the practical application of a comprehensive developmental school-counseling program at the high school level. The roles and responsibilities of a high school guidance counselor will be discussed. Topics to be covered will include college admissions, academic advisement, crisis intervention, consultation, and career planning. 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 745I Cutting Edge Issues in School Counseling

This course will focus on current issues facing counselors working with students individually and in groups in the 21st century. Contemporary counseling approaches such as solution-focused and cognitive behavior therapy will be explored in depth. Students will be asked to bring a real life issue of concern to investigate. Topics such as working with resistant, self-abusive and school avoidant students will be discussed as well as the impact of societal trends such as social media and the Internet.

Credits: 3

Rotating Basis

SPC 745M Multicultural and Diversity Issues in Counseling

This course will explore issues in multicultural counseling. There will be a review of the theory and research necessary to work more effectively with culturally diverse people. Students will develop

cultural awareness and apply new insights in multicultural situations. The course will increase students' multicultural counseling and development knowledge, with a focus on communication problems when contact is made with persons from differing cultural, ethnic and racial backgrounds and how these factors impact on the counseling relationship.

Credits: 3

Rotating Basis

SPC 7450 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 791 The Dynamics of Aging: Understanding and Meeting the Challenges of Aging

This course will provide an overview of the physical and cognitive challenges associated with aging and their impact on psychosocial well-being. It will cover the stages of aging and the continuum of care available to seniors at home and in the community. Dementia-related disease and associated behaviors will be examined. Theories such as Reality Orientation and Validation Therapy will be evaluated. Students will be given the opportunity to develop their assessment skills and create care plans. Innovative and creative counseling interventions to help the individual cope with reactive depression, reconnect with their sense of self, and re-create their life as needed, moving from "patient" to "person" again will be taught. Quality of life and family issues will be emphasized. Role play exercises and field trips will be offered. Career opportunities will be addressed as this field of healthcare continues to expand and evolve.

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

TED 516 Learning in Bilingual/Multicultural Settings

This course focuses on the individual, social, cognitive and linguistic nature of bilingualism,

including second language acquisition, sociology of language, and the relationship between language and culture. Students also explore the socio-political, historical, and legal foundations that have shaped bilingual and multicultural education policies, program models, and teaching and assessment practices. In addition, students develop an understanding of the distinction between language differences and language disability as they examine issues relating to second language learners with diverse learning needs. Field experience required.

Credits: 3

Rotating Basis

TED 612 Assessment for English Language Learners in Special Education

This course is designed to develop competency in implementing appropriate multidisciplinary assessment techniques for English language learners with disabilities. Students will examine both formal and informal assessment instruments and strategies, and will analyze them in the context of planning for IEP (Individualized Educational Program) objectives. Field work required.

Credits: 3

Rotating Basis

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 either School Building Leader or School District Leader, depending upon qualifications. The programs may meet the requirements for New Jersey Principal and Superintendent certification. Individuals seeking educational leadership certificates in states other than New York are advised to consult the Education Department in the particular state.

Courses emphasize critical thinking, reflection, and problem-solving skills in order to prepare individuals who can be catalysts for school change and improved student performance. Coursework helps students connect theory and practice and focus on facilitating learning. The Educational Leadership graduate programs are committed to preparing candidates who demonstrate the nine essential characteristics of effective leaders, promoted by the New York State Education Department. Emphasis is placed upon the core domains of leadership and the 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 initial School Building Leader (SBL) and/or professional School District Leader (SDL) certification, to have completed at least 60 semester hours of graduate study, possess a permanent or professional certificate in classroom teaching service or pupil personnel service, and to have completed three years of classroom teaching service and/or educational leadership service and/or pupil personnel service experience in public or non-public schools N-12.

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 certification as School Building Leader (SBL) and/or School District Leader or for New Jersey Principal and/or Superintendent certification.

Graduates of this program have excellent opportunities for employment in a variety of school leadership roles beginning at the

department chair or assistant principal level and culminating at the assistant superintendent or superintendent level. Program completers are able to bring their expertise into a full range of settings with diverse populations, including urban, suburban and rural schools. They are prepared to effectively manage the broad array of challenges faced by school leaders; engage the school community in strategic planning processes for sustained improvement; and apply their understanding of instructional leadership concepts to enhance the performance of school personnel while promoting student learning.

M.S.Ed. Educational Leadership (36 credits Required)

[Program Code: 29045]

Core Requirements - 24 credits

| | | | |
|-----|-----|--|------|
| EDL | 630 | Administrative Core I | 6.00 |
| EDL | 631 | Administrative Core II | 3.00 |
| EDL | 632 | Curricular Concerns in Public School Administration | 3.00 |
| EDL | 635 | School Law | 3.00 |
| EDL | 637 | The Supervisor in The School Setting: 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 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**

Advanced Certificate Educational Leadership

The Advanced Certificate in Educational Leadership is a 30 credit post-master's program that leads to eligibility for New York State certification as a School District Leader (SDL) and/or School Building Leader (SBL). It also assists the graduate in meeting the academic requirements for superintendent and principal in New Jersey.

As the role of 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: 29047]

Core Requirements - 24 credits

| | | | |
|-----|-----|--|------|
| EDL | 630 | Administrative Core I | 6.00 |
| EDL | 631 | Administrative Core II | 3.00 |
| EDL | 641 | School District Administration: Problems and Issues | 3.00 |
| EDL | 651 | Internship in School Administration-Advanced Certificate Level | 6.00 |

Select one of the following two courses

| | | | |
|-----|-----|--|------|
| EDL | 632 | Curricular Concerns in Public School Administration | 3.00 |
| EDL | 637 | The Supervisor in The School Setting: 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 computers to solve administrative problems. Administrative Core I (EDL 630) must be taken before Core II.

Credits: 3

Rotating Basis

EDL 632 Curricular Concerns in Public School Administration

This course is a study of curricular concerns and emphasizes administrative decision-making skills. Major topics include administering programmatic change, focus on individualized and differentiated instruction, curriculum theory, instructional and curriculum issues.

Credits: 3

Rotating Basis

EDL 633 School Business Administration

This course provides students with information on the skills and knowledge needed to operate an effective school business office. It covers budgeting theories and practices, including estimating expenditures, personnel costs, and revenues as well as services that support the instructional operations of the district: food service, transportation, school store, supply management, purchasing and bidding, insurance, and the use of existing district buildings and grounds, new construction and renovation. School district revenue sources are explored, including taxation concepts and practices, theoretical models in state funding, state aid, federal aid and special education, and public support for non-public schools.

Credits: 3

Rotating Basis

EDL 634 School Personnel Administration

The course provides a study of the skills, attitudes and knowledge essential for effective school personnel administration. Methods of recruitment of highly skilled and competent new employees are reviewed. Certification requirements and selection

methods are discussed in order that administrators will locate the best possible staff for their schools/districts. Other areas of study include assignment of staff, load and transfer of teachers, salaries and scheduling. Areas of concentration will also include: leaves of absence, tenure, in-service education, personnel records, morale, retirement, professional associations and collective bargaining.

Credits: 3

Rotating Basis

EDL 635 School Law

This course entails a study of the major topics of law related to public schools. Areas of concentration include: sources of the law; scope of the law; law and the organization for public education; pupils, employees and school law; school officers and the law; theory of governmental non-liability; liability and individual members of the board, and personal liability of school employees.

Credits: 3

Rotating Basis

EDL 636 Public School Finance

This course is designed to acquaint the student with public laws pertaining to the education of students with disabilities. Specifically, students will review IDEIA, Section 504, No Child Left Behind/Race to the Top (as it impacts special education), NYS Part 200 Regulations of the Commissioner, and newly revised ADA regulations. Major concepts to be covered include: Least Restrictive Environment/Continuum of Services; The Individual Education Program, including evaluation and the multi-disciplinary team; Due Process, including Parental Rights and procedural safeguards; Free Appropriate Public Education and Response to Intervention.

Prerequisite of EDL 631 is required.

Credits: 3

Rotating Basis

EDL 637 The Supervisor in The School Setting

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 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.

Credits: 3

Rotating Basis

EDL 644 Collective Negotiations In Education

This course is a study of the implementation and development of collective negotiations in the public schools. It includes principles and practices applied in public sector negotiations and the study of selected topics such as the bargaining process, impasse procedures, grievance machinery, the strike content of bargaining agreements, and the role of the administrator in negotiations.

Credits: 3

On Occasion

EDL 646 Special Education Law For School Administrators

This course is designed to acquaint the student with public laws pertaining to the education of students with disabilities. Specifically, students will review IDEIA, Section 504, No Child Left Behind/Race to the Top (as it impacts special education), NYS Part 200 Regulations of the Commissioner, and newly revised ADA regulations. Major concepts to be covered include: Least Restrictive Environment/Continuum of Services; The Individual Education Program, including evaluation and the multi-disciplinary team; Due Process, including Parental Rights and procedural safeguards; Free Appropriate Public Education and Response to Intervention.

Credits: 3

Rotating Basis

EDL 648 School Organization, Programming and & Scheduling

This course offers students insights into the essentials of managing a school or district. Major topics include, but are not limited to: scheduling classes and activities across varying grade levels; scheduling extra-curricular activities; defining appropriate parameters for clubs and assemblies; and managing sports programs. Students will learn how to select appropriate educational programs and technologies to enhance student learning. Practical projects will be assigned.

Credits: 3

On Occasion

EDL 649 Leadership and Administration in Multicultural School Settings

This course is designed to provide specific preparation for supervisors in the management of operational policies, particularly in multicultural school settings. Recent national and local policy trends will be explored for their effects upon traditional budget allocation practices, curriculum strategies, personnel management, program assessment, and shared management. Policies and methods will be examined to ensure that all students have the necessary resources to enjoy

equitable opportunities to learn and to meet high standards.

Credits: 3

Rotating Basis

**EDL 650 Internship in School Administration-
Masters Level**

The course provides students with the opportunity to participate in administrative and supervisory activities and to put into practice the students' classroom knowledge in practical ways. Students will work in a school and district setting and then meet in seminars to discuss issues, problems and strategies. During the internship, five areas of study will be emphasized: Administration; Curriculum Development; School Community Relations; Student Services; and Staff Development. In addition, the six major core areas (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 653 Administration and Leadership at the
Middle School Level**

This course is a study of administrative leadership and decision-making at the middle school level. It includes a review of current educational research, theory and practice as they may apply to the operation of a middle level school. Topics include: understanding the middle school concept; examining administrative decision-making and the middle school curriculum development; supervision at the middle school level; current issues in administering a middle school.

Offered on occasion, 3 credits.

Credits: 3

On Occasion

**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) are, how they are organized, and how they can best be used to enhance classroom instruction. Students will research and examine pragmatic strategies supported by examples from a diverse range of districts. Topics include: powering up 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 learner.s, including English language learners and those with special needs.

