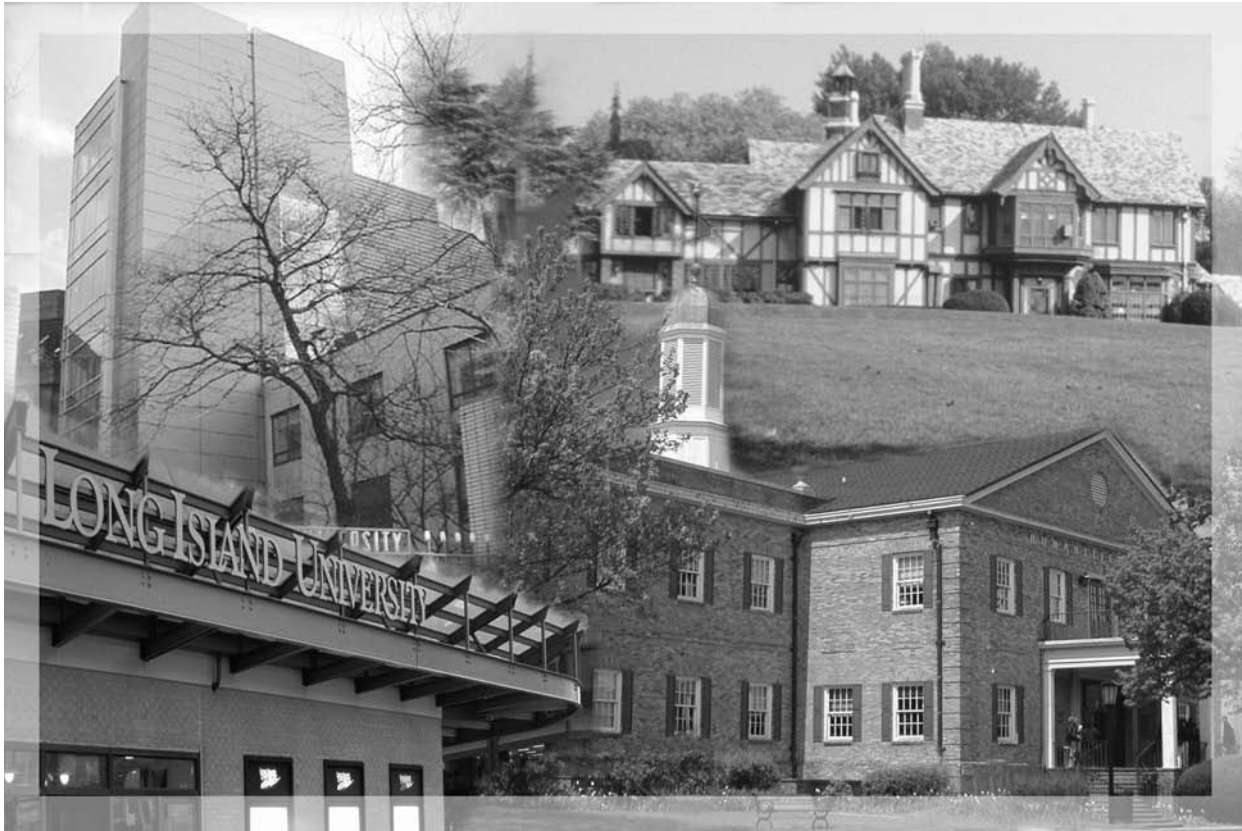


ROCKLAND GRADUATE CAMPUS LONG ISLAND UNIVERSITY

ROCKLAND
CAMPUS
GRADUATE
BULLETIN
2009-2011



GRADUATE BULLETIN 2009-2011



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 590 undergraduate, graduate and doctoral degree programs and certificates, and educates over 24,000* students in degree-credit and continuing education programs in Brooklyn, Brookville (C.W. Post), Brentwood, Riverhead, Rockland and Westchester.

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 Australia, China, Costa Rica and India.

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 more than

170,000 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.

Accreditation and program registration.

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

ROCKLAND GRADUATE CAMPUS BULLETIN 2009-2011

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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 nearly 11,200 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 261 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.

Fifteen 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 of nearly 1,100 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 of Business Administration (M.B.A.) also is offered.

The Campus offers M.S. degrees in early childhood education B-2, childhood education 1-6, childhood education/special education, childhood education/literacy education B-6, mental health counseling and school counselor, as well as the M.S.Ed. in literacy B-6 and special education 1-6.

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 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, N.Y., 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 during the evenings 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 connected through the University's network.

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 concentrations 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 – B-6 (M.S.Ed.), childhood education – 1-6 (M.S.), childhood/childhood special education (M.S.), childhood/literacy – B-6 (M.S.), school building leader (M.S.Ed.), and educational leadership (advanced certificate); and pharmaceuticals (M.S.) with specializations in industrial pharmacy and cosmetic science.

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 B.S. in childhood education (1-6) (upperdivision), 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 (HSM) are offered fully online. The HSM program features comprehensive curricula designed by professionals for professionals. Faculty members and guest lecturers include some of the top names in law enforcement, counterterrorism and government. 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., advanced certificate) in the areas of childhood education – 1-6, early childhood, middle childhood and adolescence – 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 who 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 Rockland Graduate Campus of Long Island University is recognized as Rockland County's premier provider of master's degree programs for adults, with course offerings in education, business administration, school and mental health counseling, public and health administration, and pharmaceuticals. Flexible course schedules play an integral role in the tradition of success at the Rockland Graduate Campus. Courses are offered in the late afternoons, evenings and on weekends to afford working adult students the opportunity to balance their educational pursuits with family and business responsibilities.

The Campus is one of six campuses that comprise Long Island University, one of the largest and most comprehensive private universities in the country. Today's full-service Rockland Graduate Campus evolved from the original extension site that opened in 1980 to meet the emerging educational needs of the growing Hudson River Valley area. The Campus is dedicated to maintaining and enhancing its present programs, while concurrently assessing the future educational needs of area residents. The Campus offers 13 graduate degrees, four graduate certificate programs and a continuing education program to over 500 students.

The Rockland Graduate Campus steadfastly adheres to the University's commitment to educate each of its students one at a time in an experience-enriched environment conducive to personal growth and professional development. Classes are small and intimate; students receive considerable personal attention and advisement. The Rockland

Graduate Campus is primarily a teaching campus, offering academic and professional programs of study that address the personal and career needs of the residents of Rockland and Orange Counties, the lower Hudson Valley and bordering New Jersey counties.

This specialized and tailored approach to education has been made possible through the Rockland Graduate Campus' ability to utilize and incorporate the resources of a major university while providing the atmosphere and personal services of a small college. Each program was designed to help the student acquire and refine professional skills, as well as to increase appreciation and understanding of cultural values.

Central to the continued success and evolution of the Rockland Graduate Campus has been the consistent availability of a distinguished and seasoned faculty who challenge our students and enrich their educational experience. Faculty are drawn from Long Island University's C.W. Post Campus and the business and professional communities. Many faculty members have given more than a decade of service to the programs at the Rockland Graduate Campus. A strong and consistent governance, the participation of a diverse faculty, University-wide support and the overwhelming enthusiasm of our students and our alumni have each contributed to and shaped its growth. The Campus offers academic counseling, a modern library with extensive access to online full-text and abstract databases, up-to-date computer facilities and a substantial scholarship program for part-time graduate study.

The Rockland Graduate Campus of Long Island University does not discriminate on the basis of gender, sexual orien-

tation, race, color, creed, national origin, religion, age, handicap or political belief, in any of its educational programs and activities, including employment practices and policies relating to recruitment and admission of students. Additionally, the Rockland Graduate Campus 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.

Mission Statement

As a regional campus of Long Island University, the Rockland Graduate Campus shares the University's mission to provide access to the American dream through excellence in higher education.

The offering of quality graduate programs – relevant in content and accessible in delivery to the adult populations we serve – is the focus of our endeavors. This is accomplished through our status as a regional campus within a multi-campus University, a result of our access to accomplished faculty, high-quality course offerings and cutting-edge technologies. A small college community atmosphere is developed and encouraged through an emphasis on communication, accessibility, convenience, flexibility and personal attention. A priority of the Campus, consistent with the mission of the larger University, is to provide individualized attention for each student.

At the Rockland Graduate Campus, academic program offerings are geared to enhance the intellectual and professional development of our students. In addition, the Campus reaches out to local residents, business communities, school districts and other organizations to encourage lifelong intellectual growth and career enhancement, and to participate fully as a contributing member of the local community.



GRADUATE DEGREE PROGRAMS

The graduate degree programs provide qualified college graduates with the opportunity to work with faculty members in formal courses, seminars and research projects that encourage sound independent thought and the maximum development of each student's intellectual capacities. Each course is designed to help the student acquire and refine professional skills as well as to increase appreciation and understanding of cultural values.

The Rockland Graduate Campus of Long Island University offers degree programs and certificates in business, education, health administration, school counseling, nonprofit management, mental health counseling and pharmaceuticals.

Business Programs

Business Administration (M.B.A.)
Business Administration (Advanced Certificate)

Education Programs

Adolescence Education (M.S.Ed.)
English 7-12
Earth Science 7-12
Biology 7-12
Chemistry 7-12
Mathematics 7-12
Physics 7-12
Social Studies 7-12
Childhood Education (M.S.)
Childhood/Childhood
Special Education (M.S.)
Childhood/Literacy B-6 (M.S.)
Educational Leadership (M.S.Ed.), (Advanced Certificate)
Gifted Education (Certificate Extension)
Literacy Birth - Grade 6 (M.S.Ed.)
Mental Health Counseling (M.S.)
School Counselor (M.S.)
Special Education (M.S.Ed.)
Special Education
(Autism Concentration) (M.S.Ed.)

Health Administration Programs

Gerontology (Advanced Certificate)
Non-Profit Management (Advanced Certificate)
Health Administration (M.P.A.)
Public Administration (M.P.A.)

Pharmacy Program

Pharmaceutics (M.S.)

ACADEMIC CALENDAR

Academic Calendar 2009-2010

Fall 2009 - Summer 2010 Academic Calendar for Rockland Graduate Campus. M.B.A. and Pharmacy classes follow a different schedule. Please consult the schedule of classes each semester. This schedule is subject to change. Please consult the Rockland Campus Web site for updates.

FALL 2009

MBA Fall and MBA Fall I Begin	August 31
All other Classes Begin	September 8
Add/Drop and Late Registration	September 8 - 21
Conferral of September Degrees	September 18
Rosh Hashanah - No Classes	September 19 - 20
Weekend College I	September 26, 27; Oct. 17, 18; Nov. 7, 8
Columbus Day - No Holiday - Classes Meet	October 12
MBA Fall I Ends	October 23
MBA Fall II Begins	October 27
On-Line Registration Begins For Spring 2010	November 2**
Last Day To File For January 2010 Degrees	October 16
Election Day - No Holiday - Classes Meet	November 3
Last Day To Opt P/F Or W	November 13
Weekend College II	Nov. 21, 22, Dec. 19, 20; Jan 16, 17 2010
Thanksgiving Recess - No Classes	November 25 - 29
Tuesday Classes Suspended	December 8
Study/Snow Day (CLASSES MAKE UP DAYS)	December 11 and 14
Final Examinations	December 15 - 21
MBA Fall and MBA Fall II End	December 21
Term Ends	December 23

WINTER 2009 - 2010

Classes Begin	December 28
Late Registration & Add/Drop	December 28
New Year's Holiday - No Classes	December 31 - January 1
Classes End	January 12

SPRING 2010

Conferral of January Degrees	January 15
MBA Spring and MBA Spring I Begins	January 18
All other Classes Begin	January 19
Add/Drop and Late Registration	January 19 - February 1
Weekend College III	Jan. 30, 31; Feb. 27, 28; Mar. 20, 21
Last Day To File For May 2010 Degrees	February 12
Presidents Weekend- No Classes (MBA may meet)	February 13 - 15
Monday Classes Meet Tuesday Classes Suspended	February 16
MBA Spring I Ends	March 12
MBA Spring II Begins	March 15
Spring Recess - No Classes (MBA may meet)	March 29 - April 4

On-Line Registration Begins For

Summer & Fall 2010	April 5**
Last Day to Opt P/F or W	April 9
Weekend College IV	April 10, 11; May 1, 2; May 22, 23

Study/Snow Day

(CLASSES MAKE UP DAYS)	April 28 - 29
Final Examinations	April 30 - May 6
MBA Spring and MBA Spring II End	May 7
Term Ends	May 14
Commencement	May 20

SUMMER 2010

Summer I

MBA Summer and MBA Summer I Begin	May 10
All other Classes Begin	May 17
Late Registration Drop/Add	May 17 - 18
Weekend College IV	May 22 - 23
Memorial Day - Holiday - No Classes (Make-up 6/4) (MBA may meet)	May 29 - 31
Make-up day for 5/31	June 4
Last Day to Opt P/F or W	June 11
Classes End	June 18

Summer II

Classes Begin	June 21
Late Registration Drop/Add	June 21 - 22
MBA Summer I Ends	July 2
Independence Day Weekend - Holiday - No Classes (MBA may meet)	July 3 - 5
MBA Summer II Begins	July 5
Make-up day for 7/5	July 9
Last Day To File For September 2010 Degrees	July 16
Last Day to Opt P/F or W	July 16
Classes End	July 23

Summer III

Classes Begin	July 26
Late Registration Drop/Add	July 26 - 27
Last Day to Opt P/F or W	August 20
MBA Summer I & II Ends	August 27
Term Ends	August 27

** Online Registration dates are subject to change.

This calendar is subject to change.
Please consult the schedule of classes and the
Web site each semester.

ADMISSION

An application for admission may be obtained by writing to the Rockland Graduate Campus Admissions Office, calling (845) 359-7200, via email: rockland@liu.edu or through the Web site at www.liu.edu/rockland. The completed application must be submitted to the Admissions Office along with two official transcripts from each university that the student has attended, undergraduate and graduate, and completed six or more credits. A bachelor's degree (or its equivalent) from an accredited institution, indicating a strong record, is necessary to be considered for admission to the graduate programs. Letters of recommendation and test scores must be submitted, if required by the specific academic discipline. A nonrefundable fee of \$30 must accompany the application.

Applicants should file their applications and supporting materials as early as possible. Applicants who wish to be accepted as matriculated (degree-seeking) students before beginning their studies must file the application and supporting credentials no later than one month before the opening of the semester in which they expect to enroll.

International students must provide an application and all supporting information to be received no later than May 1 for September admission and November 1 for January admission. For information concerning specific programs, see individual sections in this bulletin. Applications can be mailed to:

Admissions Office
Long Island University
Rockland Graduate Campus
70 Route 340
Orangeburg, NY 10962

Admission Status

A student may be admitted to a Rockland Graduate Campus program in one of the following categories:

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

2.) A **Limited Matriculant** is a student who plans to apply for full matriculation but does not currently meet all academic requirements. Any student accepted as a limited matriculant because of technical deficiencies (e.g., awaiting final transcript stating degree conferred) or academic deficiencies must satisfy all conditions outlined in the acceptance letter to be

considered for full matriculation.

Typically, limited matriculant students will only be permitted to register for a **maximum of 12 credits**, unless otherwise stated by the academic department. If the conditions for limited matriculation are not satisfied, the student may be permanently reclassified as a non-matriculant. Once all deficiencies are removed, the student must petition the Office of Academic Advisement to be reclassified as a full matriculant. The student does so by filling out an application which can be obtained in the Rockland Graduate Campus Main Office or Office of Academic Advisement.

3.) A **Non-Matriculant** is a student who has a bachelor's degree but is not a candidate for a graduate degree and is taking a limited number of courses for certification, professional advancement or personal enrichment. Admission as a non-matriculant student is usually for one semester only. Students must sign a non-matriculant registration waiver which permits registration for a **maximum of six credits**. A non-matriculated 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, a new application must be filed with the Admissions Office. Upon review of the student's application and supporting credentials, the appropriate department will decide if all requirements for matriculation have been met. Courses completed by non-matriculated students, if pertinent to the degree program in which the student has matriculated and if completed within the five-year time limit, may be credited toward the degree.

All students admitted to a master's program will be classified as matriculated or limited matriculated students. Matriculants must submit evidence of a bachelor's degree. They must have an acceptable record in undergraduate and other studies as reflected in official transcripts of all colleges and universities attended. A 2.75 average in the undergraduate major is required for certain programs. Attention is given to overall grade averages, grade trends during undergraduate study, and areas of scholastic strengths. Individual departments may have additional requirements.

Admission to Courses

Admission to graduate classes does not imply that the student has been accepted as a candidate for a degree. Acceptance to a degree candidacy is contingent upon

the student obtaining matriculated status and satisfying all requirements.

Re-Admission

Students who have not registered for two consecutive major semesters (summer semester not included) and who have not maintained matriculation should reapply to the degree program through the Admissions Office. Unless otherwise stipulated, students who are re-admitted must meet the program degree or certificate requirements in effect at the time of their re-admission.

New York State Immunization Law

The New York State Health Department requires college and university students born on or after January 1, 1957 to be immunized against measles, mumps and rubella. All students attending the University, including matriculants and non-degree students, must show proof of immunity if they wish to register for classes. For information on student procedures for complying with this law, please contact the Registration Office at (845) 359-7200, ext. 5405. New York State requires that Long Island University maintains a record of each student's response to the meningococcal disease and vaccine information. The form must be signed by the student and contain either a record of meningitis immunization within the past 10 years or an acknowledgement of meningococcal disease risk and refusal of meningitis immunization signed by the student. Students who do not sign and return this form will be blocked from registration.

Transfer Credits

Graduate courses pertinent to the plan of study, and taken at other institutions prior to admission to the Rockland Graduate Campus, may be credited to the graduate degree. Permission to transfer such credit must be requested at the time of admission and official transcripts must be submitted to the Admissions Office. Only credits earned during the five years immediately prior to registration at the Rockland Graduate Campus will be considered. The total number of transfer credits is normally limited to six semester hours and are not recorded as part of the quality-point average. In all instances,

transfer credit will not be allowed for any graduate course in which the grade was less than B, including a grade of B-.

Transfer credit is not recorded until the student has completed 15 semester hours of credit in residence. Courses taken at other universities after admission to a master's program at the Rockland Graduate Campus may not be used for transfer credit unless prior permission is obtained from the major department.

Admission of Undergraduate Students

Qualified college seniors who need less than a full program to meet the requirements for a bachelor's degree may apply for admission to the Rockland Graduate Campus. The student must fill out an application for admission, submit all official transcripts to date, and meet all admission requirements of the program. The student may then be accepted into the program on a provisional limited matriculant basis.

The student must then submit the final official undergraduate transcript stating degree conferred prior to being eligible to enroll in courses. Upon receipt of the final official transcript (with degree conferred statement), the student may be reclassified as either a full matriculant or limited matriculant, depending on academic qualifications.

Qualified seniors at any Long Island University campus who need less than a full program to meet the requirements for the bachelor's degree may take, concurrently with their undergraduate program, a limited number of graduate courses and reserve these semester hours of credit toward a master's degree. These students must: fill out an application for admission (as outlined above); be accepted provisionally into the department or school (if accepted, the graduate department or school must notify the Records Office to establish a graduate transcript for these students); declare their intention to take such courses and reserve them for graduate credit at the time of registration, while simultaneously registering for the undergraduate courses needed to complete the bachelor's degree; and have their registration cards signed by both their undergraduate and graduate advisors, as well as their department chair and deans. Depending on the program, other requirements may apply.

International Students

Admission Criteria

An international student applicant must submit an Application for International Admission and the following supporting documents to the Office of Admissions by June 1 for September admission or by November 15 for January admission (except where other departmental deadlines apply as outlined in departmental requirements).

1. Original, official records of completed university work and verification of earned degrees. Official certified translations are required if the records are not in English.
2. Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) results.
3. Statement of intended major or field of interest.
4. GMAT or GRE results, if required by program (see specific program requirements).
5. Letters of recommendation and/or other documentation required for specific programs as outlined in departmental admissions requirements.

Immigration Requirements

An international applicant who intends to apply for an F-1 student visa must submit a "Financial Affidavit of Support" from a sponsor who is willing and able to undertake the student's approximated costs of education and living expenses. Financial documents must be submitted in support of the Financial Affidavit of Support.

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

Applications from international students must be accompanied by a non-refundable \$30 application fee. Upon notification of admission, the student will be required to send a nonrefundable deposit of \$100 which will be applied toward the first semester's tuition and fees. Upon receipt of the deposit and of 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 required for all international students and for their dependents.

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

Language Proficiency

An international student who demonstrates an insufficient level of English language proficiency may be granted conditional acceptance if his/her TOEFL score is at least 425. Once his or her language ability demonstrates the required proficiency level, he or she will be offered full acceptance and will be eligible to enroll in Rockland Graduate Campus academic programs and courses.



Visiting Students

A graduate student in good standing at another college or university may register for courses at the Rockland Graduate Campus by filing an application as a visiting student and submitting authorization from the graduate school where he or she is pursuing a degree.

Veterans

The Rockland Graduate 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 DD Form 214, Report of Separation, to the Registration Office.

Auditing of Courses

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

Center for Professional Development and Lifelong Learning

The mission of the Center for Professional Development and Lifelong Learning is to provide an opportunity for continued growth and development for adults by taking non-credit courses. For information on any of our Continuing Education programs, contact the Center for Professional Development and Lifelong Learning at (845) 359-7200, ext. 5434.

REGISTRATION

Once the Schedule of Classes is made available several months prior to each semester, registration officially begins and continues through the first week of classes. Registration rules and regulations apply equally to all students.

For the convenience of students, the Registration Office, located in the Main Office, is open Monday-Thursday, 9 a.m.-8:30 p.m., on Friday, 9 a.m.-5 p.m. and on Saturday 8:30 a.m.-3:30 p.m. (Summer office hours are different.) For further information call (845) 359-7200, ext. 5405.

Advisement

Students are assigned an Academic Advisor for advisement purposes. Although advisement in course selection is provided in the initial interview, students should arrange to see their designated advisor for approval of their program plan in their first semester of enrollment. A plan of study will be signed by the advisor and copies will be kept in the Academic Advisement office. Course registration forms require the advisor's signature. In addition, each academic department provides Program Directors who assist students in academic planning and course selection. The Academic Advisement Office can be reached by calling (845) 359-7200 ext. 5420.

Procedure for Registration

Registration can be made online, in person or by mail at the Rockland Graduate Campus. Please consult the academic calendar on page 5 for additional information regarding the dates and times of registration for each semester. Registrations are approved by the Academic Advisor. Approved registrations are processed by the Registration Office at the Rockland Graduate Campus.

Program Changes

Students may drop and/or add courses with the Academic Advisor's permission, or change from a credit to an audit status (or vice versa), by filing an official change of program form with the Registration Office. The deadline for all such program changes is specified in the academic calendar; changes cannot be made after these dates. For any voluntary change of program, the student will be charged a fee.

Withdrawal

Students may wish to withdraw from a course in which they are doing satisfactory work. To withdraw, students must complete the official Enrollment Change Form and submit it to the Registration Office prior to the established deadline. Students who do so will be given the grade of W. If the deadline has passed, the student must obtain the approval of



the instructor and dean of the school. Students who are failing the course when they request authorization to withdraw, or cease to attend classes without obtaining such authorization, may be given the grade WF. See page 14 for the tuition liability schedule.

Payment of Tuition and Fees

Each semester the Bursar's Office mails a bill for the tuition and fee charges to the home address of students who register. It is the responsibility of students to notify the bursar if a bill is not received.

One copy of the bill must be returned to the Bursar's Office with a payment by the due date shown on the mailer. Students on scholarship, tuition assistance or financial aid programs are also required to return their copies to the Bursar's Office with the applicable explanation noted.

