
Westchester Graduate Campus Long Island University

2008-2010
Graduate Bulletin

Westchester Graduate Campus of Long Island University

735 Anderson Hill Road
Purchase, New York 10577

General Information: (800) 472-3548

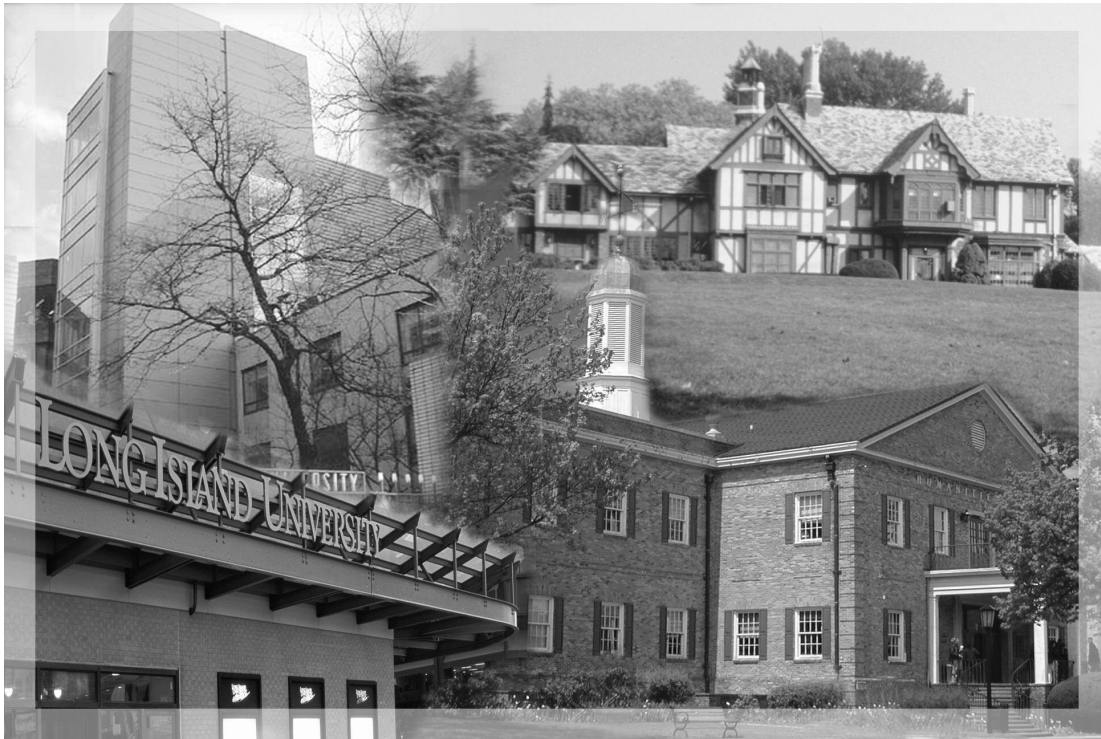
(914) 831-2700

Fax: (914) 251-5959

E-mail: westchester@liu.edu

Web: www.liu.edu/westchester

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



LONG ISLAND UNIVERSITY

In its ninth decade of providing access to the American dream through excellence in higher education, Long Island University is a multicampus, diverse, doctoral institution of higher learning. One of the largest and most comprehensive private universities in the country, Long Island University offers over 590 undergraduate, graduate and doctoral degree programs and certificates, and educates over 24,000* credit-seeking and continuing education students in Brooklyn, Brookville (C.W. Post), Brentwood, Riverhead, Rockland, Westchester and Southampton. The Arnold & Marie Schwartz College of Pharmacy and Health Sciences prepares students for successful careers in the fields of pharmacy and health care. The University's Global College offers a wide range of study abroad options at overseas centers in China, Costa Rica, India, Japan and South Africa.

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

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

Westchester Graduate Campus

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

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

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

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

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

WESTCHESTER GRADUATE CAMPUS GRADUATE BULLETIN 2008-2010

Table of Contents

Long Island University	ii	Programs in Special Education	24
Campuses of Long Island University	1	Special Education: Childhood (Grades 1-6)	24
Overview	3	Special Education: Middle Childhood and Adolescence (Grades 5-12)	24
Graduate Degree/Advanced Certificate Programs	4	Special Education: Childhood (Grades 1-6) and Literacy (Birth-Grade 6)	25
Campus Directory	5	Literacy Programs	25
Program Directors	5	Teaching Literacy (Birth-Grade 6 and Grades 5-12) ..	25
Academic Calendar	5	Writing and Literacy (Literacy Birth-Grade 6)	25
Admission	6	Teaching Writing and Reading (Grades 5-12)	25
Academic Policies, Procedures and Regulations	8	Programs in Teaching English to Speakers of Other Languages (TESOL)	26
Policy of Non-discrimination	9	TESOL – All grades	26
Tuition and Fees	11	Early Childhood Programs	27
Student Financial Services/Scholarships	11	Early Childhood and Childhood Education (Birth-Grade 6)	27
Business Administration (M.B.A.)	13	Early Childhood and Early Childhood Special Education (Birth-Grade 2)	27
The Cohort Framework: M.B.A.	14	Early Childhood (Birth-Grade 2) and Literacy (Birth-Grade 6)	27
Degree Requirements: M.B.A.	15	Advanced Certificates	28
Course Descriptions: M.B.A.	15	Early Childhood (Birth-Grade 2)	28
TEACHER EDUCATION PROGRAMS		Early Childhood Special Education (Birth-Grade 2) ..	28
Programs in Childhood Education	19	Early Childhood (Birth-Grade 2) and Early Childhood Special Education (Birth-Grade 2)	28
Childhood Education (Grades 1-6)	19	Middle Childhood and Adolescence Education (Grades 5-12): Social Studies, English, Mathematics, Science (Biology, Chemistry, Earth Science and/or Physics)	28
Childhood Education (Grades 1-6) and Special Education (Grades 1-6)	20	Adolescence Education (Grades 7-12) in Social Studies, English, Mathematics, Science (Biology, Chemistry, Earth Science and/or Physics)	29
Childhood Education (Grades 1-6) and Literacy (Birth-Grade 6)	20	Special Education: Childhood (Grades 1-6)	29
Childhood Education (Grades 1-6) and TESOL (Teaching English to Speakers of Other Languages – All grades)	20	Special Education: Middle Childhood and Adolescence Education (Grades 5-12)	30
Programs in Middle Childhood and Adolescence Education	21	TESOL – All grades	30
Middle Childhood and Adolescence Education (Grades 5-12): Social Studies, English, Mathematics, Biology, Chemistry, Earth Science, Physics, Foreign Languages, and Languages other than English (LOTE)	21, 22	Literacy: (Birth-Grade 6)	30
Special Education (Grades 5-12) and Middle Childhood and Adolescence Education: Social Studies, English, Mathematics or Science (Biology, Chemistry, Earth Science and/or Physics) (Grades 5-12)	23	Literacy: (Grades 5-12)	30

Bilingual Extension21

Course Descriptions:
Teacher Education.....31

School Counseling40
Master of Science in Education in School
Counseling41
Provisional or Permanent State Certification41
Bilingual Counselor Certification Program41
Course Descriptions: School Counseling41
Special Summer Institutes: School Counseling44

School Psychology44
Master of Science in Education (M.S.Ed.) in
School Psychology44
Course Descriptions: School Psychology45
Mental Health Counseling47
Master of Science in Mental Health Counseling.....47
Course Descriptions in Mental Health Counseling ...47
Marriage and Family Therapy.....49
Master of Science in Marriage and Family Therapy ..49
Course Descriptions in Marriage and Family Therapy50

Palmer School of Library and Information Science ...52
Library and Information Science53
School Media Specialist53
Course Descriptions: Library and Information
Science.....53

Westchester Graduate Campus Faculty58
Westchester Graduate Campus Administrators.....60
Westchester Graduate Campus Program Directors60

Long Island University Trustees and Administration61

Index63

Directions65



WESTCHESTER GRADUATE CAMPUS



CAMPUSES OF LONG ISLAND UNIVERSITY

The Residential Campuses

Brooklyn Campus

The Brooklyn Campus is distinguished by dynamic curricula reflecting the great urban community it serves. Distinctive programs encompass the arts and media, the natural sciences, business, social policy, urban education, the health professions, pharmacy and the health sciences, all on a pluralistic campus that draws insight and strength from differences. The Campus offers Ph.D. programs in clinical psychology and pharmaceuticals, the D.P.T. in physical therapy and the Pharm.D. in pharmacy. In the past year, the Brooklyn Campus has received \$3,505,012 in new external funding to support a variety of programs including faculty research, community outreach and student-centered projects.

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

The Brooklyn Campus offers 212, associate, undergraduate, graduate, doctoral and certificate programs. Serving 11,201 students, its academic units include the Richard L. Conolly College of Liberal Arts and Sciences; the School of Business, Public Administration and Information Sciences; the School of Education; the School of Nursing; the School of Health Professions; and the Arnold & Marie Schwartz College of Pharmacy and Health Sciences. It is known for its nationally recognized Honors Program.

In 2006, a \$45-million Wellness, Recreation and Athletic Center was opened to serve the Campus and the surrounding community. In 2007, the Cyber Café was launched, providing a high-tech hot spot for students and faculty members to meet and eat.

C.W. Post Campus

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

The Campus was established on the former estate of cereal heiress Marjorie Merriweather Post in 1954 to accommodate the growing educational needs of Nassau County following World War II. Named for breakfast cereal magnate Charles William Post, C.W. Post offers its 11,031 full-time, part-time and non-credit students a comprehensive range of 263 associate, undergraduate, graduate, and doctoral degree programs and certificates. In addition, the Campus offers college-credit courses to more than 2,000 high school students in area schools.

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

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

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

The Regional Campuses

Brentwood Campus

The Brentwood Campus of Long Island University has been offering undergraduate and graduate programs to residents of Suffolk County, Long Island since 1959. The Campus, which serves a total enrollment of 819 graduate, undergraduate and non-credit students, is located on Second Avenue in Brentwood, on 172 acres of tree-lined property owned by the Sisters of St. Joseph.

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

The Campus offers M.S. degrees in childhood special education, childhood/literacy B-6, mental health counseling and school counselor, and the M.S.Ed. in literacy B-6 and special education.

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

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

Rockland Graduate Campus

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

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

The Rockland Graduate Campus library features an online catalog that lists holdings across the Long Island University campuses. In addition, access to Internet resources provide high-tech delivery of full-text databases. Information is instantly available through two IBM compatible Pentium computer labs, which are networked to the University's mainframe systems.

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

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

Long Island University at Riverhead

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

Westchester Graduate Campus

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

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

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

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

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



OVERVIEW

The Long Island University Westchester Graduate Campus, established in 1975 as an independent non-sectarian institution, is located on the grounds of Purchase College of the State University of New York. The Campus strives to meet the needs of adult graduate students who live or work in Westchester and the surrounding counties by providing high quality master's degree and professional programs.

Our ongoing mission is to build upon the strengths of the Campus, maintaining and supporting programs at a high level of academic excellence, offering additional graduate programs to meet the needs of the region and encouraging multicultural outreach to provide access to quality instruction to people from all backgrounds.

Central to the success and evolution of the Westchester Graduate Campus has been the consistent availability of a distinguished and seasoned faculty whose members enrich and challenge our students. The Campus's faculty are joined by faculty from the C.W. Post Campus,

as well as real-world practitioners from the business, education and professional communities. Faculty members are engaged in ongoing scholarly activities consistent with the scholarship of teaching. They are active members and leaders of professional organizations who present at regional and national conferences, publish, and involve themselves in community outreach efforts.

This diverse faculty, strong and consistent governance, University-wide support, and the overwhelming enthusiasm of our students and more than 5,000 alumni have contributed to and shaped our growth and the supportive atmosphere of the Campus. Most Westchester Graduate Campus 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 the mission of the Campus.

Since its inception, the Campus has provided high-quality programs in diverse disciplines that encourage independent thought and advance academic growth in a career-oriented environment. Each curriculum is designed to help the

student acquire and refine professional skills, as well as to increase appreciation and understanding of cultural values. The academic quality of all programs is guided by our program directors and overseen by a distinguished faculty.

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

GRADUATE DEGREE/ADVANCED CERTIFICATE PROGRAMS

The Westchester Graduate Campus' programs provide qualified undergraduate degree holders and those seeking additional master's degrees or certificates with opportunities to work with faculty members in formal courses, seminars, and research projects that encourage sound independent thought and maximum development of each student's intellectual capacities.

Long Island University's Westchester Graduate Campus offers programs and certificates in the following areas: Teaching, School Counseling, School Psychology, Business Administration (M.B.A.), Library and Information Science and School Library Media Specialist.

BUSINESS ADMINISTRATION

Business Administration (M.B.A.) (0506)

TEACHER EDUCATION

Adolescence Education-English Grades 7-12 (Advanced Certificate) (1501.01)
Adolescence Education-Mathematics Grades 7-12 (Advanced Certificate) (1701.01)
Adolescence Education-Science Grades 7-12 (Advanced Certificate) (0834)
Adolescence Education-Social Studies Grades 7-12 (Advanced Certificate) (2201.01)
Bilingual Extension (Advanced Certificate) (0899)
Childhood Education (M.S.Ed.) (0802)
Childhood Education and Literacy (Birth-6) (M.S.Ed.) (0802)
Childhood Education and Childhood Special Education (M.S.Ed.) (0802)
Childhood Education and TESOL (M.S.Ed.) (1508)
Early Childhood/Childhood (Birth-6) (M.S.Ed.) (0823)
Early Childhood/Childhood (Birth-6) (Advanced Certificate) (0823)
Early Childhood/Special Education (Birth-6) (M.S.Ed.) (0823)
Early Childhood/Special Education (Birth-6) (Advanced Certificate) (0823)
Early Childhood/Literacy (Birth-6) (M.S.Ed.) (0823)
Early Childhood/Literacy (Birth-6) (Advanced Certificate) (0823)
Languages Other than English Grades 5-12/LOTE (Pre-K-Grade 6 Extension) (M.S.Ed.) (1199.01)
Literacy Birth-Grade 12 (M.S.Ed.) (0830)
Literacy Birth-Grade 6 (Advanced Certificate) (0830)
Literacy Grades 5-12 (Advanced Certificate) (0830)
Middle Childhood and Adolescence Education-Mathematics (M.S.Ed.) (1701.01)
Middle Childhood and Adolescence Education-Mathematics (Advanced Certificate) (1701.01)
Middle Childhood and Adolescence Education-Science (M.S.Ed.) (1901)
Middle Childhood and Adolescence Education-Science (Advanced Certificate) (0834)
Middle Childhood and Adolescence Education-Social Studies (M.S.Ed.) (0804.02)
Middle Childhood and Adolescence Education-Social Studies (Advanced Certificate) (0804.02)
Middle Childhood and Adolescence English (Advanced Certificate) (1501.01)
Middle Childhood English and Adolescence English (M.S.Ed.) (0804.01)

Middle Childhood English and Adolescence English (Advanced Certificate) (0804.01)
Special Education: Childhood (M.S.Ed.) (0808)
Special Education: Childhood (Advanced Certificate) (0808)
Special Education: Childhood and Literacy (Birth-6) (M.S.Ed.) (0808)
Special Education: Middle Childhood and Adolescence (M.S.Ed.) (0808)
Special Education: Middle Childhood and Adolescence (Advanced Certificate) (0808)
Special Education: Middle Childhood and Adolescence English, or Social Studies, or Mathematics or Science (M.S.Ed.) (0808)
TESOL (Teaching English to Speakers of Other Languages) (M.S.Ed.) (1508)
TESOL (Advanced Certificate) (1508)
Writing and Reading Birth-Grade 6 (M.S.Ed.) (0830)
Writing and Reading Grades 5-12 (M.S.Ed.) (0830)

SCHOOL COUNSELOR SCHOOL PSYCHOLOGIST

School Counselor (M.S.Ed.) (0826.01)
School Psychologist (M.S.Ed.) (0826.02)

LIBRARY AND INFORMATION SCIENCE*

(M.S. in Library Science) (1601)
(M.S. In Library Science/School Library Media) (0899.01)

* A three-credit residency at the C.W. Post Campus of Long Island University or at the Manhattan Campus (located at New York University) is required for degree completion.

COUNSELING/THERAPY

Marriage & Family Therapy (M.S.) (2104.10)
Mental Health Counseling (M.S.) (2104.10)

CAMPUS DIRECTORY

Administrative Offices(914) 831-2700
Associate Provost and Academic Dean,
Dr. Sylvia Blake(914) 831-2705
Office Manager,
Ms. Margaret Evans(914) 831-2705

Admissions and Student Services

Ms. Cindy Doctor, Enrollment Specialist(914) 831-2701
Ms. Lisa Dorado, Admissions Specialist.....(914) 831-2702
Ms. Roseann Isaac, Financial Aid Specialist. ..(914) 831-2703

Receptionists

Ms. Katherine Flynn, Ms. Marty Freeman(914) 831-2700

PROGRAM DIRECTORS:

Business Administration

Dr. Lynn Johnson(914) 831-2711

Education

Literacy
Dr. Rebecca Rich(914) 831-2714
Special Education and Secondary
Dr. Janet Simon(914) 831-2715
Early Childhood and Childhood
Dr. Iris Goldberg(914) 831-2710
TESOL, Bilingual, LOTE
Dr. Helaine Marshall(914) 831-2713

School Counseling and School Psychology

Dr. Beth Weiner.....(914) 831-2717

Mental Health Counseling/ Marriage and Family Therapy

Dr. Lynn Haley-Banez(914) 831-2718

Field Experience and Special Programs

Ms. Marie Gross.....(914) 831-2716

24-hour phone line for all offices and academic programs:
(800) 472-3548

Web site: www.liu.edu/westchester

ACADEMIC CALENDAR

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

FALL TERM 2008*

In-Person RegistrationAugust 11-September 2
Labor Day: University Offices Closed.....Monday, September 1
All Classes BeginTuesday, September 2
Drop/Add DeadlineTuesday, September 9
Certification of September DegreesThursday, September 19
Application Deadline/January DegreesFriday, September 26
Columbus Day: Classes in sessionMonday, October 13
Last Day of Fall I M.B.A. ClassesTuesday, October 21
M.B.A. Fall II beginsTuesday, October 28
Election Day: Classes in session.....Tuesday, November 4
Thanksgiving Recess:
No Classes/Offices ClosedThursday-Sunday,
November 27 - November 30

Last Day of Fall Classes

(except M.B.A.)Thursday, December 18

Scheduled Exams:Tuesday, December 16 -
Saturday, December 20

Last Day of Fall II M.B.A. ClassesSaturday, December 20

SPRING TERM 2009*

In-Person RegistrationBegins Monday, November 17
M.B.A. Classes BeginTuesday, January 13
Classes BeginTuesday, January 20
Certification of January DegreesFriday, January 16
Application Deadline for May DegreesFriday, January 30
Drop/Add DeadlineFriday, February 13
President's Day: No ClassesMonday, February 16
Spring RecessMonday, March 16 - Sunday, April 22
Last Day of Spring SemesterTuesday, May 5
Scheduled Exams.....Friday, May 1 - Saturday, May 9
Commencement ExercisesTuesday, May 19

SUMMER I 2009 – June 1 - July 3

Late Registration, Add/DropMonday June 8
Certification of May DegreesFriday, May 15
Offices ClosedMonday May 25

SUMMER II 2009 – July 6 - August 6

Late Registration, Add/Drop.....Monday July 13
Last Day to file for September degreesWednesday, June 10

For the remaining 2009-2010 calendars, please consult the WGC Web site at www.liu.edu/westchester

*For all programs excluding M.B.A.

ADMISSION

An application for admission may be obtained by visiting the campus, accessing our Web page at www.liu.edu/westchester, calling (800) 472-3548 or by writing to the Westchester Graduate Campus of Long Island University (WGC), Admissions Office, 735 Anderson Hill Road, Purchase, New York, 10577. 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 the WGC Graduate Admissions Office. Official transcripts of the student's undergraduate records and any graduate-level records should be sent to the WGC Office of Admissions. For more specific information, check the section devoted to each area of study. A non-refundable fee of \$30.00 must accompany the application. Applicants who wish to be accepted as matriculated (i.e., degree-seeking) students must file the application no later than one month before the start of the semester in which they expect to enroll. Later filing may result in enrollment as a non-degree student for the first semester.

New York State Immunization Law

The New York State Health Department requires college and university students born on or after January 1, 1957, to be immunized against measles, mumps and rubella and to submit an Immunization Record Form for Meningococcal. Students born prior to January 1, 1957, only need to submit an Immunization Record Form for Meningococcal. All matriculated students attending the University must show proof of immunization if they wish to register for classes. Proof of immunization must be provided to the Admissions Office with the Application for Admission. Students who do not provide this proof will not be permitted to register for classes beyond six credits.

Transfer Credit

Graduate courses taken at other institutions prior to admission to Long Island University 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 Long Island University) may be granted up to 12 transfer credits, when academically appropriate, at the recommendation of the Program Director with the approval of the Associate Provost and/or the appropriate Dean. Transfer credit is time-limited and generally pertains only to courses that are less than five years old.

Classification of Students

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

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

dance in matriculant status.

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

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

Students Presenting Foreign Credentials

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

1. Official transcripts from all undergraduate schools attended, accompanied by official notarized English translations. Foreign credentials need to be evaluated by one of the evaluation agencies listed below:
 - Education Services, Inc. (www.wes.org)
PO Box 745 Old Chelsea Station
New York, NY 100113-0745
(212) 966-6311
 - Globe Languages Services Evaluation Service
319 Broadway, New York, NY 10007
(212) 693-1489
 - Center for Applied Research, Evaluation & Education, Inc.
PO Box 20348, Long Beach, Calif. 9080
(213) 430-1105
 - Education Credential Evaluators
PO Box 17499, Milwaukee, Wisc. 53217
(414) 964-0477
2. The Test of English as a Foreign Language (TOEFL) is required of students for whom English is not a native language. Information on the examination may be obtained from the Educational Testing Service at Box 899, Princeton, NJ 08541. Proficiency in

English must be demonstrated by a score of 500 or above on the TOEFL. On the new computer-based TOEFL test, the admissions requirement is a score of 173 or better.

3. An Affidavit of Support or Original/ Attested Bank Statement along with an Affidavit of Support Form* showing at least \$19,312.00 in U.S. Dollars for tuition for one academic year and an additional \$13,300.00 in U.S. Dollars for living expenses for one academic year. (A total of \$32,612.00). We must receive an affidavit for the total amount of \$32,612.00 in order for a I-20 visa to be issued. Affidavit of Support Forms can be downloaded from the Web site: www.uscis.gov
4. Test scores to meet specific departmental requirements.
5. A \$250.00 deposit towards tuition.
6. A completed Long Island University Admission Application with the \$30.00 non-refundable application fee.
7. Professional Letters of Recommendation (two for most programs, three for Library & Information Science) and a resume.
8. A typed essay explaining your primary purpose in undertaking advanced study.
9. Copies of your immunization records for Measles, Mumps and Rubella and a completed Meningococcal form. Only students born before January 1, 1957, are exempt from the Measles, Mumps and Rubella form.
10. A copy of your Social Security number (if you have one).

You will need a form known as an I-20 as well as a visa. You will need an I-20 in order to obtain a visa to the United States, which you must obtain from the U.S. embassy in your country.

Please be advised that in order for the Office of Admissions to process an I-20*, you must:

1. Be accepted into a degree program.
2. Notify us of your decision to attend.
3. Send the Office of Admissions your affidavit of support (\$32,612.00) and an original bank statement.
4. Send the Office of Admissions the \$250.00 deposit towards your tuition.

**Note: The I-20 will be mailed to the applicant's home country address if a J-1 Visa was submitted. The applicant must then obtain and submit a F-1 Visa to the WGC Admissions Office in order to register for classes.*

It is also mandatory that you have a current Health Insurance Policy at the time of attendance in classes at Long Island University's Westchester Graduate Campus.

Applications from international students must be accompanied by a non-refundable \$30.00 application fee. Upon notification of admission, the student will be required to send a non-refundable tuition deposit of \$250.00, which will be applied to the first semester's tuition and fees. On receipt of the deposit and a sponsor's or 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 may be obtained from the Office of International Students at the Brooklyn Campus of Long Island University at (718) 488-1216.

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 the Westchester Graduate Campus upon filing a non-degree application.

Veterans

The Campus welcomes applications from veterans and encourages them to take full advantage of their G.I. Bill benefits. Candidates are required to submit a copy of VA Form DD 214, Report of Separation, to the WGC Office of Financial Aid. Admissions Office personnel are available to help in filing procedures.

Auditing of Courses

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

Admission to Classes

Admission to graduate classes does not imply that the student has been accepted as a candidate for a degree. Acceptance to degree candidacy is contingent upon the student's obtaining matriculated status and satisfying all requirements of the graduate program in which major study will be pursued.



ACADEMIC POLICIES, PROCEDURES AND REGULATIONS

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

Students with Disabilities

Students with disabilities needing accommodations should contact Myra Gentile, chair of the 504 Committee at the Westchester Graduate Campus, at (914) 831-2708.

Application for Degree

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

Attendance

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

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

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

Change of Status

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

Comprehensive Examinations, Portfolios* or Capstone Course/Projects

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

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

**See page 9 for more detailed information regarding the Portfolio.*

Course Frequency

Courses are scheduled with sufficient frequency to assure students of timely degree completion. Courses with insufficient enrollment, however, may be cancelled. If a course is not offered or is cancelled, it may be offered on a tutorial basis, with the consent of the Program Director and Associate Provost.