Credits: 3

Rotating Basis

**EDL 913 Labor Contract Negotiations and
Administration in the Public Schools**

This Course addresses the skills and knowledge necessary for administrators in the public schools in New York State to manage and carry out functions related to the negotiation and administration of collective bargaining agreements, including teacher and civil service contracts. The areas covered in the class include the preparation for and conduct of labor negotiations. Also included are contract administration and grievance handling. The course is taught by way of lecture, readings, and simulations.

Credits: 1

Not Set

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 and 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 | 951 | Cosmetic /Dermatological Formulations and Technology II | 3.00 |
| PHS | 960 | Properties/Applications of Cosmetic and Pharmaceutical Raw Materials | 3.00 |
| PHS | 972 | Methods of Pharmaceutical Analysis | 3.00 |

| | | | |
|--|--|---|------|
| | | Advanced Biopharmaceutics/ Pharmacokinetics | 3.00 |
|--|--|---|------|

Students must pass the written comprehensive examination.

Under limited circumstances, and upon approval of the Program Director, students may take an LIU Brooklyn Pharmaceutics course if not offered at LIU Hudson.

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 | 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 | 936 | Dosage Form Design | 3.00 |
| PHS | 950 | Cosmetic / Dermatological Formulations and Technology I | 3.00 |
| PHS | 951 | Cosmetic / Dermatological Formulations and Technology II | 3.00 |
| PHS | 960 | Properties/Applications of Cosmetic and Pharmaceutical Raw Materials | 3.00 |
| PHS | 972 | Methods of Pharmaceutical Analysis | 3.00 |
| PHS | 070 | Special Project in Cosmetic Formulations | 3.00 |

Students must pass the written comprehensive examination.

Under limited circumstances, and upon approval of the Program Director, students may take an LIU Brooklyn Pharmaceutics course if not offered at LIU Hudson.

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.

Credits: 3

On Demand

PHS 70 Special Problems

Laboratory, fieldwork or library research in the various areas of specialization. Pass-Fail only.

Permission of the instructor required.

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.

Credits: 3

On Demand

PHS 931 Advanced Physical Pharmacy I

A systematic study of the application of physico-chemical principles to the pharmaceutical and cosmetic sciences. Topics include complexation, colloids, interfacial phenomena, dissolution theory, suspensions, micromeritics and rheology.

Prerequisite: First semester Calculus course.

Limited to 20 students.

Credits: 3

On Demand

PHS 932 Advanced Physical Pharmacy II

A detailed analysis of the chemical kinetics of pharmaceutical systems as applied to both in-vitro and in-vivo models. Drug decomposition, stabilization and storage of solutions, polyphasic systems and solids are emphasized.

Limited to 20 students.

Credits: 3

On Demand

PHS 934 Principles of Industrial Pharmacy I

The course provides a study of methods used to

formulate, manufacture and stability-test various dosage forms including tablets, ointments, creams, capsules, suspensions, sterile products, etc. The different techniques used to formulate dosage forms possessing unique properties such as sustained or delayed release will also be covered.

Limited to 20 students.

Credits: 3

On Demand

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.

Credits: 3

On Demand

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.

Credits: 3

On Demand

PHS 950 Cosmetic / Dermatological Formulations and Technology I

The course provides a thorough review of skin physiology, mechanistic analysis of the relevant skin functions, and percutaneous absorption. The physicochemical principles and the performance criteria that are evaluated to rationally develop dermatological formulations will be taught.

Emphasis is placed on product development, scale-ups, manufacturing, stability-testing and performance evaluations of modern-day cosmetic, toiletry and pharmaceutical topical products. The course covers skin care, hair care and treatment systems including creams, lotions, shampoos, gels, fluids, makeups, sunscreens and pharmaceutical dermatologicals. Limited to 20 students.

Credits: 3

On Demand

PHS 951 Cosmetic / Dermatological Formulations and Technology II

This Course offers in-depth studies of human hair morphology, structure, its mechanistic analyses / functions, hair growth and damage, as related to

age and the chemicals from daily hair care products. Students will learn the basic concepts and theories of heterogeneous systems including emulsions, fluids, gels, sprays and suspensions for use in the product development of all types of safe and effective modern hair related cosmetic and dermatological products, including shampoos, conditioners, hair sprays, anti-dandruff and other varieties of products. In addition, all pertinent aspects of product safety and toxicological issues will be covered. Limited to 20 students.

Credits: 3

On Demand

PHS 960 Properties/Applications of Cosmetic and Pharmaceutical Raw Materials

The course is tailored to students who are interested in learning about the formulation and manufacturing of cosmetic, toiletry and pharmaceutical products. The course covers the physicochemical properties of major classes of raw materials, including binders, disintegrants, fillers, surfactants, film formers, plasticizers, preservatives, antioxidants, thickeners and dispersants, and pharmaceutical solvents. Special emphasis is placed on the creative and innovative application of these raw materials in the development of contemporary cosmetic/toiletry and pharmaceutical dosage forms. Limited to 20 students.

Credits: 3

On Demand

PHS 972 Methods of Pharmaceutical Analysis

Students will learn the theory governing the most common methods of pharmaceutical analysis. The course will cover basic statistics so that students can interpret results obtained from analysis of pharmaceuticals and understand certain concepts including linear regression, which are required to solve quantitative problems of pharmaceutical analysis. The techniques that will be discussed in the course include: UV/Visible Spectroscopy, Infrared Spectroscopy, Fluorescence Spectroscopy, Liquid-Liquid extractions, Solid Phase Extractions, Gas and Liquid Chromatography and Dissolution. Other techniques and topics will be discussed as time permits. Limited to 20 students.

Credits: 3

On Demand

PHS 987 Advanced Biopharmaceutics and Pharmacokinetics

Students will learn the application of pharmacokinetic principles and pharmacokinetic models to dosing, bioavailability and bioequivalence of drugs. Limited to 20 students.

Credits: 3

On Demand

PUBLIC ADMINISTRATION/HEALTH ADMINISTRATION

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
914-831-2711

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

Transfer Credits

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

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

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 709 Legal Aspects in Health Administration

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

You must be in the Hudson Graduate MPA

Program in order to enroll for this course.

Credits: 3

Rotating Basis

HAD 710 Gerontology: Process of Aging

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

You must be in the Hudson Graduate MPA

Program in order to enroll for this course.

Credits: 3

Rotating Basis

HAD 711 Long-Term Care Administration

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

You must be in the Hudson Graduate MPA

Program in order to enroll for this course.

Credits: 3

Rotating Basis

HAD 714 Planning and Marketing in Health Care Organizations

This course provides an analysis of the principles of planning and marketing functions in health care organizations. Students will study the methods by which institutions evaluate and control opportunities to achieve goals and objectives in a highly competitive and resource restrained health care environment with both free market and regulated market characteristics.

You must be in the Hudson Graduate MPA

Program in order to enroll for this course.

Credits: 3

Rotating Basis

HAD 723 Economics of Health

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

You must be in the Hudson Graduate MPA

Program in order to enroll for this course.

Credits: 3

Rotating Basis

HAD 724 Managed Care Administration

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

You must be in the Hudson Graduate MPA

Program in order to enroll for this course.

Credits: 3

Rotating Basis

HAD 725 Financial Management of Health Care Institutions

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

You must be in the Hudson Graduate MPA

Program in order to enroll for this course.

Credits: 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 550 Computer Applications

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

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

Credits: 3

Rotating Basis

MPA 701 Managerial Communications

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

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

Credits: 3

Rotating Basis

MPA 704 Intergovernmental Relations

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

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

Credits: 3

Rotating Basis

MPA 707 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 708 Work, People and Productivity

This course is experiential. Activities demonstrate the perspectives and conflicts that arise at the various levels of organizations, and suggest strategies

for prevention and resolution. Students learn about their own management styles, how to maximize their own performance and those of their employees, peers and supervisors through role-playing, feedback exercises, effective supervision and evaluation techniques.

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

Credits: 3

Rotating Basis

MPA 710 Labor Relations in the Public Sector

This course examines the interaction of the labor movement with management in the political setting of government. This course also examines collective bargaining in relation to public bodies, and the impact of bargaining on a fiscal budget.

Other policy processes as well as the role of the administration are covered and include strategies of bargaining and the role of public opinion.

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

Credits: 3

Rotating Basis

MPA 712 Managing Diversity in the Workplace

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

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

Credits: 3

Rotating Basis

MPA 713 Grant Writing and Administration

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

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

Credits: 3

Rotating Basis

MPA 777 Critical Issues in the Public and Private Sectors

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

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

Credits: 3

Rotating Basis

MPA 785 Independent Study

The student is expected to research one specific phase of a problem in considerable depth under the supervision of a faculty adviser, and to prepare a well-documented evaluative report expressing his/her own assessment of the impact and significance of the problem and of one or more solutions.

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

Credits: 3 to 6

Rotating Basis

MPA 788 Graduate Internship in Administration

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

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

Credits: 3 to 6

Rotating Basis

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

PAD 725 Government Regulation of Land Use

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

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

Credits: 3

Rotating Basis

PAD 748 Managing Metropolitan Government

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

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

Credits: 3

Rotating Basis

PAD 780 Current Issues in Public Administration

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

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

Credits: 3

Rotating Basis

TEACHER EDUCATION

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

845-446-3818

Program Director, TESOL, Bilingual Education, and Languages Other than English

914-831-2713

Program Director, Literacy, Early Childhood and Childhood

914-831-2714

Program Director, Special Education and Adolescence

914-831-2715

Admission Requirements

1. Bachelor's degree from an accredited institution with a minimum GPA of 3.00
2. GRE, Miller Analogies Test or substantive equivalent required for candidates without prior certification and /or do not hold graduate degrees
3. Two professional letters of recommendation
4. An interview (virtual or face-to-face) may be required.
5. A written statement of professional goals

M.S. Ed. 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.

