

GRADUATE CATALOG

2020-2022



SUNY OLD WESTBURY
www.oldwestbury.edu

Graduate
CATALOG
2020-2022

State University of New York
at Old Westbury

www.oldwestbury.edu

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About SUNY Old Westbury

Mission Statement

The State University of New York at Old Westbury is a dynamic and diverse public liberal arts college that fosters academic excellence through close interaction among students, faculty and staff. Old Westbury weaves the values of integrity, community engagement, and global citizenship into the fabric of its academic programs and campus life. In an environment that cultivates critical thinking, empathy, creativity and intercultural understanding, we endeavor to stimulate a passion for learning and a commitment to building a more just and sustainable world. The College is a community of students, teachers, staff, and alumni bound together in mutual support, respect, and dedication to the Mission.

College-wide Program Registration and Accreditation

The academic programs of the State University at Old Westbury are registered by the New York State Department of Education and accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U. S. Secretary of Education and the Council for Higher Education Accreditation. State University College at Old Westbury received its initial accreditation in February, 1976. The New York State Department of Education may be contacted at the following address: New York State Department of Education, Office of Higher Education and the Professions, Cultural Education Center, Room 5B28, Albany, N.Y. 12230, telephone (518) 474-5851.

Admission procedures, tuition, fees, courses of instruction, programs of study and academic regulations are subject to change. This catalog is published every two years; therefore some information contained herein may be outdated. For current information, contact the Office of Academic Affairs, P.O. Box 210, Old Westbury, New York 11568-0210, telephone (516) 876-3135.

No persons are authorized to make any representations or promises on behalf of the College other than those contained in this catalog. This catalog is descriptive and is not to be construed as a legal contract.

Direct inquiries to the pertinent office (Admissions, Registrar, Financial Aid, or Bursar) at the State University at Old Westbury, Old Westbury, New York 11568-0210. Telephone (main switchboard): (516) 876-3000.

The State University of New York does not discriminate on the basis of race, sex, religion, sexual orientation, national origin, ethnicity, age, disability or marital status in admissions, employment and treatment of its students and employees.

Academic Calendar

FALL 2020

August 27 & 28	Thu & Fri	Advising for All students, 10 am – 7 pm Thursday; 10 am – 4 pm Friday.
August 29	Sat	Residence Halls Open for all new students (First-Year and Transfer)
August 30	Sun	Residence Halls Open for all returning students
August 30	Sun	Dining Hall opens for dinner
Aug. 31	Mon–Sept. 7 (Mon)	Add/Drop (no fee) / Late Registration (\$50 fee) on the Web (connect. oldwestbury.edu)
Aug 31	Mon	First Day of Classes
Sep 7	Mon	Labor Day – no classes , offices closed
Oct. 1	Thu	Applications for Graduation (Registrar's Office) due from candidates expecting to complete requirements by December 2020
Oct. 1	Thu	Advising begins in academic department offices for Spring 2021 registration
Oct 12	Mon	Columbus Day – no classes , offices closed
Oct. 17 – 23	Mid-Term week	
Oct. 26	Mon	Mid-term advisory grades due
Nov. 2	Mon	Spring 2021 registration for Seniors on the Web (connect.oldwestbury.edu)
Nov 3	Tues	Election Day – classes in session
Nov. 6	Fri	Spring 2021 registration for Juniors on the Web (connect.oldwestbury.edu)
Nov 11	Wed	Veterans Day – classes in session
Nov. 11	Wed	Spring 2021 registration for Sophomores on the Web (connect.oldwestbury.edu)
Nov. 16	Mon	Spring 2021 registration for First-Years on the Web (connect.oldwestbury.edu)
Nov. 17	Tues	Continuing Registration for Spring 2021 for all students on the Web (connect. oldwestbury.edu)
Nov 25	Wed	Dining Hall closes after dinner
Nov 26-27	Thu & Fri	Thanksgiving Recess – no classes
Nov 29	Sun	Dining Hall reopens for dinner
Nov. 30	Mon	Classes resume
Dec 9	Weds	Follows MONDAY schedule
Dec 14-15	Mon & Tues	Study /Make-Up Days
Dec 16-22	Wed – Tues	Final Exams (grades due to Registrar 48 hours after scheduled final examination period)
Dec 22	Tues	Residence Halls close at 10 pm
Dec 22	Tues	Dining Hall closes after breakfast
Dec 22	Tues	Fall Semester ends after last examination

WINTER 2021

Jan 1	Fri	New Year's Day – no classes; offices closed
Jan 4	Mon	Winter Mini-semester begins
Jan 4 – 5	Mon – Tues	Add/Drop (no fee) / Late Registration (\$50 fee) on the Web (connect. oldwestbury.edu)
Jan 8 (Fri	Last day for credit/no credit option
Jan 15	Fri	Last day to Withdraw from courses
Jan 18	Mon	Martin Luther King Day observed – no classes; offices closed
Jan 22	Fri	Winter Mini-semester ends. Final grades due 48 hours after final exam.

SPRING 2021

January 21 & 22	Thu & Fri	Advising for All students, 10 am – 7 pm Thursday; 10 am – 4 pm Friday.
Jan 25	Mon–Feb. 1st Mon	Add/Drop (no fee) / Late Registration (\$50 fee) on the Web (connect. oldwestbury.edu)
Jan 25	Mon	First Day of Classes

Mar. 1	Mon	Applications for Graduation (Registrar's Office) due from candidates expecting to complete requirements by May 2021
Feb 15	Mon	Presidents Day – no classes
Mar 8 – Mar 13	Mid-Term week	
Mar 22	Mon	Mid-term advisory grades due
Mar 27-Apr 2	Sat – Fri	Wellness Week
Apr 5	Mon	Classes resume
Apr 5	Mon	Fall 2021 registration for Seniors on the Web (connect.oldwestbury.edu)
Apr 8	Thu	Fall 2021 registration for Juniors on the Web (connect.oldwestbury.edu)
Apr 12	Mon	Fall 2021 registration for Sophomores on the Web (connect.oldwestbury.edu)
Apr 15	Thu	Fall 2021 registration for First-Years on the Web (connect.oldwestbury.edu)
Apr 16	Fri	Continuing Registration for Fall 2021 for all students on the Web (connect.oldwestbury.edu)
April 29	Thu	Honors Convocation – classes cancelled from 2 pm – 6 pm
May 11-12	Tues – Wed	Study /Make-Up Days
May 13-19	Thu – Wed	Final Exams (grades due to Registrar 48 hours after scheduled final examination period)
May 19	Wed	Residence Halls close at 10 pm
May 19	Wed	Dining Hall closes after breakfast
May 19	Wed	Fall Semester ends after last examination
TBD		Commencement

SUMMER 2021

May 24	Mon	Session IV, 6A, 6C, and 6E classes begin
May 24 (Mon) – May 25 (Tues)		Add/Drop (no fee) / Late Registration (\$50 fee) for Session IV
May 24 (Mon) – May 28 (Fri)		Add/Drop (no fee) / Late Registration (\$50 fee) for Sessions 6A, 6C, and 6E
May 28	Fri	Last day for credit/no credit option for Session IV
May 31	Mon	Memorial Day – no classes ; offices closed
June 1	Tues	Session 7A classes begin
June 1 (Tues) – June 7 (Mon)		Add/Drop (no fee) / Late Registration (\$50 fee) for Session 7A
June 4	Fri	Last day to Withdraw for Session IV
June 7	Mon	Last day for credit/no credit option for Session 7A
June 11	Fri	Session IV classes end (grades due from course instructors 48 hours after final exam)
June 14	Mon	Session I and II classes begin
June 14 (Mon) – June 18 (Fri)		Add/Drop (no fee) / Late Registration (\$50 fee) for Sessions I and II
June 18	Fri	Last day for credit/no credit option for Session II
June 24	Thurs	Last day to Withdraw for Session 7A
June 25	Fri	Last day for credit/no credit option for Session I
June 25	Fri	Last day to Withdraw for Session 6C
July 1	Thurs	Session 7A classes end (grades due from course instructors 48 hours after final exam)
July 2	Fri	Last day to Withdraw for Session 6A
July 2	Fri	Session 6C classes end (grades due from course instructors 48 hours after final exam)
July 5	Mon	Independence Day observed – no classes, offices closed
July 6	Tues	Session 6D and 7B classes begin
July 6 (Tues) – July 12 (Mon)		Add/Drop (no fee) / Late Registration (\$50 fee) for Sessions 6D and 7B
July 9	Fri	Session 6A classes end (grades due from course instructors 48 hours after final exam)
July 9	Fri	Last day to Withdraw for Session II
July 12	Mon	Session 6B classes begin

July 12 (Mon) – July 16 (Fri)		Add/Drop (no fee) / Late Registration (\$50 fee) for Sessions 6B
July 12	Mon	Last day for credit/no credit option for Session 7B
July 15	Thurs	Session II classes end (grades due from course instructors 48 hours after final exam)
July 19 (Mon)		Session III classes begin
July 19 (Mon) – July 23 (Fri)		Add/Drop (no fee) / Late Registration (\$50 fee) for Sessions III
July 23	Fri	Last day for credit/no credit option for Session III
July 29	Thurs	Last day to Withdraw for Session 7B
July 30	Fri	Last day to Withdraw for Session 6E
Aug 5	Thurs	Last day to Withdraw for Session I
Aug 5	Thurs	Session 7B classes end (grades due from course instructors 48 hours after final exam)
Aug 6	Fri	Last day to Withdraw for Session 6D
Aug 12	Thurs	Last day to Withdraw for Session III
Aug 13 after	Fri	Session 6D and 6E classes end (grades due from course instructors 48 hours final exam)
Aug 19 final	Thurs	Session I and III classes end (grades due from course instructors 48 hours after exam)
Aug 19	Thurs	Last day to Withdraw for Session 6B
Aug 26	Thurs	Session 6B classes end (grades due from course instructors 48 hours after final exam)

FALL 2021

August 30 & 31	Mon & Tue	Advising for All students, 10 am – 7 pm Monday; 10 am – 4 pm Tuesday.
August 30	Mon	Residence Halls Open for all new students (First-Year and Transfer)
August 31	Tues	Residence Halls Open for all returning students
August 31	Tues	Dining Hall opens for dinner
Sep 1 (Wed) - Sep. 7 (Tues)		Add/Drop (no fee) / Late Registration (\$50 fee) on the Web (connect. oldwestbury.edu)
Sep 1	Weds	First Day of Classes
Sep 6	Mon	Labor Day – no classes , offices closed
Oct 1	Fri	Applications for Graduation (Registrar's Office) due from candidates expecting to complete requirements by December 2021
Oct 1	Fri	Advising begins in academic department offices for Spring 2022 registration
Oct 11	Mon	Columbus Day – no classes , offices closed
Oct 16	Sat – Oct 21 Thu	Mid-Term week
Oct 25	Mon	Mid-term advisory grades due
Nov 2	Tue	Election Day – classes in session
Nov 1	Mon	Spring 2022 registration for Seniors on the Web (connect.oldwestbury.edu)
Nov 5	Fri	Spring 2022 registration for Juniors on the Web (connect.oldwestbury.edu)
Nov 11	Thu	Veterans Day – classes in session
Nov 11	Thu	Spring 2022 registration for Sophomores on the Web (connect.oldwestbury.edu)
Nov 15	Mon	Spring 2022 registration for First-Years on the Web (connect.oldwestbury.edu)
Nov 16	Tues	Continuing Registration for Spring 2022 for all students on the Web (connect. oldwestbury.edu)
Nov 23	Wed)	Dining Hall closes after dinner
Nov 25-26	Thu-Fri	Thanksgiving Recess – no classes
Nov 28	Sun	Dining Hall reopens for dinner
Nov 29	Mon)	Classes resume
Dec 8	Weds	Follows MONDAY schedule
Dec 14-15	Tue – Wed	Study /Make-Up Days
Dec 16-22	Thu – Wed	Final Exams (grades due to Registrar 48 hours after scheduled final examination period)
Dec 22	Wed	Residence Halls close at 10 pm

Dec 22	Wed	Dining Hall closes after breakfast
Dec 22	Wed	Fall Semester ends after last examination

WINTER 2022

Jan 1	Sat	New Year's Day – no classes; offices closed
Jan 3	Mon	Winter Mini-semester begins
Jan 3–4	Mon – Tues	Add/Drop (no fee) / Late Registration (\$50 fee) on the Web (connect.oldwestbury.edu)
Jan 7	Fri	Last day for credit/no credit option
Jan 14	Fri	Last day to Withdraw from courses
Jan 17	Mon	Martin Luther King Day observed – no classes; offices closed
Jan 21	Fri	Winter Mini-semester ends. Final grades due 48 hours after final exam.

SPRING 2022

January 24 & 25	Mon & Tue	Advising for All students, 10 am – 7 pm Monday; 10 am – 4 pm Tuesday.
Jan. 25	Tue	Residence Halls Open for all new students (First-Year and Transfer)
Jan. 25	Tue	Residence Halls Open for all returning students
Jan. 25	Tue	Dining Hall opens for dinner
Jan. 26	Mon – Feb. 1 Tues	Add/Drop (no fee) / Late Registration (\$50 fee) on the Web (connect.oldwestbury.edu)
Jan 26	Weds	First Day of Classes
Mar 1 to	Tues	Applications for Graduation (Registrar's Office) due from candidates expecting complete requirements by May 2022
Mar 1	Tues	Advising begins in academic department offices for Fall 2022 registration
Feb 21	Mon	Presidents Day – no classes
Mar 19	Sat– Mar 24 Thu	Mid-Term week
Mar 28	Mon)	Mid-term advisory grades due
Mar 18	Fri	Dining Hall closes after breakfast
Mar 19-25	Sat – Fri	Spring Break – no classes
Mar 27	Sun	Dining Hall reopens for dinner
Mar 28	Mon	Classes resume
Mar 28	Mon	Fall 2022 registration for Seniors on the Web (connect.oldwestbury.edu)
Mar 31	Thu	Fall 2022 registration for Juniors on the Web (connect.oldwestbury.edu)
Apr 4	Mon	Fall 2022 registration for Sophomores on the Web (connect.oldwestbury.edu)
Apr 7	Thu	Fall 2022 registration for First-Years on the Web (connect.oldwestbury.edu)
Apr 8	Fri	Continuing Registration for Fall 2022 for all students on the Web (connect.oldwestbury.edu)
April 28	Thu	Honors Convocation – classes cancelled from 2 pm – 6 pm
May 11	Weds	Follows MONDAY schedule
May 12-13	Thu – Fri	Study /Make-Up Days
May 14-20	Sat – Fri	Final Exams (grades due to Registrar 48 hours after scheduled final examination period)
May 20	Fri	Residence Halls close at 10 pm
May 20	Fri	Dining Hall closes after breakfast
May 20	Fri	Fall Semester ends after last examination
May 21/22		Commencement
May 21/22		Graduating students check out of Residence Halls at 3 pm

SUMMER 2022

May 23	Mon	Session IV, 6A, 6C, and 6E classes begin
May 23	(Mon) – May 24 (Tues)	Add/Drop (no fee) / Late Registration (\$50 fee) for Session IV
May 23	(Mon) – May 27 (Fri)	Add/Drop (no fee) / Late Registration (\$50 fee) for Sessions 6A, 6C, and 6E
May 27	Fri	Last day for credit/no credit option for Session IV
May 30	Mon	Memorial Day – no classes; offices closed
May 31	Tues	Session 7A classes begin
May 31	(Tues) – June 6 (Mon)	Add/Drop (no fee) / Late Registration (\$50 fee) for Session 7A
June 3	Fri	Last day to Withdraw for Session IV
June 6	Mon	Last day for credit/no credit option for Session 7A
June 10	Fri	Session IV classes end (grades due from course instructors 48 hours after final exam)
June 13	Mon	Session I and II classes begin
June 13	(Mon) – June 17 (Fri)	Add/Drop (no fee) / Late Registration (\$50 fee) for Sessions I and II
June 17	Fri	Last day for credit/no credit option for Session II
June 23	Thurs	Last day to Withdraw for Session 7A
June 24	Fri	Last day for credit/no credit option for Session I
June 24	Fri	Last day to Withdraw for Session 6C
June 30 final	Thur	Session 7A classes end (grades due from course instructors 48 hours after exam)
July 1	Fri	Last day to Withdraw for Session 6A
July 1	Fri	Session 6C classes end (grades due from course instructors 48 hours after final exam)
July 4	Mon	Independence Day – no classes, offices closed
July 5	Tues	Session 6D and 7B classes begin
July 5	(Tues) – July 11 (Mon)	Add/Drop (no fee) / Late Registration (\$50 fee) for Sessions 6D and 7B
July 8	Fri	Session 6A classes end (grades due from course instructors 48 hours after final exam)
July 8	Fri	Last day to Withdraw for Session II
July 11	Mon	Session 6B classes begin
July 11	(Mon) – July 15 (Fri)	Add/Drop (no fee) / Late Registration (\$50 fee) for Sessions 6B
July 11	Mon	Last day for credit/no credit option for Session 7B
July 14	Thurs	Session II classes end (grades due from course instructors 48 hours after final exam)
July 18	Mon	Session III classes begin
July 18	(Mon) – July 22 (Fri)	Add/Drop (no fee) / Late Registration (\$50 fee) for Sessions III
July 22	Fri	Last day for credit/no credit option for Session III
July 28	Thurs	Last day to Withdraw for Session 7B
July 29	Fri	Last day to Withdraw for Session 6E
Aug 4	Thurs	Last day to Withdraw for Session I
Aug 4	Thurs	Session 7B classes end (grades due from course instructors 48 hours after final exam)
Aug 5	Fri	Last day to Withdraw for Session 6D
Aug 11	Thurs	Last day to Withdraw for Session III
Aug 12 after	Fri	Session 6D and 6E classes end (grades due from course instructors 48 hours final exam)
Aug 18	Thurs	Session I and III classes end (grades due from course instructors 48 hours after final exam)
Aug 18	Thurs	Last day to Withdraw for Session 6B
Aug 25	Thurs	Session 6B classes end (grades due from course instructors 48 hours after final exam)

Admissions Policies and Procedures

Graduate Admissions Information

The State University of New York at Old Westbury seeks students who can profit from the educational opportunities it offers. Each applicant is carefully considered under competitive admission criteria and through a Graduate Admissions Committee. Academic preparedness, seriousness of purpose, creativity, and potential for success are all attributes the College seeks in its students.

The admission policy embodies a commitment to the principles of inclusiveness and diversity. The College does not consider just one academic criterion for admission. The policy allows the College to consider a wide range of academic achievements that may demonstrate an individual's ability to succeed at the College.

State University of New York policy prohibits SUNY Old Westbury admissions applications from inquiring into an applicant's prior criminal history. After acceptance, the College shall inquire if the student has previously been convicted of a felony if such individual seeks campus housing or participation in clinical or field experiences, internships or study abroad programs. The information required to be disclosed under SUNY policy regarding such felony convictions shall be reviewed by a standing campus committee consistent with the legal standards articulated in New York State Corrections Law.

Students who have previously been convicted of a felony are advised that their prior criminal history may impede their ability to complete the requirements of certain academic programs and/or to meet licensure requirements for certain professions. Students who have concerns about such matters are advised to contact the dean's office of the respective school that houses their intended academic program.

General Graduate Admission and Application Procedures

(For individual Program Admission requirements, please refer to sections on each program.)

Admission to graduate programs at the College is granted during the fall, spring and summer semesters with the exception of the Mental Health Counseling (MS) program.

The documentation required for admission is summarized below.

- Complete Graduate Application.
- Application fee (\$50 can be paid online or with a check or money order, made payable to SUNY Old Westbury).
- Official Post-Secondary transcripts from each institution attended.
- Official score report (as required by each program) that is less than 5 years old (GMAT for the School of Business and GRE for all other programs within the School of Arts & Sciences and School of Education, except for the MA in Liberal Studies and the MS in mental Health Counseling. The GRE is optional for the MS in Data Science).
- Personal Statement/essay detailing the applicants' career goals and self-assessment of the applicants' strengths. (Note some programs require specific essays)
- Two letters of reference (at least one from a faculty member). Recent graduates may submit two letters from faculty.
- Immunization records (see Immunization section)

Graduate Students from other SUNY Colleges

Graduate students from other SUNY colleges who wish to register at Old Westbury must file a non-matriculated application with the Office of Enrollment Services and submit a permit from the Registrar of the home college.

International applicants

International graduate applicants (F-1 visa applicants) and applicants who are US permanent resident or US Citizens and have been educated outside the United States must also provide the following additional documents:

- An official transcript from each post-secondary school attended and certificates or diplomas in their original language. An English translated copy of all these documents must also be submitted.

- An official copy of an evaluation of all non-American educational documents is required for admissions. We recommend using World Education Services (WES) or Education Credential Evaluators (ECE) but, will accept evaluations from any National Association of Credential Evaluation Services (NACES) member. Naces.org
- Information about these credential services can be found at:
 - ◊ WES: www.wes.org
 - ◊ ECE: www.ece.org
- Accounting applicants are required to forward detailed course descriptions to SUNY Old Westbury for all Business and Accounting courses taken outside the USA (a copy of the course syllabus is acceptable).
- Proof of English language proficiency for applicants whose native language is other than English. Acceptable proof includes (one of the following):
 - ◊ TOEFL (iBT)- score of 80 or higher,
 - ◊ IELTS = 6.5 overall band score on the IELTS exam,
 - ◊ iTEP= Level 4,
 - ◊ PTE Academic- 70 score,
 - ◊ Step EIKEN test- grade 1,
 - ◊ Completion of an English Composition course of 3 credits or more with a grade of C that is taken at an accredited university in an English speaking country.
 - ◊ Possession of an undergraduate degree in Accounting or an undergraduate degree in Business with at least 24 credits in accounting (including auditing) and a cumulative GPA of at least 3.0 overall and in accounting courses (GPA to be considered will be cumulative for all undergraduate institutions attended)
- Applications are accepted on a rolling basis and should be submitted as early as possible to assure a rapid decision. Acceptance decisions for the fall semester will begin on June 15th, for the spring on November 15th and for the summer semester on February 15th.

Information for obtaining a SEVIS I-20 or DS 2019 Form

To be issued a SEVIS I-20 or DS2019, all academically accepted international applicants are required to complete the Financial Statement form and submit official bank statements reflecting the appropriate amount of money in US dollars. For more information or to request these forms contact the Office of International Enrollment Services (516) 876.3084 or visit www.oldwestbury.edu/admissions/international/requirements.

General Admission GPA requirements for all graduate applicants

Graduate students should apply to the program of their choice. Admission requirements vary by program and see below for the specific requirements.

School of Arts & Sciences:

- A 3.0 overall GPA. The School of Arts & Sciences conducts a holistic review of the applicant's academic record, personal characteristics and professional experiences and an interview (see the School of Arts and Sciences section of this catalog or the School of Arts and Sciences website at <https://www.oldwestbury.edu/admissions/graduate/majors> for program- specific admission information).

School of Business:

Students are admitted to the Master of Science in Accounting, Master of Science in Forensic Accounting and Master of Science in Taxation programs on a rolling basis. To be considered for admission, candidates must:

- Hold a Bachelor's degree* from an accredited college or university with a minimum cumulative GPA of 3.0
- Submit an official GMAT Examination score taken within 5 years prior to your application submission. GMAT waivers are only granted in the following circumstances:
 - a. Passed all 4 parts of the CPA Examination at the time of application
 - b. Candidate is a licensed attorney (passed the bar exam)
 - c. Candidate has an MBA or other master's degree in a business-related field
 - d. Candidate is a Chartered Financial Analyst holding a bachelor's degree
 - e. Have an undergraduate degree in Accounting or an undergraduate degree in Business with at least 24 credits in accounting (including auditing) with a GPA of 3.0 (to be calculated for all undergradu-

ate institutions attended).

- Submit official transcripts from all colleges attended (GPAs from all undergraduate colleges attended are weighted to compute the cumulative GPA)
- Submit two letters of reference (professional or academic)
- Complete an essay about the applicant's career goals and a self-assessment of their strengths.
- Applicants holding a Bachelor's degree in Accounting (including specific undergraduate courses) may apply to the 30 credit track in the M.S. in Accounting. Those applicants with an undergraduate degree in a business discipline other than accounting may be required to complete additional accounting foundations courses. Non-business majors may need to take additional undergraduate prerequisites.

School of Education:

- A 3.0 overall GPA. The School of Education conducts a holistic review of the applicant's academic record, personal characteristics and professional experiences (see the School of Education's section of this catalog or the School of Education's website at <https://www.oldwestbury.edu/schools/education/graduate-programs/degrees> for detailed program-specific admission information).

Note: The Old Westbury Master of Science programs in Accounting, Forensic Accounting and Taxation are intended to qualify a graduate for licensure as a Certified Public Accountant after passing the Uniform CPA Exam. Questions on the licensing application require disclosure of prior felony and misdemeanor convictions (including pleas of guilty, no contest, or nolo contendere, prior professional licensing issues, charges of professional misconduct, and child support obligations. This may become an issue in obtaining a license as a Certified Public Accountant.

Absence from Program

Students who are absent for one year, that is, take no courses for a period of two (2) semesters in a graduate program, must reapply for admission. The Graduate Admissions Committee for each program will determine whether readmission is appropriate based on the submissions by the applicant.

Immunization Requirements

All students born after January 1, 1957, who plan to register for at least six (6) semester hours, will be required to provide adequate proof of immunization against measles, mumps and rubella (MMR) in accordance with standards approved by New York State Department of Health.

Students must also show proof of meningococcal immunization or sign a statement of declination.

Proof of immunity to measles is defined as two doses of live measles vaccine on or after the first birthday and at least 30 days apart (preferably three months), physician documented history of disease, or serologic evidence of immunity. Proof of immunity to mumps is defined as one dose of live mumps vaccine on or after the first birthday, a physician-documented history of disease or serologic evidence of immunity. Proof of immunity to rubella is defined as one dose of live rubella vaccine on or after the first birthday or serologic evidence of immunity.

Records should include the date, the manufacturer, the lot number and the person administering the vaccine.

All documentation should be submitted to the College's Student Health Center prior to registration. Please note: international students must submit proof of immunization prior to the time of application before an I-20 form can be issued.

Although students enrolled for fewer than six (6) semester credits are exempt from these requirements, immunization is strongly encouraged by public health officials.

In the event of an outbreak, the College may be required to exclude all susceptible students from attendance until danger of transmission has passed or until the required documentation is submitted. This exclusion will affect those who have medical, religious, or temporary exemptions.

International Education and Study Abroad Programs

The opportunity to participate in an overseas a global program is an important part of the academic offering at SUNY Old Westbury. Students have the option to participate in a wide variety of global experiences including, 2-3 week intensive courses, a summer, semester, or academic year of study in a another country. Other options

include participating in an experiential learning opportunity or an online course.

There are over 1,000 global programs in a wide variety of academic areas sponsored by the various State University of New York (SUNY) campuses. SUNY Old Westbury students may participate in any one that is offered by a SUNY Campus.

Program structures vary from total immersion a university abroad, to course instruction by faculty from the host campus, to courses taught by the SUNY faculty, to a combination of these structures.

SUNY Old Westbury currently offers programs with the following partner institutions:

- Austria - University of Applied Science Upper Austria in Steyr
- China - Jinan University, Minzu University of China, Shandong University of Finance and Economics, Wuyi University
- Cuba- Universidad de Matanzas
- France - Institute De Gestion Sociale in Paris
- Spain - Universidad de Santiago De Compostela
- United Kingdom, London- London South Bank University

Students may also select to enroll in an Old Westbury short-term course offered by a faculty member.

These courses may vary each semester. Visit the SUNY Old Westbury website (<https://www.oldwestbury.edu/study-abroad>) to learn more about these opportunities.

Program deadlines vary, but six months' lead time is usually required to explore and apply for these type of programs. Information may be obtained from the Office of International Enrollment Services, the Campus Center, Room I-210. Students must consult with their academic advisor before undertaking a study abroad program.