Failure to return any bill by the end of the first week of classes may result in an official withdrawal, although the financial obligation will remain. No registration will be considered completed without payment or an arrangement acceptable to the Bursar.

Any student who has outstanding indebtedness to the University will not be allowed to register or re-register, receive a transcript of his or her record, have academic credits certified, be granted a leave of absence, or have a degree conferred.

University Limited Deferred Payment Plan

Students may defer up to half of their tuition and fees provided their account is in good standing with the bursar. Deferments are available for the fall and spring semesters only. There is a \$35 service charge on all deferments.

If students wish to use the deferment plan, they must submit, with their bill, a payment for 50 percent of their tuition. Students must indicate that they wish to defer payment and they must sign the payment agreement on the reverse side of the bill.

A confirmation of the deferment will be sent indicating the balance due and the due dates (usually three payments throughout the semester).



Change of Address

It is the responsibility of the student to inform the Registration Office in writing of a change of address. A change of address form may be obtained from the Registration Office, which is located in the Main Office.

Class Schedules

Most courses convene once a week during fall and spring semesters for a minimum of 14 class sessions. Each session lasts for approximately two hours. Specifically scheduled days and times are outlined in the Schedule of Classes booklet and on our Web site at www.liu.edu/rockland. Weekend classes are available in some academic areas.

Weekend College

Weekend College is an intensive educational program and is designed for students who are unable to attend classes during the week or who prefer a weekend format. Courses offered are the equivalent in content and credit to courses offered during the regular academic year. The intensive classroom format, combined with independent study and individual consultations, provides students with a beneficial and rewarding educational challenge.

Most weekend college courses at the Rockland Graduate Campus follow a schedule which consists of three intensive, nonconsecutive weekends. It is possible to earn graduate credits through Weekend College in our Education pro-

grams. Weekend College also provides the opportunity for concentrated study in several academic areas, course work for certification, and in-service training for educators and professionals. *Please note not all classes are offered in the weekend format.*

Class Size

Every effort is made to restrict the number of students in a section of a course to ensure maximum learning. Most courses are limited to no more than 25 students.

Course Load

Full-time students must register for at least nine graduate credits each semester. Financial aid eligibility for direct subsidized and unsubsidized loans from the federal government requires half-time enrollment, which is equivalent to enrollment in a minimum of six credits per semester. Eligibility for some financial aid programs (i.e., New York State Tuition Assistance Program) may require enrollment in a minimum of 12 credits per semester. For additional information, check with the Office of Financial Aid, located in the Admissions Office.

Maintenance of Standing

A student is expected to fulfill graduate degree requirements by registering for consecutive semesters (excluding summer sessions) either by attending class or maintaining matriculation. A degree candidate who does not register for

classes and who wishes to continue under the requirements in effect when admitted must apply to his or her academic advisor for maintenance of matriculation prior to or during the registration period. A \$50 fee must be paid during the registration period of each inactive semester, excluding summer sessions. Students should be aware that their financial aid status may be impacted.

The maintenance of matriculation status is limited to two semesters. Beyond the two-semester time frame, a student must apply for re-admission to his or her program. All rules regarding requests for re-admission apply. Under extenuating circumstances, a student may appeal to his or her dean for extension of the two-semester limit.

Students who have applied for maintenance are entitled to use University facilities.

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

ACADEMIC POLICY

Program-Specific Degree Requirements

Beyond admission to candidacy for the degree and completion of the specified general requirements for that degree, a student must satisfy the various additional requirements and restrictions that appear under the respective school and departmental headings in this Bulletin.

Grading

Grades: Credit is granted for courses completed with the grade **A**, **A-**, **B+**, **B**, **B-**, **C+**, **C**, **C-** or **P**. **P** signifies pass. The grade of **F** signifies failure. **W** indicates a student-initiated withdrawal from a course after the change of program period through the last day for grade change options (as noted in each semester's schedule of classes.) **UW** indicates an unauthorized withdrawal.

A grade of **INC** is assigned at the discretion of the professor and indicates that some of the course requirements have not been completed. A student has until the end of the following semester to make up incomplete coursework, in which case the student must submit a

written request to the appropriate faculty member, department chairperson and the dean of the department for an extension. After completion of a course following a grade of **INC**, the grade **I** will be retained on the transcript along with the final earned grade and the date the work was completed.

Quality-Point Index: The University's quality-point index is employed to determine the average grade of a student. (**A**) corresponds to an index number of 4.00, (**A-**) to 3.67, (**B+**) to 3.33, (**B**) to 3.00, (**B-**) to 2.67, (**C+**) to 2.33, (**C**) to 2.00, (**C-**) to 1.67, and (**F**) to 0.00.

The grades **W**, **UW**, **P**, and **INC** are not counted in the computation, nor are the grades for courses taken at another college or university.

Unsatisfactory Grades: The average of grades attained in the approved program of study may be no less than **B** (equivalent to a quality point index of 3.00). Students who receive below **B** in two graduate courses are considered to have an academic deficiency. A third grade below **B** may cause the student to lose matriculated status or be dismissed from the graduate program.

Academic standards vary and may be more stringent in select departments, especially in cases involving the course grade of **F**. Complete information is found in the department listings.

Attendance

It is expected that students will attend all class sessions scheduled for the courses in which they are enrolled. Regulations concerning attendance in a particular course are at the discretion of the instructor. Responsibility for class attendance rests with the student.

Absences from classes or laboratories may affect the final grade. Permission to make up work missed through absence is not automatic and is given at the discretion of the instructor.

The University reserves the right to exclude a student whose attendance is unsatisfactory to his/her instructors or to the dean, from an examination, course or program. Students exhibiting an excessive rate of unexcused absences may receive a grade of **F** or **UW** for the semester.

Absence from Final Examination

Students who are absent from a final examination must:

1. Notify their professor and the department chair by letter or fax of the reason for the absence within 24 hours of the final examination.
2. Request permission from the professor to take a deferred final examination. The deferred final examination is granted as a privilege, not as a right. It may be permitted only to a student who complies with the notification regulations indicated above, whose work during the semester has been satisfactory, and whose reason for missing the scheduled examination is accepted by the department chairperson or dean.

Academic Conduct

Student Conduct

All Rockland Graduate Campus students are expected to conduct themselves within the bounds of accepted social behavior. Behavior that interferes with the educational effectiveness of a class is not tolerated and will be considered sufficient cause for suspension of a student from class. A student who is suspended from class for disciplinary reasons must first attempt to resolve the problem with the faculty member. If this is not possible, the problem will be referred first to the program director, then the department chairperson, and finally to the academic dean.

In cases of classroom misconduct, a student may be charged with a violation of the Rockland Graduate Campus Code of Conduct. In such cases, that matter is handled by the associate provost of the Rockland Graduate Campus.

Academic Irregularities

Responsibility for disciplinary action in cases of academic irregularities or dishonesty in examinations or class work is assigned to the appropriate academic dean. Plagiarism and cheating are not only serious violations of the rules but, also may reflect adversely on the student's reputation on the Campus.

Faculty, administrators and the student body share the responsibility for academic integrity. A student in violation of accepted academic procedures may be subject to disciplinary action, up to and including expulsion from the Campus. Faculty members will report to the

academic dean any case of irregular or dishonest behavior that occurs in the class that is observed by the professor. Students may likewise make such a report to the faculty member or dean. The dean shall decide what disposition is to be made of the charges. Requests for appeals may be made to the Student/Faculty Appeals Board.

In the case of a minor infraction that is the student's first disciplinary offense, the dean may authorize the faculty member to dispose the charges, and limit the maximum penalty to failure in the course. The faculty member will make a report of the incident and the action taken to the academic dean and the associate provost.

Course Frequency

The frequency with which courses are offered is indicated after every course description under Academic Programs in this bulletin. Most courses are offered on rotation.

Course Numbers

Course numbers 500 and above are generally open only to those who qualify for graduate standing. Courses numbered 600 to 700 are designed primarily for those who qualify for graduate standing, but may be taken by advanced undergraduate students with permission from the dean of the school in which the graduate course is offered.

Change of Major

A student transferring from one major department to another must be formally accepted by the chairperson of the department to which the application is being made. The student is expected to notify the chairperson of the department from which he/she is leaving. If the student has a grade point average of less than 3.0, the proposed change must be approved by the dean. Application forms are available in the Main Office at the Rockland Graduate Campus.

Please see the sections of the individual schools for additional academic policies. An exception to the provisions of this section of the Bulletin may be made only with written permission of the appropriate dean.

REQUIREMENTS FOR DEGREES

The responsibility for properly fulfilling the requirements for degrees rests entirely with the student. 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.

Exceptions to the provisions of this section of this Bulletin may be made only with the prior written sanction of the appropriate dean or the recommendation of the appropriate department chair.

In addition to the requirements listed in this section, students must satisfy the various additional requirements and conditions which appear in the respective departmental sections in this Bulletin.

Residency Requirements

A candidate for the master's degree must complete at least one year of work, equaling 24 credits at the Rockland Graduate Campus. A candidate for the M.B.A. program must complete 30 credits of advanced work at the Rockland

Graduate Campus.

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 major department chairperson and the student's dean. The sum total of transfer credit granted on admission or authorized subsequently towards the master's degree is normally limited to six semester hours of credit and is not recorded as part of the quality-point average. In all instances, transfer credit will not be allowed for any graduate course in which the grade was less than B. Courses with a grade of less than B are not transferable. Time limits on transferability are outlined below.

Time Limit

Degree requirements for a master's degree must be completed within five years from the term during which the candidate is admitted and enrolled (exclusive of time spent in military service). Any request for extension must be made in writing and submitted to the appropriate dean for approval.

Thesis

The thesis requirement or thesis option required in some of the graduate programs is intended to test the candidate's ability to engage in original research, organize and evaluate source materials, and express him/herself creatively in the area of



Mary Eppolito, '03 SDL Alumna and School Principal

specialization. (See each program for specific requirements.) A course in research methods is required of all candidates writing a thesis. The interim grade for thesis courses is INC. This grade will be replaced by the letter P or a letter grade only upon acceptance of the approved thesis.

Completion of the required courses and matriculated status are among the prerequisites which must be met before a candidate's thesis will be accepted for consideration. An oral defense of the thesis is normally required. Candidates are assigned a thesis mentor by the department chair.

Oral Qualifying or Comprehensive Examination

Some departments require students to take examinations in their major field.

These examinations include:
Qualifying Examination

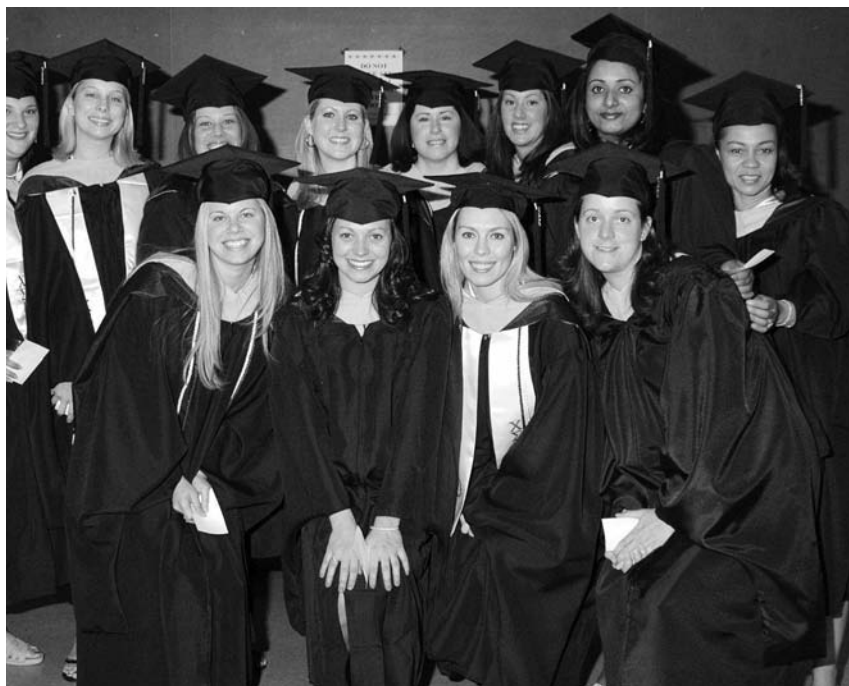
This type of examination is usually given in departments that require students to complete a common core of courses. Degree candidacy status and assignment of a thesis project are deferred until the examination is successfully completed.

Comprehensive Examination

Some departments give a comprehensive examination after the student completes a minimum of 30 semester credit hours. This examination is designed to test the candidate's knowledge of both general concepts and his or her area of concentration. The examination may be oral or written.

Oral Examination (and defense of the thesis): Departments that require a degree candidate to write a thesis may require the candidate to defend his or her thesis through oral examination. The examination is designed to test the candidate not only on the thesis project but also on ancillary areas.

To be admitted into these examinations a student must be fully matriculated and complete the minimum number of semester credit hours indicated under the respective departmental headings. A student must attend Rockland Graduate Campus classes or maintain matriculation for the semester during which he or she applies for graduation.



Graduation and Diplomas

A graduation candidate is required to file a degree application well in advance of Commencement and to notify the Academic Advisor of his or her anticipated graduation date by the deadline date found in the Academic Calendar included in the Schedule of Classes. A student who meets all requirements for his or her degree in September or January will be in the following May's graduating class. Diplomas are dated three times a year: September, January and May. Assuming they are approved for graduation, students who file their degree applications after the specified graduation date will automatically have their degrees awarded at the following conferral.

Transcript Requests

There are three ways in which a student may obtain a transcript.

Option 1- Online Request

Order a transcript online through Transcripts Plus. You can request a transcript 24 hours/day, 7 days/week. The Web site is <https://www.credentials-inc.com/tpo>. Select the C.W. Post Campus. The cost of a transcript, including the processing fee, is \$7. All fees must be paid by a major credit card.

Option 2- Customer Service Telephone Request

Call Credentials, the academic record service provider, at (800) 646-1858 to request a transcript over the phone. An additional \$5 processing fee will be added to your order.

Option 3- In person

Come to the Rockland Graduate Campus Main Office, fill out a transcript request form, pay the fee, and the transcripts will be mailed directly to you. The cost is \$5 per official copy. Two student or unofficial copies are free.

Transcript requests will not be processed if a student's University account is in arrears.

TUITION AND FEES

Special Note: Tuition and fee schedules below are the prevailing rates for the 2009-2010 academic year. The Rockland Graduate Campus accepts payment by check, money order, Discover, VISA or MasterCard. There are many scholarship programs available to Rockland Graduate Campus students. See "Scholarships and Financial Aid" section.

Tuition is subject to change each year.

Tuition per credit	\$930*
Registration Fee, per semester:	
12 or more credits	\$400
11.9 credits or less	\$200
Other:	
Application Fee (non-refundable)	\$30
Audit fee (half tuition and full tees), per credit	\$465
Computer access for select courses	varies
Late Registration Fee (not applicable to new or re-entering students)	\$10
Program Change Fee	\$15
Transcript (per request).....	\$5**
I.D. Card Replacement	\$10
Reinstatement Fee.....	\$100***
Delayed Registration Fee	\$200***
Returned Check Fee.....	\$50
Late Payment Fee	\$50
Maintenance of Matriculation, per semester	\$50

*Tuition per credit, Pharmacy students \$1079

** \$5 for each transcript up to ten and \$4 each for the 11th and further transcripts issued at the same time.

*** Registered students who have not cleared the Bursar by the due date indicated on the bill will be obligated to pay the Late Payment Fee of \$50. Bills not cleared by mid-point of semester will be assessed an additional late fee of \$50. In addition, students will be notified that if they fail to clear the Bursar, their registration may be cancelled and they will be assessed a \$100 Reinstatement Fee. Any student who deliberately fails to register, but attends classes with the intention of registering late in the term, will be responsible for paying a Delayed Registration Fee of \$200.

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. Course fees listed in this Bulletin are for the 2009-10 academic year.

Tuition and other fees are payable as specified above. Checks and money orders should be drawn to the order of **Long Island University** for the exact amount of the tuition and fee payment. Students failing to fulfill all non-academic requirements (tuition, fees, library obligations, etc.) will be denied subsequent services until these requirements have been met. These services include, but are not limited to, withholding of diplomas, transcripts, letters of certification or licensure eligibility.



Special Programs

Senior Adults

The following rates apply to adults who have reached age 65 before the first day of the semester. No Application Fee, University Fee or Special Course Fees will be charged. Senior adult students may not register prior to the week before the beginning of a semester. These rates are not applicable to institutes, workshops, reading courses, continuing education programs, per capita classes, individual courses of instruction and Studio Art classes.

Graduate Tuition per credit	\$465.00
Audit Tuition per credit.....	\$232.50

Lifetime of Learning Program

This program is for Rockland Graduate Campus alumni and enables graduates to audit courses for pleasure and enrichment. These courses will not appear on official transcripts. Stipulations apply. Please contact the Admissions Office at (845) 359-7200 for further details.

Lifetime of Learning Program Fee (per semester)	\$100.00
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Refunds

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

The percentage of tuition refunded is computed based upon the number of weeks elapsed in the semester when the student withdraws from the class.

If the withdrawal from the course occurs prior to the beginning of the semester, the student is entitled to apply for a full tuition refund. Registration fees are non-refundable.

Tuition Liability

Fall and Spring Term

Withdrawal prior to beginning of term	None
During the first calendar week	None
During the second calendar week.....	25 percent
During the third calendar week	50 percent
During the fourth calendar week	75 percent
After the fourth week	100 percent

Summer Sessions (Five- or Six- Week Session)

Withdrawal prior to beginning of session	None
Day 1 through 2 of session	None
Day 3 through 9 of session	40 percent
Day 10 through 16 of session	75 percent
After Day 16 of session	100 percent

Three-Week Session

Withdrawal prior to beginning of session.....	None
Day 1 of session	None
Day 2 through 8 of session	40 percent
After Day 8 of session	100 percent

Seven- or Eight-Week Session

Withdrawal prior to beginning of session.....	None
Day 1 through 2 of session	None
Day 3 through 9 of session	30 percent
Day 10 through 16 of session	70 percent
After Day 16 of session	100 percent

Ten-Week Session

Withdrawal prior to beginning of session.....	None
Day 1 through 2 of session	None
Day 3 through 9 of session	20 percent
Day 10 through 16 of session	40 percent
Day 17 through 23 of session	75 percent
After Day 23 of session	100 percent

Weekend College

Withdrawal prior to beginning of session.....	None
Day 1 through 2 of session	None
Day 3 through 9 of session	30 percent
Day 10 through 16 of session	70 percent
After Day 16 of session	100 percent

Short Term Institutes (Three Weeks or Less)

Withdrawal prior to beginning of session.....	None
Day 1 of session	None
Day 2 session	20 percent
After Day 2 of session	100 percent

Continuing Education - Refund Policy

Fees for individual courses will be refunded to students who formally withdraw from classes based on the number of sessions a class is scheduled to meet, according to the schedule below:

One-Session Courses - No refund unless withdrawal is made at least three days prior to the first class meeting.

Two-Session Courses - Prior to start of class - full refund; after first class meeting but before the second class 50 percent; after second class meeting, no refund.

Three or More Session Courses - Prior to start of class, full refund; after first class meeting, 75 percent refund; after second class, 50 percent refund; after third class, no refund.

SCHOLARSHIPS AND FINANCIAL AID

The Rockland Graduate Campus offers many different scholarship programs for professionals and students. Whether you're returning to graduate school after several years or are a recent college graduate, chances are you will be eligible for one of the scholarships listed below. Most scholarships do not require an income test or other evidence of financial need. **However, all students are required to complete a Free Application for Federal Student Aid (FAFSA) at FAFSA.ed.gov for each year in order to receive a scholarship.** Please use LIU School Code 002751 when completing the FAFSA. Please note that the FAFSA year begins with each summer semester and includes the following fall and spring semesters.

For any questions about these scholarship programs, please call the Admissions Office at (845) 359-7200 ext. 5415.

Please note: Students are eligible for only one University-funded scholarship program, *with the exception of the Friends Educating Friends (FEF) Scholarship Program*. For most scholarships, students must be fully matriculated.

Credit Bank Scholarships

This program is a merit-based academic scholarship program. Scholarship awards are made based on the cumulative grade point average of all official college transcripts submitted. The scholarship may be used anytime within your first three years of graduate study. There are three levels of Credit Bank Scholarships:

Merit Bank Scholarship-Six-credit award

Tuition charges will be waived for a total of six graduate credits at the current tuition rate. A 3.4 cumulative index of all undergraduate studies is required, or a score in the 85th percentile in all categories within the previous seven years on any of the following standardized tests: GMAT, GRE general subject, NTE, LSAT, MCAT, or the MAT. Previous graduate work may be also considered.

Incentive Scholarship-Four-credit award

Tuition charges will be waived for a total of four graduate credits at the cur-

rent rate of tuition. A 3.2 cumulative index of all undergraduate studies is required, or a score in the 75th percentile in all categories within the previous seven years on the above mentioned standardized test. Previous graduate work may also be considered.

Graduate Scholarship-Two-credit award

Tuition charges will be waived for a total of two graduate credits at the current rate of tuition. A 3.0 cumulative index of all undergraduate studies or a score in the 65th percentile in all categories within the past seven years on the above mentioned standardized tests is required. Previous graduate work may also be considered.

Eligibility Criteria for Credit Bank Scholarships

Credit Bank Scholarships do not require income tests or other evidence of financial need. A special application form is not required. In order to be considered eligible, a student must be newly admitted to a program at the Rockland Graduate Campus as a matriculated, degree-seeking student. Students are assessed automatically by the Admissions Office upon acceptance into the degree program and then notified of the award. Awards are based on information included in the application at the time of admission only.

Award recipients should return their bills to the Bursar's Office with an explanation of their scholarship status. As the student progresses through his/her studies, the Bursar's Office applies all awards to the student's account at a rate of one scholarship credit per three credits registered. However, no more than three scholarship credits will be issued during any one semester.

Please note that only one University-funded grant or scholarship can be issued per person, per program, *with the exception of the Friends Educating Friends (FEF) Scholarship Program.*

Friends Educating Friends Scholarship Program (FEF)

A current student who is matriculated in a Rockland Graduate Campus degree program may be eligible to receive an FEF Scholarship if he/she refers a new student

to the Rockland Graduate Campus and the recruitment effort leads to a recommended friend or colleague completing at least six credits with a grade of B or higher toward a degree as a matriculated student. In order to qualify for the FEF Scholarship, the FEF application must be submitted along with the application for admission of the new student. One FEF Scholarship award is equivalent to one free course (three graduate tuition credits) and must be taken at the Rockland Campus. There is no limit to the number of nominees a current student can recommend or the number of FEF Scholarships he/she may be eligible to receive. FEF application requirements apply and must be followed. The FEF eligibility requirements can be found on the FEF application form. Please contact the Admissions Office to obtain an FEF application form and for additional information. All University financial aid policies apply.

Dominican/Concordia Alumni Scholarship

Students who graduated from Dominican College in Rockland County or Concordia College in Westchester County with a cumulative grade point average of 3.0 or higher may be eligible for the Dominican/Concordia Alumni Scholarship. This scholarship is a one-third reduction in tuition at the Rockland Graduate Campus for the duration of the student's graduate degree program. It becomes effective once a student is fully accepted and fully matriculated in a degree granting program. Please contact the Rockland Graduate Campus Admissions Office for eligibility requirements.

Long Island University and Dominican and Concordia Colleges have a strong affiliation and commitment to promote programs that enable graduates to further their education and reach their professional goals.

Long Island University Alumni Scholarship

Residents of Bergen, Rockland, or Orange counties who graduated from the C.W. Post Campus or Brooklyn Campus of Long Island University between 1995 and present who are new students, may be eligible for a one-third tuition reduction scholarship for any of the Rockland Graduate Campus master's degree, advanced certificate or non-degree programs. Please contact the Admissions Office for further information.