Requirements for those seeking New York State certification

- 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; WECCMSSED]

Tier I: Core Courses (12 credits)

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

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

- Maintain a 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; WECSEMSSED]

Prerequisites: Liberal Arts requirements for teacher certification in childhood education

Tier I: Core Courses (12 credits)

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

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

- Maintain a 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 (Birth - Grade 6)

44 Credits Required

[Program Code: 28607; WECLMSSED]

Tier I: Core Courses (12 credits)

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

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

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

Tier II: Methods Courses (28 credits)

| | | | |
|-----|-----|--|------|
| TED | 520 | Language & Literacy | 3.00 |
| TED | 525 | Teaching Literacy and Language Arts 1-6 | 3.00 |
| TED | 545 | Promoting Wellness in the Classroom | 1.00 |
| TED | 610 | Assessing Students w/ Literacy and Learning Problems | 3.00 |
| TED | 620 | Collaboration in Inclusive Settings | 3.00 |
| TED | 625 | Interventions in Reading | 3.00 |
| TED | 640 | Phonological Awareness and 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 | 710 | Practicum in Literacy for Students with Learning Problems, 1-6 | 3.00 |

Tier III: Field Experiences (4 credits)

One of the following:

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

Minimum GPA: 3.00

Advanced Certificate in Bilingual Early Childhood Education

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

Advanced Certificate in Early Childhood Education (Birth -

Grade 2)

14 Credits Required

[Program Code: 29697; WECECRT]

Prerequisites:

- Master's degree
- Prior Certification
- TED 500 (Lives of Children) 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 500 (Lives of Children) 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; WCEMSSED]

Prerequisites: Liberal Arts requirements for teacher certification in childhood education

Tier I: Core Courses (12 credits)

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

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

- Maintain a 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 |
|-----|-----|---|------|

One of the following:

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

Minimum GPA: 3.00

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

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

M.S.Ed. in Childhood Education

and Childhood Special Education (Grades 1 - 6)

47 Credits Required

[Program Code: 27166; WCECSMSSED]

Prerequisites:

- Liberal Arts requirements for teacher certification in childhood education .

Tier I: Core Courses (12 credits)

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

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

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

Tier II: Methods Courses (31 credits)

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

Tier III: Field Experiences (4 credits)

One of the following:

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

Minimum GPA: 3.00

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

47 Credits Required

[Program Code: 27165; WCELMSED]

Prerequisites: Liberal Arts requirements for teacher certification in childhood education

Tier I: Core Courses (12 credits)

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

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

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

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

| | | | |
|-----|-----|---|------|
| TED | 520 | Language & Literacy | 3.00 |
| TED | 525 | Teaching Literacy and Language Arts 1-6 | 3.00 |
| TED | 530 | Teaching Social Studies/The Arts 1-6 | 3.00 |
| TED | 535 | Teaching Science/Technology 1-6 | 3.00 |
| TED | 540 | Teaching Math/Technology 1-6 | 3.00 |
| TED | 545 | Promoting Wellness in the Classroom | 1.00 |
| TED | 610 | Assessing Students with Literacy and Learning Problems | 3.00 |
| TED | 620 | Collaboration in Inclusive Settings | 3.00 |
| TED | 625 | Interventions In Reading | 3.00 |
| TED | 640 | Phonological Awareness and Methods of Beginning Reading Instruction | 3.00 |
| TED | 710 | Practicum in Literacy for Students with Learning Problems, Grades 1-6 | 3.00 |

Tier III: Field Experiences (4 credits)

One of the following:

| | | | |
|-----|-----|---|------|
| TED | 705 | Seminar and Student Teaching: Childhood Education | 4.00 |
|-----|-----|---|------|

| | | | |
|-----|-----|--|------|
| TED | 706 | Seminar and Supervised Teaching: Childhood Education | 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 500 Lives of Children 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 | Multicultural Perspectives in 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 500 Lives of Children or its equivalent
- TED 510 Introduction to Students with Disabilities or its equivalent

| | | | |
|-----|-----|---|------|
| TED | 520 | Language & Literacy | 3.00 |
| TED | 525 | Teaching Literacy and Language Arts 1-6 | 3.00 |
| TED | 530 | Teaching Social Studies/The Arts 1-6 | 3.00 |
| TED | 535 | Teaching Science/Technology 1-6 | 3.00 |
| TED | 540 | Teaching Math/Technology 1-6 | 3.00 |

And 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

Advanced Certificate in Childhood Special Education

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

**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; WMCMSSED]

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 | Multicultural Perspectives in Education | 3.00 |
| TED | 520 | Language & Literacy | 3.00 |

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

- Maintain a 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 | 566 | Teaching Methods in Middle Childhood and Adolescence: English | 3.00 |
| TED | 575 | Lives Of Adolescents | 3.00 |
| TED | 6__ | Education Elective | 3.00 |

Tier III: Field Experiences (6 credits)

| | | | |
|-----|-----|--|------|
| TED | 745 | Field Experience in Middle Childhood and Adolescence Education | 2.00 |
|-----|-----|--|------|

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; WMCSSMSSED]

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 | Multicultural Perspectives in Education | 3.00 |
| TED | 520 | Language & Literacy | 3.00 |

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

- Maintain a 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 | 567 | Teaching Methods in Middle Childhood and Adolescence: Social Studies | 3.00 |
| TED | 575 | Lives Of Adolescents | 3.00 |
| TED | 6__ | Education Elective | 3.00 |

Tier III: Field Experiences (6 credits)

| | | | |
|-----|-----|--|------|
| TED | 745 | Field Experience in Middle Childhood and Adolescence Education | 2.00 |
|-----|-----|--|------|

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; WCAMMSSED]

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 | Multicultural Perspectives in Education | 3.00 |
| TED | 520 | Language & Literacy | 3.00 |

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

- Maintain a 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 and Language Arts 5-12 | 3.00 |
| TED | 555 | Foundations of Middle Childhood Education | 3.00 |
| TED | 560 | Teaching Methods in Middle Childhood and Adolescence Education: General | 3.00 |
| TED | 571 | Teaching Methods in Middle Childhood and Adolescence: Mathematics | 3.00 |
| TED | 575 | Lives Of Adolescents | 3.00 |
| TED | 6__ | Education Elective | 3.00 |

Tier III: Field Experiences (6 credits)

| | | | |
|-----|-----|--|------|
| TED | 745 | Field Experience in Middle Childhood and Adolescence Education | 2.00 |
|-----|-----|--|------|

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; WMCASMSSED]

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 | Multicultural Perspectives in Education | 3.00 |
| TED | 520 | Language & Literacy | 3.00 |

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

- Maintain a 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 and Language Arts 5-12 | 3.00 |
| TED | 555 | Foundations of Middle Childhood Education | 3.00 |
| TED | 560 | Teaching Methods in Middle Childhood and Adolescence Education: General | 3.00 |
| TED | 572 | Teaching Methods in Middle Childhood and Adolescence: Science | 3.00 |
| TED | 575 | Lives Of Adolescents | 3.00 |
| TED | 6__ | Education Elective | 3.00 |

Tier III: Field Experiences (6 credits)

| | | | |
|-----|-----|--|------|
| TED | 745 | Field Experience in Middle Childhood and Adolescence Education | 2.00 |
|-----|-----|--|------|

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

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

- 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. Adolescence Education (Grades 7 - 12)

34 Credits Required

[Program Code: 31156; WADOMSED]

Prerequisites:

- A major or its equivalent (30 credits) in the relevant content area
- 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 | Multicultural Perspectives in Education | 3.00 |
| TED | 575 | Lives of Adolescents | 3.00 |

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

- Maintain a GPA of 3.0 or above

Tier II: Methods Courses (16 credits)

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

And one of the following: (3 credits)

| | | |
|---------|--|------|
| TED 566 | Teaching Methods in Middle Childhood and Adolescence: English | 3.00 |
| TED 567 | Teaching Methods in Middle Childhood and Adolescence: Social Studies | 3.00 |
| TED 571 | Teaching Methods in Middle Childhood and Adolescence: Mathematics | 3.00 |
| TED 572 | Teaching Methods in Middle Childhood and Adolescence: Science | 3.00 |

Tier III: Field Experiences (6 credits)

| | | |
|---------|---|------|
| TED 746 | Field Experience in Adolescence Education | 2.00 |
|---------|---|------|

And one of the following:

| | | |
|---------|--|------|
| TED 752 | Seminar and Student Teaching: Adolescence | 4.00 |
| TED 753 | Seminar and Supervised Teaching: Adolescence | 4.00 |

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

Tier I: Core Courses (12 credits)

| | | |
|---------|--|------|
| TED 505 | Issues In Education | 3.00 |
| TED 510 | Introduction to Students With Disabilities | 3.00 |

| | | |
|---------|---|------|
| TED 515 | Multicultural Perspectives in Education | 3.00 |
| TED 520 | Language & Literacy | 3.00 |

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

- Maintaining a 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 | 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

Tier I: Core Courses (12 credits)

| | | |
|---------|--|------|
| TED 505 | Issues In Education | 3.00 |
| TED 510 | Introduction to Students With Disabilities | 3.00 |

| | | |
|---------|---|------|
| TED 515 | Multicultural Perspectives in Education | 3.00 |
| TED 520 | Language & Literacy | 3.00 |

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

- Maintaining a 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 567 | Teaching Methods in Middle Childhood and Adolescence Education: Social Studies | 3.00 |

Tier III: Field Experiences (6 credits)

| | | |
|---------|--|------|
| TED 745 | Field Experience: Middle Childhood and Adolescence Education | 2.00 |
|---------|--|------|

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

Tier I: Core Courses (12 credits)

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

TED 520 Language & Literacy 3.00

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

- Maintaining a 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 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 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

Tier I: Core Courses (12 credits)

TED 505 Issues In Education 3.00

TED 510 Introduction to Students With Disabilities 3.00

TED 515 Multicultural Perspectives in Education 3.00

TED 520 Language & Literacy 3.00

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

- Maintaining a 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 (Grades 1 - 6)

37 Credits Required

[Program Code: 27162; WCSEMSD]

Prerequisite:

- Prior certification in Childhood Education

Tier I: Core Courses (9 credits)

TED 510 Introduction to Students With Disabilities 3.00

TED 515 Multicultural Perspectives in Education 3.00

TED 520 Language & Literacy 3.00

Tier II: Methods Courses (24 credits)

TED 600 Introduction to Students with Learning Problems 3.00

TED 605 Teaching Students with Learning Problems 3.00

TED 610 Assessing Students with Literacy and Learning Problems 3.00

TED 615 Classroom Management in Inclusive Settings 3.00

TED 620 Collaboration in Inclusive Settings 3.00

TED 625 Interventions In Reading 3.00

TED 630 Math/Technology for Students with Learning Problems 3.00

TED 710 Practicum in Literacy for Students with Learning Problems, Grades 1-6 3.00

Tier III: Field Experiences (4 credits)

One of the following:

TED 720 Seminar and Student Teaching: Childhood Special Education 4.00

TED 721 Seminar and Supervised Teaching: Childhood Special Education 4.00

Minimum GPA: 3.00

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

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

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

46 Credits Required

[Program Code: 27167; WSECLMSED]

Prerequisite:

- Prior Certification in Childhood Education

Tier I: Core Courses (9 credits)

| | | | |
|-----|-----|--|------|
| TED | 510 | Introduction to Students With Disabilities | 3.00 |
| TED | 515 | Multicultural Perspectives in Education | 3.00 |
| TED | 520 | Language and Literacy | 3.00 |