The Office of International Enrollment Services is always programs. For more information, please stop by the Campus Center, Room I-210 or call (516) 628-5020. Emails are welcome at overseas@oldwestbury.edu.

TUITION AND FEE INFORMATION

Tuition and fees related to enrollment at the College at Old Westbury are based on the schedule printed below. (for Fall 2019 – subject to change) All tuition and fee charges are established in accordance with State University of New York policies. Once a student has been admitted to the a graduate program, all courses taken are charged at the graduate tuition rate, including any undergraduate courses taken to fulfill degree prerequisites.

ANTICIPATED COSTS

Full Time =	In-State	Out-of-State	Part Time =	In-State	Out-of-State
Tuition:	\$ 5,655.00	\$ 11,550.00	Per Credit	\$ 471.00	\$ 963.00
College Fee	25.00	25.00	Per Credit	1.70	1.70
Student Activity Fee	87.50	87.50	Per Term	51.00	51.00
Health Service Fee	120.00	120.00	Per Credit	10.00	10.00
Transportation Fee	60.00	60.00	Per Term	30.00	30.00
Technology Fee	182.50	182.50	Per Credit	15.20	15.20
Total for Commuter's	\$ 6,130.00	\$ 12,025.00			

Residents =

Add:

Room	3,830.00	3,830.00
Meal Plan	1,935.00	1,935.00
Dorm Deposits	110.00	110.00
Tuition and Fees	6,130.00	12,025.00
Total for Resident's	\$ 12,005.00	\$ 17,900.00

International Students: A mandatory health insurance fee of \$1,414.80 per year will be charged to all international students and to Old Westbury students studying abroad.

PLEASE NOTE: ALL CHARGES ARE SUBJECT TO CHANGE WITHOUT PRIOR NOTICE.

Other Charges & Fees

The fees below are payable for each occurrence or request:

College Identification Card Replacement (First Replacement)	\$15.00
Diploma Fee	\$10.00
Key Replacement	\$10.00
Late Add/Drop Fee (per transaction)	\$20.00
Late Payment Fee	\$50.00
Late Registration Fee	\$50.00
Re-Registration Fee (following cancellation of classes)	\$50.00
Returned Check Fee	\$20.00
Transcript Fee (each official and student copy)	\$10.00
Vehicle Parking Registration Fee (first decal)	\$10.00

**The schedule above represents current tuition, fees and charges and is subject to change without notice.*

Residency Requirements

For tuition billing purposes, mere presence in New York State does not in itself constitute legal residence in the State. Students who are defined as New York State residents are those who, prior to the beginning of the semester, have established a permanent domicile in New York State for a period of at least one year immediately preceding the date of registration.

Students in college cannot gain residential status unless they can establish that their previous domicile has been abandoned and a new one established in New York for purposes other than attending the University. Proof of domicile is based on intention to remain in New York State. Factors relevant in determining domicile are: residence of parents (in case of un-emancipated students), proof of financial independence, residence for personal income tax purposes, etc. An un-emancipated student's domicile is that of the parent or legal guardian. Any student claiming emancipation to establish a domicile in New York must submit evidence of emancipation and of the establishment of domicile.

Evidence of emancipation must include the establishment of financial independence. Factors relevant to financial independence include but are not limited to: employment on a full-time or part-time basis, sources and extent of other income, place of residence during summer and school vacations, parents' prior year federal and state income tax returns as proof student was not claimed, independent filing by student of federal and state income tax returns, and utility bills in the student's name, dating back one full calendar year.

Students on non-immigrant alien visa types B1, B2, C1, C2, C3, D1, F1, F2, H2, H3, J1, J2, M1 or M2 are not eligible to be considered New York State residents regardless of their length of stay. Students who are holders of A1, A2, A3, all G, H1, H4, I, all K and L1, L2 visas are probably eligible to be considered as New York State residents if domiciled in New York State. Copies of all immigration and visa information, including alien registration card must accompany the application for Residence Status. In any case, the residency application must be filed prior to the first day of classes of the term in which residency is sought. Applications for residency are available at the Office of the Bursar, Campus Center, H-100B or on the Old Westbury website, oldwestbury.edu.

Payment of Fees and Charges

Tuition and other fees are payable by cash, check or money order made payable to SUNY College at Old Westbury. Payments may also be made using Visa, MasterCard or Discover.

A fee of \$20 will be assessed for each check returned by the bank on which it is drawn. Any student whose check is returned will be required to make all future payments by cash, money order or credit card.

Failure to make payment arrangements by the semester due date may result in the cancellation of classes.

See individual semester schedule for dates.

IMPORTANT PROVISIONS

INTEREST OR PENALTY ON OVERDUE NON-TAX DEBT – *State Finance Law § 18* State agencies are authorized to assess interest or late payment penalty charges on overdue debts.

COLLECTION FEE – *State Finance Law § 18*

State agencies or their representatives may charge collection fees to cover the estimated costs of processing, handling and collecting delinquent debts. The amount can be as much as 22% of the outstanding debt.

AUTHORITY TO HOLD TRANSCRIPTS AND DENY REGISTRATION – Section 302.1 (j) of Chapter V,

Title 8 of the Official Compilation of Codes, Rules and Regulations

No person shall receive credit or other official recognition for work completed satisfactorily, or is allowed to re-register, until all tuition, fees and all other charges authorized by State University have been paid or University student loan obligations have been satisfied.

REFERRAL OF THE DEBT TO THE TAX DEPARTMENT – *State Tax Law § 171-f*

State agencies are authorized to certify to the Department of Taxation and Finance that past due legally enforceable debts should be offset against any tax refunds, contracts or other State payments.

RETURNED CHECK CHARGE – *State Finance Law § 19*

State agencies are authorized to charge a returned check fee when a check is dishonored.

If you wish to avoid these measures, you **MUST** make arrangements to resolve any outstanding debts as soon as possible. If you have questions regarding your debt, please contact the Office of the Bursar at (516) 876-3168.

Office of Adult Career and Continuing Education Services ACCES

Office of Adult Career and Continuing Education Services ACCES or the New York State Education Department, will authorize the payment for the tuition, college fees, and room and board for eligible (disabled) students. Inquiries regarding services authorized for vocational rehabilitation students should be addressed to a District Office of the Office of ACCES.

Payment Plans

The College is authorized by SUNY to defer payment of direct college costs, up to the mid-point of a semester, for students who contract with the College, using the time payment plan. The amount of deferred payment will be based upon the contract amount. This time payment plan requires a nominal fee per school year. For further information, please contact the Office of the Bursar at (516) 876-3168.

Veterans Benefits

When a student's tuition charge is supported by Veteran's Benefit Payment, the tuition charge may be deferred if the student files a request for deferral and submits it to the Campus Veteran's Certifying Officer, who is located in the Office of the Registrar, along with proof:

1. that a claim for benefit has been filed;
2. of eligibility for benefits;
3. of extent of entitlement for benefit.

Note: Students are responsible for full payment of all tuition and fees, which must be paid by the mid- point of a semester, even if payment is deferred based on ACCES, Veterans Benefits, or Tuition Plans.

Refund Schedule

Tuition

A student who, by the deadline listed in Dates, Deadlines and General Information, drops courses or submits a withdrawal of course form via connect.oldwestbury.edu shall be liable for payment of tuition in accordance with the following schedule. Refunds will be calculated based on the date of drop or withdrawal, defined as the date the request is processed.

Schedule of Tuition Liability for a 15 week semester

Liability During	Percentage of Semester's
Week of Semester	Tuition for which Student Is Liable
First Week	0%
Second Week	30%
Third Week	50%
Fourth Week	70%
Fifth Week	100%

In accordance with SUNY policy: "Approval of the cancellation, as well as the date it becomes effective, must be certified by the chief administrative officer of the College or his/her duly designated representative. No money shall be refunded unless an application for a refund is made within one year after the end of the term for which the tuition requested to be refunded was paid to the State University. The first day of class sessions shall be considered the first day of the semester, and the first week of classes for purposes of this section shall be deemed to have ended when seven calendar days, including the first day of scheduled classes, have elapsed."

Students withdrawing from a course or courses must do so officially via connect.oldwestbury.edu. **NONATTENDANCE in a course does NOT constitute withdrawal.** Students are liable for payment of tuition and fees up to the date on which the application for withdrawal is officially processed.

A student who is dismissed for disciplinary reasons or administratively withdrawn for failure to comply with immunization requirements, prior to the end of an academic term, shall be liable for all tuition and fees due for that term.

All tuition and fee refunds require eight to ten weeks for processing. **All** refund procedures are established in accordance with SUNY policies.

Exception

There shall be no tuition or fee liability established for a student who withdraws to enter military service prior to the end of an academic term. Proof must be submitted to the Office of Registrar.

Advance Housing Deposit (Fall and Spring Semesters)

Each dormitory student is required to pay a housing deposit of \$50 when applying for housing. The deposit is applied against housing charges incurred by the student during the semester.

The advance housing deposit is not refundable after July 1, for Fall semester reservations and December 15 for Spring semester reservations. Students canceling after these dates forfeit their deposits. If the deposits were made after these deadlines, the deposits are refundable for 30 days from the date of payment or until the first day of classes, whichever comes first. An applicant placed on a waiting list who does not receive a room is entitled to a refund of the deposit. All requests for refunds of the deposit must be made in writing to the Office of Residential Life. Advance deposits will not be carried forward to subsequent semesters.

Room and Board

Requests for refund of room rent and/or board (meals) must be made by completing a Housing Termination form obtained from the Office of Residential Life. Room rent is payable in advance of occupancy. A student who withdraws from the residence halls any time prior to the midpoint of the semester is liable for rent as prorated based upon the week of termination. A student who withdraws after the midpoint of the semester is liable for the full semester's rent. Room rental rates are not affected by brief lapses in service. Students who are suspended/dismitted/expelled from residence halls or the College for academic or disciplinary reasons will not be given refunds of room rents and deposits.

Only those students who have withdrawn from residence halls will be entitled to a meal plan refund. Meal plan refunds will be calculated by dividing the amount the student was charged, by the number of weeks in the period and multiplying this by the number of weeks during which meals were eaten. Meals eaten during a portion of a week shall be considered as having been eaten for a full week. There shall be no refund for less than a week. The request for refund shall include the reason that the refund is sought.

Residents have the option of changing from one plan to another during the first five days of each semester.

Key and Room Damage Deposits

As authorized by SUNY, a \$50 room and suite damage deposit, a \$25 common area damage deposit and a \$35 key deposit must be maintained throughout each semester a student lives on campus. These deposits are required to defray costs of repairing students' rooms, suites, common areas, key cylinders and replacing lost keys. If any damage occurs in such areas as student rooms, bathrooms, suites or common areas such as stairwells, hallways and lounges, which cannot be properly charged to an individual, all members of the suite floor, building or area community may share equal financial responsibility for the damage. Any damage or key deposits remaining upon a student's departure from residence housing will be refunded (to the student) in accordance with SUNY policy.

Foreign Student Health Insurance Fee

All international students, including participants in international exchange, overseas academic programs, and research programs, are required to participate in the state operated Health Insurance Program, unless they can document comparable alternative insurance coverage. Evidence to authenticate an alternative insurance plan held by a student must be submitted to the Office of Enrollment Services before a waiver can be granted. The foreign student health insurance fee cannot be deferred. Payments must be made in full to the Office of the Bursar.

For additional information, students may contact the International Student Advisor, located in the Office of Enrollment Services.

Health Center Fee

Refunds of the Health Center Fee will be issued in accordance with the Schedule of Tuition Liability of the State University of New York. No refunds will be given after the end of the fourth week of a semester.

For further information, students are advised to contact the Student Health Center.

College Fee

The College Fee is not refundable except for a student who withdraws to enter military service prior to the end of an academic term. Proof must be submitted to the Office of the Registrar.

Student Activity Fee

The Student Activity Fee is not refundable except for a student who withdraws to enter military service prior to the end of an academic term. Proof must be submitted to the Office of the Registrar.

Technology Fee

Refunds of the Technology Fee will be calculated based on the date of official withdrawal in accordance with the Schedule of Tuition Liability of the State University of New York.

Transportation Fee

Refunds of the Transportation Fee will be calculated based on the date of official withdrawal in accordance with the Schedule of Tuition Liability of the State University of New York.

Except as specified above, fees are nonrefundable. See College Policy No. B-12, "Fee Refunds and Waivers" for additional guidance.

FINANCIAL AID

The Office of Financial Aid, in addition to administering various federal and state financial aid programs, offers services to assist students in meeting the costs related to their graduate education. Individual financial counseling, FAFSA workshops, and debt-management counseling are offered to students as a part of a comprehensive approach to assisting students in financing their college education.

Although the basic responsibilities for financing higher education rest with students, the Office of Financial Aid can assist graduate students with the process of obtaining loans and TEACH grants if education is your field. All financial aid at Old Westbury is administered without discrimination as to sex, race, color, religion, national or ethnic origin. Federal and state laws, regulations, guidelines and policies governing the administration of these programs are strictly followed.

Information in this section, although currently accurate, is subject to change as revisions in state and federal regulations occur and new legislation is passed.

Students are strongly encouraged to use this information in conjunction with individual communication with the Office of Financial Aid to be assured of all program requirements and updates.

Application Process

- Complete the Free Application for Federal Student Aid (F.A.F.S.A.)/Renewal Application; available at www.fafsa.ed.gov
- Complete Federal Direct Loan Request/Confirmation Form available at connect.oldwestbury.edu.
- Go to "Finances," you will find the loan form under FORMS

Responsibilities of Financial Aid Recipients

All financial aid recipients are expected to complete the application process annually, by the prescribed deadlines. Students must meet requirements for good academic standing and maintain normal academic progress toward a degree. Students are obligated to report changes of name and address, changes in dependency status and receipt of any additional scholarships or grants, loans or employment to the Office of Financial Aid. The College reserves the right to make adjustments in financial aid packages due to any changes in enrollment, residency, income discrepancy or financial circumstances. Students who do not meet the requirements for aid that has been awarded will be required to repay financial aid funds they have received. Students who withdraw from the College before the end of an academic term may be required to repay a portion of their financial aid

Federal Student Financial Aid

Applicants requesting federal assistance must meet the following minimum eligibility criteria:

- United States citizenship or eligible non-citizen
- Enrollment as a matriculated student in an eligible degree program
- be registered with Selective Service
- At least half-time enrollment for Federal Direct Loan eligibility

Financial Aid Available

The College at Old Westbury participates in most federal and state financial aid programs

Federal Direct Unsubsidized Loan

- Direct Unsubsidized Loans are available to graduate students; there is no requirement to demonstrate financial need.
- The school determines the amount you can borrow based on your cost of attendance and other financial aid you receive.
- You are responsible for paying the interest on a Direct Unsubsidized Loan during all periods.
- If you choose not to pay the interest while you are in school and during grace periods and deferment or forbearance periods, your interest will accrue (accumulate) and be capitalized (that is, your interest will be added to the principal amount of your loan).

TEACH Grant

To be eligible for a TEACH Grant, you must do the following:

- Meet the basic eligibility criteria for the federal student aid programs.
- Complete the Free Application for Federal Student Aid (FAFSA®) form.
- Be enrolled as an undergraduate, post baccalaureate, or graduate student at a school that participates in the TEACH Grant Program.
- Be enrolled in a TEACH-Grant-eligible program.
- Meet certain academic achievement requirements (generally, scoring above the 75th percentile on one or more portions of a college admissions test or maintaining a cumulative GPA of at least 3.25). For specific information about the academic requirements, talk to the financial aid office at your college or career school.
- Receive TEACH Grant counseling that explains the terms and conditions of the TEACH Grant service obligation. You must complete counseling each year that you receive a TEACH Grant.
- Sign a TEACH Grant Agreement to Serve

Anti-Drug Abuse Act Certification

Warning: As set out more fully in section 5301 of the Anti-Drug Abuse Act of 1988, if you are convicted of drug distribution or possession, the court may suspend your eligibility for Title IV financial aid. If you are convicted three or more times for drug distribution, you may become permanently ineligible to receive Title IV financial aid.

Disbursements

Federal Direct Unsubsidized funds for eligible recipients are disbursed by the Office of the Bursar. Funds are usually disbursed within the first month of the semester. It is strongly recommended that students have \$500 to \$600 available to cover books and personal expenses until financial aid funds are received.

*Direct Federal Unsubsidized Loan funds are reduced by the amount of an origination fee.

Academic Standards for Continued Financial Aid Eligibility

All students are expected to maintain good academic standing and be making satisfactory progress at the College to receive financial aid

Federal Awards

To be eligible for Title IV federal aid (Direct Loans), students must meet the College's criteria for good academic standing and maintain satisfactory progress toward a degree. The criteria for good academic standing and satisfactory progress toward a degree are outlined on our website under Satisfactory Academic Progress Requirements.

Students who fail to meet these criteria may, through the Graduate Academic Standing Committee, appeal for reinstatement to the College. If students are successful in their appeal for reinstatement, they must provide documentation to the Office of Financial Aid. All federal aid will be reinstated following a successful appeal.

Students enrolled at the College must be making satisfactory progress before federal funds will be disbursed. At the end of each semester, students are evaluated for financial aid eligibility for the following semester.

The academic records of readmitted students will be evaluated for financial aid eligibility based upon their previous academic performance.

Financial Aid Procedures for Withdrawals

Depending upon your circumstances and the date which you leave the College, there are financial implications of which students need to be aware so that they may take certain actions as appropriate. Specific items students need to be concerned about are as follows:

College Refund Policy

Tuition, fees, room, and meal plan charges are assessed over time each semester. Reductions in charges, or refunds if appropriate, will be processed automatically by the College based upon the date the student officially withdraws from the College. Students should have an understanding of college refund policy as it pertains to their situation. The College's refund policy is included in the Schedule of Classes each semester. See College Policy No. B-12, "Fee Refunds and Waivers" for additional guidance.

Federal Title IV Return of Federal Student Aid

Federal regulations require aid recipients to "earn" most of the aid they receive by staying enrolled in college at least half time. Students who withdraw prior to completing 60 percent of the semester for which they received federal student aid may be required to return some of the aid they were awarded. Federal regulation assumes that you used your Title IV student aid (e.g. Stafford Loans) to pay your institutional charges – tuition, fees, residence hall room and board, and certain other institutional charges – whether you did or not. If you withdraw prior to completing 60 percent of the semester for which you were awarded aid, the unearned portion of that aid must be returned to the federal government.

The College at Old Westbury will restore to the appropriate federal fund source its required share of institutional charges that you have paid. If the amount returned by the College is not enough to repay the entire amount that you haven't "earned" by the length of your enrollment, you will be required to return portions of amounts that you received to pay for indirect expenses.

This policy is based on 34 CFR, Section 668.22 of Title IV of the Higher Education Act of 1965, as amended. The College at Old Westbury uses a recognized calculation procedure to abide by this regulation.

Official Withdrawals

Deferred aid is considered payment against charges and if sufficient, may hold courses which would otherwise be cancelled for nonpayment. You must formally withdraw if you do not plan to attend classes. If in a situation you do not attend classes and you are not eligible for financial aid you will be responsible for charges on your account. Students must complete the official withdrawal process so as not to jeopardize their continued eligibility for financial aid.

- Students submit a withdrawal of course form via connect.oldwestbury.edu by the deadline listed in Dates, Deadlines and General Information.
- Students who have received Direct Loan proceeds must schedule an exit interview with the Office of Financial Aid.

Student Affairs

The central purpose of the Division of Student Affairs is to complement and enhance the academic mission of the College by developing and implementing diverse programs and activities that support the academic enterprise. As a catalyst in the student development process, Student Affairs addresses the various interpersonal and affective issues associated with learning inside and outside the classroom. Toward this end, the Division of Student Affairs provides a full spectrum of services aimed at enriching the student's total Old Westbury experience. The College encourages student participation in the greater campus community and promotes opportunities that enable students to grow personally, socially, emotionally, physically and culturally.

The highly qualified and diverse Student Affairs staff helps students in achieving their personal and professional best by encouraging involvement in athletics, social and cultural activities, career exploration and leadership opportunities. Given the diversity at Old Westbury, the Division is committed to creating an environment in which students feel valued, respected, and

appreciated. The goal of the Student Affairs staff is to inspire students to pursue activities both inside and outside of the classroom that will ensure their full and responsible participation in campus life and in the greater community.

Administered by the Vice President for Student Affairs, the Division of Student Affairs consists of the following units: Dean of Students, Athletics, Career Planning & Development, Center for Student Leadership & Involvement, Counseling & Psychological Wellness Services, Office of Services for Students with Disabilities (OSSD), Student Conduct, Orientation & Special Events, Residential Life and the Student Health Center. Many of these offices have scheduled evening hours and all offices will arrange evening appointments by request.

The Division of Student Affairs oversees and advises the Student Government Association and its recognized clubs and organizations. The Division of Student Affairs is also responsible for administering the College's Code for Student Conduct, which can be found in its entirety at www.oldwestbury.edu.

Vice President for Student Affairs/ Chief Diversity Officer

The Vice President for Student Affairs provides executive-level leadership and vision in the administration of a comprehensive range of services, policies and procedures related to student affairs programming, planning and strategically-related functions. As a member of the President's senior leadership cabinet, the VPSA assists in creating a campus culture that promotes the academic achievement and personal development of all students, assists with crisis response and institutional initiatives, advocates on behalf of students; and fosters collaborative relationships among students, faculty, and staff. The Vice President for Student Affairs participates in all aspects of

institution-wide planning in support of the College's mission and goals, including meeting the needs of a diverse student population and creating a learning environment where all students have the opportunity to succeed.

The Office of the Vice President for Student Affairs is located in Campus Center, Suite H-418. Tel: (516) 876-3175.

Dean of Students

The Dean of Students functions as a member of the College's senior management team. Reporting to the Vice President for Student Affairs, the Dean of Students seeks to facilitate the integration of the academic experience of students with all aspects of the College and student life. The Dean of Students facilitates interactions among students, faculty and staff to promote a campus climate which supports students' academic success and their personal and professional development. The Dean of Students works to educate the entire College community, including faculty and staff, about relevant policies and ways of responding to student-related matters. The Dean of Students serves as a point of reference for students who have concerns about their campus experience. The services and practice of the office are broadly characterized as advocacy, support, programming, and administration. The Dean of Students oversees the Center for Student Leadership & Involvement, Student Union Building and Events Management and Student Conduct. The Dean of Students also serves as Title IX Deputy Coordinator.

The Office of the Dean of Students is located in the Student Union, Suite 303. Tel: (516) 876-3067.

Athletics and Recreation

The goal of the Athletics and Recreation Department is to provide students with the opportunity to compete successfully in NCAA Division III sports as an integral part of their educational experience. Through athletic competition, student-athletes will acquire personal achievement, social responsibility and academic excellence. Old Westbury's athletics teams include: baseball, softball, men's and women's basketball, men's and women's swimming, men's and women's cross country, men's and women's soccer, women's volleyball, men's golf and women's lacrosse. The close relationships, mentoring by excellent coaches and participation in athletic competition in the Skyline Conference, is a character-building and enriching opportunity for our student-athletes. The cheerleading program also falls under Athletics and Recreation.

The Athletics and Recreation Department also seeks to establish a campus community characterized by physical wellness. The Clark Athletic Center includes a full array of free weights and fitness machines. Fitness classes such as cardio core are offered each semester. The swimming pool also posts open swim recreational hours. Outdoor facilities include tennis courts and basketball courts. Additionally, the Athletics and Recreation Department responds to student interest in intramural sports by sponsoring a variety of intramural sports competition opportunities.

Clark Center hours are very flexible, ensuring night and weekend availability for those who seek to use the recreation facilities to work out or to participate in intramural sports. For more information, call (516) 876-3241 or check us out on the Athletics and Recreation website: <http://www.oldwestburypanthers.com>.

Student Health Center

The Student Health Center is located on the first floor of the Campus Center, I-Wing, room I-109. Tel: 516-876-3250.

The primary function of the Student Health Center is to promote wellness and educate students about the role health prevention plays in attaining a high-level of well-being.

Students taking 6 or more credit hours need to comply with the New York State Public Health Law (section 2165 & 2167) requiring proof of measles, mumps, rubella and meningitis vaccines. (For more information, see the catalog under Laws, Policies and Regulations Governing Campus Life.)

All currently enrolled students (full-time/part-time, residents/commuters) are eligible to use the services of the Center. **Students under 18 years of age must have parent/guardian consent on file.** The Center provides services such as screening for the diagnosis and treatment of common health problems or provides referrals for problems requiring specialized care. All medical records are kept confidential and not released without the student's permission except as required by law.

The Center is open Monday through Friday with registered nurses always in attendance. Physicians, nurses and nurse practitioner provide primary care in the event of illness or injury. Basic gynecological counseling and care is also available. A complete listing of services and **Physicians and the nurse practitioner's schedules are available on the Center's webpage.** Students referred to off campus facilities such as hospitals, medical specialists and laboratories are responsible for any charges incurred.

Students seeking private medical and dental insurance are encouraged to visit the New York State of Health Insurance Marketplace. International students should contact the College's International Student Advisor, located in the Office of Enrollment Services, for information about mandatory Foreign Student Health Insurance (see the Tuition and Fee information section of this catalog)

The SUNY Board of Trustees requires that all students partially fund, through a health fee, the campus Student Health Center. A Student Health Advisory Committee comprised of students, faculty, and staff members acts in an advisory capacity making recommendations to the VP of Student Affairs regarding improvements or changes in programs, policies, and procedures governing the Student Health Center.

Career Planning & Development

Career Planning & Development serves to educate and promote professional growth and skill development. Through one-on-one counseling, participation in educational, informational and recruiting events and the utilization of career related resources, students will gain an understanding of their career goals.

Individual Career Counseling: Career counselors are available to see students one-on-one in order to discuss and explore concerns regarding a student's major and career options, graduate school advisement, job search or other topics related to career matters.

Career Assessments: If you are confused or uncertain about the major you would like to declare, a career counselor will meet with you and, if necessary, will administer a career assessment. Assessments point out an individual's skills, interests and personality type in relation to various occupations.

Workshops: Throughout the semester, career workshops are offered in order to provide students with essential tips and advice needed as they transition from student to budding professional. The Backpack to Briefcase series includes resume and cover letter writing, interview preparation and skills, business etiquette and networking. Other workshops include job search strategies, body language, appropriate dress, etc.

Career Planning & Development Events: During the academic year, there are several events that take place, including the Career Expo/Graduate School Fair, Path to Academic & Career Excellence (P.A.C.E.) programming, Spring Career Fair, employer information sessions, guest speaker workshops, recruitment events and more.

Resources: There are a variety of resources available when you visit the Office of Career Planning & Development. Our online career management system, Panther Career Link, allows students to set up a professional profile, upload their resume, and search for jobs and internships and more. Students can also take advantage of Interview Stream which is an online practice interviewing tool consisting of over 7,000 potential interview questions. Students will also find information pertaining to graduate school admission and testing.

The Office of Career Planning & Development is located in the Campus Center, H-211 as part of the Student Success Center, H-211 Campus Center, Tel: (516) 628-5001. Individual graduate program offices may also be able to assist with career planning.

Center for Student Leadership & Involvement (CSLI)

The Center for Student Leadership and Involvement (CSLI) provides opportunities for co-curricular student engagement outside of the classroom. Overseeing the Student Government Association (SGA), Fraternity & Sorority Life, Leadership Honor Societies, the Leadership Development Certificate Program, Commuter Outreach and student-led clubs, CSLI provides an enriched and quality experience for all of our students while helping to develop strong leaders that will take this experience and translate it to their future careers.

Student Government Association (SGA): The SUNY College at Old Westbury Student Government Association is the student-run representative body for the College. Composed of the Student Senate, Student Court, House of Representatives and Executive Board, this organization exists to advocate for the needs of the students in their academic pursuits, professional development and social outlets. Students are strongly encouraged to meet their academic senator and their class representative to learn more about what SGA can do to enhance their experience at SUNY Old Westbury.