Course Load

Full-time graduate students must register for nine credits in each semester of the year. Permission of the Associate Provost 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.

Discipline

Students are expected to conduct themselves in accordance with the normally accepted standards of academic life. This implies that they will exercise due regard for the rights of others and, in particular, that their behavior will not interfere with the ability of the academic community to carry out its usual academic functions. It also implies that they 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 intellectual achievement and integrity.

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

The classroom instructor determines the rules of acceptable student conduct during examinations. Each instructor has the right to insist on procedures to insure the integrity of those examinations in seating arrangements, no communication among students, the restriction of materials available to students during the examination, etc.

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

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

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

The activities of a student may, upon occasion, result in violation of state or federal law. Respect for the presumption of innocence requires that the institution not impose academic sanctions for the sole reason that a student is or has been involved in criminal proceedings. The institution may, however, impose its own sanctions to protect the safety of other students, faculty, staff, and property and to safeguard the academic process. If students, in breaking the law, violate insti-

tutional 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 Associate Provost, be referred to the appropriate civil authorities for action.

If there is a possibility that testimony or other evidence at an institutional hearing may be subject to disclosure to civil authorities by way of subpoena, the institution's proceedings should be postponed to safeguard the student's right to a fair civil determination.

Good Standing

The average of grades earned in the approved program of study may be no less than a B (equivalent to a grade point average of 3.00). Any course in which a grade below B- is earned will be reviewed by the Associate Provost and may have to be repeated. A student whose GPA is below this point has an academic deficiency. Final disposition of such cases is made by the Associate Provost after consultation with the appropriate Program Director and/or Dean.

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 the Westchester Graduate Campus. In all programs, a B average or 3.00 cumulative grade point index is required for awarding of the graduate degree or any graduate certificate. Business Administration awards diplomas "with Distinction" to students graduating with an average of 3.5 or better.

Academic Oversight Committee

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

Grades

Long Island University utilizes the following grading system:

A	4.00	C+	2.33
A-	3.67	C	2.00
B+	3.33	C-	1.67
B	3.00	F	0.00
B-	2.67		

Graduation

Degrees are conferred by the University three times per year: in January, May, and September. Students must file an application with the Westchester Graduate Campus by the deadline indicated on the academic calendar. The application to graduate is available in the Westchester Graduate Campus' offices. The commencement ceremony is held once yearly, in mid-May, at the Westchester Graduate Campus. Students who complete their degrees in September or January in addition to May completers, participate in the commencement ceremony the following May.

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

Grievance Procedure

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

1. The student will write out a clear statement of the grievance.
2. The student will submit this statement to the staff member involved. The student will be given a written response within a reasonable time.
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 a reasonable time.
4. If still not satisfied, the student may submit a formal written statement to the Associate Provost of the Westchester Graduate Campus. The Associate Provost will review the matter, hear the student and staff member where appropriate, and see that proper action is taken.

Maintenance of Student Standing

It is expected that students will fulfill the requirements for the degree 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 Associate Provost for maintenance of matriculation prior to or during the registration period, if wishing to continue under the requirements in effect when admitted. A maintenance of matriculation fee must be paid during the registration period of each inactive semester (excluding summer sessions). Maintenance of matriculation does not extend the five-year time limit for degree completion.

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

Policy of Non-discrimination

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

Portfolios

A student pursuing a master's degree in teacher education must prepare and submit a portfolio as part of his or her degree requirements. The portfolio is a vehicle used to prepare competent, caring, and qualified professional educators. The purpose of a portfolio in teacher education is to promote the self-assessment of expertise and growth as both a learner and a teacher. Portfolio orientation sessions are offered during each Fall and Spring semester. Upon completion of approximately 15-18 credits, a student must make his/her initial portfolio submission. The portfolio is examined by two independent readers and returned with grades and appropriate written comments. Final portfolio submission takes place during the student's next-to-last semester.

Public Information Policy

The Family Educational Rights and Privacy Act of 1974 specifically provides that a school may provide what is termed "directory information," and only this information, without the student's consent or as provided by the law. Directory information includes the following: the stu-

dent's name, address, telephone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, and the most previous educational agency or institution attended.

Re-admission

Students who have not attended classes for one semester during the regular academic year (summer sessions not included), and who have not maintained matriculation but are desirous of resuming their studies are required to apply for re-admission and pay a \$30 re-application fee. Such students re-enter under the admissions standards and program requirements in existence at the time of re-entry.

Refunds

A student may make a written request to withdraw from one or more courses before the end of the semester. If the request is approved by the Associate Provost, the student will receive a refund as indicated in the "Refunds" section of this bulletin. Late withdrawal can make the student ineligible for any refund. Withdrawal prior to the beginning of the semester or session entitles the student to a complete refund of tuition, excluding applicable deposit or registration fee.

Registrar Services

The official Registrar for the Westchester Graduate Campus for Education, School Counseling and School Psychology, and Business Administration is the Registrar of the Brooklyn Campus of Long Island University. For the Library and Information Science program, the Registrar is located on the C.W. Post Campus. However, registration for Westchester Graduate Campus classes is done only at the Westchester Graduate Campus. Requests for transcripts must be made in writing to the Office of the Registrar, Brooklyn Campus of Long Island University or, in the case of Library Science, the Office of the Registrar, C.W. Post Campus. Request forms are available in the offices of the Westchester Graduate Campus. Transcripts may also be ordered online from the Web site www.liu.edu/westchester. For further information, contact the Westchester Graduate Campus, (800) 472-3548, Brooklyn Campus Registrar's Office, (718) 488-1013 or C.W. Post Registrar's Office, (516) 299-2756.

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

Requirements for Degrees

The responsibility for properly fulfilling the requirements for degrees rests entirely with the student. Specific degree requirements are described fully under program listings.

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

All degree programs have a required culminating experience: comprehensive examination, project, portfolio, or capstone course. Students may not graduate until they have completed this requirement. Specific requirements are listed under departmental listings.

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 Associate Provost and/or appropriate Dean.

Specific degree requirements vary among the different programs and are described fully in this bulletin.

Residence

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

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 Associate Provost.

Transfer credit will usually be granted

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

Waivers

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

Students in the M.B.A. program may be eligible for a waiver of up to 24 credits of General Business Core courses. If these requirements are waived, students need not take other coursework to substitute for the courses that have been waived.

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

Withdrawal

Students must initiate formal withdrawal procedures. Failure to do so may result in loss of possible refunds and/or inaccurate records of academic performance. Students may withdraw from one or all courses if they apply officially through the Westchester Graduate Campus, notify all instructors, complete the required form and get the written permission of the Associate Provost. A student registered for a course is considered to be in attendance until the date of his or her official withdrawal. Withdrawal from courses is permissible at any time up to the final examination, but a student who is doing failing work when he or she requests authorization to withdraw may be given the grade WF. The symbol UW is assigned when a student unofficially withdraws from a course. Neither WF nor UW is computed in the student's average. Students who are on academic probation when they withdraw from courses are not eligible for re-admission without the approval of the Associate Provost and/or the appropriate Dean. Withdrawal forms are available in the Westchester Graduate Campus offices.

TUITION AND FEES 2008-2009

For the most up-to-date tuition and fee information, please consult www.liu.edu. Scholarships and awards are available to eligible students. Please call (914)831-2703 for additional financial aid information.

Tuition:

Per Credit, Per Semester\$882.00

Registration Fee, per semester:

1-4 credits\$70.00
4.1-11.9 credits\$100.00
12 or more credits\$110.00

Other Fees:

Application Fee (non-refundable).....\$30.00
Audit Fee (half tuition + full fees), per credit\$441.00
Comprehensive Exam Fee\$15.00
Deferred Payment Fee\$15.00
Delayed Registration Fee\$200.00*
Late Registration Fee\$50.00
Late Payment Fee\$50.00*
Malpractice Insurance Fee\$12.00
Matriculation Fee (per semester).....\$50.00
Program Change Fee\$15.00
Reinstatement Fee\$100.00*
Returned Check Fee:
Less than \$100.00\$25.00**
More than \$100.00\$50.00**
Special Late Processing Fee\$50.00
Transcript Fee (per request)\$5.00***

* Registered students who have not been cleared by the Bursar by the due date indicated on the bill will be assessed a late payment fee of \$25.00. Bills still not cleared by the mid-point of the semester will be assessed a second late payment fee of \$50.00. In addition, a student's registration may be cancelled if he or she fails to clear the Bursar, and he or she will be assessed a \$100.00 reinstatement fee. Any student who deliberately fails to register, but attends classes with the intention of registering late in the term, will be responsible for paying a delayed registration fee of \$200.00.

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

***\$5.00 for up to 10 transcripts and \$1.00 each for the eleventh and further transcripts issued at the same time.

Refund Schedule: (Fall/Spring)

- Complete cancellation before the start of classes
minus \$15.00 Center Fee100% refund
- Complete cancellation during 1st week of class....90% refund
- Complete cancellation during 2nd week of class ..75% refund
- Complete cancellation during 3rd week of class ..50% refund
- Complete cancellation during 4th week of class ..25% refund
- Complete cancellation after 4th week of class ..NO REFUND

NOTE: Tuition and fees are subject to change.

STUDENT FINANCIAL SERVICES/SCHOLARSHIPS

A number of scholarships and awards are available to Westchester Graduate Campus students.

NOTE: Scholarships are only applicable to courses offered at the Westchester Campus. With the exception of the Deanna Giordano Special Education Scholarship, students may receive only one scholarship award

Westchester Graduate Campus Scholarships:

Our three Credit Bank Scholarship awards are based on previous undergraduate academic performance, rather than financial need. When a student applies, his/her application will be reviewed automatically to determine eligibility for any of our Credit Bank Scholarships and the student will be notified by mail of any award that is being made.

Credit Bank Scholarship: Merit

If awarded a Merit Scholarship, tuition charges are waived for a total of six graduate credits. A 3.5 cumulative index of all undergraduate studies is required. The waiver is applied at the rate of one credit for each three-credit course taken. A maximum of two scholarship credits can be applied each semester.

Credit Bank Scholarship: Incentive

If awarded an Incentive Scholarship, tuition charges will be waived for a total of four graduate credits. A 3.3 cumulative index of all undergraduate studies is required. Previous graduate work may not be considered. The waiver is applied at the rate of one credit for each three-credit course taken. A maximum of two scholarship credits can be applied each semester.

Credit Bank Scholarship: Graduate

If awarded a Graduate Scholarship, tuition charges will be waived for a total of two graduate credits. A 3.2 cumulative index of all undergraduate studies is required. The waiver is applied at the rate of one credit for each three-credit course taken.

Other Scholarships are:

Dominican & Concordia Alumni Scholarship

A one-third reduction in tuition for a student's master's degree program. Dominican or Concordia college graduate with a GPA of 3.0 or higher (1/3 tuition reduction).

Purchase Community Scholarship

A 25% reduction in tuition for the student's master's degree program for graduates of colleges located in Purchase, N.Y., such as SUNY Purchase and Manhattanville College.

Westchester County Employee Scholarship

A one-third tuition scholarship for a student's master's degree for Westchester County employees.

Entry Awards

Offered to spouses and dependent children. Proof of employment by Westchester County must be provided every semester. Entry awards, for spouses and dependent children of County employees offer a one-third tuition reduction for a student's first six credits towards a master's degree.

City of Yonkers Employee Scholarship

A 25% tuition reduction for a student's master's degree for City of Yonkers, N.Y. employees. Proof of employment by the City of Yonkers, N.Y. must be provided every semester.

Bilingual Extension Advanced Certificate Scholarships

An Intensive Teacher Institute stipend and a matching University tuition award for certified teachers in bilingual or dual language programs who do not hold a bilingual extension, or for those already certified in special education seeking bilingual certification. Candidates for the ITI subsidy must apply under the aegis of their district and agree to continue teaching in a Bilingual Program for at least one year after earning the certificate. Contact Dr. Helaine Marshall at (914) 831-2713 or at helaine.marshall@liu.edu for information. Approximately 2/3 tuition reduction.

Advanced Certification Scholarship for Westchester Public School Teachers

A 25% tuition reduction offered to full-time, certified classroom teachers from Westchester County public schools for one Advanced Certificate in teaching. Candidates for this tuition reduction must be recommended by either his/her building principal or district superintendent.

Career Ladder Scholarship for Teacher Education

A 25% tuition reduction for paraprofessionals and teaching assistants employed by any Westchester County school district that is applied towards all credits earned for a master's degree leading to teacher certification. Individuals receiving this scholarship must provide proof of continued employment every semester.

Independent School Teacher Scholarship

A 25% tuition reduction for nine teacher education credits in literacy, special education, early childhood or ESL offered to teachers, paraprofessionals and teaching assistants employed in independent (private or religious) schools in Fairfield, Westchester and Bronx counties. Individuals receiving this scholarship must provide proof of continued employment every semester.

M.B.A. Cohort Corporate Scholarship

This scholarship adjusts tuition costs from 10% -25% based on the number of company employees who enroll at the same time in our M.B.A. program. For one to four employees, a 10% tuition scholarship for each student is provided. For five to seven employees, a 20% tuition scholarship for each student is provided. For eight or more employees, a 25% tuition scholarship for each student is provided. Individuals receiving this scholarship must provide proof of continued employment every semester. Sliding scale.



Recommend-A-Friend (RAF) Scholarship

A three-credit scholarship offered to current master's degree students who refer a new student to the Westchester Graduate Campus. The referred student is required to enroll as a matriculated student in a Westchester Graduate Campus degree program and complete his or her first six graduate credits with a grade of B or better. There is no limit to the number of nominees a current student can recommend or the number of RAF scholarships a student may receive. Three free graduate credits.

Deanna Giordano Special Education Scholarship

A \$1,000.00 scholarship awarded to a current special education master's degree student. 3.8 GPA or above. Must have completed the majority of credits toward a special education master's degree. Final selection to be made by the Academic Oversight Committee and approved by the Provost of the Westchester Graduate Campus.

Financial Aid

Financial Aid information is available through the Westchester Graduate Campus Financial Aid office. A counselor is available to assist and advise regarding financial aid options. Please call (914) 831-2700 to discuss financial aid or to make an appointment with our Financial Aid Specialist.

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

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

BUSINESS ADMINISTRATION (M.B.A.)



The M.B.A. program is for men and women who wish to upgrade their professional credentials, increase their knowledge of the business disciplines and enhance their competencies as effective managers.

Long Island University's M.B.A. program in Westchester meets the highest standards in curriculum and instruction. Its schedule and delivery make it a practical undertaking for the student with other work or family responsibilities.

About the M.B.A. Program

1. **Rapid Completion:** The program can be completed in 28 months, owing to the intensive eight-week semesters and innovative cohort schedule.
2. **Practical Orientation:** Students have extensive and direct contact with experienced faculty practitioners who bring a real-world orientation to the classroom.

3. **Focus on Critical Competencies:** Learning means not only acquiring new knowledge but also the mastery of skills – skills in communication, teamwork, diversity management, financial analysis, strategic thinking and leadership – the kinds of critical competencies required for effective managerial performance.
4. **Cohort System:** Students entering the program at the same time will take courses together throughout the 28-month period, a system which 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 on-site interview. A careful assessment of each candidate's educational background, professional experience and career goals is part of the admissions process and ensures that enrollment is a sound decision for each applicant.

While most M.B.A. students are currently employed in business, those in other fields such as health, government, education, non-profit organizations and the arts have also found the program beneficial for career advancement.

Inquiries may be directed to:

Dr. Lynn Gunnar Johnson,
M.B.A. Program Director
(914) 831-2711
Lynn.Johnson@liu.edu

ADMISSION REQUIREMENTS

Full Matriculant Status Requirements

The standards for admission as a fully matriculated student into the graduate program are the following:

1. A bachelor's degree from an accredited institution
2. A minimum undergraduate GPA of 3.0
3. Official transcripts from all colleges and universities previously attended (foreign documents must be accompanied by a certified English translation).
4. Results of the Graduate Management Admissions Test (GMAT). Applicants with a previous master's degree, CPA license or J.D. are not required to take the GMAT. The GMAT may also be waived for applicants with significant business experience, which ordinarily includes at least seven years of professional employment after the completion of an undergraduate degree.
5. Two letters of recommendation
6. A written statement outlining the applicant's objectives in seeking admission
7. Current resume
8. Official score report of the TOEFL examination required of all applicants with degrees from foreign colleges or universities

Applications and information regarding the GMAT can be obtained through the Office of Admissions, by visiting the GMAT Web site: www.GMAC.org, or by calling 1-800-GMAT-NOW.

Limited Matriculant Status Requirements

A student admitted with technical or academic deficiencies is classified as a limited matriculant student. A limited matriculant student may enroll for a maximum of six credits before applying for full matriculation. If full matriculation status is not attained after six 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:

1. Bachelor's degree from an accredited institution
2. Minimum undergraduate GPA of 2.50
3. Official transcripts from all colleges and universities previously attended (Foreign documents must be accompanied by a certified English translation.)
4. Completion of the Graduate Management Admissions Test (GMAT). Applicants with a previous master's degree, CPA license or J.D. do not need to take the GMAT. The GMAT may also be waived for applicants with significant business experience, which ordinarily includes at least seven years of professional employment after completing an undergraduate degree.
5. Two letters of recommendation
6. A written statement outlining the applicant's objectives in seeking admission
7. Current resume
8. 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:

1. Maintaining a 3.25 cumulative GPA in six credits of graduate level courses as a limited matriculant student; and
2. Submitting all required documentation

Structure of the Program

The basic structure of the M.B.A. program consists of four levels:

- General Business Core** – Eight courses (24 credits) at the 500 Level
Advanced Business Core – Six courses (18 credits) at the 600 level



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

Capstone Courses – Two Business Policy courses (6 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. A student who majored in economics or business administration 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. Further information can be found in the paragraph on waivers.

Waivers

Students with undergraduate and/or graduate business administration training may petition the Academic Standing Committee of the School to waive courses in the general business core. Students shall have received grades of at least 3.0 (B) in two courses for each general business core course to be waived. If courses are waived for students, their performance in the remaining general business core courses will be used to assess eligibility for M.B.A. matriculation.

The Cohort Framework

Courses at each level of the M.B.A. are offered within a framework provided to each entering cohort of students. The cohort framework organizes course offerings by major themes, as follows:

Business Leadership and Decision-Making Tools

- GBA 510 Financial Accounting for Managers
- GBA 512 Principles of Management and Leadership
- GBA 513 Marketing Management

Building Analytical and Communications Skills

- GBA 511 Corporate Financial Management
- GBA 514 Money, Banking, and Capital Markets
- GBA 515 Managerial Communications

Utilizing Statistical and Technology Applications

- GBA 516 Business Statistics
- GBA 517 Fundamentals of Management Information Systems
- MBA 614 Operations Management

Positioning the Corporation in a Global Economy

- GBA610 Financial Services and the New Financial World

GBA 611 Global Economic Environment
GBA 612 Marketing Strategy

Managing the High-Performing Organization

GBA 613 Organizational Behavior
GBA 615 Management in a Global Society

Mastering Critical Management and Finance Competencies

Four Advanced (700-Level) Courses either in Finance or in Management. Please see below under Course Descriptions.

Executing Business Strategy and Policy

MBA 800 Business Policy I (Capstone Course, Part I)
MBA 801 Business Policy II (Capstone Course, Part II)

All of the above are three-credit courses.

Degree Requirements

All courses at the 500 level (except for waivers) and at the 600 level are required of all students. Some of these courses have prerequisites, as indicated in the course descriptions.

The four courses at the 700 level may vary somewhat from year to year and will be drawn from the inventory of courses listed here under Course Descriptions. All 700 courses have prerequisites as indicated in the course descriptions. Each student chooses either Management or Finance as his/her area of concentration and ordinarily will take all four 700-level courses in that subject area.

The two Capstone Courses (800 and 801) are also required of all students and are taken when all other courses have been satisfactorily completed. An application to take the capstones must be submitted to the Program Director at least one month before the classes begin.

Course Descriptions

GBA 510 Financial Accounting

Study of basic accounting concepts and methods and their significance to management and to the financial analyst. Topics include an introduction to financial statement analysis, the measurement of income and capital, accounting for fixed assets, inventory costing and price-level changes, measuring and accounting for corporate debt, corporate investment in securities and computer applications in accounting.

This course does not require previous training in accounting. *3 credits.*

GBA 511 Corporate Financial Management

In a risky global environment, methods are studied by which firms and individuals (1) evaluate stocks, bonds and investment projects, (2) combine them in optimal portfolios, and (3) determine the best level of debt versus equity. The basic tools are risk versus return, and the evaluation of future cash flows.

Prerequisite: GBA 510.
3 credits

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 "people skills" critical to business success, and provides the opportunity to create one's own leadership development plan.

3 credits

GBA 513 Marketing Management

Survey analysis of the operations of marketing systems. The course emphasizes strategic planning, coordination, and adaptation of marketing operations to opportunities in profit and non-profit organizations. Focus is placed upon the principal decision-making components of national and international marketing including product development, promotion, pricing and distribution.

3 credits

GBA 514 Money, Banking and Capital Markets

The main objective is to analyze and understand the principal forces that are shaping U.S. world money and capital markets. Money creation, the demand for money, and the relation of money to inflation and financial flows are each examined. Interest rates are analyzed in the context of portfolio choice, and their behavior is carefully examined. Emphasis is also placed on the changing role of competitive financial institutions and the effects of these changes on the flow of funds and monetary policy.

Prerequisites: GBA 510, GBA 511.
3 credits

GBA 515 Managerial Communications

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

3 credits

GBA 516 Business Statistics

This course is designed to give fundamental knowledge of principles, concepts and techniques involved in application of probability and statistics to business research and managerial decisions. The range of applications covers various functional areas such as Finance, Marketing, Accounting, Management, Economics and Production. Topics include descriptive statistics, probability concepts, risk assessment techniques, decision theory, and statistical inference (estimation and hypothesis testing).

3 credits

GBA 517 Fundamentals of Management Information Systems

This is a survey course analyzing 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 of organization, management and technology. 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; information architectures; emerging technologies; various approaches to building and management of information systems.

3 credits

MBA 610 Financial Services and the New Financial World

This course is a survey of investments, real estate finance, international finance, new corporate financing techniques and their relation to global macroeconomic activity and financial markets.

Techniques of investment, speculation, arbitrage and financial leverage are examined. Consistent with the mission and the objective of offering a broad-based introduction to the financial

world, this course examines a major part of the global business environment.
Prerequisites: GBA 510, GBA 511.
 3 credits

MBA 611 Global Economic Environment of Business

The main goal of this course is to analyze and understand the global economy in which business operates. Attention centers on the key policy issues and major economic forces that affect business activity and on the tools necessary to evaluate these issues and forces. The former include unemployment, inflation, fiscal policy, budget deficits, monetary policy, the changing financial environment, the roles of the U.S. dollar, productivity, and international trade. The tools of analysis include the portfolio approach, post-Keynesian and modern monetarist approaches, rational expectations and state-of-the-art analysis of saving and investment. The course also explores the role played by U.S. and world financial markets in influencing the domestic and global economic environment.
Prerequisite: GBA 511.
 3 credits

MBA 612 Marketing Strategy

This course focuses on marketing planning processes, concepts, methods and strategies with global orientation at the product level as well as the corporate level. It emphasizes the relationship between marketing and other functions and draws upon perspectives from industrial economics, corporate finance and strategic management literature. Marketing strategies and practices of contemporary firms are discussed as they relate to industrial and consumer products and services. The overall objective of the course is to help students incorporate and apply the skills, methods and insights they have acquired in prior marketing and other business courses in the design and implementation of marketing strategies.
Prerequisite: GBA 513.
 3 credits

MBA 613 Organizational Behavior

This course analyzes both the formal and informal aspects of the administration process. Topics include: human behavior in an organizational environment, individual behavior patterns, leadership, superior/subordinate relationships, group dynamics, communication, motivation and decision making, and the impact of innovation and change on the organization.
Prerequisite: GBA 512.

3 credits

MBA 614 Operations Management

Analysis and synthesis of important problems encountered in the management operations of a business organization. Analytical methods employed in solving problems such as inventory, queuing, network models, linear programming and PERT are explored. Emphasis is on problem solving and decision making in such areas as investment in operations, production planning, scheduling and control, reliability and maintenance.
Prerequisites: GBA 512, GBA 516.
 3 credits

MBA 615 Management in a Global Society

Explores the environment in which business is conducted, with emphasis on legal, social and political dimensions. The demands for ethical responsibility in business are also explored and evaluated.
Prerequisite: GBA 512.
 3 credits

Finance 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.
Prerequisites: GBA 510, GBA 511, GBA 514.
 3 credits

Finance 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. Required of all Finance concentration students.
Prerequisites: GBA 510, GBA 511, GBA 514.
 3 credits

Finance 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.
Prerequisites: GBA 510, GBA 511, GBA 514, Finance 704.
 3 credits

Finance 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.
Prerequisites: GBA 510, GBA 511, GBA 514, Finance 704, Finance 705.
 3 credits

Finance 710 Corporate Mergers and Acquisitions

Study of business enterprise growth through merger and acquisition. Topics include premerger planning and fact finding, legal and accounting considerations, financing aspects, tax and antitrust problems, personnel issues, postmerger integration and valuation techniques. International and domestic mergers and acquisitions are considered. Case studies are employed.
Prerequisites: GBA 510, GBA 511, GBA 514.
 3 credits

Finance 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.
Prerequisites: GBA 510, GBA 511, GBA 513, GBA 514.
 3 credits



Finance 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.