Rockland Graduate Campus Alumni Scholarship

Graduates of the Rockland Graduate Campus of Long Island University are awarded a one-third tuition reduction scholarship when they are enrolled as a full or limited matriculated or non-degree student in any program at the Rockland Graduate Campus. This tuition reduction scholarship may be used to study in another graduate area or to earn an advanced certificate in the same degree area. In order to be eligible for an Alumni Scholarship, alumni students must complete a new application for admission and submit it to the Admissions Office. Additionally, students must file the Free Application for Federal Student Aid (FAFSA). Please contact the Admissions Office for further information.

Rockland County Employee Scholarship

Long Island University and the Offices of Rockland County Government have forged a unique affiliation to encourage and promote the advanced education of Rockland County Government employees. The Rockland Graduate Campus of Long Island University offers a one-third tuition scholarship for the duration of a master's degree program for any Rockland County Government employee who is accepted into a degree-granting program. Additionally, entry awards are available for spouses and dependent children of these County employees. Entry awards will provide a one-third tuition reduction scholarship for the first six credits of graduate study taken by a spouse or

dependent child who is accepted into a degree granting program at the Rockland Graduate Campus. Please contact the Rockland Graduate Campus Admissions Office to receive an application for this scholarship and for further eligibility requirements. Proof of employment each semester is required to process an award.

School Leaders Scholarship

Students who are employed full-time in education in either Rockland County or Bergen County public or private schools are eligible to receive a one-third tuition reduction scholarship for all courses, when enrolling in the Educational Leadership Advanced Certificate program. A limited number of educators from each county will be awarded this scholarship each year. Please see the Admissions Office for further details about the scholarship and to apply.

Rockland Non-Profit Scholarship

This scholarship offers a one-third tuition reduction for all courses and is available for all those matriculated in the M.P.A. in health or public administration or the mental health counseling program. Eligibility requires that the student is an employee of an approved Rockland County-based nonprofit organization. Students must complete an application for this scholarship. Other eligibility requirements apply.

All Scholarships

Students are required to indicate on the back of the tuition bill whether they are receiving any scholarships or financial aid. Employers that are billed directly by the University will receive a bill which reflects all scholarships and financial assistance that the employee is receiving and will be notified of any scholarship awarded after billing. Scholarships require acceptance into a degree program. Most scholarship commitments will be honored for three years from the date of award. Students may take courses at their own pace. There is no minimum number of credits which must be taken each semester, nor are recipients required to attend every session in order to maintain the scholarship.

FINANCIAL AID

The following information is provided in summary form. Detailed information regarding application procedures, selection of recipients, award schedules, and rights and responsibilities of recipients should be obtained from the Rockland Graduate Campus Admissions/Financial Aid Office.

Full-time enrollment status for graduate students for all federal and state financial aid programs is defined as 12 credits per semester. For international students, nine credits per semester is considered full-time. Half-time enrollment status for graduate students for some loan eligibility is six credits per semester.

Standard of Satisfactory Academic Progress for the Purpose of Determining Eligibility for State TAP Awards

Before being certified for this TAP payment, a student must:	1st	2nd	3rd	4th	5th	6th	7th	8th
1. Have earned this minimum number of credits	0	6	12	18	30	45	60	70
2. Have earned this minimum Cumulative Grade Point Average	0	.6	1.2	1.8	2.5	2.5	2.5	2.5
3. Be registered for 12 credits	12	12	12	12	12	12	12	12
4. Complete each term this number of credits without withdrawals	0	6	6	9	9	12	12	12

Full-time Master's Candidate Length of Program – Six Years, Half-Yearly Increments

Year Equivalents	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5
Number of credits per year	4.0	4.0	4.0	4.0	4.0	4.0	5.0	5.0	5.0	5.0	5.0
Cumulative credits	4	8	12	16	20	24	29	34	39	44	49

New York State Assistance

Tuition Assistance Program (TAP)

To qualify for this grant, a student must be a legal resident of New York State, be a United States citizen or eligible non-citizen, be enrolled full-time (at least 12 credits per semester), be fully matriculated in an approved degree program and be in good academic standing. Awards are based on the student's family (and spouse, if applicable) net taxable New York State income of the previous fiscal year. For further information, please contact the Long Island University, C.W. Post Campus Office of Financial Assistance at (516) 299-3215.

Federal Assistance

Students will be considered for the following types of federal assistance on the basis of information provided on the Free Application for Federal Student Aid (FAFSA).

Federal William D. Ford Direct Student Loan

All students receiving a scholarship and/or financial assistance must complete the FAFSA. Please note that you must file a new FAFSA every year. The steps to filing this are:

1. File your free application for Federal Student Aid online at www.fafsa.ed.gov. (Please use LIU school code #002751. Helpline: 1-800-4FED-AID)
2. Complete the Direct Loan Entrance Counseling Interview at www.dlsonline.com (Please use LIU school code #002751-00: G02751 Helpline: 1-800-848-0979)
3. Sign the *Electronic Master Promissory Note (E-MPN) for Direct Loans for Subsidized/Unsubsidized Loans* at <http://dlenote.ed.gov> (Please use LIU school code #G02751 Helpline: 1-800-848-0979)

U.S. citizenship or permanent resident status is required. Matriculated students in a degree granting program who are registered for at least six credits per semester are eligible to apply for direct loans. Repayment begins six months after graduation or termination of at least part-time studies. Should you have any questions, please call (845) 359-7200 ext. 5415 or (516) 299-3215.

Federal direct loans may be subsidized or unsubsidized. When a loan is subsidized, the federal government will pay the interest on the loan while the student is in school. The borrower has to demonstrate financial need in order to qualify for this type of loan.

The Financial Aid Office determines this status based on the student's estimated family contribution. If a student does not qualify for a subsidized direct loan, he/she may apply for the unsubsidized direct loan. It offers the same terms and conditions as the subsidized loan, except that the borrower is responsible to pay the interest, or the interest may be capitalized while the student is in school.

Maximum loan amounts for graduate students are as follows:

Annual Limit	\$20,500
Aggregate Limit	\$138,500

For each academic year, a graduate student may borrow up to the annual limit of \$20,500, based on a review of their annual cost of attendance. At least \$12,000 of this amount may be in unsubsidized Direct Loans.

Students who drop below six credits before loan disbursement will not be allowed any portion of the loan, which must be returned to the federal loan servicer. Students withdrawing following loan disbursement are subject to a Return of Title IV funds review. Future federal loan assistance may be rescinded if the student is not making satisfactory progress towards their degree. Students receiving aid through any of the federal programs receive verification of their eligibility for this loan from the Financial

Aid Office. Deferment benefits are available for those students who qualify. Contact the Federal Direct Student Loan Servicer at 1-800-FED AID.

Academic Standards for Federal Programs

Students receiving Title IV financial aid assistance are required to meet standards of satisfactory progress toward their degree objective.

In addition to maintaining the yearly increments of credits earned, students must also satisfy the average requirements as detailed in this bulletin. Students studying business administration and health administration must maintain a 2.5 grade point average. All other students who have earned 13 credits or more must maintain a 3.0 GPA.

Title IV probation status will be considered in the following manner: first, a review is made at the end of each semester to determine if a student's average is satisfactory. A review is made at the end of each semester of each year for evaluation of work completed. If a student has failed to meet the minimum requirements, the student is placed on probation for the following year. At the end of the following year, after the spring semester, a determination is made. As defined below, if progress toward minimum standards has still not been made, the student will lose eligibility for the third year.

Progress toward the minimum standards is defined as: (1) completing the minimum number of credits required for that year or cumulative increments; or (2) showing improvement in the grade point average.

P grades will be reviewed for grade point requirements by the dean. U, F, W, WF, INC, ABS, UW, NGR, AUD grades do not count toward successful completion requirements. In addition, repeated courses count only once toward credits earned.

Part-time students should simply prorate the full-time chart requirements.

A student must conform to the standards of good academic standing published in this University bulletin. The records of a student who is either on probation or who fails to make adequate progress toward his or her degree are subject to review for mitigating circumstances based upon professional judgment. A student will remain in good standing and eligible to receive Title IV funds until he or she is declared ineligible. The determination will be made at the end of each semester.

STUDENT LIFE/ CAMPUS POLICIES AND PROCEDURES

The responsibility for compliance with academic and campus policies rests entirely with the student.

Solving Problems

To settle a dispute of any kind, remember to always follow the chain of command, whether academic or non-academic.

Academic Disputes

If you are involved in an academic dispute, always attempt to resolve it with your professor first. Often, the professor may not be aware of the problem and can help you solve it. If that fails, contact the Rockland Graduate Campus program director or appropriate department chairperson. If you still feel that you must further pursue the matter, contact the dean for that area. He or she can help you or suggest a method for resolving your problem. If you are concerned with program requirements, graduation requirements, academic standing, or academic suspension, the person to see first is the academic advisor.

Non-Academic Disputes

The procedure for resolving a non-academic dispute is similar to the above

process. First talk to the person with whom you have the problem or with a representative of that area. If that proves unsatisfactory, try to speak to the director of that department. If that fails, report the problem to the associate provost.

What if I have a problem of a personal nature?

If you have a problem and don't know where to turn, speak to your academic advisor, a faculty member with whom you are comfortable, or the associate provost.

Alumni Ambassadors

The Rockland Graduate Campus has invited a select group of its alumni to represent the campus at recruitment events and outside social activities. The alumni help to promote the campus to prospective students by sharing their own experiences as students. Ambassadors are volunteers who devote the amount of time and effort that they feel comfortable expending.

Public Information Policy

The Family Educational Rights and Privacy Act of 1974 specifically states that a school may provide what is termed "directory information," and only this information, without the student's consent except as otherwise required by law. Directory information includes the following: the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended.

Any student who wishes any or all of his/her directory information to remain confidential may inform the Main Office manager of his/her request in writing at any time. In addition, The Family Educational Rights Privacy Act guarantees all students access to their own academic records. Detailed information regarding confidentiality of specific portions of a student's record is available through the Registration Office (Main Office).

Campus Security

Annual Campus Security Report

A copy of the Rockland Graduate Campus Annual Security Report includes statistics for the previous three years concerning reported crimes that occurred on Campus; in certain off-campus buildings or property owned by or controlled by the Rockland Graduate Campus; and on public property within, or immediately adjacent to and accessible from, the Campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. Copies of this report are available at the Rockland Graduate Campus Main Office.

Students with Special Needs

New York State guidelines indicate that recent federal and state laws require colleges and universities to provide qualified individuals with special needs "the opportunity to participate in all programs and services, curricular and extracurricular, which are available to non-disabled individuals, including test programs and examinations. In order to permit individuals with disabilities the opportunity to benefit from such participation, reasonable accommodations, including appropriate adjustments and modifications of examinations, must be implemented."

Under the law, reasonable accommodations will be offered at the Rockland Graduate Campus of Long Island University for individuals with special needs. Students with special needs will receive basic academic accommodations by their individual professors and their academic departments. Accommodations will be made by other departments as required for non-academic matters.

Students with special needs who desire accommodations must submit appropriate documentation of their disabilities to the Coordinator of Services for Students with Special Needs whose office is located at the C.W. Post Campus of Long Island University in the Office of Student Health and Counseling.

In most cases, appropriate documentation should be no older than three years, and should include a diagnosis of disability, testing and results that explain the nature of the disability, the way it currently impacts the student academically

or otherwise, and suggestions of accommodations that might work for the student.

Professional staff will review and evaluate the documentation and establish a confidential file. Information regarding the student with a disability is considered confidential and will not be released to anyone without written permission of the student.

Once the documentation has been evaluated and accepted, the Coordinator of Services for Students with Special Needs will discuss with the student the appropriate accommodations and provide the student with letters that notify faculty of these necessary accommodations. Other campus departments will be notified, as necessary, of the needs for additional accommodations noted in the student's documentation.

To contact the Coordinator of Services for Students with Special Needs:

Phone: (516) 299-2345

Fax: (516) 299-3539

Or send mail to:

Coordinator of Services for Students with Special Needs
C.W. Post Campus
Long Island University
Student Health and Counseling
Life Sciences Building – Room 154
Brookville, NY 11548-1300

Students also have the option of identifying their special need through their academic advisor who will assist them in reaching the coordinator of Services for Students with Special Needs.

Students are strongly encouraged to contact the coordinator or their academic advisor well in advance so appropriate accommodations can be arranged.

FACILITIES AND SERVICES

Library

The Rockland Graduate Campus library is an open stack library that provides the resources to support the academic programs at the Campus. It is staffed by library and information science professionals and is open Monday through Saturday (and occasional Sundays) for student use. Equipped with six computer terminals, the library allows students immediate access to the on-line database which lists not only the Rockland Campus book collection, but also



includes the book collections of other Long Island University campus libraries. Materials from all Long Island University campuses are made available to students through courier service among campuses. In addition, full-text databases such as LEXIS-NEXIS, PROQUEST, and INFOTRAC are available on and off-campus. Up-to-date index searching is offered via computers in the areas of education, health, business, sociology and psychology.

The Rockland Graduate Campus Library has been designated as a New York State Document Research Depository, and houses in excess of 60,000 state documents. The library is located on the second floor of the Rockland Campus building. A valid student identification card is required to borrow materials from the library or to access the online database.

Career Resource Center

The Career Resource Center at the Rockland Graduate Campus offers students and alumni a variety of career-related services. Located on the second floor in the Library, the Career Resource Center has many useful handouts, books and Internet resources to assist you with your job search and career planning. Numerous job announcements from local and area schools, agencies and corporations, as well as applications and materials on fellowships, scholarships, grants, and research opportunities are posted on the Center's Career Information Board. To learn more about the Career Resource Center contact Christy Wrightington, director of advisement at (845) 359-7200, ext. 5420.

Computer Facilities

The Rockland Graduate Campus has two computer labs. The labs are equipped with IBM-compatible computers. Appropriate software is available for student and faculty use. The Long Island University network spans six campuses and provides our students with access to additional software, as well as on-line searches of all databases available in the Long Island University system.

The first floor computer lab is available for student use every day. The second floor lab is a classroom lab; this room is used mostly for classes and special workshops. Students should consult the posted schedule for hours of operation of both labs.

The Rockland Graduate Campus has distance-learning technologies, which may be utilized for courses given elsewhere in the University.

Virtual Bookstore

To purchase textbooks students should visit our Virtual Bookstore (MBS Direct). MBS is one of the largest online sellers of college textbooks in the U.S. A link can be found online at www.liu.edu/rockland by clicking on the "Current Students" "Buy Books" tab. Students can also access MBS directly at <http://bookstore.mbsdirect.net/liurockland.htm>

If a student does not have Internet access, they may call (800)-325-3252 to place an order. Several options are available for the shipment of textbooks. Students should purchase textbooks at least two weeks prior to the beginning of each semester. MBS Direct also offers many used textbooks to reduce the cost of buying textbooks and also offers to buy back textbooks if students wish to sell them.

BUSINESS ADMINISTRATION PROGRAMS



Program Director

Lynn Johnson, B.A., M.S., Ph.D.
(845) 359-7200 ext. 5436
lynn.johnson@liu.edu

BUSINESS ADMINISTRATION (M.B.A.)

Rockland Campus Program Director
Lynn Johnson, B.A., M.S., Ph.D.
(845) 359-7200 ext. 5436
lynn.johnson@liu.edu

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

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

- (1) **Rapid Completion:** Known as "The Fast-Track M.B.A.," the program can be completed in 24 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) **Critical Competencies:** The M.B.A. program focuses on the mastery of skills in communication, teamwork, diversity management, financial analysis, strategic thinking, and leadership—the kinds of vital skills required for effective managerial performance.
- (4) **Cohort System:** Students entering the program at the same time will take courses together throughout the 24-month period. This cohort system affords mutual support while fostering team leadership and project management skills. Individual arrangements are made to accommodate different entry points or special scheduling needs.

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

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:
M.B.A. Program Director
(914) 831-2711

Admissions Requirements

Full Matriculant Status Requirements

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

- Bachelor's degree from an accredited institution
- Minimum undergraduate GPA of 3.0
- Official transcripts from all colleges and universities previously attended (foreign documents must be accompanied by a certified English translation)
- Results of the Graduate Management Admissions Test (GMAT). The GMAT will be waived for applicants who hold a previous master's or doctoral degree and for applicants with professional credentials such as CPA, CMA, CFA, etc. The GMAT may also be waived for applicants with significant business experience, which includes at least seven years of profes-

sional employment after completing an undergraduate degree

- Two letters of recommendation
- A written statement outlining the applicant's objective for seeking admission to the M.B.A. Program
- Current resume
- Official score report of the TOEFL examination required of all applicants with degrees from foreign colleges or universities

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

Limited Matriculant Status Requirements

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



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

Reclassification From Limited to Full Matriculant Status

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

1. Maintaining a 3.0 cumulative GPA in 9 credits of graduate level courses as a limited matriculant student
2. Submitting all required documentation.

Post Master's Advanced Certificate in Business Administration

The post master's advanced certificate in business administration is designed to provide M.B.A. graduates the opportunity to acquire additional expertise in either finance or management. This advanced certificate may be earned by successfully completing 12 credits (four 700-level advanced courses) in a specific concentration offered in the M.B.A. program and earning a grade of B or better. With the approval of an advisor, students may develop a plan of study specifically tailored to their career objectives. To be admitted into the post master's program, applicants must provide an official transcript of a conferred M.B.A. from an accredited institution.

MASTER OF BUSINESS ADMINISTRATION

Degree Requirements

Structure of the Program

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

General Business Core

Six courses (18 credits) at the 500 level

Advanced Business Core

Five courses (15 credits) at the 600 level

Electives

Four advanced courses (12 credits) at the 700 level

Capstone Courses

One Business Policy course (3 credits), 800 level

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

Waivers

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

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 curriculum for the M.B.A. program consists of the following courses:

General Business Core

Course	Credits
GBA 510 Financial Accounting for Managers	3
GBA 511 Corporate Financial Management	3
GBA 512 Principles of Management and Leadership	3
GBA 515 Managerial Communications.....	3
GBA 516 Business Statistics	3
GBA 517 Fundamentals of Management Information Systems.....	3

Advanced Business Core

Course	Credits
MBA 611 Global Economic Environment.....	3
MBA 614 Operations Management.....	3
MBA 630 Financial Services and Capital Markets	3
MBA 632 Marketing Management and Strategy	3
MBA 633 Organizational Behavior and Global Society	3

Special Competencies

Course	Credits
Four 700-Level Courses in Management	12
Four 700-Level Courses in Finance	12

Capstone

Course	Credits
MBA 821 Business Policy and Strategy	3
Program Total	48

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, depending on the size and characteristics of each cohort, but will be drawn from the list below. All 700 courses have prerequisites, as indicated in the course descriptions.

The capstone course (MBA 821) is also required of all students and is taken when all other courses have been satisfactorily completed. An application to enroll in capstone course must be submitted to the program director or the advisor at least one month before course begins.



MBA Course Descriptions Business Courses

General Business Core: 24 Credits

GBA 510 Financial Accounting for Managers

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

Analysis of current management theory and practice. Discussion of its historical foundations and investigation of various approaches to the management discipline. Primary emphasis on administrative functions of planning, decision-making, organizing, staffing and controlling.

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, 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 deci-

sion making; management of information as an organizational resource; information architectures; emerging technologies; various approaches to building and management of information systems. *3 credits*

Advanced Business Core: 18 Credits

MBA 611 Global Economic Environment

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.

Prerequisites: GBA 510, GBA 511
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 630 Financial Services and Capital Markets

This course is a survey of money markets, the banking function, investments, and new corporate financing techniques in relation to global macroeconomic activity. Emphasis will be given to understanding the principal forces that shape U.S. and global money and capital markets. Money creation, the demand for money, and the relation of money to inflation and financial flows will be reviewed in a national and international context. Interest rates and their behavior will be

examined carefully within the context of offering a broad based introduction to the financial world, the changing role of competitive financial institutions and the effects of these changes on fiscal and monetary policy.

Prerequisites: GBA 510, GBA511
3 credits

MBA 632 Marketing Management and Strategy

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

3 credits

MBA 633 Organizational Behavior in Global Society

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

Prerequisite: GBA 512
3 credits.

MBA 821 Business Policy and Strategy

An examination of the fields of policy making and management that integrates the work covered in the graduate business curriculum. The viewpoint is that of senior general managers who set company-wide objectives and coordinate departmental policies and activities. As an integrating experience, students are expected to bring their acquired business knowledge to bear on managerial decision making. Through readings in strategic management, case analyses, and a computer-based simulation, students take the role of executive team members to

test their skill in the use of financial, marketing, and management variables in competition with other student teams on the campus and in other universities. Selected guest lecturers and a major written project complement the learning experience.

3 credits

Advanced Courses, Finance Concentration: 12 Credits

The student may choose either finance or management as a field of concentration. Four finance concentration courses may be drawn from the following:

Finance 702 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
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: GBA510, GBA 511
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, 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, Finance 704, Finance 705
3 credits

Finance 710 Corporate Mergers and Acquisitions

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

Prerequisites: GBA 510, GBA 511
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
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
3 credits

Advanced Courses, Management Concentration: 12 Credits

The student may choose either finance or management as a field of concentration. Four management concentration courses may be drawn from the following:

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 633
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 633
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 633
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 633
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 633
3 credits

Management 724 Organizational Development

Survey of contemporary training and development problems with emphasis on the relationship between development and the organizations personnel decisions. Techniques of personnel training are examined.

Prerequisites: GBA 512, MBA 633
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 633
3 credits

Management 750 Management Seminar

The human problems of organizational management considered from a multi-disciplinary point of view. Concepts and research from the behavior 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 633
3 credits

Capstone Course: 3 Credits**MBA 821 Business Strategy and Policy**

An examination of the fields of policy-making and administration that builds upon and integrates 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 complement the learning experience.

3 credits

EDUCATION PROGRAMS



Program Directors

Curriculum and Instruction
Nancy T. Goldman, Ed.D.
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Special Education and Literacy
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OVERVIEW

The education programs at the Rockland Graduate Campus prepare present and future teachers and administrators to help young people, preserve individuality, develop democratic values and find self-fulfillment.

The Rockland Graduate Campus has responded to the increased demands for quality educators by offering graduate-level education programs leading to a master's degree or advanced certificate. Educational professionals gain unique competencies that not only place them in high demand, but offer them a broad range of professional opportunities.

The Rockland Graduate Campus provides professional experiences integral to programs of study for professional educators. These experiences bring the prospective teacher, specialist or administrator face-to-face with the realities of the classroom, the school and the community. Students will also have the opportunity to participate in the study, research and analysis of contemporary education problems.

ACADEMIC POLICY

Admissions Requirements

Applicants must have a bachelor's degree from an accredited college or university.

Admission requires a minimum overall undergraduate grade point average of 2.50 and a minimum 2.75 average in the major area.

Application for admission to the program must be made through the Admissions Office. A student possessing the necessary grade point average will be admitted to the program upon submission of two official transcripts. Applicants not meeting the required undergraduate grade point average for admission to the program may petition the dean of the School of Education or a delegated representative, and offer other evidence of ability to succeed in graduate study.

There are two categories for admission to the graduate education program: matriculant or non-matriculant status.

Students who wish to apply earned

credits toward a master's degree or an advanced certificate must request matriculant status, whereas students who do not wish to have credits applied toward the degree may enroll as a non-matriculant. Admission requirements are the same for matriculated and non-matriculated students.

Academic Status

Matriculated Students - Upon completion of 12 to 15 credit hours, matriculated students must apply for interim assessment on a form available from the academic advisor.