Honor Societies: CSLI initiates more than 150 students each year into the following nationally-recognized leadership honor societies; Omicron Delta Kappa Leadership Honor Society, Tau Sigma National Honor Society and Order of Omega.

Fraternity and Sorority Life (FSL): Our fraternities and sororities pride themselves on making the Old Westbury community flourish by striving for excellence through academic achievement, leadership development, philanthropic and community service and programming.

Commuter Outreach: Commuter students are a significant population at SUNY Old Westbury, comprising more than 80% of the student demographic. Commuter students are encouraged to meet with our Commuter Assistants who are a student staff responsible for the dissemination of information about upcoming programs and events as well as answering questions pertaining to the College and student engagement opportunities. Programs are hosted weekly during the fall and spring semesters throughout various locations on campus and Commuter Appreciation Week takes place in the fall and spring semesters to connect our students to one another in a social setting.

Student Clubs/Organizations: Student led clubs are the heart of the Center for Student Leadership and Involvement.

We welcome over 50 student-led clubs - both returning and newly created - each year. Ranging from academic, cultural, spiritual, and many other groups, there is certainly something for everyone! Students are encouraged to join various clubs as well as take on leadership roles to learn more about facilitating group dynamics, conducting meetings, and many other "real world" applicable skills and experience.

The Center for Student Leadership & Involvement is located in the Student Union, Suite 309. Tel: (516) 876-6975.

Counseling & Psychological Wellness Services

The department of Counseling and Psychological Wellness Services strives to contribute to the overall educational mission of the college by facilitating the academic, emotional, social and personal development of students and by serving as mental health consultants to the entire campus community.

Counseling and Psychological Wellness Services professionals assist students in resolving personal difficulties and in acquiring those skills, attitudes, and resources necessary to both succeed in the college environment and pursue healthy, productive and satisfying lives.

Direct services offered include individual and couples counseling and psychotherapy, family counseling, group workshops and psychiatry services for a wide range of mental health and personal concerns. Our services are confidential services are covered free of charge.

Counseling and Psychological Wellness professionals take a flexible, individualized approach to addressing each student's needs. Respect for diversity and a commitment to inclusion by supporting each unique students' individual values and personal journey are the guiding principles in all the work we do.

Crisis intervention: In situations of psychological emergency during regular business hours (9:00-5:00 Mon.-Fri), our skilled, licensed counselors will provide immediate crisis intervention support, assessment and management. In the event of an after- hours emergency on campus, students should immediately call University Police at (516) 876-3333. In the event of an after-hours emergency off campus, students should call 911 or go to the nearest emergency room for assistance.

Consultation and Outreach: Consultations are available for faculty, staff or administrators to address a range of issues including awareness of services available at our center and how to recognize and refer students who may be struggling with mental health concerns. We can help with employing strategies for helping connect a student with counseling services or other support services. Counseling center staff are also available to consult with concerned family members, friends or roommates of students experiencing emotional distress.

The Office of Counseling & Psychological Wellness Services is located in the Student Union, Lower Level, Suite 100. Services are available Mon-Fri. from 9am-5pm. Appointments can be made by walking in or calling (516) 876-3053.

Office for Services for Students with Disabilities (OSSD):

Learning, Medical/Physical and Mental Health Disabilities

Some Old Westbury students live with learning, medical/physical disabilities and/or mental health issues. These issues can present unique challenges. The Americans with Disabilities Act (ADA, 1990) and Section 504 of the Rehabilitation Act of 1973 are the two pieces of legislation that ensure equal opportunities for college students with disabilities. The Office of Services for Students with Disabilities (OSSD) coordinates students' reasonable accommodations, which include, but are not limited to, extended time on examinations, assistive technology, and note takers. We focus on students' strengths and resources, and students' full participation in extracurricular activities. Students who need to receive services must self-identify and provide appropriate documentation of their disability. Ideally, students will arrange an appointment before the start of their first semester. For additional information, please call Stacey DeFelice, Director, OSSD at (516) 876-3009 (voice), **or e-mail defelices@oldwestbury.edu**. Our office is located in the New Academic Building, Room 2064.

Residential Life

On-campus housing generally is not available for graduate students but may be provided on a case-by-case, basis subject to the availability of suitable housing as determined by the College. For additional information, please contact the Office of Residential Life at 516-876-3210.

Student Conduct

All SUNY Old Westbury students commit to upholding community values defined in the *Code For Student Conduct*.

The Office of Student Conduct promotes personal responsibility and integrity throughout the student conduct process. As an integral part of the educational mission of Student Affairs, the office practices and remains committed to an educational approach when working with our student community. College students make good decisions

and on occasion may make a poor decision or two. A collaborative environment exists whereby students have an opportunity to be accountable for personal choices, learn from those poor decisions, move forward, and continue their education as a productive member of the College community.

Housed within the Office of Student Conduct, Holistic Student Development Services provides assistance for students who may struggle personally or academically during their time on campus. Our services assess and treat mandated students regarding drug and alcohol usage, anger management and conflict resolution. Additionally, we provide assistance in the area of identifying housing and other services for homeless students that reside within New York City, Nassau and Suffolk Counties. A staff of graduate interns and trained student Peer Educators assist with the planning and facilitation of health education programs, and facilitation of drug and alcohol programming and awareness.

The Office for Student Conduct is located in the Student Union, Suite 303. Tel: (516) 876-3067.

Laws, Policies and Regulations Governing Campus Life

University Police Department (UPD)

The quality of life on campus is critical to achieving quality education.

- The goal of the campus community is academic achievement. To realize that goal there must be a safe, secure and attractive environment with a positive social atmosphere.
- The goals and functions of the University Police Department (UPD) are service to the community, protection of life and property, prevention of crime, resolution of conflict, and enforcement of state and local laws, all of which are geared to help provide a positive social atmosphere.
- As part of the academic community and charged with the responsibility of maintaining an atmosphere conducive to education, the University Police Department (UPD) strives to combine "law and order" with harmony and humaneness.
- "Public education" and "community relations" are as important as "service and protection." Here at SUNY Old Westbury, we stress that all officers be aware of and appreciate the uniqueness of the College, and the diverse community that it serves.
- The UPD Headquarters building is located in the Northern area of the Student Union parking lot.
- UPD is available 24 hours per day and can be reached at (516) 876-3333.

Identification (I.D.) Cards – Panther Center

- A valid College I.D. card (Panther Card) is the official SUNY Old Westbury identification for all students, faculty, staff and other employees. It must be carried at all times when on the campus of SUNY Old Westbury. It is nontransferable and must be presented, on request, to all College officials and University Police Department (UPD) officers. The Panther Card also serves as the campus' multifunctional one card. It must be shown when requesting services of College Notaries Public, for entry into student activities, recreation areas, athletic contests, residence halls and when seeking access to SUNY property.
- Students are entitled to one free Panther Card (RH1) during their first semester only. Any student failing to obtain a Panther Card during the first semester will be required to pay a fee of \$15.00. Replacement card fees for lost or stolen cards are \$15.00 for the first replacement, \$25.00 for the second, and \$50.00 for the third and subsequent replacements. The cardholder is responsible for deactivating the card online through the Old Westbury portal. The Panther Card is void upon termination, interruption of enrollment, at the end of contract obligation to the College or separation from College service, and must be surrendered to the Panther Center Office (Room H-140, Campus Center (RH2)) as part of the exit procedure for both permanent and temporary personnel. A receipt obtained from the Panther Center must be presented to the Personnel Office prior to the release of an employee's final paycheck (RH3).
- The Panther Card program is administered by the College's Auxiliary Service Corporation. Cards are available in Room H-140 in the Campus Center.

Vehicle Registration (Parking Permits)

All vehicles parked on campus must display a registration decal. The decal can be purchased online at a location identified on the College's website. All vehicles utilized on campus must be properly registered, inspected, and insured pursuant to the vehicle and traffic laws of New York State.

The University Police Department (UPD) acknowledges and honors all handicapped parking permits issued by governmental authorities. The department issues only 14-day temporary handicapped permits to employees. Students and staff requiring temporary handicapped permits must report to the Student Health Service located in the Campus Center for approval by that office. Members of the college community who feel they require full-time handicapped parking should contact the Office of the Physically Challenged in their local community.

Check the blue pages in your telephone directory for the number.

College Campus Safety Report

Each year SUNY Old Westbury prepares a College Annual Security and Fire Report that addresses issues of safety and security at the College. This annual report includes crime reporting, drug and alcohol policies, daily crime log, crime prevention, disciplinary process, resident hall security, sexual assault and harassment policies, victim's

rights, crime identification, campus crime statistics, fire safety and other topics pertaining to campus safety. The document is available by October 1 of each year in hard copy at University Police Headquarters and from many other offices throughout the campus. It can also be accessed through the College's Web Site at www.oldwestbury.edu, by going to the home page, clicking on Student Life - go to Services and click on University Police and then click on Safety Reports.

Campus Codes and Policies

Code for Student Conduct

SUNY Old Westbury expects that all students will conduct themselves lawfully, maturely, and responsibly. The College's Code for Student Conduct is intended to protect the rights, personal security, and property of individuals and groups within the College community as well as the College community as a whole. Further, its intent is to restrain behavior which is detrimental to learning or contrary to the goals of the College. The Code of Student Conduct informs members of the College community of the conduct expected, prohibited conduct, disciplinary procedures and sanctions applicable for violations of this Code. The Code for Student Conduct may be found in its entirety at www.oldwestbury.edu. This Code is applicable to all students of the College. Students of the College are those who are registered for classes. In addition to this Code, there are specific rules and regulations for resident students which can be found in the Guide to Campus Living.

Drug & Alcohol Policy

The consumption and/or possession of drugs and alcohol are prohibited at SUNY Old Westbury. Procedures and sanctions for violation of this policy will be in accordance with The Code for Student Conduct, which can be found in its entirety at www.oldwestbury.edu.

Bias/Hate Crimes on Campus

It is a State University of New York at Old Westbury University Police mandate to protect all members of the College at Old Westbury community by preventing and prosecuting bias or hate crimes that occur within the campus's jurisdiction.

Hate crimes, also called bias crimes or bias-related crimes, are criminal activities motivated by the perpetrator's bias or attitude against an individual victim or group based on perceived or actual personal characteristics such as race, religion, ethnicity, gender, sexual orientation, or disability. Hate based crimes have received renewed attention in recent years, particularly since the passage of the Federal Hate/Bias Crime Reporting Act of 1990 and the New York Hate Crimes Act of 2000 (Penal Law Article 485). Copies of the law are available in the Office of the University Police at the college.

Committee on Animal Experimentation

The College has an Institutional Animal Care and Use Committee (IACUC) whose function is to ensure animal welfare. Thus, experimentation involving animals must be approved by this group. Committee membership is consistent with state and federal guidelines.

Acceptable Use of College Technology Resources

POLICY It is the mission and the established practice of SUNY Old Westbury to provide employees and students access to electronic information and services, computing facilities, networks and other technology resources. Activities related to the College's mission take precedence over computing pursuits of a more personal or recreational nature. Any use that disrupts the College's mission is prohibited. This policy respects privacy rights of the College's constituents including the right of employees to be free from intimidation, harassment, and unwarranted annoyance. All users of College's computing resources must adhere to the requirements and procedures of this policy.

PURPOSE AND SCOPE SUNY Old Westbury's technology infrastructure exists to support the institutional and administrative activities needed to fulfill the College's mission. Access to these resources is a privilege that should be exercised responsibly, ethically and lawfully. This policy delineates the role each employee plays in protecting the College's information assets and outlines the minimum expectations for meeting these requirements. Fulfilling these objectives will enable the College to implement a comprehensive systemwide Information Security Program. This policy applies to all users of computing resources that are owned, managed or otherwise provided by SUNY Old Westbury. Individuals covered by this policy include but are not limited to all workforce employees and service providers with access to the College's computing resources or facilities. Computing resources include all College owned, licensed or managed hardware and software, E-mail domains, and other services. This policy also applies to any use of the College's network via a physical or wireless connection, regardless of the ownership of the computer or device connected to the network.

Email as Official Means of Communication

The College provides students with an email account upon the student's acceptance to the institution. This account is free of charge and is active as long as the student is actively pursuing a degree at the College. A College-assigned student email account is the College's official means of communication with all students. The College has established these accounts with the full expectation that students will receive, read and respond (as necessary) timely to emails. Students are responsible for all information sent to them via their College-assigned email account. Students who choose to have their email forwarded to a private (unofficial) email address outside the official College network address, do so at their own risk.

Institutional Review Board

The Institutional Review Board (IRB) is the College's federally registered body that monitors and approves research involving human subjects. The mission of the IRB is to facilitate ethical research involving human subjects, and has final authority on whether activities are exempt from IRB review, eligible for expedited review, require full IRB review, require modification, are approved or disapproved. Any member of the Old Westbury community who is conducting research involving human subjects must obtain IRB approval before beginning the activity; IRB approval is also necessary for any research activity that uses Old Westbury students as research subjects, regardless of researcher affiliation. Please note: retroactive approval is prohibited by Health and Human Services federal regulations.

Visit the IRB web pages (<http://www.oldwestbury.edu/irb>) for more information and for application materials.

Consent to Use of Images for Publicity/Promotional Uses

Registration as a student and attendance at or participation in classes and other campus and College activities constitutes an agreement by the student to the College's use and distribution (both now and in the future) of the student's image or voice in photographs, videotapes, online and social media, electronic reproductions, or audiotapes of such classes and other campus and College activities. Questions related to this policy should be directed to the Office of Public and Media Relations. This statement reflects the complete College policy on this subject.

Non-Discrimination / Anti-Harassment Policy

SUNY Old Westbury is committed to an educational and employment environment in which all individuals are treated with respect and dignity. Each individual has the right to work or study in a professional atmosphere that promotes equal treatment and prohibits discriminatory practices, including harassment. Therefore, the College expects that all relationships among persons at the College will be professional and free of bias, prejudice and harassment.

It is the policy of the College to ensure equal treatment without discrimination or harassment on the basis of race, color, national origin, religion, sex, age, disability, citizenship, marital status, sexual orientation or any other characteristic protected by law. The College prohibits and will not tolerate any such discrimination or harassment.

Definitions of Harassment

1. Sexual harassment constitutes discrimination and is illegal under federal, state and local laws. For the purposes of this policy, sexual harassment is defined, as in the Equal Employment Opportunity Commission Guidelines, as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when, for example: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic treatment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or study performance or creating an intimidating, hostile or offensive working or learning environment.

Sexual harassment may include a range of subtle and not so subtle behaviors and may involve individuals of the same or different gender. Depending on the circumstances, these behaviors may include, but are not limited to: unwanted sexual advances or requests for sexual favors; sexual jokes and innuendo; verbal

abuse of a sexual nature; commentary about an individual's body, sexual prowess or sexual deficiencies; leering, catcalls or touching; insulting or obscene comments or gestures; display or circulation on the campus of sexually suggestive objects or pictures (including through e-mail); and other physical, verbal or visual conduct of a sexual nature.

2. Harassment on the basis of any other protected characteristic is also strictly prohibited. Under this policy, harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race, color, religion, sex, national origin, age, disability, citizenship, sexual

orientation, marital status or any other characteristic protected by law or that of his/her relatives, friends or associates, and that: (1) has the purpose or effect of creating an intimidating, hostile or offensive work or study environment; (2) has the purpose or effect of unreasonably interfering with an individual's work or study performance; or (3) otherwise adversely affects an individual's employment or learning opportunities.

Harassing conduct includes, but is not limited to: epithets, slurs or negative stereotyping; threatening, intimidating or hostile acts; denigrating jokes and display or circulation on the campus of written or graphic material that denigrates or shows hostility or aversion toward an individual or group (including through e-mail).

Individuals and Conduct Covered

These policies apply to all applicants, employees and students, and prohibit harassment, discrimination and retaliation with respect to employment, programs or activities at the College, whether engaged in by fellow employees, supervisors or managers, faculty members or students or by someone not directly connected to the College (e.g., an outside vendor, consultant or customer).

Conduct prohibited by these policies is unacceptable in the workplace/classroom and in any college-related setting outside the workplace/classroom, such as during business (college) trips, business (college) meetings and business (college)-related social events.

Retaliation is Prohibited

The College prohibits retaliation against any individual who reports discrimination or harassment or participates in an investigation of such reports. Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be the subject of disciplinary action.

COMPLAINT PROCEDURE

Reporting an Incident of Harassment, Discrimination or Retaliation

The College strongly urges the reporting of all incidents of discrimination, harassment or retaliation, regardless of the offender's identity or position. Individuals who believe they have experienced conduct that they believe is contrary to the College's policy or who have concerns about such matters should file their complaints with the College's Affirmative Action Officer/Title IX Coordinator, Assistant to the President for Administration or the College President or any member of supervision or faculty member the individual feels comfortable with who is then obligated to report the complaint to the Affirmative Action Officer/Title IX Coordinator, Assistant to the President for Administration, or the College President. Individuals should not feel obligated to file their complaints with their immediate supervisor — or a member of supervision — before bringing the matter to the attention of one of the other of the College's designated representatives above. Individuals who have experienced conduct they believe is contrary to this policy have a legal obligation to take advantage of this complaint procedure. An individual's failure to fulfill this obligation could affect his or her right to pursue legal action.

Early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment, discrimination or retaliation. The College strongly urges the prompt reporting of complaints or concerns so that rapid and constructive action can be taken.

The availability of this complaint procedure does not preclude individuals who believe they are being subjected to harassing conduct from promptly advising the offender that his or her behavior is unwelcome and requesting that it be discontinued.

The Investigation

Any reported allegations of harassment, discrimination or retaliation will be investigated promptly. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality will be maintained throughout the investigatory process to the extent consistent with adequate investigation and appropriate corrective action.

Responsive Action

Misconduct constituting harassment, discrimination or retaliation will be dealt with appropriately. Individuals who have questions or concerns about these policies should talk with the College's Affirmative Action Officer/Title IX Coordinator.

Finally, these policies should not, and may not, be used as a basis for excluding or separating individuals of a

particular gender, or any other protected characteristic, from participating in business, academic or work-related social activities or discussions in order to avoid allegations of harassment. The law and the policies of the College prohibit disparate treatment on the basis of sex or any other protected characteristic, with regard to terms, conditions, privileges and perquisites of employment/ education. The prohibitions against harassment, discrimination and retaliation are intended to complement and further these policies, not to form the basis of an exception to them.

CONTACT INFORMATION:

Department	Telephone #	Location
Office of the President	(516) 876-3160	Campus Center, Rm. H-400
Office of Affirmative Action/Title IX Coordinator	(516) 876-3179	Campus Center, Rm. I-211
Office of the Assistant to the President for Administration	(516) 876-3179	Campus Center, Rm. I-211

Mailing Address: State University of New York College at Old Westbury, P.O. Box 210, Old Westbury, New York 11568-0210.

Federal and State Regulations

The Rules and Regulations for Maintenance of Public Order

The Rules and Regulations for Maintenance of Public Order of State Operated Institutions of the State University of New York were adopted by the SUNY Board of Trustees in compliance with the Educational Law of the State. These rules are applicable to all institutions of the State University system and take precedence over any local codes adopted by the individual colleges and universities in the SUNY system. These rules can be found in their entirety at www.oldwestbury.edu.

Education Law

224 a. Students unable because of religious beliefs to attend classes on certain days.

- 1.No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that s/he is unable, because of religious beliefs, to attend classes or to participate in any examination, study or work requirements on a particular day or days.
- 2.Any student in an institution of higher education who is unable, because of religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.
- 3.It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school because of religious beliefs, an equivalent opportunity to make up any examinations, study or work requirements which s/he may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.
- 4.If classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study or work requirements shall be made available on other days, where it is possible and practical to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.
- 5.In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of her/his availing herself/himself of the provisions of this section. 6. Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of her/his rights under this section

Family Educational Rights and Privacy Act of 1974 (FERPA)

Access to Student Records

The College's policy follows the spirit and letter of all federal and state laws concerning access to student records. Within certain statutory limitations, students, upon reasonable notice, may review their "education records" containing information directly related to themselves. Students will be afforded an opportunity to challenge the accuracy of factual information in their records.

In the event a student challenges a record, the student will be offered a hearing by a College official who has no personal involvement in the matter challenged and shall receive a decision in writing within a reasonable time

(not more than 45 days) after the conclusion of the hearing. Should the student fail to appear at the hearing or request an adjourned hearing date prior to the date set for the hearing, a decision shall be issued based on the facts available. Students wishing to inspect their records shall direct their requests to the office responsible for those records.

Student information, other than directory information will not be released to a third party without the notarized consent of the student to the office housing the requested records, with the following exceptions:

- The College will cooperate with all legal authorities in every way appropriate, in accordance with all federal and state laws. The office receiving a request for such cooperation shall immediately seek approval for the release of the requested information from the Records Access Officer.
- The University discloses education records without a student's prior written consent under the Family Educational Rights and Privacy Act of 1974 FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff or a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials); a person serving on the Board of Trustees; SUNY System Administration employees or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.

Although the following are part of the educational record, students do not have access to:

- Letters or statements of recommendation submitted in confidence for school records prior to January 1, 1975, provided these records are not used by the school for other than the original intended purpose.
- Financial records of the parents of the students or any information directly related to the parents' financial status. Problems or issues concerning access to students' records, should be directed to the Registrar, Campus Center, Room I-102. The Family Educational Rights and Privacy Act is available for review on the WEB at www.ed.gov/policy/gen/guid/fpco/ferpa/index.html.
- "Directory information" includes information relating to a student's name, address, e-mail address, date and place of birth, major field study, dates of attendance, honors designation and earned degrees. The parent of a dependent student or an eligible student who wishes to restrict access to "directory information" with respect to that student must inform the Office of the Registrar in writing, within 15 days after the start of each semester.

Public Health Law

New York State Public Health Law (Sections 2165& 2167) require **proof of immunity** to measles, mumps and rubella for students attending colleges and universities in New York State. **Additionally, registered students are required to comply with meningitis guidelines requiring vaccinations within the past five (5) years or proof of a signed declination/ waiver.**

Students born on or after January 1, 1957, who plan to register for at least six (6) semester hours will be required to provide proof of immunity against measles, mumps and rubella in accordance with standards approved by the New York State Department of Health.*

Limited exceptions are granted for students who hold "genuine and sincere religious beliefs" that are contrary to immunization, and for students for whom immunization would be physically detrimental or otherwise medically contra-indicated. Although students enrolled for fewer than six (6) semester hours are exempt from these requirements, immunization is strongly encouraged by public health officials.

When the college is required to exclude a student from campus either because of noncompliance with the stated immunity requirements (or in the case of an epidemic when medically and religiously exempt students will be similarly excluded), the College will not be responsible for any effect on the excluded student's academic progress, and the student will incur tuition and, if applicable, room and board liability as stated in the SUNY Guidelines. Copies of the College's immunization policy and procedures are available in The Student Health Center which is located in the Campus Center, I-Wing, first floor.

*New York State Standards: Proof of immunity to measles will be defined as two doses of measles vaccine on or after the first birthday and at least 28 days apart (preferably three months), physician-documented history of disease, or serologic evidence of immunity. Proof of rubella immunity is documented by one dose of rubella vaccine on or after the first birthday or serologic evidence of immunity. Proof of mumps immunity is documented by one dose of mumps vaccine on or after the first birthday, a physician-documented history of disease, or serologic evidence of immunity.

Records of immunizations should include the date the vaccine was administered, type, manufacturer and lot number of vaccine and signature of persons administering the vaccine e stamped with their address and title.

"Directory information" includes information relating to a student's name, address, e-mail address, date and place of birth, major field study, dates of attendance, honors designation and earned degrees. The parent of a dependent student or an eligible student who wishes to restrict access to "directory information" with respect to that student must inform the Office of the Registrar in writing, within 15 days after the start of each semester.

Academic Policies and Procedures

Graduation

To be eligible for graduation, all candidates must satisfy all College and departmental requirements for the specific degree. Students must verify their fulfillment of all the requirements with the exception of those credits for which they are currently enrolled, at least one semester prior to graduation.

Graduate students must have a cumulative GPA of 3.0 or better for Old Westbury graduate course work.

Residency Requirement

A degree candidate must complete at least thirty (30) credits at the College at Old Westbury to meet the residency requirements. This requirement may vary by program. Refer to individual Department/School policies.

Curriculum Codes:

<u>Registered Degree Title</u>	<u>Degree</u>	<u>HEGIS Number</u>
Accounting	M.S.	0502
Taxation	M.S.	0502.10
Childhood Special Education	M. S.	0808
Students with Disabilities (1-6)	M.S.	0140
Data Science	M.S.	0270
Forensic Accounting	M.S.	0271
Literacy Education	M.S.	0830
Adolescence Education:		
Biology	M.S.	0401.01
Biology	M.A.T.	0401.01
Chemistry	M.S.	1905.01
Chemistry	M.A.T.	1905.01
English Language Arts	M.S.	1501.01
English Language Arts	M.A.T.	1501.01
Mathematics	M.A.T.	1701.01
Social Studies	M.S.	2201.01
Social Studies	M.A.T.	2201.01
Spanish	M.S.	1105.01
Spanish	M.A.T.	1105.01
Liberal Studies	M.A.	4901
Mental Health Counseling	M.S.	2104

Five Year Combined Programs	Degree	HEGIS Number
Accounting/Accounting	B.S./ M.S.	0502/0502
Accounting/ Taxation	B.S./M.S.	0502/0502.10
American Studies/Liberal Studies	B.A./M.A	0313/4901
American Studies/Liberal Studies	B.A/M.A.	0304/0330
Chemistry / Adolescence	B.A./M.A.T.	1905/1905.01
Education: Chemistry		
English/ Adolescence	B.A./M.A.T.	1599/1501.01
Education: English		
History/Adolescence	B.A./M.A.T.	2201/2201.01
Education/Social Studies		
Mathematics/ Adolescence	B.S./M.A.T.	1701/1701.01
Education: Mathematics		
Spanish/ Adolescence	B.A./M.A.T.	1105/1105.01
Education: Spanish		

Advanced Certificates:

Adolescence Education: Biology	0401.01
Adolescence Education: Spanish	
Adolescence Education: English	
Adolescence Education: Language Arts	1501.01
Adolescence Education: Mathematics	1701.01
Adolescence Education: Chemistry	1905.01
Adolescence Education: Social Studies	2201.01
Taxation	0284_AC
Video for Professional Development	0159_AC

Micro-Credentials

Micro-Credential in Business Taxation
 Micro-Credential in Estate, Gift & Trust Taxation

Registration

Registration takes place before each semester begins. Completion of registration, in accordance with instructions issued by the Registrar, is a prerequisite to class attendance. These instructions are published in the semester Dates, Deadlines and General Information. A student must register on the WEB, or in-person (with valid photo ID), and pay tuition and fees or make appropriate arrangements with the Bursar, to be considered officially registered.

Physical presence in class does not constitute registration in a course even when work is completed. Students who have not registered officially will not receive any credit for the course work. All changes in students' course schedules must be made before the end of the add/drop period (the first week of the semester), as published in the semester Dates, Deadlines and General Information.

Courses may be cancelled for budgetary, curricular or enrollment reasons. In such cases, an effort will be made to adjust a student's registration to minimize adverse effects.

Registration in Undergraduate Courses

Graduate students who are advised by their Program Adviser to register for undergraduate courses must also get permission from the Program's Graduate Director. Upon receiving the required approval, they may register

for such courses at the time of graduate registration. Graduate students may not register on the Web for undergraduate courses.

Credits earned in undergraduate courses that are not part of the graduate degree requirements do not count toward the graduate degree, and graduate students pay graduate non-degree tuition. A graduate student may not register in a given semester solely for undergraduate courses unless he/she obtains permission from both the Graduate Program Adviser and the Program's Graduate Director.

Registration in Out-Of-Program Courses

A student who has been admitted to a specific graduate program, or has been given permission to take specific graduate courses, may not automatically register for other courses in other programs. Students may do so only if they obtain written permission from the graduate adviser in the other program and receive permission from the Graduate Program Director.