Prerequisites: GBA 510, GBA 511, GBA 514.

3 credits

Management 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.

Prerequisites: GBA 512, MBA 613.

3 credits

Management 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.

Prerequisites: GBA 512, MBA 613.

3 credits

Management 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.

Prerequisites: GBA 512, MBA 613.

3 credits

Management 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.

Prerequisites: GBA 512, MBA 613.

3 credits

Management 722 Human Resources Management

A review of the major areas of personnel 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.

Prerequisites: GBA 512, MBA 613.

3 credits

Management 723 Behavior Concepts Applied to Management

A study of the application of behavioral concept techniques to the problems of managers and supervisors in large and small enterprises. Topics include approaches to personnel assessment, development and motivation of managers, and the fundamentals of executive performance.

Prerequisites: GBA 512, MBA 613.

3 credits

Management 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.

Prerequisites: GBA 512, MBA 613.

3 credits

Management 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.

Prerequisites: GBA 512, MBA 613.

3 credits

Management 750 Management Seminar

The human problems of organizational management considered from a multidisciplinary point of view. Concepts and research from the behavioral sciences are applied to the personnel problems of management. Theory and technique will be integrated by using group and individual study projects. Course is designed to enhance interpersonal skills related to superiors, subordinates, staff specialists and peers.

Prerequisites: GBA 512, MBA 613.

3 credits

Capstone Courses/MBA 800-801 Business Policy I, II

An examination of the fields of policy making and administration that build upon and integrate the work covered in the graduate curriculum. The viewpoint is that of senior general managers who set company-wide objectives and coordinate departmental policies and activities. As an integrating experience, students are expected to bring their overall acquired business knowledge to bear on the intricacies of managerial decision making. Through text, case analysis and a computer-based simulation, students have an opportunity to test their skill in the use of financial, marketing and management variables in a competitive situation. Selected guest lecturers and assignment of a major written project round out the learning experience by providing each student with a pragmatic discussion forum, as well as research and writing experience on the dynamics of a changing business world.

3 credits each semester

TEACHER EDUCATION PROGRAMS



At a time when teachers are in growing demand, the Westchester Graduate Campus of Long Island University assists students trained in other fields who wish to become teachers, those who are teachers seeking a master's degree, professional development, and/or an additional certification, and those who come to us directly from an undergraduate experience.

In addition to classroom teaching, the Westchester Graduate Campus of Long Island University offers programs in School Counseling and School Psychology.

Regardless of a student's prior training, the faculty and staff of the Westchester Graduate Campus offer personalized advising in a caring and supportive environment.

Inquiries may be directed to:

Dr. Sylvia Blake, Associate Provost;
Academic Dean, Education
(914) 831-2705
sylvia.blake@liu.edu

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

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

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

Dr. Rebecca Rich, Program Director,
Literacy
(914) 831-2714
rebecca.rich@liu.edu

Dr. Janet Simon, Program Director,
Special Education and
Secondary Education Programs
(914) 831-2715
janet.simon@liu.edu

Master's Degree Programs (leading to an M.S.Ed.) include:

- Childhood Education (Grades 1-6)
- Childhood Education and Childhood Special Education (Grades 1-6)
- Childhood Education (Grades 1-6) and Literacy (Birth-Grade 6)
- Childhood Education (Grades 1-6) and TESOL (Teaching English to Speakers of Other Languages – All grades)
- Early Childhood (Birth-Grade 2) and Childhood Education (Grades 1-6)
- Early Childhood and Early Childhood Special Education (Birth-Grade 2)
- Early Childhood (Birth-Grade 2) and Literacy (Birth-Grade 6)
- Middle Childhood and Adolescence Education (Grades 5-12): English, Social Studies, Mathematics, Biology, Chemistry, Earth Science, Physics, and Languages Other than English
- Middle Childhood and Adolescence Education and Middle Childhood/Adolescence (Grades 5-12): English, Social Studies, Mathematics, Biology, Chemistry, Earth Science, Physics and Middle Childhood/Adolescence Special Education (Grades 5-12)
- Childhood Special Education (Grades 1-6)
- Special Education Middle Childhood and Adolescence (Grades 5-12)
- Special Education Childhood (Grades 1-6) and Literacy (Birth-Grade 6)
- Teaching Literacy (Birth-Grade 12)
- Teaching Writing and Reading (Birth-Grade 6)
- Teaching Writing and Reading (Grades 5-12)
- TESOL (Teaching English to Speakers of Other Languages – All Grades)

For students without prior teaching certification, applicable programs lead to Initial Certification. For those with prior teaching certification, programs may lead to Professional Certification.

Advanced Certificate Programs

Students who already hold a master's degree may be eligible for the following advanced certificate programs:

Bilingual Education: ITI with Brooklyn Campus**

Bilingual Special Education: ITI**

Early Childhood (Birth-Grade 2)

Early Childhood Special Education (Birth-Grade 2)

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

Middle Childhood and Adolescence Education (Grades 5-12): English *

Middle Childhood and Adolescence Education (Grades 5-12): Social Studies *

Middle Childhood and Adolescence Education (Grades 5-12): Mathematics *

Middle Childhood and Adolescence Education (Grades 5-12): Science (Biology, Chemistry, Physics, Earth Science) *

Adolescence Education (Grades 7-12): English

Adolescence Education (Grades 7-12): Social Studies

Adolescence Education (Grades 7-12): Mathematics

Adolescence Education (Grades 7-12): Science (Biology, Chemistry, Physics, Earth Science)

Special Education: Childhood (Grades 1-6)

Special Education: Middle Childhood and Adolescence Education (Grades 5 -12)

Literacy (Birth – Grade 6)

Literacy (Grades 5 -12)

TESOL (Teaching English to Speakers of Other Languages) (All Grades)

Bilingual Extension

TESOL for Post Secondary and Adult Students (Non-Certification)

TESOL: ITI

LOTE Extension (Grades 1-6)

* *Dual Certification*

***Online*

Admission Requirements for All Teacher Education Programs

1. B.A./B.S. degree from an accredited institution with a minimum GPA of 2.75. (An applicant with an undergraduate average between 2.6 and 2.74 may be admitted as a limited matriculant.)
2. Two professional letters of recommendation
3. A written statement of professional goals

Degree Requirements

PROGRAMS IN CHILDHOOD EDUCATION

Childhood Education Grades 1-6 (37 credits)

[Program Code 27164]

Additional Certification Requirements for all Childhood Education programs:

1. Liberal Arts concentration of at least 30 credits, with a minimum of 18 credits in one liberal arts area.
2. College-level course work in artistic expression, oral or written communication, history and social sciences, humanities, science, math, written analysis and expression, and a language other than English, as well as competency in information retrieval.



Requirements

Program (All courses are 3 credits unless otherwise specified)

Tier I: Core Courses (12 credits)

TED 505 Issues in Education

TED 510 Introduction to Students with Disabilities

TED 515 Multicultural Perspectives in Education

TED 500 Lives of Children

Before moving on to Tier II or after completion of first 12 credits, students must:

- Maintain a GPA of 3.0 or above
- Pass the Liberal Arts and Science Test (LAST)

Tier II: Methods Courses (19 credits)

TED 520 Language and Literacy

TED 525 Teaching Literacy and Language Arts 1-6

TED 530 Teaching Social Studies/The Arts 1-6

TED 535 Teaching Science/Technology 1-6

TED 540 Teaching Math/Technology 1-6

TED 545 Promoting Wellness in the Classroom, 1 cr.

TED 6 Education Elective

Before moving on to Tier III, students must:

- Pass the Assessment of Teaching Skills Written (ATS-W)
- Demonstrate competency in writing
- Pass the Content Specialty Test (CST) in Childhood Education (Multi-Subject)

Tier III: Field Experiences (6 credits)

TED 700 Field Experience in Childhood Education (2 cr.)

TED 705 Seminar and Student Teaching: Childhood or

TED 706 Seminar and Supervised Teaching: Childhood (4 cr.)

Portfolios:

- Initial portfolio should be submitted after 12-15 credits.
- Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

Childhood Education Grades 1-6 and Special Education Grades 1-6 (47 credits)

[Program Code 27166]

Prerequisites: Same as Childhood Education

Tier I: Core Courses (12 credits)

- TED 505 Issues in Education
- TED 510 Introduction to Students with Disabilities
or
- TED 511 Critical Topics in Special Education
- TED 515 Multicultural Perspectives in Education
- TED 500 Lives of Children

Before moving on to Tier II or after completion of first 12 credits, students must:

- Maintain GPA of 3.0 or above
- Pass the Liberal Arts and Science Test (LAST)

Tier II: Methods Courses (31 credits)

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

Before moving on to Tier III, students must:

- Pass the Assessment of Teaching Skills Written (ATS-W)
- Demonstrate competency in writing
- Pass the Content Specialty Test (CST) in Childhood Education (Multi-Subject) and the CST in Special Education

Tier III: Field Experience (4 credits)

- TED 725 Seminar and Student Teaching: Childhood and Special Education or
- TED 726 Seminar and Supervised Teaching: Childhood and Special Education, 4 cr.

Portfolios:

- Initial portfolio should be submitted after 12-15 credits
- Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

Childhood Education Grades 1-6 and Literacy (Birth-Grade 6) (47 credits)

[Program Code 27165]

Prerequisites: Same as Childhood Education

Requirements

Tier I: Core Courses (12 credits)

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

Before moving on to Tier II or after completion of first 12 credits, students must:

- Maintain GPA of 3.0 or above
- Pass the Liberal Arts and Science Test (LAST)

Tier II: Methods Courses (31 credits)

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

Before moving on to Tier III, students must:

- Pass the Assessment of Teaching Skills Written (ATS-W)
- Demonstrate competency in writing
- Pass the Content Specialty Test (CST) in Childhood Education (Multi-Subject) and the CST in Literacy

Tier III: Field Experience (4 credits)

- 705 Seminar and Student Teaching: Childhood
or
- 706 Seminar and Supervised Teaching: Childhood

Portfolios:

- Initial portfolio should be submitted after 12-15 credits.
- Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

Childhood Education Grades 1-6 and TESOL (Teaching English to Speakers of Other Languages) (All Grades) (46 credits)

[Program Code 27174]

Prerequisites: Same as Childhood Education Course in Child Development (TED 500 Lives of Children or its equivalent)

Requirements:

Tier I: Core Courses (9 credits)

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

Before moving on to Tier II or after completion of first 12 credits, students must:

- Maintain GPA of 3.0 or above
- Pass the Liberal Arts and Science Test (LAST)

Tier II: Methods Courses (31 credits)

- TED 525 Teaching Literacy and Language Arts 1-6
- TED 530 Teaching Social Studies/The Arts 1-6
- TED 535 Teaching Science/Technology 1-6
- TED 540 Teaching Math/Technology 1-6
- TED 650 Second Language Acquisition
- TED 655 Fundamentals of Linguistics
- TED 660 English and Its Structure
- TED 665 Literacy K-12 in the TESOL Program
- TED 670 Teaching the Content Areas in TESOL Programs
- TED 677 Curriculum, Instruction, and Assessment in ESOL Programs
- TED 545 Promoting Wellness in the Classroom (1 credit)

Before moving on to Tier III, students must:

- Pass the Assessment of Teaching Skills Written (ATS-W)
- Demonstrate competency in writing
- Pass the Content Specialty Test (CST) in Childhood Education (Multi-Subject) and the CST in TESOL

Tier III: Field Experience (6 credits)

TED 775 Field Experience: Childhood Education and TESOL (2 credits)

TED 780 Seminar and Student Teaching: Childhood Ed. And TESOL
or

TED 781 Seminar and Supervised Teaching: Childhood Ed. And TESOL (4 credits)

Portfolios:

- Initial portfolio should be submitted after 12-15 credits.
- Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

PROGRAMS IN MIDDLE CHILDHOOD AND ADOLESCENCE EDUCATION

Middle Childhood and Adolescence Education: Social Studies (Grades 5-12) (37 credits)

[Program Code 27330]

Prerequisites: coursework in a language other than English or its equivalent. At least 30 credits in social studies, including course work in economics and government and at least 21 semester hours in the history and geography of the U.S. and the world.

Requirements:

Tier I: Core Courses (12 credits)

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

Before moving on to Tier II or after completion of first 12 credits, students must:

- Maintain GPA of 3.0 or above
- Pass the Liberal Arts and Science Test (LAST)
- Pass the Content Specialty Test (CST) in Social Studies

Tier II: Methods Courses (19 credits)

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

Before moving on to Tier III, students must:

- Pass the Assessment of Teaching Skills Written (ATS-W) and the Content Specialty Test (CST) in Social Studies
- Demonstrate competency in writing

Tier III: Field Experience (6 credits)

TED 745 Field Experience in Middle Childhood/Adolescence Education (2 credits)
TED 750 Seminar and Student Teaching in Middle Childhood/Adolescence Education or
TED 751 Seminar and Supervised Teaching in Middle Childhood/Adolescence Education (4 credits)

Portfolios:

- Initial portfolio should be submitted after 12-15 credits.
- Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

Middle Childhood and Adolescence Education: English (Grades 5-12) (37 credits)

[Program Code 27331]

Prerequisites for English: Coursework in a language other than English or its equivalent and a major or its equivalent in English.

Requirements

Tier I: Core Courses (12 credits)

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

Before moving on to Tier II or after completion of first 12 credits, students must:

- Maintain GPA of 3.0 or above
- Pass the Liberal Arts and Science Test (LAST)
- Pass the Content Specialty Test (CST) in English

Tier II: Methods Courses (19 credits)

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

Before moving on to Tier III, students must:

- Pass the Assessment of Teaching Skills Written (ATS-W)
- Demonstrate competency in writing

Tier III: Field Experience (6 credits)

TED 745 Field Experience in Middle Childhood/Adolescence Education (2 credits)
TED 750 Seminar and Student Teaching in Middle Childhood/Adolescence Education
or

TED 751 Seminar and Supervised Teaching in Middle Childhood/ Adolescence Education (4 credits)

Portfolios:

- Initial portfolio should be submitted after 12-15 credits.
- Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

Middle Childhood and Adolescence Education: Mathematics (Grades 5-12) (37 credits)

[Program Code 27160]

Prerequisites: Coursework in a language other than English or its equivalent. A major or its equivalent in math, including 6 credits of calculus.

Requirements

Tier I: Core Courses (12 credits)

- TED 505 Issues in Education
- TED 510 Introduction to Students with Disabilities
- TED 515 Multicultural Perspectives in Education
- TED 520 Language and Literacy

Before moving on to Tier II or after completion of first 12 credits, students must:

- Maintain GPA of 3.0 or above
- Pass the Liberal Arts and Science Test (LAST)
- Pass the Content Specialty Test (CST) in Math

Tier II: Methods Courses (19 credits)

- TED 575 Lives of Adolescents
- TED 550 Teaching Literacy and Language Arts 5-12
- TED 560 Teaching Methods in Middle Childhood and Adolescence-General
- TED 571 Teaching Methods in Middle Childhood and Adolescence Mathematics
- TED 555 Foundations of Middle Childhood Education
- TED 545 Promoting Wellness in the Classroom
- TED 6 Education Elective

Before moving on to Tier III, students must:

- Pass the Assessment of Teaching Skills Written (ATS-W)
- Demonstrate competency in writing

Tier III: Field Experience (6 credits)

- TED 745 Field Experience in Middle Childhood/Adolescence Education (2 credits)
- TED 750 Seminar and Student Teaching in Middle Childhood/Adolescence Education or
- TED 751 Seminar and Supervised Teaching in Middle Childhood/Adolescence (4 credits)

Portfolios:

- Initial portfolio should be submitted after 12-15 credits
- Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

Middle Childhood and Adolescence Education: Science — Biology, Chemistry, Earth Science or Physics (Grades 5-12) (37 credits)

[Program Code 27161]

Prerequisites: Coursework in a language other than English or its equivalent. A major or its equivalent in the area of certification (Biology, Chemistry, Earth Science, Physics)

Requirements

Tier I: Core Courses (12 credits)

- TED 505 Issues in Education
- TED 510 Introduction to Students with Disabilities
- TED 515 Multicultural Perspectives in Education
- TED 520 Language and Literacy

Before moving on to Tier II or after completion of first 12 credits, students must:

- Maintain GPA of 3.0 or above
- Pass the Liberal Arts and Science Test (LAST)
- Pass the Content Specialty Test (CST) in the science certification area

Tier II: Methods Courses (19 credits)

- TED 575 Lives of Adolescents
- TED 550 Teaching Literacy and Language Arts 5-12
- TED 560 Teaching Methods in Middle Childhood and Adolescence-General
- TED 572 Teaching Methods in Middle Childhood and Adolescence: Science
- TED 555 Foundations of Middle Childhood Education
- TED 545 Promoting Wellness in the Classroom
- TED 6 Education Elective

Before moving on to Tier III, students must:

- Pass the Assessment of Teaching Skills Written (ATS-W)
- Demonstrate competency in writing

Tier III: Field Experience (6 credits)

- TED 745 Field Experience in Middle Childhood/Adolescence Education (2 credits)
- TED 750 Seminar and Student Teaching in Middle Childhood/Adolescence Education or
- TED 751 Seminar and Supervised Teaching in Middle Childhood/Adolescence (4 credits)

Portfolios:

- Initial portfolio should be submitted after 15-18 credits.
- Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

Middle Childhood and Adolescence Education: Languages Other than English (LOTE) (Grades 5-12) (37 credits)

[Program Code 28225]

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

Requirements

Tier I: Core Courses (12 credits)

TED 505 Issues in Education
 TED 510 Introduction to Students with Disabilities
 TED 520 Language and Literacy
 TED 575 Lives of Adolescents

Before moving on to Tier II or after completion of first 12 credits, students must:

- Maintain GPA of 3.0 or above
- Pass the Liberal Arts and Science Test (LAST)
- Pass the Content Specialty Test (CST) in each certification language

Tier II: Methods Courses (19 credits)

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

Before moving on to Tier III, students must:

- Pass the Assessment of Teaching Skills Written (ATS-W)
- Demonstrate competency in writing

Tier III: Field Experience (6 credits)

TED 745 Field Experience in Middle Childhood/Adolescence Education (2 credits)
 TED 750 Seminar and Student Teaching in Middle Childhood/Adolescence Education
 or
 TED 751 Seminar and Supervised Teaching in Middle Childhood/Adolescence (4 credits)

The following course may be used as an elective or added to this program if the student wishes to be eligible for the extension in Teaching Languages Other than English in Early Childhood and Childhood Education: TED 569 Teaching Languages Other than English in Childhood and Early Childhood. (3 credits)



Portfolios:

- Initial portfolio should be submitted after 12-15 credits.
- Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

Middle Childhood and Adolescence Education: Social Studies, English, Mathematics, or Science (Biology, Chemistry, Earth Science and/or Physics) (Grades 5-12) and Special Education (Grades 5-12) (47 credits)

[Program Code 27158]

Prerequisites:

- Course in Adolescent Development (TED 575 Lives of Adolescents or equivalent)

- Coursework in a language other than English or its equivalent
- For English: a major or its equivalent in English.
- For Social Studies: at least 30 credits including coursework in economics and government and at least 21 semester hours in the history and geography of the U.S. and the world
- For Mathematics: a major or its equivalent in mathematics including six credits of calculus
- For Science: a major or its equivalent in the science certification area (biology, chemistry, earth science, physics)

Tier I: Core Courses (9 credits)

TED 505 Issues in Education
 TED 510 Introduction to Students with Disabilities
 or
 TED 511 Critical Topics in Special Education
 TED 515 Multicultural Perspectives in Education

Before moving on to Tier II or after completion of the first 12 credits, students must:

- Maintain GPA of 3.0 or above
- Pass the Liberal Arts and Science Test (LAST) and Content Specialty Test (CST) in the academic subject area

Tier II: Methods Courses (34 credits)

- TED 550 Teaching Literacy and Language Arts 5-12
- TED 560 Teaching Methods in Middle Childhood and Adolescence-General
- TED 566 Teaching Methods in Middle Childhood and Adolescence: English
or
- TED 567 Teaching Methods in Middle Childhood and Adolescence: Social Studies
or
- TED 571 Teaching Methods in Middle Childhood and Adolescence: Math
or
- TED 572 Teaching Methods in Middle Childhood and Adolescence: Science
- TED 555 Foundations of Middle Childhood Education
- TED 545 Promoting Wellness in the Classroom, 1 credit
- TED 600 Introduction. to Students with Learning Problems
- TED 605 Teaching Students with Learning Problems
- TED 610 Assessing Students with Literacy and Learning Problems
- TED 615 Classroom Management in Inclusive Settings
- TED 620 Collaboration in Inclusive Settings
- TED 635 Adolescents with Learning Problems
- TED 715 Practicum in Literacy for Students with Learning Problems 5-12

Before moving on to Tier III, students must:

- Pass the Assessment of Teaching Skills Written (ATS-W) and the Content Specialty Test (CST) in Special Education
- Demonstrate competence in writing (TED 505 or 515)

Tier III: Field Experiences (4 credits)

- TED 785 Seminar and Student Teaching in Special Education and Middle Childhood and Adolescence Education
or
- TED 786 Seminar and Supervised Teaching in Special Education and Middle Childhood and Adolescence Education (4 credits)

Portfolios:

- Initial portfolio should be submitted after 12-15 credits.

- Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

PROGRAMS IN SPECIAL EDUCATION

Childhood Special Education (Grades 1-6) (37 credits)

[Program Code 27162]

Prerequisite: Prior certification in Childhood Education

Requirements

- TED 520 Language and Literacy
- TED 510 Introduction to Students with Disabilities
or
- TED 511 Critical Topics in Special Education
- TED 515 Multicultural Perspectives in Education
- TED 600 Introduction to Students with Learning Problems
- TED 605 Teaching Students with Learning Problems
- TED 610 Assessing Students with Literacy/Learning Problems
- TED 615 Classroom Management in Inclusive Settings
- TED 620 Collaboration in Inclusive Settings
- TED 625 Interventions in Reading
- TED 630 Math/Technology for Students with Learning Problems
- TED 710 Practicum in Literacy for Students with Learning Problems Gr. 1-6
- TED 720 Seminar and Student Teaching in Childhood Special Education (4 credits)
or
- TED 721 Seminar and Supervised Teaching in Childhood Special Education (4 credits)

Prior to the Student/Supervised Teaching Semester, students must pass the Content Specialty Test (CST) in Special Education.

Portfolios:

- Initial portfolio should be submitted after 12-15 credits.
- Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

Middle Childhood and Adolescence Special Education: (Grades 5-12) (37 credits)

[Program code 27990]

Prerequisite: Prior certification in Middle Childhood and/or Adolescence Education

Requirements

- TED 510 Introduction to Students with Disabilities
or
- TED 511 Critical Topics in Special Education
- TED 515 Multicultural Perspectives in Education
- TED 600 Introduction to Students with Learning Problems
- TED 605 Teaching Students with Learning Problems
- TED 610 Assessing Students with Literacy/Learning Problems
- TED 615 Classroom Management in Inclusive Settings
- TED 620 Collaboration in Inclusive Settings
- TED 550 Teaching Literacy 5-12
- TED 635 Adolescents with Learning Problems
- TED 715 Practicum in Literacy for Students with Learning Problems Grades 5-12
- TED 6 Elective
- TED 765 Seminar and Student Teaching: Middle Childhood and Adolescence Special Education (4 credits)
or
- TED 766 Seminar and Supervised Teaching: Middle Childhood and Adolescence Special Education (4 credits)

Prior to the Student/Supervised Teaching Semester, students must pass the Content Specialty Test (CST) in Special Education.

Portfolios:

- Initial portfolio should be submitted after 12-15 credits.
- Final portfolios should be submitted one semester prior to the final semester in the program. Portfolios need to be judged as satisfactory or better before the degree will be granted.

Childhood (Grades 1-6) and Literacy (Birth-Grade 6) Special Education: (46 credits)

[Program Code 27167]

Requirements

- TED 510 Introduction to Students with Disabilities
or
TED 511 Critical Topics in Special Education
TED 515 Multicultural Perspectives in Education
TED 520 Language and Literacy
TED 600 Introduction to Students with Learning Problems
TED 605 Teaching Students with Learning Problems
TED 610 Assessing Students with Literacy and Learning Problems
TED 615 Classroom Management in Inclusive Settings
TED 525 Teaching Literacy and Language Arts 1-6
TED 625 Interventions in Reading
TED 640 Phonological Awareness and Beginning Reading Instruction
TED 620 Collaboration in Inclusive Settings
TED 645 Methods for Teaching Writing
TED 6 Education Elective
TED 710 Practicum in Literacy for Students with Learning Problems 1-6
TED 720 Seminar and Student Teaching in Childhood Special Education
or
TED 721 Seminar and Supervised Teaching in Childhood Special Education (4 credits)

Prior to the Student/Supervised Teaching Semester, students must pass the Content Specialty Tests (CST) in Special Education and the CST in Literacy.

Portfolios:

- Initial portfolio should be submitted after 12-15 credits.
- Final portfolios should be submitted during the student teaching or supervised teaching semester. Portfolios must receive satisfactory grades as one of the degree completion requirements.