The application for interim assessment will be examined by faculty from within the candidate's major. The candidate's professional objectives, experiences and strengths will be reviewed, and faculty will recommend additional courses and experiences to the student to complete his or her program. Interim advisement will be provided and the academic advisor and student work together to develop a culminating plan which encompasses faculty recommendations and student preferences. If the interim assessment does not lead to a positive recommendation, the candidate may petition the dean for review. Matriculated students' applications for interim assessment must be approved and a culminating plan developed before students may enroll for courses beyond those appearing on their initial plan.

Limited Matriculated Students - Limited matriculated students (a student who plans to apply for full matriculation but does not currently meet all academic requirements) will be referred by the academic advisor to the program director in the student's major. The student will be advised and assisted in the development of a plan of study comprised of a **maximum of 12 credit hours**. Upon completion of 12 credit hours, a new plan of study must be developed with the academic advisor before the limited matriculated student may enroll for additional courses. It is important to note that a random collection of elective credits does not constitute an acceptable program of study. Limited matriculated students who later request matriculated status must secure the approval of the dean of the School of Education or a delegated representative, and may transfer no more than 18 credit hours from limited matriculated to matriculated status.

Program Options for Master's Degree

Upon successful completion of interim assessment, the student—through faculty advisement—will be assigned one of the culminating options listed below. (Program options vary. See program sections for specific requirements.) Each of the options provides the student with the opportunity to satisfy the student teaching requirement for certification.

A. Degree with a Thesis

Most programs call for a minimum of 36 semester hours of course work which includes the option of completing a satisfactory thesis. For childhood program students, most of the coursework may be taken in education with electives appropriate to the person's background.

The thesis or project required in the graduate programs is intended to test the candidate's ability to engage in original research, evaluate source materials, and communicate clearly and accurately. A course in research methods is required of all candidates writing a thesis.

Completion of the required semester hours of credit in courses listed on the initial plan of study and successful interim assessment are prerequisites which must be met before a candidate's thesis will be accepted for consideration.

Each candidate for the master's degree who chooses the thesis option will write his or her thesis under the direct supervision of a committee chair that has been approved by the dean of the School of Education at the C.W. Post Campus. The candidate will be encouraged to recommend a chair for the committee, but approval for this choice will be given by the dean after conferring with the chair of the department concerned.

The student must file the request for the appointment of a thesis chair at least 30 days prior to the date on which the candidate registers for the thesis writing course. Approved procedures and an approved manual of style must be followed in the preparation of the thesis.

Once the thesis receives faculty committee approval, the student must defend it through an oral examination. Students electing the thesis option will not be required to complete a comprehensive examination.

B. Degree Without a Thesis

Non-thesis candidates must either pass the comprehensive examination described below or an approved alternative (see each program for specifics).

Final/Culminating Project

Students in the adolescence education, childhood education, and dual certification programs complete a final project (teaching portfolio) in order to meet childhood certification eligibility. Students in the dual certification programs, and the 30-credit stand-alone programs in special education and literacy, complete one research course (either EDS 622 or EDS 624) as the culminating experience for either the special education or literacy portion of the program.

Comprehensive Examination

Candidates in the school counseling and mental health counseling programs choosing this option will undergo a written evaluation. Professors from within the candidate's major field will develop a unique examination. The faculty reserves the right to require subsequent assessment of the candidate should it be deemed appropriate.

Application for the Comprehensive Examination should be made at the Rockland Graduate Campus Advisement Office. Registration must be completed at least one month prior to the administration of the examination.

Eligibility for the Comprehensive Examination is dependent upon acceptance as a degree candidate and completion of 24 appropriate semester hours of graduate study by the end of the semester in which the examination is taken.

New York State Teacher Certification

Teacher certification at the Rockland Graduate Campus is coordinated through the Office of Academic Advisement at the Rockland Campus, in conjunction with the C.W. Post Campus Certification Office.

New York State requires teachers in public schools to be certified. The following are approved teacher certification programs:

- Adolescence Education (Grades 7-12)
- Childhood Education (Grades 1-6)
- Childhood/Special Education dual certification (Grades 1-6)
- Childhood/Literacy dual certification (Birth-Grade 6)
- Literacy (Birth-Grade 6)

Special Education (Grades 1-6) Special Education with Concentration in Autism (Grades 1-6)

Those students who complete the above programs are entitled to apply for certification through the Office of Academic Advisement. However they must complete the entire program including student teaching or practica or internship. All students who apply for the first teaching certificate—the initial certificate—are required to take the New York State Teacher Certification Exams. These tests consist of the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills – Written (ATS-W), and tests of content knowledge in the certificate area, Content Specialty Test (CST).

Students in the 48-credit dual programs must pass the LAST and ATS-W New York State teacher certification exams, before registering for more than six credits in the Special Education or Literacy portion of their program.

After initial certificate holders have acquired three years of teaching experience and a master's degree, they will qualify for the professional certificate.

The Rockland Graduate Campus is required to publish exam results annually.

Pass rates for Rockland Graduate Campus students taking the Teacher Certification Examinations in 2008-2009 are as follows: There were seven administrations of the ATS-W (Elementary and Secondary) and the LAST in 2008. Rockland Graduate Campus students have a 100 percent pass rate on these tests, which were taken by 44 students (ATS-W) and 42 (LAST) students respectively. The Total Summary Pass Rate for both tests is 100 percent.

In addition to the above requirements, the following are additional requirements for initial certification.

Required Workshops for New York State Certification

Child Abuse: Identification and Reporting

All persons who apply for an initial (formerly provisional) or professional (formerly permanent) teaching certificate or license must complete a state-approved two-hour course in the identification and reporting of suspected child abuse. This requirement must be met either through state approved coursework integrated into the curricu-

lum or by participating in a specially scheduled two-hour seminar. This course is offered free to Long Island University students each semester at the Rockland Graduate Campus.

Violence Prevention Workshop – Project S.A.V.E.

All persons who apply for any level of certification must complete a two-hour state approved workshop on the warning signs, classroom management techniques, referral process, statutes and regulations regarding school violence. This course is offered free to Long Island University students each semester at the Rockland Graduate Campus.

Fingerprinting

All candidates seeking N.Y.S. certification must be fingerprinted and submit to a criminal background check. Instructions and materials are available in the Rockland Graduate Campus Main Office.

NOTE: The professional certificate is renewable every five years with 175 hours of professional development training.

Interim Assessment (Required of all degree candidates)

To be considered for interim assessment, the student must satisfy the following requirements:

1. Matriculant status (depending on program area)
2. Completion of 12-15 credit hours of graduate courses listed on the candidate's initial plan of study with at least a 3.0 grade index and a review with the academic advisor.
3. Formal application for interim assessment filed at the Office of academic advisement by the student.
4. Recommendations of the faculty within the candidate's major. Faculty recommendation may be withheld if, in the judgment of the faculty, the candidate lacks moral, emotional, personality, or intellectual qualities necessary to function at the professional level appropriate to the graduate program.

Unsatisfactory Grades

The grade average attained in the approved program of study may be no less than a B (equivalent to the quality point index of 3.0). A student who receives grades below B in two graduate courses is considered to have an academic deficiency. A third grade below B requires formal action on the part of the appropriate department once the student receives a formal warning of deficiency. A student with such an academic deficiency may lose his or her matriculated status or be dropped from the graduate program altogether. Final disposition of such cases is made by the dean. Individual departments may impose even more stringent academic standards, especially in cases involving a final grade of F. In no case may a student graduate with a cumulative grade point average below a 3.0.

Employment Opportunities in Education

The Rockland Graduate Campus offers education programs leading to certification eligibility in childhood education, special education, literacy, school counselor, school district leader and school building leader.

There is a need for teachers and administrators nationwide. In 2006, 4 million teachers were employed throughout the United States; 1.5 million of these positions were held by kindergarten and elementary education teachers (Source: U.S. Department of Labor/Bureau of Labor Statistics Web site). It is expected that the overall employment of kindergarten and elementary school teachers will "increase about as fast as the average for all occupations through the year 2012."

There are an average of 4,000 new positions available for elementary school teachers in New York State annually (Occupational Projections 1998-2008 Web site). Job prospects for special education teachers are even more favorable. The need for special education teachers is expected to grow "faster than the average for all occupations through the year 2008." In 2006 there were 45,900 special education teachers in New York State. By 2016 it is anticipated that this need will increase by 15 percent, with the number of special education teachers in New York State reaching nearly 59,500. New York City school districts expect to hire 50,000 teachers over the next seven



years. Employment for school district administrators is projected "to grow about as fast as the average for all occupations through 2016" (U.S. Department of Labor/Bureau of Labor Statistics Web Site). Pending retirements in the field will increase job opportunities for educational administrators over the next ten years.

While the job market varies according to geographical location, demographics project an increased need for educators nationwide due to the growth in student enrollments, pending retirements and enhanced public interest in education issues. For more information on education job market trends, salaries and employment opportunities, please go to the following Web sites:

- www.ncate.org – The Standard of Excellence in Teacher Preparation
- www.nbpts.org – National Board of Professional Teaching Standards
- <http://stats.bls.gov> – U.S. Department of Labor – Bureau of Labor Statistics
- <http://nces.ed.gov> – National Center for Education Statistics
- www.nysed.gov – New York State Education Department

ACADEMIC PROGRAMS IN EDUCATION

COUNSELING AND DEVELOPMENT PROGRAMS

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Degree Programs

The Department of Counseling and Development offers the following graduate programs:

School Counselor - M.S. Mental Health Counseling - M.S.

The Department of Counseling and Development continues to evaluate program and course content in order to be in the forefront of the profession and to provide the best and most competitive

programs available. Consequently, material contained in this section of the Bulletin may no longer be reflective of the requirements of the specialization in which the student is interested. The most current information may be found in the Graduate Student Handbook in Counseling and Development which is updated every semester and available in the Academic Advisor's Office. Each student is required to check with the academic advisor at the time of admission to obtain current program requirements for his or her program of study.

The department prepares professional counselors and other personnel workers for a variety of positions including:

- School counselor
- Mental health counselor
- Career counselor
- Public or private agency counselor
- Supervisor or director of guidance and counseling
- Supervisor or director in allied personnel fields

Department of Counseling and Development Mission Statement

The Department of Counseling and Development provides an educational environment which fosters the personal and professional growth of future counselors and related professionals while upholding the highest ethical standards and respect for individual differences. The department's goal is to prepare students to be competent, professional, and prepared to take leadership roles in the counseling profession both in the greater New York area and nationally. The department is committed to provide field experiences and professional activities which enrich the lives of students and which foster professional partnerships with community organizations. Graduates will be skilled in the latest counseling techniques, cognizant of the technology available to counselors and related professionals, and will become advocates for the diverse population they serve. Both of our counseling specialty programs are based on a wellness model and are developmentally oriented.



School Counseling Mission Statement

The mission of the school counseling program is to educate future school counselors who are trained to work collaboratively with other professionals to meet the needs of their students and to proactively nurture a belief in the potential of all students. School counseling students are trained in counseling, consulting, and coordinating skills, and are exposed to acculturative experiences. In addition, they acquire an understanding of the educational system and the effective use of data in helping students make informed decisions.

Mental Health Counseling Mission Statement

The mission of the mental health counseling program is to educate future mental health counselors who are trained proactively to nurture a belief in the potential of all clients and to work collaboratively with other professionals to meet the needs of their clients. Mental health counseling students are trained in diagnoses, counseling, consulting, and coordinating skills and are exposed to acculturative experiences. In addition, they acquire an understanding of the mental health delivery system and the effective use of data in helping clients make informed choices.

School Counseling Program Overview

In order to be in the forefront of our profession and provide the best and most competitive program available, the counseling and development faculty continually examine programs and course content. Consequently, material contained in this section of the bulletin may change. Hence, each applicant must consult with the Admissions Office for current information.

The program of study is designed to prepare students for the position of professional school counselor. Students seeking New York State certification as a professional school counselor should meet with the academic advisor in order to plan their program of study accordingly. Because state certification requirements are revised periodically, it is necessary for students to obtain information concerning current regulations governing these certificates from the academic advisor at the Rockland Graduate Campus.

New York State certification in school counseling requires a minimum of 30 credits, including an internship for provisional certification. Permanent certification requires the completion of a master's degree, a total of 60 graduate credits (this includes the M.S. degree), and two years experience as a professional school counselor. Students must be fingerprinted and complete two workshop requirements in order to work in a school in New York State. The two required workshops are Child Abuse: Identification and Reporting and Violence Prevention, or Project S.A.V.E.

Mental Health Counseling Program Overview

The M.S. program in mental health counseling prepares students for licensure in New York State as mental health counselors. The sequence of studies in mental health counseling leads to the Master of Science degree. The program is designed for agency counselors, mental health professionals, resource counselors, career counselors, and other non-school counselors in public or private agencies and outpatient clinics. With the passage of Mental Health Licensure (Article 163 Education Law of New York State) by the New York State Legislature, mental health counseling is now considered to be a legal profession.

Program emphasis is on the integration of individual and group counseling theories and approaches with supervised practical experience in appropriate field settings. Individualized programs aim to contribute to significant enhancement of self-insight and to optimize professional knowledge and demonstrated competencies. Each candidate will be required to complete 100 practicum hours and 900 hours of internship experience.

Fingerprinting

All candidates seeking NYS certification must be fingerprinted and submit to criminal background checks. Instructions and materials are available in the Rockland Graduate Campus Main Office.

Child Abuse: Identification and Reporting

All persons who apply for an initial and professional teaching certificate or license and all students in the school counseling and mental health counseling programs must complete a state-approved two-hour long course in the identification and reporting of suspected child abuse. This requirement must be met either through state approved coursework integrated into the curriculum or by participating in a specially scheduled two hour seminar. This course is offered free to Long Island University students each semester at the Rockland Graduate Campus.

Violence Prevention Workshop – Project S.A.V.E. (for School Counseling Students only)

All persons who apply for school counseling certification must complete a two-hour state approved workshop on the warning signs, classroom management techniques, referral process, statutes and regulations regarding school violence prevention and intervention.

Liability Insurance Requirement

All students in the program are required to procure liability insurance during their first semester of course work, most specifically in EDC 600, Introduction to Professional Counseling and EDC 601, Introduction to Mental Health Counseling. Students who commence the first semester with other courses (e.g. EDC 702, Research Methods in Counseling) and who do not take EDC 600, are also required to obtain insurance. Insurance is available from the American Counseling Association (ACA) (800) 545-2223, the American School Counselor Association (ASCA) (888) 301-2722, the American Mental Health Counseling Association (AMHCA) (800) 326-2642, and other professional associations, or from insurance companies. The cost of the insurance for graduate students is relatively low. Membership fees in the professional organizations for graduate students are also lower than for regular members. Most students take out insurance when they join the American Counseling Association.

Health Insurance Requirement

Mental health counseling majors enrolled in the practicum/internship courses are required to carry health insurance, for which they will automatically be billed for by the University. Those students who have health insurance may opt out of the University plan by submitting a health insurance waiver form. Please go to the Web site for further details <https://secure.visitaci.com/enrollment/home/liu.htm>. Failure to comply with this waiver procedure will result in the insurance fee becoming the student's responsibility. Waiver forms may be

obtained at the Rockland Campus Main Office, from University Center Insurance Department, or from Special Risk Consultants (610) 489-6100. Failure to submit the waiver form by the indicated deadline will result in the students being held responsible for the insurance fee, even if they carry their own insurance. Students who do not have their own health insurance do not need to do anything; they are automatically enrolled in the University health insurance plan and are charged the insurance fee. ALL MHC students are initially billed for the University insurance fee since typically the bills are generated before the waivers are available. The cutoff dates for fall and spring semesters are determined in mid-summer to correspond as close as possible to the dates for add/drop or withdrawal of courses.

National Certification in Professional Counseling

The National Board of Certified Counselors conducts a national examination for general and specialty certifications for qualified candidates in the field of professional counseling. Graduates from the Rockland Graduate Campus program are eligible to take the National Certification Examination) provided they meet NBCC requirements. Requirements are subject to change. For current information on specialty certifications, the applicant should contact the NBCC at (336) 547-0607 or www.nbcc.org.

Chi Sigma Iota

The Sigma Kappa Chi Chapter of Chi Sigma Iota, established at the Rockland Graduate Campus in 2000, is an international honor society of counseling professionals-in-training dedicated to excellence in scholarship, research and clinical practice. The purpose of Chi Sigma Iota is to promote and recognize exemplary attainment in counselor education and the practice of counseling.

Employment Opportunities in Counseling

Mental Health Counseling

With the passage of Mental Health Licensure Article 163 Education Law of New York State by the New York State Legislature, mental health counseling is now considered to be a legal profession. The Department of Counseling and Development, along with the professional associations, expects that this licensure will open many doors of opportunities for mental health counselors in the metropolitan New York City area, Rockland County, and elsewhere in New York State. Graduates of our program can expect to find jobs in agencies, hospitals, and other such organizations.

School Counseling

While the Department of Counseling and Development is in the business of preparing prospective school counselors for jobs in Rockland County school districts and surrounding areas, we also have a more global perspective: we are preparing people to become professional school counselors and to enter the profession. School counseling students should know that job opportunities are limited in Rockland County. Therefore, graduates of our school counseling program are strongly encouraged to apply to schools in New York City, other areas of New York State and out of state to increase the chances of employment in their chosen field.

SCHOOL COUNSELOR (M.S.)

Admission Requirements

Admission to the master's program requires the following: 1) a general undergraduate grade point average of 3.0 or successful completion of a previous master's degree from an accredited college or university; 2) the submission of two official transcripts; 3) two recommendations from academic and/or professional references; 4) an interview with the program director, either individually or as a participant in a group situation, for the purpose of interpersonal and skills assessment; 5) a spontaneous writing sample to be completed in the Admissions Office prior to the interview. Applicants who do not meet these academic requirements must take the Graduate Record Examination and/or an equivalent demonstration of potential as determined by the department. Applicants who take the GRE will be considered to have met the GRE requirement if they obtain a score of 4.5 on a scale of 1 – 6 on the writing assessment. Students who have received a master's degree in counseling from other colleges or universities will not be allowed to register for internship until they have completed two courses with Long Island University.

Certification

Students who complete the master's degree in school counseling with no modifications to the plan of study will be certified with New York State through the University. Those seeking provisional certification prior to graduation must self-certify. The Rockland Graduate Campus program is registered with the New York State Education Department. Students who seek New York City certification or New Jersey Certification must also meet those requirements which do, in fact, differ from the New York State Education Department's requirements. Students should follow a study plan developed in consultation with the academic advisor which should be reviewed each semester.

New Jersey State Certification for School Counselors

The program in school counseling at the Rockland Graduate Campus leads directly to certification in New York State as a school counselor. Students interested in obtaining New Jersey certification as a school counselor are responsible for applying to New Jersey on their own. Many of the New Jersey requirements are met through the M.S. program in school counseling offered at the Rockland Graduate Campus. However, students are responsible for keeping up with the latest certification requirements mandated by the State of New Jersey, as these requirements are subject to change. Below are the certification requirements as of the date of this printing.

The school counselor endorsement authorizes the holder to perform school counseling services such as study and assessment of individual pupils with respect to their status, abilities, interest and needs; counseling and administrators, teachers, students and parents regarding personal, social educational, and vocational plans and programs; and developing cooperative relationships with community agencies in assisting children and families. The certificate holder is authorized to perform these duties in grades preschool through 12.

To be eligible for the standard service certificate with a high school counselor endorsement, a candidate must hold a master's or higher degree from a regionally-accredited college or university, and complete one of the following:





A department-approved graduate curriculum in school counseling; or a minimum of 48 graduate semester hours in the following areas:

- Counseling: minimum of 18 semester hours that must include study in theory and procedures of individual and group counseling, counseling and interviewing techniques and career counseling;
- Testing and evaluation: minimum of three semester hours;
- Psychology: minimum of six semester hours in study related to child and adolescent psychology, psychology of exceptional children and psychology of learning;
- Sociological foundations: minimum of six semester hours that must include study in community agencies, and organizations and resources for multicultural counseling;
- Statistics and research methods: minimum of three semester hour credits;
- Supervised counseling practicum in a school setting: minimum of six credits; and the remaining six semester hours of study may be chosen from among the topics listed.

Degree Requirements (48 Credits)

Course	Credits
EDC 600 Introduction to Professional Counseling	3
EDC 610 Behavior Dynamics Over the Lifespan	3
EDC 613 Diversity and Socio-Cultural Issues in Counseling	3
EDC 614 Developmental Counseling with Children and Adolescents	3
EDC 615 Theories of Counseling	3
EDC 659 Counseling for the College Admission & Selection Process	3
EDC 668 Counseling Pre-Practicum	3
EDC 669 Counseling Practicum	6
EDC 670 Educational Tests & Measurements	3
EDC 676 Career Development	3
EDC 683 Counseling Internship I	3
EDC 684 Counseling Internship II	3
EDC 687 Group Approaches: Theories and Practice	3
EDC 689 Group Counseling Laboratory	3
EDC 702 Research Methods in Counseling	3
Program Total	48

Culminating Experience

The Counselor Preparation Comprehensive Examination (CPCE) Exit Exam is a required culminating measure that must be passed in order to graduate. Students must take the CPCE the semester prior to their graduation.

MENTAL HEALTH COUNSELING (M.S.)

Admission to the Degree Program

Admission to the master's program requires the following: 1) a general undergraduate grade point average of 3.0 or successful completion of a previous master's degree from an accredited college or university; 2) the submission of two official transcripts; 3) two recommendations from academic and/or professional references; and 4) an interview with the program director, either individually or as a participant in a group situation, for the purpose of interpersonal skills assessment. Applicants who do not meet these academic requirements must take the Graduate Record Examination and/or an equivalent demonstration of potential as determined by the department. Applicants who take the GRE will be considered to have met the GRE requirement if they obtain a score of 4.5 on a scale of 1 – 6 on the Writing Assessment. Students who have received a master's degree in counseling from other colleges or universities will not be allowed to register for internship until they have completed two courses with Long Island University.

Degree Requirements (60 Credits)

I. Core Courses

Course	Credits
EDC 600 Introduction to Professional Counseling	3
EDC 610 Behavior Dynamics Over the Lifespan.....	3
EDC 613 Diversity and Socio-Cultural Issues in Counseling.....	3
EDC 615 Theories of Counseling.....	3
EDC 668 Counseling Pre-Practicum.....	3
EDC 683 Counseling Internship I.....	3
EDC 687 Group Approaches: Theories and Practice	3
EDC 689 Group Counseling Laboratory	3
EDC 702 Research Methods in Counseling.....	3

II. Mental Health Counseling Courses
Course Credits

EDC 601 Mental Health
Counseling3

EDC 608 Assessment & Intervention
Strategies in Mental Health
Counseling3

EDC 616 Family Counseling.....3

EDC 669 Counseling Practicum6

EDC 660 Practicum in Psychological
Testing for Counselors3

EDC 676 Career Development3

EDC 684 Counseling Internship II3

EDC 685 Counseling Internship III3

Elective3

Elective3

Program Total60

Culminating Experience

The Counselor Preparation Comprehensive Examination is a required culminating measure that must be passed in order to graduate. Students must take the CPCE the semester prior to their graduation.

Practicum and Internship Experience

Practicum and internship courses provide opportunities to conduct individual and group counseling in a mental health agency and to observe and participate in the agency's activities. Students can also participate in ongoing developmental guidance and counseling activities in schools, colleges, agencies and other settings. The internships are taken in the latter part of the program and careful attention must be paid to prerequisites, especially EDC 669, Counseling Practicum.

Applications must be filed in advance for all practicum and internship courses. The university supervisor will not submit a grade until the student completes the required number of hours and his or her permission form is on file.

Practicum and Internship Experience
EDC 669 Counseling Practicum
EDC 683 Counseling Internship I
EDC 684 Counseling Internship II
EDC 685 Counseling Internship III

In some cases, a student may satisfy requirements for two areas of specialization in order to expand employment opportunities. The student must carefully select electives and plan additional, specially approved internships. Dual emphasis generally requires considerably more than the

minimal hours and courses required for a single specialization. A secondary specialty should follow completion of the student's original specialization.