Policies and Procedures Regarding Transfer Credits

Credits appearing on the transcript of another accredited college that were taken at that college are evaluated by the Graduate Admissions Committee and the Transfer Articulation Manager for transfer to Old Westbury. Transfer credit for courses taken at institutions that operate on a quarter system is limited to the computed equivalence in semester hours. Programs requiring 36 credits or fewer allow a maximum of 6 transfer credits. Programs requiring more than 36 credits accept various amounts of transfer credits. Refer to the individual program policies in those cases.

Official transcripts for courses taken prior to the student's first semester at the College must be submitted to the Office of Enrollment Services as part of the admissions procedure. A preliminary evaluation of transfer credit can be made on the basis of a student copy of a transcript. However, official transfer of credit will be made only upon receipt of an official transcript.

After matriculation at Old Westbury, graduate students must obtain permission of a Graduate Program Adviser and a Graduate Program Director in order to take courses at other colleges for transfer back to Old Westbury. Students should contact the host college with regard to admission and registration requirements.

Normally, courses taken at unaccredited institutions are not transferable to the College. A student may petition the Graduate Program for an exception to this rule; in certain documented instances, the petition may be granted.

Courses for which transfer credits have been accepted may not be repeated for credit at Old Westbury.

Academic Workload

SUNY defines full time graduate study. For billing and financial aid purposes full-time status is considered 12 credits. A student wishing to register for more than 12 credits must have approval on a Petition for Course Overload Form signed by the Director of the Graduate specific Programs.

Course Coding and Level

The course coding system consists of a department letter indicator, a numerical indicator, and a section indicator as follows: Department indicators (consists of the initials that identify the department offering the course):

BU = School of Business

ED = School of Education

MH = Mental Health Counseling

Numerical Indicator (consists of a four-digit number that provides information about the course): The first digit represents the level of instruction: 6 or 7= Graduate Course.

The following three digits represent the specific course. Example- (the digits or letters after the dash indicate the section.) BU7320.G01 means a course in School of Business on the graduate level; 320 stands for the specific course; G01 indicates this is section one of the graduate course.

Grading System and Policies

The grading system used on a graduate transcript provides for letter grades consisting of A, A-, B+, B, B-, C+, C, F, *CR (credit), *NC (no credit), I (incomplete) and W (withdrawal).

All students whose names remain on the official class roster, prepared at the end of the add/drop period, are assigned one of the above grades. All grades except I, CR, NC, and W are calculated in the student's GPA. However, in cases where students repeat a course, the newest grade replaces the old one(s) in the GPA calculation. All grades, however, will remain on the transcript.

Grades as submitted, to and recorded, in the Office of the Registrar are the sole judgment of the instructor. Grade changes resulting from personal appeals to the instructor and hardship claims are never honored. Students may not raise their grades by completing extra work after the final grade has been recorded. The grading system used on a graduate transcript provides for letter grades consisting of A, A-, B+, B, B-, C+, C, F, CR (credit), NC (no credit), I (incomplete) and W (withdrawal). All students whose names remain on the official class roster, prepared at the end of the add/drop period, are assigned one of the above grades.

While students must pay for every course they take, financial aid will not pay for repeated courses unless the department/program requires a minimum grade for graduation and the previous grade was below the requirement. Courses not required to be repeated by the department will not count toward credit load for purposes of financial aid eligibility.

***Students registering for Internships in certain programs (MALS and MHC), will receive a grade of CR (credit) or NC (no credit). Grades of CR or NC do not affect the GPA.**

Incomplete

A grade of Incomplete (I) may be assigned by the instructor when:

- extenuating circumstances, such as accident or illness, make it impossible for the student to complete the course work by the end of the semester;
- the student has completed most of the course work at a passing level;
- the instructor expects that the student will be able to complete the remainder of the course requirements by the end of the following semester.

A grade of I remains in effect for one semester. A student must make appropriate arrangements with his/her instructor to complete the course requirements. The instructor will inform the student concerning the specific scope and nature of the work that must be completed. To certify fulfillment of course requirements, the instructor is expected to submit a letter grade by the end of the following semester. If the instructor does not submit a grade, the Registrar will automatically assign a grade of F. Students who are completing an incomplete should not re-register for that course in the semester that they are completing the incomplete.

Withdrawal

W, signifying withdrawal, may not be assigned as a final grade. After the end of the add/drop period and up to the seventh week of classes (for fall and spring semesters), a student may withdraw from one or more courses by filing an official withdrawal via connect.oldwestbury.edu.

Please Note: Nonattendance in classes does not constitute withdrawal.

In extraordinary circumstances, the Registrar will record a W on a student's transcript after the seventh week of the semester, but prior to two weeks before the final day of classes, if the instructor has approved the withdrawal and the student has filed the necessary form with the Registrar. Students should consult the College calendar each semester for specific withdrawal dates.

Any student who has not withdrawn officially from a course will remain on the final grade roster and will be assigned a final grade of F from the instructor. Withdrawals may affect a student's subsequent eligibility for financial aid awards.

See the section on **Financial Aid** in this catalog for a description of the effect of W grades on continued eligibility for student financial aid. A grade of W does not affect the GPA.

Other Information on Grades

Once submitted to the Registrar, grades other than 'I' cannot be changed except under extraordinary circumstances. Under no circumstances may a grade be changed after the degree has been awarded.

A student whose name appears on the class roster compiled at the end of the add/drop period, continues his or her registered status until the end of the semester, unless that student has **officially** withdrawn from the class. Consequently, liability for billing and eligibility for financial aid, as well as liability for probation, suspension or dismissal continues to apply to all students on this roster, unless the student has officially withdrawn at the Office of the Registrar.

Grade-Point Average (GPA)

Each letter grade carries the following quality points:

<u>GRADE</u>	<u>QUALITY POINTS</u>
A	4
A-	3.7
B+	3.5
B	3.0
B-	2.7
C+	2.5
C	2.0
F	0
W	0
I	0

Two calculations of grade point averages appear on the student's transcript: a semester grade point average and a cumulative grade point average. No quality points are assigned to I (Incomplete), W (Withdrawal), WN (Withdrawn Never Attended) or NR (Not Reported).

In order to be awarded a master's degree, a graduate student must complete his/her program with a cumulative Grade Point Average (G.P.A.) of 3.0 (B) or better. Grades counted in the cumulative

G.P.A. must be earned in graduate-level courses taken at SUNY Old Westbury, and all courses must appear on the student's Old Westbury transcript.

All grades in graduate-level courses will be counted in computing the G.P.A. with the exception of grades in courses that have been taken and repeated at Old Westbury and grades earned in courses given by other institutions for which transfer credit has been awarded.

Academic Standing

Graduate students whose cumulative Grade Point Average (G.P.A.) falls below 3.0 will be placed on academic probation. Students on academic probation have one semester in which to raise their G.P.A. to 3.0. Any student whose Grade Point Average remains below 3.0 at the end of the probationary period will be dismissed from the College.

Additional requirements and appeal processes may be found in specific program policies.

Transcripts

Instructions to order official transcripts may be found at: <https://www.oldwestbury.edu/academics/registrar/transcript-requests>

Time Limit for Completion of Program

A matriculated student will have five (5) years from the date of matriculation (exclusive of armed services obligations) to complete all requirements for the master's degree.

A Graduate Program may grant extensions of time and appropriate leaves based on the merits of the applicant's case.

Readmission

Students who have previously attended Old Westbury and wish to return after an absence of one or more semesters must file an Application for Readmission at least one month prior to the beginning of the return semester.

Students who are absent for more than one year must reapply for admission by completing the process found at https://owsis.oldwestbury.edu/pls/prod/ywskport.p_start. Students absent for three consecutive semesters or less and who have access to connect.oldwestbury.edu should complete the form found at connect.oldwestbury.edu, login, select the Registration icon and then the Readmission form found in the Forms box.

Veterans

Students expecting to receive Veterans Administration benefits must be certified by the Office of the Registrar after registration. To receive certification by the Registrar, the student must submit appropriate documentation, including:

- V.A. Certificate of Eligibility and
- Discharge papers, certified by the County Clerk

Academic Integrity Policy (As of April 2017)

As members of the Old Westbury community, students are expected to adhere to standards of honesty and ethical behavior. Plagiarism and other types of academic dishonesty are condemned at all academic institutions. These acts detract from the student's intellectual and personal growth by undermining the processes of higher learning and the struggle with one's own expression of ideas and information.

Good academic procedure requires giving proper credit when using the words or ideas of others. Plagiarizing means "presenting somebody else's words or ideas without acknowledging where those words and ideas come from" (Ann Raimés, *Keys for Winters*, 7th ed., p. 135). Examples include:

- copying material from the Internet or other sources and presenting it as one's own
- using any author's words without quotation marks; using any quotation without credit
- changing any author's words slightly and presenting them as one's own
- using ideas from any source (even in your own words) without proper credit.
- turning in any assignment containing material written by someone else (including tutor or friend); buying work and submitting it as one's own
- submitting the same assignment in more than one class without permission of the instructor

Know what plagiarism is and how to avoid it; for guidance see Raimés or any other college writing handbook.

Other types of academic dishonesty include unauthorized collaboration or copying of students' work (cheating); falsifying grades or other assessment measures; destroying the academic work of another student; the dishonest use of electronic devices; and others. When detected and verified, plagiarism and other academic dishonesty will have serious consequences.

Please note: In this matter, ignorance of the Academic Integrity Policy is never an acceptable excuse.

Graduate Programs

First Reported Offense:

Recommended Penalty: Failing grade for the specific course

Maximum Penalty: Suspension

Second and Subsequent Reported Offense:

Recommended Penalty: Suspension

Maximum Penalty: Dismissal

All Programs

Violations of plagiarism that occur outside of class (For example: work submitted for competitions, job applications, admissions to programs) may be considered a "Reported Offense".

Any student found in violation of the Academic Integrity Policy may not be eligible for scholarships, honors or induction into academic societies. Students cannot withdraw from the course or apply for a grade of CR/NC while the matter is pending or if they are found in violation of academic policy. In some cases, in addition to academic consequences, violations may have other ramifications including those listed in the Code for Student Conduct.

Academic Support Services

Student Computing

Student computing at Old Westbury refers to a broad mix of resources. The College provides general access computing facilities, dedicated departmental labs, wireless access in most enclosed public spaces, high speed Internet access in our Residence Halls, and video conferencing. In addition, about half of our classrooms are equipped as presentation rooms with permanently mounted LCD projectors, Internet access and DVD players. General access labs are equipped with both black and white and color printers. All students are issued e-mail accounts once they register. This includes centralized storage space that can be accessed from all computers on campus. E-mail is

Web based and can be accessed from anywhere in the world. Students also receive accounts on the College's course management system (currently Blackboard) which can be accessed from on or off campus.

Discipline specific computer labs include Visual Arts, Computer Science, Education, Graduate Accounting Program, and Natural Sciences. These labs are under the control of their respective departments and have specialized software as required for each major. All students are issued e-mail accounts once they register. This includes centralized storage space that can be accessed from all computers on campus. E-mail is Web based and can be accessed from anywhere in the world. Students also receive accounts on the College's course management system (currently Blackboard) which can be accessed from on or off campus.

The Library is the principal general access computing facility on campus. These work stations are available on nights and weekends as well as during normal school hours. Additional work stations are available in the student union building.

International Study Abroad

The opportunity to participate in an overseas program is an important part of the academic offering at SUNY Old Westbury. Students may include in their degree programs, 2-3 week intensive courses, a summer, semester, or academic year of study in a foreign country. International study programs are sponsored by the various State University campuses. SUNY Old Westbury students may apply for admission to more than 500 overseas study programs in 50 different countries: in North and South America, Africa, Asia, Western and Eastern Europe, Australia and New Zealand. Courses are available in over 100 subjects, ranging from aboriginal studies and aerospace engineering to western philosophy and women's studies. While many programs focus on language learning and are conducted in the language of the host country, many others are conducted wholly or partly in English. Program structures vary from total immersion in a foreign university, to course instruction by foreign faculty, to courses taught by the SUNY faculty with expertise in a given subject area, to a combination of these structures.

SUNY Old Westbury currently offers international study abroad programs with the following overseas institutions:

- Austria - University of Applied Science Upper Austria in Steyr
- Barbados - University of the West Indies at the Cave Hill Campus
- China - Jinan University, Minzu University of China, Shandong University of Finance and Economics, Wuyi University
- France - Institute De Gestion Sociale in Paris
- Russia - State University of Management in Moscow
- South Korea - Gangneung - Wonju National University
- Spain - Universidad de Santiago De Compostela
- Taiwan - National Taiwan University of Science and Technology

Various types of financial aid, for which a SUNY Old Westbury student is eligible, may be applied to the cost of foreign study. Program deadlines vary, but six months' lead time is usually required to investigate and apply for foreign study programs. Information may be obtained from the Office of Academic Affairs, Campus Center Room H-410. Students must consult with their academic advisor before undertaking overseas study.

The Office of Enrollment Services at SUNY Old Westbury is always planning additional overseas programs. For more information, please stop by the Campus Center, Room I-210 or call (516) 876-3906. Emails are welcome at overseas@oldwestbury.edu.

LEARNING CENTERS

Math Learning Center

The Math Learning Center provides tutoring and advising for students taking mathematics courses, and encourages students to develop a deeper appreciation and interest in mathematics. Staffed by professional educators, the Mathematics Learning Center welcomes all students. It is located in Campus Center, Library, (516) 628-5622. Specific hours are announced each semester.

Writing Center

Campus Library, Room L-242

(516) 876-3093 <http://oldwestbury.mywconline.com>

The Writing Center offers free writing assistance and non-credit writing workshops for Old Westbury students, faculty, staff, and alumni. Students can walk-in or make advanced appointments to discuss their work in progress

with a writing consultant. We help with writing for any course or academic occasion and welcome students from all disciplines and academic levels. We assist with all aspects of the writing process including understanding assignments and generating ideas, developing thesis statements, organizing, paragraphing, and communicating clearly at the sentence level. Both face-to-face and online assistance is available. In conjunction with academic departments and the Writing Across the Curriculum Program, the Writing Center promotes excellence in writing.

Women's Center

Student Union, Room 301K

(516) 628-5025 Director: Jacqueline Emery, English Department, 516-628-5638, emeryj@oldwestbury.edu

The Women's Center is a resource center and safe space for the students, staff, faculty, and administration of Old Westbury. It has three main goals:

- To educate and empower women, men, and gender non-binary people about issues of gender and sexuality, health and well-being, and achievement
- To raise awareness of and to reduce gender and sexual discrimination and violence
- To champion diversity, to advocate for equity, to build community, and to promote social justice

The Center sponsors presentations, workshops, and film series as well as housing a small lending library on such topics as sexual harassment, sexual assault, dating and domestic violence, stalking, equal pay, equal job opportunities, equal sports opportunities, general women's health and wellness, sexual health, stereotypes of gender and sexuality, LGBT issues, eating disorders, poverty, pregnancy, contraception and abortion, parenting, etc. It offers opportunities for student internships, service learning, volunteering and work study, and also provides resources and referrals on all of the above issues.

The Women's Center also works closely with Student Affairs, Counseling and Psychological Wellness Services, Career Planning and Development, Student Health Services, the First Year Experience Program, Residential Life, University Police, and the Nassau County Coalition Against Domestic Violence, to promote health and well-being.

Academic Support Facilities

The Campus Buildings

SUNY Old Westbury has a 604-acre campus with a variety of buildings and spaces to support the academic and personal growth of its students.

Facilities Access for Persons with Disabilities

In accordance with federal and state laws, the College is continually modifying its facilities to provide access for disabled persons. To appropriately serve handicapped persons in areas as yet unmodified, College policy is to "reach out" with services and staff in an effort to accommodate specific needs. Students needing special services are encouraged to contact the Director of Services for Students with Disabilities, New Academic Building, Room 2065 at (516) 876-3009 (also see section on Services for Students with Disabilities under Academic Support Services).

Academic & Administrative facilities:

- **Campus Center:** Academically, the Campus Center is home to the Visual Arts Department, a host of classrooms used by multiple departments across campus, the campus' television studios, and the Math Learning Center. Administratively, the building houses functions such as Admissions, Bursar, Educational Opportunity Program, Financial Aid, Information Technology, Registrar, and Residential Life. Along with the campus post office, the main Campus Dining Center is also located here, as is the Atrium Café.
- **Campus Library:** The Library, which overlooks expansive lawns from the L wing of Campus Center, is a process as well as a place, with librarians engaging faculty and students throughout the campus and with the internet delivering library services far from the physical library. The Library has more than 150,000 volumes, as well as over 130,000 electronic books which can be used anywhere, anytime. Online, full-text periodicals now number in the tens of thousands. There are over 2,000 DVDs, etc., as well as viewing facilities and presentation classrooms. The library has strong collections in Women's Studies and African American Studies. The Tamiment Library Radical Pamphlet Literature, Slavery Source Material, and Women's History

Research Center Library are rich collections of microfilm for American history. Important databases in all our fields of study are available to students and faculty wherever they may be. Databases for research in business and accounting are especially strong. The library has a rapidly expanding Curriculum Materials Center for Teacher Education. There are more than 60 workstations and there is wireless internet through-

out the building.

Quality access to quality material is not enough, especially in the rapidly changing electronic world. Librarians help students with generous, one-on-one consultations, as well as with phone, email and instant messaging assistance, in order to enhance research and computer skills. The librarians also provide a formal instruction component to many courses in which professor, librarian and students work together.

- **Natural Science Building:** Home to the Biological Sciences Department, Chemistry & Physics Department, and Public Health Department, the Natural Science building features a greenhouse, lecture hall, classrooms, and a multipurpose teaching laboratory. The building also houses several research laboratories used by faculty and student researchers. Available instrumentation includes GC, GC/MS, LC/MS, UV-VIS, FTIR, and NMR. The Natural Science Building is also home to the College's green roof project, an experiment in sustainable energy management.
- **New Academic Building:** When it opened in 2012, the NAB became the first college or university building in the local community to earn Gold status under the prestigious LEED program. The NAB serves as the main classroom building on campus, housing the School of Business, School of Education and a majority of the departments within the School of Arts and Sciences. Also located in the NAB are the Academic Advising Center, the Honors College and the Office of Services for Students with Disabilities. The NAB also includes computer labs for both classroom and general purpose uses and a Dunkin' dining facility.
- **Visual Arts Studios:** The Visual Arts Department is supported by the following class laboratory areas: drawing, sculpture and painting studio, electronic media: digital design studio and photography lab. The Amelie A. Wallace Gallery (described below) provides co-curricular support for the visual arts.

Arts & Athletic Amenities:

- **Amelie A. Wallace Gallery:** The Amelie A. Wallace Gallery in the College's Campus Center exhibits paintings, sculpture, photographs, and mixed media by professional artists (including faculty) and students in the Visual Arts Department. Lectures and discussions with the exhibiting artists are scheduled in conjunction with the opening of shows in the Gallery.

The Gallery's three levels, connected by ramps, feature nearly three thousand square feet of exhibit space, plus track lighting that can be adjusted to highlight the displays. The center level opens onto an outdoor sculpture court that can be used to house outdoor displays. The entire facility is supported by two adjacent rooms for preparation and storage of exhibit materials.

- **Duane L. Jones Recital Hall:** The 336-seat Duane L. Jones Recital Hall is equipped with theatrical lighting, a large podium, excellent acoustics, and four dressing rooms. The Jones Recital Hall is located in the Campus Center.

- **F. Ambrose Clark Physical Education and Recreation Center:**

The F. Ambrose Clark Physical Education and Recreation Center, named for industrialist and College at Old Westbury benefactor F. Ambrose Clark, is the headquarters for all athletic programs and activities at this institution. These include intercollegiate, intramural, and recreational athletics along with facilities needed to ensure that the college community is served accordingly.

Old Westbury's NCAA Division III athletic program competes in 13 intercollegiate sports including Men's and Women's Soccer, Women's Volleyball, Men's Golf, Men's and Women's Cross Country, Men's and Women's Basketball, Men's and Women's Swimming, Baseball, Softball and Women's Lacrosse. Our intramural program encompasses popular activities available during the year including racquetball, basketball, co-ed volleyball, and dodgeball.

Other Clark Athletic Center features include an Olympic-quality, six-lane swimming pool, a 2,500-seat arena for basketball, volleyball or other programs, a fully equipped cardio room (w/ treadmills, stationary cycles, stair climbers and rowing machines), a weight room, locker room, and shower facilities. Baseball and softball facilities, two soccer/lacrosse fields, tennis, outdoor basketball and handball courts and miles of trails and roadway suitable for jogging are also included.

Schedules for facility use are available on our website: www.oldwestburypanthers.com.

- **Jackie Robinson Athletic Complex:** Named with the permission of the Robinson family after the legendary baseball figure, the complex includes both baseball and softball facilities.
- **John & Lillian Maguire Theater:** The Theater, which opened in fall 1983, is an intimate 400-seat proscenium house with a hydraulically operated orchestra lift, complete with a trapped stage, an associated 30-line fly house opening to 40-feet wide, and a 28 foot-high, curtained opening. The stage depth of 28 feet can be doubled by opening 30-foot-high doors to a 4,000 square foot backstage assembly area. Dressing rooms, offices, and shop and costume facilities surround the stage. There is also a black-box rehearsal/

studio theater. Sophisticated light and sound controls are housed above the rear of the auditorium. The Maguire Theater is in the J-wing of Campus Center.

- **Panther Park:** Home to the Panther men's soccer, women's soccer and women's lacrosse teams, Panther Park is located in the center of campus, offering a natural turf field that puts student-athletes in the center of the action.

Campus Life & Residence Halls:

- **Student Union:** The hub of extracurricular activities is the Student Union, which features large meeting spaces, the student lounges, and offices for student government, clubs and organizations. Among the services found in the Union are the First Year Experience Office, the Center for Student Leadership and Involvement, the Dean of Students Office, Office of Student Conduct, Orientation Office, Student Union Building Manager's Office and the Office of Counseling and Psychological Wellness. The Student Union is also home to our Women's Center, Interfaith Center, Barnes and Noble Bookstore and the Panther Food Pantry. Campus media outlets The Catalyst and OWWR web radio are also housed here. Panther's Den dining options include Diner 223, TuTaco and The Market.
- **Woodlands Residence Halls:** Comprised of five residence halls, the Woodlands house approximately 900 students. Located just west of the NAB and Campus Center, the three-story structures offer oversized double-occupancy rooms that come complete with cable television service and internet access. Study lounges are located on each floor of each building. Located within the Woodlands is the campus's Shop24 automated convenience store.

Other Services and Facilities

College at Old Westbury Alumni Association

The College at Old Westbury Alumni Association is a service organization with more than 600 members. The Association is self-governing, operating through an elected board of directors and officers. The president of the Association is a member of the Old Westbury College Council and the Old Westbury College Foundation, Inc. To assist current students, the Association sponsors such activities and awards as career information panels, the annual Dr. Martin Luther King, Jr. Community Service Award to a graduating senior, four scholarships for undergraduate studies, and two student scholarships for graduate study. In addition, Association members lend their time and talents to many College-wide committees, and participate in Homecoming activities, job fairs, open houses, international festivals, new student orientations, convocations, and commencements. The Association also holds an annual awards dinner, which honors alumni of the College and Long Island community.

Members of the Association are entitled to audit courses without charge, (with instructor permission), use the College Library and, at a reduced rate, the F. Ambrose Clark Physical Education and Recreation Center. For information, call the Alumni Association Office at (516) 876-3140 or write the College at Old Westbury Alumni Association at SUNY Old Westbury, P.O. Box 210, Old Westbury, NY 11568-0210.

Alumni Class Auditing Program

Graduates of the State University of New York at Old Westbury may observe (audit) courses with permission of the instructor without payment of tuition and fees other than the parking fee. Permission to audit courses should be arranged directly with the instructor prior to the first day of classes. Interested alumni should obtain a copy of the class schedule on the website at www.oldwestbury.edu or through the Office of the Registrar.

Information Technology Services (ITS)

Information Technology Services (ITS) is the centralized umbrella group for technology on campus. The department directly maintains the general access computer facilities and provides secondary support to the departmental labs. It also maintains the administrative systems that support day to day College operations including desktops, the network infrastructure that provides Inter/Intranet access and the telephones. The Web based student registration system, E-mail, the course management system, campus wide computer accounts, network shared file space are all maintained by this department. A state-of-the-art network operations center permits the staff to oversee most of the campus systems from a single location facilitating quick trouble shooting and fault isolation.

Graduate Programs of the School of Arts and Sciences

Master of Science in Data Science

Master of Science in Mental Health Counseling

Master of Arts in Liberal Studies

Advanced Certificate in Video for Professional Development

Combined B.A. in American Studies/M.A. in Liberal Studies

School of Arts and Sciences Administration and Faculty

Acting Dean: Amanda Frisken

Assistant Dean: Cris Notaro

Data Science Program Director: Frank Sanacory

Mental Health Counseling Program Director: Fred Millán

Liberal Studies Program Director: Carol Quirke

Advanced Video Certificate Director: Carol Quirke

MASTER OF SCIENCE IN DATA SCIENCE

Program Description

The 36-credit interdisciplinary Data Science Master's Degree provides a strong background in data science methodologies. The program has strong emphasis on the areas of programming, data management, data mining, machine learning and statistics. The degree culminates in a course in project management, a real world internship experience and a two-semester capstone Data Science Project.

The data science technologies have completely changed the way businesses do strategic planning to manage their operations more efficiently and to serve their customers more effectively. These developments have created tremendous opportunities for innovation by tapping the enormous potential for the benefit of society. Graduates will be prepared to participate in these innovative opportunities.

The program endeavors to maximize interaction between faculty and students.

Program Requirements

Data Science concerns itself with volume, variety and velocity of data being generated. It is about understanding data, processing, and discovering value in data, visualizing it and communicating results. This is applicable to many areas such as marketing, business intelligence or health care management, and a professional skills component

There are 36 credits total in the degree, which can be completed in four semesters by a student taking nine credits per semester. Classes are scheduled in the evening making it easier for working professionals. A student can also complete the degree at a slower pace if so desired.

All students will take a set of core courses in three areas: Statistics, Computer Science and Data Science. Students will also complete plus courses (as defined by the SUNY Professional Science Master's initiative), a project report and an internship. There are six credits of statistics, which will include modeling and use of software packages. The Computer Science component will be nine credits in algorithms and programming, database, and data warehousing. The six credits of Data Science will cover the standard and up-to-date techniques of Machine Learning and Data Mining with examples using real world data. The plus courses will teach students necessary skills for the workplace, such as Project Management and Communications and Presentation. For the applied portion of the degree, students will work in teams using all of their previously gained knowledge to solve a real world problem demonstrating the data science cycle. Additionally, students will be required to complete an internship.

Program Learning Outcomes

The program's primary student learning outcomes are:

1. Students will demonstrate knowledge of efficient algorithmic processes and "good" programming skills in several languages used in the implementation of efficient solutions to big data problems.
2. Students will demonstrate the ability to clean data, integrate data from distinct sources and store the data in the appropriate databases for analyses.
3. Students will be able to do basic and advanced statistical analysis on big data sets. This knowledge will help the students to develop solutions to complex big data problems.
4. Students will demonstrate strong written and oral communication skills.
5. Students will demonstrate the ability to understand the big picture of a complex data science problem and analyze the data to answer undirected and directed questions.
6. Students will demonstrate the ability to function as a team member and to lead effectively in challenging management positions in local and global environments.
7. Students will demonstrate their ability to apply the skills and the knowledge gained in the classroom to real world data science problems.

Degree Requirements

The largest component of the degree is the Core which includes the three disciplines of Statistics, Computer Science and Data Analytics. The Plus Courses and the Culminating Experience are the business skills component and the applied components of the degree.