LITERACY PROGRAMS

Teaching Literacy (Birth-Grade 6 and Grades 5-12) (36 credits)

[Program Code 27168]

Prerequisite: Prior certification

Requirements

- TED 510 Introduction to Students with Disabilities
TED 515 Multicultural Perspectives in Education
TED 520 Language and Literacy
TED 525 Teaching Literacy and Language Arts 1-6
TED 550 Teaching Literacy and Language Arts 5-12.
TED 610 Assessing Students with Literacy and Learning Problems
or
TED 611 Assessing Literacy Skills
TED 625 Interventions in Reading
TED 640 Phonological Awareness and Beginning Reading
TED 645 Methods for Teaching Writing
TED 6 Literacy Elective
TED 710 Practicum in Literacy for Students with Learning Problems 1-6
TED 715 Practicum in Literacy for Students with Learning Problems 5-12

Prior to the second practicum, students must pass the Content Specialty Test (CST) in Literacy.

Portfolios:

- Initial portfolio should be submitted after 15-18 credits.
- Final portfolios should be submitted during the final practicum semester. Portfolios must receive satisfactory grades as one of the degree completion requirements.

Teaching Writing and Literacy (Birth-Grade 6) (37 credits)

[Program Code 27169]

Prerequisite: Prior certification

Requirements

- TED 510 Introduction to Students with Disabilities
TED 515 Multicultural Perspectives in Education
TED 520 Language and Literacy
TED 525 Teaching Literacy and Language Arts 1-6
TED 610 Assessing Students with Literacy and Learning Problems
or
TED 611 Assessing Literacy Skills
TED 625 Interventions in Reading
TED 640 Phonological Awareness and Beginning Reading
TED 620 Collaboration in Inclusive Settings
TED 645 Methods for Teaching Writing
TED 6 Literacy Elective
TED 710 Practicum in Literacy for Students with Learning Problems 1-6
TED 735 Writing Internship I (2 credits)
TED 740 Writing Internship II (2 credits)

Prior to the second Writing Internship, students must pass the Content Specialty Test (CST) in Literacy.

Portfolios:

- Initial portfolio should be submitted after 15-18 credits.
- Final portfolios should be submitted during the final practicum semester. Portfolios must receive satisfactory grades as one of the degree completion requirements.

Teaching Writing and Reading (Grades 5-12) (37 credits)

[Program Code 27170]

Prerequisite: Prior certification

Requirements

- TED 510 Introduction to Students with Disabilities
TED 515 Multicultural Perspectives in Education



TED 520 Language and Literacy
 TED 550 Teaching Literacy and Language Arts 5-12
 TED 610 Assessing Students with Literacy and Learning Problems
 or
 TED 611 Assessing Literacy Skills
 TED 625 Interventions in Reading
 TED 620 Collaboration in Inclusive Settings
 TED 645 Methods for Teaching Writing
 TED 6 Literacy Elective (6cr.)
 TED 715 Practicum in Literacy for Students with Learning Problems 5-12
 TED 735 Writing Internship I (2 cr.)
 TED 740 Writing Internship II (2 cr.)

Prior to the second Writing Internship, students must pass the Content Specialty Test (CST) in Literacy.

Portfolios:

- Initial portfolio should be submitted after 12-15 credits.
- Final portfolios should be submitted during the final practicum semester. Portfolios must receive satisfactory grades as one of the degree completion requirements.

PROGRAMS IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

TESOL-All Grades (37 credits)

[Program Code 27173]

Prerequisite: A course in *Child and/or Adolescent Development (TED 500 Lives of Children and/or TED 575 Lives of Adolescents or their equivalent)* Same prerequisite requirements for *Childhood (Grades 1-6)* plus 12 credits of a language other than English or their equivalent

Requirements

Tier I: Core Courses (12 credits)

TED 505 Issues in Education
 TED 510 Introduction to Students with Disabilities
 TED 520 Language and Literacy
 TED 615 Classroom Management in Inclusive Settings

Before moving on to Tier II or after completion of first 12 credits, students must:

- Maintain GPA of 3.0 or above
- Pass the Liberal Arts and Science Test (LAST)

Tier II: Methods Courses (19 credits)

TED 650 Second Language Acquisition
 TED 655 Fundamentals of Linguistics
 TED 660 English and Its Structure
 TED 665 Literacy K-12 in the TESOL Programs
 TED 670 Teaching the Content Areas in TESOL Programs
 TED 677 Curriculum, Instruction, and Assessment in TESOL Programs
 TED 545 Promoting Wellness in the Classroom (1 credit)

Before moving on to Tier III, students must:

- Pass the Assessment of Teaching Skills Written (ATS-W)
- Demonstrate competency in writing

Tier III: Field Experience (6 credits)

TED 765 Field Experience: Teaching TESOL (2 credits)
 TED 770 Seminar and Student Teaching Teaching TESOL or
 TED 771 Seminar and Supervised Teaching in TESOL (4 credits)

Before completing Tier III, students must pass the Content Specialty Test (CST) in TESOL.

Portfolios:

- Initial portfolio should be submitted after 12-15 credits.
- Final portfolios should be submitted during the student teaching or supervised teaching semester. Portfolios must receive satisfactory grades as one of the degree completion requirements.

EARLY CHILDHOOD PROGRAMS

Early Childhood (Birth-Grade 2) and Childhood Education (Grade 1- 6) (43 credits)

[Program Code 28605]

Prerequisites: Same liberal arts prerequisites as Childhood Education

Tier I (12 credits)

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

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

- Maintain a GPA of 3.0 or above
- Pass the Liberal Arts and Science Test (LAST)
- Demonstrate competence in writing

Tier II: Methods Courses (25 credits)

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

Before moving on to Tier III, students should pass the Assessment of Teaching Skills Written (ATS-W), the Content Specialty Test (CST) in Childhood Education (Multi-Subject) and the CST in Early Childhood Education.

Tier III: Field Experiences (6 credits)

TED 701 Field Experience in Early Childhood/Childhood Education (2 credits)

TED 707 Seminar and Student Teaching: Early Childhood/Childhood Education

or
 TED 708 Seminar and Supervised Teaching: Early Childhood/Childhood Education (4 credits)

Portfolios:

- Initial portfolio should be submitted after 12-15 credits.
- Final portfolios should be submitted during the student teaching or supervised teaching semester. Portfolios must receive satisfactory grades as one of the degree completion requirements.

Early Childhood (Birth-Grade 2) and Early Childhood Special Education (Birth-Grade 2) (44 credits)

[Program Code 28606]

Prerequisites: Same liberal arts prerequisites as Childhood Education

Tier I (12 credits)

TED 505 Issues in Education
 TED 510 Introduction to Students with Disabilities
 or
 TED 511 Critical Topics in Special Education
 TED 515 Multicultural Perspectives in Education
 TED 500 Lives of Children

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

- Maintain a GPA of 3.0 or above
- Pass the Liberal Arts and Science Test (LAST)
- Demonstrate competence in writing

Tier II: Methods Courses (28 credits)

TED 520 Language and Literacy
 TED 640 Phonological Awareness and Beginning Reading
 TED 642 Observation and Assessment in the Early Childhood Classroom
 TED 545 Promoting Wellness in the Classroom (1 credit)
 TED 641 Curriculum and Methods for Early Childhood Education
 TED 636 Early Childhood Special Education
 TED 600 Introduction to Students with Learning Problems

SPC 650 Developmental Psychopathology
 TED 616 Applied Behavior Analysis for Students with Disabilities
 TED 620 Collaboration in Inclusive Settings

Before moving on to Tier III, students should pass the Assessment of Teaching Skills Written (ATS-W) and the Content Specialty Tests (CST) in Special Education and the CST in Early Childhood Education (Multi-Subject).

Tier III Field Experiences (4 credits)

TED 722 Seminar and Student Teaching: Early Childhood/Early Childhood Special Education
 or
 TED 723 Seminar and Supervised Teaching: Early Childhood/Early Childhood Special Education (4 credits)

Portfolios:

- Initial portfolio should be submitted after 12-15 credits.
- Final portfolios should be submitted during the student teaching or supervised teaching semester. Portfolios must receive satisfactory grades as one of the degree completion requirements.

Early Childhood (Birth-Grade 2) and Literacy (Birth-Grade 6) (44 credits)

[Program Code 28607]

Prerequisites: Same liberal arts prerequisites as Childhood Education

Tier I (12 credits)

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

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

- Maintain a GPA of 3.0 or above
- Pass the Liberal Arts and Science Test (LAST)
- Demonstrate competence in writing

Tier II: Methods Courses (28 credits)

TED 520 Language and Literacy
 TED 640 Phonological Awareness and Beginning Reading

- TED 525 Teaching Literacy and Language Arts 1-6
 TED 611 Assessing Literacy Skills
 TED 625 Interventions in Reading
 TED 545 Promoting Wellness in the Classroom (1 credit)
 TED 641 Curriculum and Methods for Early Childhood Education
 TED 642 Observation and Assessment in the Early Childhood Classroom
 TED 620 Collaboration in Inclusive Settings
 TED 710 Practicum in Literacy for Students with Learning Problems 1-6

Before moving on to Tier III, students should pass the Assessment of Teaching Skills Written (ATS-W) and the Content Specialty Tests (CST) in Special Education and the CST in Childhood Education (Multi-Subject) (or CST in Early Childhood if offered).

Tier III Field Experiences (4 Credits)

- TED 702 Seminar and Student Teaching: Early Childhood Education
 or
 TED 703 Seminar and Supervised Teaching: Early Childhood Education (4 credits)

Portfolios:

- Initial portfolio should be submitted after 12-15 credits.
- Final portfolios should be submitted during the student teaching or supervised teaching semester. Portfolios must receive satisfactory grades as one of the degree completion requirements.

ADVANCED CERTIFICATES

Advanced Certificate: Early Childhood (Birth – Grade 2) (14 Credits)

[Program Code 29697]
Prerequisites: Master's degree Prior Certification in Childhood Education (Grades 1-6) or Elementary Education (Pre K-Grade 6)

- and
 TED 500 (Lives of Children) or its equivalent
 TED 520 Language and Literacy
 TED 640 Phonological Awareness and Beginning Reading
 TED 641 Curriculum and Methods for Early Childhood Education

- TED 642 Observation and Assessment in the Early Childhood Classroom
 TED 729 Seminar and Student Teaching: Early Childhood Education
 or
 TED 732 Seminar and Supervised Teaching: Early Childhood Education

Advanced Certificate: Early Childhood Special Education (Birth – Grade 2) (23 Credits)

[Program Code 29698]

Prerequisites: Master's degree Prior certification in Early Childhood Education (Birth – Grade 2)

- and
 TED 500 Lives of Children (or its equivalent) and
 TED 642 Observation and Assessment in the Early Childhood Classroom (or equivalent assessment course)
 TED 600 Introduction to Students with Learning Problems
 SPC 650 Developmental Psychopathology
 TED 520 Language and Literacy
 TED 640 Phonological Awareness and Beginning Reading
 TED 616 Applied Behavior Analysis for Students with Disabilities
 TED 620 Collaboration in Inclusive Settings
 TED 636 Early Childhood Special Education
 TED 733 Seminar and Student Teaching: Early Childhood Special Education
 or
 TED 734 Seminar and Supervised Teaching: Early Childhood Special Education

Advanced Certificate: Early Childhood (Birth – Grade 2) and Early Childhood Special Education (Birth – Grade 2) (29 Credits)

[Program Code 29699]

Prerequisites: Master's degree and prior certification in Childhood Education (Grades 1-6); Elementary Education (Pre K-Grade 6); or Special Education (Grades 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 master's degree programs in Childhood or Early Childhood Education.]

- TED 500 Lives of Children (or its equivalent)
 TED 600 Introduction to Students with Learning Problems
 TED 650 Developmental Psychopathology
 TED 520 Language and Literacy
 TED 640 Phonological Awareness
 TED 616 Applied Behavioral Analysis for Students with Disabilities
 TED 620 Collaboration in Inclusive Settings
 TED 641 Curriculum Methods for Early Childhood Education
 TED 642 Observation and Assessment in the Early Childhood Classroom
 TED 636 Early Childhood Special Education
 TED 741 Seminar and Student Teaching: Early Childhood/Early Childhood Special Education
 or
 TED 742 Seminar and Supervised Teaching: Early Childhood/Early Childhood Special Education

Advanced Certificate: Middle Childhood and Adolescence Education (Grades 5 - 12) (31 credits) in Social Studies, English, Mathematics, or Science (Biology, Chemistry, Earth Science and/or Physics)

[Program Code 27559]; Social Studies [Program Code 27560]; Mathematics [Program Code 27561] and Science [Program Code 27558] English

Prerequisite: A major or its equivalent in the area of certification.

- For social studies, at least 30 credits in social studies, including coursework in economics and government and at least 21 semester hours in the history and geography of the U.S. and the world
- For English, at least 30 credits in English

- For math, at least 30 credits in math, including 6 credits in calculus
- For science, at least 30 credits in the specific area of certification (biology, chemistry, earth science and/or physics)
- A course in adolescent development or its equivalent
- For all, coursework in a language other than English

Tier I: Core Courses (12 credits)

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

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

- Maintaining a GPA of 3.0 or above
- Passing the Liberal Arts and Science Test (LAST) and Content Specialty Test (CST) in each area of certification
- Demonstrating competence in writing

Tier II: Methods Courses (13 credits)

TED 550 Teaching Literacy and Language Arts 5-12
 TED 560 Teaching Methods in Middle Childhood and Adolescence – General
 TED 566 Teaching Methods in Middle Childhood and Adolescence: English
 or
 TED 567 Teaching Methods in Middle Childhood and Adolescence: Social Studies
 or
 TED 571 Teaching Methods in Middle Childhood and Adolescence: Math
 or
 TED 572 Teaching Methods in Middle Childhood and Adolescence: Science
 TED 555 Foundations of Middle Childhood Education
 TED 545 Promoting Wellness in the Classroom (1 credit)

Before moving on to Tier III, students must:

- Pass the Assessment of Teaching Skills Written (ATS-W)
- Demonstrate competency in writing

Tier III: Field Experience (6 credits)

TED 745 Field Experience in Middle Childhood/Adolescence Education (2 credits)
 TED 750 Seminar and Student Teaching in Middle Childhood/Adolescence Education
 or

TED 751 Seminar and Supervised Teaching in Middle Childhood/Adolescence Education (4 credits)

Advanced Certificate: Adolescence Education (Grades 7-12) (28 credits) in Social Studies, English, Mathematics, or Science (Biology, Chemistry, Earth Science and/or Physics)

[Program Code 27562]; English [Program Code 27563]; Social Studies [Program code 27565] Mathematics [Program Code 27564] Science

Prerequisite: A major or its equivalent in the area of certification.

- For social studies, at least 30 credits in social studies, including coursework in economics and government and at least 21 semester hours in the history and geography of the U.S. and the world
- For English, at least 30 credits in English
- For math, at least 30 credits in math, including 6 credits in calculus
- For science, at least 30 credits in the specific area of certification (biology, chemistry, earth science and/or physics)
- A course in adolescent development or its equivalent
- For all, coursework in a language other than English

Tier I: Core Courses (12 credits)

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

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

- Maintaining a GPA of 3.0 or above
- Passing the Liberal Arts and Science Test (LAST) and Content Specialty Test (CST) in each area of certification
- Demonstrating competence in writing

Tier II: Methods Courses (13 credits)

TED 550 Teaching Literacy and Language Arts 5-12
 TED 560 Teaching Methods in Middle Childhood and Adolescence – General
 TED 566 Teaching Methods in Middle Childhood and Adolescence: English
 or
 TED 567 Teaching Methods in Middle Childhood and Adolescence: Social Studies
 or
 TED 571 Teaching Methods in Middle Childhood and Adolescence: Math
 or
 TED 572 Teaching Methods in Middle Childhood and Adolescence: Science
 TED 545 Promoting Wellness in the Classroom (1 credit)

Before moving on to Tier III, students must:

- Pass the Assessment of Teaching Skills Written (ATS-W)
- Demonstrate competency in writing

Tier III: Field Experience (6 credits)

TED 746 Field Experience in Adolescence Education (2 credits)
 TED 752 Seminar and Student Teaching in Adolescence Education or
 TED 753 Seminar and Supervised Teaching in Adolescence Education (4 credits)

Advanced Certificate in Special Education: Childhood (Grades 1-6) (28 credits)

[Program Code 27163]

Prerequisite: Prior certification and a master's degree

Requirements

TED 510 Introduction to Students with Disabilities
 TED 600 Introduction to Students with Learning Problems
 TED 605 Teaching Students with Learning Problems
 TED 610 Assessing Students with Literacy/Learning Problems
 TED 615 Classroom Management in Inclusive Settings
 TED 620 Collaboration in Inclusive Settings

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

Before doing student/supervised teaching, students must:

- Pass the Content Specialty Test (CST) in Special Education
- Demonstrate competency in writing

TED 720 Seminar and Student Teaching in Childhood and Special Education
 or

TED 721 Seminar and Supervised Teaching in Childhood and Special Education (4 credits)

Advanced Certificate in Special Education: Middle Childhood and Adolescence Education (Grades 5-12) (28 credits)

[Program Code 27989]

Prerequisite: prior certification and a master's degree

Requirements

TED 510 Introduction to Students with Disabilities
 TED 600 Introduction to Students with Learning Problems
 TED 605 Teaching Students with Learning Problems
 TED 610 Assessing Students with Literacy/Learning Problems
 TED 615 Classroom Management in Inclusive Settings
 TED 620 Collaboration in Inclusive Settings
 TED 635 Adolescents with Learning Problems
 TED 715 Practicum in Literacy for Students with Learning Problems Grades 5-12

Before moving on to Tier III, students must:

- Pass the Assessment of Teaching Skills Written (ATS-W) and the Content Specialty Test (CST) in Special Education
 - Demonstrate competency in writing
- TED 730 Seminar and Student Teaching: Middle Childhood and Adolescence Special Education
 or

TED 731 Seminar and Supervised Teaching in Middle Childhood and Adolescence Special Education (4 credits)

Advanced Certificate in TESOL-All Grades (24 credits)

[Program Code 27175]

Prerequisite: prior certification and a master's degree Course in Literacy

Requirements

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

Before moving on to supervised teaching, students must:

- Demonstrate competency in writing

TED 765 Field Experience: TESOL (2 cr.)

TED 770 Seminar and Student Teaching in TESOL or

TED 771 Seminar and Supervised Teaching in TESOL (4 cr.)

Before completion of supervised teaching, students must:

- Pass the Content Specialty Test (CST) in TESOL

Advanced Certificate in TESOL (18 credits) (Adult/Post-Secondary; Non-Certification)

[Program Code 32039]

Prerequisite: Bachelor's Degree

Requirements:

TED 650 Second Language Acquisition
 TED 655 Fundamentals of Linguistics
 TED 660 English and Its Structure
 TED 675 Methods and Materials for TESOL
 TED 765 Field Experience: TESOL
 TED 770 Seminar and Student Teaching in TESOL
 or

TED 771 Seminar and Supervised Teaching in TESOL

Advanced Certificate in Literacy: (Birth-Grade 6) (24 credits)

[Program Code 27171]

Prerequisites: prior certification and a master's degree

Requirements

TED 520 Language and Literacy
 TED 525 Teaching Literacy and Language Arts 1-6
 TED 610 Assessing Students with Literacy/Learning Problems
 or
 TED 611 Assessing Literacy Skills
 TED 620 Collaboration in Inclusive Settings
 TED 625 Interventions in Reading
 TED 640 Phonological Awareness and Beginning Reading
 TED 6 Literacy Elective
 TED 710 Practicum in Literacy for Students with Learning Problems 1-6

Students must receive a passing score on the Content Specialty Test (CST) in Literacy.

Advanced Certificate in Literacy (Grades 5-12) (24 credits)

[Program Code 27172]

Prerequisites: prior certification and a master's degree

Requirements

TED 520 Language and Literacy
 TED 525 Teaching Literacy and Language Arts 5-12
 TED 610 Assessing Students with Literacy/Learning Problems
 or
 TED 611 Assessing Literacy Skills
 TED 620 Collaboration in Inclusive Settings
 TED 625 Interventions in Reading
 TED 645 Methods of Teaching Writing
 TED 6 Literacy Elective
 TED 715 Practicum in Literacy for Students with Learning Problems 5-12

Students must receive a passing score on the Content Specialty Test (CST) in Literacy.

Bilingual Education Extension (15 credits)

[Program Code 28057]

Prerequisites: Bachelor's degree and prior certification. Proficiency in English and one other language

Bilingual Education Extension – ITI* Online Program (15 credits)

[Program Code 32251]

Prerequisites: Bachelor's degree and prior certification. Proficiency in English and one other language. Eligibility for NYSED Intensive Teacher Institute (ITI) Program.

- TED 516 Learning in Bilingual/Multicultural Settings*
- TED 655 Fundamentals of Linguistics*
- TED 665 Literacy K-12 in ESOL Programs*
- TED 670 Teaching the Content Areas in ESOL Programs*
- TED 676 Instruction in the Native Language in Bilingual Programs*

Before completing the program the student must demonstrate proficiency in the following way: Pass the Bilingual Education Assessment (BEA) in the language in which the extension is to be granted.

Bilingual Education Extension – Special Education – ITI (15 credits)

[Program Code 32132]

Prerequisites: Bachelor's degree and prior certification. Proficiency in English and one other language. Eligibility for NYSED Intensive Teacher Institute (ITI) Program.

Bilingual Education Extension – Special Education – ITI Online Program (15 credits)

[Program Code 32134]

Prerequisites: Bachelor's degree and prior certification. Proficiency in English and one other language. Eligibility for NYSED Intensive Teacher Institute (ITI) Program.



- TED 516 Learning in Bilingual/Multicultural Settings
- TED 612 Assessment of English Language Learners in Special Education
- TED 665 Literacy K-12 in ESOL Programs
- TED 670 Teaching the Content Areas in ESOL Programs
- TED 676 Instruction in the Native Language in Bilingual Programs

Before completing the program the student must demonstrate proficiency in the following way: Pass the Bilingual Education Assessment (BEA) in the language in which the extension is to be granted.

Teaching English to Speakers of Other Languages (TESOL) – ITI* (15 credits)

[Program Code 32133]

Prerequisites: Bachelor's degree and prior certification. Eligibility for NYSED Intensive Teacher Institute (ITI) Program.

- TED 515 Multicultural Perspectives in Education
- TED 650 Second Language Acquisition
- TED 665 Literacy K-12 in ESOL Programs
- TED 670 Teaching the Content Areas in ESOL Programs
- TED 677 Curriculum, Instruction and Assessment in ESOL Programs

Before completing the program the student must demonstrate competency in the following way: Pass the NYSTCE Content Specialty Test in TESOL.

*Online program

Languages Other Than English (LOTE) (Grades 1-6) Extension

Prerequisite: Prior certification in the language of the extension

- TED 569 Teaching Languages Other Than English in Childhood

Course Descriptions

TED 500 Lives of Children

Focus is placed 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
3 credits

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.
3 credits

TED 510 Introduction to Students with Disabilities

The nature and needs of students with a range of disabilities and special health-care needs, and the effect of these disabilities and needs on learning and behavior are the focus of this course. 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.

3 credits

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.

3 credits

TED 515 Multicultural Perspectives in Education

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.

3 credits

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 sociopolitical, 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 lan-

guage differences and language disability as they examine issues relating to second language learners with diverse learning needs. Field experience required.

3 credits

TED 520 Language and Literacy

The relationship between oral language and reading and writing is studied. 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.

3 credits

TED 525 Teaching Literacy and Language Arts 1-6

The teaching of literacy in grades 1-6 to native English speakers and students who are English language learners, including methods of reading enrichment and remediation is explored. Students are introduced to theories of literacy development, a variety of approaches for teaching reading, writing, listening and speaking, including strategies for teaching phonological awareness, word recognition, phonics, vocabulary, study skills, comprehension, and building literacy in the content areas. Assessing literacy abilities, including but not limited to identifying dyslexia, interventions for students experiencing difficulty in acquiring literacy skills, organizing and managing the classroom for literacy instruction, and using technology for teaching and learning are also addressed.

3 credits

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.

3 credits

TED 535 Teaching Science/Technology 1-6

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 are examined. 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.

3 credits

TED 540 Teaching Math/Technology 1-6

This course examines curriculum development, instructional planning, and multiple research validated instructional strategies for teaching mathematics to children within the full range of abilities in the childhood classroom as well as formal and informal methods of assessing mathematical learning. Students also learn to use technology for acquiring mathematical skills and strategies, problem solving, and overall, enhancing teaching and learning.

3 credits

TED 545 Promoting Wellness in the Classroom

The knowledge and strategies needed by teachers to ensure a safe and nurturing learning environment are considered. 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.