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

- Maintaining a GPA of 3.0 or above
- Demonstrating competence in writing

Tier II: Special Education and Literacy Courses (33 credits)

| | | | |
|-----|-----|---|------|
| TED | 600 | Introduction to Students with Learning Problems | 3.00 |
| TED | 605 | Teaching Students with Learning Problems | 3.00 |
| TED | 610 | Assessing Students with Literacy and Learning Problems | 3.00 |
| TED | 615 | Classroom Management in Inclusive Settings | 3.00 |
| TED | 525 | Teaching Literacy and Language Arts 1-6 | 3.00 |
| TED | 625 | Interventions In Reading Instruction | 3.00 |
| TED | 640 | Phonological Awareness and Methods of Beginning Reading Instruction | 3.00 |
| TED | 620 | Collaboration in Inclusive Settings | 3.00 |
| TED | 645 | Methods of Teaching Writing | 3.00 |
| TED | 710 | Practicum in Literacy for Students with Learning Problems, Grades K-6 | 3.00 |
| TED | 6__ | Education Elective | 3.00 |

Tier III: Field Experiences (4 credits)

One of the following:

| | | | |
|-----|-----|--|------|
| TED | 720 | Seminar and Student Teaching: Childhood Special Education | 4.00 |
| TED | 721 | Seminar and Supervised Teaching: Childhood Special Education | 4.00 |

Minimum GPA: 3.00

M.S.Ed. Special Education in Adolescence (Grades 7 - 12)

38 Credits Required *

(Program Code: 27990 ; WSPEDADMSE)

Prerequisites:

- TED 575 Lives of Adolescents or equivalent
- 18 credit concentration in a liberal arts area
- 6 credits each in English, social studies, mathematics and science
- Course in LOTE

* To qualify to extend certification down to grades 5 and 6, an additional 3 credit course, TED 555 Foundations of Middle Childhood Education, is required. Additionally, the student teaching experience should encompass time spent in grades 7/8.

Tier I: Core Courses (9 credits)

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

Tier II: Methods Courses (25 credits)

| | | | |
|-----|-----|--|------|
| TED | 545 | Promoting Wellness in the Classroom | 1.00 |
| TED | 550 | Teaching Literacy 5-12 | 3.00 |
| TED | 561 | Teaching Methods in Adolescence Education | 3.00 |
| TED | 600 | Introduction to Students with Learning Problems | 3.00 |
| TED | 605 | Teaching Students with Learning Problems | 3.00 |
| TED | 610 | Assessing Students with Literacy and Learning Problems | 3.00 |
| TED | 615 | Classroom Management in Inclusive Settings | 3.00 |
| TED | 620 | Collaboration in Inclusive Settings | 3.00 |
| TED | 715 | Practicum in Literacy for Students with Learning Problems, Grades 5-12 | 3.00 |

Tier III: Field Experiences (4 credits)

One of the following:

| | | | |
|-----|-----|---|------|
| TED | 785 | Seminar and Student Teaching: Special Education and Middle Childhood/Adolescence Education | 4.00 |
| TED | 786 | Seminar and Supervised Teaching: Special Education and Middle Childhood/Adolescence Education | 4.00 |

Minimum GPA: 3.00

Note: Students who have a concentration of 18 or more credits in English, social studies, math or science will be eligible to apply for an extension which will allow them to teach that subject in special education programs.

M.S.Ed. Special Education in Adolescence Grades 7-12 (with prior certification)

Generalist "7-12"

34 Credits Required

[Program Code: 34747; WSPEDPSMSE]

Prerequisites:

- Prior certification as classroom teacher
- 6 credits each in English, social studies, mathematics and science

Tier I: Core Courses (9 credits)

| | | | |
|-----|-----|---|------|
| TED | 510 | Introduction to Students With Disabilities | 3.00 |
| TED | 515 | Multicultural Perspectives in Education | 3.00 |
| TED | 600 | Introduction to Students with Learning Problems | 3.00 |

Tier II: Methods Courses (21 credits)

| | | | |
|-----|-----|--|------|
| TED | 550 | Teaching Literacy 5-12 | 3.00 |
| TED | 561 | Teaching Methods in Adolescence Education | 3.00 |
| TED | 605 | Teaching Students with Learning Problems | 3.00 |
| TED | 610 | Assessing Students with Literacy and Learning Problems | 3.00 |
| TED | 615 | Classroom Management in Inclusive Settings | 3.00 |
| TED | 620 | Collaboration in Inclusive Settings | 3.00 |
| TED | 715 | Practicum in Literacy for Students with Learning Problems, Grades 5-12 | 3.00 |

Tier III: Field Experience (4 credits)

One of the following:

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

TED 786 Seminar and Supervised Teaching: Special Education and Middle Childhood/Adolescence Education 4.00

Minimum GPA: 3.00

Note: Students who have a concentration of 18 or more credits in English, social studies, math or science will be eligible to apply for an extension leading to a specialization teaching the subject of concentration in special education programs.

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

Generalist "7-12"

English, math, science, social studies "5-9" and "7-12" and SWD English, math, science, social studies "5-9" and "7-12" extensions

47 Credits Required

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

Prerequisites:

- TED 575 "Lives of Adolescents" or its equivalent
- Major or its equivalent in English
- 6 credits each (depending on the major) in English, mathematics, science, social studies
- Course in a language other than English

Tier I: Core Courses (9 credits)

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

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

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

Tier II: Methods Courses (34 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 – General 3.00

One of the following four methods courses, depending upon content area:

TED 566 Teaching Methods in Middle Childhood and Adolescence: English 3.00

TED 571 Teaching Methods in Middle Childhood and Adolescence: Mathematics 3.00

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

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

TED 600 Introduction to Students with Learning Problems 3.00

TED 605 Teaching Students with Learning Problems 3.00

TED 610 Assessing Students with Literacy and Learning Problems 3.00

TED 615 Classroom Management in Inclusive Settings 3.00

TED 620 Collaboration in Inclusive Settings 3.00

TED 635 Adolescents with Learning Problems 3.00

TED 715 Practicum in Literacy for Students with Learning Problems 5-12 3.00

Tier III: Field Experiences (4 credits)

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

OR

TED 786 Seminar and Supervised Teaching in Special Education and Middle Childhood and Adolescence Education 4.00

Minimum GPA: 3.00

Advanced Certificate Early Childhood Special Education

23 Credits Required

[Program Code: 29698; WECSECR7]

Prerequisites:

- Master's degree

- Prior certification in Early Childhood Education (Birth – Gr. 2)
- TED 500 (Lives of Children) or its equivalent
- TED 642 (Observation and Assessment in the Early Childhood Classroom) or equivalent assessment course

TED 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 Childhood Special Education

21 Credits Required

[Program Code: 27163; WCSECR7]

Prerequisite:

- Prior certification and Master's degree
- TED 510 Introduction to Students With Disabilities 3.00
 TED 600 Introduction to Students with Learning Problems 3.00

| | | | |
|-----|-----|---|------|
| TED | 605 | Teaching Students with Learning Problems | 3.00 |
| TED | 610 | Assessing Students with Literacy and Learning Problems | 3.00 |
| TED | 615 | Classroom Management in Inclusive Settings | 3.00 |
| TED | 620 | Collaboration in Inclusive Settings | 3.00 |
| TED | 710 | Practicum in Literacy for Students with Learning Problems, Grades 1-6 | 3.00 |

Minimum GPA: 3.00

Advanced Certificate Special Education in Adolescence (Grades 7 - 12)

21 Credits Required

(Program Code: 34742; WSPEDADCRT)

Prerequisites:

- Prior classroom teaching certification in middle childhood and/or adolescence education
- Master's degree
- 6 credits each in English, social studies, mathematics and science

| | | | |
|-----|-----|--|------|
| TED | 510 | Introduction to Student With Disabilities | 3.00 |
| TED | 600 | Introduction to Students with Learning Problems | 3.00 |
| TED | 605 | Teaching Students with Learning Problems | 3.00 |
| TED | 610 | Assessing Students with Literacy and Learning Problems | 3.00 |
| TED | 615 | Classroom Management in Inclusive Settings | 3.00 |
| TED | 620 | Collaboration in Inclusive Settings | 3.00 |
| TED | 715 | Practicum in Literacy for Students with Learning Problems, Grades 5-12 | 3.00 |

Minimum GPA: 3.00

Students who have a concentration of 18 or more credits in English, social studies, math or science will be eligible to apply for an extension leading to a specialization teaching the subject of the concentration in special education programs.

LITERACY EDUCATION

M.S.Ed. Literacy (Birth - Grade 6)

30 Credits Required

[Program Code: 27545; WLBGMSED]

Prerequisites:

- Prior certification as a classroom teacher

| | | | |
|-----|-----|---|------|
| TED | 510 | Introduction to Student With Disabilities | 3.00 |
| TED | 515 | Multicultural Perspectives in Education | 3.00 |
| TED | 525 | Teaching Literacy and Language Arts 1-6 | 3.00 |
| TED | 520 | Language and Literacy | 3.00 |
| TED | 610 | Assessing Students with Literacy and Learning Problems | 3.00 |
| TED | 625 | Interventions In Reading | 3.00 |
| TED | 640 | Phonological Awareness and Methods of Beginning Reading Instruction | 3.00 |
| TED | 645 | Methods of Teaching Writing | 3.00 |
| TED | 6__ | Education Elective | 3.00 |
| TED | 710 | Practicum in Literacy for Students with Learning Problems 1-6 | 3.00 |

Minimum GPA: 3.00

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 (Birth - Grade 12)

36 Credits Required

[Program Code: 27168; WLBMSSED]

Prerequisite:

- Prior certification as a classroom teacher

| | | | |
|-----|-----|--|------|
| TED | 510 | Introduction to Students With Disabilities | 3.00 |
| TED | 515 | Multicultural Perspectives in Education | 3.00 |
| TED | 520 | Language & Literacy | 3.00 |
| TED | 525 | Teaching Literacy and Language Arts 1-6 | 3.00 |
| TED | 550 | Teaching Literacy 5-12 | 3.00 |
| TED | 610 | Assessing Students with Literacy and Learning Problems | 3.00 |

| | | | |
|-----|-----|--|------|
| TED | 625 | Interventions In Reading | 3.00 |
| TED | 640 | Phonological Awareness and Methods of Beginning Reading Instruction | 3.00 |
| TED | 645 | Methods of Teaching Writing | 3.00 |
| TED | 6__ | Literacy Elective | 3.00 |
| TED | 710 | Practicum in Literacy for Students with Learning Problems, Grades 1-6 | 3.00 |
| TED | 715 | Practicum in Literacy for Students with Learning Problems, Grades 5-12 | 3.00 |