Core Courses (7 courses)

21 credits

Statistics Courses

MA 6510: Statistics I 3 credits

MA 6520: Statistics II 3 credits

Computer Science Courses

CS 6010: Algorithms and Programming Techniques 3 credits

CS 6020: Introduction to Databases 3 credits

CS 6030: Data Warehousing 3 credits

Data science Courses

CS 6110: Data Analytics I 3 credits

CS 6120: Data Analytics II 3 credits

Plus Courses and the Culminating Experience (5 courses) 15 credits

CS 7510: Communication and Presentation 3 credits

CS 7520: Project Management 3 credits

CS 7910: Analytics Project I 3 credits

CS 7920: Analytics Project II 3 credits

CS 7800: Internship 3 credits

Prerequisites for the courses are as follows:

COURSE

PREREQUISITES

MA 6510: Statistics I

MA 6520: Statistics II

CS 6010: Algorithms and Programming Techniques

CS 6020: Introduction to Databases

CS 6030: Data Warehousing

CS 6110: Data Analytics I

CS 6120: Data Analytics II

CS 7510: Communication and Presentation

MA 6510

Concurrent with CS 6010

CS 6020

CS 6020

CS 6110

CS 6110

CS 7520: Project Management
CS 7910: Analytics Project I
CS 7920: Analytics Project II
CS 7800: Internship

CS 6110
CS 6110 and MA 6520
CS 6120 and CS 7910
CS 6110 and MA 6520

Sample Schedule of Courses

Full Time

Term 1 - Fall

MA 6510: Statistics I
CS 6010: Algorithms and Programming Techniques
CS 6020: Introduction to Databases

Term 2 - Spring

MA 6520: Statistics II
CS 6030: Data Warehousing
CS 6110: Data Analytics I

Term 3 - Fall

CS 6120: Data Analytics II
CS 7910: Analytics Project I
CS 7510: Communication and Presentation

Term 4 - Spring

CS 7520: Project Management
CS 7800: Internship
CS 7910: Analytics Project II

Admissions

Applications for the program will be reviewed initially by the Graduate Director. A Graduate Committee will be created, comprised of faculty from the participating departments, with responsibility for reviewing all applications meeting the minimum entrance requirements. The general admission requirements for all candidates are:

- A bachelor's degree;
- The appropriate background in math and programming, including coursework in Calculus and Analytical Geometry II, Linear Algebra, Introduction to Probability and Statistics, and Introduction to Scientific Programming (Old Westbury courses MA 2320; MA 3160; MA 3210; and CS 2521 or their equivalents);
- A minimum cumulative GPA of 3.0 (on a 4.0 scale) or equivalent, in their highest earned degree;
- An admission essay;
- Two letters of recommendation, at least one from an academic source; and
- Submission of scores on the relevant GRE (Graduate Record Examination)* is optional.

International students must meet the following additional criteria: Non-American educational documents evaluated by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) or World Evaluation Services (WES) or Education Credential Evaluators (ECE) or SUNY China Office evaluation service. TOEFL score of 213 computer-based exam or 80 on the Internet version; IELTS score of 6.5 overall band score; iTEP completion of level 4. Conditional Admission with ELS.edu (successful completion of English 112) or Completion of the Advance Level courses at Stony Brook University's Intensive English Center (IEC).

*Students may be admitted to the program on a provisional basis pending GRE scores, provided a firm date has been set for taking the exam before the end of their first semester. Our target is to have 70% of students with GRE scores above the following: Verbal 140, Quantitative 140, and Writing 3. These minima will be reviewed annually.

Acceptance decisions are made by the Graduate Committee based upon the submitted application. Any exceptions will be reviewed by the Graduate Director, the Graduate Committee, and the Dean of the School of Arts and Sciences.

Program Policies and Procedures

Schedule of Courses

The College operates on a three semester per year basis: the fall semester begins the end of August and ends in mid-December; the spring semester begins mid-January and ends mid-May; the summer semester has two sessions. The first summer session begins the end of May and ends in early July, and the second summer session begins in early July and ends in mid-August. During the fall and spring semesters, each class meets one evening a week, with the first class period beginning at 5:40 pm and ending at 7:55 pm and the second class period beginning at 8:05 pm and ending at 10:20 pm. During the seven week summer sessions, classes meet two times

per week on Mondays and Thursdays with the first class period meeting from 5:30 pm to 7:45 pm and the second class period meeting from 7:55 pm to 10:10 pm.

Academic Advising

All students admitted to the graduate program will be advised by the Director of the Graduate Program. This process entails: full discussion of student goals; explanation of all degree requirements; description of the course schedule and frequency of course offerings over the relevant period; and information about internships and the employment market.

Program Faculty

Ashok Basawapatna
Assistant Professor

Jennie D'Ambrose
Assistant Professor

Glenn Dodd
Visiting Instructor

Maureen Dolan
Associate Professor

Naresh Gupta
Professor

Mohamed Khalefa
Assistant Professor

Myong-Hi Kim
Associate Professor

Yogesh More
Associate Professor

Do-Young Park
Assistant Professor

David Ralston
Assistant Professor

Frank Sanacory
Associate Professor

Geta Techanie
Associate Professor

Nicholas Werner
Assistant Professor

Tong Yi
Senior Lecturer

Lan Zhao
Professor

MASTER OF SCIENCE IN MENTAL HEALTH COUNSELING

Philosophy

The theoretical orientation of the M.S. Program in Mental Health Counseling promotes a psychotherapy integration approach. Student trainees are encouraged to discover the psychotherapeutic/philosophical orientation that best fits them and to integrate and use treatment techniques derived from all models of psychotherapy. The M.S. Program in Mental Health Counseling operates on a cohort model. Students enter as a class and go through the curriculum together, fostering a sense of cohesion and trust that will facilitate introspection, discussion and constructive feedback and, ultimately, growth. Cohort sizes are kept small so that we can monitor the progress of each student's academic, clinical and personal experience

Our training curriculum is based on the belief that the best therapists are those who have achieved a greater degree of self-awareness and insight. We promote introspection and personal growth as a path to facilitating the growth and development of others. Psychosocial and cultural factors, including class, race, gender, religion and sexual orientation, represent direct and powerful influences on the development of health and pathology. These factors are inherent in both the training and psychotherapeutic process and must be understood and integrated.

Our clinically experienced faculty exposes students to the major treatment models and trains them to develop treatments based upon the needs of the client and the strengths and weaknesses of various treatment models. Students are trained in an integrated model that considers both science and practice. A systematic selection of eclectic techniques is taught based upon a broad and unified theoretical approach. The program expects and models the highest standards of professionalism and ethical practice as defined, in part, by American Psychological Association (APA) and American Counseling Association (ACA). Furthermore, the program assists in promoting student development of these qualities. The faculty provide support throughout the program in the form of academic advisement, psychological support, and career guidance.

Program Description

The 60 credit M.S. in Mental Health Counseling program at Old Westbury prepares students to provide culturally competent counseling and assessment to a diverse population in compliance with guidelines described in NY State Article 163, Section 8402. Graduates are eligible to sit for the exam for licensure as a Mental Health Counselor after completion of the necessary post-masters experience. The license will allow its holder to work in professional settings in community agencies, practice independently, open a private practice and receive third party payments. New York State Education Department (NYSED) Section 8402 defines the practice of mental health counseling as: (a) the evaluation, assessment, amelioration, treatment, modification, or adjustment to a disability, problem or disorder of behavior, character, development, emotion, personality or relationships by the use of verbal or behavioral methods with individuals, couples, families or groups in private practice, group, or organized settings; and (b) the use of assessment instruments and mental health counseling and psychotherapy to identify, evaluate and treat dysfunctions and disorders for purposes of providing appropriate mental health counseling services.

As required by licensing law, students will be instructed in and demonstrate competence in the following areas:

- human growth and development (MH6500);
- social and cultural foundations of counseling (MH6130; MH6520; MH7120);
- counseling theory and practice (MH6110; MH7100; MH7500);
- psychopathology (MH6120);
- group dynamics (MH7110);
- lifestyle and career development (MH7510);
- assessment and appraisal of individuals, couples, families and groups (MH6510);
- research and program evaluation (MH7520);
- professional orientation and ethics (MH6100);
- foundations of mental health counseling and consultation (MH6530);
- clinical instruction (MH6140; MH6540);
- completion of a one year, 600 hour supervised practicum or internship in mental health counseling (MH7130; MH7530).

The program is designed to be completed in two years of full time attendance. Graduates will be prepared to work in a variety of private, public and not-for-profit community social service agencies, hospitals, and mental health clinics or in private independent practice.

It meets the credit requirements established by the Regulations of the Commissioner of Education, Section 52.32

Sample Semester Table

Year 1 FALL		Year 1 SPRING	
COURSE TITLE	Credits	COURSE TITLE	Credits
MH 6100 Professional Orientation and Ethics	3	MH7500 Diagnosis & Treatment of Substance Use Disorders	3
MH6110 Intro to Practice Counseling and Theory	3	MH6510 Assessment Techniques in Counseling	3
MH6120 Psychopathology	3	MH6520 Multicultural Counseling Lab	3
MH6130 Psychosocial & Cultural Perspectives: Theory & Practice I	3	MH6530 Principles and Techniques of Counseling	3
MH6140 Practicum I	3	MH6540 Practicum II	3
Total Credits	15	Total Credits	15
Year 2 FALL		Year 2 SPRING	
COURSE TITLE	Credits	COURSE TITLE	Credits
MH7100 Counseling Children and Families	3	MH6500 Lifespan Development	3
MH7110 Group Counseling	3	MH7510 Career Development	3
MH7120 Psychosocial & Cultural Perspectives: Theory & Practice II	3	MH7520 Research Methods in Counseling	3
MH7130 Clinical Internship in Mental Health Counseling I	6	MH7530 Clinical Internship in Mental Health Counseling II	6
Total Credits	15	Total Credits	15

NOTE: Child Abuse Identification and Reporting Workshop (0 Credits) will be offered and available every semester.

Student Learning Outcomes

The American Psychological Association. The original competencies were adapted to more accurately reflect the expected competencies of a masters level clinician. The following 16 goals are designed to develop competent clinicians. These goals are measured at the end of a practicum experience, at the end of the first semester of the internship experience, and finally at the end of the second semester of the internship experience. These three measurements allow for program faculty to properly assess development and intervene as needed to provide appropriate support to ensure proper development and public safety.

1. Professionalism
The MHC program seeks to develop counselors who demonstrate professionalism as defined by: integrity, deportment, accountability, concern for the welfare of others, and, professional identity.
2. Individual and Cultural Diversity
The MHC program aims to develop counselors who are competent in individual and cultural diversity as demonstrated by: personal understanding of culture and context, consideration of culture and context of others, understanding cultural and contextual influences during interaction between self and others, and evidence of competencies with regards to multiculturalism.
3. Ethical/Legal Standards and Policy
Students will present and conduct themselves with knowledge and awareness of ethical, legal, and professional standards.
4. Reflective Practice/Self-Assessment/Self-Care
The Program expects students to engage in reflective practice, assess themselves with regards to competency, evidence self-care, and seek additional supervision as needed.
5. Relationships
Maintenance of professional interpersonal relationships is expected with an emphasis on affective and expressive skills.
6. Scientific Knowledge and Methods
Students will demonstrate scientific knowledge in their own thinking, the behavior of clients, and application toward clinical work.
7. Evaluation
An understanding of evaluating practice and programs.
8. Evidence-Based Practice
MHC students will be trained in evidence based practice and application.
9. Assessment
The program will train students to properly assess, diagnose, and conceptualize client cases.
10. Intervention
Students will be trained to plan and apply appropriate interventions with individuals and organizations.
11. Consultation
The program will train all students to fulfill the role of a consultant and how to apply their expertise to a broad range of consultation questions.
12. Teaching
Students will exhibit teaching skills in didactic formats.
13. Supervision
Supervision will be demonstrated via guided peer supervision courses under direction of faculty.
14. Interdisciplinary Systems
Students will show the ability to interact effectively and appropriately in interdisciplinary teams.
15. Management-Administration
The ability to function within the mandates and direction of management teams will be evidenced and students will demonstrate participation in these environments.
16. Advocacy
Students will be developed in a model that encourages recognition of multiple oppressing systems and work diligently to correct inequalities when possible.

Admissions

1. Baccalaureate degree in Psychology or other relevant field from a regionally accredited institution. Minimum grade point average of 3.0 for all undergraduate and graduate work, with at least a 3.0 average in psychology courses, or strong evidence of recent academic achievement. Applicants holding graduate degrees in a related field will be evaluated using their graduate grade point average, which must be a minimum of 3.0.
2. Successful completion of 15 credits of undergraduate coursework in Psychology is required. Credits in General Psychology, Statistics, Experimental Methods or Research Methods in Social Science, Abnormal Psychology and Personality Theory are recommended.
3. Completed application for admission to the MS in Mental Health Counseling Program Official transcripts of all undergraduate and graduate work
4. Two letters of recommendation from professors or employers
5. Completion of personal statement
6. Admission interview with MHC faculty

International students must meet additional criteria, including the following TOEFL scores: paper exam = 550; computer exam= 213; Internet exam= 80. Students taking the IELTS English (Cambridge) exams must pass with a broad band score of 6.5. Students must also have their overseas documents evaluated by AACRAO International or WES (World Education Services).

Preference is given to applicants who have work or volunteer experience in activities related to counseling

Program Policies and Procedures

Academic Retention Policy

Any student who receives a grade of "F" in any course or any student whose cumulative GPA is less than 3.0 will automatically have a hearing scheduled with the Graduate Mental Health Counseling Program's Retention and Review Committee.

Professional Competence Review Policy

As part of their development, all MHC students must have knowledge of the relevant professional ethical codes and adhere to the high level of ethical conduct therein. Students in the MHC program are expected to practice self-care and demonstrate self-awareness regarding any personal or psychological issues which might interfere with their ability to function ethically. Please refer to the MHC Student Handbook for the detailed policy and review process.

College Email

Each student will receive a College email address. ALL official College communications will be sent to the student's Old Westbury email address. Students should be able to access this email and check it regularly.

Attendance Policy

Students are expected to attend class regularly and arrive punctually. Class attendance and participation are crucial for acquisition of information and professional development and socialization into the field. Students are allowed one absence and are expected to notify relevant faculty of the absence. Reasons for any further missed classes will be discussed with the professor and will negatively impact the student's grade. Excessive absences will lead to a Retention and Review Committee hearing and could result in dismissal from the program.

Program Faculty

Core Faculty

Fred Millán, *Director, Professor*
Marty Cooper, *Asst Professor*

Psychology Faculty

Meesuk Ahn, *Lecturer*

Erik Benau, *Assistant Professor*

Jeannine Naidoo Chester, *Director of Field Placement*

Svetlana Jović, *Assistant Professor*

Seojung Jung, *Assistant Professor*

Sarah R. Kamens, *Assistant Professor*

Melissa P. Kiner, *Lecturer*

Ashlee Lien, *Associate Professor*

Laurette T. Morris, *Associate Professor*

B. Runi Mukherji, *Professor*

Lorenz S. Neuwirth, *Assistant Professor*

Lillian H. Park, *Chair, Associate Professor*

Erin Toolis, *Assistant Professor*

Lisa A. Whitten, *Associate Professor*

MASTER OF ARTS IN LIBERAL STUDIES

Program Description

The Master of Arts in Liberal Studies (MALS) degree is a self-directed, interdisciplinary graduate degree designed on the Wesleyan model of graduate liberal arts education. The MALS degree enables adult, working students to:

- *enrich* workplace credentials with graduate study that is tailored to meet specific areas of need and interest;
- *enhance* skills in fact-based analysis, in-depth research, critical understanding, ethical decision-making, digital literacy and public presentation to prepare for **professional opportunities, further graduate study, or simply for personal development**;
- *experience* internship opportunities in the arts, academia, government, business, non-profit and human service areas;
- *access* rigorous graduate education that is priced within the means of moderate-income, working residents of Long Island and New York.

The flexible curriculum, delivered by well-published, award-winning, full-time faculty, fosters active, analytical and synthetic learning and an ongoing pursuit of knowledge. Through an intensive focus on thematic or creative Area of Study, students gain an understanding of how interdisciplinary approaches to knowledge enhance study in traditional disciplines. Guided by a faculty advisor, students engage in intentional, self-directed learning, structuring their own programs of study, through a combination of courses in the humanities and social sciences, to create an individual degree plan. Core and elective courses in the program develop students' understanding of the construction of identity, culture, power, and social justice in the U.S. and global context. The range of formal and individually- designed coursework, framed to meet students' interests and workplace needs in cultural, governmental, business, educational and human service areas, allows students to achieve personal and professional goals.

Course work combines an inter-disciplinary core seminar, a selection of elective courses across disciplines that includes a cluster within a single thematic or disciplinary Area of Study as well as courses from at least three disciplines, and a capstone experience of either a master's thesis or an internship placement with one of Old Westbury's dozens of partners in health, government, community, business and not-for-profit venues. In both thesis and internship capstones students engage in active, applied learning, namely the direct application of knowledge and skills gained from course work to field placements, creative projects, or guided research. Completion can be paced to meet students' individual needs. The 30-credit degree can be completed within three semesters of full-time study; students attending part-time may take up to five years to complete their requirements.

Certification for Current Teachers

Teachers who possess initial certification at the Bachelor's level in English, History (Social Studies), Modern Language (Spanish), or Visual Arts, may use the MALS degree to achieve a master's degree required for full certification by selecting their Area of Study in their initial field. Students who do not yet possess initial certification may consult degree offerings within Old Westbury's School of Education.

Combined B.A. in American Studies, M.A. in Liberal Studies Program

The combined B.A. in American Studies, M.A. in Liberal Studies program allows, qualified undergraduate students to accelerate their progress toward a master's degree. This can save time, and cut overall tuition costs. Applicants will major in American Studies at the undergraduate level, and complete the requirements for that

B.A. degree, while beginning a portion of the graduate M.A. in Liberal Studies program in their senior year. See the College's Undergraduate Catalog for additional details.

Students with the Advanced Certificate in Video Production

Students enrolled in the Advanced Certificate in Video Production program who decide to pursue the full MALS degree may use the four-course sequence in that program (AS6410, AS6420, AS6430, AS6440) to fulfill their Area of Study requirement. Students already enrolled in the MALS program may select the four-course Video Production sequence for their Area of Study. In both cases, students will be awarded both the MALS degree and Advanced Certificate upon completion.

REQUIRED COURSES

Core Seminar: 3 credits (1 course, taken in first semester)

- LI 6000, Introduction to Interdisciplinary Study.

Elective Courses: 21-24 credits (7-8 courses)

Students choose from a range of elective courses offered in the various disciplines, including an option for directed study. Students will select at least four courses from within a thematic or disciplinary area of study determined in consultation with their faculty Advisor and approved by the Graduate Program Director.

To ensure a truly interdisciplinary liberal arts approach to knowledge, elective courses must be selected from at least three of the participating disciplines, with no more than five courses from any single discipline.

Two possible paths are available. One will allow students to select seven (7) elective courses, along with a two-semester Thesis Option. Alternatively, students may select eight (8) elective courses, along with a one-semester Internship, and write a paper connecting their experiential learning with elective coursework in lieu of writing the thesis.

MALS students possessing the necessary pre-requisites (and/or instructor permission, where required) may select elective courses from the Master of Arts in Teaching (M.A.T.) and Master of Science in Mental Health Counseling (MSMHC) programs, on a space-available basis.

Elective courses will be selected from the following courses, as available:

MALS Elective Courses:

- AS6310 Atlantic Slavery and Folklore
- AS6320 American Cities in the 20th Century
- AS6330 Visualizing America
- AS6340 New Media Narratives
- AS6350 Ethnographic Media
- AS6360 Special Topics
- AS6410 Video Production
- AS6420 Advanced Cinematography
- AS6430 Advanced Editing
- AS6440 Advanced Video Project
- EL6310 Moral Choices in Classical Literature
- EL6320 From Homer to Aristotle: Classical Origins of Western Civilization
- HI6310 The French Revolution (1789-1815): A Social History
- HI6320 Transnational Migration and Identity: Asian American History
- LI6300 Internship/Field Placement
- ML6310 Latin American & Spanish Cinemas in Context
- SY6310 The Sociology of Music and Listening
- SY6320 Nationhood, Citizenship, and International Migration

- SY6330 Contemporary Social Theory
- VA6310 Case Studies in Graphic Design
- VA6320 African Visual Traditions in the Americas
- VA6330 Curating
- VA6340 3D Modeling for Art and Invention

M.A.T. and M.S. Mental Health Counseling Elective Courses (as available)

- EL6510 Foundations of U.S. Literature
- EL6520 Foundations of English Literature
- EL6530 Topics in Multicultural Literature
- EL6540 Topics in World Literature
- HI6510 Topics in U.S. History
- HI6520 U.S. Constitutional and Political History
- HI6530 Economics: Theories, Tools, and Debates
- HI6540 Topics in European History
- HI6550 Topics in African History
- HI6560 Topics in Chinese Civilization
- HI6565 Topics in the History of India
- HI6570 Topics in Islamic Civilizations
- HI6580 Topics in Latin American History
- HI7500 Questioning Global History
- MH6120 Psychopathology (permission of MALS Graduate Director required)
- MH6500 Lifespan Development (permission of MALS Graduate Director required)
- MH7500 Diagnosis and Treatment of Addictive Disorders (permission of MALS Graduate Director required)
- MH7510 Career Development (permission of MALS Graduate Director required)
- ML6510 Structure of Spanish (taught in Spanish)
- ML6520 Masterpieces of Hispanic Literature (taught in Spanish)
- ML6530 Cervantes and the Golden Age (taught in Spanish)
- ML6540 Points of Contact: United States and Latin America (taught in Spanish)
- ML6810 Topics in Peninsular and Latin American Art (taught in Spanish)
- ML6820 Topics in Spanish and Latin American Cinema (taught in Spanish)
- ML6830 Topics in Caribbean Anti-Slavery Narrative (taught in Spanish)
- ML6840 Topics in Pre-Columbian Cultures and Literature (taught in Spanish)
- ML6530 Cervantes and the Golden Age (taught in Spanish)
- ML6540 Points of Contact: United States and Latin America (taught in Spanish)
- ML6810 Topics in Peninsular and Latin American Art (taught in Spanish)
- ML6820 Topics in Spanish and Latin American Cinema (taught in Spanish)
- ML6830 Topics in Caribbean Anti-Slavery Narrative (taught in Spanish)
- ML6840 Topics in Pre-Columbian Cultures and Literature (taught in Spanish)

Capstone Courses

Thesis Option: 6 credits (2 courses)

Students who opt for the thesis option will take a two-course sequence along with seven (7) elective courses:

- LI7510 Thesis Research: 3 credits
- LI7520 Thesis Workshop: 3 credits

Internship Option: 3 credits (1 course)

Students who opt for the internship option as an alternative to the thesis will take a culminating Internship field placement during their final semester, along with eight (8) electives.

- LI6300 Internship/Field Placement: 3 credits

Admissions

Students are admitted to the M.A. in Liberal Studies Program on a rolling basis. To be considered for admission to the program, candidates must:

- Hold a bachelor's degree from an accredited college or university (with a minimum cumulative GPA of 3.0 or equivalent in the highest earned degree)
- Submit two letters of recommendation (at least one from an academic source), and
- Submit an admission essay.

Applicants who have been out of college for some years, or those who do not meet the GPA minimum, may be advised to take a class on a non-matriculated basis, and roll over their application for one semester. If accepted to the program subsequently, a successful completion of a non-matriculated class with a grade of B or higher may be applied to the MALS course requirements.

International students must meet additional criteria, including the following TOEFL scores: paper exam=550; computer exam=213; internet exam=80. Students taking the IELTS English (Cambridge) exams must pass with a broad band score of 6.5. Students must also have their overseas documents evaluated by AACRAO international or WES (World Education Services).

Program Faculty

Özgür Akgün

TV Multimedia Manager/Lecturer
American Studies Department

Jermaine Archer

Associate Professor, American Studies
Department

Sonia Assa

Associate Professor, Modern Languages
Department

Llana Barber

Associate Professor, American Studies
Department

Catherine Bernard

Associate Professor, Visual Arts Department

Ed Bever

Professor, History and Philosophy Department.

Lee Blackstone

Associate Professor, Sociology Department

Linda Camarasana

Associate Professor, English Department

Laura Chipley

Associate Professor, American Studies
Department

Carolyn Cocca

Professor, Politics, Economics and Law
Department

Tom DelGiudice

Associate Professor, Politics, Economics and Law
Department

Jesse Fernandez

Emeritus Professor, Modern Languages
Department

Amanda Frisken

Professor, American Studies Department

Fernando Guerrero

Assistant Professor, Modern Languages
Department

Patricia Harris

Assistant Professor, Visual Arts Department

Jacob Heller

Associate Professor, Sociology Department

Christopher Hobson

Professor, English Department

Sylvie Kandé

Associate Professor, History and Philosophy Department

Mervyn Keizer

Professor, English Department

Zenaída Madurka

Associate Professor, Modern Languages Department

Edislav Manetovic

Assistant Professor, Politics, Economics and Law Department

Xavier Maréchaux

Associate Professor, History and Philosophy Department

Tricia McLaughlin

Professor, Visual Arts Department

Fred Millán

Professor, Psychology Department

Kathleen O'Connor-Bater

Associate Professor, Modern Languages Department

Nicholas Powers

Associate Professor, English Department

Carol Quirke

Professor, American Studies Department

Samara Smith

Associate Professor, American Studies Department

Jingyi Song

Professor, History and Philosophy Department

Margaret Torrell

Associate Professor, English Department

Judy Walsh

Professor, History and Philosophy Department

Ryoko Yamamoto

Associate Professor, Sociology Department

Hyewon Yi

Lecturer and Gallery Director, Visual Arts Department.

Advanced Certificate in Video Production

Program Description

The *Advanced Certificate in Video Production* is a four-course sequence (12 credits) that enables students holding a bachelor's degree in a variety of fields to master valuable skills in non-fiction video production. The sequence of courses serves students with a range of interests and varying prior knowledge: the introductory course provides those with limited prior video experience with foundational training and skills; subsequent courses allow these students, as well as those entering with some knowledge of digital video-making, to advance/improve their skills. Courses are offered on Saturdays, on a part-time basis, over four semesters beginning every fall.

The *Advanced Certificate* is suitable for working adults in a wide range of fields – including education, human services, small businesses, non-profits, and community organizations – who seek digital video expertise to enhance their credentials. As students progress through the certificate, they will become competent in the creation of non-fiction visual narratives suitable for digital journalism, outreach, community organizing, advocacy, and marketing.

Because its courses count towards Old Westbury's existing MA in Liberal Studies (MALS) degree, the *Advanced Certificate* offers a stackable, graduate opportunity for new students and Old Westbury alumni that also affords them an entrée into an existing Masters-level program. Courses in the *Advanced Certificate* are also available to exceptional undergraduate seniors, by permission, on a limited, space-available basis.

Over the course of the *Advanced Certificate in Video Production*, students will gain mastery of technical skills required to capture high production value digital video and audio, identify effective selections, and construct a coherent narrative from edited work. They will learn to apply the ethical principles underpinning the integrity of non-fiction video narratives in objective, advocacy, and promotional modes. Finally, students will have the opportunity to create non-fiction video narratives that accurately capture evidence, subjects, and communities, consider the potential impact and societal outcomes, and reflect Old Westbury's historic social justice mission.

Program Curriculum

Students in Old Westbury's *Advanced Certificate in Video Production* program undertake a four-course sequence that combines hands-on experience in video production, cinematography, and editing, with exposure to rigorous ethical and professional standards in the field.

- AS6410 Video Production
- AS6420 Advanced Cinematography
- AS6430 Advanced Editing
- AS6440 Advanced Video Project

Building on emerging innovations in documentary and social practice, the *Advanced Certificate* celebrates diversity and the multiplicity of voices, particularly those typically left out of mainstream media production. The *Advanced Certificate's* focus on "social practice" both reflects and serves Old Westbury's diverse student body, and its social justice mission. Social practice, also referred to as "socially engaged art," encompasses a variety of multi-disciplinary creative practices in which artists collaborate with communities to enact positive social change. Old Westbury's *Advanced Certificate* furthers this work by offering an affordable alternative to a full Master of Fine Arts.