The student must select one specialty of record to appear on his or her transcript.

Summer Institutes

The Department of Counseling and Development offers unique and timely one-week summer institutes and workshops especially designed to assist working professionals and enrolled graduate students in understanding new developments in the field of counseling.

Institutes and workshops change every year to reflect current relevant issues in the counseling profession. These three-credit unit institutes may also be used for professional certification for school counselors in New York.

For further information, contact the Department of Counseling and Development at (516) 845-359-7200 ext. 5406.

Counseling Courses

EDC 600 Introduction to Professional Counseling (MHC and SC)

This is the basic course for counseling in schools, colleges, and mental health agencies and explains the role of the professional counselor. The course focuses on the student as a person and as a potential counselor. The changing world of the counselor is also the world of the developing client. Forces contributing to the variable, emerging culture of values, societal norms, and individual choices are examined in relation to the developmental world of young persons and adults and to the practices, philosophies, and principles of the institutions with which counselors are associated. The course will also explore job opportunities on Long Island, New York City, upstate New York and nationally, as well as alternative paths in the counseling profession.

The Graduate Handbook is required reading for the course.

Offered Fall and Spring
3 credits

EDC 601 Mental Health Counseling (MHC)

To be taken as the first course in the mental health counseling specialization, within the student's first 15 semester hours of work. This course is an introduction to

preventive education and counseling for mental and emotional health as uniquely available in mental health centers. The course prepares students to work in counseling teams and enrichment programs, to handle referral procedures, community relations and teamwork, and to deal with mental health problems in terms of their etiology and the innovations in the field.

Offered on rotation
3 credits

EDC 608 Assessment and Intervention Strategies in Mental Health Counseling (MHC)

This course is a weekly seminar that focuses on the etiology, diagnosis, treatment, referral and prevention of disorders; psychological assessment, case conceptualization, psychopathology, and utilization of current diagnostic tools, including the DMS-IV use and limitations of psychopharmacological medications; guidelines for conducting intake, mental status, biophysical, and mental health interviews; and consultation theory and practice.

Offered on rotation
Prerequisites: EDC 610 and EDC 615
3 credits

EDC 610 Behavior Dynamics Over the Lifespan (MHC and SC)

This course provides for the study of the dynamics of human behavior over the lifespan. This course covers healthy adjustment versus maladjustment at each stage of life. The major models describing human behavior and the causes of mental illness are described. The classification of mental illness and adjustment disorders according to the DSM-IV are discussed and illustrated.

Offered Fall and Spring
3 credits

EDC 613 Diversity and Socio-Cultural Issues in Counseling (MHC and SC)

Major 21st century contributions of sociology and anthropology will be examined with a view to understanding the role of socio-cultural factors in human development and behavior. This course will also examine the impact of the socio-cultural viewpoint on contemporary concepts of adaptive and maladaptive human behavior and related mental health issues.

Offered on rotation
3 credits

EDC 614 Developmental Counseling with Children and Adolescents (SC)

This course focuses on understanding the principles and rationale of developmental counseling children from a multicultural perspective. Students become familiar with the primary functions

of the developmental counselor: counseling, consulting, coordinating, assessment and advocacy. Students will be made aware of the kits, games, audiovisual material, and special programs used by the developmental counselor. In addition to an overview of the developmental stages and developmental tasks which children face, the course includes an exploration and experimentation with the various and unique methods used in developmental counseling. Students observe and interact with an individual child/adolescent from a developmental perspective.

Offered on rotation

Prerequisite: EDC 600

3 credits

EDC 615 Theories of Counseling (MHC and SC)

This is a basic course in counseling theories and techniques and their application within a multicultural and diverse society. Students will gain an understanding of the major theories of counseling and psychotherapy (e.g., psychoanalytic, existential, person-centered, gestalt, reality, behavioral, cognitive-behavioral and family systems, etc.) In addition, the counselor as a person and a professional is explored as well as ethical issues in counseling and therapy.

Offered Fall and Spring

Prerequisites or corequisites: EDC 600 or 601, and EDC 610

3 credits

EDC 616 Family Counseling (MHC)

This course offers a consideration of the theories, practices and related activities for couples, parents and/or other related adults and children. Included in the course is a survey of some major trends and problems associated with individual adjustments, adaptations and other reactions within family and social settings.

Offered on rotation

Prerequisite: EDC 615

3 credits

EDC 617 Principles of Couple Counseling (Elective MHC)

A study of the theoretical and practical aspects of couple counseling from initial referral to termination. The difference between this form and individual, group or family counseling will be examined in order to understand the clinical issues involved. Both the object relations and the systemic theories will be studied with emphasis on the clinical application to help couples change, according to their therapeutic goals.

Prerequisite: EDC 615

3 credits

EDC 652 Counselor's Approach to Human Sexuality (Elective MHC)

A study of human sexuality from its normal manifestations and development to its dysfunctions. The student will be guided to examine his/her own attitudes and values in this area and to learn counseling approaches to problems and questions related to sexuality.

3 credits

EDC 654 The Counselor Examines Alcoholism (Elective MHC)

Alcoholism, as a behavioral psychological problem, is analyzed to enable the counselor to integrate current theories on this condition into his/her work. Approaches to the treatment will be evaluated, and varied techniques will be studied.

3 credits

EDC 657 Counseling Families of Alcoholics (Elective MHC)

Consideration of theories, practices, problems and trends as they relate to counseling the family affected by alcoholism. Sessions will include lectures, films and role-playing to explore the kinds of problems present and the different approaches to counseling these families.

3 credits

EDC 659 Counseling for the College Admission and Selection Process (SC)

This course is designed to provide systematic training in counseling for the college admission and selection process. Graduate students in school counseling and those who are already in the field will be introduced to the concepts and practical skills required for competency in working with diverse populations: the traditionally-aged college student applicant, the disadvantaged, the minority student, the gifted, the learning disabled, the student athlete, and the adult. The course will consist of lectures, presentations, cooperative and group learning activities, video viewings, class discussions, and "hands-on" type of activities designed to enhance knowledge of the college admission and selection process. College admission personnel and school counselors will be invited as guest presenters.

Offered Summer and Fall

3 credits

EDC 660 Practicum in Psychological Testing for Counselors (MHC)

This course is a laboratory experience designed to develop an adequate understanding and competency with respect to concerns, issues, and implementation factors related to the administration, scoring, recording and interpretations of aptitude,

intelligence and interest and personality inventories.

Offered on rotation

Prerequisite: EDC 600

3 credits

EDC 668 Counseling Pre-Practicum (MHC and SC)

This is a basic counseling laboratory course designed to provide supervised practical counseling experience from a lifespan and a multicultural perspective that can be applied in the school, agency, or college setting. Students learn the basics in terms of the active listening skills and use of appropriate counseling techniques through role-play and other activities. Students must have three to five actual tape-recorded role-playing sessions with another student in the course who will act as the client; the professor may give permission for students to work with a client who is not a member of the class. Interview summaries, detailed analysis, and other relevant counseling experiences are a part of the course.

Orientation to the role of the professional counselor and ethical concerns are discussed.

Offered Fall and Spring

Prerequisites: EDC 600, 610, 615

(or corequisite for full-time students)

3 credits

EDC 669 Counseling Practicum (MHC and SC)

This course is an in-depth counseling laboratory course designed to provide supervised practical counseling experience from a lifespan and multicultural perspective through successful completion of 100 hours. Sixty hours of observation, interaction, and supervision at a school or mental health agency site; 30 hours of direct service via individual and group counseling to clients at that site; and 10 hours offsite with clients who will be audio taped. Practicum students meet in group seminar with the professor every week. In addition, the professor provides an hour of individual or triadic supervision (i.e., professor and two students), the time for which is built into this six credit course. The appropriate roles of the professional counselor, based upon the Ethical Guidelines of the American Counseling Association, are covered. This course is also designed to develop and extend the student's understanding and competencies begun in 668, Counseling Pre-Practicum. This course must be completed prior to taking EDC 683, Counseling Internship I. **Health insurance required for Mental Health Counseling students.**

Offered Fall and Spring Prerequisite: EDC 668;

Prerequisite or corequisite: EDC 687

6 credits

EDC 670 Educational Tests and Measurements (SC)

This is a survey course in the principles and practices of testing and assessment used in schools. After a quick look at the concepts of educational statistics, and the underlying mathematical basis of standardized tests, the student will examine the most widely used tests and assessments that he/she will be expected to know and understand in the K-12 setting: achievement tests, interest inventories, aptitude and intelligence measures. In addition, time will be devoted to the New York State Learning Standards, and the assessments which will accompany the higher graduation requirements.
Offered on rotation
3 credits

EDC 676 Career Development (MHC and SC)

This course is an in-depth study of theories and emerging patterns in career development counseling. Attention is given to psychological, sociological, economic, and education dynamics. Emphasis is placed on practical counseling techniques at the various stages of development, and on the effect that career choices, problems and solutions have on members of the family system. Data from sociology and anthropology will be used to understand psychological issues of career and employment as they make an impact on the family.
Offered on rotation
3 credits

EDC 683 Counseling Internship I (MHC and SC)

SC-Fall and Spring, MHC-All semesters
This course is designed for students in the latter part of the graduate program, after having taken considerable theory and course work in the counseling process. The student is required to attend seminar meetings, and to prepare weekly logs directed toward the observation, insight, and evaluation of activities in the field setting. Related professional readings and development of an action or research project are also required. The student is expected to develop a counseling caseload, participate in group work, attend staff meetings, and meet with the field supervisor for evaluation. A minimum of 300 hours in a counseling setting, appropriate to the student's specialization, is required. **Health insurance required for Mental Health Counseling students.**
Prerequisites: EDC 614 (for School Counseling only), EDC 668, EDC 669
3 credits

EDC 684 Counseling Internship II (MHC and SC)

SC-Fall and Spring, MHC-All semesters
A second semester internship required for counseling students. Course content and time requirements are the same as for EDC 683. **Health insurance required for Mental Health Counseling students.**
Prerequisite: EDC 683
3 credits

EDC 685 Counseling Internship III (MHC)

Fall and Spring, MHC
This course consists of supervised experience involving 300 hours in selected school or agency settings. Professional readings and an action research project are required. However, the student at this level is expected to be self-initiating and able to perform both competently and creatively in considerable depth in achieving the objectives of the course at the practitioner level. **Health insurance required for Mental Health Counseling students.**
Offered all semesters
Prerequisites: EDC 683, 684
3 credits

EDC 686 Counseling Internship IV (MHC and SC)

SC-Fall and Spring, MHC-All semesters
This course is a continuation of the advanced internship placement and seminar experience. **Health insurance required for Mental Health Counseling students.**
Prerequisite: EDC 685
3 credits

EDC 687 Group Approaches: Theories and Practice (MHC and SC)

This course will examine the dynamics present in a counseling group and how these forces can be employed in the service of therapeutic change. Leadership styles and skills will be discussed with special consideration given to their application and impact on members. The progressive stages in group development will be identified. Concomitant strategies for addressing relevant issues within the stages will be presented. Practical considerations necessary for screening potential members, beginning/ending groups, process interventions, discussing confidentiality and ethical considerations will be included. A variety of theoretical orientations on groups will be explored.
Offered on rotation
3 credits

EDC 689 Group Counseling Laboratory (MHC and SC)

This course requires student demonstration of accepted and appropriate practice and procedure in supervised professional group counseling methods and experiences. The course presumes familiarity and understanding of the dynamics of therapeutic forces within a counseling group, the ability to assist in self-awareness and discovery, and the competence to facilitate change. Although theory will be reviewed, it is the practice in effective group counseling leadership that will be the focus and goal of this course. Professional reading, viewing of group counseling videotapes, and analysis and evaluation of group sessions are used. Students will lead a minimum of two but preferably three group sessions.
Offered on rotation
Prerequisite: EDC 687
Pass/Fail only
3 credits

EDC 700 Independent Study (MHC and SC)

Independent study involves in-depth development of a project idea as an area of study in a previous course. Permission to take this course is based on the merit of the proposed study and the needs and background of the student. The signatures of the faculty member sponsoring the study, the department chair, and the Dean of the School of Education are required. Independent study is not allowed in place of a course offered as part of the program. Hours are arranged.
Offered on rotation
1, 2, or 3 credits

EDC 701 Counseling Supervision (SC)

This course is designed to systematically train experienced professional counselors in counselor supervision. Both didactic and experiential instructions are included. Self-awareness, theoretical and conceptual knowledge, and skill acquisition are stressed. Supervision trainees are required to apply theory to actual practice through weekly face-to-face, hour-long, individual supervision of graduate students enrolled in EDC 669 Counseling Practicum. Department faculty members, in turn, oversee trainee supervision of 669 practicum students.
Prerequisite: Master's Degree in Counseling or its equivalent
3 credits

EDC 702 Research Methods in Counseling (MHC and SC)

This is a course in the understanding of the use, process and applications of research findings in counseling. Students will examine recent research studies, explore topics of particular interest to them, and prepare a draft research proposal on an issue of their choosing. Offered Fall and Spring
3 credits

EDC 708 Thesis Seminar (MHC and SC)

This seminar is available only to those matriculated master's degree candidates electing to develop and write a thesis under the supervision of approved faculty. Registration must be approved by the department chair or designated representative. Student must have received a grade of "A" in EDC 702.
Prerequisite: EDC 702
3 credits

CURRICULUM AND INSTRUCTION PROGRAMS

Rockland Campus Program Director
Nancy T. Goldman, Ed.D.
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The Department of Curriculum and Instruction continuously seeks to develop innovative courses, programs and experiences that foster professional growth for educators. Each student should consult with the academic advisor each semester and carefully review any bulletin addenda set forth in subsequent publications.

Admissions

The admissions requirements for the curriculum and instruction programs are the same as those required by the education programs. Students who do not meet the minimum grade point average may be accepted on a limited matriculation basis. Students entering dual certification programs must be admitted by both departments: Curriculum and Instruction and Special Education and Literacy.

Admission to the Degree Program

- Adolescence Education
- Childhood Education
- Childhood Education and Special Education
- Childhood Education and Literacy

All applicants for admission to the Master of Science must have a baccalaureate degree from an accredited institution of higher education. The baccalaureate degree shall include a concentration in one of the liberal arts and sciences and college-level work in English, mathematics, science, social studies, and a language other than English. If the applicant has completed an undergraduate major in an area other than education or the liberal arts, he or she will be admitted as a fully matriculated graduate student provided that the major is deemed appropriate for continued study at the graduate level and has sufficient depth and breadth in the major area of the baccalaureate degree. Such majors include, but are not limited to: fine arts, accounting, business, communications, engineering, and the health sciences. In addition, he or she must have at least three credits of college-level study in a language other than English.

If a student's grade point average falls below the stated requirements the individual may be admitted on a limited matriculation basis.

Exceptions

Should the student decide to apply for N.Y.S. certification independently, it will be the student's responsibility to meet the requirements in effect at that time.

Student Teaching-Childhood Education

Candidates for student teaching are required to attend an application and orientation seminar held during the semester prior to student teaching. All applicants must have completed the appropriate departmental prerequisites for student teaching. Prospective student teachers are reminded that student teaching is a full-time endeavor; therefore, they may not enroll in any courses except student teaching and seminar during the actual clinical experience. All student teachers must spend full days at an assigned school during the entire fall or the entire spring semester. Exceptions must be approved by the curriculum and instruction program director. Students preparing to qualify as childhood teach-

ers are required to spend a minimum of 360 hours at an assigned school for approximately 15 weeks and to spend at least 110 of those hours in actual teaching. The student teaching portion of the program is comprised of two experiences: grades 1-3 and grades 4-6.

In addition to applying for student teaching through the Office of Clinical Education, all student teachers must register for EDI 709 (Supervised Student Teaching for grades 1-6). This six-credit requirement includes a weekly seminar with the assigned University supervisor and the completion of a culminating project.

Students in the childhood/literacy master's program should register for EDI 710 (three credits, eight-week student teaching experience), but may seek departmental approval to complete EDI 709 (six credits, full-semester student teaching experience). Please meet with your academic advisor for additional information.

Student Teaching- Childhood/Literacy (B-6) Childhood/Childhood Special Education

Students in the childhood/childhood special education program will have 18 weeks of student teaching, comprised of the following:

- Twelve weeks in childhood education in two grade settings as prescribed in state regulations, and a six-week special education placement in grades 1-6.
- Students in the childhood/literacy program will have two six-week student teaching sessions in childhood education. There is also an option to complete a full semester of student teaching worth six credits. The student must request permission from the department.

Student Teaching-Adolescence Education (7-12)

Students in the adolescence education program will have 14 weeks of student teaching comprised of the following:

- Seven weeks in the grades 7-9 in the content area and seven weeks in grades 10-12 in the content area as prescribed in state regulation.

Final or Culminating Project

This is completed in EDI 710 (Supervised Student Teaching), or in EDI 712.

The teaching portfolio is the final requirement in both the childhood education program and the dual childhood/literacy and childhood/ special education majors, and it must be

completed prior to graduation. In order to complete this requirement, students develop a teaching portfolio of artifacts based on standards from the Interstate New Teacher Assessment and Support Consortium. These 10 INTASC Standards are organized in five domains: 1) motivation, learning and development; 2) curriculum; 3) instruction; 4) assessment; and 5) professionalism. Students are supported in this endeavor by their student teaching supervisor (EDI 710) or by their professor (EDI 712). Final copies of the portfolio are kept on file at the Campus.

ADOLESCENCE EDUCATION (GRADES 7-12) M.S.

Adolescence Education Leading to N.Y.S. Initial Certification in Grades 7-12

The M.S. in adolescence education is a 33 credit master's degree program that leads to initial certification in New York and New Jersey in grades 7-12.

The adolescence education program prepares change-of-career professionals for the highly fulfilling career of teaching at the intermediate and high school levels. The program provides a thorough developmental and theoretical framework while exploring the various methods of teaching English, mathematics, social sciences, or science (biology, chemistry, earth science or physics).

Admission Requirements

- Applicants for the M.S. in adolescence education must hold a bachelor's degree from an accredited college or university.
- The bachelor's degree must show a completed concentration of at least 30 credits in a major area of study (English, mathematics, science or social studies).
- Applicants must have an overall grade point average of 2.5, with a 2.75 GPA in their major area of study.

Applications for the M.S.Ed. program are accepted during the fall, spring and summer semesters.

Degree Requirements (33 credits)

I. Core/Pre-Requisite Courses – 24 credits

Course	Credits
EDI 551 Psychology of the Adolescent Student.....	3
EDI 601 Social Foundations of Education.....	3
EDS 600 Introduction to Study of Exceptional Children	3
EDS 618 Literacy Assessment and Instruction for Diverse Learners: Grades 5 –12.....	3
EDS 640 Literacy in the Content Area	3
EDI 643 Race, Class and Gender: Teaching Diverse Populations.....	3
EDI 677 Curriculum & Assessment for Classroom Teachers	3
EDI 700 Introduction to Educational Research.....	3

II. Pedagogical Core – 3 credits

EDI 614 Literacy and Adolescent Literature	3
or	
EDI 655 Teaching Science in Secondary School	3
EDI 658 Teaching English in Secondary School	3
EDI 659 Teaching Mathematics in Secondary School	3
EDI 660 Teaching Social Studies in Secondary School	3

III. Student Teaching – 6 credits

EDI 712 Supervised Student Teaching and Seminar: Adolescence	6
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Program Total33

Student Teaching – Adolescence Education (7-12)

Students in the adolescence education program will have 14 weeks of student teaching comprised of the following: seven weeks in grades 7-9 in the content area and seven weeks in grades 10-12 in the content area, as prescribed by New York State regulations.

In addition, there is a culminating experience which consists of a final project: the teaching portfolio.

Other program requirements for New York State Certification:

- Fieldwork: 10 hours required per course (100 hour total)
- Project S.A.V.E. (Schools Against Violence Education Act) Seminar

- Child Abuse Seminar
- Fingerprinting
- Liberal Arts and Science Test - LAST
- Assessment of Teaching Skills - Written - ATS - W (Secondary)
- Content Specialty Test (CST) in major area.

CHILDHOOD EDUCATION (GRADES 1-6) M.S.

The childhood education program at the Rockland Graduate Campus prepares students for the highly fulfilling career of teaching at the elementary school level. This program will provide a thorough developmental and theoretical framework while exploring the various methods of teaching literacy, mathematics, science and the social sciences.

Childhood Education Leading to N.Y.S. Initial Certification in Grades 1-6

Degree Requirements (39 Credits)

I. Core/Pre-Requisite Courses – 15 credits

All core courses must be taken prior to co-related courses and pedagogical core courses.

Course	Credits
EDI 600 Psychological and Developmental Foundations of Education	3
EDI 601 Social Foundations of Education	3
EDI 643 Race, Class, and Gender: Teaching Diverse Populations	
EDI 677 Curriculum & Assessment for Classroom Teachers	3
EDI 700 Introduction to Educational Research	3

II. Related Core Requirements – 9 credits

EDS 610 Literacy Teaching and Learning: Birth – Grade 6	3
EDS 611 Literacy Assessment and Instruction for Diverse Populations: Birth – Grade 6	3
EDS 633 Accommodating Learners with Special Needs in Inclusive Settings (Including Technology and Inclusion)	3

III. Pedagogical Core – 9 credits
 EDI 612 Teaching Social Studies in
 Grades 1-63
 EDI 613 Teaching Mathematics in
 Grades 1-63
 EDI 614 Teaching Science in
 Grades 1-63

IV. Student Teaching – 6 credits
 EDI 709 Supervised Student Teaching
 and Seminar for Grade 1-6
 including final project6
Total Credits39

- Other requirements for New York State
 Certification:
- Child Abuse Identification and
 Reporting, 2-hr. seminar
 - Violence Prevention Workshop,
 Project S.A.V.E. (Schools Against
 Violence Education Act)
 - Fingerprinting
 - Liberal Arts and Science Test - LAST
 - Assessment of Teaching Skills-Written
 - ATS - W
 - Content Specialty Test (CST):
 Multi Subject

**DUAL
 CERTIFICATION
 PROGRAMS:
 CHILDHOOD/
 LITERACY
 (BIRTH-GRADE 6)
 M.S.**

**CHILDHOOD/
 CHILDHOOD
 SPECIAL
 EDUCATION
 (GRADES 1-6)
 M.S.**

**Childhood Education
 (Grades 1-6)/ Literacy
 (Birth-Grade 6) M.S.**

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

**CHILDHOOD/
 LITERACY
 (BIRTH-GRADE 6)
 M.S.**

**Leading to N.Y.S. Initial
 Certification**

This dynamic program leads to dual
 New York State certification in child-
 hood education and literacy. It offers
 those graduate students wishing to enter
 the teaching profession some unique
 options, as well as providing them with
 highly desirable elementary credentials.
 Graduate students enrolled in this pro-
 gram will not only become skilled as
 childhood teachers but will be armed
 with literacy expertise which will enable
 them to be reading consultants as well.
 (48 credits)

Degree Requirements

I. Curriculum and Instruction Courses

Course	Credits
EDI 600 Psychological and Developmental Foundations of Education3	
EDI 601 Social Foundations of Education3	
EDI 612 Teaching Social Studies in Grades 1-63	
EDI 613 Teaching Mathematics in Grades 1-63	
EDI 614 Teaching Science in Grades 1-63	
EDI 677 Curriculum & Assessment for Classroom Teachers3	

Culminating Experience: Final Project
 Subtotal.....18

**II. Special Education and Literacy
 Courses:**

EDS 600 Introduction to the Study of the Exceptional Child3	
EDS 610 Literacy Teaching & Learning: Birth-Grade 63	
EDS 613 Literacy Through Children’s Literature: Birth-Grade 63	
OR	
EDS 619 Literacy Through Literature Based Reading Instruction Birth-Grade 63	
EDS 640 Literacy in the Content Area 3	
EDS 642 Literacy and Language Arts Instruction Birth-Grade 6.....3	
EDS 615 Practicum I. Literacy Assessment & Evaluation: Birth-Grade 6 (Supervised Clinic)....3	
EDS 616 Practicum II. Overcoming Literacy Difficulties: Birth-Grade 6 (Supervised Clinic).....3	
EDS 703 Practicum III. Literacy Difficulties: Birth-Grade 6 (Supervised Clinic).....3	
EDS 622 Contemporary Issues and Research in Literacy: Birth-Grade 63	

**III. Student Teaching: Teaching
 Portfolio**

EDI 710 Supervised Student Teaching & Seminar Grades 1-6.....3	
Subtotals.....27	
Total credits48	

Other requirements for New York State
 certification:

- Identification and Reporting Child
 Abuse, 2 hour seminar
- Violence Prevention Workshop,

Project S.A.V.E. (Schools Against Violence Education Act)

- Fingerprinting
- Liberal Arts and Science Test (LAST)
- Assessment of Teaching Skills-Written (ATS-W)
- Content Specialty Tests (CST): Multi-Subject and Literacy

CHILDHOOD/ CHILDHOOD SPECIAL EDUCATION (GRADES 1-6) M.S.