Minimum GPA: 3.00

M.S.Ed. Special Education: Childhood and Literacy (Birth - Grade 6)

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

Advanced Certificate Teaching Literacy (Birth -Grade 6)

21 Credits Required

[Program Code: 27171; WTLB6CRT]

Prerequisites:

- Master's degree
- Prior Certification as a Classroom Teacher

| | | | |
|-----|-----|---|------|
| TED | 520 | Language & Literacy | 3.00 |
| TED | 525 | Teaching Literacy and Language Arts 1-6 | 3.00 |
| TED | 610 | Assessing Students with Literacy and Learning Problems | 3.00 |
| TED | 620 | Collaboration in Inclusive Settings | 3.00 |
| TED | 625 | Interventions In Reading | 3.00 |
| TED | 640 | Phonological Awareness and Methods of Beginning Reading Instruction | 3.00 |
| TED | 710 | Practicum in Literacy for Students with Learning Problems 1-6 | 3.00 |

Minimum GPA: 3.00

Advanced Certificate Teaching Literacy (Grades 5 - 12)

21 Credits Required

[Program Code: 27172; WTL512CRT]

Prerequisites:

- Master’s Degree
- Prior certification as a classroom teacher

| | | | |
|-----|-----|--|------|
| TED | 520 | Language & Literacy | 3.00 |
| TED | 550 | Teaching Literacy 5-12 | 3.00 |
| TED | 610 | Assessing Students with Literacy and Learning Problems | 3.00 |
| TED | 625 | Interventions in Reading | 3.00 |
| TED | 620 | Collaboration in Inclusive Settings | 3.00 |
| TED | 6__ | Literacy Elective | 3.00 |
| TED | 715 | Practicum in Literacy for Students with Learning Problems 5-12 | 3.00 |

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 500 Lives of Children or its equivalent)
- Twelve credits of a language other than English

Tier I: Core Courses (12 credits)

| | | | |
|-----|-----|--|------|
| TED | 505 | Issues In Education | 3.00 |
| TED | 510 | Introduction to Students With Disabilities | 3.00 |
| TED | 520 | Language & Literacy | 3.00 |
| TED | 615 | Classroom Management in Inclusive Settings | 3.00 |

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

- Maintain a 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 | Learning in Bilingual/Multicultural Settings | 3.00 |
| TED | 655 | Fundamentals of Linguistics | 3.00 |
| TED | 665 | Literacy K-12 in ESOL Programs | 3.00 |
| TED | 670 | Teaching Content Areas in ESOL Programs | 3.00 |
| TED | 676 | Instruction in the Native Language Bilingual Programs | 3.00 |

Minimum GPA: 3.00

Teacher Education Courses

TED 500 Lives of Children

This course focuses on the experience of childhood from infancy to pre-adolescence using developmental, historical, and cultural approaches. Students consider different theories of development with implications for learning and instruction. Consideration will be given to the role of culture, gender, disability, race, class, language, and sexual orientation in the process of learning and development.

Credits: 3

Rotating Basis

TED 505 Issues In Education

This course examines the intersection of individuals, families, schools, communities, and society as they exist and interact in a range of settings. Through readings and class discussions, students explore schooling from historical, philosophical, sociological, economic, and political perspectives. Students also investigate how factors such as language ability, socioeconomic class, ethnicity, race, gender, and sexuality influence and shape education.

Credits: 3

Rotating Basis

TED 510 Introduction to 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 511 Critical Topics in Special Education

Designed for those seeking special education certification, this course examines a range of critical topics in special education, e.g., understanding federal and state regulations governing special education; working with students with moderate, severe and multiple disabilities; confronting the challenges of autism. Topics may change from semester to semester to reflect changes in the field.

Credits: 3

Rotating Basis

TED 515 Multicultural Perspectives in Education

This course examines the historical evolution, theories, and practices of multicultural education. Factors of race, ethnicity, culture, language,

socioeconomic status, gender, ability, and sexual orientation are explored as they relate to teaching and learning. Students investigate instructional strategies and design curricula that support multicultural education and select and evaluate commercially available multicultural curricula and literature.

Credits: 3

Rotating Basis

TED 516 Learning in Bilingual/Multicultural Settings

This course focuses on the individual, social, cognitive and linguistic nature of bilingualism, including second language acquisition, sociology of language, and the relationship between language and culture. Students also explore the socio-political, historical, and legal foundations that have shaped bilingual and multicultural education policies, program models, and teaching and assessment practices. In addition, students develop an understanding of the distinction between language differences and language disability as they examine issues relating to second language learners with diverse learning needs. Field experience required.

Credits: 3

Rotating Basis

TED 520 Language & Literacy

This course 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 1-6

This course focuses on the teaching of literacy in grades 1-6, 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 551 Teaching Literacy 5-9

This course focuses on the teaching of the literacy skills of listening, speaking, reading and writing to native English speakers and to students who are English language learners at the middle childhood level, 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, study skills and building literacy in the content areas. Assessing literacy abilities, organizing and managing the classroom for literacy instruction, and using technology for teaching and learning are also addressed.

Credits: 3

Rotating Basis

TED 555 Foundations of Middle Childhood Education

This course explores academic, social, and emotional issues that impact on middle childhood education. Strategies 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 focuses on curriculum approaches, assessment techniques, techniques for classroom management and organization, uses of technology, and research-validated instructional strategies appropriate for students within the full range of abilities at the middle childhood and adolescence education levels.

Credits: 3

Rotating Basis

TED 561 Teaching Methods in Adolescence Education

This course focuses on curriculum approaches, assessment techniques, techniques for classroom management and organization, uses of technology, and research-validated instructional strategies appropriate for students within the full range of abilities at the adolescence education levels. Students will explore methods for teaching English language arts, social studies, mathematics and science in inclusive classrooms.

Credits: 3

Rotating Basis

TED 565 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 or social studies.

Credits: 3

On Occasion

TED 566 Teaching Methods in Middle Childhood and Adolescence: English

This course explores approaches to curriculum planning and development, assessment, and instruction for English at the middle childhood and adolescence education levels. Course participants examine ways to use technology (assistive and instructional), for both teaching and learning, and become familiar with multiple research-validated teaching strategies for students within the full range of abilities at the middle childhood and adolescence levels to master the learning standards in English.

Credits: 3

Rotating Basis

TED 567 Teaching Methods in Middle Childhood and Adolescence: Social Studies

This course explores approaches to curriculum planning and development, assessment, and instruction for Social Studies at the middle childhood and adolescence education levels. Course participants examine ways to use technology (assistive and instructional) for both teaching and learning, and become familiar with multiple research-validated teaching strategies for students, within the full range of abilities at the middle childhood and adolescence levels, to master the learning standards in Social Studies.

Credits: 3

Rotating Basis

TED 568 Teaching Methods in Middle Childhood and Adolescence: Languages Other Than English

This course focuses on curriculum development, formal and informal assessment techniques, and research validated instructional strategies for teaching languages other than English to students within the full range of abilities. Course participants explore approaches to the teaching of listening, speaking, reading, writing, and communicating in a new language, including culturally relevant material for those cultures represented by the target language. Students learn to incorporate interventions for remediation and enrichment as well as the uses of technology to enhance teaching and learning. Field work required.

Credits: 3

Rotating Basis

TED 569 Teaching Languages Other Than

English in Elementary School

This course focuses on teaching languages other than English in grades 1-6. The course examines curriculum development, formal and informal assessment techniques, and research validated instructional strategies for teaching languages to children within the full range of abilities. Course participants explore approaches to the teaching of listening, speaking, reading, writing, and communicating in a new language, including culturally relevant material for those cultures represented by the target language. Students learn to incorporate interventions for remediation and enrichment as well as the uses of technology to enhance teaching and learning.

Credits: 3

Rotating Basis

TED 571 Teaching Methods in Middle Childhood and Adolescence: Mathematics

This course explores approaches to curriculum planning and development, assessment, and instruction for Mathematics at the middle childhood and adolescence education levels. Course participants examine ways to use technology (assistive and instructional), for both teaching and learning, and become familiar with multiple research validated teaching strategies for students within the full range of abilities at the middle childhood and adolescence levels to master learning standards in Mathematics.

Credits: 3

Rotating Basis

TED 572 Teaching Methods in Middle Childhood and Adolescence: Science

This course explores approaches to curriculum planning and development, assessment, and instruction for Science at the middle childhood and adolescence education levels. Course participants examine ways to use technology (assistive and instructional), for both teaching and learning, and become familiar with multiple research-validated teaching strategies for students within the full range of abilities at the middle childhood and adolescence levels to master learning standards in Science.

Credits: 3

Rotating Basis

TED 573 Teaching Methods in Middle Childhood- 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.

Credits: 3

Rotating Basis

TED 574 Teaching Methods in 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.

Credits: 3

Rotating Basis

TED 575 Lives Of Adolescents

This course focuses on the experiences of pre-adolescents and adolescents from diverse backgrounds with a range of abilities using developmental, historical, and cultural approaches. Theories of development are studied as they apply to the adolescent learner in families, communities, peer groups and schools. Physical, cognitive, socio-emotional and moral domains of development with implications for learning will be studied. Throughout the course, attention will be given to ways in which culture, gender, disability, race, class, language, ethnicity and sexual orientation play roles in the process of learning and development.

Credits: 3

Rotating Basis

TED 576 ESOL Methodology for Teaching Literacy and Content Areas

This course combines the teaching of the K-12 literacy skills of listening, speaking, reading and writing, including methods of enrichment and remediation, with methods for the presentation of content area materials 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 K-12 students. Field work required.

Credits: 3

Rotating Basis

TED 600 Introduction to Students with Learning Problems

This course focuses on the nature and needs of children and adolescents with learning disabilities and with other high incidence disabilities that interfere with learning. Students explore historical trends, current issues, definitions, etiological factors, and social/emotional components. They also study the theoretical bases for and practical applications of assessments and interventions across curriculum areas.

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 Learning Problems

This course focuses on curriculum development, instructional planning and research validated methods of teaching students with mild disabilities, such as learning disabilities, including, but not limited to, methods of teaching literacy, mathematics, and social skills. In addition, course participants examine the impact of the inclusion of students with moderate to severe disabilities on teaching and learning in mainstream settings. Students also explore how to plan and manage teaching/learning environments and use assistive and instructional technology so youngsters with disabilities can be successful in a range of settings, particularly the general education classroom, and best access the general education curriculum.