1 credit

TED 550 Teaching Literacy 5-12

This course focuses on the teaching of the literacy skills of listening, speaking, reading and writing to native English speakers and to students who are English language learners at the middle childhood and adolescence education levels, including methods of reading enrichment and remediation. Students are introduced to theories of literacy development, a variety of approaches to teaching literacy, particularly strategies for teaching vocabulary, comprehension, study skills and building literacy in the content areas. Assessing literacy abilities, including but not limited to identifying dyslex-

ia, interventions for students experiencing difficulty, organizing and managing the classroom for literacy instruction, and using technology for teaching and learning are also addressed. *3 credits*

TED 555 Foundations of Middle Childhood Education

Academic, social and emotional issues that impact on middle childhood education are explored. Strategies for fostering motivation, promoting positive social interaction skills, classroom management, assessment, curriculum development, and instruction, for students within the full range of abilities, in a middle school environment, are addressed. Course participants also focus on building collaborative relationships among students, families, and school personnel. *3 credits*

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. *3 credits*

TED 566 Teaching Methods in Middle Childhood and Adolescence: English

Approaches to curriculum planning and development, assessment, and instruction for English at the middle childhood and adolescence education levels are explored. 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. *3 credits*

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. *3 credits*

TED 568 Teaching Methods in Middle Childhood and Adolescence – Languages other than English

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 are the focuses of this course. 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. *3 credits*

TED 569 Teaching Languages Other than English in Childhood

This course focuses on teaching languages other than English in grades 1-6. The course examines curriculum development, formal and informal assessment techniques, and research validated instructional strategies for teaching languages to children within the full range of abilities. Course participants explore approaches to the teaching of listening, speaking, reading, writing, and communicating in a new language, including culturally relevant material for those cultures represented by the target language. Students learn to incorporate interventions for remediation and enrichment as well as the uses of technology to enhance teaching and learning. *3 credits*

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 the learning standards in mathematics. *3 credits*

TED 572 Teaching Methods in Middle Childhood and Adolescence: Science

This course explores approaches to curriculum planning and development, assessment, and instruction for Science at the middle childhood and adolescence education levels. Course participants examine ways to use technology (assistive and instructional), for both teaching and learning, and become familiar with multiple research validated teaching strategies for students within the full range of abilities at the middle childhood and adolescence levels to master the learning standards in science. *3 credits*

TED 575 Lives of Adolescents

Experiences of pre-adolescents and adolescents from diverse backgrounds with a range of abilities using developmental, historical, and cultural approaches are studied. 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. *3 credits*

TED 600 Introduction to Students with Learning Problems

This course focuses on the nature and needs of children and adolescents with learning disabilities and with other mild disabilities that interfere with learning. Students explore historical trends, current issues, definitions, etiological factors, and social/emotional components. They also study the theoretical bases for and practical applications of assessments and interventions. *3 credits*





TED 601 Introduction to Students with Learning and Literacy Problems

The nature and needs of children and adolescents with learning disabilities and with other mild disabilities that interfere with the acquisition of literacy skills and strategies are studied. 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. *3 credits*

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. Participants also explore how to plan and manage teaching/learning environments and use assistive and instructional technology, so that students with disabilities can be successful in a range of settings, particularly in the general education classroom, and can best access the general education curriculum. *3 credits*

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 formal and informal assessment measures and strategies and how to use information gathered through assessment and analysis to plan or modify instruction. Topics covered include measurement concepts, administering tests and interpreting test data, communicating testing information to parents, caregivers, and school personnel, using testing information for instructional planning, and legal mandates. Students will be required to perform assessments. *3 credits*

TED 611 Assessing Literacy Skills

This course explores a range of formal and informal assessment measures used to identify literacy needs and to monitor student progress in literacy. Course participants will study principles of diagnosing reading, writing, and language difficulties, characteristics of formal and informal assessment instruments, the selection and administration of a range of instruments, and the use and communication of the results of literacy assessments. *3 credits*

TED 612 Assessment of 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. *3 credits*

TED 615 Classroom Management in Inclusive Settings

Emphasis is placed 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. *3 credits*

TED 616 Applied Behavior Analysis for Students with Disabilities

This course provides information on the basic principles of applied behavior analysis, particularly as they pertain to young children with special needs. Behavioral techniques will be contrasted with alternative management techniques. Students will learn practical strategies for implementing behavioral management programs in early childhood special education settings. *3 credits*

TED 620 Collaboration in Inclusive Settings

This course focuses on developing collaborative partnerships for the benefit of diverse populations of students. Participants develop strategies for strengthening family partnerships, and collaborating with other school personnel including general and special educators, school psychologists and counselors and literacy and library media specialists. The goal of collaboration is to organize instructional programs and develop curricula, share information for assessment and instructional planning, and monitor student progress. *3 credits*

TED 621 Enhancing Social/Emotional Learning

This course explores the ways social/emotional competencies can be integrated into ongoing reading and writing instruction among culturally diverse populations, for students of varying abilities. *1 credit*

TED 622 Interdisciplinary Instruction in Inclusive Classrooms

This workshop course explores how interdisciplinary instruction lends itself

to differentiated instructional techniques, including cooperative learning. Students will develop new ways of meeting the needs of all the learners in their classrooms. Attention will be focused on creating meaningful learning experiences that reflect multiple intelligences, and the NYS Learning Standards for the disciplines.

1 credit

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.

3 credits

TED 630 Math/Technology for Students with Learning Problems

Curriculum development, instructional planning, and research-validated instructional strategies for teaching mathematics and for using technology (assistive and instructional technology), for students with learning problems are covered by the instructor. Among the topics presented are the uses of technology to enhance and assist learning, the nature of math disabilities, designing and administering assessment measures for mathematics, methods for enrichment and remediation in mathematics and organizing the classroom for instruction.

3 credits

TED 635 Adolescents with Learning Problems

The student will learn how to examine the academic and social-emotional needs of adolescents with learning problems while they are in middle and secondary school, and the issues they face, and the competencies they need, as they prepare to transition from school to employment or post-secondary training and adult life. Course participants explore characteristics of these learners, and examine a range of research-validated and practical interventions for enhancing academic performance, managing behavior, promoting the development of positive social interaction skills and competencies associated with self-determination. Also addressed is the transition services initiative: its history and legislation, models of service delivery, and strategies for developing linkages among agencies and personnel.

3 credits

TED 636 Early Childhood Special Education

This course looks at how various disabilities impact a child's development in key areas 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.

3 credits

TED 640 Phonological Awareness and Beginning Reading Instruction

This course explores ways teachers, and teachers working with families and other professionals, create positive instructional environments for beginning readers and writers. This course also examines curriculum development, assessment, and instructional strategies for teaching beginning reading and writing skills and strategies, particularly phonological awareness, to children within the full range of abilities.

3 credits

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 impact contemporary classrooms. Special focus is on the design of curricula that are developmentally appropriate and 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.

3 credits

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. Forty hours of fieldwork are required.

3 credits

TED 643 Literacy Instruction Through Child and Adolescent Literature

This course focuses on providing student-centered, developmentally appropriate

support for literacy learning using various literary genres. The goal is to equip professionals with the understanding and sensitivity needed to assist in the advancement of the literacy knowledge of children from birth through grade twelve. Methods of using literature to encourage and enrich language development, as well as skill in reading and writing, are presented.

3 credits

TED 644 Writing and Thinking Skills: An Interdisciplinary Approach

This course focuses on reasoning skills, problem solving, oral communications, story construction techniques, and gimmicks and games to motivate writing. It is appropriate for teachers at the elementary, middle and high school levels, as well as teachers of remedial reading.

3 credits

TED 645 Methods of Teaching Writing

This course focuses on curriculum development, formal and informal assessment techniques, and research-validated instructional strategies for teaching writing to students within the full range of abilities. Course participants explore approaches to the teaching of writing, particularly the process writing approach, interventions for remediation and enrichment, and the uses of technology to enhance teaching and learning.

3 credits

TED 646 Literacy Through the Arts

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 are studied. Students will examine the theory and rationale behind such instruction and develop a variety of pedagogical techniques for classroom implementation.

1 credit

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.

3 credits

TED 655 Fundamentals of Linguistics

This course explores the underlying structure of languages as well as the evolution and psychology of language. Phonological, morphological, syntactic and semantic patterns are examined and discussed.
3 credits

TED 660 English and Its Structure

In this course students focus on English grammar in order to develop curriculum, and instructional strategies for the teaching of semantics, syntax, morphology, and phonology for English language learners.
3 credits

TED 665 Literacy K-12 in TESOL 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.
3 credits

TED 670 Teaching the Content Areas in ESOL Programs

Methods of second language teaching for the presentation of content area material to students who are English language learners are studied.
3 credits

TED 675 Methods and Materials for TESOL

This course examines curriculum development, instructional planning, 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.
3 credits

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 will learn techniques of assessing native language literacy skills and become familiar with native language resources in the community through evaluating cultural appropriate curricula, children's literature and media. Students also analyze and strengthen their own biliteracy skills. Field experience required.
3 credits

TED 677 Curriculum, Instruction, and Assessment in ESOL Programs

Curriculum development, instructional planning and assessment, both formal and informal, in programs for English to Speakers of Other Languages are covered. The course addresses links to the standards movement, instructional technology, and alternative models for delivery of instruction to English language learners.
3 credits

TED 683 Crayons to Keyboard:

Teaching Writing to Diverse Learners
This course focuses on research-validated instructional strategies for teaching writing, and integrating technology for teaching writing, to students within the full range of abilities and to students of varying cultural and linguistic backgrounds. In a "hands-on" workshop format, students will explore techniques for organizing information, developing content, and building skill and strategies on word, sentence and paragraph levels.
1 credit

TED 691 Creating Teacher Web Sites

Students will learn how to design and create a teacher Web site, using Microsoft's Front Page Web design software. Important issues will be covered, such as the Web site's objectives, audience, flow, logistics of updating, school districts' policies regarding use of children's photographs and names, posting of student work, incorporating graphics, parent communication and disclaimers for outside links. The final project will consist of a complete teacher Web site design, including a Home Page and five to 10 additional Web pages with all-related links.
1 credit

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.
2 credits

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.
2 credits

TED 702 Seminar and Student

Teaching: Early Childhood Education
Students participate in a full-time, 12-week, student teaching experience at the early childhood level. The classroom experience is accompanied by a student teaching seminar.
4 credits

TED 703 Seminar and Supervised

Teaching: Early Childhood Education
Students participate in a full-time, 12-week, supervised teaching experience at the early childhood level. The classroom experience is accompanied by a supervised teaching seminar.
4 credits

TED 705 Seminar and Student

Teaching: Childhood
Students participate in a full-time, 12-week, student teaching experience at the childhood level. The classroom experience is accompanied by a student teaching seminar.
4 credits

TED 706 Seminar and Supervised

Teaching: Childhood
Students participate in a full-time, 12-week, supervised teaching experience at the childhood level. The classroom experience is accompanied by a supervised teaching seminar.
4 credits

TED 707 Seminar and Student

Teaching: Early Childhood/Childhood Education
Students participate in a full-time, 12-week, student teaching experience in an early childhood as well as childhood education setting. The classroom experience is accompanied by a student teaching seminar.
4 credits

TED 708 Seminar and Supervised

Teaching: Early Childhood/Childhood Education
Students participate in a full-time, 12-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.
4 credits

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.

3 credits

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, particularly vocabulary, comprehension, study skills and literacy in the content areas.

3 credits

TED 720 Seminar and Student Teaching: Childhood Special Education

Students participate in a full-time, 12-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.

4 credits

TED 721 Seminar and Supervised Teaching: Childhood Special Education

Students participate in a full-time, 12-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.

4 credits

TED 722 Seminar and Student Teaching: Early Childhood and Early Childhood Special Education

Students participate in a full-time, 12-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.

4 credits

TED 723 Seminar and Supervised Teaching: Early Childhood and Early Childhood Special Education

Students participate in a full-time, 12-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.

4 credits

TED 725 Seminar and Student Teaching: Childhood and Childhood Special Education

Students participate in a full-time, 12-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.

4 credits

TED 726 Seminar and Supervised Teaching: Childhood and Childhood Special Education

Students participate in a full-time, 12-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.

4 credits

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

Students participate in a full-time, six-week, or half-time, 12-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.

2 credits

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

Students participate in a full-time, six-week, or half-time, 12-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.

2 credits

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.

2 credits

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.

2 credits

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.

2 credits

TED 735 Writing Internship I

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

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.
2 credits

TED 745 Field Experience: Middle Childhood and Adolescence

Students are involved in middle childhood and 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.
2 credits

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.
2 credits

TED 750 Seminar and Student Teaching: Middle Childhood and Adolescence

Students participate in a full-time, 12-week student teaching experience in middle childhood and adolescence education settings. The classroom experience is accompanied by a student teaching seminar.
4 credits

TED 751 Seminar and Supervised Teaching: Middle Childhood and Adolescence

Students participate in a full-time, 12-week supervised teaching experience in middle childhood and adolescence education settings. The classroom experience is accompanied by a supervised teaching seminar.
4 credits

TED 752 Seminar and Student Teaching: Adolescence Education

Students participate in a full-time, 12-week student teaching experience in adolescence education settings. The classroom experience is accompanied by a student teaching seminar.
4 credits



TED 753 Seminar and Supervised Teaching: Adolescence Education

Students participate in a full-time, 12-week supervised teaching experience in adolescence education settings. The classroom experience is accompanied by a supervised teaching seminar.
4 credits

TED 760 Seminar and Student Teaching: Childhood Special Education

Students participate in a full-time, six-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.
2 credits

TED 761 Seminar and Supervised Teaching: Childhood Special Education

Students participate in a full-time, six-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.
2 credits

TED 762 Seminar and Student Teaching II: Childhood Special Education

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.

Prerequisite: TED 760.
2 credits

TED 763 Seminar and Supervised Teaching II: Childhood Special Education

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.

Prerequisite: TED 761.
2 credits

TED 765 Field Experience: TESOL
Students are placed in a TESOL 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.
2 credits

TED 770 Seminar and Student Teaching: TESOL
Students participate in a full-time, 12-week student teaching experience in a TESOL setting. The classroom experience is accompanied by a student teaching seminar.
4 credits

TED 771 Seminar and Supervised Teaching: TESOL
Students participate in a full-time, 12-week, supervised teaching experience in a TESOL setting. The classroom experience is accompanied by a supervised teaching seminar.
4 credits

TED 775 Field Experience: Childhood Education and TESOL
Students are placed in childhood and TESOL 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.
2 credits

TED 780 Seminar and Student Teaching: Childhood and TESOL
Students participate in a full-time, 12-week student teaching experience in TESOL and childhood settings. The classroom experience is accompanied by a student teaching seminar.
4 credits

TED 781 Seminar and Supervised Teaching: Childhood and TESOL
Students participate in a full-time, 12-week supervised teaching experience in TESOL and childhood settings. The classroom experience is accompanied by a supervised teaching seminar.
4 credits

TED 782 Field Experience: TESOL and Middle Childhood/Adolescence Education (English or Social Studies)
Students are placed in TESOL and middle childhood/adolescence 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.
2 credits

TED 783 Seminar and Student Teaching: TESOL and Middle Childhood/Adolescence Education (English or Social Studies)
Students participate in a full-time, 12-week student teaching experience in TESOL and middle childhood/adolescence settings. The classroom experience is accompanied by a student teaching seminar.
4 credits

TED 784 Seminar and Supervised Teaching: TESOL and Middle Childhood/Adolescence Education (English or Social Studies)
Students participate in a full-time, 12-week supervised teaching experience in TESOL and middle childhood/adolescence settings. The classroom experience is accompanied by a supervised teaching seminar.
4 credits

TED 785 Seminar and Student Teaching: Special Education and Middle Childhood/Adolescence Education
Students participate in a full-time, 12-week student teaching experience in special education and middle childhood/adolescence education settings. The classroom experience is accompanied by a student teaching seminar.
4 credits

TED 786 Seminar and Supervised Teaching: Special Education and Middle Childhood/Adolescence Education
Students participate in a full-time, 12-week supervised teaching experience in special education and middle childhood/adolescence education settings. The classroom experience is accompanied by a supervised teaching seminar.
4 credits

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.
1 credit



COUNSELING, PSYCHOLOGY AND THERAPY PROGRAMS



School Psychologists, School Counselors, Mental Health Counselors and Marriage and Family Therapists are in increasing demand by community, educational, health and other organizations. These mental health professionals play vital roles in helping children, young people and adults to face the demands and stresses of a complex world.

The master's degree programs in counseling, psychology and therapy offered at the Westchester Graduate Campus of Long Island University prepare students for a wide variety of professional careers in the areas of School Psychology, School Counseling, Mental Health Counseling and Marriage and Family Therapy. Recently, New York State law has changed to require individuals to hold a master's degree in order to work as marriage and family therapists or mental health counselors.

The Westchester Graduate Campus of Long Island University offers master's degree programs in School Counseling and School Psychology leading to eligibility for New York State certification in these professions. Specialized courses are available to prepare for state certification in Bilingual School Counseling and Bilingual School Psychology as well as Bilingual Extensions.

Inquiries for School Counseling and School Psychology programs may be directed to:

Dr. Beth Weiner, Program Director,
Counseling, Psychology and
Therapy Programs
Coordinator/Adviser: School
Counseling and School Psychology
(914) 831-2717
Beth.weiner@liu.edu

Inquires for Marriage and Family Therapy and Mental Health Counseling may be directed to:

Dr. Lynn Haley-Banez
Coordinator/adviser: Marriage and
Family Therapy and Mental Health
Counseling Programs
(914) 831-2718
Lynn.haley-banez@liu.edu

SCHOOL COUNSELING

Candidates for the M.S.Ed. in School Counseling learn to assist students in public and private elementary, middle and secondary schools and provide counseling in areas including academic advisement, school success, college placement and help with behavioral and personal problems.

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

Admissions Requirements for School Counseling

1. Bachelor's degree from an accredited institution
2. Undergraduate GPA of 2.75
3. Two letters of recommendation
4. Personal essay including a statement of professional goals
5. Current résumé
6. Academic writing sample (e.g., term paper, research paper)

Degree requirements

1. Completion of all coursework with GPA of 3.0 or better
2. Passing the comprehensive examination
3. Demonstration of interpersonal competencies and emotional maturity associated with effective counseling outcomes

Master of Science in Education in School Counseling (M.S.Ed.)

This degree leads to eligibility for a Provisional New York State Certificate as a School Counselor.

[Program Code 0826.01]

Courses (48 credits)

All courses are three credits unless noted.

SPC 615 The World of the Counselor

SPC 652 Understanding Human Development I (psychodynamic, interpersonal and humanistic models)

SPC 653 Understanding Human Development II (cognitive, behavioral and evidence-based models)

SPC 654 Introduction to Counseling Process and Application I

SPC 656 Introduction to Counseling Process and Application II

SPC 600A Fieldwork: Directed Observation and Practice in Agency Settings (Pre-internship experience)

SPC 660A Practicum in Group Work I

SPC 660B Practicum in Group Work II

SPC 661A Individual Practicum I-School (Monolingual)

SPC 661D Individual Practicum II-School (Monolingual)

SPC 668 Diagnostic Tools for Measurement

SPC 682 World of Work: Assessment of Individual Needs and Needs of Society

SPC 657A Family Counseling in Urban Settings

SPC 601 Fieldwork: Directed Observation and Practice in Schools (Students who have two years of paid teaching experience may substitute an elective)

SPC Electives (6 credits)

PROVISIONAL OR PERMANENT STATE CERTIFICATION

At the completion of these 48 credits, workshops in child abuse detection and violence prevention, and fingerprint processing, students are eligible for the New York State Provisional Certificate in School Counseling. Provisional certification is granted for a period of five (5) years.

Students may complete an additional 12 credits towards New York State Permanent Certification. Permanent State Certification requires 60 credits in total. Two years of full-time experience as a counselor (K-12) is also required. These credits may be completed by taking electives which are offered throughout the year as well as through Summer Institutes.

BILINGUAL COUNSELOR CERTIFICATION PROGRAM

Master of Science in Education with Recommendation for Provisional Certification as a Bilingual School Counselor.

To earn a Master of Science in Education with Recommendation for Provisional Certification as a Bilingual School Counselor students are required to successfully complete forty-five (45) credits in Counseling and three (3) credits in Teacher Education.

Students must demonstrate oral and written proficiency in English and in the target language. A passing grade on the New York State Bilingual Education Assessment Examination is required for the provisional bilingual certificate.

Courses (48 credits)

All courses are three credits.

SPC 615 The World of the Counselor

SPC 652 Understanding Human Development I (psychodynamic, interpersonal and humanistic models)

SPC 653 Understanding Human Development II (cognitive, behavioral and evidence based models)

SPC 654 Introduction to Counseling Process and Application I

SPC 656 Introduction to Counseling Process and Application II

SPC 657A Family Counseling in Urban Settings

SPC 600A Fieldwork: Directed Observation and Practice in an Agency Setting (Pre-internship experience)

SPC 661A Individual Practicum – School (I)

SPC 682 World of Work: Assessment of Individual Needs and Needs of Society

SPC 660A Practicum in Group Work (I)

SPC 601 Fieldwork: Directed Observation and Practice in Inner-City Schools (Students who have two years of teaching experience may substitute an elective.)

Specialized Bilingual Courses

Courses

SPC 600B Fieldwork: Directed Observation and Practice in Agency Settings (Bilingual) (Pre-internship experience)

SPC 661B Individual Practicum (Bilingual) Trainees counsel non-English speaking clients (Practicum is conducted in the targeted language of instruction.)

SPC 668B Diagnostic Tools for Measurement: Emphasis on Bilingual Testing

SPC 745M Multicultural and Diversity Issues in Counseling

TED 516 Learning in Bilingual/Multicultural Settings

Note: See page 31 of Education section for descriptions of TED course.

Course Descriptions

SPC 502 Substance Abuse: Prevention and Intervention

This course is designed to equip the counselor with the knowledge to help persons with substance-abuse problems. The focus of the class will be to review the historical background of substance abuse and dependency; study the psychological, social, pharmacological and legal aspects of substance abuse; recognize that alcohol dependency can become an adaptive response; and develop an awareness in the student of the important role of prevention. Textbooks, films and speakers will be used.
3 credits

SPC 504 Approaches to Human Sexuality

This course will examine the origins, forms and applications of human sexuality, alternative sexual preferences and lifestyles, psychological and sociological implications of the sexual drive and sexual dysfunction. Research in human sexuality, as well as applications to the counseling and mental health service settings will be covered.
3 credits

SPC 519 Dynamics of Marital Interaction

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

3 credits

SPC 600A Fieldwork: Directed Observation and Practice in an 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 collaboration with outside agencies is stressed. Field experience will consist of guided and supervised experiences in various community settings.

Pass/Fail only.

3 credits

SPC 600B Fieldwork: Directed Observation and Practice in an 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.

Pass/Fail only.

3 credits

SPC 601 Fieldwork: Directed Observation and Practice in Schools

This course will enable the prospective school counselor to become familiar with the environmental and sociological aspects of the school community. There will be directed observation made within schools in the surrounding area.

The student will be required to be an observer within the school setting and complete appropriate projects.

Pass/Fail only.

3 credits

SPC 607/CPT 607 Independent Research in Counseling/Professional Seminar in Counseling

Advanced students may register for intensive study of some aspect of counseling. Students may conduct research, make professional presentations or develop advanced clinical skills (e.g., supervision) or explore a current topic in counseling. Credits and hours arranged with approval and permission of instructor.

SPC 615 The World of the Counselor

An examination of the basic issues affecting the school counselor practicing in the contemporary world. The nature and scope of counseling, the relationship between counseling and other pupil personnel services, social agencies, vocational and rehabilitative settings, and the interaction between counseling and the broader education process are some of the issues explored.

3 credits

SPC 639 Youth Culture

An overview of the problems faced by millennial youth in the modern world, with particular emphasis on individual, family and group counseling techniques. Students will explore current topics and trends such as the Internet, different family structures, addictions and poverty. Prevention, advocacy and community health models will be discussed.

3 credits

SPC 652 Understanding Human Development I

Theories and research in various psychodynamic, interpersonal and humanistic schools of counseling. Students will study the evolution from traditional psychoanalytic theory to modern interpersonal and relational approaches.

3 credits

SPC 653 Understanding Human Development II

An overview of theories and research in various schools of cognitive and behavioral counseling. Emphasis will be placed on understanding evidence-based models of counseling.

3 credits

SPC 654 Introduction to Counseling and Application I

A foundation course, introducing the student to the theory and practice of counseling. It provides a broad exposure to the various current points of view and techniques in counseling. Development of counselor skills is stressed, with emphasis on personal growth, self-insight and self-awareness.

3 credits

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 man-

agement programs for both individuals and groups of children in a variety of learning environments. Considered will be techniques such as behavior modification, self-control, social skills training, assertiveness training and effective education programs.

3 credits

SPC 656 Introduction to Counseling and Application II

An advanced study of counseling techniques with emphasis on case materials and role playing. Special attention will be given to those techniques appropriate to vocational problems and school settings.

Prerequisite: SPC 654.

3 credits

SPC 657A Family Counseling in an Urban Setting

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

3 credits

SPC 657B, 657C Practicum in Family Counseling

Practical experience of working with clients under supervision in an agency.

Pass/Fail only

3 credits per semester

Prerequisite: SPC 657A

SPC 658 The Counselor as a Team Member

An introduction to student personnel services in school settings; various forms of organization and functions; the multidisciplinary foundations of guidance services in schools. Focus on contemporary issues of concern to student personnel work, and specifically on the role of the counselor as a team member of the student personnel staff.

Pass/Fail only.

3 credits

**SPC 660A Practicum in Group Work I
SPC 660B Practicum in Group Work II**

An overview of theories, research, techniques, and processes in the dynamics of group counseling, with particular emphasis on the role of the leader, the participation of group members, the cohesiveness of the group, the measurement of growth of each group member. The opportunities of using group tech-

niques for school counseling, clinical work, teaching, community work, and vocational and educational counseling are considered.