Leading to N.Y.S. Initial Certification

Prepare for a future in education which not only broadens your scope of choices and expertise in childhood education, but equips you with the skills to deal with diverse populations of students. This program is designed for those graduate students wishing to enter the teaching profession who are interested in becoming dually certified in childhood education (grades 1-6) as well as special education (grades 1-6). (48 credits)

Degree Requirements

I. Curriculum and Instruction Courses

Course	Credits
EDI 600 Psychological and Developmental Foundations of Education	3
EDI 601 Social Foundations of Education	3
EDI 612 Teaching Social Studies in Grades 1-6	3
EDI 613 Teaching Mathematics in Grades 1-6	3
EDI 614 Teaching Science in Grades 1-6	3
EDI 677 Curriculum & Assessment for Classroom Teachers	3
EDI 710 Supervised Student Teaching & Seminar Grades 1-6.....	3
Subtotal	21

II. Special Education and Literacy Courses:

Course.....	Credits
EDS 600 Introduction to the Study of the Exceptional Child	3

EDS 610 Literacy Teaching & Learning: Birth-Grade 6	3
EDS 617 Literacy For Children With Disabilities: Birth-Grade 6.....	3
EDS 624 Contemporary Issues and Research in Special Education/ Culminating Experience	3
EDS 630 The Assessment and Instruction of Students with Mild Disabilities	3
EDS 631 The Assessment and Instruction of Students with Severe Disabilities	3
EDS 632 The Assessment, Instruction and Classroom Management for Children with Emotional and Behavioral Problems	3
EDS 633 Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology and Inclusion)	3
EDS 713 Supervised Student Teaching in Special Education	3
Total Credits	48

Other requirements for New York State certification:

- Identification and Reporting Child Abuse two hour seminar
- Violence Prevention Workshop, Project S.A.V.E. (Schools Against Violence Education Act)
- Fingerprinting
- Liberal Arts and Science Test (LAST)
- Assessment of Teaching Skills-Written (ATS -W)
- Content Specialty Tests in multi subjects students with disabilities (CST)

Special Education and Childhood

Course descriptions for all courses are listed in the Curriculum and Instruction or Special Education and Literacy sections on the following pages.

Gifted Education-Extension

Leads to Initial/Professional Certification

Teachers who wish to work with gifted students in a school district's program must obtain a certification extension of their regular certification to teach students in New York State. This extension certification requires that teachers complete an approved program of study. The two courses leading to this certification extension are:

Course	Credits
EDI 631 Differentiating Instruction for Gifted Children and Youth	3
EDI 632 Nature and Needs of the Gifted	3
Total Credits	6

Curriculum and Instruction Courses

EDI 551 Psychology of the Adolescent Student

This course examines various aspects of early adolescent psychological development, including cognition, social relationships, stress, self-esteem, and political, and moral development. Considerable attention is given to gender, race, ethnicity, the special early adolescent, and the at-risk student. Offered Fall and Spring
3 credits

EDI 600 Psychological Foundations of Education

This course is designed to introduce students to psychological theories and principles which affect teaching, learning and development. Students observe student and teacher behavior, as well as classroom environments, in order to identify operative psychological theories and principles. Offered Fall, Spring and Summer
3 credits

EDI 601 Social Foundations of American Education

This course introduces students to the social, economic, political and intellectual foundations of American education. It describes the development of the American school system in a rapidly changing environment, with emphasis on the relationship between education and society. The main topics to be explored include the structure and purposes of schooling, the professionalization of teaching, educational policy-making and school social factors influencing teaching and learning, and the relationship between education and work. Class discussions will be based upon both primary and secondary sources. Offered Fall, Spring and Summer
3 credits

EDI 612 Teaching Social Studies in Grades 1-6

Social studies curriculum development through examination of theory and current practices in the school. Inquiry

approach, model development, organizational patterns and teaching strategies will be explored through current research.

Offered Fall, Spring and Summer
3 credits

EDI 613 Teaching Mathematics in Grades 1-6

Educational and psychological dimensions of learning and teaching mathematics in grades kindergarten-6 will be examined in the context of current trends in mathematics education. The development of mathematics concepts and understandings will be explored through relevant activities and materials. Model programs and teaching approaches will be discussed in light of current recommendations for mathematics education.

Offered Fall, Spring and Summer
3 credits

EDI 614 Teaching Science in Grades 1-6

Examination of existing programs, materials and problems of science education in light of current psychological and philosophical theories. The course explores the development of science activities with emphasis on the process of science, conceptual understanding, meeting individual differences, discovery approach and utilization of inexpensive and easily available materials for experiments and demonstrations.

Offered Fall and Spring
3 credits

EDI 631 Differentiating Instruction for Gifted Children and Youth

Principles of differentiated instruction in content, process, and product are examined in this course in order to address the curricular needs of gifted children and youth. Grouping practices, methods of instruction, program options, and ways of meeting learner needs in school and in the broader community will be examined. A differentiated classroom environment will be studied, and tiered lessons will be created and assessed.

Offered on rotation
3 credits

EDI 632 Nature and Needs of the Gifted

Historical and psychological perspectives on the nature and needs of gifted children and youth are examined. Conceptions of giftedness and theories of intelligence, as well as how these theories have evolved over time, will be discussed. Issues regarding methods of classification and programming, as well as working with

other school personnel, parents, and the broader community, will also be addressed.

Offered on rotation
3 credits

EDI 643 Race, Class and Gender – Teaching Diverse Populations

The principles and practices of multicultural education are studied in this course, which provides a practical approach to implementation of a culturally diverse curriculum. Major issues covered include: human rights, involvement of parents and the community, criteria for multicultural curricula, assessment and evaluation strategies, global issues in education, and formulating an agenda for educational and social action.

Offered Spring
3 credits

EDI 655 Teaching Science in Secondary Schools

This course examines principles of teaching adolescents in the secondary school classroom with a particular focus on science. Existing curricula, trends and issues in science instruction in grades 7-12 are examined in light of recent advances in science content and in teaching for process, planning instruction, assessment strategies, classroom management, and the use of easily available materials for laboratory activities. The interaction of science and technology and the implication for the development of values and attitudes in today's youth are discussed.

Offered Spring
3 credits

EDI 658 Teaching English in Secondary Schools

The course examines principles of teaching adolescents in the secondary school classroom with a focus on English as the content area. Elements of instruction, assessment, and classroom management that contribute to effective teaching are addressed. Participants examine the English curriculum standards and develop a unit plan, a regular lesson plan, a tiered lesson, and a classroom management and discipline plan as well as observe effective English teaching.

Offered Spring
3 credits

EDI 659 Teaching Mathematics in Secondary Schools

This course examines principles of teaching adolescents in the secondary school classroom with a particular focus on mathematics. The psychological and educational dimensions of teaching

mathematics as a secondary school subject are explored, with particular attention to the curriculum standards for mathematics. Detailed analysis of the content of algebra I, algebra II, geometry, coordinate geometry, trigonometry and other branches of secondary school mathematics are explored. Lesson planning is addressed across the range of mathematics topics.

Offered Spring
3 credits

EDI 660 Teaching Social Studies in Secondary Schools

This course examines principles of teaching adolescents in the secondary school classroom with a particular focus on social studies. This course is designed to acquaint the student with the content areas which comprise social studies and to examine the methods relevant to its teaching. The student will become aware of a variety of approaches used in dealing with the subject and create a method with which to present his or her competence. The five content standards in social studies are addressed, as well as lesson planning and observation of the teaching of social studies.

Offered Spring
3 credits

EDI 700 Introduction to Educational Research

The primary purpose of this course is to help teachers and other education professionals become more informed consumers and producers of educational research relative to their areas of specialization or expertise. The course introduces the major principles which govern the conducting of action or evaluation research and examines elements common to different types of research design and criteria appropriate to the evaluation of published research. The course also reviews measurement principles relevant to teaching.

Offered Spring
3 credits

EDI 677 Curriculum Assessment for Classroom Teachers

This course examines principles of curriculum construction, planning, development and justification in relationship to historical, theoretical and practical considerations of purpose, content, and the organization of educational experiences. Consideration will be given to principles of curriculum research and evaluation. The course will embrace concerns of the school and non-school settings for educational experiences.

Offered Fall and Spring
3 credits

EDI 709 Supervised Student Teaching and Seminar in Elementary School: Childhood

Systematic, extended observation and student teaching experience under supervision in a selected private or public school; half of the experience being in grades 1 through 3, and the other half in grades 4 through 6. A minimum of 360 hours of observation and student teaching and participation in appropriate staff and school activities are required.

Students must spend at least 110 of those 360 hours in actual teaching, with the balance being given to related activities. A weekly seminar integrates theory with practice and provides orientation to the teaching profession.

Offered Fall and Spring
6 credits

EDI 710 Supervised Student Teaching and Seminar in Elementary School: Literacy/Special Education

Systematic, extended observation and student teaching experience under supervision in a selected private or public school; half of the experience being in grade 1 through 3, and the other half in grades 4 through 6. A minimum of 360 hours of observation and student teaching and participation in appropriate staff and school activities are required.

Students must spend at least 110 of those 360 hours in actual teaching, with the balance being given to related activities. A weekly seminar integrates theory with practice and provides orientation to the teaching profession.

Offered Fall and Spring
3 credits

EDI 712 Supervised Student Teaching and Seminar in Adolescence

Systematic, extended observation and student teaching experience under supervision in a selected private or public school; half of the experience being in grades 7-9, and the other half in grades 10 through 12. A minimum of 360 hours of observation and student teaching and participation in appropriate staff and school activities are required. Students must spend at least 110 of those 360 hours in actual teaching, with the balance being given to related activities. A weekly seminar integrates theory with practice and provides orientation to the teaching profession.

Offered Fall and Spring
6 credits

SPECIAL EDUCATION AND LITERACY PROGRAMS

Rockland Graduate Campus
Program Director
Elaine B. Geller, M.S., C.A.S.
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The Department of Special Education and Literacy offers curricula leading to the Master of Science in education. The program in special education leads to New York State professional certification, grades 1-6. The literacy program leads to New York State professional certification for reading teachers, birth-grade 6.

For information on our dual-certification program in special education and literacy, which leads to initial N.Y.S. teacher certification, please see page 39.

Admission to the Degree Program – Special Education or Literacy

Requirements for admission include an undergraduate grade point average of 2.75 in the candidate's major field, and a 2.5 cumulative average. In addition, an initial (formerly provisional) teaching certificate in childhood education or elementary education is required for special education and an initial (formerly provisional) license in any area is required for literacy. A minimum grade point average of 3.0 must be maintained for continuation in the program and eligibility for practicum experiences.

Interim Assessment

Satisfactory completion of 12 graduate credits will be required before a final decision on interim assessment is made in special education.

Students must complete an application for interim assessment through the academic advisor upon completion of 12 credits, but no more than 18 credits.

SPECIAL EDUCATION M.S.ED.

This program is specifically designed for those students who already hold certification in childhood or elementary education and are seeking to extend their scope of knowledge and expertise in the field of special education (grades 1-6). Preparing teachers with the knowledge, strategies and skills to work with growing populations of special needs and learning disabled students is the focus of this course of study, which leads to professional (formerly permanent) New York State teacher certification. (30 credits)

Degree Requirements

(For Students with Initial Certification) **Leading to New York State Professional Certification**

Course	Credits
EDS 600 Introduction to the Study of the Exceptional Child	3
<i>(Elective, if comparable course has been taken within past five years) Elective: Summer Institute</i>	
EDS 620 Assessment & Diagnosis of Children with Disabilities	3
EDS 617 Literacy for Children with Disabilities: Birth-Grade 6	3
EDS 630 Curriculum-Based Assessment and Instruction of Students with Mild Disabilities (Field Experience 15 hours)	3
EDS 631 Curriculum-Based Assessment and Instruction of Students with Severe Disabilities (Field Experience 15 hours)	3
EDS 632 Instruction and Classroom Management for Children with Emotional and Behavior Problems (Field Experience 10 hours)	3
EDS 633 Accommodating Learners with Special Needs in Inclusive Settings (Field Experience 10 hours)	3
EDS 702 Supervised Practicum in Special Education	3
EDS 624 Contemporary Issues and Research in Special Education	3
Elective in Special Education.....	3
<i>(Students may choose a Special Education Course as an Elective)</i>	
Total Credits	30



New York State Requirements for Certification:

- Child Abuse Identification and Reporting: 2 hour seminar
- Violence Prevention Workshops, Project SAVE (Schools Against Violence Education Act)
- Fingerprinting
- Liberal Arts and Science Test (LAST)
- Assessment of Teaching Skills: Written (ATS-W)
- Content Specialty Test (CST Special Education)

SPECIAL EDUCATION WITH CONCENTRATION IN AUTISM M.S.ED.

Program Description

This concentration prepares highly-specialized educators to work with autistic populations. It also prepares educators to work in teams with psychologists, social workers and families to respond to their special needs.

Note: Candidates must possess initial teaching certification.

Admissions

Requirements for admission to the M.S.Ed. in special education with a concentration in autism include a the following:

- Bachelor's degree from an accredited institution
- Undergraduate overall GPA of 2.5 or higher with a 2.75 GPA in the candidate's major field
- An initial teaching certificate
- Two professional letters of recommendation
- Written statement of professional goals

Degree Requirements

Course	Credits
EDS 600 Introduction to the Study of the Exceptional Child	3
EDS 620 Assessment and Diagnosis of Children with Disabilities	3
EDS 617 Literacy for Children with Disabilities: Birth-Grade 6	
EDS 630 Curriculum-based Assessment and Instruction of Students with Mild Disabilities	3
EDS 631 Curriculum-based Assessment and Instruction of Students with Severe Disabilities.....	3
EDS 635 Behavior Management for Children in Autism and Developmental Disorders	3
SPH 681 Communication Development and Language Disorders in Children with Autism	3
EDS 625 Contemporary Issues in Autism Spectrum Disorders	3
EDS 750 Institute: Diagnosis and Treatment of Autism	3
EDS 704 Practicum in Special Education/Autism	3
Total Credits	30

LITERACY (BIRTH - GRADE 6) M.S.ED.

Designed for students who already hold an initial (formerly provisional) teaching certificate in any area, this M.S.Ed. program has two primary purposes: to prepare individuals to work in school and/or clinical settings as reading specialists, and to help teachers meet requirements for New York State profes-

sional certification as reading teachers, birth to grade 6. Students enrolled in this program will gain expertise in conducting reading assessments and evaluations, designing programs to accommodate specific needs, and selecting and organizing materials for enrichment and remedial instruction.

(30 credits)

Upon completion of this program, graduates will be able to:

1. conduct instruction in reading and written communication
2. select, evaluate, group and schedule pupils for developmental, corrective and/or remedial instruction
3. organize and equip a reading-learning environment
4. provide teacher training in developmental and corrective reading
5. select, evaluate and utilize varied print and non-print materials related to instruction
6. make recommendations for assessment and improvement of all aspects of district-wide reading program
7. provide for parental advisement and education

Degree Requirements

(For Students with Initial Certification)

Leading to New York State Professional Certification

Course	Credits
EDS 610 Literacy Teaching and Learning: Birth-Grade 6	3
<i>(Elective, if comparable course has been taken within past five years)</i>	
Electives: Summer Institute;	
EDS 617 Literacy for Children with Disabilities; OR	
EDS 600 Introduction to the Study of the Exceptional Child	3
<i>(Elective, if comparable course has been taken within past five years)</i>	
Electives: EDS 630, 632, or 633	
EDS 613 Literacy and Children's Literature: Birth-Grade 6	3
EDS 619 Literacy and Literature-Based Reading Instruction: Birth-Grade 6	3
EDS 640 Literacy in the Content Areas	3
EDS 642 Literacy & Language Arts Instruction: Birth-Grade 6	3
EDS 615 Practicum I. Literacy Assessment & Intervention: Birth-Grade 6 (Supervised Clinic)....	3

EDS 616 Practicum II. Literacy Intervention: Birth-Grade 6 (Supervised Clinic).....3
 EDS 703 Practicum III. Overcoming Literacy Difficulties Birth-Grade 6 (Supervised Clinic).....3
 EDS 622 Contemporary Issues in Literacy Research: Birth-Grade 6.....3
Total Credits30

New York State Requirements for Certification:

- Child Abuse Identification and Reporting: 2 hour seminar
- Violence Prevention Workshops, Project S.A.V.E. (Schools Against Violence Education Act: 2 Hour Seminar)
- Fingerprinting
- Liberal Arts and Science Test (LAST)
- Assessment of Teaching Skills: Written (ATS-W)
- Content Specialty Test (CST Literacy)

Special Education & Literacy Courses

EDS 600 Introduction to the Study of the Exceptional Child
 A basic introduction to exceptionality. A consideration of emotional, neurological and physically based etiologies as they relate to exceptionality. Specific reference will be given to an overview of disability and impairment and to a system of classification and criteria of classification. *To be taken within initial 12 credits of study. Offered Fall, Spring and Summer 3 credits*

EDS 610 Literacy Teaching and Learning: Birth to Grade 6
 A study of strategies and resources in childhood language acquisition and the teaching of literacy for elementary school children. The newest techniques and research findings will be discussed. Students will observe, plan and instruct sample literacy lessons. *Offered Fall, Spring and Summer 3 credits*

EDS 611 Literacy Assessment for the Classroom Teacher: Birth to Grade 6
 This course will acquaint students with the current assessment techniques that can be used to evaluate elementary school children within the general education classroom. Emphasis will be placed on current literacy practices, techniques, and strategies used in treat-

ing problems of the elementary school child. Effective integration of technology in support of literacy within the classroom setting will be explored. Students will be involved in developing and discussing case studies. *Offered on rotation 3 credits*

EDS 613 Literacy and Children’s Literature: Birth to Grade 6
 A survey of the literature for the school child with emphasis on the quality and characteristics of reading materials suitable for various groups. The changing characteristics of children’s reading interests and the presentation of books through various media will be included. A reading file will be developed for a particular age group. *Offered Fall and Spring Prerequisite: EDS 610 3 credits*

EDS 614 Literacy and Adolescent Literature
 This course will provide an introduction to adolescent/young adult literature and will survey literature for the middle grade/adolescent students with an emphasis on the quality, characteristics and suitability of reading materials for this age group. Practical classroom applications, strategies for using literature with this age group and assessment of literacy development will be explored. *3 credits*

EDS 615 Practicum I. Literacy Assessment and Intervention (Birth to Grade 6)
 Lecture: This course will stress diagnostic procedures for reading disabilities, observation and interview procedures, diagnostic instruments, standardized and informal tests, report writing, and materials of instruction in these areas. Causative factors contributing to specific reading problems will also be explored and discussed. *Clinic: Students will develop case studies with individual clients (Supervised Clinic) Offered Fall and Spring Prerequisite: EDS 610 3 credits*

EDS 618 Practicum: Literacy Assessment and Instruction for Diverse Learners, Grades 5-12
 This course will stress diagnostic procedures which address reading/literacy problems and disabilities of the adolescent/young adult learner. Will include observation and interview procedures, diagnostic instruments, standardized and informal tests, report writing and materi-

als of instruction in these areas. Causative factors contributing to specific literacy problems will be explored and discussed. The clinical piece will require students to develop a case study with a young adult/adolescent. *Offered Fall and Spring 3 credits*

EDS 616 Practicum II. Literacy Intervention (Birth to Grade 6)
 May be taken concurrently with EDS 617. Applications for this course must be filed by October 1 for the spring semester and by February 14 for the fall semester. Lecture: The course will stress eight corrective procedures, planning and management for children with reading disabilities. Major creative techniques and clinical remedial procedures will be included. Clinic: Students will work with individual clients for a minimum of 20 hours under clinical supervision. *(Supervised Clinic) Offered Spring and Summer Prerequisites: EDS 610, 613, 615, 617, 640 & 642 3 credits*

EDS 617 Literacy for Children with Disabilities: Birth to Grade 6
 This course covers theory, research and effective practices for teaching students with significant reading problems. Specifically, graduate students will become immersed in the assessment of literacy problems and in how they can use assessment results to provide effective instruction. Both formal and informal instruments will be discussed for determining children’s strengths and needs. A variety of instructional approaches will be considered for developing reading strategies and skills in children with disabilities. *Offered Fall and Spring 3 credits*

EDS 619 Literature and Literacy-based Reading Instruction: Birth to Grade 6
 The background and description of the various types of literature-based reading programs and their planning, development and implementation will be discussed. The assessment procedures used by the classroom teacher and the implication of literature-based reading instruction upon the total school program will also be considered. *Offered on rotation Prerequisite: EDS 610, 613 3 credits*

EDS 620 Assessment and Diagnosis of Children with Disabilities

This course is an introduction to instruments and evaluation strategies used in assessing children with disabilities, as well as the environmental conditions, which contribute to their problems in learning. Practice in administration of test interpretation of results, with suggested remedial and therapeutic interventions, will be emphasized.

Offered Fall

3 credits

EDS 625 Contemporary Issues and Research in Special Education/Autism (Culminating Experience)

This course, an advanced seminar in current issues facing the field of special education, is designed to provide an opportunity for students to research, discuss and understand the topics that are impacting the field and its theoretical basis.

Offered on rotation

EDS 640 Literacy in the Content Areas: Birth to Grade 6

This course will review expository and narrative materials in the content areas, as well as those skills unique to each content field. Readability of texts will be explored and means of adapting instruction to a variety of levels in reading will be discussed. Schema development and direct instruction will be emphasized.

Offered Fall, Spring and Summer

3 credits

EDS 642 Literacy and Language Arts Instruction: Birth to Grade 6

This course will enable teachers to develop a conceptual framework for the teaching of reading and written communication skills in our schools, focusing on composition, syntax, writing, spelling and handwriting as interrelated elements of written expression. Instructional practices and materials will be presented, analyzed and evaluated for classroom implementation.

Offered on rotation

Prerequisite or co-requisite: EDS 610

3 credits

EDS 630 Curriculum-based Assessment and Instruction of Students with Mild Disabilities

The course will examine the complexity of the issues inherent in the teaching-learning process with particular reference to students with mild disabilities in inclusive settings. The instructional dimensions that create the conditions of failure for students with learning problems will be characterized. A framework and practical strategies for the use of

assessment procedures that focus on effective instructional planning and that can reverse the cycle of failure for students with mild disabilities will be emphasized. An assessment model that generates information for the design of an instructional program and provides for the continuous monitoring of student progress in academic areas (such as reading, writing and math) and in content areas (such as social studies and science), will be outlined. Effective instructional strategies and elements of teaching practice that support the learning and growth of students with mild disabilities will also be addressed.