Credits: 3

Rotating Basis

TED 610 Assessing Students with Literacy and Learning Problems

This course focuses on the assessment of children and youth with a range of literacy and/or learning problems. Course participants explore a range of assessment measures and strategies and how to use information gathered through assessment and analysis to plan or modify instruction utilizing an RTI framework. Topics covered include measurement concepts, administering tests and interpreting test data, communicating testing information to parents, caregivers, and school personnel, using testing information for instructional planning, and legal mandates. Students will be required to perform assessments.

Credits: 3

Rotating Basis

TED 611 Assessing Literacy Skills

This course explores a range of 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 613 Assessment and Interventions for Students with Autistic Spectrum Disorder

In this course, participants explore both formative and summative assessments of students with autistic spectrum disorder, and examine evidence-based instructional and behavioral methods/interventions and supports.

Credits: 3

Rotating Basis

TED 615 Classroom Management in Inclusive Settings

This course focuses on theoretical and practical approaches, and research-validated intervention strategies for planning, managing, and organizing teaching/learning environments so as to manage behavior of students in inclusive settings and promote the development of positive social interaction skills.

Credits: 3

Rotating Basis

TED 616 Applied Behavior Analysis for Students with Disabilities

This course provides information on the basic principles of applied behavior analysis as they pertain to children with special needs. Behavioral techniques will be contrasted with alternative management techniques. Students will learn practical strategies for implementing behavioral management programs in special education settings.

Credits: 3

Rotating Basis

TED 620 Collaboration in Inclusive Settings

This course explores the principles of collaboration. It traces the process of collaboration from a conceptual level into practice. Participants examine the interpersonal skills necessary for effective collaboration including communication and problem solving skills. They investigate the pragmatic issues impacting collaboration in educational settings. Various models of collaboration such as consultation, coteaching and teaming as well as partnerships with parents and paraprofessionals are looked at in depth. Collaboration is examined systematically from the perspective of barriers and supports.

Credits: 3

Rotating Basis

TED 625 Interventions In Reading

This course examines theories of literacy development and individual differences to form a basis for understanding possible difficulties encountered in mastering literacy skills.

Interventions, for all aspects of literacy acquisition, appropriate for students experiencing difficulty are addressed.

Credits: 3

Rotating Basis

TED 627 Content Area Literacy

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. 3 credits

Credits: 3

Rotating Basis

TED 635 Adolescents with Learning Problems

This course examines the academic and social/emotional needs of adolescents with learning problems while they are in middle and secondary school, and the issues they face, and the competencies they need, as they prepare to transition from school to employment or post-secondary training and adult life. Course participants explore characteristics of these learners, and examine a range of research validated interventions for enhancing academic performance, managing behavior, promoting the development of positive social interaction skills and competencies associated with self-determination. Of particular focus is transition: its history and legislation, models of service delivery, and strategies for determining linkages among agencies and personnel.

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 638 Curriculum Leadership: Making the K-12 Common Core Standards Work

This course is designed to give students a clear understanding of what the K-12 Common Core

State Standards (CCSS) are, how they are organized, and how they can best be used to enhance classroom instruction. Students will research and examine pragmatic strategies supported by examples from a diverse range of districts. Topics include: powering up 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.

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 knowledge and understanding needed to assist in the advancement of the literacy knowledge of children from birth through grade twelve. Methods of using literature to encourage and enrich language development, as well as skill in reading and writing, are presented.

Credits: 3

Rotating Basis

TED 644 Teaching Reading, Writing and Thinking Skills: Grades 5-12

This course focuses on the teaching of reading, writing and oral communication skills and strategies and their relationship to critical, analytical thinking abilities. This course is appropriate for teachers of students of varying abilities at the middle childhood and adolescence education levels, as well as for literacy coaches.

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 646 Literacy through the Arts

This course explores ways of integrating reading, writing and the arts, including literary, visual and performing arts, as well as using the arts and literacy to enrich the lives of children of varying abilities and with diverse linguistic and cultural backgrounds. Students will examine the theory and rationale behind such instruction and develop a variety of pedagogical techniques for classroom implementation.

Credits: 3

Rotating Basis

TED 649 Connecting Reading and Writing

This course focuses on curriculum development, formative and summative assessment techniques, and research-validated instructional strategies for making the reading/writing connection. Course participants will have the opportunity to work directly with children and/or adolescents in need of support with literacy skills and strategies.

Credits: 3

Rotating Basis

TED 650 Second Language Acquisition

This course examines the theories of language acquisition and focuses on the factors that influence the acquisition of a second language, including cultural and societal, as well as linguistic variables. Students explore the processes by which a learner develops language proficiency and analyze the stages that naturally occur during these processes. Issues specific to language learning in children, adolescents, and adults will be addressed. Field work required.

Credits: 3

Rotating Basis

TED 654 Teaching Academic Literacy

This course focuses on teaching academic literacy through practical applications of current techniques to enhance the understanding and use of academic language, to promote a high level of reading comprehension, written expression and analysis, as well as to increase performance on literacy assessments. The goal is to create lifelong writers and readers who think cogently and write lucidly.

Credits: 3

Rotating Basis

TED 655 Fundamentals of Linguistics

This course explores the underlying structure of languages, including phonological, morphological, syntactic, semantic, and discourse patterns. Particular attention is given to those aspects relevant for language teachers.

Credits: 3

Rotating Basis

TED 660 English and Its Structure

In this course students focus on the grammatical structure of English in order to develop curriculum and instructional strategies for the teaching of morphology and syntax to English language learners.

Credits: 3

Rotating Basis

TED 665 Literacy K-12 in ESOL Programs

This course examines the teaching of the literacy skills of listening, speaking, reading and writing in grades K-12, including methods of reading enrichment and remediation, to students who are English language learners. Field work required.

Credits: 3

Rotating Basis

TED 668 Approaches to the Teaching of Students without Prior Schooling

This course examines the cultural and pedagogical issues that influence school learning for a student population, known as SLIFE, Students with Limited or Interrupted Formal Education. The course includes an analysis of research validated approaches to SLIFE curriculum, instruction, and assessment for students K-adult. Field work required.

Credits: 3

Rotating Basis

TED 670 Teaching Content Areas in ESOL Programs

This course examines methods of second language teaching for the presentation of content area material in math, science, social studies and language arts to students who are English language learners. The course includes an analysis of research validated approaches to content area curriculum, instruction, and assessment for students K-12. Field work required.

Credits: 3

Rotating Basis

TED 674 Methods of Teaching Adult ESL/EFL

This course focuses on research validated instructional strategies, standards-based curriculum development, and formal and informal assessment techniques for teaching English as a second or foreign language to adults. Course participants explore approaches to instruction in a variety of settings, including: community based programs, workplace programs, post-secondary programs, and overseas teaching. Field work required.

Credits: 3

Rotating Basis

TED 675 Methods and Materials for TESOL

This course examines curriculum development, instructional planning, and multiple research validated instructional strategies, and surveys a range of commercially available materials appropriate for teaching English language learners. Theories of language learning and methods for integrating them into classroom practice are addressed. Field work required.

Credits: 3

Rotating Basis

TED 676 Instruction in the Native Language 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 681 Communication Development and Language Disorders in Children with Autistic Spectrum Disorder

This course explores the language and communication characteristics of children along the spectrum, the assessment tools used to collect and analyze data, to monitor progress and inform instruction related to language, and the interventions designed to address the range of language and communication needs.

Credits: 3

Rotating Basis

TED 682 Contemporary Issues and Research in Autistic Spectrum Disorders

In this course, participants examine and reflect upon current issues and research related to autistic spectrum disorders including, but not limited to, etiology and prevalence, characteristics, diagnostic issues, philosophical issues, legal issues, and biological and psychosocial bases of the disorder.

Credits: 3

Rotating Basis

TED 700 Field Experience: Childhood

Students are involved in an elementary classroom experience where they observe and participate in all classroom activities, on a daily basis, for a two week period. This experience precedes student teaching.

Credits: 2

Rotating Basis

TED 701 Field Experience: Early Childhood / Childhood Education

Students are involved in both early childhood and elementary classroom experience where they observe and participate in all classroom activities, on a daily basis, for a two week period. This experience precedes student teaching.

Credits: 2

Rotating Basis

TED 702 Seminar and Student Teaching: Early Childhood Education

Students participate in a full-time, twelve week, student teaching experience at the early childhood level. The classroom experience is accompanied by a student teaching seminar.

Credits: 4

Rotating Basis

TED 703 Seminar and Supervised Teaching: Early Childhood Education

Students participate in a full-time, twelve week, supervised teaching experience at the early childhood level. The classroom experience is accompanied by a supervised teaching seminar.

Credits: 4

Rotating Basis

TED 705 Seminar and Student Teaching: Childhood

Students participate in a full-time, twelve week, student teaching experience at the childhood level. The classroom experience is accompanied by a student teaching seminar.

Credits: 4

Rotating Basis

TED 706 Seminar and Supervised Teaching: Childhood

Students participate in a full-time, twelve week, supervised teaching experience at the childhood level. The classroom experience is accompanied by a supervised teaching seminar.

Credits: 4

*Rotating Basis***TED 707 Seminar and Student Teaching: Early Childhood / Childhood Education**

Students participate in a full-time, twelve-week, student teaching experience in an early childhood as well as a childhood education setting. The classroom experience is accompanied by a student teaching seminar.

Credits: 4

Rotating Basis

TED 708 Seminar and Supervised Teaching: Early Childhood / Childhood Education

Students participate in a full-time, twelve week student teaching experience in an early childhood as well as a childhood education setting. The classroom experience is accompanied by a student teaching seminar.

Credits: 4

Every Fall and Spring

TED 710 Practicum in Literacy for Students with Learning Problems, Grades 1-6

In this course, participants evaluate and teach a youngster in the childhood grades who is experiencing difficulty in acquiring literacy skills and strategies. Class discussions focus on assessment techniques and research validated instructional strategies effective for teaching all aspects of literacy acquisition.

Credits: 3

Rotating Basis

TED 711 Seminar and Student Teaching: Bilingual Early Childhood Education

Students participate in a full-time, twelve-week student teaching experience in a bilingual program. The classroom experience is accompanied by a student teaching seminar.

Credits: 2

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, Grades 5-12**

In this course, participants evaluate and teach a youngster in grades 5-12 who is experiencing difficulty with literacy skills and strategies. Class discussions focus on assessment techniques and research validated instructional strategies effective for teaching all aspects of literacy acquisition and development.

Credits: 3

Rotating Basis

TED 720 Seminar and Student Teaching: Childhood Special Education

Students participate in a full-time, fourteen week student teaching experience in a special education or inclusive educational setting at the childhood level. The classroom experience is accompanied by a student teaching seminar.

Credits: 4

Rotating Basis

TED 721 Seminar and Supervised Teaching: Childhood Special Education

Students participate in a full-time, 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 Teaching: Childhood and Childhood Special Education

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 729 Seminar and Student Teaching: Early Childhood Education

Students participate in a full-time, six week, supervised teaching experience at the early childhood level. The classroom experience is accompanied by a supervised teaching seminar.