3 credits

SPC 661A Individual Practicum I

Practical experience of working with counselees under supervision in a K-12 school. Students also participate in weekly seminars to discuss and evaluate their professional development as school counselors. *Pass/Fail only.*

3 credits

SPC 661D Individual Practicum II

Practical experience of working with counselees under supervision in a K-12 school. Students also participate in weekly seminars to discuss and evaluate their professional development as school counselors. *Pass/Fail only.*

3 credits

SPC 661B Individual Practicum I (Bilingual)

Practical experience of counseling English language learners while under supervision in a K-12 school. In addition to meeting their clients, students also participate in weekly seminars to discuss and evaluate their professional development as school counselors. Counseling sessions are conducted in the target language of the graduate student.

Pass/Fail only.

3 credits

SPC 668 Diagnostic Tools for Measurement

The function of measurement and evaluation; purpose of testing in schools, agencies, and clinical settings; 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.

3 credits

SPC 668B Diagnostic Tools for Measurement (Bilingual)

Emphasis on bilingual testing and cultural diversity; the function of measurement and evaluation; purpose of testing in schools, agencies and colleges; uses and abuses of tests in our society; achievement, aptitude and psychological tests; use of resource materials; validity, reliability and norms; statistical and clinical procedures; administration and interpretation of tests; role playing, communication of test results.

3 credits

SPC 675/CPT 675 Introduction to the Techniques of Substance Abuse Counseling: Treatment and Rehabilitation

Introduces basic alcoholism and substance abuse counseling techniques. Treatment approaches and their role and function in the recovery process will be examined. Includes assessment; treatment planning; care management; individual, group and peer counseling. Also includes methods for guiding recovering individuals towards appropriate vocational choices. *Offered on occasion.*

3 credits

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.

3 credits

SPC 745A/CPT 745A The Family of the Substance Abuser

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

3 credits

SPC 746C College Admission Process

This course is designed for students presently working in a school setting, or pursuing a path leading to certification in guidance and counseling. The broad span of topics covered will assist them with the knowledge and skills to work effectively with students and families for the college admission and selection process. Through a multi-modal approach, students will develop practical skills to help traditional, special and diverse populations. Current trends in college admissions, ethical issues, financial aid, the student essay, letters of

recommendations, admission testing and the student athlete are among the many topics that will be addressed.

3 credits

SPC 747H High School Counseling

This course will focus on the practical application of a comprehensive developmental school-counseling program at the high school level. The roles and responsibilities of a high school guidance counselor will be discussed. Topics to be covered will include college admissions, academic advisement, crisis intervention, consultation and career planning. An emphasis will be placed on the college admissions process and individual planning including assessment, career and transitional planning. Current issues and special programs in high school counseling will also be discussed.

3 credits

SPC 748M/CPT 748M 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 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.

3 credits

SPC 745O Dealing with Loss and Grief

This course will utilize a variety of teaching methods including lectures, therapeutic art and writing activities, creative games, role playing, group discussion, field trips, guest lecturers and other interactive exercises designed for those experiencing loss and grief. Session topics will include grief affecting families, schools and larger social systems; age-appropriate classroom curricula; school-based grief support groups; crisis intervention plans and community resources. The sessions will attempt to help the participants understand their personal response to loss and grief, as well as understand and respond to the grief that follows all kinds of losses in people's lives.

3 credits

SPECIAL SUMMER INSTITUTES

Each year, critical areas of interest are identified. One-week Summer Institutes are then planned for intensive study related to these issues. Each institute features widely known speakers on the topic. Graduate students may apply a maximum of six institute credits to their degree programs, if appropriate.

SCHOOL PSYCHOLOGY

Master of Science in Education (M.S.Ed.)

This degree leads to eligibility for a Provisional New York State Certificate as a School Psychologist.

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

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

Full-time and part-time study is possible, although the program is designed to be completed in three years and must be finished within a six-year period. Cohort classes for the School Psychology program are generally admitted in the fall in order to facilitate progress through the assessment sequence.

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.

Bilingual students may elect to take courses to qualify for the Bilingual Extension which is designed to train

bilingual psychologists to work with linguistically diverse children and their families. Students wishing to apply for a Bilingual Extension for the New York State School Psychology Certificate must have completed TED 516 Learning in Bilingual/Multicultural Settings; SPC 724, Assessing the Bilingual Child; and have achieved passing scores on the English Language and Target Language Proficiency Assessments of the New York State Teacher Certification Exams (NYSTCE). The total number of credits for those wishing to qualify for the bilingual certification extension is 66.

Admission Requirements

1. B.A. or B.S. degree from an accredited college, with a GPA of 3.00
2. Minimum of 24 credits in psychology, education or other relevant major field of study subject to review by program director
3. Personal essay including a statement of professional goals
4. An academic writing sample (e.g., term paper, research paper)
5. Two professional letters of reference from academic instructors or professional supervisors
6. College courses in Personality or Developmental Theories (or equivalent) and in Statistics (Behavioral or Mathematical). Students lacking these courses may apply but will not be matriculated until the courses are completed. These courses are prerequisites to courses taken early in the sequence.
7. Interview with Program Director

Degree Requirements

1. Minimum of 60 graduate credits including course work, practica, and internship. Students seeking the bilingual extension complete 66 credits.
2. A graduate GPA of 3.25 or better
3. Demonstration of competence in assessment techniques as indicated by grades of 3.5 or better in these courses or after review by Program Director.

Master of Science in Education (M.S.Ed.) in School Psychology

[Program Code 0826.02]

Pre-professional stage (15 credits)
All courses are three credits.

- SPC 633 Developmental Psychology I
- SPC 634 Developmental Psychology II
- SPC 643 Psycholinguistics and Language Learning (equivalent to TED 520 Language and Literacy)
- SPC 704 Educational and Psychological Testing and Measurement
- SPC 732 Research Methods

Diagnostic Courses (9 credits)

- SPC 650 Developmental Psychopathology
- SPC 651 Neuropsychological Factors in Cognition
- SPC 702 Diagnosis of Learning Problems in Students (equivalent to TED 610 Assessing Students with Literacy/Learning Problems)

Assessment Courses (12 credits)

12 credits are required for the general program

- SPC 721A Individual Assessment: Cognitive I – (Prerequisite: 704)
- SPC 721B Individual Assessment: Cognitive II – (Prerequisite: 721A)
- SPC 722A Individual Assessment: Personality I – (Prerequisite: 704)
- SPC 722B Individual Assessment: Personality II – (Prerequisite: 722 A)

Required Bilingual Extension courses (6 credits)

- TED 516 Learning in Bilingual/Multicultural Settings
- SPC 724 Assessing the Bilingual Child (Prerequisite: 721 A and 721 B – for Bilingual Extension)

Intervention Courses (15 credits)

- SPC 655 Behavior Management Applications for Children with Special Needs (equivalent to TED 615 Classroom Management)
- SPC 757 Individual Counseling in Multicultural School Settings
- SPC 657 Group Counseling in Multicultural School Settings
- SPC 703 Remediation of Learning Problems of Students (equivalent to TED 600 Introduction to Students with Learning Problems)
- SPC 714 Consultation in Multicultural School Settings (equivalent to TED 620 Collaboration in Inclusive Settings)

Professional School Psychology Courses (9 credits)

- SPC 680A Fieldwork in School Psychology (680 B – for Bilingual Extension)

SPC 781A Internship in School
Psychology I (781 B – for
Bilingual Extension)

SPC 782A Internship in School
Psychology II (782 B – for
Bilingual Extension)

*Note: See Education section for descriptions
of TED courses.*

Course Descriptions

SPC 633 Developmental Psychology I

The focus of this course will be on children from birth to adolescence. Students will study the cognitive, social, emotional and physical aspects of development and their interrelationships within biological, familial and cultural contexts. Historical and contemporary theories of development will be considered.
3 credits

SPC 634 Developmental Psychology II

The focus of this course will be adolescence through late adulthood. Students will study the cognitive, social, emotional and physical aspects of development and their interrelationships within biological, familial 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 will be explored.

Prerequisite: SPC 633.

3 credits

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 autistic spectrum disorders, depression, anxiety, conduct disorders, attention deficit and hyperactivity disorder and bipolar disorder. Consideration will be given to cultural and social factors in the areas of diagnosis and therapeutic intervention. Psychopharmacology and the use of the DSM IV-TR will be discussed.

Prerequisite: Undergraduate or graduate course in Personality.

3 credits

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 psycho-

educational assessment and remedial practices. Neurological disorders will be discussed in relationship to modifications in educational placement and practice.
3 credits

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.

3 credits

SPC 680 Fieldwork: Observation in School Settings

SPC 680A for General Program

SPC 680B for Bilingual Extension

Students will observe children, their parents and teachers in a variety of general and special educational settings. They will watch informal assessment techniques including interviews, observations and functional behavioral assessments.

Students will distinguish between typical and atypical patterns of behavior, taking into consideration cultural, social and other factors. Informal assessment data will be integrated into a broader framework of developmental and educational theory. Attitudes toward and expectations of individuals with special needs will be discussed. The various roles of the school psychologist will be examined. Additional hours in school settings will be required.

Prerequisite: Admission to Professional Stage.

3 credits

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.

3 credits

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/collaborative relationships with colleagues, parents and community agency personnel in order to develop behavioral intervention plans for children in schools. Skills crucial to effective consultation and ethical guidelines for practice will be identified and used. Students will learn about issues pertaining to consultation in multicultural settings. This course will be taken concurrently with the internship when possible.

Prerequisite: Admission to Professional Stage. Corequisite: SPC 781.

3 credits

SPC 721A Individual Assessment: Cognitive I

Students will learn to administer, score and interpret standardized intelligence tests as part of the cognitive assessment process. This course will focus on the three Wechsler Intelligence Scales.

Psychometric properties of these instruments will be related to issues of interpretation. Psychological issues in intelligence testing as well as ethical and legal considerations will be reviewed. Students will be required to administer tests and write assessment reports based on the results. Additional laboratory hours will be required.

Prerequisite: SPC 704.

3 credits

SPC 721B Individual Assessment: Cognitive II

Students will continue to learn how to assess the cognitive functioning of children by administering, scoring and interpreting intelligence tests used by school psychologists including the Stanford-Binet Intelligence Scale-Fourth Edition. The assessment of social adaptive behavior is studied. Integration of findings with educational and other evaluation results will be examined so that individual education plans can be developed. Students will be required to administer tests, write assessment reports and make case presentations. Additional laboratory hours will be required.

Prerequisites: SPC 721A and admission to Professional Stage.

3 credits

SPC 722A Individual Assessment: Personality I

Students will administer and interpret measures of personality and examine their relationship to cognitive functioning as part of the entire assessment process. This course will focus on clinical interviews, figure drawings, sentence completion, apperception tests and the Bender-Gestalt. Students will be required to administer these personality measures, make class presentations and write reports. The interpretation of assessment data will be based on theories of personality presented in this course. Cultural, ethical and legal issues will be explored. Additional laboratory hours will be required.

Prerequisites: SPC 704 and admission to Professional Stage.
3 credits

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 and functional behavior assessments. Students will administer and interpret complete psychological evaluations and present their findings in case presentations and written reports. Interpretation of data will focus on integrating clinical findings so that specific educational plans can be developed. Cultural, legal and ethical issues will be further explored. Additional laboratory hours will be required.

Prerequisites: SPC 722A and admission to Professional Stage.
3 credits

SPC 724 Assessing the Bilingual Child (Required course for Bilingual Extension Certificate)

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.
3 credits



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.
3 credits

SPC 732 Research Methods

Students will learn to analyze research in psychology, education, clinical work and program evaluation. Major statistical and measurement concepts will be applied in order to understand how research problems are systematically investigated using experimental and quasi-experimental designs. Surveys and qualitative research will also be discussed. Students will evaluate professional literature, discuss its implications for the practice of school psychology and other clinical work, as well as design research proposals.

3 credits

SPC 757 Individual Counseling in Multicultural School Settings

An introduction to major theories of individual counseling as they pertain to school settings. Individual techniques other than psychotherapy, used to enhance self-esteem, self-awareness and social skill and to reduce adjustment problems are practiced. Crisis intervention is discussed. Issues pertaining to the counseling of culturally and linguistically diverse individuals and their families are examined.

3 credits

SPC 781 Internship in School

Psychology I

The internship of 1200 hours requirement is equivalent to two semesters of full-time placement in a school setting under the dual guidance of an on-site staff psychologist and a university-based clinical supervisor. At least half of these hours should be in a school setting. Participation in the intake and screening process, individual evaluations, interdisciplinary staff conferences, parent conferences and professional meetings is required. Students will evaluate children, write reports and practice short-term counseling and consultation under the supervision of the on-site psychologist. Students will also attend weekly meetings with the university clinical supervisor in which professional and ethical issues related to the practice of school psychology in multicultural settings will be discussed. Students must apply for the internship in the semester prior to registration. 781A for General Program, 781B for Bilingual Education. *Prerequisites: Departmental approval, 42 credits including all required testing courses and admission to Professional Stage.*

3 credits

SPC 782 Internship in School

Psychology II

Continuation of internship in SPC 781 in either the same or another university-approved setting. 782A for General Program; 782B for Bilingual Education. *Prerequisite: SPC 781.*

3 credits

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 leads to eligibility 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 GPA of 3.00
2. Minimum of 24 credits in psychology or other relevant major field of study in the social sciences
3. Personal essay including a statement of professional goals
4. An academic writing sample
5. Two professional letters of reference from academic instructors or professional supervisors
6. Current resume
7. Interview with Program Director or designated faculty member

Degree Requirements

1. Completion of all coursework with GPA of 3.0 or better
2. Passing the comprehensive examination
3. Demonstration of interpersonal competencies and emotional maturity associated with effective counseling outcomes

Master of Science in Mental Health Counseling

This program leads to eligibility for New York State licensure as a Mental Health Counselor.

Courses (60 credits)

Required Courses (51 credits)

- SPC 633 Developmental Psychology I
 SPC 634 Developmental Psychology II
 SPC 745M Multicultural and Diversity Issues in Counseling
 CPT 501 Counseling: Theory and Practice I

- CPT 502 Counseling: Theory and Practice II
 SPC 650 Developmental Psychopathology
 CPT 503 Adult Psychopathology
 CPT 504 Ethical, Legal and Professional Issues in Counseling
 CPT 601 Group Counseling Theory and Practice
 SPC 682 World of Work: Assessment of Individual Needs and Needs of Society
 SPC 668 Diagnostic Tools for Measurement
 SPC 732 Research Methods
 CPT 504 Ethical, Legal and Professional Issues in Counseling
 CPT 500 Introduction to Mental Health Counseling
 CPT 600 Clinical Methods in Counseling
 SPC 600M Fieldwork: Directed Observation and Practice in Agency Settings
 CPT 700C and
 CPT 701C Counseling Internship Practicum I and II

Elective Courses: (9 credits)

Three electives on mental health counseling or clinical knowledge from the following or an approved equivalent.

- SPC 502 Substance Abuse Prevention and Intervention
 SPC 675 Introduction to Techniques of Substance Abuse Counseling: Treatment and Rehabilitation
 SPC 504 Approaches to Human Sexuality
 SPC 519 Dynamics of Marital Interaction
 SPC 7450 Dealing with Loss and Grief
 SPC 745A The Family of the Substance Abuser
 SPC 518 Play Therapy
 SPC 639 Youth Culture

Course Descriptions

CPT 500 Introduction to Mental Health Counseling

This course examines the role of the professional mental health counselor in clinical settings, social agencies, vocational and rehabilitative settings. The course explores the nature and scope of counseling and the relationship between the counselor and other members of the interdisciplinary team. Students will be introduced to con-

cepts such as preventative work, community outreach, and psycho-educational approaches. There is a focus on the contemporary social issues which impact on the world of the counselor.
 3 credits

CPT 501 Counseling Theory and Practice I / Equivalent to SPC 652

Understanding Human Development I
 Theories and research in various psychodynamic, interpersonal and humanistic schools of counseling. Students will study the evolution from traditional psychoanalytic theory to modern interpersonal and relational approaches.
 3 credits

CPT 502 Counseling Theory and Practice II / Equivalent to SPC 653

Understanding Human Development II
 An overview of theories and research in various schools of cognitive and behavioral counseling. Emphasis will be placed on understanding evidence-based models of counseling.
 3 credits

CPT 503 Adult Psychopathology

Students will understand the major diagnostic categories of psychopathology affecting young adults, adults and older individuals. Case studies will be used to illustrate disorders such as depression, anxiety, obsessive compulsive disorders, bipolar disorder, adjustment disorders and personality disorders. Consideration will be given to cultural and social factors in the areas of diagnosis and therapeutic intervention. Psychopharmacology and the use of the DSM IV-TR will be discussed.

Prerequisite: Undergraduate or graduate course in Personality.

3 credits

CPT 504 Ethical, Legal and Professional Issues in Counseling

This course, designed as an orientation to the counseling profession, includes a history of professional counseling; the social, economic, philosophical and economic bases of the profession; the major legal and ethical issues facing counseling including family and education law; and current and future trends such as the use of technology in counseling, licensure reciprocity and training standards.
 3 credits

CPT 600 Clinical Methods in Counseling

This course focuses on beginning counseling skills including active listening skills, paraphrasing, reflection of current affect and underlying meaning, directing

and pacing the therapeutic conversation, confrontation and incorporating appropriate assessment skills and tools such as a clinical intake or genogram. Students learn to apply case conceptualization, diagnosis and treatment recommendations. The course focuses on the process of conducting intake interviews, obtaining a mental status, taking biopsychosocial histories and the use of diagnostic tools such as the DSM-IV. Students will engage in role playing, practice interviewing skills and prepare sample clinical reports.

3 credits

SPC 600M Fieldwork: Directed Observation and Practice in Agency Settings

This practicum will include a minimum of 100 clock hours over the course of the semester, including 40 clock hours of direct service. Students are required to complete a minimum of 10 hours of group work as a portion of their 40 hours of direct service. 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. Grades lower than C may require repeating course.

3 credits

CPT 601 Group Counseling Theory and Practice

Contemporary theories and historical perspectives pertaining to group counseling will be presented. Students will identify factors in group processes which promote growth and development in multicultural school and family environments. The course follows the training standards recommended by the Association for Specialists in Group Work. 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.

3 credits

CPT 700C Counseling Internship I (Mental Health Counseling)

The internship requirement is equivalent to 600 clock 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 the 600 clock hours, 240 are "direct service hours." Participation in the intake and screening process, individual evaluations, interdis-

ciplinary staff conferences and professional meetings is required. Students will evaluate individuals, write reports and practice short-term counseling and consultation under the supervision of the clinician. Students will also attend weekly meetings with the University clinical supervisor in which professional and ethical issues related to the practice of counseling will be discussed. Students must apply for the internship in the semester prior to registration.

Prerequisites: satisfactory completion of first two years of coursework and departmental approval.

3 credits

CPT 701C Counseling Internship II

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

3 credits

SPC 502 Substance Abuse Prevention and Intervention

This course is designed to equip the counselor with the knowledge to help persons with substance-abuse problems. The focus of the class will be to review the historical background of substance abuse and dependency; study the psychological, social, pharmacological and legal aspects of substance abuse; recognize that alcohol dependency can become an adaptive response; and develop an awareness in the student of the important role of prevention. Textbooks, films and speakers will be used.

3 credits

SPC 504 Approaches to Human Sexuality

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

3 credits

SPC 518 Play Therapy

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

3 credits

SPC 519 Dynamics of Marital Interaction

This course offers an examination of current issues and approaches concerning marriage, which includes a study of marital interaction and approaches to treatment of marital disorders.

3 credits

SPC 633 Developmental Psychology I

The focus of this course will be on children from birth to adolescence. Students will study the cognitive, social, emotional and physical aspects of development and their interrelationships within biological, familial and cultural contexts. Historical and contemporary theories of development will be considered.

3 credits

SPC 634 Developmental Psychology II

The focus of this course will be adolescence through late adulthood. Students will study the cognitive, social, emotional and physical aspects of development and their interrelationships within biological, familial 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 will be explored.

Prerequisite: SPC 633.

3 credits

SPC 639 Youth Culture

An overview of the problems faced by millennial youth in the modern world, with particular emphasis on individual, family and group counseling techniques. Students will explore current topics and trends such as the Internet, different family structures, addictions and poverty. Prevention, advocacy and community health models will be discussed.

3 credits

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 autistic spectrum disorders, depression, anxiety, conduct disorders, attention deficit and hyperactivity disorder and bipolar disorder. Consideration will be given to cultural and social factors in the areas of diagnosis and therapeutic intervention. Psychopharmacology and the use of the DSM IV-TR will be discussed.

Prerequisite: Undergraduate or graduate course in Personality.

3 credits

SPC 668 Diagnostic Tools for Measurement

This course explores the function of measurement and evaluation; purpose of testing in schools, agencies and clinical settings; 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.
3 credits

SPC 675 Introduction to the Techniques of Substance Abuse Counseling: Treatment and Rehabilitation

This course introduces basic alcoholism and substance abuse counseling techniques. Treatment approaches and their role and function in the recovery process will be examined. Included are assessment; treatment planning; care management; individual, group and peer counseling. Also included are methods for guiding recovering individuals towards appropriate vocational choices.
3 credits

SPC 682 World of Work: Assessment of Individual Needs and Needs of Society

Considered in this course are 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.
3 credits

SPC 732 Research Methods

Students will learn to analyze research in psychology, education, clinical work and program evaluation. 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, discussing its implications for the practice of school psychology and other clinical work, as well as design research proposals.
3 credits

SPC 745A The Family of the Substance Abuser

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

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' skills and knowledge in working within and across differences and prepare students to become diversity competent. Focus will be 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.
3 credits

SPC 745O Dealing with Loss and Grief

This course will utilize a variety of teaching methods including lectures, therapeutic art and writing activities, creative games, role playing, group discussion field trips, guest lecturers and other interactive exercises designed for those experiencing loss and grief. Session topics will include grief affecting families, schools and larger social systems; age-appropriate classroom curricula, school-based grief support groups; crisis intervention plans and community resources. The sessions will attempt to help the participants understand their personal response to loss and grief, as well as understand and respond to the grief that follows all kinds of losses in people's lives.
3 credits

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 which will best serve their professional career goals.

Admissions Requirements

1. B.A. or B.S. degree from an accredited college, with a GPA of 3.00
2. Minimum of 24 credits in psychology or other relevant major field of study in the social sciences
3. Personal essay including a statement of professional goals
4. An academic writing sample
5. Two professional letters of reference from academic instructors or professional supervisors
6. Current Resume
7. Interview with Program Director or designated faculty member

Degree Requirements

1. Completion of all coursework with GPA of 3.0 or better
2. Passing the comprehensive examination
3. Demonstration of interpersonal competencies and emotional maturity associated with effective counseling outcomes

Master of Science in Marriage and Family Therapy

This program leads to eligibility for New York State licensure as a Marriage and Family Therapist.

Courses (48 credits)**Required Courses (42 credits)**

- | | |
|----------|--|
| SPC 633 | Developmental Psychology I |
| SPC 634 | Developmental Psychology II |
| SPC 745M | Multicultural and Diversity Issues in Counseling |
| SPC 657A | Family Counseling |
| SPC 650 | Developmental Psychopathology |
| CPT 503 | Adult Psychopathology |

CPT 601	Group Counseling Theory and Practice
CPT 519	Dynamics of Marital Interaction
SPC 732	Research Methods
CPT 504	Ethical, Legal and Professional Issues in Counseling
CPT 600	Clinical Methods in Counseling
CPT 700M and CPT 701M	Counseling Internship Practicum I and II
SPC 600A	Fieldwork: Directed Observation and Practice in Agency Settings
Elective Courses (6 credits)	
SPC 7450	Dealing with Loss and Grief
SPC 745A	The Family of the Substance Abuser
SPC 504	Approaches to Human Sexuality

Course Descriptions

CPT 503 Adult Psychopathology

Students will understand the major diagnostic categories of psychopathology affecting young adults, adults and older individuals. Case studies will be used to illustrate disorders such as depression, anxiety, obsessive compulsive disorders, bipolar disorder, adjustment disorders and personality disorders. Consideration will be given to cultural and social factors in the areas of diagnosis and therapeutic intervention. Psychopharmacology and the use of the DSM IV-TR will be discussed.

Prerequisite: Undergraduate or graduate course in Personality.
3 credits

CPT 504 Ethical, Legal and Professional Issues in Counseling

This course, designed as an orientation to the counseling profession, includes a history of professional counseling; social, economic, philosophical, and economic bases of the profession; major legal and ethical issues facing counseling; including family and educational law; and current and future trends such as the use of technology in counseling, licensure reciprocity, training standards, etc.
3 credits

CPT 600 Clinical Methods in Counseling

This course focuses on beginning counseling skills including active listening skills, paraphrasing, reflection of current affect and underlying meaning, directing and pacing the therapeutic conversation, confrontation and incorporating appropriate assessment skills and tools such as a clinical intake or genogram. Students learn to

apply case conceptualization, diagnosis and treatment recommendations. The course focuses on the process of conducting intake interviews, obtaining a mental status, taking biopsychosocial histories and the use of diagnostic tools such as the DSM-IV-TR. Students will engage in role playing, practice interviewing skills and prepare sample clinical reports.
3 credits

CPT 601 Group Counseling Theory and Practice

Contemporary theories and historical perspectives pertaining to group counseling will be presented. Students will identify factors in group processes which promote growth and development in multicultural school and family environments. Students will also examine and practice techniques appropriate for the resolution of personal, social and academic conflicts. A portion of the class time will involve participation in a group and analyzing its dynamics.
3 credits

CPT 700M Counseling Internship I (Marriage and Family Therapy)

The internship requirement is equivalent to 300 client contact hours during the year in an agency setting. Students interning for the MFT Program may ask to apply their direct client hours toward their "post-graduate supervised practice". Participation in the intake and screening process, individual evaluations, interdisciplinary staff conferences, and professional meetings are required. Students will evaluate individuals, write reports and practice short-term counseling and consultation under the supervision of the clinician. Students must apply for the internship in the semester prior to registration.