The *Advanced Certificate in Video Production* resides within the MA in Liberal Studies program. MALS students may choose the *Advanced Certificate* course sequence as their formal Area of Study, and students in good standing in the *Advanced Certificate* may pursue the full MALS degree. The program supports the College's Mission, which states, "In an environment that cultivates critical thinking, empathy, creativity and intercultural understanding, we endeavor to stimulate a passion for learning and a commitment to building a more just and sustainable world."

Admissions

Applicants for the *Advanced Certificate in Video Production* will have the identical admission requirements as applicants for the MALS program:

- Bachelor's Degree in relevant field
- 3.0 or higher cumulative GPA (on a 4.0 scale)
- Admissions essay

International student applicants need to meet additional requirements.

Applicants who have been out of college for some years, or those who do not meet the GPA minimum, may be accepted to take a class on a non-matriculated basis, and roll over their application for one semester. If accepted to the program subsequently, a successful completion of a non-matriculated class with a grade of B or higher may be applied to the Advanced Certificate or MALS course requirements.

Program Policies and Procedures

Completion Requirements

Students must complete the four-course sequence while maintaining a B average for the program.

SCHOOL OF ARTS AND SCIENCES GRADUATE COURSE DESCRIPTIONS

M.S. in Data Science Courses

MA 6510: Statistics

3 credits

This course will be an introduction to statistics. We will cover probability, sampling techniques, inference, regression, correlation, analysis of variance and multiple linear regressions. The use of computer statistical packages will be important.

MA 6520: Statistics II

3 credits

Continuation of MA 6520. We will continue with analysis of variance, analysis of covariance, logistic regression, non-parametric tests. The course will also have an introduction to Bayesian statistical techniques. The use of computer statistical packages will be important.

Prerequisite: MA 6510.

CS 6010: Algorithms and Programming Techniques

3 credits

This course starts with a quick tour of Python and covers the advanced Python concepts as needed through the use of computational techniques: Abstract data structures and their implementation; linear lists, stacks, arrays, orthogonal lists, graphs and multilink structures, file systems and their manipulation, and design of efficient algorithms, (sorting and searching algorithms including recursion, divide and conquer, greedy, randomized and probabilistic algorithms). The process of computational thinking in problem solving is emphasized using Python and various Python libraries. The students implement the solutions in their programming assignments.

CS 6020: Introduction to Databases

3 credits

This course covers the fundamentals of database design and database applications programming: introduction to database systems; Data modeling, extended E/R diagrams, relational and object-oriented models; Relational schema design, integrity constraints, functional dependencies and normal forms, SQL-query processing, concurrency control and transactions processing. The students will build a database application in groups using MySQL DBMS.

Prerequisite: Can be taken concurrent with CS 6010.

CS 6030: Data Warehousing

3 credits

This course introduces the student to the major activities involved in data warehousing application design and implementation. The course starts with an in-depth discussion of the basic concepts and principles of data warehousing, then studies the changes dictated by big data analytics, We discuss the MapReduce framework and its implementation Hadoop and the higher level language HiveQL. We discuss the two popular database architectures, column store databases and in-memoryDBS. We also discuss real-time data warehousing and extract, transform and load (ETL) paradigms used in data warehousing and business intelligence. The students will carry out a simple warehousing application in groups.

Prerequisite: CS 6020.

CS 6110: Data Analytics I**3 credits**

The students will be given raw data and the students must both analyze the data and answer directed questions. There will be many rotating topics, such as, clustering, decision trees, neural networks and regression analysis. This course will use case studies and classification and clustering of real world examples. This course mainly uses discovery of statistical model in the big datasets.

Prerequisite: CS 6020.

CS 6120: Data Analytics II**3 credits**

This course is a continuation of the first covering the previous topics as well as Web Analytics, Text Mining and Machine Learning, Risk and Financial Analytics, Marketing Science: Customer Analytics, Advanced Exploratory and Outlier Analysis. We discuss MapReduce and its implementation Hadoop and the higher level languages HiveQL and Pig.

Prerequisite: CS 6110.

CS 7510: Communication and Presentation**3 credits**

Emphasis on technical writing and public speaking skills and data visualization. Application of report writing fundamentals to technical correspondence, technical reports. Detailed analysis of the problem of conveying technical information to technical and non-technical audiences in written, as well as, oral form. The reports will emphasize visuals to make complex data analysis conclusions easily accessible. Term project involving written paper on a technical subject and an oral presentation of the subject in class.

Prerequisite: CS 6110.

CS 7520: Project Management**3 credits**

Large or highly distributed projects are becoming more typical. Both being a good team member and an effective leader are of paramount importance in our more connected world. In this Project Management class, students will learn teamwork, collaboration skills and effective leadership. Additionally, as it relates to data science, ethics will be discussed.

An important part of the course will be understanding the project management cycle:

- Define problem and Preparing project
- Project planning
- Project monitoring
- Adapting project and redo (loop back to project planning until complete)
- Complete project
- Learn from that project
- Use the project learning plus input from the enterprise to prepare next project.

Specifically, students will gain:

- understanding of team work, collaboration and effective leadership;
- understanding of the project management life cycle and of project management;
- understanding conflict resolution and the possible vast differences of teams or individuals;
- experience in quality assurance and risk management techniques;
- exposure to ethics in data handling.

Prerequisite: CS 6110.

CS 7910: Analytics Project I**3 credits**

In this course, students will use the skills and knowledge gained from the previous courses and apply them to real world data to answer a data science question. The real world data and question could come from an organization such as a corporation, a non-profit or government. In this course the students will produce a project report testing their ability at the entire data science cycle and their ability to document their results and communicate these ideas clearly and effectively to both a technical and non-technical audience.

This course will conclude with a technical report which will detail the data science process. The report should include recommendations on improving the process. The report should be detailed, explaining the process and conclusion to a technical audience.

Prerequisites: CS 6110 and MA 6520.

CS 7920: Analytics Project II**3 credits**

In Analytics Project II, the student will continue with the same project started in Analytics Project I, CS 7910. The student will implement the suggestions from his or her own technical report and this course will conclude with a final project report. However, this report should be aimed at a more general audience. A data analyst should be able to communicate the information to a non-technical audience as well. An update of the technical report from the Analytics Project I should be included as an appendix to the final project report.

Prerequisites: CS 6120 and CS 7910.

CS 7800: Internship**3 credits**

Students are required to complete a one semester internship. In consultation with a faculty mentor, students will apply for and secure a suitable internship. The internship will afford the students with an opportunity to handle real data in a corporate environment. And they will encounter meaningful problems being addressed in the workplace. The students will work as team members collaborating with data science practitioners. The students will grow personally and professionally as they face real world problems and ethical choices. A faculty member will serve as the mentor. The internship may include site visits by the faculty mentor. The student will be responsible for regular progress reports and a final report.

Prerequisites: CS 6110 and MA6520.

M.S. in Mental Health Counseling Courses

(Each course will be offered every other semester, unless otherwise specified)

MH 6100 Professional Orientation and Ethics**3 credits**

This course is concerned with the professional nature of the counseling relationship and what it means to be a caregiver. The roles and responsibilities of counselors are presented and discussed. The Ethical Principles of the American Psychological Association and of the American Counseling Association are presented in detail. Relevant case examples are presented. Candidates are required to solve multiple ethical dilemma scenarios and to understand the complex issues involved in working with clients/patients. This includes issues involved in working with children, with addicts and with clients in non-clinical environments such as employment settings. HIPAA guidelines and requirements are also covered.

Prerequisites: Baccalaureate degree in Psychology or other relevant field; Admission into MHC Program

MH 6110 Introduction to Counseling Theory and Practice**3 credits**

Survey of the major theoretical orientations of the counseling profession, including relevant research and factors considered in applications.

Prerequisites: Baccalaureate degree in Psychology or other relevant field; Admission into MHC Program

MH 6120 Psychopathology**3 credits**

This course is designed to address the etiology and classification of psychiatric illness and emotional disorders. Organized around the principle of reciprocal determinism this course examines the interaction among biological, psychological and environmental factors in the development of psychopathological behavior. The multi-axial approach of the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) is taught as well as a more developmental approach to diagnosis. (Prereqs: Baccalaureate degree in Psychology or other relevant field)

MH 6130 Psychosocial & Cultural Perspectives: Theory and Practice I**3 credits**

The focus of this course is the cultural contexts of counseling in a multicultural and diverse society. Such factors as culture, ethnicity, race, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status, and other unique characteristics of individuals, couples, families, ethnic groups and communities are considered. The impact of social forces such as racism, sexism, classism, ageism, ableism, heterosexism, and other types of institutional and individual discrimination on the lives of clients and on the counseling relationship are central to the curriculum.

Prerequisites: Baccalaureate degree in Psychology or other relevant field; Admission into MHC program

MH 6140 Practicum I**3 credits**

Students are supervised in class on a weekly basis, critiquing tapes of their counseling sessions and discussing client problems and counseling relationships. Students will learn intake and interviewing skills.

Prerequisites: Baccalaureate degree in Psychology or other relevant field; Admission into MHC program

MH 6500 Lifespan Development**3 credits**

This course presents perspectives on the major psychological and socio-cultural issues in development from childhood through adulthood with an emphasis on empirical data and theory. Prerequisites: Baccalaureate degree in Psychology or other relevant field.

MH 6510 Assessment Techniques in Counseling**3 Credits**

This course presents and teaches interview techniques directed at the acquisition of data to allow diagnosis and treatment planning. Candidates are taught how to conduct mental status exams.

There is a focus on the integration of psychological tests into patient assessments and treatment plans. Special attention is paid to level of care assessments and the assessment of suicide potential and other violent behavior.

Prerequisites: MH6100, MH6110, MH6120; or by permission

MH 6520 Multicultural Counseling Lab**3 credits**

The Lab provides an opportunity for students to apply their theoretical and clinical knowledge about counseling in multicultural contexts. Role playing, journaling, discussion and writing will focus on helping students understand how their position in the social structure, and their attitudes, beliefs and knowledge about their own and their clients' background can facilitate or hinder the counseling process. Students will learn how to use their personal experience and knowledge to enhance the growth and development of their clients.

Prerequisites: MH6100, MH6110, MH6130; or by permission

MH 6530 Principles and Techniques of Counseling**3 credits**

The focus of this course is on the practical application of specific counseling and psychotherapy techniques across the four phases of engagement, pattern search, change and termination. There is an emphasis on helping the student trainee to develop clinical thinking and treatment planning from an organized theoretical orientation and integrating multiple treatment techniques from all treatment models. The short-term solution focused and goal attainment approaches are also covered.

Prerequisites: MH 6100, MH6110; or by permission

MH 6540 Practicum II**3 credits**

Students will complete a 100-hour placement at approved campus and off-site placements. The class provides weekly peer supervision, critiques of taped counseling sessions and discussion of counseling and professional issues arising from the placement experience. Students will make a professional case conference presentation. Students receive supervision from licensed supervisors at the site as well.

Prerequisites: MH6100, MH6110, MH6130, MH6140; or by permission

MH 7100 Counseling Children and Families**3 credits**

Students will learn theories relevant to counseling children and families. Basic intervention issues, such as clinical judgment and empirically supported treatments, will also be discussed.

Prerequisites: MH6100, MH6110, MH6130; or by permission

MH 7110 Group Counseling**3 credits**

This course covers group development, dynamics, and counseling theories, leadership styles, counseling methods and types of group approaches utilized in group therapy. Class will consist of a lecture/discussion component and an experiential component.

Prerequisites: MH6100, MH6110, MH6130; or by permission

MH 7120 Psychosocial & Cultural Perspectives: Theory and Practice II**3 credits**

The focus of this course is the further study of the cultural contexts of counseling in a multicultural and diverse society. Strengths and limitations of social systems and institutions (e.g. hospitals, community mental health centers) in which clients are treated and counselors work will be discussed. Programs and policies impacting care (e.g. managed care) will also be examined for their impact on client care. Offered every 2 years.

Prerequisites: MH6110, MH6130, MH6520; or by permission

MH 7130 Clinical Internship in Mental Health Counseling I**6 credits**

Students will complete a fieldwork experience in community agencies or hospital settings under the supervision of agency personnel and college faculty. Interns are expected to perform a full range of mental health counseling functions. The internship requires a minimum of 300 clock hours with a minimum of 120 clock hours in direct service work. Direct service work includes: individual counseling, (b) group counseling, (c) family counseling, (d) psycho-

educational groups, and (e) consultation. This course results in a grade of CR/NC.

Prerequisites: MH6100, MH6510, MH6520, MH6530; MH6540 or by permission

MH 7140 Integrating Cognitive Behavioral Techniques

3 credits

This course will focus on the theories and techniques of the most common forms of CBT at this time, ACT, DBT, MBCT and REBT. The similarities and differences in theory and application of these CBT approaches, as well as their application to a variety of common psychotherapeutic problems will be discussed.

Prerequisites: MH6110, MH6130, MH6520; or by permission

MH 7500 Diagnosis and Treatment of Substance Use Disorders

3 credits

This course examines the interaction among biological, psychological and environmental factors in addiction and recovery. Assessment and diagnosis are taught as they relate to the development of an intervention strategy. Treatment methods and patient-treatment matching are covered in detail, including the integration of traditional methods of psychotherapy and addiction counseling with self-help approaches.

Prerequisites: MH6100, MH6110, MH6120; or by permission

MH 7510 Career Development

3 credits

Candidates are taught methods of exploration of clients' career interests and abilities which may be assessed via structured interviews and/or assessment inventories which is then applied to career selection. Career paths are explored. Techniques to improve personal and professional presentation are discussed as are various networking techniques.

Prerequisites: Baccalaureate degree in Psychology or other relevant field; Admission into MHC program

MH 7520 Research Methods in Counseling

3 credits

This course is designed to prepare counselors to be educated consumers of psychological research and to be capable of understanding and conducting research related to counseling, program evaluation and needs assessment methods and design. Particular attention is paid to issues related to psychotherapy outcome studies.

Prerequisites: MH6100, MH6510; or by permission

MH 7530 Clinical Internship in Mental Health Counseling II

6 credits

Students will develop advanced clinical reasoning and conceptualization skills at a fieldwork experience in community agencies or hospital settings under the supervision of agency personnel and college faculty. Interns are expected to perform a full range of mental health counseling functions. The internship requires a minimum of 300 clock hours with a minimum of 120 clock hours in direct service work. Direct service work includes: (a) individual counseling, (b) group counseling, (c) family counseling, (d) psycho-educational groups, and (e) consultation. This course results in a grade of CR/NC.

Prerequisites: MH7130 or by permission

Child Abuse Identification and Reporting Workshop

0 credits

Mandated workshop for New York State providers preparing them to identify and report suspected cases of child abuse. Will be offered every semester.

Master of Arts in Liberal Studies Courses

LI 6000 Introduction to Interdisciplinary Study

3 credits

This variable topics course, offered by qualifying School of Arts and Sciences departments on a rotating basis, will provide students with a foundation in cross-disciplinary analysis and methodology. Students will explore their main areas of emphasis for subsequent work in the MALS program. The products of the course will include a tentative outline of individual plans for progress through the degree and certification of graduate-level research and writing skills. Students who are do not earn a grade of B or better in LS6000 will not be permitted to continue in the MALS program.

LI 6300 Internship/Field Placement

3 credits

Students who opt to take the MALS Internship track will complete one semester of internship or field placement toward the end of their degree. In consultation with the Graduate Director, students will select an appropriate placement from a range of partners that includes not-for- profits, community organizations, and local government agencies.

LI 7990 Independent Study**3 credits**

Students may engage in independent study, guided by their faculty advisor or another faculty member with relevant expertise, to investigate a subject area that is not part of existing course offerings. Offered every semester, including summer session. Permission of instructor and graduate director required.

AS 6310 Atlantic Slavery and Folklore**3 credits**

This course will trace the history of the Atlantic Slave trade and the ensuing political and folkloric developments that emerged in the United States, Latin America and the Caribbean. Lending sustained attention to slave communities who imparted their own stories through songs, dancing customs, folktales, parades, festivals, slave narratives, and material culture, students will comparatively assess some of the major debates and writings on cultural continuities and transformations in the Atlantic World. The value of interdisciplinary methods of investigation will also be considered.

AS 6320 American Cities in the 20th Century**3 credits**

This readings course will give graduate students an overview of both the history and the historiography of 20th-century U.S. cities. The course begins with the living conditions and social world of immigrants in the early 20th century and moves toward discussing the formation and segregation of African American communities during the Great Migrations. Students investigate post-WWII suburbanization and its impact on urban economies, and the range of protest responses to the "urban crisis." Finally, students discuss the rise of "global cities" at the end of the century. Readings will be selected to expose students to both recent and seminal scholarship.

AS 6330 Visualizing America**3 credits**

This course examines the visual production of U.S. artists and photographers, ranging from the majesty of Hudson River school canvases to Andy Warhol's glib, late twentieth-century soup cans. The course identifies and traces central "American" themes. Neither a survey of American art, nor a history survey, the course locates U.S. artists and their work within: U.S. society, politics, economics and culture; ideologies; modes of production and circulation; artistic milieus; and transnational interactions. Themes may include: the individual versus the collective; a unitary versus pluralistic national identity; invented pasts versus modernizing aspirations; and urban versus agrarian or frontier focus.

AS 6340 New Media Narratives**3 credits**

The course explores new media storytelling and the sociopolitical implications of interactive and participatory narratives and examines a wide range of new media forms including: online journalism, interactive cinema, database documentaries, digital games, augmented reality and mobile media with a focus on socially engaged media. Students also explore theories of representation, spectacle, and engagement while critiquing new media projects. This class is appropriate for students interested in socially engaged media and popular culture; it is also appropriate for educators interested in media literacy and for media producers—journalists, writers, filmmakers, designers, artists—who wish to better understand new media. No prior knowledge of new media is required.

AS 6350 Ethnographic Media**3 credits**

This seminar and production class explores ethnographic media as a tool for scientific exploration, cultural definition, and artistic expression. Through weekly readings, screenings and class discussions we will address various approaches to, as well as the broader issues of, intercultural encounters, documenting the "self" and the "other." Course materials will offer a historical perspective and cover a range of modes and genres, from ethnography as anthropological inquiry, to artistic, experimental, self-reflexive, and participatory forms. Students will complete two critical essays as well as weekly writing assignments in response to assigned texts and in-class screenings. Students will also create a short ethnographic media project that engages with the ideas explored in course materials and through class discussions. No prior media production experience is required.

AS 6360 Special Topics**3 credits**

This course is offered on an occasional basis by Old Westbury or visiting faculty members. Topics vary depending on faculty expertise. See specific semesters for more information.

AS 6410 Video Production**3 credits**

In this introductory graduate course, students will learn basic skills for field video production including camera operation, sound recording, lighting and editing, and will explore techniques for using moving images and sound for effective communication. Special emphasis will be placed on employing industry standard workflows and creating high production value media. Classes will consist of hands-on workshops as well as online coursework and

critiques of student work. As a final project, students will work independently to plan and execute a short promo video, PSA or documentary profile.

AS 6420 Advanced Cinematography

3 credits

In this course, students will master the fundamentals of cinematography, explore the art of visual storytelling and learn advanced techniques for field and studio lighting and sound recording. Classes will consist of hands-on demonstrations, collaboratively produced camera exercises, critiques of student dailies and independent production work, as well as online coursework. During the semester, students will work to pre-produce, film raw footage and create a final select reel for a short documentary project to be completed in the AS6430 Advanced Editing class.

Prerequisite: AS6410

AS 6430 Advanced Editing

3 credits

In this advanced course, students will edit the footage they shot in AS6420 Advanced Cinematography to learn advanced editing techniques and create two polished video projects: a cinematography reel (TRT 90 - 180 seconds) and a short documentary (TRT 10-15 minutes). Specific editing techniques such as checkerboarding, compressing action and montage will be taught. Lessons, readings, screenings and rough-cut critiques will support the development of a story arc through editing structure. Adobe Premiere skills will focus on titles, effects, still image animation, sound mixing, color correction and exporting. Special emphasis will be placed on employing industry standard workflows and creating high production value media. Classes will consist of hands-on workshops as well as online coursework and critiques of student work.

Prerequisite: AS6420

AS 6440 Advanced Video Project

3 credits

In this capstone course, students will plan, shoot and edit a short documentary, promotional, advocacy or instructional video (TRT 10-15 minutes). Students will be guided through each phase of filmmaking: pre-production, production and post-production. Pre-production will include research, pitch, budget, proposal, storyboard and schedule development. Production will build on cinematography techniques learned in AS6420 with a focus on handheld camera tracking, lighting, interviews, three-point lighting and available light analysis. Post-production will build on the structure and style techniques learned in AS6430 with a focus on dramatic form, documentary aesthetics and character development. Special emphasis will be placed on employing industry standard workflows and creating high production value media. Classes will consist of hands-on workshops as well as online coursework and critiques of student work.

Prerequisite: AS6430.

EL 6310 Moral Choices in Classical Literature

3 credits

While providing necessary background on important Greek and Roman contributions to western cultures, this course focuses on moral problems as they were understood by the ancient Greeks and Romans. Topics include justice, honor, reversal of fortune, happiness, the virtues, and the fear of death.

EL 6320 From Homer to Aristotle: Classical Origins of Western Civilization

3 credits

This course aims, through a critical study of the works of the greatest minds and literary artists of classical antiquity, to give an understanding of their contributions to western culture, to provoke thinking on basic problems of human experience, to develop literary taste and judgment, and to improve skills in oral discussion and written analysis. Readings are drawn from the following genres: epic, tragedy, history, philosophy.

HI 6310 The French Revolution (1789-1815): A Social History

3 credits

This course focuses on the social, cultural and religious changes brought by the French Revolution. The course is open to all students interested in the period with or without a background in French history. Students will read a range of materials, from classics in the field to recent academic articles that provide in-depth analysis of each topic. The objective of this course is to familiarize students with the major interpretations of the French Revolution by introducing them to standard forms of historical analysis and writing through essays, textbook and journal reviews, and oral presentation.

HI 6320 Transnational Migration and Identity: Asian American History

3 credits

This is a course on Asian American History. Focusing on the 20th century migration patterns, immigration policies, and life of East Asians in the United States, it will discuss the historical context on both shores of the Pacific. Class discussions are based on reading assignments.

ML 6310 Latin American Cinemas**3 credits**

This course will explore the cinemas of Latin America (including Brazil) Students analyze the characteristics of these film industries by exploring topics of ethnicity, gender, politics and issues of identity as they are presented on the screen. Topics such as film theory by Latin American film makers and theoreticians will be covered through class discussions. (Students cannot take both ML6310 and ML6820 While ML6820 is taught in Spanish course materials overlap). All films for ML6310 will have subtitles and the course will be conducted in English.

SY 6310 The Sociology of Music and Listening**3 credits**

Music surrounds us in society. At times, we control our own musical soundtracks and music becomes part of our personal and national identities. But sometimes, music is imposed on us (i.e., while shopping or at work): which opens our bodies and emotions to being controlled by sound. The aim of this course is to survey a broad array of European (i.e., Adorno, Barthes, DeNora, Frith) and American (i.e., Grossberg, Kun) work concerning music, in order to view music as a sociological issue that is both highly personal (how do we engage with music in our daily lives?) and also a 'macro' concern (how do institutions affect our relationships with music?).

SY 6320 Nationhood, Citizenship, and International Migration**3 credits**

Of all dimensions of globalization, the globalization of people – international migration – has been most controversial in many societies, and often provokes highly emotional contention around it. This course investigates theoretical and empirical debates over nationhood, citizenship and immigration. The course begins with discussions on key theories of nationhood, citizenship and immigration, then examines topical issues surrounding immigration. Immigration policies and debates in multiple countries will be covered in order to incorporate multiple viewpoints on international migration.

SY6 330 Contemporary Social Theory**3 credits**

This course examines the main strands of contemporary social theory in the 'long' 20th century, with a focus on the tensions between social structure and individual agency. The course will emphasize the issues raised by the modern, scientific perspective and its implications for understanding the causal epistemology that underlies social theory. Students will read and critique major theorists (e.g., Freud, Cooley, Weber, Gramsci, Du Bois, Foucault, Goffman, Smith, Harding and Merton, among others), lead discussions and apply appropriate theories to their own research interests.

VA 6310 Case Studies in Graphic Design**3 credits**

This course covers influential 20th Century design movements and their cultural context through research and hands-on projects. Areas of study include the design movements of Constructivism, the Bauhaus, De Stijl, The New York School, and Postmodernism. Students will learn to create effective visual communications through an understanding of the elements and principles of design. Projects include poster design, brochures, logos, typography, and branding across multiple media platforms. Fundamental skills in Adobe Creative Cloud software within InDesign, Illustrator and Photoshop will be covered. Projects will build in complexity as the semester progresses.

VA 6320 African Visual Traditions in the Americas**3 credits**

This is a course designed to explore different visual traditions in the Americas and the Caribbean that have roots in traditional African arts, cultures and religions. These traditions started with the deportation of Africans in the Caribbean and the Americas and are recorded since the beginning of the plantation era. We can trace some of these traditions to the colonial period until the present time in the arts of various regions of the Americas. Through readings of critical texts and essays in cultural theory, visual analysis, writing and class discussions, this course will examine Diasporic identity, Transatlantic historical and cultural relations, theories of Pan-Africanism and Negritude, and the development of transnational cultural paradigms.

VA 6330 Curating**3 credits**

This graduate course examines the role of curators, both within and without institutions, and explores the strategies and approaches that inform and shape their work. Combining theoretical discourse with hands-on experience, the course asks how curatorial decisions and practices can frame and even revise our understanding of art history. We will discuss the processes involved in curating, from conceiving ideas to turning them into reality, including fundraising, installation, exhibition-related publications, educational programs, and conservation. Students will develop an understanding of the methods available to curators for researching, organizing, and expressing art historical questions in the context of an exhibition, and will develop their own exhibition proposals in consideration of social, political, and economic factors in today's globalized and digitized cultural environment. Teachers in art and other fields will find this course especially relevant.

VA 6340 3D Modeling for Art and Invention**3 credits**

3D digital art is a merger between art and technology that allows for many new ways to visualize and build ideas for art and design. Augmented Reality is becoming an increasingly popular tool for educators as well, with the ability to overlay content on real world images with a phone camera. The 3D software Autodesk Maya will be taught as a tool for creating virtual 3D object designs, environments, and characters. Through readings and digital projects, this course will cover historical inventions and practices that have led to the present development of creative computer 3D visualization. Students' ideas will be realized through the basics of modeling, texturing, lighting, and rendering for Virtual and Augmented Reality as well as 3D printing. No prior 3D software experience needed.

M.A.T. and M.S. in Mental Health Counseling Electives for MALS Students**EL 6510 Foundations of U.S. Literature****3 credits**

Foundations of U.S. Literature examines the literary traditions of the United States. It provides a focused study of one or more literary periods or of a literary theme as it develops across time periods. This course examines literary elements, techniques, genres, and traditions. A central focus will be the interrelationship between literature and its cultural-historical context. Requirements include analysis papers, oral assignments, and research projects.

EL 6520 Foundations of English Literature**3 credits**

This course maps and interprets the literary traditions of the United Kingdom. It locates the origin of many themes of American literature in the British canon, and examines the development of English Literature in parallel with history and the role of tradition in the formation of identity. A central focus will be the interrelationship between the text and its cultural-historical context. Requirements include analysis papers, oral assignments, and research projects.

EL 6530 Topics in Multicultural Literature**3 credits**

This course explores the diverse contributions of writers from a variety of ethnic backgrounds and geographical areas within the United States and England. Students engage the literary traditions of a particular cultural group or learn to make cross-cultural comparisons of literary traditions of more than one cultural group.

EL 6540 Topics in World Literature**3 credits**

This course examines literature in translation from a single country or region or offers a cross-cultural analysis of literature in translation from a particular literary time period. Emphasis is placed on both genre and technique, and the cultural-historical dimensions of the literature.