Offered Fall, Spring and Summer

3 credits

EDS 631 Curriculum-based Assessment and Instruction of Students with Severe Disabilities

This course focuses on methodologies of: (1) assessment, (2) curriculum development, (3) individualized educational planning (IEP), and (4) instructional programming for children with severe developmental disabilities ages 6-12. Emphasis will be given to curriculum-based assessment as it relates to instructional planning. Assistive technology to support the learning process will be addressed. Accommodations to facilitate the successful inclusion of students with severe disabilities in general education classrooms will be covered. Attention will be directed toward developing skill in task analysis, IEP preparation, and lesson planning. Case presentations will be utilized to highlight team building and interdisciplinary collaboration in educating children with severe disabilities. Field experience.

Offered Fall, Spring and Summer

3 credits

EDS 632 Instruction and Classroom Management for Children with Emotional & Behavior Problems

Focus in this course will be on program development, which will include prescriptive remediation based on diagnostic assessment. A consideration of instructional techniques and resources will be emphasized. Fundamental skills in classroom management and in dealing with maladaptive behavior in both inclusive and non-inclusive educational settings will also be surveyed.

Offered Fall, Spring and Summer

3 credits

EDS 633 Accommodating Learners with Special Needs in Inclusive Settings (Includes Technology & Inclusion)

Inclusion represents one of the most significant challenges facing education in recent years. It requires critical changes in attitudes and practice for both general and special educators. This course will explore the concept of inclusion; discussed from a theoretical and practical perspectives, and present strategies necessary for it to be successful. Included will be discussions of historical and current perspectives, collaboration among professionals, practical classroom administration, and instructional adaptations. One specific mechanism to facilitate inclusion will be the use of assistive and instructional technologies, with an emphasis on those who can assist in the integration of students with disabilities.

Offered Fall, Spring and Summer

3 credits

EDS 635 Behavior Management for Children with Autism and Developmental Disabilities

This course provides an introduction to the principles of applied behavior analysis and its application for children with autism and other developmental disabilities. Procedures applicable to both individuals and groups will be studied, with particular attention to the area of autism. Skill-building techniques and strategies will be covered with attention devoted to data collection for assessment, evaluation and record keeping. Procedures to improve skills and behaviors as well as to reduce maladaptive and/or stereotypic behaviors will be covered. Opportunities to implement ABA procedures will occur in class, as well as outside of class.

Offered Fall and Spring

3 credits

EDS 702 Supervised Practicum in Special Education

This course is a supervised Clinical Practicum in Special Education.

3 credits

EDS 703 Literacy Practicum III. Literacy Difficulties: Birth to Grade 6

Applications for course must be filed by October 15 for the spring semester and by February 14 for summer and fall semesters. (Open only to students in reading specialization.) Students will have full responsibility for diagnosis, correction and remediation of clients with various types of reading problems. Case studies will be developed and instruction will take place under supervision in the University clinic. A minimum of 30 con-

tact-hours will be required in addition to weekly seminars.

(Supervised Clinic)

Offered Fall and Summer

To be taken within last 12 credits

Prerequisites: EDS 610, 613, 615, 616, 617, 640 & 642

3 credits

EDS 704 Supervised Practicum in Autism

The Supervised Practicum in Autism is a structured learning experience for a student in a special education teacher program where the student practices the skills being learned through direct experiences with individual students or groups of students on the autism spectrum. Development of individualized educational plans and application of effective teaching practices will be reinforced. Emphasis on becoming a reflective practitioner will be provided through seminar discussions and assignments related to the fieldwork.

Offered on rotation

3 credits

EDS 622 Contemporary Issues and Research in Literacy: Birth to Grade 6

This course involves the study of critical issues in literacy education. Theory, research, and practice will be explored through a vast body of knowledge and field of inquiry related to the perspectives of psychology, sociology, linguistics, and other pertinent areas. A wide variety of important topics will be addressed, including balanced reading instruction, phonemic awareness and phonics, multicultural perspectives and literacy learning, basal materials and literature-based resources, traditional and invented spelling practices, process writing, emergent literacy, content literacy, struggling literacy learners, and literacy assessment. Within this context, a diversity of positions and opinions will be considered, as students formulate their own views by engaging in activities that encourage critical analysis and independent thinking.

(Culminating Experience)

Offered Fall, Spring and Summer

3 credits

EDS 624 Contemporary Issues and Research in Special Education/ Culminating Experience

This course, an advanced seminar in current issues facing the field of special education, is designed to provide an opportunity for students to research, discuss, and understand the topics that are impacting our field and their theoretical base.

Offered Fall and Spring

3 credits

EDS 750 Institute on Diagnosis and Treatment of Autism and Related Disorders Throughout the Lifecycle

This course is designed to introduce the student to an array of psychopathology that children with autism and related disorders present during the developmental period. Special emphasis is placed on building a working competency in differentiating autism from other forms of severe psychopathology, such as childhood schizophrenia, severe language disorders, borderline syndromes of childhood, or severe behavior disorders. In addition, the awareness of co-morbidity of other disorders with autism (e.g., Attention Deficit Hyperactivity Disorder) will be emphasized. The multimodal and interdisciplinary approaches to treatment of these disorders will be stressed. This course will have didactic sessions, readings, video presentations and case studies.

Offered Summer

3 credits

SPH 681 Communication Development and Language Disorders in Children with Autism

This course provides information on the pathology and communicative characteristics of children with autism or pervasive developmental disabilities. The course will cover the areas of prevalence, identification, diagnostic assessment and intervention, as well as social, emotional and cognitive aspects of communication and language development in individuals who demonstrate a spectrum of symptoms and behaviors that are collectively known as autism.

Offered on rotation

3 credits

EDUCATIONAL LEADERSHIP AND ADMINISTRATION PROGRAMS

Rockland Campus Program Director

Charles Murphy, Ed.D.

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Degree Programs

The Master of Science in Education and the Advanced Certificate programs are designed to prepare students in two areas: School Building Leader, and School District Leader.

Admission

Admission requirements for the Department of Educational Leadership and Administration (DELA) are outlined below. An applicant who does not meet the grade point average required for admission to the program may be required to take the Graduate Record Examination and be interviewed by the department chairperson or program director.

Admission Requirements

A master's degree candidate must have:

- Bachelor's degree with a minimum 3.0 GPA
- Initial (formerly provisional) state certification in teaching or an educational specialty
- Two letters of recommendation
- Teaching experience and prior experience review
- Documentation of years of experience

An Advanced Certificate candidate must have:

- Master's degree with a minimum 3.25 GPA
- Professional state certification in teaching or an educational specialty
- Two letters of recommendation
- Teaching experience and prior experience review
- Documentation of years of experience



Attention Applicants: The New York State Education Department requires all candidates for NYS initial SBL and/or professional SDL certification, to have completed at least 60 semester hours of graduate study, possess a permanent or professional certificate in classroom teaching service or pupil personnel service, and to have completed three years of classroom teaching service and/or educational leadership service and/or pupil personnel service experience in public or non-public schools N-12.

SCHOOL BUILDING LEADER (M.S.E.D.)

Completion of this curriculum may qualify the student for New York State Certification as a School Building Leader and certain New Jersey administrative certificates (Principal and Superintendent).

Program Requirements

I. Administration Core Required (9 Credits)

Course	Credits
EDL 630 Administrative Core I	6
EDL 631 Administrative Core II	3

The administrative core sequence includes: six interrelated areas within the field of school administration. Core I includes: 1) human relations, 2) leadership, and 3) school-community relations. Core II includes: 1) research, 2) school business, and 3) technology.

The core incorporates field experiences through which the student applies concepts acquired in class presentations and discussions.

II. Required Courses (15 credits)

In addition to the Administrative Core, students are required to take:

Course	Credits
EDL 632 Curricular Concerns in Public School Administration	3
EDL 637 The Supervisor in the School Setting	3
EDL 635 School Law	3
EDL 650 Internship in School Administration – Master’s Level	6

The internship, required of all students, reintroduces the six major core areas to provide a synthesizing experience. Until students have satisfactorily completed required hours and competencies, the University supervisor will NOT submit a grade.

Prerequisites for the internship: EDL 630 (completed) and EDL 631 (completed or in progress), or permission of the department chairperson.

III. Electives (12 credits from the following)

Course	Credits
EDL 634 School Personnel Administration	3
EDL 636 Public School Finance (Required for the administration certifications in New Jersey)	3
EDL 641 School District Administration: Problems and Issues	3
EDL 644 Collective Negotiations	3
EDL 646 Special Education Law for School Administrators	3
EDL 649 Leadership and or Administration in Multicultural Settings	3
EDL 653 Administration and Leadership at the Middle School Level	3
Total Credits	36

IV. Culminating Experiences

- Portfolio
 - Internship Project
 - Violence Prevention Workshop, Project S.A.V.E. (Schools Against Violence Education Act), which is required for New York Certifications.
 - Child Abuse Identification and Reporting- 2 hour seminar
 - New York State Fingerprinting
- Program Total: 36 credits**

Interim Assessment

At the end of 12 semester hours, faculty from the Department of Educational Leadership and Administration will assess the student’s performance.

EDUCATIONAL LEADERSHIP ADVANCED CERTIFICATE

Completion of this curriculum may qualify the student for New York State certification as a School District Leader (SDL) and certification as a School Building Leader (SBL), as well as principal and superintendent certification in New Jersey.

I. Program Requirements

Administration Core Required Courses (9 Credits)

Course	Credits
EDL 630 Administrative Core I	6
EDL 631 Administrative Core II	3

The administrative core sequence includes six interrelated areas within the field of school administration. Core I includes: 1) human relations, 2) leadership, and 3) school-community relations. Core II includes: 1) research, 2) school business, and 3) technology.

The core incorporates field experiences through which the student applies concepts acquired in class presentations and discussions.

II. Required Courses (15 credits)

In addition to the Administrative Core, students are required to take:

Course	Credits
EDL 632 Curricular Concerns in Public School Administration	3
OR	
EDL 637 The Supervisor in the School Setting*	3
EDL 633 School Business Administration*	3
OR	
EDL 636 Public School Finance*	3
OR	
EDL 635 School Law*	3
(EDL 636 and EDL 637 are necessary for New Jersey Administration Certification.)	
EDL 641 School District Administration: Problems and Issues	3
EDL 651 Internship in School Administration – CAS Level	6

*EDL 637 is allowed as an elective when student opts to take EDL 632 to satisfy requirement and vice versa; EDL 636 and/or EDL 635 allowed as electives when student opts to take EDL 633 to satisfy requirement and vice versa.

The internship, required of all students, reintroduces the six major core areas to provide a synthesizing

experience. Until students have satisfactorily completed required hours and competencies, the University supervisor will NOT submit a grade.

Prerequisites for the internship: EDL 630 (completed) and EDL 631 (completed or in progress), or permission of the Department Chairperson.

III. Electives (6 credits from the following)

Course	Credits
EDL 634 School Personnel Administration	3
EDL 644 Collective Negotiations	3
EDL 646 Special Education Law for School Administrators	3
EDL 647 Administration of Educational Programs for Exceptional Children	3
EDL 648 School Organization, Programming and Scheduling	3
EDL 649 Leadership and Administration in Multicultural Settings	3
EDL 653 Administration and Leadership at the Middle School Level	3
Total Credits	30

IV. Culminating Experiences

- Portfolio
- Internship Project
- Violence Prevention Workshop, Project S.A.V.E. (Schools Against Violence Education Act)
- Child Abuse Identification and Reporting: 2-hour seminar
- New York State Fingerprinting

Program Total: 30 credits

Educational Leadership and Administration Courses

EDL 630 Administrative Core I

This course presents a balanced view point of theory and practice in analyzing current issues in administration. This sequence includes three interrelated areas within the field of school administration, human relations, leadership and school-community relations.

Offered on rotation
6 credits

EDL 631 Administrative Core II

The goals of this course are to have the students become wise consumers of educational research, knowledgeable about the business functions of the school district, and uses of computers to solve administrative problems. Core II may be taken before Core I.

Offered on rotation
3 credits

EDL 632 Curricular Concerns in Public School Administration

A study of curricular concerns and administrator decision-making. Major topics include: administering programmatic change, focus on individualized instruction, curriculum theory and instructional and curriculum issues.

Offered on rotation
3 credits

EDL 634 School Personnel Administration

A study of the skills, attitudes, and knowledge essential for effective school personnel administration. Areas of concentration include: recruitment, certification, selection, assignment, load and transfer, orientation, salaries and scheduling, leaves of absence, tenure, in service education, personnel records, morale, retirement, professional associations, and collective bargaining.

Offered on rotation
3 credits

EDL 635 School Law

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

Offered on rotation
3 credits

EDL 636 Public School Finance

A study of public school finance. Major topics include: the development of public school finance in the United States, principles of school finance, revenues, expenditures and indebtedness, fiscal problems, the foundation program, fiscal control, and school support formulas.

Prerequisite: EDL 631 or permission of the instructor

Offered on rotation
3 credits

EDL 637 The Supervisor in the School Setting

A study of the major components of the school supervisor. Areas of concentration include: the nature of the supervisory process, functions of the supervisor, principles of supervision, leadership styles as demonstrated by procedures used by the supervisor, the supervision of teachers, and evaluation of the supervisor.

Offered on rotation
3 credits



EDL 641 School District

Administration: Problems and Issues

A study of the role and responsibilities of the school district administrator in a school system. Major topics include: organizational, professional and legal issues in school district administration; the school district administrator and organizational decision-making; emerging responsibilities in working relationships between school district administrators, and the school board and community; and critical economic, political, and social issues confronting educational leadership.

Offered on rotation
3 credits

EDL 644 Collective Negotiations in Education

A study of the implementation and development of collective negotiations in the public schools. An analysis of principles and practices applied in public sector negotiations and the study of selected topics such as the bargaining process, impasse procedures, grievance machinery, the strike content of bargaining agreements, and the role of the administrator in negotiations.

Offered on rotation
3 credits

EDL 646 Special Education Law for School Administrators

This course is designed to acquaint the student with those public laws pertaining to the education of handicapped youngsters, specifically, PL 94-142, Section 504 Article 89 of the New York State Education Law. The concept of mainstreaming, least restrictive environment, due process rights, and the role of the impartial hearing officer will be discussed.

Offered on rotation
3 credits

EDL 649 Leadership and Administration in Multicultural School Settings

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

Offered each semester
3 credits

EDL 650 Internship in School Administration - Master's

During the internship, the six major core areas will be reintroduced, thus providing a synthesizing experience for the student. Practical applications of systematic observation and participation in administrative and supervisory activities will be provided at the school district level. Registration must be approved by the chairperson's permission, of the Department of Educational Leadership and Administration.

Offered each semester
Prerequisite: Core I and Core II
6 credits

EDL 651 Internship in School Administration – Advanced Certificate

During the internship, the six major core areas will be reintroduced, thus providing a synthesizing experience for the student. Practical applications of systematic observation and participation in administrative and supervisory activities will be provided at the school district level. Must be approved by the chairperson's permission, of the Department of Educational Leadership and Administration.

Offered each semester
Prerequisite: Core I and Core II
6 credits

EDL 653 Administration and Leadership at the Middle School Level

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

Offered on rotation
3 credits



HEALTH AND PUBLIC ADMINISTRATION PROGRAMS



Program Director

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PUBLIC ADMINISTRATION M.P.A. AND HEALTH ADMINISTRATION M.P.A.

Rockland Campus Program Director
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The Master of Public Administration (M.P.A.) in either health administration or public administration is a 42-credit program of study. The M.P.A. program is designed to provide graduates with the theoretical, analytical and communication skills needed by successful health care, public sector and nonprofit managers. The required general and advanced core courses provide students with foundations in organization theory, research methods, policies and systems, finance and human resources, and computer data base management systems.

Admissions Requirements

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

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

Full Matriculation Requirements

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

1. Official undergraduate transcripts reflecting award of a baccalaureate degree or the successful completion of another master's degree, both with a GPA of 3.0 or above
2. Two letters of recommendation.
3. Personal statement with application indicating desire for admission and professional growth

Limited Matriculation Requirements

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

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

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

Degree Requirements

- Successful completion of 36 credits (Public Administration program) or 36 credits (Health Administration program) of core and elective credits with a GPA of 3.0 or better.
- Completion of six credits of capstone course requirements. Students are not permitted to register for capstone courses (HAD/PAD 707R and HAD/PAD 708R) with less than a 3.0 GPA.
- Required courses will generally not be waived unless a student can exhibit exceptional preparation in a given area. In those cases, substitution for a specific course requirement may be considered if a request is made in writing to the Program Director.

Incomplete Grades

Students who receive a grade of I (Incomplete) in any course must remove that Incomplete by the end of the next semester (this includes the summer). Alternatively, the student must re-register for the course and pay full tuition.

Transfer Credits

Up to nine transfer credits may be accepted from an accredited graduate school. The courses must be appropriate

to the area of health or public administration. Transfer credit will not be considered unless the student received a grade of B or better for the course and the course was taken within the past five years. In the case of a required course, the content of the course taken at the other institution must match the content of the required course. The student must submit the published bulletin containing an appropriate course description, the course syllabus, a statement about his/her accomplishments in the course and the term paper or project completed. Transfer credits are not automatically granted. Request for transfer credits must be made within the first 30 days in the first semester of attendance at the Rockland Graduate Campus.

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

Degree Program Requirements

Students must complete the program within five years. For all students, forty-two (42) credits are required for graduation which includes: 27 credits required courses, nine credits of electives and six credits as a Capstone experience in the writing of a thesis.

M.P.A. DEGREE PROGRAM REQUIREMENTS

(42 credits required)

I. Required General Core Courses for both Health and Public Administration: 18 credits

Course	Credits
MPA 501R Principles of Public Administration	3
MPA 502R Organizational Theory and Behavior in the Public Sector	3
MPA 503R Economic Environment and the Public Sector	3
MPA 505R Analytical Methods.....	3

MPA 507R Policy Process in Health Care and Public Administration	3
MPA 550R Computer Applications.....	3

II. Required Health Administration Courses: 9 credits

Course	Credits
HAD 602R Human Resources Administration in Health Care	3
HAD 603R Foundations of Budgeting and Finance in Health Administration.....	3
HAD 604R Administrative Responsibility and the Legal Environment in the Health Care Sector	3

II. Required Public Administration Courses: 9 credits

Course	Credits
PAD 602R Human Resource Administration in the Public Sector.....	3
PAD 603R Fundamentals of Budgeting and Finance in the Public Sector.....	3
PAD 604R Administrative Responsibility and Legal Environment in the Public Sector.....	3

III. Capstone Experience: 6 credits

Course	Credits
HAD/PAD 707R Thesis Research Consultation	3
HAD/PAD 708R Thesis.....	3
Total Credits	42

Gerontology Administration and Long Term Care Administration Specialty Tracts

Three elective courses designated in the 700 series must be selected:

HAD 709R Legal Aspects in Health Administration
HAD 710R Gerontology: Process of Aging
HAD 711R Long Term Care Administration

Students must have a cumulative grade point average of at least 3.0 and have no Incompletes before they can register for the capstone. Registration is restricted to students who have completed a minimum of 30 credits in the program, except for the capstone plus two other courses. The capstone may be taken simultaneously with only one other course. A meeting with the program director is required for registration.

Electives and Specialty Tracks: 9 Credits

Three elective courses designated in the 700 series must be selected:

Gerontology Administration and Long Term Care Administration Specialty Tracts

Also meets the educational requirements for eligibility to take the New York State Nursing Home Administrator's Licensing exam.

HAD 710R Gerontology: Process of Aging

HAD 711R Long Term Care Administration

When HAD 709, HAD 710 and HAD 711 are taken as part of the total health administration curriculum, graduates of this program should meet the educational requirements for eligibility to take the State Board Examination for a Nursing Home Administrator's license.

GERONTOLOGY ADVANCED CERTIFICATE

The increase in our aging population has created a need for professionals who can guide individuals, families, communities and institutions in dealing with special needs of the elderly. With formal courses, lectures and case studies, the department offers instruction on an advanced level. Upon completion of this program, Long Island University confers a gerontology advanced certificate.

Admission Requirements

A gerontology advanced certificate candidate must have a bachelor's degree from an accredited institution, and an acceptable record in undergraduate and other studies as reflected on official transcripts. Each candidate must also meet admissions criteria established for the M.P.A. degree program.

A matriculated M.P.A. student who pursues the gerontology advanced certificate may transfer up to three courses from his or her M.P.A. curriculum, but must take two additional elective courses to be eligible for both the M.P.A. degree and the gerontology advanced certificate.

Program Requirements

Total Credits: 15

The gerontology advanced certificate requires the successful completion of the following five courses:

Course	Credits
HAD 602R Human Resources and Administration in Health.....	3
HAD 603R Foundations of Budgeting and Finance in Health Administration	3
HAD 709R Legal Aspects in Health Administration	3
HAD 710R Gerontology Processes of Aging.....	3
HAD 711R Long-Term Care Administration	3

To those pursuing a New York State Nursing Home Administration License, when HAD 709, HAD 710 and HAD 711 are taken, graduates should meet the educational requirements for eligibility to take the State Board of Examination for a Nursing Home Administrator's license.

Description of Courses

All courses are grouped by major code designations.

- MPA - General Core Courses
- HAD- Health Administration Courses
- PAD - Public Administration Courses

I. MPA - General Core Courses

MPA 501R Principles of Public Administration

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

*Offered on rotation
3 credits*

MPA 502R Organizational Theory and Behavior

An analysis of organizational theories with emphasis on the informal and formal aspects of the administrative process. Topics include individual behavior patterns, group dynamics, communication,

motivation, decision-making, and leadership as they relate to the public health care sectors.

Offered on rotation
3 credits

MPA 503R Economic Environment and the Public Sector

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

Offered on rotation
3 credits

MPA 505R Analytical Methods

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

Offered on rotation
3 credits

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

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

Offered on rotation
3 credits

MPA 550R Computer Applications

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

Offered on rotation
Prerequisite: MPA 505
3 credits

II. Health Administration Core Courses

HAD 602R Human Resources Administration in Health Care

This course is an exploration of the theories and practices of personnel administration in health service organizations,

merit systems, unionism, bureaucratic trends, personnel recruitment, testing, and performance evaluations. Other topics include equal employment opportunity, employee rights and occupational safety.

Offered on rotation
3 credits

HAD 603R Foundations of Budgeting and Finance in Health Administration

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

Offered on rotation
3 credits

HAD 604R Administrative Responsibility and the Legal Environment in the Health Care Sector

This course is a consideration of the authority and procedures utilized by health agencies in the administration of their affairs. This course includes an analysis of the problems of accountability and the reconciliation of the administrative process with medical, political, social statutory and regulatory mandates.

Offered on rotation
3 credits

III. Public Administration Core Courses

PAD 602R Human Resources Administration in the Public Sector

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

Offered on rotation
3 credits

PAD 603R Foundations of Budgeting and Finance in the Public Sector

In this course, students will become familiar with the principles of budgeting and finance in the public sector. Topics include budgetary systems, methods, processes and cycles, preparation and justification. A survey of the various federal prospective payment systems and other current developments in reimbursement methods is presented.