Prerequisites: satisfactory completion of first two years of coursework and departmental approval.
3 credits

CPT 701M Counseling Internship II

Continuation of internship in CPT 701C in either the same or another University-approved setting.
3 credits

SPC 504 Approaches to Human Sexuality

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

3 credits

SPC 519 Dynamics of Marital Interaction

This course offers an examination of current issues and approaches concerning marriage, which includes a study of marital interaction and approaches to treatment of marital disorders.

3 credits

SPC 600M Fieldwork: Directed Observation and Practice in Agency Settings

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 and 2.5 class time hours of group supervision through the University each semester they are enrolled in internship. Professional and ethical issues related to clinical practice will be discussed. Grades lower than C may require repeating course.

3 credits

SPC 633 Developmental Psychology I

The focus of this course will be on children from birth to adolescence. Students will study the cognitive, social, emotional and physical aspects of development and their interrelationships within biological, familial and cultural contexts. Historical and contemporary theories of development will be considered.

3 credits

SPC 634 Developmental Psychology II

The focus of this course will be adolescence through late adulthood. Students will study the cognitive, social, emotional and physical aspects of development and their interrelationships within biological and cultural contexts. Historical and contemporary theories of development will be considered. Issues stemming from the individual's expanding relationships and the emergence of adult roles and demands as well as implications for the family, educational setting and environment.

Prerequisite: SPC 633.
3 credits

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 disorders, depression, anxiety, conduct disorders, attention deficit and hyperactivity disorder and bipolar disorder. Consideration will be given to cultural and social factors in the areas of diagnosis and therapeutic intervention. Psychopharmacology and the use of the DSM IV-TR will be discussed.

Prerequisite: Undergraduate or graduate course in Personality.

3 credits

SPC 657A Family Counseling In Urban Settings

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

3 credits

SPC 732 Research Methods

Students will learn to analyze research in psychology, education, clinical work and program evaluation. Major statistical and measurement concepts will be applied in order to understand how research problems are systematically investigated using experimental and quasi-experimental designs. Surveys and qualitative research will also be discussed. Students will evaluate professional literature, discuss its implications for the practice of school psychology and other clinical work, as well as design research proposals.

3 credits

SPC 745A The Family of the Substance Abuser

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

3 credits



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.

3 credits

SPC 745O Dealing with Loss and Grief

This course will utilize a variety of teaching methods including lectures, therapeutic art and writing activities, creative games, role playing, group discussion and other interactive exercises designed for students experiencing loss and grief. Session topics will include grief affecting educators and students; age-appropriate classroom curricula, school-based grief support groups; crisis intervention plans and community resources. The sessions will attempt to help the participants understand their personal response to loss and grief, as well as understand and respond to the grief that follows all kinds of losses in students' lives.

3 credits

PALMER SCHOOL OF LIBRARY AND INFORMATION SCIENCE



The Master of Science in Library and Information Science program is available at the Westchester Graduate Campus. Students can take elective credits from a broad array of courses that are tailored to suit individual career objectives. The School Library Media Specialist Program (SLMS) is also available at the Westchester Graduate Campus. The Master of Science in Library and Information Science is accredited by the American Library Association.

Inquiries may be directed to:

Admissions Office
Westchester Graduate Campus of
Long Island University
(914) 831-2700
westchester@liu.edu

Admission Requirements

Applicants must submit:

- Completed application form to the Westchester Graduate Campus
- Copy of undergraduate transcript with a GPA of 3.0, or equivalent, in a bachelor's program
- Official transcripts from all other institutions attended, including graduate programs
- Two (2) letters of recommendation
- Written statement of professional goals
- Current résumé including e-mail address
- Results of the general test of the Graduate Record Exam (GRE) with a minimum combined score of 1000 in the Analytical and Verbal sections, or an acceptable score on the Miller

Analogies Test or another equivalent graduate admissions test (e.g., GMAT). The tests must have been taken within the last five years.

Requirements can be waived if:

- Undergraduate GPA is 3.0 or above
- Applicant has earned a master's degree
- Applicant has completed master's course work with grades of "B" or better
- Students for whom English is a second language must submit results of a TOEFL test on which a score of over 550 has been achieved.

Conditional Admission

Applicants who do not meet the above minimum criteria may be considered for admission as limited matriculants if potential for success in the program and the field can be confirmed by one or more of the following:

1. An unusually high score on the Graduate Record Exam, Miller Analogies Test, or another comparable graduate test
2. A documented record of extensive and successful experience in the field
3. Evidence that an applicant with an inadequate GPA has attained the level of maturity and dedication necessary to pursue study at the master's level
4. Exceptional letters of recommendation from supervisors and/or professionals in the field
5. A personal interview by the program director or admissions director

Applicants who wish to be considered for conditional admission must include, with their other documents, a letter stating the reasons why they should be given special consideration. A review will be completed after the student's first semester and/or after at least six credits of course work to determine if the student will become fully matriculated.

Residency Requirement

At the time of bulletin publication, all students enrolled in the M.S. program in Library and Information Science at the Westchester Graduate Campus are required to register for at least three credits at the C.W. Post Campus of Long Island University or at the Manhattan Campus (New York University).

LIBRARY AND INFORMATION SCIENCE

Degree Requirements

[Program Code 0506]

The master's program requires students to complete 36 credits, 30 of which must be in library and information science. Full-time students can expect to complete the program in one academic year and a summer session. Students who attend part-time usually complete the degree in two years. There are 15 credits of required courses, which include an internship. An additional 21 credits of electives can be taken from a broad array of courses tailored to suit individual career objectives.

Under the guidance of a faculty adviser, students plan a course of study which develops competency in a particular area, such as information access and retrieval, information science, corporate information center management, bibliographic control, children's and young adult services, and public librarianship, to name a few.

Required Courses

- LIS 510 Introduction to Library and Information Science
- LIS 511 Information Sources and Services
- LIS 512 Introduction to Knowledge Organization
- LIS 514 Introduction to Research in Library and Information Science
- LIS 690 Internship

Elective Courses

Students choose from some 46 elective courses in a wide range of library and information specialties. In addition, the Palmer School offers special topics and summer institutes on new subjects and emerging technologies. Among the careers for which the Palmer School trains students are: medical librarianship, business information specialties, law librarianship, academic and public librarianship, music librarianship, and rare books librarianship.

SCHOOL MEDIA SPECIALIST

The Program

This accredited master's program prepares students for provisional New York State Certification as School Library Media Specialists. After successful employment in the field, professional certification can be requested from New York State. These specialists are prepared to: initiate and sustain a leadership role for learning-based technologies and the integration of knowledge across the curriculum; facilitate partnerships within schools, school districts and the community at large for improved communications and educational services; maintain an awareness of school and community cultures and develop new services accordingly; develop and implement management strategies that remain adaptive to changing educational aims.

Additional Admission Requirements: Undergraduate or graduate preparation must include a concentration in one of the liberal arts and sciences, which includes English, mathematics, science, and social studies, and at least one year of study in a language other than English.

Individuals who already have a master's degree in Library and Information Science and are without New York State Teacher Certification must complete the courses required for School Library Medical Specialist Certification including the practicum/internship.

Required School Media Courses:

- LIS 620 Instructional Design and Leadership *
- LIS 622 School Media Centers *
- LIS 626 Teaching Methodologies for the School Media Center*
- LIS 628 School Media Materials and the Curriculum*
- LIS 629 Integrating Technology into the School Media Curriculum*
- LIS 690 Student Teaching*

And one of the following:

- LIS 729 Young Adult Literature
- LIS 731 Materials and Services for Early Childhood
- LIS 733 Children's Sources & Services

For students entering the program without New York State Teacher Certification or the equivalent, the following education course will be required in addition to the above requirements:

- TED 525 Literacy Teaching and Learning, Birth-Grade 6*

*These are approved education courses.

Special Note:

Additionally, 100 Hours of Observation on-site in school settings is required, and broken out in increments of 25 hours of course assignments associated with LIS 620, LIS 622, LIS 628 and LIS 629.

Required Examinations:

All candidates for New York State Certification as a School Library Media Specialist (Pre K-12) will be required to achieve passing scores on the LAST (Liberal Arts and Sciences Test), the ATS-W (Assessment of Teaching Skills-Written,) and the CST (Content Specialty Test) for initial certification.

Required Workshops:

- Child Abuse: Identification and Reporting
- Violence Prevention Workshop
- Fingerprinting

Course Descriptions

LIS 510 Introduction to Library and Information Science

An overview of the field. Introduction to the history, purpose, functions, and processes of the field, its place in society, practice of the profession in various types of settings, and current issues and trends. 3 credits

LIS 511 Information Sources and Services

Philosophy, process, and techniques of information services. Overview of information access and delivery, types of resources and formats used in information services, evaluation and measurement of sources and services, and information seeking processes and behaviors.

3 credits

LIS 512 Introduction to Knowledge Organization

Basic principles of bibliographic control. Emphasizes understanding the function of catalogs, indexes, bibliographies, Web browsers and acquiring the ability to use and interpret these tools effectively.

Introduction to bibliographic utilities, online catalogs and indexes, World Wide Web, metadata and the Dublin Core, MARC formats, Anglo-American Cataloguing Rules, Library of Congress Subject Headings, Sears List of Subject Headings, Dewey Decimal Classification, Library of Congress Classification.

Pre- or corequisite: LIS 510.

3 credits

LIS 514 Introduction to Research in Library and Information Science

Theoretical and applied research design, methodologies, and evaluations in library and information science. Review of existing research in the field, techniques of proposal preparation, and design of instruments used in the field.

Pre- or corequisite: LIS 510.

3 credits

LIS 690 Internship

120 hours during a semester at an approved site, working under supervision of a professional in the field. Guided by a Learning Contract jointly approved by faculty and the site supervisor, students augment what they have been taught in formal courses, further their career objectives and enhance their skills, competencies and abilities.

3 credits

Electives

Please note: Not all elective courses are offered at each campus every semester.

LIS 508 Technologies for Information Management

A comprehensive introduction to digital and communications technologies as the underpinnings for information storage and retrieval systems. These include the theory of digital representation of information (text, graphical images, and sound), the inter-relationship of hard-

ware, operating system software and applications software in stand-alone systems, and extensions of these in networked environments.

3 credits

LIS 513 Management of Libraries and Information Centers

Principles and techniques of management applicable to libraries and information service organizations. Focuses management theory on organizing for library and information services, collections, facilities management, and measurement and evaluation of services.

Pre- or corequisite: LIS 510.

3 credits

LIS 520 Records Management I: Fundamentals

Introduction to the systematic management of business records. Topics covered include: inventorying records, preparation of retention schedules, space management for inactive records, micrographics, protection of vital records, and file organization concepts.

3 credits

LIS 603 Humanities Sources and Services

A study of the nature of the knowledge, historical development, research, and publications in the humanities. Includes the identification and evaluation of bibliographic, reference, and selection sources in philosophy, religion, language, fine arts, minor and applied arts, performing arts, music and world literature.

Prerequisite: LIS 511.

3 credits

LIS 604 Science and Technology Sources and Services

A study of the background, trends, terminology, and notable publications in the physical and biological sciences, engineering, and technology. Special consideration is given to the forms taken by scientific literature, bibliographic, selection, and reference sources. The needs of the user of various types of libraries are emphasized.

Prerequisite: LIS 511.

3 credits

LIS 605 Social Science Sources and Services

An examination of trends, terminology, and notable works in history, geography, political science, law, education, psychology, economics, business sociology, anthropology, and social sciences. A consideration for the form taken by social science literature. A study of bibliographic, reference, and selection tools in

print and electronic formats.

Prerequisite: LIS 511.

3 credits

LIS 607 Health Science Sources and Services

Examines health science reference tools, both print and electronic. Includes study of the National Library of Medicine, and health science professional organizations and their publications. Specific attention is given to access to Medline through PubMed and Internet Grateful Med. The literature and resources for consumer health information, medical terminology, and Internet resources will be explored.

Prerequisite: LIS 511.

3 credits

LIS 608 Legal Sources and Services

Provides an overview of the tools and techniques of legal research. Students are introduced to the structure and processes of the three major components of the legal system in the United States: common law, statutes, and administrative law. Sources of foreign and international law are examined.

Prerequisite: LIS 511.

3 credits

LIS 609 Business and Economics Sources and Services

Examines business and economic fields, their literature and research, and the various settings and environments of business and economic research, for the U.S., with some attention to international needs. Includes collection development and services, general reference sources, statistical, bibliographic, government documents, periodicals, associations, etc., in print and electronic form, and techniques for using them. Also covers specific client groups, ethics, management and current issues.

Prerequisite: LIS 511.

3 credits

LIS 618 Online Information Retrieval Techniques

An overview of computerized information retrieval systems and services. The design, structure, and searching of online databases are explored. Emphasis is on the construction and execution of effective search strategies.

Special fee required.

Prerequisites: LIS 510 and LIS 511.

3 credits

LIS 620 Instructional Design and Leadership

Examines the curriculum consultant and instructional leadership roles of the school media specialist. Attention is

given to the history of curriculum design and delivery systems, and opportunities are provided for students to blend recent developments in curriculum and instruction with information literacy objectives and staff development strategies. Collaborative, interdisciplinary approaches are emphasized. For information specialists, supervisors, administrators, and others involved in the teaching/learning process.

Prerequisite: LIS 510.

3 credits

LIS 622 School Media Centers

An examination of developments in the principles and strategies for managing information and school information centers. This course examines philosophies and practices related to policy development, budgeting, personnel, resource organization, networking, public relations, and facilities planning including examination of facilities for persons with disabilities and special needs.

Prerequisite: LIS 510, LIS 511, LIS 512 or Instructor's permission.

3 credits

LIS 626 Teaching Methodologies for School Media Specialists

This course will present teaching strategies important for the school media specialist in the school library information center "classroom." Learn and practice techniques for using the school information center as a vital part of the instruction occurring within the school. Course content will include: Lesson planning, questioning strategies, implementing knowledge of 21st century skills and information literacy skills into lessons; developing and presenting a lesson for peer evaluation; and hands-on practice with important educational trends are integral components of this course; case studies in classroom management; professional reading.

Prerequisites: The Core, LIS 620, LIS 622 or Instructor's permission.

3 credits

LIS 628 School Media Materials and the Curriculum

Survey of nonfiction resources in support of the subject content areas in the modern school curriculum. Attention is given to new developments in the curriculum, with emphasis on the whole language approach as it relates to the selections and use of library materials.

Prerequisites: LIS 510 and LIS 511.

3 credits



LIS 629 Integrating Technology into the School Media Curriculum

Students will examine software, hardware, Internet utilities, and Web sites to see how curriculum and technology facilitate learning in the school media center; explore the ways hardware and software should be integrated in the curriculum, including examination of age-appropriate material for children with disabilities and special needs, use of adaptive technology.

3 credits

LIS 650 Web Site Architecture and Design

This course introduces students to the fundamentals of designing, building, and maintaining Web sites. Students will learn and apply Web site technologies like HTML (Hypertext Markup Language) and CSS (Cascading Style Sheets) in the design and construction of their own Web site. Students will be introduced to the information architecture and Web usability literature to learn the concepts and measures that may be applied in the evaluation of Web sites.

Prerequisite: good computer skills.

3 credits

LIS 651 Active Web Site Architecture and Design

This course introduces students to the fundamentals of designing, building and maintaining active Web sites. Active Web sites are those that do change appearance as a result of user interaction. For example, the user may point the

mouse at a picture and the picture changes. Or the user may file a request using a form and a response is given by the server. Students will learn and apply server-side technologies such as PHP (the PHP Hypertext Processor) and client-side technologies such as Javascript. Students will be introduced to the Web site architecture and Web site design literature as far as they are relevant for active Web sites.

Prerequisite: LIS 650.

3 credits

LIS 657 Introduction to Preservation

An introduction to the principles and practices of library and archives preservation. Current preservation methods, national, regional, and local preservation efforts, the history of preservation, and disaster planning and recovery will be examined.

3 credits

LIS 658 History of the Book

Students in this course become acquainted with recognized icons of the Western book and with theoretical approaches to interpreting "the book" in its broadest sense. They gain first-hand experience with the intellectual tools of the book historian's trade including vocabulary, bibliography in its various manifestations, sources, and major collections and related bibliographic institutions.

Prerequisite: LIS 510 or LIS 511.

3 credits

LIS 662 Library Public Relations

Examines the principles and practice of public relations; the library image; the news media; special events and programs; exhibits and displays; library publications; publicity; marketing techniques; and discussion of public relations as it applies to all types of libraries.

Prerequisite: LIS 510.

LIS 669 Government Information

Study and evaluation of documents and information from federal, state, and municipal sources, including international governments. Most emphasis on the U.S. The nature of documents, electronic formats (databases, CD-ROMs), their reference and research value, as well as selection, acquisition, organization, and access in various settings.

Prerequisites: LIS 510, LIS 511 or Instructor's permission.

3 credits

LIS 695 Master's Project

Independent research, design, or development that may include one of the following: a research paper of publishable quality; an instructional or informational design program; a creative performance program. The student will be required to present a proposal for approval as well as the completed results of the selected paper or program project to the faculty adviser, project supervisor, and the dean.

Prerequisites: LIS 510, LIS 511, LIS 512, LIS 514 and Dean's approval.

3 credits

LIS 697 Master's Thesis

Independent research for the preparation, development, and presentation of a master's thesis under a faculty member's advisement and supervision. The completed thesis must be approved by the thesis adviser and the Dean.

Prerequisites: LIS 510, LIS 511, LIS 512, LIS 514 and Dean's approval.

3 credits

LIS 699 Independent Study

Through independent study, students may explore in depth areas in the field that are of particular interest. For further information contact the program director.

Prerequisites: LIS 510, LIS 511, LIS 512 and Dean's approval.

3 credits

LIS 713 Rare Books

Examines the characteristics, criteria, and appraisal of book materials.

Historical background, principles, and practice of rare book librarianship. The organization, administration, collection building, maintenance, preservation,

exhibition, publication, special problems, and use of rare books in all settings.

Prerequisites: LIS 510, LIS 512.

3 credits

LIS 714 Archives and Manuscripts

Identification, preservation and use of archival materials. Emphasis on the organization and administration of archival collections and departments of archives in various types of institutions.

3 credits

LIS 721 Appraisal of Archives and Manuscripts

Discusses classic archival appraisal theory and recent refinements, including documentation strategies. Relates appraisal to the mission, goals and objectives of an archival institution. Explores the applicability of appraisal theory to records on media other than print.

Prerequisite: LIS 714 or LIS 520.

3 credits

LIS 722 Records Management II: Electronic Records

In-depth examination of electronic records management implications and applications. Topics include: decumbent imaging systems, document management systems, inventorying and retention of electronic records, preservation of electronic records, and protection of vital electronic records.

Prerequisite: LIS 520, LIS 714 or

Instructor's permission.

3 credits

LIS 729 Young Adults Sources and Services

A survey of adolescents and their reading with special emphasis on books written especially for this age group (12-18).

Special fee required.

Prerequisites: LIS 510 and LIS 511.

3 credits

LIS 731 Materials and Services for Early Childhood

Materials and services for the young child, viewed from a library perspective.

Discussion of underlying theories such as services and development of appropriate programs. Emphasis on books—their selection, analysis, and presentation, with attention to other materials, e.g., oral tradition, recorded materials, toys and puppets.

Prerequisite: LIS 510.

3 credits

LIS 733 Children's Sources and Services

A survey of literature for children of preschool through elementary school age (pre-K to 11 years) with emphasis on the

literary quality and characteristics of fictional and biographical materials. Issues and problems of bringing books to children are also discussed.

Prerequisites: LIS 510 and LIS 511.

3 credits

LIS 735 Storytelling and Folk Literature

Analysis and evaluation of folk literature and epic tales as revelation of the culture of various people. This course emphasizes the art, techniques, and practices of oral presentation as a medium of communication and appreciation of literature.

Prerequisite: LIS 510, LIS 511 or Instructor's permission.

3 credits

LIS 737 Serving Diverse Populations

A seminar on services for multicultural populations and groups with special interests or needs: Sensory or mobility-impaired; learning disabilities; adult beginning readers; English as a second-language; gifted and talented; latchkey children; homeless, aging, etc. Covers federal regulations, materials, professional attitudes, techniques, equipment and programs at all levels and settings.

Prerequisites: LIS 510 and LIS 511.

3 credits

LIS 739 Myth and the Age of Information

A seminar on the role of myth and storytelling in modern settings within diverse contexts such as management, marketing, psychology, politics, anthropology, literature, broadcast media and popular culture, multicultural education and religion.

Covers the benefits and pitfalls of using story in different types of settings and the role of the information-based institution.

3 credits

LIS 741 Public Libraries

A study of the philosophy, background, function and place of public libraries in contemporary society. Examines the principles and techniques of public library organization, planning, operation, resources, services and facilities, as well as how to identify and serve groups and organizations in a community. Study of present condition, trends, and issues. Emphasis on public service orientation.

Prerequisites: LIS 510, LIS 511, LIS 512 or Instructor's permission.

3 credits

LIS 745 Academic Libraries

A study of the place and function of the academic library within the parent organization with particular concern for library needs of students and faculty. Includes organization and administration, policy making regarding collections,



access, facilities, services, personnel, budget and finance. Attention is given to higher education, relevant networks and external influences.

Prerequisites: LIS 510, LIS 511, LIS 512 or Instructor's permission.
3 credits

LIS 747 Special Libraries

A study of the historical development and characteristics of a variety of special libraries. Organization, administration, and function within their parent organizations; problems and solutions associated with planning, collections, services, personnel, facilities, budgets and evaluation are covered. Emphasis is on information centers, networks, the Special Libraries Association and related organizations.

Prerequisites: LIS 510, LIS 511, LIS 512 or Instructor's permission.
3 credits

LIS 749 Health Sciences Libraries

An overview of the services and programs of health sciences libraries. The principles and techniques of administration and management will be discussed with emphasis on the selection and organization of collections, budgeting, facilities, staffing and evaluation.

Prerequisites: LIS 510, LIS 511, LIS 512 or Instructor's permission.
3 credits

LIS 753 Globalization and Information Flows

This course will explore the global transformation of information, from a network of national libraries to multilingual global digital libraries. Some of the issues that will be explored include: the nature of globalization and its relation to information technologies, global information systems and their impact on culture, economics, language and society. The course will also analyze the development of digital libraries as global information repositories.

Prerequisite: LIS 510.
3 credits

LIS 755 Information Technologies and Society

A study of the history of technologies of information and communication and their social impact. The course examines the evolution of several technologies, such as writing, the printing press, film, digitization, and their social and cultural context. The course also explores the development of the Internet and its current potential impact on social, economic, political and cultural structures.

Prerequisite: LIS 510 / Fall Semester.
3 credits

LIS 763 Metadata: Description and Access

Application of standards and rules to the construction of tools for information retrieval, primarily Web resources and catalogs in library and information environments. Overview of meta-data applications. Special problems in the organization of library materials in various forms including books, serials, maps, music, sound recording and different forms of material.

Prerequisites: LIS 510 and LIS 512.
3 credits

LIS 765 Knowledge Representation

Theory of subject analysis, vocabulary control and classification. Comparison and use of Dewey Decimal Classification, Library of Congress Classification, Library of Congress Subject Headings, PRECIS, Art & Architecture Thesaurus. Introduction to Universal Decimal Classification, Colon Classification, Medical Subject Headings, and other systems.

Prerequisites: LIS 510 and LIS 512.
3 credits

LIS 768 Abstracting and Indexing for Information Systems

Principles and concepts of abstracting and indexing methods in the context of manual and computer-based information retrieval systems. Includes preparation of abstracts, subject analysis and vocabulary control, thesaurus construction, and computer-assisted indexing. Evaluation of indexing and retrieval systems.

Prerequisites: LIS 510 and LIS 512.
3 credits

LIS 770 Information Storage and Retrieval

Fundamentals of information storage and retrieval (ISR) systems, including components, models, structures, information representation, vocabulary control, search strategies, human-computer interaction, and evaluation. Design and implementation of ISR systems.

Advances and research in the field.

Prerequisite: LIS 510 or Instructor's permission.
3 credits

LIS 773 Comparative Bibliography

An introduction to the study of artifacts of recorded knowledge, survey of the techniques of enumerative, descriptive and analytical bibliography, and bibliometric analysis. Students will engage in the comparative study of knowledge records, compile an enumerative bibliography, describe and analytically compare descriptions of one work, and use simple bibliometric techniques to describe the literature of their chosen field.

Prerequisites: LIS 510, LIS 511 and LIS 512.
3 credits

LIS 781 WISE Consortium

As a member of the WISE (Web-based Information Science Education) consortium of schools, we are pleased to announce the addition of WISE course offerings to our students. These online courses are taught by faculty from WISE host schools using course management systems specific to their environment and academic calendar. WISE courses afford students the opportunity to take electives of interest at other WISE schools, exposing them to a wide array of faculty and students, without having to transfer credits. Students should note the varying delivery methods and academic calendars among WISE schools. For more information visit the WISE Web site at www.wiseeducation.org. WISE application required.