Credits: 2

Rotating Basis

TED 730 Seminar and Student Teaching: Middle Childhood / Adolescence Special Education

Students participate in a full-time, fourteen-week student teaching experience in a special education or inclusive setting at the middle and adolescence education levels. The classroom experience is accompanied by a student teaching seminar.

Credits: 4

Rotating Basis

TED 731 Seminar and Supervised Teaching: Middle Childhood / Adolescence Special Education

Students participate in a full-time, fourteen week supervised teaching experience in a special education or inclusive setting at the middle and adolescence levels. The classroom experience is accompanied by a supervised teaching seminar.

Credits: 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 733 Seminar and Student Teaching: Early Childhood Special Education

Students participate in a full-time, six-week, student teaching experience in a special education classroom at the early childhood level. The classroom experience is accompanied by a student teaching seminar.

Credits: 2

Rotating Basis

TED 734 Seminar and Supervised Teaching: Early Childhood Special Education

Students participate in a full-time, six-week, supervised teaching experience in a special

education classroom at the early childhood level. The classroom experience is accompanied by a supervised teaching seminar.

Credits: 2

Rotating Basis

TED 735 Writing Internship I

In this internship, course participants work with students, evaluating, planning, developing curricula, and teaching skills and strategies for writing.

Credits: 2

Rotating Basis

TED 740 Writing Internship II

In this second internship, course participants work with students evaluating, planning, developing curricula, and teaching skills and strategies in writing.

Credits: 2

Rotating Basis

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

Students participate in a full-time, six-week student teaching experience in an inclusive early childhood setting. The classroom experience is accompanied by a student teaching seminar.

Credits: 2

Rotating Basis

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

Students participate in a full-time, six-week supervised teaching experience in an inclusive early childhood setting. The classroom experience is accompanied by a supervised teaching seminar.

Credits: 2

Rotating Basis

TED 745 Field Experience: Middle Childhood and Adolescence

Students are involved in adolescence education experiences where they observe and participate in all classroom activities, on a daily basis, for a two week period. This experience precedes student teaching.

Credits: 2

Rotating Basis

TED 746 Field Experience: Adolescence Education

Students are involved in adolescence education experiences where they observe and participate in all classroom activities, on a daily basis, for a two week period. This experience precedes student teaching.

Credits: 2

Rotating Basis

TED 750 Seminar and Student Teaching: Middle Childhood and Adolescence

Students participate in a full time, twelve week

student teaching experience in middle childhood and adolescence education settings. The classroom experience is accompanied by a student teaching seminar.

Credits: 4

Rotating Basis

TED 751 Seminar and Supervised Teaching: Middle Childhood and Adolescence

Students participate in a full time, twelve week supervised teaching experience in middle childhood and adolescence education settings. The classroom experience is accompanied by a supervised teaching seminar.

Credits: 4

Rotating Basis

TED 760 Seminar and Student Teaching: Childhood Special Education - Part I

Students participate in a full time, 6 week, or half time 12 week, student teaching experience in a special education setting at the childhood level. The classroom experience is accompanied by a student teaching seminar.

Credits: 2

Rotating Basis

TED 761 Seminar and Supervised Teaching: Childhood Special Education - Part I

Students participate in a full time 6 week, or half-time 12 week supervised teaching experience in a special education setting at the childhood level. The classroom experience is accompanied by a supervised teaching seminar.

Credits: 2

Rotating Basis

TED 762 Seminar and Student Teaching II: Childhood Special Education

Prerequisite: TED 760. Students participate in a second six-week student teaching experience in a special education or inclusive educational setting at the childhood level. The classroom experience is accompanied by a student teaching seminar.

Credits: 2

Rotating Basis

TED 763 Seminar and Supervised Teaching II: Childhood Special Education

Prerequisite: TED 761. Students participate in a second six-week supervised teaching experience in a special education or inclusive educational setting at the childhood level. The classroom experience is accompanied by a student teaching seminar.

Credits: 2

Rotating Basis

TED 765 Field Experience: TESOL

Students are placed in an ESOL setting where they observe and participate in all classroom activities, on a full-time, daily basis for a two-week period. This experience precedes student teaching.

Credits: 2

Rotating Basis

TED 770 Seminar and Student Teaching: TESOL

Students participate in a full-time, twelve-week student teaching experience in an ESOL setting. The classroom experience is accompanied by a student teaching seminar.

Credits: 4

Rotating Basis

TED 771 Seminar and Supervised Teaching: TESOL

Students participate in a full-time, twelve-week student teaching experience in an ESOL setting. The classroom experience is accompanied by a student teaching seminar.

Credits: 4

Rotating Basis

TED 775 Field Experience: Childhood and TESOL

Students are placed in Childhood and ESOL settings where they observe and participate in all classroom activities on a full-time, daily basis for a two-week period. This experience precedes student teaching.

Credits: 2

Rotating Basis

TED 780 Seminar and Student Teaching: Childhood and TESOL

Students participate in a full-time, twelve-week student teaching experience in ESOL and Childhood settings. The classroom experience is accompanied by a student teaching seminar.

Credits: 4

Rotating Basis

TED 781 Seminar and Supervised Teaching: Childhood and TESOL

Students participate in a full-time, twelve-week supervised teaching experience in ESOL and Childhood settings. The classroom experience is accompanied by a supervised teaching seminar.

Credits: 4

Rotating Basis

TED 785 Seminar and Student Teaching: Special Education and Middle Childhood/Adolescence Education

Students participate in a full-time, 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 788 Seminar and Student Teaching:
Childhood Education**

Students participate in a 6 week student teaching experience at the childhood level. The classroom experience is accompanied by a student teaching seminar.

Credits: 2

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 2

All Sessions

TED 899 Advanced Field Experience

Advanced Field Experience for edTPA. This course will provide students with an enhanced student teaching/teacher candidate experience. Specific attention will be given to edTPA tasks in Planning for Instruction and Assessment, Instructing and Engaging Students in Learning, and Assessing Student Learning.

Credits: 2

On Demand

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 | 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 Special Education | 0808 | MSEd, Adv.Crt. |
| Childhood Education & Childhood Special Education | 0802 | MSEd |
| Childhood Education & Literacy "B-Grade 6" | 0802 | MSEd |
| Childhood Education & TESOL | 1508 | MSEd |
| Middle Childhood English & Adolescence English | 0804.01 | MSEd |
| Middle Childhood & Adolescence English | 1501.01 | Adv.Crt. |
| Middle Childhood Mathematics & Adolescence Mathematics | 1701.01 | MSEd |
| Middle Childhood & Adolescence Mathematics | 1701.01 | Adv.Crt. |
| Middle Childhood Science & Adolescence Science | 1901 | MSEd |
| Middle Childhood & Adolescence Science | 0834 | Adv.Crt. |
| Middle Childhood Social Studies & Adolescence Social Studies | 0804.02 | MSEd |
| Middle Childhood & Adolescence Social Studies | 0804.02 | Adv.Crt. |
| Adolescence Education | 0803 | MSEd |
| Adolescence English | 1501.01 | Adv.Crt . |
| Adolescence Mathematics | 1701.01 | Adv.Crt . |
| Adolescence Science | 0834 | Adv.Crt . |
| Adolescence Social Studies | 2201.01 | Adv.Crt . |
| Special Education: Childhood "Grades 1-6" & Literacy "B-Grade 6" | 0808 | MSEd |
| Special Education in Adolescence "Grades 7-12" | 0808 | MSEd, Adv.Crt. |
| Special Education (Adolescence "Grades 7-12") and Subject Areas | 0808 | MSEd |
| Special Education in Adolescence "Grades 7-12" (with prior certification) | 0808 | MSEd |
| Special Education in Childhood "Grades 1-6" with Autism Concentration | 0808 | MSEd |
| SWD Generalist "Grades 7-12" with Autism Concentration | 0808 | MSEd |
| Autism | 0808 | Adv.Crt. |
| Literacy "B-Gr 6" | 0830 | MSEd |
| Literacy "B-Gr 12" | 0830 | MSEd |
| Teaching Literacy "B-Gr 6" | 0830 | Adv.Crt. |
| Teaching Literacy "Grades 5-12" | 0830 | Adv.Crt. |
| TESOL - All Grades | 0830 | MSEd, Adv.Crt. |
| TESOL (Non-Certification) | 1508 | Adv.Crt. |
| TESOL Special Education: ITI | 0899.6 | Adv.Crt. |
| Bilingual Early Childhood Education | 0823 | Adv.Crt. |
| Bilingual Extension | 0899 | Adv.Crt. |
| Languages Other Than English | 1199.01 | MSE |

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H - indicates honorary doctorate from LIU

Leadership Team

Kimberly R. Cline*President*

516-299-2501

kim.cline@liu.edu

Randy Burd*Senior Vice President for Academic Affairs*

516-299-2917

randy.burd@liu.edu

George Baroudi*Vice President for Information Technology*

516-299-3790

george.baroudi@liu.edu

Michael Berthel*Vice President for Student Affairs & Chief of Staff*

516-299-3328

michael.berthel@liu.edu

Mohammed Cherkaoui*Vice President of Academic Programs*

718-488-1242

mohammed.cherkaoui@liu.edu

Christopher Fevola*Vice President and Chief Financial Officer*

516-299-2535

christopher.fevola@liu.edu

Meaghan Hogan*Vice President for University Relations*

516-299-2513

meaghan.hogan@liu.edu

Joseph L. Schaefer*Chief Operating Officer*

516-299-2463

joseph.schaefer@liu.edu

Ed Weis*Vice President of Academic Affairs*

516-299-2822

ed.weis@liu.edu

Deirdre Whitman*Vice President of University Admissions*

718-488-3411

deirdre.whitman@liu.edu

FACULTY

Frank V. Auriemma

Adjunct Assistant Professor of Education
B.S., Pace University
M.A., Lehman College
Ph.D., Fordham University

Marie Bogdanowich

Adjunct Instructor of Education
B.A., SUNY Cortland
M.S.Ed., LIU

Toni Ann Carey

Adjunct Instructor of Educator
B.S., State University of Oneonta
M.P.S., Reading and Special Education

Walter Chadwick

Adjunct Instructor in Education
B.S., Psychology, Mercy College
M.S. Ed., Lehman College
M.S., College of New Rochelle

Adam Chagares

Adjunct Assistant Professor of Education
B.S., Ithaca College
M.S., Long Island University
Ed.D., Long Island University

Karen Cort

Clinical Supervisor of Marriage & Family Therapy
Adjunct Associate Professor of Counseling;
B.A., Bucknell University;
Ph.D., Counseling Psychology