Offered on rotation
3 credits

PAD 604R Administrative Responsibility and the Legal Environment in the Public Sector

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

Offered on rotation 3 credits

IV. Elective Courses

MPA 701R Managerial Communication

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

Offered on rotation
3 credits

MPA 704 Intergovernmental Relations

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

Offered on rotation
3 credits

MPA 707 Training and Development

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

Offered on rotation
3 credits

MPA 708R Work, People and Productivity

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

Offered on rotation
3 credits

MPA 710 Labor Relations in the Public Sector

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

Offered on rotation
3 credits

MPA 712R Managing Diversity in the Workplace

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

Offered on rotation
3 credits

MPA 713 Grant Writing and Administration

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

Offered on rotation
3 credits

MPA 777 Critical Issues in the Public and Private Sectors

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

Offered on rotation
3 credits

MPA 785 Independent Study

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

Offered on rotation
3 or 6 credits

MPA 788 Graduate Internship in Administration

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

Offered on rotation
3 or 6 credits

HAD 701R Hospital Organization

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

Offered on rotation
3 credits

HAD 709R Legal Aspects in Health Administration

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

Offered on rotation
3 credits

HAD 710R Gerontology: Processes of Aging

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

Offered on rotation
3 credits

HAD 711R Long-Term Care Administration

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

Offered on rotation
3 credits

HAD 714R Planning and Marketing in Health Care Organizations

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

Offered on rotation
3 credits

HAD 717R Medical Practice Management

This course offers a comprehensive introduction to the management of medical practices in the private sector and in academic faculty practice plans. Topics include organization structure, staffing, financial management, contracting with managed care organizations, compensation and income distribution plans, legal issues, medical records, information systems, and Internet applications.

Offered on rotation
3 credits

HAD 723R Economics of Health

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

Offered on rotation
3 credits

HAD 724R Managed Care Administration

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

Offered on rotation
3 credits

HAD 725R Financial Management of Health Care Institutions

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

Offered on rotation
3 credits

HAD 780R Current Issues in Health Administration

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

Offered on rotation
3 credits

PAD 725R Government Regulation of Land Use

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

Offered on rotation
3 credits

PAD 748R Managing Metropolitan Government

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

Offered on rotation
3 credits

PAD 780R Current Issues in Public Administration

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

Offered on rotation
3 credits

PAD/HAD 785 Independent Research Study

Based on a student selected topic, the student is expected to research one specific issue or phase of a problem in considerable depth, under the supervision of a faculty advisor, and prepare a well documented evaluative report expressing his/her assessment of the impact and significance of the problem.

Offered on rotation
3 credits

V. Capstone Courses**PAD/HAD 707R Thesis Research Consultation**

In the first semester the student will undertake an advanced study of the methods of research and the analytical and presentation techniques employed in the discipline of health or public administration, together with the preparation of a master's thesis proposal and outline of the thesis.

Offered on rotation
3 credits

PAD/HAD 708R Thesis in Health Administration

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

Prerequisite: 707R
Offered on rotation
3 credits



PHARMACEUTICS PROGRAM



Program Director

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PHARMACEUTICS (M.S.)

Admission Requirements

Applicants must have a baccalaureate degree from an accredited institution and a successful record of achievement in undergraduate studies with a major in biology, chemistry, biochemistry or physics.

Full Matriculation Requirements

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

- Official undergraduate transcripts reflecting award of a baccalaureate degree or the successful completion of another master's degree, both with a GPA of 3.0 or above
- Two letters of recommendation

Specializations in: Industrial Pharmacy and Cosmetic Science

All programs in the College of Pharmacy are career-oriented. Curricula are evaluated at regular intervals to ensure that they reflect contemporary trends and emphases in medical and health-care practices. Students are afforded both didactic and experiential programs in a variety of settings in order to prepare them for leadership positions in the health-care delivery system. The heavy concentration of pharmaceutical industry and health-care institutions in the New York Metropolitan area provides unusual opportunities for both study and practical experience.

The graduate programs are designed to provide the theoretical and conceptual framework that is inherent in advanced studies, and to promote the development of specific skills in various areas of the health-care industry. Consequently, the programs have two major and consistent objectives: first, the pursuit of scholarly achievement; second, the enhancement of career mobility. This integrated approach provides students with unique opportunities to concentrate their efforts in areas that are productive and fulfilling.

There are two specialization in the M.S. program in pharmaceutics available: industrial pharmacy and cosmetic science.

Industrial Pharmacy Specialization

The primary goal of the program is to provide advanced study opportunities for individuals interested in various aspects of drug development in the pharmaceutical industry. The areas include pharmaceutical research and development, manufacturing, unit operations and related activities. The program options provide for both thesis and non-thesis pathways, and considerable flexibility in program planning based upon the student's industrial experience.

Required Courses*

Course	Credits
PHS 020 Seminar in Pharmaceutics	3
PHS 701 Physical Chemistry I.....	3
PHS 901 Basic Pharmaceutics (required for foreign students and non Pharmacy majors).....	3
PHS 931 Advanced Physical Pharmacy I.....	3
PHS 934 Industrial Pharmacy I	3
PHS 935 Industrial Pharmacy II (including laboratory)	3
PHS 972 Methods of Pharmaceutical Analysis	3
PHS 985 Biopharmaceutics Pharmacokinetics	3
Total Credits	24

*All entering students must successfully complete *Mathematics 40* or equivalent.

Electives & Research (9-12 credits)

Course	Credits
PHA 010 Biostatistics.....	3
PHS 702 Physical Chemistry II	3
PHS 902 FDA's Compliance in the Practice of Industrial Pharmacy	3
PHS 932 Advanced Physical Pharmacy II	3
PHS 936 Dosage Form Design	3
PHS 937 Pharmaceutical Engineering..	3
PHS 950 Dermatological Formulations Technology I	3
PHS 951 Dermatological Formulations Technology II	3
PHS 954 Special Topics in Pharmaceutical and Cosmetic Microbiology	3
PHS 958 Aerosol Science and Technology	3
PHS 960 Properties/Applications of Cosmetic and Pharmaceutical Raw Materials	3
PHS 970 Principles of Quality Assurance.....	3

PHS 975 Introduction to Packaging Principles	3
PHS 979 Design of Peptide and Protein Drug Delivery Systems	3
PHS 982 Controlled Release Drug Delivery Systems	3
PHS 984 Biomaterials in Pharmacy and Medicine.....	3
PHS 986 Microencapsulation.....	3
PTM 904 Pharmacology and Toxicology of Dermatologic Products.....	3
Total Credits	33-36

Cosmetic Science Specialization

In keeping with the rapid changes and advances in the field of cosmetic science, the graduate program in cosmetic science provides an appropriate blend of course work in the areas of chemistry, pharmacology, toxicology, microbiology and pharmacy. These disciplines are coupled with their applications to the development and formulation of cosmetic products, and will serve to help the student to function more effectively in the cosmetic industry.

Required Courses*

Course	Credits
PHA 010 Biostatistics	3
PHS 022 Seminar in Cosmetic Science.....	3
PHS 931 Advanced Physical Pharmacy I.....	3
PHS 950 Cosmetic/Dermatological Formulations and Technology I	3
PHS 951 Cosmetic/Dermatological Formulations and Technology II	3
PHS 952 Cosmetic/Dermatological Formulations and Technology Laboratory	3
PHS 960 Properties/Applications of Cosmetic and Pharmaceutical Raw Materials	3
PHS 972 Methods of Pharmaceutical Analysis.....	3
Total Credits	24

Electives (9-12 credits)

PHS 932 Advanced Physical Pharmacy II	3
PHS 936 Dosage Form Design	3
PHS 954 Special Topics in Pharmacy and Cosmetic Microbiology	
PHS 958 Aerosol Science and Technology	3
PHS 970 Principles of Quality Assurance.....	3
Total Credits	33-36

Degree Requirements

Students taking the Non-Thesis Option must complete 33 credits of course work and pass the written Comprehensive Examination. Students taking the Thesis Option must complete 30 credits of course work of which six credits are for Research and Thesis, PHS 060. Thesis students must register for PHS 060 in two consecutive semesters, three credits each semester.

Descriptions of Courses

Course schedules are printed every semester. The listings below are tentative. They are based on past history and are subject to change.

Division of Pharmaceutical Sciences Master of Science Courses Pharmaceutics, Industrial Pharmacy, and Cosmetic Science

PHS 020 Seminar in Pharmaceutics

A presentation and analysis of recent developments in industrial pharmacy and pharmaceutics. Students are expected to present oral and written reports on a particular subject in consultation with the instructor in charge. May be repeated for credit.
3 credits

PHS 022 Seminar in Cosmetic Science

A presentation and analysis of recent developments in cosmetic science. Students are expected to present oral and written reports on a particular cosmetic topic in consultation with the instructor in charge. Pass-Fail only.
3 credits

PHS 701 Physical Chemistry I

The emphasis will be on chemical thermodynamics, from fundamental principles to applications in chemical equilibrium, including the concept of activity in nonideal systems, and electrochemistry of the pH electrode and other ion selective electrodes.
3 credits

PHS 702 Physical Chemistry II

The emphasis of this course is on chemical kinetics, from experimental measurement of rate processes to activation theory and enzyme kinetics. Steady state activation theory will be included.
3 credits

PHS 901 Basic Pharmaceutics

An introduction to basic pharmaceutical principles associated with pharmaceutical dosage forms. Discussions will focus on factors affecting dosage form design, manufacturing of different dosage forms, biopharmaceutics, pharmacokinetics, drug stability, FDA approvals and recalls, so that the student can obtain the knowledge needed to succeed in the M.S. Waiver may be authorized by the division only.
3 credits

PHS 902 Regulatory Compliance in the Practice of Industrial Pharmacy

The course discusses the role of the FDA and other regulatory agencies whose actions impact on the pharmaceutical, biotechnology and cosmetic industries. GMPs, GLPs, FDA inspections, validation and other topics are discussed to highlight agencies' requirements and the do's and don'ts for compliance.
3 credits

PHS 931 Advanced Physical Pharmacy I

A systematic study of the application of physico-chemical principles to the pharmaceutical and cosmetic sciences. Topics include complexation, colloids, interfacial phenomena, dissolution theory, suspensions, micromeritics and rheology.
Prerequisite: Math 40
3 credits

PHS 932 Advanced Physical Pharmacy II

An in-depth analysis of the chemical kinetics of pharmaceutical systems as applied to both in-vitro and in-vivo models. Drug decomposition, stabilization and storage of solutions, polyphasic systems and solids are emphasized.
Prerequisite: PHS 931
3 credits

PHS 934 Principles of Industrial Pharmacy I

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

PHS 935 Principles of Industrial Pharmacy II

A laboratory course designed to give students experience in utilizing industrial instrumentation to test basic principles and theories in the design and production of various dosage forms.
Laboratory fee: \$110
3 credits

PHS 936 Dosage Form Design

Biopharmaceutic and pharmacokinetic principles, coupled with physical pharmacy concepts, are used to discuss methods necessary for optimizing the design of various drug-delivery systems. The course is intended for those who want an understanding of dosage forms and their design, and is geared to the underlying principles of drug release from dosage forms. While a major portion of the course is devoted to oral solids, liquids, topicals and parenteral design are also covered, together with means of evaluation and testing.
3 credits

PHS 937 Pharmaceutical Engineering

An introduction to basic engineering principles that are involved in the commercial manufacture of pharmaceutical dosage forms. Discussions will focus on how such principles as blending, mixing, heat and mass transfer are utilized to design and specify equipment used in producing powders, tablets, capsules and parenteral products. Basic concepts of cost estimation will also be discussed.
3 credits

PHS 950, 951 Cosmetic/ Dermatological Formulations and Technology I & II

An in-depth study of skin including a mechanistic analysis of the relevant skin functions, percutaneous absorption, rationale for dermatological formulations, physicochemical principles used, performance criteria and evaluation of the topical systems. Emphasis is placed on the product development, scale-ups, manufacturing, stability-testing and performance evaluations of modern-day cosmetic, toiletry and pharmaceutical topical products. The courses covers all types of skin care, hair care and treatment systems including creams, lotions, shampoos, gels, fluids, makeups, sunscreens and pharmaceutical dermatologicals.
3 credits

PHS 952 Cosmetic/Dermatological Formulations and Technology Laboratory

Designed for in-depth study of product development, scale-up, manufacturing, stability-testing and performance evaluations of modern-day cosmetic and toiletry products.
3 credits

PHS 954 Special Topics in Pharmaceutical and Cosmetic Microbiology

Laboratory design and equipment requirements include discussions of laminar flow, automation, etc. Special attention to: legal requirements, sanitation and good manufacturing practices; disinfectants, antiseptics, preservatives and preservation; test methods for air, water, raw materials, finished products; sterility tests and new techniques in diagnostic work; assay methods; evaluation of personal products; microbiological statistics.
3 credits

PHS 955 Integrated Dosage Form Development

The course will introduce students to the challenges of pharmaceutical development in a regulated environment and will emphasize the role of a pharmaceutical scientist in drug discovery development. An overview of the drug discovery process will be provided, underscoring the importance of basic biopharmaceutical principles in optimal drug candidate selection. Preformulation considerations and formulation development for clinical studies and commercialization will be discussed. The role of drug delivery technologies to enhance product performance or improve patient compliance will be reviewed. Students will be introduced to the regulatory aspects of drug product development including stability testing, bioavailability, bioequivalence, and technology transfer. The scope and need for stronger collaboration between the industry and academia will be highlighted.
3 credits

PHS 958 Aerosol Science and Technology

An in-depth study of the physicochemical principles of aerosol science and technology. The topics covered include: aerosol propellants, containers, valve and actuator systems, product development, manufacturing, stability testing and performance evaluations of all types of aerosol products. Special emphasis is placed on the homogeneous and heterogeneous systems used in the formulations of topical, nasal and inhalation aerosol drug delivery products.
3 credits

PHS 960 Properties/Applications of Cosmetic and Pharmaceutical Raw Materials

Designed to be of special value to individuals involved in formulation and manufacturing work of cosmetic, toiletry and pharmaceutical products. Covers the physicochemical properties of major classes of raw materials. These include tablets, ointments and creams, surfactants, film formers, plasticizers, reservatives, antioxidants, sunscreens, thickeners and dispersants, pharmaceutical solvents, etc. Special emphasis is placed on the creative and innovative application of these raw materials in the development of contemporary cosmetic/toiletry and pharmaceutical dosage forms.
3 credits

PHS 970 Principles of Quality Assurance

Provides an introduction to both theory and practice of the total control of quality in pharmaceutical manufacturing. Topics include: total quality control; quality assurance organization and its role in research, development and production; current good manufacturing practices; statistical quality control and expanded discussions on process validation and stability and expiration dating.
3 credits

PHS 972 Methods of Pharmaceutical Analysis

Theory of chromatographic, spectrophotometric and other methods of analysis as applied to clinical, pharmaceutical and cosmetic problems is discussed.
3 credits

PHS 975 Introduction to Packaging Principles

The course will review the structure and composition of various materials used in the preparation of consumer-oriented primary and secondary packaging (pharmaceutical, cosmetic, device, etc.). Their potential interaction and impact on shelf life will be discussed, with the accent on fundamental physical chemical principles applied to package function and design. Regulatory aspects will be discussed whenever applicable. Field trips will be made to give emphasis to the relevance of scientific principles in practical applications.
3 credits

PHS 979 Design of Peptide and Protein Drug Delivery Systems

The course covers an introduction to the gene-cloning technology and ex-vivo cell cultures as a new source for protein and

peptide drugs. The course will discuss the chemistry, physical chemistry and biochemical properties of polypeptides; physical and chemical degradation pathways characteristic to protein drugs; suggested mechanisms of protein drug absorption; classification and properties of absorption promoters for macromolecules; how to design the appropriate delivery system for a stable, effective protein drug through parenteral or non-parenteral routes. Specific protein products for the diagnosis, treatment and prevention of diseases, which are now commercially available, will be covered.

Prerequisites: PHS 311, 312 or equivalent
3 credits

PHS 980 Sterile Products

The course will provide the fundamental principles used to formulate, manufacture and control sterile products, primarily injectables. Topics to be covered will include formulation criteria, steam, dry heat and ethylene oxide sterilization, sterile filtration, aseptic filling, process validation and packaging selection and evaluation. Demonstrations and experiments will provide first-hand experience in the use of equipment and procedures employed to manufacture sterile products.
3 credits

PHS 981 Polymers in Pharmaceutical Systems

Polymers are widely used in pharmacy as adjuvants, suspending and emulsifying agents, flocculating agents, adhesives, packaging and coating materials. What are the fundamental properties of polymer molecules that lend themselves to such widespread pharmaceutical applications? Although polymers of natural origin are familiar members of the pharmacopoeia, the explosive development of the polymer field has led to new possibilities in the utilization of synthetic materials for pharmaceutical systems; in particular, for the more efficient novel drug delivery devices. An understanding of the nature of polymers ranging from the random chain of repeating units to the more complex and highly specific proteins is necessary to custom-make or modify naturally existing structures to produce useful new pharmaceutical products. This course will provide the student with an understanding of the basic concepts and phenomena of polymers with respect to their end-use in pharmacy.

Prerequisite: PHS 931
3 credits

PHS 982 Science and Technology of Controlled Release Systems

This course will cover design and fabrication of currently utilized devices for controlling the release of drugs to the human body. A wide variety of drug delivery system designs will be analyzed in this course. Mechanisms and kinetics of drug release from these systems, structure and properties of fabrication materials, principles of molecular diffusion across polymer barriers and transport across biological interfaces will be covered.

This course is a senior elective for both M.S. and Ph.D. students.

3 credits

PHS 984 Biomaterials in Pharmacy and Medicine

This course will cover combined application of the principles of physical chemistry, biochemistry, materials engineering, mass transfer, fluid mechanics and biological interactions to pharmaceutical and biomedical problems. Some of the realities of biomaterials research, development and performance will also be explored. Case studies include consideration of the selection of materials: components of, or entire, drug-containing implants and artificial organs for use in College of Pharmacy and Health Sciences contact with body fluids; state-of-the-art research ideas; and the relationship of those ideas to improved pharmaceutical and medical systems.

Three lecture hours.

3 credits

PHS 985 Biopharmaceutics and Pharmacokinetics

The application of pharmacokinetic principles and pharmacokinetic models to dosing, bioavailability and bioequivalence of drugs (i.e., Digoxin, Phenytoin, Theophylline, etc.).

3 credits

PHS 986 Microencapsulation

This course will provide a comprehensive study of the design and production of fine particles, including microcapsules, microspheres, and nanoparticles. The course will stress microencapsulation processes of pharmaceuticals. It will discuss the state of the arts, sciences, and modern techniques that must be mastered to be able to prepare and test products that will work correctly, effectively, and be clinically acceptable for human or animal use. It covers the microencapsulation materials and technologies from chemical, physicochemical, to mechanical procedures. This course also includes characterization and dosage forms of microencapsulation products.

3 credits

PHS 060 Research Thesis

Individual research in the various areas of Specialization. Students taking the Thesis option must register for this course twice.

3 credits

APPROVED PROGRAMS – ROCKLAND GRADUATE CAMPUS

New York State Education Department Inventory of Registered Programs

Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

Business Programs

Major Code	Hegis	Degree/Award
Business Administration	0506	M.B.A.
Business Administration	0506	Adv. Cert.

Education Programs

Major Code	Hegis	Degree/Award
Adolescence Education English 7-12 Earth Science 7-12 Biology 7-12 Chemistry 7-12 Mathematics 7-12 Physics 7-12 Social Studies 7-12	0803.00	M.S. Ed.
Childhood Education Childhood/Childhood Special Education	0802.00 0808	M.S. M.S.
Childhood/Literacy B-6	0830	M.S.
Educational Leadership	0828	M.S.Ed., Adv. Cert.
Gifted Education	0802	Cert. Extension
Literacy Birth - Grade 6	0830	M.S.Ed.
Mental Health Counseling	2104.10	M.S.
School Counselor	0826.01	M.S.
Special Education	0808	M.S.Ed.
Special Education (Autism Concentration)	0808.00	M.S.Ed.

Health Administration Programs

Major Code	Hegis	Degree/Award
Gerontology	2299.10	Adv. Cert.
Non-Profit Management	1202	Adv. Cert.
Health Administration	1202	M.P.A.
Public Administration	2102	M.P.A.

Pharmacy Program

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Pharmaceutics	1211	M.S.

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Directions to Long Island University Rockland Graduate Campus

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

From Spring Valley or New City

Spring Valley: See directions from NY Thruway.

New City: See directions from Palisades Parkway.

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

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

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

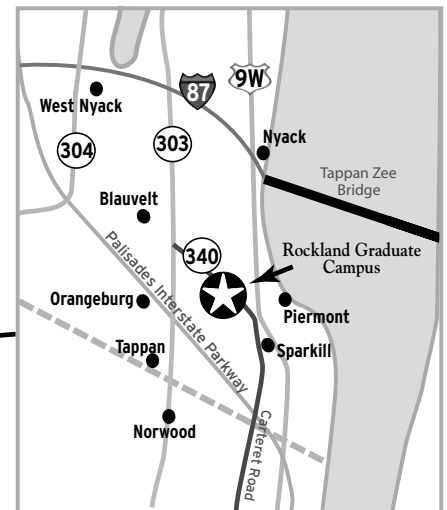
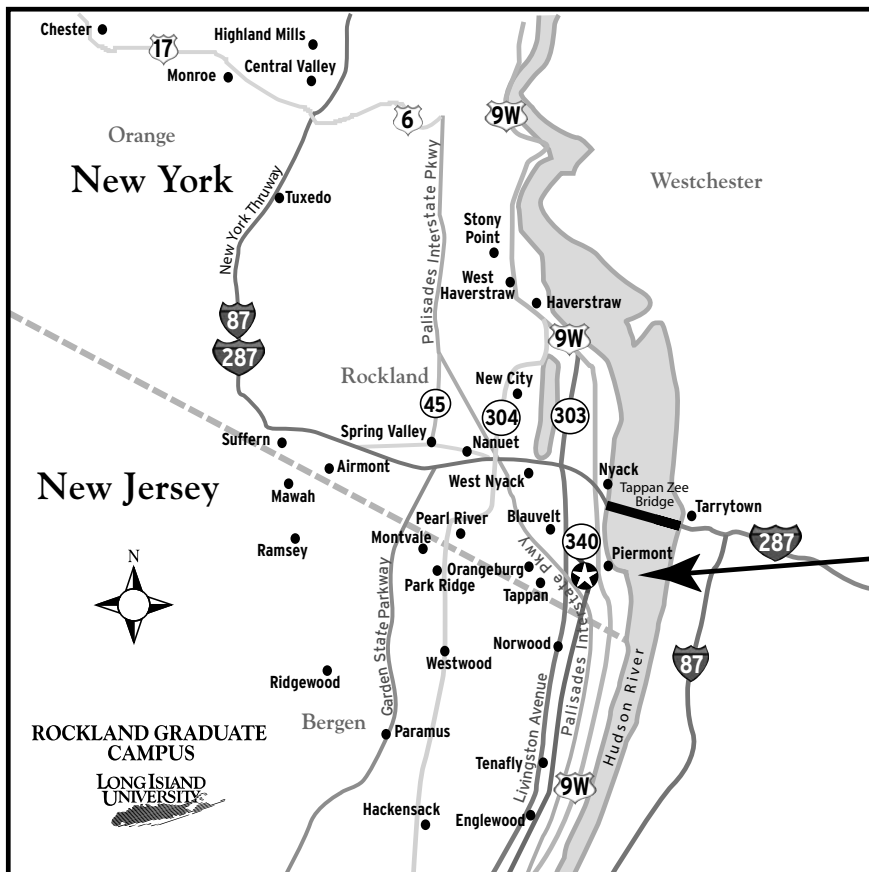
From Route 9W: Take Route 9W north across New York border. Proceed for approximately 2 miles to Route 340. At the light, make a left turn, going down a steep hill. Travel one block and at the next light make a right turn on Route 340. Continue for 1 mile to the Campus on the left side.

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

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

Policy of Nondiscrimination

Long Island University does not discriminate on the basis of gender, 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.



**ROCKLAND GRADUATE
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