LIS 900 Institutes

Special workshops on topics not generally covered in the regular curriculum. These seminars are generally offered in intensive one-week or weekend-long formats.*

**Effective Fall 2000 graduate students entering the Palmer School will be permitted to take a maximum of two (2) Institutes toward their master's degree program. Institutes have been defined as those courses which meet in abbreviated one-week or intensive weekend formats and carry the LIS 900 course number designation. Students will be allowed to take as many Special Topics courses as their elective load permits. Special Topics will be numbered LIS 901.*
3 credits

LIS 901 Special Topics

A special topic not covered in the regular curriculum is explored in depth each semester.
3 credits

WESTCHESTER GRADUATE CAMPUS FACULTY

Khadijah Abdul-Ali
Adjunct Professor of Education
M.P.S., Manhattanville College

Bea Baaden
Adjunct Professor of Library and
Information Science
Ed.D., Hofstra University

Charles Borrelli
Adjunct Professor of Business
M.B.A., Iona College

Ellen Brooks
Adjunct Professor of Education
Ed.D., University of Pennsylvania.

Walter Chadwick
Adjunct Professor of Education
M.S., College of New Rochelle

Linda M. Chapman
Adjunct Professor of Library and
Information Science
M.L.S., University of Pittsburgh

Shelby Coneely
Adjunct Professor of Education
M.A., Teachers College, Columbia
University

Caroline Coppola
Adjunct Professor of Education
M.S., College of New Rochelle

Andrea DeCapua
Adjunct Professor of Education
Ed.D., Columbia University

Amy Denault
Adjunct Professor of Education
M.S., Western Connecticut State University

John Desrochers
Adjunct Professor of Education
Ph.D., Columbia University

Maria Diaz
Adjunct Professor of Education
Ed.D., Nova Southeastern University

Anna Do
Adjunct Professor of Education
Ph.D., Boston University

Alice Dunning
Adjunct Professor of Education
M.A.T., Long Island University

Magda Du Preez
Adjunct Professor of Business
M.A., University of Orange Free State

Laurel S. Ernst
Adjunct Professor of Education
M.A., Teachers College, Columbia
University

Val Etra
Adjunct Professor of Education
P.D., Iona College

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

Karl Folkes
Adjunct Professor of Education
Ph.D., New York University

Shelly Foster
Adjunct Professor of Education
M.P.S., Manhattanville College

Lisa Freund
Adjunct Professor of Education
Ed.D., Teachers College, Columbia
University

Susan Friedman
Adjunct Professor of Education
M.P.S., Manhattanville College

Gai Galitzine
Adjunct Professor of Business
M.A., Trinity College, Dublin

Donald Gardner
Adjunct Professor of Education
M.B.A., University of Dayton

Myra Gentile
Adjunct Professor of Education
M.P.S., Manhattanville College

Virginia Giordano
Adjunct Professor of Education
M.S., Iona College

Dean Goettsch
Adjunct Professor of Business
M.A., William Patterson University

Iris Goldberg
Assistant Professor of Education
Director of Early Childhood and Childhood
Programs
Ph.D., New York University

Steven Goldberg
Adjunct Professor of Education
M.A., Yale University

Lynn Haley-Banez
Assistant Professor of Counseling,
Psychology and Therapy
Ph.D., Kent State

Judith A. Hausman
Adjunct Professor of Education
M.Ed., Boston University

Marilyn Jablonski
Adjunct Professor of Psychology and
Counseling
M.S., Long Island University

Lynn Johnson
Director of Business Administration
Programs
Ph.D., University of Michigan

Trudy Katz
Adjunct Professor of Library and
Information Science
M.L.S., University of South Carolina

John K. Kennedy, Jr.
Adjunct Professor of Business
Ph.D., University of Washington

Louise Kerner
Adjunct Professor of Education
Ed.M., Bank Street College of Education

Joy Kestenbaum
Adjunct Professor of Library and
Information Science
M.S., Long Island University

Michelle Kiger
Adjunct Professor of Education
M.A., Lesley College

Stephen Kohn
Adjunct Professor of Business
M.S.W., Adelphi University

Ira E. Korner
Adjunct Professor of School Counseling
M.S., St. John's University

Matthew Korner
Adjunct Professor of School
Psychology/Counseling
M.A., Yeshiva University

Thomas Krichel
Adjunct Professor of Library and
Information Science
Ph.D., University of Surrey

Evelyn Kurtzberg
Adjunct Professor of School
Psychology/Counseling
Ph.D., New York University

John Lankalis
Adjunct Professor of Business
M.B.A., Harvard School of Business

Jessica Lassman
Adjunct Professor of Psychology
Psy.D., Yeshiva University

Richard Levinson
Adjunct Professor of Business
M.A., University of Pennsylvania

Alison Lochridge
Adjunct Professor of School
Psychology/Counseling
M.S., College of St. Rose

Edward LuBell
Adjunct Professor of Business
A.M.P., Harvard University

Lucienne Maillet
Professor of Library and Information Science
D.L.S., Columbia University

Ellen Maleszewski
Adjunct Professor of Library and
Information Science
M.L.S., Palmer School of Library and
Information Science, C.W. Post Campus

Peter Marcon
Adjunct Professor of School
Psychology/Counseling
M.Ed., Springfield College

Helaine W. Marshall
Assistant Professor of Education
Director of ESL, Bilingual and Language
Programs
Ph.D., Teachers College, Columbia University

Joanne Mellia
Adjunct Professor of Education
M.S.Ed., Iona College

Donald Merriman
Adjunct Professor of Psychology and
Counseling
M.S.Ed., CUNY Brooklyn

Michael Moffatt
Adjunct Professor of School
Psychology/Counseling
Ph.D., The New School

Edward Moore
Adjunct Professor of Education
M.P.S., Manhattanville College

Anat Mor
Adjunct Professor of Education and
Psychology
Psy.D., Yeshiva University

Colleen Murray
Adjunct Professor of School
Psychology/Counseling
Ed.D., Nova Southeastern University

Ann Narcisse
Adjunct Professor of Education
M.S., Mercy College

Maureen O'Connor
Adjunct Professor of Library and
Information Science
M.L.S., SUNY Albany

Pamela Oppenheim
Adjunct Professor of Education
M.Ed., Bank Street College of Education

Tracey Orzo
Adjunct Professor of Education
M.A.T., Manhattanville College

Robert Page
Adjunct Professor of School
Psychology/Counseling
Ph.D., State University of New York at
Albany

James W. Pappas
Adjunct Professor of Business
M.B.A., Baruch College of the City of
New York

Magali Paschke
Adjunct Professor of Psychology and
Counseling
Psy.D., Pace University

George Pietarinen
Adjunct Professor of Education
Professional Diploma, Fordham University

Mirla Puello
Adjunct Professor of Education
M.S.Ed. Bank Street College

Pamela Rago
Adjunct Professor of Education
M.F.A., Sarah Lawrence College

Rebecca Rich
Professor of Education
Director of Literacy Programs
Ed.D., Teachers College, Columbia University

Robert Ritzcovan
Adjunct Professor of Business
M.S., Western Connecticut State University

Carmen Rizvi
Adjunct Professor of Psychology and
Counseling
M.A., Mercy College

J. Raymond Robinson
Adjunct Professor of Business
M.B.A., Pace University

Judith Rovenger
Adjunct Professor of Library and
Information Science
M.S., Columbia University

Raymond Sanchez
Adjunct Professor of Education
M.S., Long Island University

Fern Satin
Adjunct Professor of Education
M.A., Manhattanville College

Janet Simon
Professor of Education
Director of Special Education Programs
Ed.D., University of Cincinnati

Fred Strom
Adjunct Professor of Business
M.B.A., Drexel University

Rondell Walker
Adjunct Professor of Business
M.B.A., Columbia University

Sarah Walters
Adjunct Professor of Education
M.S.Ed., Long Island University

Beth Weiner
Director of Counseling, Psychology and
Therapy Programs
Assistant Professor of Counseling,
Psychology and Therapy
Psy.D., Yeshiva University

Sandra Weinman
Adjunct Professor of Education
M.S., College of New Rochelle

Andrew Wertheim
Adjunct Professor of Business
M.B.A., Northeastern University

Donald Wilson
Director, Library School Media Program
M.S.L.S., Palmer School of Long Island
University

Qiping Zhang
Adjunct Professor of Library and
Information Science
Ph.D., University of Michigan

Richard Zumbach
Adjunct Professor of Business
M.B.A., Pace University

Westchester Campus Administrators

Sylvia Blake
Associate Provost
Academic Dean
Ed.D., Teachers College, Columbia
University

Margaret Evans
Administrative Assistant to the Associate
Provost, Certification Officer

Cindy Doctor
Administrative Assistant
Enrollment/Marketing Specialist

Lisa Dorado
Administrative Assistant,
Admissions Specialist

Roseann Isaac
Administrative Assistant,
Financial Aid Specialist

Westchester Campus Program Directors

Business Administration
Dr. Lynn Gunnar Johnson

Education
Academic Dean
Dr. Sylvia Blake

ESL, LOTE, Bilingual, Second Language
Dr. Helaine W. Marshall

Literacy
Dr. Rebecca Rich

Special Education/Secondary Education
Dr. Janet Simon

Early Childhood/Childhood
Dr. Iris Goldberg

School Psychology and School Counseling
Dr. Beth Weiner

**Mental Health Counseling and
Marriage and Family Therapy**
Dr. Lynn Haley-Banez

Library and Information Science
Trudy Katz



LONG ISLAND UNIVERSITY TRUSTEES AND ADMINISTRATION

Board of Trustees

CHAIRMAN

Edward Travaglianti*

SENIOR VICE CHAIR

Thomas L. Pulling*

SECRETARY

Steven J. Kumble H'90*

EXECUTIVE COMMITTEE

Michael N. Emmerman '67
George L. Engelke, Jr.
Alfred R. Kahn '84, H'05
Eric Krasnoff
Leon Lachman
Byron E. Lewis '53
Howard M. Lorber '70, '91, H'01
Brian Madocks '79
Theresa Mall Mullarkey
Richard P. Nespola '67, '73
Joel Press '68
Edward E. Shorin H'99
Ronald J. Sylvestri '66
Rosalind P. Walter H'83

MEMBERS

Stanley F. Barshay '60
Mark A. Boyar '65
John R. Bransfield, Jr.
James P. Breslawski
Roland A. DeSilva '62
Michael Devine '68
Les Goodstein
Salvatore Iannuzzi
John A. Kanas '68
Steven A. Klar
William Lynch, Jr.
Angelo Mangia
Michael Melnicke
Salvatore Naro '83
William Nuti '86
Harvey Simpson
Martin L. Sperber
David Sterling
Sharon Sternheim
Eric Tveter '80
Richard O. Ullman '67
William Lie Zeckendorf

TRUSTEES EMERITI

William F. de Neergaard '47, H'98
Donald H. Elliott H'85
Arthur I. Goldberg '53, H'94
Eugene H. Luntney H'98
John M. May
Richard Stark
William Zeckendorf, Jr. H'92

EX OFFICIO

David J. Steinberg*

*also on Executive Committee
H-indicates honorary doctorate from
Long Island University

University Officers

David J. Steinberg

B.A., M.A., Ph.D.,
Litt.D., LL.D.
President

Robert N. Altholz

B.A., M.B.A.
*Vice President for Finance
and Treasurer*

Elaine M. Crosson

B.A., J.D.
*Vice President for Legal Services
and University Counsel*

Paul H. Forestell

B.A., M.A., Ph.D.
*Provost
C.W. Post Campus*

Richard W. Gorman

B.A., M.S.W.
Vice President for University Relations

Gale Stevens Haynes '72, '76 (M.S.)

B.A., M.S., J.D., LL.D.
*Provost
Brooklyn Campus*

Jeffrey Kane

B.A., M.A., Ph.D.
Vice President for Academic Affairs

Daniel J. Rodas

B.A., Ed.M., M.B.A., Ph.D.
Vice President for Planning

Long Island University Administration

B. George Baroudi

B.S.
University Chief Information Officer

Gordon Bergskaug

Director of Network Operations Center

Kathleen A. Campo

Executive Secretary to the President

Patricia Carson

B.A., M.A.
Director of Foundation Relations

Claude Cheek

B.A., M.A., M.B.A.
Director of Institutional Research

Elizabeth Ciabocchi

B.S., D.C., Ed.D.
*Assistant Vice President for Academic
Planning and Instructional Development*

Lisa Conza

B.S.
*Associate Vice President for Human
Resources*

Elaine M. Crosson

B.A., J.D.
*Vice President for Legal Services and
University Counsel*

Paola Curcio-Kleinman

B.F.A., M.F.A.
*Associate Vice President for
Marketing and Public Relations*

Christopher R. Fevola

B.S.
*Associate Vice President and Budget
Director*

Frederick J. Foran

B.B.A.
*Associate Vice President for Administrative
Effectiveness and Business Development*

Melodee A. Gandia '00

B.S., M.S.
Associate Vice President for Development

Heather Gibbs '03

B.A., M.S.
*Assistant Vice President,
Office of the President*

Robert Glass

B.A., M.A., Ph.D.
*University Dean of International Education;
Dean of Global College*

Jennifer S. Goodwin

B.A., C.F.R.E.
*University Director of
Major Gifts and Planned Giving*

Salvatore Greco

B.S., M.S.
*Associate Vice President for Information
Systems*

Phyllis P. Heinicke

B.S.
Director of University Payroll

Loretta Knapp

B.S.N., M.A., Ph.D.
Deputy Vice President for Academic Affairs

Susan Williams, C.P.A.

A.A.S., B.S., M.B.A., Ed.M.
*Assistant Vice President for Student
Financial Operations and Compliance*

Kamel Lecheheb

B.S., M.S., Ph.D.
Deputy CIO

Laura Martin

M.Ed., Ed.D.
*University Coordinator of Instructional
Technology*

Kathleen Morley

B.A., M.A., Ph.D.
University Director of Assessment

Catherine Murphy

B.A., J.D.
Associate Counsel

S. Gavi Narra

B.S., M.S.
Deputy CIO, Database Development

Margaret J. Natalie

A.S., B.S.
Director of Purchasing

Linda Noyes

C.C.P.
*Associate Controller for Compensation
Operations and Tax Compliance*

Joseph Pelio Jr. '93

B.S., M.S.
Associate Controller for Accounting Services

Penelope Reddan '03

B.S., M.S.
*University Director of Development
Database and Information*

M. Peggy Riggs '89

B.S.
Academic Budget Officer

Anthony J. Riso

B.S., M.B.A.
Assistant Controller

Kathryn S. Rockett '82

B.S., M.A., M.B.A.
*Assistant Vice President for Sponsored
Research*

Jeanne M. Schlosser '03

A.A., B.A., M.B.A.
University Bursar

Mark Schmotzer

B.S., M.B.A., C.P.A.
Associate Vice President/Controller

Eileen Cheek

Director of Fundraising Operations

Suzanne Shane

B.A., J.D.
Associate Counsel

Susan Shebar '96

B.A., M.A.
*Director of Development Services/
Campaign Associate*

Spencer S. Simon

B.S., M.B.A.
Director of Academic Workload

Nancy Sissons

A.A.S.
*Director of University Fringe Benefits
Programs*

Wallace A. Smith

A.B., M.A., M.Div., Ph.D.
*Associate Vice President and Director of the
Long Island University Public Radio Network*

Elliott Sroka

B.F.A., M.F.A., Ph.D.
*Executive Director, Tilles Center; Director,
Institute for Arts and Culture*

Matilda Tazzi

*Director of University Printing
and Duplicating Services*

Peter Tymus

B.E.
Associate Vice President for Capital Projects

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

B.A., M.S.L.S., M.S.Ed., D.A.L.M.
Dean of University Libraries

Paola Villatoro-Ragusa '00

B.A., M.A.
Staff to the Board of Trustees

Kim Volpe-Casalino

B.A., M.A.
University Director of Public Relations

Howard J. White

B.S., M.Ed.
*Associate Vice President for Equal
Employment Opportunity /
Affirmative Action and Labor Relations*

Christopher A. Williams, Esq.

B.A., J.D.
*Associate Vice President for Government
Relations & Public Policy*

Index

Academic Calendar.....	5
Academic Policies, Procedures and Regulations	8
Academic Oversight Committee	9
Admission	6
Advanced Certificates (Education)	
Advanced Certificate:	
Early Childhood (Birth-Grade 2) ..	28
Advanced Certificate:	
Early Childhood Special Education (Birth-Grade 2)	28
Advanced Certificate:	
Early Childhood (Birth-Grade 2) and Early Childhood Special Education (Birth-Grade 2)	28
Advanced Certificate:	
Middle Childhood and Adolescence Education (Grades 5-12) in Social Studies, English, Mathematics, or Science.....	28
Advanced Certificate:	
Adolescence Education (Grades 7-12) in Social Studies, English, Mathematics, or Science.....	29
Advanced Certificate:	
Special Education: Childhood (Grades 1-6)	29
Advanced Certificate:	
Literacy (Birth-Grade 6)	30
Advanced Certificate:	
Literacy (Grades 5-12)	30
Advanced Certificate:	
Special Education: Middle Childhood and Adolescence Education (Grades 5-12).....	30
Advanced Certificate:	
TESOL (All Grades).....	30
Application for Degree	8
Attendance	8
Auditing of Courses.....	7
Bilingual Extension	31
Bilingual Extension Certificate Tuition Scholarships	12
Bilingual School Counselor	41
Board of Trustees	61
Business Administration (M.B.A.)	13
Campus Directory	5
Campuses of Long Island University	1
Change of Status	8
Cheating/Plagiarism	8
Childhood Education Programs	
Childhood Education (Grades 1-6)	19
Childhood Education (Grades 1-6) and Literacy (Birth-Grade 6)	20
Childhood Education (Grades 1-6) and Special Education (Grades 1-6)	20
Childhood Education (Grades 1-6) and TESOL – All grades	20
City of Yonkers Employee Scholarship ..	11
Classification of Students	6
Cohort Framework	14

Comprehensive Exams, Portfolios or Capstone Course/Projects	9,10
Concordia Alumni Scholarship	11
Course Description: Library and Information Science	53
Course Description: M.B.A.	15
Course Description:	
School Counseling	40
Course Description:	
Mental Health Counseling	47
Course Description:	
Marriage and Family Therapy	49
Course Description:	
School Psychology.....	44
Course Description:	
Teacher Education.....	31
Course Frequency	8
Course Load.....	8
Credit Bank Scholarships	11
Directions	65
Discipline.....	8
Dominican Alumni Scholarship.....	11
Early Childhood Programs	
Early Childhood and Childhood Education (Birth-Grade 6)	27
Early Childhood (Birth-Grade 2) and Literacy (Birth-Grade 6).....	27
Early Childhood and Early Childhood Special Education (Birth-Grade 2).....	27
Faculty	58
Fees	11
Financial Aid.....	11
Foreign Students/Credentials	6
Full Matriculant Status (M.B.A.)	13
Good Standing	9
Grades	9
Graduate Assistantship	11
Graduate Degree/	
Advanced Certificate Programs	4
Graduate Scholarship	11
Graduation	9
Grievance Procedure.....	9
Immunization	6
Incentive Scholarship	11
Library and Information Science	52
Limited Matriculant Status (M.B.A.).....	14
Literacy Programs	
Literacy Program: Teaching Literacy (Birth-Grade 6 and Grades 5-12) ..	25
Literacy Program: Teaching Writing and Reading (Grades 5-12)	25
Literacy Program: Teaching Writing and Reading (Birth-Grade 6).....	25
Maintenance of Student Standing	9
M.B.A.	13
Marriage and Family Therapy	49
Mental Health Counseling	47
Merit Scholarship	11

Middle Childhood and Adolescence Education Programs	
Middle Childhood and Adolescence Education: English (Grades 5-12).....	21
Middle Childhood and Adolescence Education: LOTE (Grades 5-12) ..	22
Middle Childhood and Adolescence Education: Mathematics (Grades 5-12)	22
Middle Childhood and Adolescence Education: Science (Grades 5-12) ..	22
Middle Childhood and Adolescence Education: Social Studies (Grades 5-12)	23
Middle Childhood and Adolescence Education: Social Studies, English, Mathematics or Science (Grades 5-12) and Special Education (Grades 5-12).....	23
Palmer School of Library and Information Science	52
Policy of Non-discrimination	9
Portfolios	9
Program Directors	5
Programs in Childhood Education	19
Programs in Early Childhood	27
Programs in Literacy	25
Programs in Middle Childhood and Adolescence Education	21
Programs in Special Education	24
Programs in Teaching English to Speakers of Other Languages (TESOL)	26
Public Information Policy	9
Purchase Community Scholarship	11
Re-admission	10
Recommend-A-Friend Scholarship	12
Refunds	11
Registrar Services	10
Requirements for Degrees	10
Residence.....	10
Scholarships.....	11
School Counseling	40
School Media Specialist	53
School Psychology.....	44
Special Education Programs	
Special Education: Childhood (Grades 1-6)	24
Special Education: Childhood (Grades 1-6) and Literacy (Birth-6)	25
Special Education: Middle Childhood/Adolescence (Grades 5-12).....	24
Special Education (Grades 5-12) and Middle Childhood and Adolescence Education.....	24
Special Summer Institutes: School Counseling.....	44
Student Conduct/Discipline	8
Student Financial Services	11
Students with Disabilities	8
Table of Contents	iii

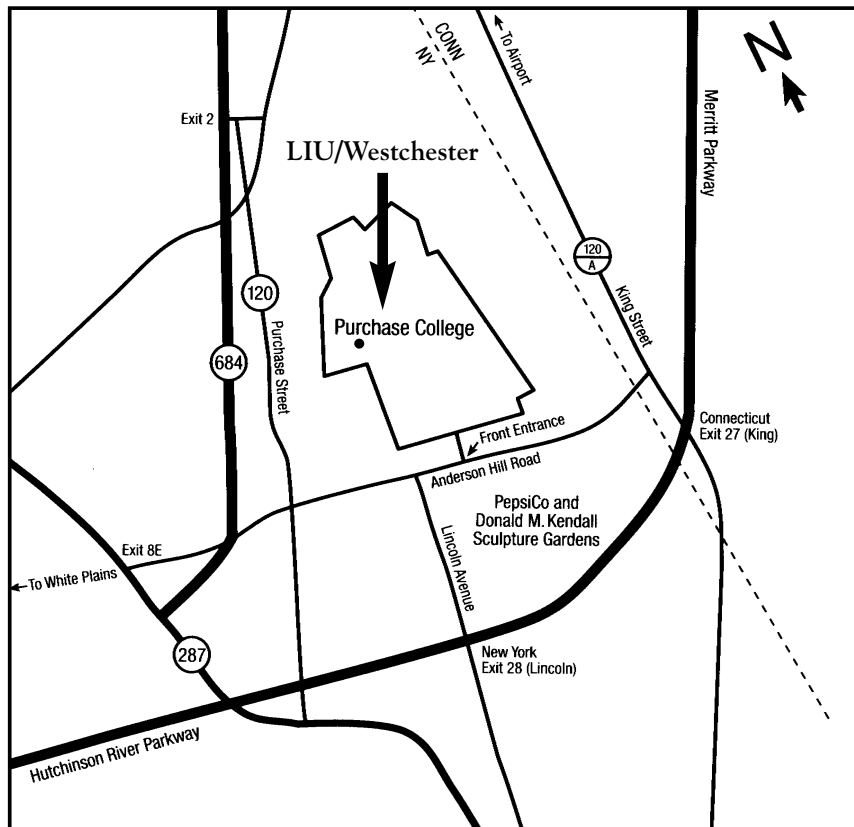
Teacher Education Programs.....18
Teaching Literacy (Birth-Grade 6
and Grades 5-12).....25
TESOL – All grades26
Time Limit.....10
Transfer Credit6
Tuition and Fees11

University Administration61
University Officers61

Veterans7
Visiting Students7

Waivers10
Westchester County Employee
Scholarship11
Westchester Graduate Campus
Faculty58
Westchester Graduate Campus
Administrators.....60
Westchester Graduate Campus
Program Directors60
Withdrawal10





Directions

The Westchester Graduate Campus of Long Island University
 735 Anderson Hill Road
 Purchase, NY 10577

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

Parking- Follow the red Westchester Graduate Campus of Long Island University signs to parking lot 2, section E. The Westchester Graduate Campus is located past the Continuing Education Building, adjacent to the Dance building.

From New York City, southern Westchester and Long Island – Take the Hutchinson River Parkway, north to Exit 28, Lincoln Avenue. Turn left onto Lincoln Avenue and proceed approximately one mile to Anderson Hill Road (second traffic light). Turn right onto Anderson Hill Road. The campus is immediately on the left.

From Rockland County and northern New Jersey (via the Tappan Zee Bridge) – Take I-287 (Cross Westchester Expressway) to Exit 8E. Shortly after first traffic light, bear left onto Anderson Hill Road. Proceed approximately 2.5 miles. The campus is on the left, just after intersection at Lincoln Avenue.

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

From Connecticut, via the Merritt Parkway (which becomes the Hutchinson River Parkway in New York State) – Proceed south to the New York Exit 28, Lincoln Avenue (note: Do not get off at Exit 28 in Connecticut). Turn right onto Lincoln Avenue and proceed approximately one mile to Anderson Hill Road (second traffic light). Turn right onto Anderson Hill Road. The campus is immediately on the left.

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

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

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