Joseph DeBold

Adjunct Instructor of Education
B.A. University at Albany
M.S., Long Island University

Mahendra G. Dedhiya

Adjunct Associate Professor of Pharmaceutics
B.S., University of Pune;
M.S., University of Rhode Island
M.B.A., University of Bridgeport
Ph.D., University of Michigan

Alice Dunning

Adjunct Professor of Education
B.S., Good Counsel College
M.A.T., Long Island University

Magda Du Preez

Adjunct Assistant Professor of Business
B.A., University of Stellenbosch
M.A., University of Orange Free State
Ph.D., University of the Witwatersrand

Scott Edelman

Adjunct Assistant Professor of Business
B.B.A., M.B.A., Iona College

Joseph Falco

Adjunct Instructor of Counseling, Psychology & Therapy
B.A., Fordham University;
M.S., LIU

Peter T. Fella

Adjunct Associate Professor of Health Administration
B.S., University of Rhode Island
M.P.A., LIU

Natalya Frankel

Adjunct Instructor of Education
B.A., Mars Hill College
M.A., Georgia State University

Noah Geberer

Adjunct Instructor of Business
B.A., Albany, SUNY
M.B.A., Empire State University, SUNY

Elaine B. Geller

Co-Director, Educational Leadership
B.A., Albany, SUNY
M.S.Ed., C.A.S., New Paltz, SUNY

Alex Gialanella

Adjunct Associate Professor of Business
B.B.A., Iona College
M.A. Fordham University
D.M., University of Maryland

Leonard H. Golubchick

Adjunct Professor of Education
B.A., M.S., LIU;
Ph.D., New York University

Tabitha Gonzalez

Adjunct Instructor of Counseling, Psychology & Therapy
B.S., Fordham University
M.S., Mercy College

Ana Maria Grippo

Adjunct Instructor in Education
B.A., SUNY Purchase College
M.S.Ed. Long Island University

Neil Gross

Adjunct Instructor of Education
B.A., Nathaniel Hawthorne College;
M.A., New York University

Sandra Gross

Adjunct Instructor of Education
B.A., New Paltz, SUNY
M.A., University of Pennsylvania

Joseph J. Guarracino

Adjunct Assistant Professor of Business
B.B.A. Iona College
M.B.A. American Intercontinental University

Marissa Guijarro

Adjunct Instructor of Education
B.A., Harvard University
M.S. Ed., Fordham University
Adv. Cert., LIU

Deborah A. Hardy

Adjunct Associate of Education
B.S., Rider University
M.Ss, Counseling Long Island University
Westchester
M.S. Ed. D, Bank Street College
Ph.D., Western Connecticut

Kailey Horan

Adjunct Assistant Professor of Counseling
B.S., Pace University
M.S., Pace University
Ph.D., Pace University

Kiuomars Kiarashi

Adjunct Assistant Professor of Business
B.S., University of Massachusetts
M.S., Polytechnic University

Michelle Kiger

Adjunct Professor of Education
B.S., SUNY Oneonta
M.A., Lesley College

Ira E. Korner

Adjunct Professor of School Counseling
B.S., Adelphi University
M.S., St. John's University

Nikita Krishnan

Adjunct Instructor of Counseling Psychology & Therapy
B.S., Jawaharlal Nehru Engineering College
M.S., Long Island University
Ph.D., Pace University

Nicholas Krzemienski

Adjunct Professor of Business
B.A., M.P.A., Long Island University

Vijai Kumar

Assistant Professor of Pharmaceutics
B.Se., Univ. of Lucknow
D.Pharm, College of Pharmacy, New Delhi, India
M.B.A., Fairleigh Dickinson University.
M.S., Long Island University

Nancy Lemberger

Adjunct Professor of Education
B.A., California State University, Sonoma
M.S., California State University
Ph.D., Columbia University, Teachers College

Alexandra Leys

Adjunct Instructor of Counseling, Psychology & Therapy
B.A., Columbia University

M.A., Long Island University

Genevieve Little

Adjunct Instructor of Counseling Psychology & Therapy

B.A., M.S., University of Maryland

Ronald Longo

Adjunct Associate Professor of Education

B.S. Cornell University

J.D. Pace University

Tara B. Malone

Clinical Supervisor of Marriage and Family Therapy

B.S., Emerson College

M.A., Fairfield University

Andrew Marotta

Adjunct Instructor of Education

B.S., Guilford College

M.S., Wagner College

Helaine W. Marshall

Director, TESOL, Bilingual Education and Foreign Language Programs

Professor of Education

B.A., M.A., Tufts University

Ph.D., Teachers College, Columbia University

Kelly-Jo McCarthy

Adjunct Instructor in Pharmacy

B.A., Manhattanville College

M.S., Long Island University

Joanne C. Mellia

Adjunct Instructor of Education

B.A. St. John's University

M.S.Ed., Iona College

Michael Mendelson

Adjunct Assistant of Education

B.S., M.S., City University of NY

Ed.M., Ed.D., Teachers College, Columbia

University

Maria Michelsson

Adjunct Instructor of Education

B.S., Albany, SUNY

M.A., Lehman College

Naomi Migliacci

Adjunct Assistant of Education

M.A., B.A., Gordon College

M.A., Azusa Pacific University

Ph.D., University of Pennsylvania

Michael Moffatt

Adjunct Professor of School

Psychology/Counseling

B.A., Catholic University of America

Ph.D., The New School

Anat Mor

Adjunct Professor of Education and Psychology

B.A., New York University

Psy. D., Yeshiva University

Megan Morrissey

Adjunct Instructor of Education

B.A., Mount Saint Mary College

M.S., Ed Long Island University

Kevin R. Nash

Adjunct Assistant Professor of Business

Assistant Professor of M.B.A. & MPA

Marketing Diploma, Dublin Institute of Technology

M.A., University of Kent, UK

Ph.D., Capella University

John M. Orrego

Adjunct Instructor of Education

B.A., City University of New York, Hunter College

M.S., Long Island University

Tracey Orzo

Adjunct Professor of Education

B.A., Hofstra University;

M.A.T., Manhattanville College

Robert Page

Adjunct Professor of School

Psychology/Counseling

B.A., Queens College;

Ph.D., Albany, SUNY

Nicholas Pantaleone

Adjunct Instructor of Education

B.S., M.S., State University of New York at Cortland

Advanced Certificate, School Building Leader, Long Island University

Briana Pavia

Adjunct Instructor of Counseling, Psychology & Therapy

B.S., Empire State College, State University of New York

M.S., Long Island University

Angela Penna

Adjunct Instructor of Education

B.A., M.A., Jersey City State College

Robert F. Penna

Adjunct Associate Professor of Educational Leadership

B.A., M.A., Jersey City State College;

Ph.D., Fordham University

George Pietarinen

Adjunct Associate Professor of Education

B.A., Hunter College

M.A., Lehman College

P.D., Fordham University

Phillip Reicherter

Adjunct Assistant Professor of Education

B.A., Univ of North Florida

M.A., Marist College

Adv.Cert., Marist College

Psy.D., Fairleigh Dickinson University

Rebecca Rich

Director, Literacy Programs;

Professor of Education

B.S., Syracuse University

M.A., M.Ed., Ed.D., Teachers College, Columbia University

James Riley

Adjunct Associate Professor of Educational Administration

B.A., Fordham College

J.D., Rutgers University

David Roper

Adjunct Instructor of Education

B.A., University of Massachusetts

M.S., Long Island University

Rebecca Roper-Eckstein

Adjunct Instructor of Education

B.A., City University of New York

M.S. Ed., Long Island University

Michael Rydell

Adjunct Instructor of Education

B.S. University of Albany

M.S.Ed. Mercy College

Catherine Sales

Adjunct Associate Professor of Education

B.S., Manhattan College;

Ed. M., Ed.D., Teachers College, Columbia University

Sidonie Schneider

Adjunct Instructor of Education

B.A., M.A., University of Michigan

M.S., College of New Rochelle

Arvind N. Shah

Adjunct Instructor in Pharmaceutics

B.S., M.S., University of India

M.A., Fairleigh Dickinson University

Janet Simon

Director, Special Education and Adolescence Education Programs;

Professor of Education

B.A., Bucknell University

M.Ed., Ed.D., University of Cincinnati

Beth L. Sims

Adjunct Assistant Professor of Education

B.S., Cornell University

J.D., Fordham University

Michelle Spadaro

Adjunct Instructor of Education

B.S., University at Albany

M.S., Ed., Mercy College

Jonathan Stern

Adjunct Assistant Professor of Education

B.A., Haverford College

M.A., Ph.D., University of Connecticut

Michael Stone

Director, M.B.A. & M.P.A. Programs,

Assistant Professor of Business

B.A., City College of New York, City University
of New York

M.B.A., Wharton Graduate School, University of
Pennsylvania

Joshua Sussman

Adjunct Instructor of Education

B.A., Univ. of Albany

M.S..Ed., Long Island University

Jennifer Tait-James

Adjunct Instructor in Education

B.A., University of North Carolina

M.S.Ed., Long Island University

Jean Marie Tas

Adjunct Instructor of Education

B.A., M.A., Stony Brook University

Ph.D., North Central University

Gary Trotz

Adjunct Professor of Education

B.A., Utica College

M.A., Syracuse University

Joan H. Weber

*Adjunct Associate Professor of Education and Co-
Director Educational Leadership*

A.B., New York University

M.S., Iona College

M.Ed., Columbia University

Adv. Cert., Cornell University

Ed.D., Columbia University

Beth Weiner

*Director, Counseling, Psychology and Therapy
Programs*

*Assistant Professor of Counseling, Psychology and
Therapy*

B.A., New York University

M.A., Psy.D., Yeshiva University

Sandra Weinman

Adjunct Instructor of Education

B.A., Queens College

M.S., College of New Rochelle

Warren Wezel

Adjunct Assistant Professor of Pharmacy

B.S., Manhattan College

Ph. D. Rensselaer Polytechnic University

Dwayne H. Whitaker

Adjunct Instructor of Education

B.A., M.A., Stony Brook University

Post-Master's Certificate in EDL, Stony Brook
University

Timothy P. Whipple

Adjunct Instructor in Education

B.S., State University of New York, Plattsburgh

M.S., State University of New York, University at
Albany

Frances G. Wills

Adjunct Associate Professor of Education

M.A., Cornell University

M. Ed., C.A.S., University of Maine, Orono

Ph. D., University of Wisconsin, Madison

Devon Wilson

Adjunct Instructor of Business

B.A., MBA, Iona College

Duncan Wilson

Adjunct Instructor of Education

A.B., Harvard University

M.A., New York University

Advanced Master's, Columbia University

Ph.D. Columbia University