HI 6510 Topics in U.S. History**3 credits**

Struggles for Justice in U.S. History. This course traces evolving demands for equality, justice and human rights from the Enlightenment-inspired events of the 1760s through the later twentieth century. From the heady days of the American Revolutionary era, when public protests both inspired and contributed to the break from imperial British control, to the multi-faceted activism of the 1960s, individuals and social movements have sought to enlarge the body politic and expand the meaning of citizenship. A tradition of challenging inequity through public demands for government action has been an important component of the American cultural heritage. From white urban artisans to free black abolitionists, from women's rights activists to anti-lynching crusaders, ordinary people have used the tools of civic protest to seek relief from oppression.

HI 6520 U.S. Constitutional and Political History**3 credits**

Through an historical survey of constitutional history and debates, this course will focus on political institutions and processes in the United States, as well as on the ways in which the American people participate in the system. The course will begin with a rigorous analysis of the debates over the Articles of Confederation and the Constitution and compare their content to the Declaration of Independence and to basic tenets of liberalism. We will then discuss conflicts over federalism and governmental power particularly surrounding the Civil War, the New Deal and World War II, the Civil Rights Era, and present-day "New Federalism." The course will also examine how the government, and the Supreme Court in particular, has responded to rights claims from various historically-excluded groups, and the ways in which the effects of those struggles have both broadened and narrowed our individual rights and liberties as granted in the Constitution and the Bill of Rights.

HI 6530 Economics: Theories, Tools, and Debates**3 credits**

This course introduces teacher candidates to the concepts and theories that are generally characterized under the headings of micro and macroeconomics. Microeconomics offers a variety of tools for deciphering the success and failure of individual markets in bringing about efficient resource allocation and use as well as how government market intervention may benefit or jeopardize those outcomes. Macroeconomics provides categories for evaluating national economic performance. Macroeconomic models seek to explain economic growth and related issues of business cycles, unemployment, price stability, the health of the financial system as well as how government fiscal and monetary policy can be utilized over the course of a business cycle. Providing the student a basic understanding of the range of conceptual and graphical tools and models utilized by economists and the debates regarding the problems and issues addressed by these two broad areas of economic thought is the substance of the course. Integrated into the course will be the application of how such tools may be used to analyze the changing position of the U.S. in the global economy including foreign trade, currency valuation and U.S. competitiveness.

HI 6540 Topics in European History**3 credits**

This course will concentrate on critical continuities, trends, and events in European history, with particular emphasis on historiographical interpretations and controversies from the Classical world to the 20th century. The initial sections of the course focus on the consolidation of European society and its structures underlying the “longue durée” from the tenth through the eighteenth centuries: the central Middle Ages, Renaissance and Reformation, Voyages of Exploration, and the Scientific Revolution and Enlightenment. The course ends with Europe’s transformation during the Nineteenth and Twentieth centuries: the Democratic and Industrial Revolutions, Modernism, Imperialism and the two World Wars, the rise and decline of Communism and Fascism. Most units focus on central issues historians have identified and the varying interpretations they have offered, with the goal of both consolidating students’ grasp of the subject matter and introducing them to the constructed and contested nature of historical knowledge.

HI 6550 Topics in African History**3 credits**

Until recently the history of the African continent has been either deemed to be non-existent, or subjected to considerable distortions. Yet, Africa is the place where human societies began their process of differentiation, and where seminal civilizations, such as ancient Egypt, the Kongo and Monomotapa developed. This course introduces teacher candidates to the main episodes of the history of African peoples, from an African perspective whenever possible. Topics focus on the medieval empires of Ghana, Mali, and the Songhai; on the Atlantic slave trade; on European colonization; on the struggles for independence from the 1950s through the 1990s; and on the challenges experienced by postcolonial Africa – environmental devastation, genocides and pandemics, among others. The course goal is to expose candidates to the major concepts, theories and epistemological debates in African history and to encourage their active, critical engagement with African sources and African debates and issues.

HI 6560 Topics in Chinese Civilization**3 credits**

This course emphasizes the change and the continuity of the world’s oldest civilization, China, focusing on the richness of its long historical record, the enduring value of its cultural achievements and the contemporary importance of the world’s most populated land. Although the standard dynastic framework is used to provide the basic historical chronology, students are expected to develop critical perspectives on important issues, such as education, governance, and modernization based on primary source readings and readings of various historiographies.

HI 6565 Topics in the History of India**3 credits**

This course asks students to explore the history of India and question how that history came to be constructed. Students will survey what modern scholarship has determined to be the “facts” of Indian history and civilization—the chronology, the people, the institutions, religions, cultures, and ideas of the subcontinent’s 5,000-year history. At the same time, students will explore the different sets of historical assumptions, values, and contexts that have shaped the works of historians writing India’s history over the past two hundred years: the classic works of “Orientalist” history, the nationalist historians of the early 20th century, the secularists, the Marxists, the post modernists, and, most recently, the Hindu nationalists.

HI 6570 Topics in Islamic Civilizations: Islam in World History**3 credits**

With its doctrinal integration of faith and politics, Islam has been a force in world history for nearly 1500 years, encompassing a great range of linguistic, ethnic, and geographic diversity. Topics to be discussed begin with Islam’s emergence as a cultural and political power on the Arabian peninsula; early Arab/Islamic encounters with societies such as Byzantium and the Sasanian empires; the formation of the Umayyad and Abbasid caliphates;

the Crusades; Persian and Turkic influences, and the role of mysticism. The dissolution of pre-modern Muslim states in the face of imperialism and nationalism brings about the resurgence of Islam in the 20th and 21st centuries, giving rise to such pressing issues as the role of women, regional identity, the role of popular culture and the arts, and Islam's role in geopolitics. For final research projects candidates will work in groups to prepare presentations of selected current issues.

HI 6580 Topics in Latin American History: Women in Latin America

3 credits

For centuries, most history of Latin America (and the Caribbean) was preserved by and written from the vantage point of European conquerors who saw the "new world" only as a part of their own colonizing states – primarily Portugal, Spain, France and England. A more inclusive history is more accurate and is necessary in today's world. This course has three primary goals: 1) to introduce students to the Western Hemisphere as it was before Columbus with cities that were many times larger than the largest of 15th century Europe, and more advanced in terms of cleanliness and urban planning with sewage systems that Europe had not yet imagined in the 1400s; 2) to present an overview of "Latin" America as it has developed economically and politically since the 15th century; and 3) to present that history to the present through the lives and viewpoints of women -- the occupied, the enslaved, and the domestically unequal.

HI 7500 Questioning Global History

3 credits

In recent decades, World History has shifted its focus: whereas historians of an earlier generation concentrated on the separate stories of the different major peoples and civilizations around the world and their eventual absorption into a European created and dominated modern world system, contemporary world historians study peoples and civilizations in a global context, looking for global patterns of common development and reciprocal interaction between human communities and focusing on the extent to which globalization grew out of earlier trans-regional processes and interactions. As the culminating experience of the Social Studies M.A.T. this course is designed to bring the skills and knowledge students will have developed in earlier courses to bear on the issues raised by the study and teaching of World History. It begins by introducing the origins of the sub-discipline of World History, controversies about whether and how it should be taught, and the major approaches to conceptualizing it that are currently employed. Next, it focuses on one recent survey of World History from a global perspective in order to give students experience critically engaging with an extended scholarly work in the field while at the same time giving them an overview of the content of World History itself. Finally, the course moves students from learning about World History to teaching it, starting with a discussion of various pedagogical methods and resources to support them, particularly sources available on the Internet; continuing with student presentations on a major topic in it, the origins and early development of civilizations in Eurasia, Africa, and the Americas, utilizing Power-Point; moving from these presentations to the development of lesson plans based on them; and concluding with student evaluations of commonly used World History textbooks.

Prerequisite: Completion of four content core courses.

MH 6120 Psychopathology

3 credits

This course is designed to address the etiology and classification of psychiatric illness and emotional disorders. Organized around the principle of reciprocal determinism this course examines the interaction among biological, psychological and environmental factors in the development of psychopathological behavior. The multi-axial approach of the DSM IV TR is taught as well as a more developmental approach to diagnosis. Prerequisites: Baccalaureate degree in Psychology or other relevant field

Permission of MALS Graduate Director

MH 6500 Lifespan Development

3 credits

This course presents perspectives on the major psychological and socio-cultural issues in development from childhood through adulthood with an emphasis on empirical data and theory.

*Prerequisites: Baccalaureate degree in Psychology or other relevant field
Permission of MALS Graduate Director required.*

MH 7500 Diagnosis and Treatment of Addictive Disorders

3 credits

This course examines the interaction among biological, psychological and environmental factors in addiction and recovery. Assessment and diagnosis are taught as they relate to the development of an intervention strategy. Treatment methods and patient-treatment matching are covered in detail.

*Prerequisites: Baccalaureate degree in Psychology or other relevant field
Permission of MALS Graduate Director required.*

MH 7510 Career Development **3 credits**

Candidates are taught methods of exploration of clients' career interests and abilities which may be assessed via structured interviews and/or assessment inventories which is then applied to career selection. Career paths are explored. Techniques to improve personal and professional presentation are discussed as are various networking techniques.

Prerequisites: Baccalaureate degree in Psychology or other relevant field
Permission of MALS Graduate Director required.

ML 6510 Structure of Spanish**3 credits**

This course examines all of the aspects of Spanish structure from a general linguistics point of view. Expanding upon the introduction to Spanish linguistics course, this course will examine large samples of Spanish texts, both written and spoken, to establish the rules of morphology (word formation) and syntax (sentence formation) using the formal and technical vocabulary developed by modern linguistics. Although primarily a content course designed to teach the nonnative speaker about the deep structure and surface structure of the language according to the so called standard Latin American and Iberian linguistic norms, students will be expected to examine linguistic data in Spanish spoken by natives from a wide variety of regional and social backgrounds with a view to identifying both native and non-native speech patterns, error analysis and sociolinguistic variation. (Conducted in Spanish)

ML 6520 Masterpieces of Hispanic Literature**3 credits**

This course focuses on literary masterpieces from Spain and Latin America, with emphasis on works written from mid-19th century to the end of the 20th century. Topics include: Modernism and Modernity in the poetic expression of Spain and Latin America; major literary movements and representative authors; "Voices of the Masters": Works by (from Spain): Miguel de Unamuno, Antonio Machado, Juan Ramón Jiménez, Federico García Lorca, Vicente Aleixandre; (from Latin America) José Martí, Rubén Darío, César Vallejo, Pablo Neruda, Jorge Luis Borges, Juan Rulfo, Octavio Paz, Gabriel García Márquez. (Conducted in Spanish)

ML 6530 Cervantes and the Golden Age**3 credits**

This course introduces teacher candidates to Cervantes and the Spanish Golden Age's major writers, emphasizing their contributions to the development of modern European literature and thought. Close readings and analysis of Don Quixote and the Exemplary Novels will constitute the core of the course. Students will also be guided through critical readings of narrative (the picaresque novel), lyric (Italianate and Baroque poetry from Garcilaso to Sor Juana Inés) and dramatic texts (major plays by Lope de Vega, Tirso de Molina, Alarcón and Calderón). Issues of subjectivity, linguistic perspectivism, humor and irony, gender, and national identity will be discussed. Attention will also be paid to literary and cultural history, as well as questions of critical method. (Conducted in Spanish)

ML 6540 Points of Contact: United States and Latin America**3 credits**

This course provides an historical overview and a theoretical perspective on the subject of colonialism and immigration affecting both the US and Latin America. Major literary works that explore this topic will be examined to trace how migration processes and cultural production affect the formation of national identity. Text selections will include: Octavio Paz, El laberinto de la soledad, Gloria Anzaldúa, Borderlands/La frontera. (Conducted in Spanish)

ML 6810 Topics in Peninsular and Latin American Art**3 credits**

This course will introduce students to the arts in Spain and Latin America through a comparative study of artistic movements on both sides of the Atlantic starting at the time of the conquest. Students will become familiarized with the major art movements that have shaped Hispanic art, from the flowering of the Baroque, through the Neo-Classical, Romantic, Modernist, Surrealist and Post-Modern aesthetic expressions. Such issues as the relationship of theatre and poetry to painting in the Golden Age, or Goya's role in the shaping of the Romantic vision in literature, or the influence of literary movements on modern masters will be discussed. We will consider decorative arts, as well as painting and fine arts. Guest lectures and study trips to museums will be integrated into this course. (Conducted in Spanish)

ML 6820 Topics in Spanish and Latin American Cinema**3 credits**

This course will explore the cinemas of Spain and Latin America (including Brazil) as both a reflection on/and a contribution to Hispanic Cultures. Particular emphasis will be placed on ethnicity, gender, politics and issues of identity as they are presented on the screen and other texts. Students will be introduced to a variety of readings on film criticism and theory, popular culture, literary theory and literary texts. Some films will be previewed during class and others will be assigned before class-time. Films will vary per semester. (Conducted in Spanish)

ML 6830 Topics in Caribbean Anti-Slavery Narrative**3 credits**

This course will provide a background on the history of slavery, and its social and political impact on Spanish Caribbean societies. We will analyze aesthetic, political and social discourses as presented in 19th century anti-slavery literary texts. Particular attention will be given to issues of race, gender representation, the formation of a criollo society, and nation building. (Conducted in Spanish)

ML 6840 Topics in Pre-Columbian Cultures and Literature**3 credits**

This course presents a survey of the major civilizations of the Americas who inhabited the territories now occupied by Latin America prior to the Spanish Conquest. Beginning with the three best known civilizations of the Mayas, the Aztecs, and the Inca, and branching off into the exploration of other Mexican and Peruvian ancestors, the course will explore the cosmology of the ancient world for its impact on all areas of ancient life in terms of religion and folk beliefs, social structure, scientific achievement, literature and language. Critical questions to be examined will focus upon issues of import to contemporary indigenous cultures and their impact upon political and social movements and how they fare in the face of globalization. Course readings will include scholarly textbooks; articles selected specific to select topics; early manuscripts; and original texts in Spanish translation; as well as several films. (Conducted in Spanish)

Capstone Experience Courses**LI6 300 Internship/Field Placement****3 credits**

Students who opt to take the MALS Internship track will complete one semester of internship or field placement toward the end of their degree. In consultation with the Graduate Director, students will select an appropriate placement from a range of partners that includes not-for-profits, community organizations, and local government agencies.

LI 7510 Thesis Research**3 credits**

This guided research project, developed in collaboration with a faculty advisor, allows students who elect to complete the MALS "thesis option" to conduct necessary research in preparation for the LS7520 Thesis Workshop.

LI 7520 Thesis Workshop**3 credits**

In a seminar environment, students will complete, discuss and present their thesis in collaboration with their peers and faculty workshop presider. Pre- or Co-requisite: LS7510 Thesis Research

Graduate Programs of the School of Business

Master of Science in Accounting

Master of Science in Forensic Accounting

Master of Science in Taxation

Micro-Credential in Business Taxation

Micro-Credential in Estate, Gift & Trust Taxation

Advanced Certificate in Taxation

Combined BS/MS Accounting/Taxation Programs



School of Business Administration

Dean: Prakasam (Raj) Devasagayam

Assistant Dean: Joel Feiner

Director of Career Services, External Relations & Administration: Lorraine Todisco

Director of Graduate Programs: Shalei Simms

Accounting, Taxation & Business Law Department Chair: Kenneth Winkelman

Management, Marketing & Finance Department Chair: Albert Murphy

About the School of Business

Mission

The School of Business provides access and support to empower our learners (students and alumni) with the knowledge, skills, and values to think critically, communicate effectively, and act responsibly, achieved through a committed faculty devoted to teaching excellence and relevant scholarship. .

Vision

To be a respected business school in the region, offering quality undergraduate and graduate programs, with a commitment to student success through engagement, impact, and innovation. .

The School of Business will achieve this Vision through

- **Continuous improvement** in teaching, research, and service.
- Input from learners, faculty, business practitioners, and community.
- **Learner centeredness** provided by personalized attention in a supportive environment with small classes, ongoing academic and career advising, and effective interaction with administration, faculty, and staff.

We are committed to the following core values:

- **Integrity** promoted by professionalism supported by ethical behavior, teamwork, mutual respect, and appreciation for our diverse world.
- **Inclusion and diversity** through enhanced recruitment and retention strategies.
- **Learner success** throughout and after their college experience

The School of Business is committed to providing a high quality business education to its students through its curriculum, its teaching, its academic support services, and its placement and internship programs. The curriculum is continually updated to reflect changes in the financial marketplace, the impact of information technology on the globalization of markets, licensing examinations, and employment qualifications. All business faculty place a high emphasis on teaching effectiveness and student accessibility. Faculty are encouraged to experiment with a diversity of approaches in transmitting information and ensuring that the classroom is a participatory learning environment. The School of Business realizes the importance of academic advisement as a key component in a student's college education. Academic support services are intended to complement the curriculum and teaching aspect of a student's business education.

Students are encouraged to speak with academic advisors and the Director of the Graduate Business Programs to develop their own plan for success.

Program Design

The School of Business offers a Master of Science (M.S.) degree in Accounting, a Master of Science (M.S.) degree in Forensic Accounting, a Master of Science (M.S.) degree in Taxation, a Micro-Credential in Business Taxation, a Micro-Credential in Estate, Gift & Trust Taxation and an Advanced Certificate in Taxation. A combined B.S. in Accounting and an M.S. in Accounting, and a combined B.S. in Accounting and an M.S. in Taxation are also offered. Students electing to pursue the M. S. degree in Accounting have the option of completing the degree

requirements completely online. Students who wish to be licensed as a Certified Public Accountant (CPA) in New York State are required to have completed a 150-credit hour program. The M.S. in Accounting, M.S. in Forensic Accounting and M.S. in Taxation degrees, including specified prerequisites*, are recognized and registered by the New York State Education Department as satisfying the 150-credit hour requirement. They also qualify students for a one-year work experience requirement relating to CPA licensure.

*Prerequisite deficiencies must be made up during the first year of study within the graduate program.

Student Learning Outcomes

- Students will demonstrate a broad and more in depth understanding of tax and accounting laws, regulations and practice. This knowledge should enable students to develop solutions to complex issues utilizing critical thinking skills.
- Students will be prepared to become socially responsible business leaders able to recognize ethical dilemmas and achieve resolutions in a socially and professionally responsible manner.
- Students should demonstrate the ability to operate and lead on challenging international tax and accounting issues.
- Students will be able to demonstrate an ability to be effective communicators in both oral presentation and written form.
- Students will demonstrate well developed research skills.

SCHOOL OF BUSINESS GRADUATE PROGRAMS

General Program Requirements

The MS degrees offered by the School of Business are designed for students who have completed the requirements for the B.S. in Accounting which includes the following undergraduate courses in Accounting Foundations : Cost Accounting, Federal Income Taxation, Advanced Accounting (with government and not-for-profit coverage), Auditing, Commercial Law (6 credits), Business Statistics (3 credits), *Calculus (3 credits), Financial Management, Macroeconomics and Microeconomics (6 credits), Business Communications (2 credits), and general business electives.

Non-Accounting undergraduate business majors may be required to complete up to seven additional "Accounting Foundation" courses (32 credits). Non-business majors may also apply for this track, but may need to take additional undergraduate business prerequisites.

Non-Accounting majors can apply for the graduate programs when they have completed all but 8 credits of undergraduate prerequisite requirements.

Please note that all remaining prerequisite deficiencies must be made up during the first year of study within the graduate program

**** BU7210 Statistics for Financial Analysis and Planning may serve as a substitute for the undergraduate calculus requirement based on discussion with the department advisor.***

Master of Science in Accounting

The graduate "Professional and Business Core" (30 credits) is comprised of ten courses in the areas of accounting research, taxation, international accounting, accounting information systems, forensic accounting, financial reporting, ethics, and auditing and assurance services, which respond directly to some of the changes in the accounting profession and the need for accounting professionals to expand their fields of expertise. Students also select two elective courses with their advisor. The last course required in the 30-credit track is an integrative course in accounting research that compels students to engage in the study of a subject area which not only closely replicates some real-world situations but requires students to draw on the functional areas of business and their developed expertise in accounting.

COURSE CURRICULUM

Course	Accounting Majors Track	Professional Track
Accounting Foundation		
BU 4500 Intermediate Accounting I		4
BU 4510 Intermediate Accounting II		4
BU 4590 Cost Accounting		4
BU 5540 Advanced Accounting		4
BU 5550 Auditing		4
BU 4570 Federal Tax I		4
BU 5505 Essential of Government and Non-profit Accounting		2
Business Law		6
		32 credits
Professional & Business Core		
BU 7545 Financial Reporting, Analysis & Ethics	3	3
BU 7547 International Accounting & Reporting	3	3
BU 7555 Accounting Information Systems	3	3
BU 7556 Advanced Auditing and Assurance Services	3	3
BU 7560 Fraud Examination	3	3
BU 7570 Taxation for Corporate Managers	3	3
BU 7590 Accounting Research: Cases & Analysis	3	3
BU 7760 Global Finance	3	3
BU 7xxx Accounting or Taxation Elective**	3	3
BU 7xxx Accounting or Business Elective*	3	3
	30 credits	30 credits
TOTAL Credits Required	30 credits	62 credits
*Available Business Electives:		
Any 7000 level course in the MS in Accounting or MS in Taxation Curriculum		

Master of Science in Forensic Accounting

The Master of Science in Forensic Accounting is a 30-credit program for students seeking a career in this fast-growing arena as a forensic accountant or fraud examiner. Offered over a three-semester arc in one calendar year, the program enables students to meet the 150-credit hour requirement to qualify for CPA licensure in New York State. In addition, the program will provide students with a foundation for the Certified Fraud Examiner (CFE) exam.

COURSE CURRICULUM

Course Name	Credits
Foundation Core	
BU7555 Accounting Information Systems	3
BU7556 Advanced Auditing and Assurance Services	3
BU7560 Fraud Examination	3
Professional Core	
BU 7562 Business Valuation for Forensic Accountants	3
BU 7563 Fraudulent Financial Reporting	3
BU7565 Forensic Interviewing, Fraud and the Law	3
BU7566 Criminology/White-Collar Crime	3
BU7567 Computer Forensics	3
BU7591 Forensic & Accounting Research (capstone course)	3
Electives (Choose 1)	
BU7651 Case Studies in Fraud Examination	3
BU7564 Special Topics in Fraud Examination	3
BU7568 Forensic Document Examination	3
BU7576 Specialized Topics: Tax Fraud	3
Total Credits Required	30

Master of Science in Taxation

The M.S. in Taxation enables accounting undergraduate majors to obtain the M.S. degree in Taxation. The curriculum contains a "Professional and Business Core" of eight courses (24 credits) and "Professional Electives" of 2 courses (6 credits).

The degree is designed for students who have completed the requirements for the B.S. in Accounting which includes undergraduate courses in Accounting including: Cost Accounting, Federal Income Taxation, Advanced Accounting (with government and not-for-profit coverage), Auditing, Commercial Law (6 credits), Business Statistics (3 credits), *Calculus (3 credits), Financial Management, Macroeconomics and Microeconomics (6 credits), Business Communications (2 credits), and business electives as well as the usual complement of general education and liberal arts courses.

The "Professional and Business Core" (24 credits) is comprised of six courses in the areas of taxation and two courses in business or accounting electives. The "Professional Electives" (6 credits) includes a selection of two courses from the areas of Multi-State Taxation, Estates and Trusts, and International Taxation.

COURSE CURRICULUM

Course	Credits
Professional & Business Core	
BU 7570 Taxation for Corporate Managers	3
BU 7571 Tax Ethics, Practice, & Procedures	3
BU 7572 Taxation of S Corps, Partnerships, & Limited Liability Companies	3
BU 7574 Estate & Gift Taxation	3
BU 7575 Taxation of Reorganizations & Liquidations	3
BU 7579 Tax & Accounting Research	3
BU 7xxx Business or Accounting Electives*	6
	24 credits
Professional Electives (select 2 of 5)	
BU 7573 Multi-State Taxation	3
BU 7581 Taxation of Estates & Trusts	3
BU 7582 International Taxation	3
	6 credits
Total Credits Required	30 Credits
*Available Business Electives:	
BU 7110 Organizational Behavior & Ethics	
BU 7210 Statistics for Financial Analysis and Planning	
BU 7320 Marketing Strategies & Information Technology	
BU 7740 Financial Management for Planning and Analysis	
BU7760 Global Finance	
*Available Accounting Electives:	
Any 7000 level Accounting course from the MS in Accounting curriculum	

MICRO-CREDENTIALS

A Micro-Credential certifies that a student has attained a specified competency or skill set, generally by completing a group of 2 to 4 related courses. The courses can be at the undergraduate or graduate level; can be taken within or outside a student's major, minor, or other degree program; and the Micro-Credential can be awarded to non-matriculated as well as matriculated students. The coursework included as part of any micro-credential is "stackable" – that is, it may be applied towards completion of an academic minor, another Micro-Credential, or the requirements of a degree or certificate program.

Upon completion of a Micro-Credential's requirements, students will be issued a digital icon, sometimes called a "digital badge," from a Micro-Credential platform that can be embedded in social media (e.g. LinkedIn) and electronic resumes. These icons will be linked to pages with validating information. Micro-Credentials allow students to study topics that broaden their experiences and skill sets and highlight specific competencies gained through coursework and activities when applying for employment or further study.

Students who register for a micro-credential but do not complete the specific requirements of that micro-credential will not earn the micro-credential or the associated digital badge, but will earn credit for the courses completed, according to specific requirements of the course (described in the course syllabus) and the policies of the College.

Business Taxation Micro-Credential

The Micro-Credential in Business Taxation is designed for individuals that are in, or are aspiring to be in, the field of taxation. It consists of three courses: one giving an overview and grounding in the basics of business taxation, the second dealing with the taxation of pass-through entities, and the third covering corporate liquidations and reorganizations. Students successfully completing the requirements for the Micro-Credential in Business Taxation will have a solid education in business taxation and will be prepared to work in the tax department of public accounting firms or other business organizations.

Requirements

Students are required to take 9 credits by completing all three of the following courses with a grade of B or higher. (Note: Those individuals with an undergraduate degree in a discipline other than accounting may undertake the credential upon completion of specified prerequisites prior to beginning the Micro-Credential program.)

- BU7570 Tax for Corporate Managers 3 credits
- BU7572 Taxation of S Corps, Partnerships, and LLCs 3 credits
- BU7575 Taxation of Reorganizations & Liquidations 3 credits

Skills and Competencies to be Gained

Students who complete these courses at the required level will:

- Demonstrate a broad and in-depth knowledge of business taxation principles, theories, and practice. This knowledge should enable students to develop solutions to complex issues utilizing critical thinking skills.
- Be prepared to become socially responsible business leaders able to recognize ethical dilemmas and achieve resolutions in a socially and professionally responsible manner.
- Understand the role of taxation in business and society.
- Be able to communicate learned skills and competencies effectively.

Estate, Gift & Trust Taxation Micro-Credential

The Micro-Credential in Estate, Gift & Trust Taxation is designed for individuals that are in, or are aspiring to be in, the specialized field of estate, gift, and trust taxation. It consists of two courses: one giving an overview and grounding in the basics of estate & gift taxation, the second dealing with the income taxation of estates & trusts. Students successfully completing the requirements for the Micro-Credential in Estate, Gift & Trust Taxation will have a solid education in this specialized field of taxation and will be prepared to work in the tax department of public accounting firms, law firms, and other financial services firms.

Requirements

Students are required to take 6 credits by completing both of the following courses with a grade of B or higher. (Note: Those individuals with an undergraduate degree in a discipline other than accounting may undertake the credential upon completion of specified prerequisites prior to beginning the Micro-Credential program.)

- BU7574 Estate & Gift Taxation 3 credits
- BU7581 Taxation of Estates and Trusts 3 credits

Skills and Competencies to be Gained

Students who complete these courses at the required level will:

- Demonstrate a broad and in-depth knowledge of estate, gift and trust taxation principles, theories, and practice. This knowledge should enable students to develop solutions to complex issues utilizing critical thinking skills.
- Be prepared to become socially responsible leaders able to recognize ethical dilemmas and achieve resolutions in a socially and professionally responsible manner.
- Understand the role of taxation in business and society.
- Be able to communicate learned skills and competencies effectively.

Advanced Certificate in Taxation

This program is designed for candidates who already have a Bachelor's degree in accounting and are seeking to expand their portfolio of skills. Applicants who have undergraduate degrees in other disciplines but have completed the required foundation courses in accounting may also apply.

Admission Requirement

Candidates wishing to enter the Advanced Certificate Program must meet the following conditions as determined by the program coordinator:

- Possess an approved Bachelor's degree (or its equivalent) from an accredited college or university.
- If the degree is not in Accounting, then have completed 21 credits in accounting equivalent to: BU3502, BU3511, BU4500, BU4510, BU4570, BU4590, BU5505, BU5525, BU5540, and BU5550, plus 3 credits in Statistics equivalent to MA2000.
- Demonstrate the ability to successfully pursue graduate study by having an undergraduate grade point average (GPA) of 3.0 or better.

Certificate Requirements

Students must consult with an advisor before starting their certificate program. During their first semester, matriculated students are required to plan their program with the advisor. All students must complete the curriculum described in this catalog with at least a 3.0 GPA.

SUNY Old Westbury is an accredited NYS CPE sponsor. Candidates who have already earned a CPA can use these courses to fulfill their continuing professional education (CPE) requirements.

Course	Credits
Professional & Business Core	
BU 7570 Taxation for Corporate Managers	3
BU 7571 Tax Ethics, Practice, & Procedures	3
BU 7574 Estate & Gift Taxation	3
	9 credits
Professional Electives (select 2 of 7)	
BU 7560 Fraud Examination	3
BU 7572 Taxation of S Corps, Partnerships, & Limited Liability Companies	3
BU 7573 Multi-State Taxation	3
BU 7575 Taxation of Reorganizations & Liquidations	3
BU 7576 Specialized Topics: Tax Fraud	3
BU 7581 Taxation of Estates & Trusts	3
BU 7582 International Taxation	3
	6 credits
Total Credits Required	15 Credits

Combined B.S. in Accounting, M.S. in Accounting , M.S. Taxation Programs

The School of Business offers two combined degrees in the Accounting, Taxation, & Law department. Each of these programs allows students to accelerate their trajectory towards graduation. Successful applicants will receive a BS in Accounting and an MS in either Accounting or Taxation. In their final year prior to BS graduation students will take two graduate courses in addition to completing their remaining undergraduate requirements. See the College's Undergraduate Catalog for additional details.

Upon successful completion of the program, including specified prerequisites, students will have satisfied the 150-credit hour requirement necessary to be licensed as a Certified Public Account (CPA) in New York State. They also qualify for a one-year work experience requirement relating to CPA licensure.

Admission to the B.S./M.S.

Candidates will apply for the program when they have earned 82 credits, of which 24crs must be earned at OW including Intermediate Accounting II. All candidates must have a cumulative GPA of 3.25 and take the Graduate Management Aptitude Test (GMAT). An algorithm based on the GPA and GMAT scores will determine admission to the combined BS/MS program. Students earning a 3.5 GPA at OW and a 3.5 GPA in all accounting courses (transfer + OW) will be granted a waiver of the GMAT.

Candidates submit an application that includes:

- An essay
- All college transcripts
- GMAT scores (if necessary)

Curriculum

A detailed description of requirements for the B.S. in Accounting are available on the department's curriculum web site.

Students admitted to the combined degree program in Accounting will take two of the graduate accounting (6 credits) in their undergraduate year.

- BU7547 International Accounting (3 credits)
- BU7555 Accounting Information Systems (3 credits)

The remaining graduate courses (24 credits) will be taken upon completion of the undergraduate degree. These include:

- 6 courses in an Area of Study (18 credits, Accounting or Taxation)
- 1 Accounting / Business Elective course
- 1 Accounting/ Taxation Elective Course

General Admissions Requirements for the School of Business

Requirements for Applicants

- Completion of a Bachelor of Arts, Bachelor of Science, or BBA degree.
- An official GMAT Examination score taken within the last 5 years (see GMAT waiver below).
- All official college transcripts (admission is based on a review of the combination of cumulative undergraduate Grade Point Average and GMAT score).
- Two letters of reference (professional or academic)
- An essay about the applicant's career goals and a self-assessment of their strengths.
- A \$50 application fee.

Applicants wishing to enter the Advanced Certificate Program must meet the following conditions as determined by the program coordinator:

- a. Possess an approved Bachelor's degree (or its equivalent) from an accredited college or university.
- b. If the degree is not in Accounting, then have completed 21 credits in accounting equivalent to: BU3502, BU3511, BU4500, BU4510, BU4570, BU4590, BU5505, BU5525, BU5540, and BU5550, plus 3 credits in Statistics equivalent to MA2000.
- c. Demonstrate the ability to successfully pursue graduate study by having an undergraduate grade point average (GPA) of 3.0 or better.

GMAT Waivers are only granted in the following circumstances:

- Have passed all four parts of the CPA examination at time of application.
- Are a Licensed attorney (admitted to the Bar).
- Awarded an MBA or master's degree in a business related degree.
- Are a Chartered Financial Analyst holding a bachelor's degree.
- Have an undergraduate degree in Accounting or an undergraduate degree in Business with at least 24 credits in accounting (including auditing) and have a cumulative GPA of at least 3.5 overall and in accounting courses (GPA to be considered will be cumulative for all undergraduate institutions attended.)

Note: A GMAT waiver may apply to students applying for the BS/MS Program (see the School of Business section in the Old Westbury Undergraduate Catalog for further information on this program) if a current Old Westbury undergraduate student has an Old Westbury cumulative GPA of 3.50 or above, and a cumulative GPA of 3.50 or above for all Accounting courses (including Intermediate Accounting I) taken at all colleges.

Acceptance decisions are made by the Graduate Business Admissions Committee based upon the above materials submitted with the application.

Note: The Old Westbury Master of Science programs in Accounting, Forensic Accounting, and Taxation are intended to qualify a graduate for licensure as a Certified Public Accounting after passing the Uniform CPA Exam. Questions on the licensing application require disclosure of prior felony and misdemeanor convictions (including plea of guilty, no contest, or nolo contendere, prior professional licensing issues, charges of professional misconduct, and child support obligations. This may become an issue in obtaining a license as a Certified Public Accountant.

Candidates not meeting any of the above criteria are also permitted to take graduate business courses, as a non-matriculated student, if they have earned a US Bachelor's degree (or equivalent) that included the prerequisites for the course(s) they are interested in taking and have an overall 3.0 GPA in all of their undergraduate courses.

Non-matriculated students with the appropriate prerequisites will be allowed to register on a space available basis. There is a limit of 12 credits allowed at the graduate level.

Course Waivers

Required Accounting Foundation courses in the two-year professional track may be waived based upon prior undergraduate coursework. Required 7000-level graduate courses may be waived based upon prior graduate coursework. Waivers will only be granted after careful evaluation by faculty in the area of specialization and the Graduate Business Admissions Committee.

The maximum graduate level credits that may be waived are as follows:

30-Credit MS Accounting Track – 6 credits
MS in Forensic Accounting- 6 credits
MS in Taxation – 6 credits

General Policies & Procedures

Residence

A degree candidate must complete at least twenty-four (24) graduate credits at the College at Old Westbury to meet the residency requirements in the M.S. in Accounting, Forensic Accounting or Taxation programs. Once enrolled, permission to take any course in the graduate program elsewhere must be granted by the Director of the Program in consultation with the Graduate Business Academic Standing Committee; such approval would be considered an extraordinary exception.

Schedule of Courses

The graduate program operates on a three semester per year basis: the fall semester begins the end of August and ends in mid-December; the spring semester begins mid-January and ends mid- May; the summer semester has two sessions. The first summer session begins the end of May and ends in early July, and the second summer session begins in early July and ends in mid August. During the fall and spring semesters, each class meets one evening a week, with the first class period beginning at 5:40 pm and ending at 7:55 pm and the second class period beginning at 8:05 pm and ending at 10:20 pm. During the seven week summer sessions, classes meet two times per week on Mondays and Thursdays with the first class period meeting from 5:30 pm to 8:10 pm and the second class period meeting from 8:20 pm to 11:00 pm.

A full-time student who completes four classes per semester may be able to complete the 30- credit programs in one year. Part-time students may take courses in the program as their schedule permits. Not every course is offered every semester. Students must complete the program within five years.

Academic Advising

All students admitted to the graduate program will be advised by the Director of the Graduate Program. This process entails: full discussion of student goals; explanation of all degree requirements; clarification of requirements for the CPA exam; description of the course schedule and frequency of course offerings over the relevant period; and information about internships, placement, and the employment market.

Graduate Assistants

Contingent upon funding, a small number of graduate assistantships may be available to aid faculty with research and teaching activities. Graduate assistants will be under the supervision of the assigned faculty and the Director of the Graduate Business Program and the performance of graduate assistants will be reviewed on at least an annual basis.

Academic Standing

Graduate students whose cumulative graduate Grade Point Average (GPA) falls below 3.0 will be placed on academic probation. Students on academic probation have one semester in which to raise their GPA to 3.0. Any student whose GPA remains below 3.0 at the end of the probationary period may be dropped from the program.

Any student who receives an "F" in a course or any student whose cumulative GPA is less than 3.0 will have his or her record reviewed by the Graduate Business Academic Standing Committee. Based on the facts of the case, the Committee may issue a letter of warning, may place the student on probation until a certain target level of academic performance has been met, or may deny continuance in the graduate program. Students may be denied continuance if they do not, in the next semester, make up a failed course or for some reason cannot bring their cumulative GPA to 3.0. Dismissal from the program is final and may not be appealed.

Graduation Requirement

To graduate a student must have a cumulative GPA of 3.0 or better for Old Westbury graduate course work.

Application for Degree

In the last semester of attendance, a degree candidate is required to send an application for graduation to the Director of the Graduate Business Programs by the specified deadline.

Program Faculty

Anthony Barbera
Assistant Professor

Wen Wen (Erica) Chien
Associate Professor

Madeline Crocitto
Professor

Jeffrey D'Amico
Assistant Professor

Alireza Ebrahimi
Associate Professor

James Fornaro
Associate Professor

Linval Frazer
Associate Professor

David Glodstein
Associate Professor

Costas Hadjicharalambous
Associate Professor

Cary Lange
Associate Professor

Yu Lei
Assistant Professor

Lingxiang Li
Assistant Professor

Peter Lucido
Associate Professor

Roger Mayer
Associate Professor

Albert Murphy
Associate Professor

Michael Onorato
Assistant Professor

Katarzyna Platt
Assistant Professor

Zhihong Shi
Associate Professor

Shalei Simms
Associate Professor

Elena Smirnova
Associate Professor

Kenneth Winkelman
Associate Professor

Jishan (Jason) Zhu
Associate Professor

Listings in this section may not reflect changes in personnel made after submission of catalog material.

GRADUATE BUSINESS COURSE DESCRIPTIONS

BU 7110 Organizational Behavior and Ethics

3 cr.

This course focuses on the interweaving of behavioral management and ethics. Through cases and experiential exercises, theory is bridged with practice. Topics include Personality, Perception, Motivation, Group Dynamics, Leadership, Decision Making, Culture, Whistle-Blowing, Conflict of Interest, Privacy, Discrimination, and Health and Safety. The student will be required to research and develop a case on an organization experiencing behavioral or ethical problems. Offered according to demand.

BU 7210 Statistics for Financial Analysis and Planning

3 cr.

This course is concerned with statistical methods for the analysis of business problems. Students will learn statistical techniques such as correlation, regression, and survey sampling. The course deals with three main subject areas: (a) descriptive statistics are developed as a means of summarizing sample data and conveying information as well as a basis for understanding statistical inference, (b) probability is presented as the connection between populations and samples, and (c) statistical inference, the greatest part of the course, builds upon the concepts in descriptive statistics and probability and allows broad statements about a population of interest based on a small amount of information. Excel and/or a statistical software program will be used for problems that are large or complex. The course focuses on practical statistical applications that are relevant to management analysis in the business environment. It provides a basis for further academic work in production, finance, and marketing. Offered according to demand.

Prerequisites: Principles of Statistics and Calculus or equivalents.

BU 7320 Marketing Strategies and Information Technology

This course is designed to provide both practical and theoretical aspects of Internet commerce. Students will gain an appreciation of the advantages of the Internet as a marketing tool with regard to traditional marketing applications. Using text, case history readings and assigned articles, students will develop, implement, and analyze Internet strategies in business-to-business and business-to-consumer contexts. Special focus will address such relevant e-commerce topics as web site analyses, advertising decisions, service quality, social responsibility, ethics, privacy issues, and consumer buying behavior in domestic and global arenas. Students will also develop, evaluate and present their own Integrated Internet Marketing Plan based on an original e-commerce concept. Offered according to demand.

Prerequisite: Information Systems for Managers or equivalent.

BU 7545 Financial Reporting, Analysis, and Ethics

3 cr.

An advanced examination of Generally Accepted Accounting Principles (GAAP) underlying financial statement preparation and disclosure, with an emphasis on the analysis and use of financial information in making business decisions. The course provides students with the technical underpinnings of GAAP and its relationship to decision making, as well as an understanding of the ethical responsibilities created by the reliance of various sectors of society upon financial statements. Topics include: the income statement, balance sheet, statement of cash flows, earnings quality, financial instruments, leases, income taxes, and pensions. A term project is required. Offered once a year.

Prerequisite: BU4570 or equivalent.

BU 7547 International Accounting and Reporting

3 cr.

This course familiarizes students with international accounting and reporting issues including a critical analysis of International Financial Reporting Standards (IFRS) versus U.S. GAAP. The course examines how national standards have developed historically and how standards differ among types of countries, including those of developed versus emerging countries. Issues relating to international transactions, foreign currency translation and hedging practices are covered. The analysis of international financial statements, accounting for changing prices and taxation issues in international firms are also discussed. Offered once a year.

Prerequisite: BU4570 or equivalent.

BU 7555 Accounting Information Systems

3 cr.

The course provides an overview of the interaction of accounting professionals with computer-based information systems (CBIS) and the use of information technology (IT). Developments such as the Internet, e-commerce, databases, and artificial intelligence have transformed the way business organizations conduct their activities. The course stresses the necessity for accountants to participate in the design of information systems, to be able to measure and evaluate the performance of information systems, and to assess the quality of information processing. Offered every semester.

Prerequisite: BU4510 or equivalent.

BU 7556 Advanced Auditing and Assurance Services

3 cr.

Building on the foundation created in an introductory course, this course enhances the understanding of fundamental concepts of auditing and provides in-depth exposure to the auditor's legal liability and professional responsibilities and to specific topics within the auditing process (e.g., analytical review procedures, internal control issues, fraud detection, statistical and non-statistical sampling methods, and the use of computers in auditing). It also provides exposure to the emerging value-added assurance services decision makers are increasingly demanding in the information age. Topics are covered using text material, real-world case studies, current articles, a research project, and interactive assurance service projects utilizing Internet links. Offered every semester.

Prerequisite: BU5550 or equivalent.

BU 7560 Fraud Examination

3 cr.

A study of the accountant's role in the examination of fraud allegations and fraud prevention, including: the recognition and detection of fraud, use of controls to prevent fraud, and limited engagements related to fraud, errors and irregularities. Offered every semester.

Prerequisite: BU5550 or equivalent.

BU7561 Case Studies in Forensic Accounting

3 cr.

This is an integrative course which makes use of comprehensive cases and round robin discussions of current issues. Guest speakers may present, or students may report on various projects that they have been conducting either

independently or in groups. Topics include: forms of white-collar crime, assets misappropriation, corruption and other fraud schemes. Offered according to demand.

Prerequisites: BU7560 or equivalent.

BU7562 Business Valuation for Forensic Accountants

3 cr.

This course explores the basics of business valuation: how businesses are valued, how to evaluate the credentials of self-styled valuation "experts", and the quality of the report they produce. Students will learn the three methods of valuation, their strengths and weaknesses, and when to apply each. The course explores how professionals use valuation principles. Most importantly, students will engage in interactive exercises to learn how to procure valuation reports which are more likely to survive audit by the IRS or FTB. Guest speakers may present, or students may report on various projects that they have been conducting either independently or in groups. Offered according to demand.

Prerequisite: BU7560 or equivalent

BU 7563 Fraudulent Financial Reporting

3 cr.

Financial statement fraud involves intentional misstatements or omissions of financial statement amounts or disclosures to deceive users of the statements. Students will learn how and why financial statement fraud is committed, how such conduct can be deterred, and how allegations of fraud should be investigated and resolved. Students will understand and detect the creative accounting methods employed by management along with related fraud prevention strategies. In addition to covering the material in the textbook, class sessions will be interactive, with students working through cases, developing investigative strategies, and seeking to prove how the fraud was committed. Guest speakers who are experts in this area will discuss actual events. Projects will be conducted independently and in groups. Prerequisites: BU7560 or equivalent

BU 7564 Special Topics in Fraud Examination

3 cr.

This course will include, but not be limited to, specific fraud contexts, such as bankruptcy fraud, money laundering, tax fraud, consumer fraud, or industry specific frauds, such as healthcare fraud, securities fraud, insurance fraud, mortgage fraud. The theme of this course and topic(s) covered could vary each semester offered. Guest speakers who are experts in this area will discuss actual events. Projects will be conducted independently and in groups.

Prerequisites: BU7560 or equivalent

BU 7565 Forensic Interviewing, Fraud and the Law

3 cr.

Instruction and skill development in interviewing, and note-taking in the criminal justice context. Development of skills to conduct investigations by interviewing witnesses, victims, and suspects properly. This course is designed to further the student's knowledge of the contemporary legal environment faced by forensic accountants. Topics covered include the Federal Rules of Evidence (including the Daubert rule), the Federal Rules of Civil and Criminal Procedure, the Foreign Corrupt Practices Act, the Federal False Claims Act, the grand jury, expert witness testimony, laws that preserve the rights of suspects and witnesses, including those pertaining to searches and seizures, arrest, the privilege against self-incrimination, and laws related to money laundering and terrorist financing (e.g., USA Patriot Act), wire fraud, mail fraud, and other fraud-related offenses. The course also provides an overview of offshore entities such as trusts and shell corporations. Other important topics the course examines are asset tracing and asset forfeiture alternative dispute resolution.

Prerequisites: None

BU 7566 Criminology/White-Collar Crime

3 cr.

Psychological and sociological motivations of fraud perpetrators will be examined in depth. Crimes committed by "respectable people" in positions of responsibility in private or public sector will be studied, looking at similarities and differences in behaviors. Critical readings of Sutherland, Cressey, and others are contrasted with more recent perspectives on illegal developments and corporate violations. Wall Street executives, corporate and government officials and high tech computer wizards give a new focus to white collar crime. Discusses the nature of these crimes, how regulatory bodies and legal systems treat these criminals and how they seek to avoid detection and prosecution. The impact of this type of crime on individuals, organizations and society will be discussed.

Prerequisites: None

BU 7567 Computer Forensics

3 cr.

The purpose of this course is to explain and promote the use of computer forensic technology and methodologies used in both proactive and reactive forensic accounting engagements. Forensic technology and detailed computer examinations have become more commonplace in today's forensic investigative environment, and the use of computer forensic analysis, ediscovery, and forensic data analysis is often a necessary component of any forensic accounting engagement. While most accounting professionals are not trained technologists, due to

the ever changing investigative landscape, it is becoming increasingly important that accountants have an adequate base-level understanding of the current state of computer forensic and data analytical technology tools.

Prerequisites: BU7560 and BU7555, or equivalents

BU 7568 Forensic Document Examination

3 cr.

Fundamental procedures for handling, collecting, and analyzing questioned or fraudulent documents are presented. Topics include ethical conduct, terminology, investigative principles, case law and legal precedents, expert witness testimony, current research, notable cases, and ASTM standards. Guest speakers who are experts in this area will discuss actual events. Projects will be conducted independently and in groups.

Prerequisites: BU7560 and BU7565, or equivalents.

BU 7570 Taxation for Corporate Managers

3 cr.

This course addresses the issues of taxation relevant to corporations, partnerships and Limited Liability Company and Limited Liability Partnership entities. Topics include the tax considerations in selecting the form of business entity, passive activities, Section 351 and corporate formations, C Corporation operations, S Corporations, partnerships, and multi-state taxation. Offered every semester.

Prerequisite: BU4570 or equivalent.

BU 7571 Tax Ethics, Practice, & Procedures

3 cr.

A study of the rules, practices and ethical behavior associated with practicing before the Internal Revenue Service. Ethical behavior and regulations governing tax practice, as set forth in Circular 230 will be emphasized. Other topics include: an introduction to tax research, tax examinations, access to IRS information, settlement of tax disputes, the tax appeals process, and tax penalties. Offered once a year.

Prerequisite: BU4570 or equivalent.

BU 7572 Taxation of S Corps., Partnerships, & Limited Liability Cos.

3 cr.

Students will analyze the income tax implications of doing business as a pass-through entity and selecting the appropriate business entity in differing circumstances. The laws and regulations dealing with the formation, operation, and termination of S Corporations, Partnerships, and Limited Liability Companies will be studied. Specific topics discussed include capital account maintenance distributions, double taxation, and depreciation. Offered once a year.

Prerequisite: BU7570 or equivalent.

BU 7573 Multi-State Taxation

3 cr.

An introduction to multi-state taxation of business profits and transactions. Emphasis will be on the corporate income tax and sales tax. Related topics include nexus issues and U.S. Supreme Court cases that have shaped the ability of states to tax foreign corporations. Apportionment of income using state formulas will also be examined. Where applicable, New York rules will be emphasized. Offered once a year. Prerequisites: BU4570 or equivalent.

BU 7574 Estate and Gift Taxation

3 cr.

Estate and gift tax will be examined in this course. Topics include: the gross estate, valuation issues, deductions from the gross estate, estate planning considerations, and taxable gifts and the annual exclusion. Offered once a year.

Prerequisite: BU4570 or equivalent.

BU 7575 Taxation of Reorganizations and Liquidations

3 cr.

An examination of advanced corporate tax transactions. Students will examine the tax effects upon corporations and shareholders as a result of stock redemptions and liquidations, mergers, and reorganizations. Other specific topics include: tax-free reorganizations, mergers, the carryover of tax attributes, and consolidated income tax returns. Offered once a year.

Prerequisite: BU4570 equivalent.

BU7576 Special Topics: Tax Fraud

3 cr.

An introductory course examining relevant IRC sections, Treasury Regulations and tax cases that pertain to Accounting Fraud and Tax Evasion. Students will be required to keep abreast of recent court decisions, regulations, and legislation, as well as proposed legislation and temporary regulations. Research, written assignments, and group homework projects will be assigned each semester from the prevailing accounting and tax fraud cases for review, discussion and analysis. Offered once a year.

Prerequisite: BU7560 and BU 7570 or equivalents.

BU 7579 Tax & Accounting Research**3 cr.**

This course surveys topics and controversies in accounting, auditing and tax literature to help students understand the development of generally accepted accounting principles, generally accepted auditing standards, tax law and current developments. Students will be required to keep abreast of recent court decisions, regulations, legislation, proposed legislation and temporary regulations. Written assignments, and group projects will be selected from the prevailing key accounting issues as well as tax issues before Congress and the courts. All assignments will require extensive research. Offered once a year. *Note: Must be taken in student's last semester.*

BU 7581 Taxation of Estates & Trusts

An examination of the income tax consequences to estates and trusts. Topics include: gross income, deductions, distributable net income, distributions to beneficiaries, Form 1041 and related administrative provisions. Discussed topics include the comparison and contrasting of income tax treatment of simple trusts, complex trusts, grantor trusts and estates. Offered once a year.

Prerequisite: BU 7570 or equivalent.

BU 7582 International Taxation 3 cr.

The overall objective of the course is to develop an understanding of the fundamental principles underpinning the U.S. tax law with regard to international activities. Topics include the theoretical basis of the U.S. approach to international taxation; the U.S. tax treatment of the foreign activity of U.S. citizens, residents and domestic corporations; and the U.S. tax treatment of non-U.S. persons engaged in business or investment activity in the U.S.

Prerequisite: BU7570 or equivalent.

BU7590 Accounting Research: Cases & Analysis**3 cr.**

This is the capstone course for the Master of Science in Accounting. The course emphasizes the process of professional research by accounting professionals and provides students with a hands-on ability to use the various research sources and tools in the functional areas of financial accounting, auditing and taxation. It is designed to enhance student's critical thinking skills through the examination of current topics and controversies, analysis of complex situations and effective communication, use of case materials, and a term project. Offered once a year.

Note: Must be taken in student's last semester.

BU 7591 Forensic & Accounting Research**3 cr.**

This is an integrative capstone course which makes use of the content learned in other forensic accounting courses. There will be the integration of legal, behavioral and technical aspects of forensic accounting investigations. Review of the Fraud Examiners Manual (ACFE), the essential resource for anti-fraud professionals, to prepare students for the CFE examination. Case analysis and presentations will emphasize analytical and writing skills while affording an opportunity to apply investigative procedures used in practice. Students will take part in a culminating activity such as a moot court exercise, which pulls together the data analysis, interviewing and other skills developed in the program. IRS Special Agent Training: The Adrian Project – A day long mock criminal investigation. The Adrian Project gives students interested in IRS Criminal Investigation a chance to try their hand at finding and examining evidence and using surveillance techniques all while working side by side with real IRS Criminal Investigation agents.

Prerequisites: BU7560, BU7562, BU7563 and BU7565, or equivalents

BU7740 Financial Management for Planning and Analysis**3 cr.**

This course discusses the principles of corporate finance and investments, and provides the practical tools necessary for financial decision-making and valuation. Issues include advanced discussion of financial statement analysis, real and financial asset valuation, risk measurement, cost of capital, and capital budgeting. Offered once a year.

Prerequisite: Financial Management or equivalent.

BU7760 Global Finance**3 cr.**

In this course, the characteristics and behavior of a firm operating in international financial markets are explored. Multinational firms (multinationals) are offered dramatically expanded opportunities for profitable investments through their participation in international financial markets. However they are also exposed to a variety of risks derived from the particular cultural, political, regulatory, economic, financial and currency systems in which they operate. Participants in this course will be introduced to the critical importance of foreign exchange risk faced by the multinational and its relevance to traditional financial decision making. Offered every semester.

Prerequisites: Microeconomics and Macroeconomics or equivalents.

Graduate Programs of the School of Education

Master of Science in Adolescence Education (Grades 7-12)

Master of Arts in Teaching, Adolescence Education (Grades 7-12)

**Master of Science in Childhood Special Education (1-6 Initial/
Professional Certification)**

Master of Science in Students with Disabilities (1-6 Professional Certification)

**Master of Science in Literacy Education
(B-6, 5-12, B-12 Initial/Professional Certification)**

Combined Bachelor's/Master of Arts in Teaching (BA/BS-MAT)

Advanced Certificates

Our programs are approved by the New York State Education Department and we are proud members of the American Association of Quality Educator Preparation, anticipating AAQEP Accreditation in the Fall of 2021.

School of Education Administration

Acting Dean: Diana Sukhram
Director of Graduate Programs: Nicole Sieben
Childhood Education and Literacy Department: Bledi Stern, *Chair*
Exceptional Education and Learning Department: Sanja Cale, *Chair*
Adolescence Education Department: Xavier Marechaux, *Chair*
Assistant Dean for Data Management and Assessment: Joshua Fyman
Live Text Training Coordinator: Renee Markowicz
Director of Academic Services and Outreach: Rheba Jules
Director of Field Placement and Clinical Services: Vincent Juba

Mission Statement of the School of Education

To prepare teacher leaders with the pedagogical content knowledge and skills to educate learners in diverse and socially just classrooms. To implement its mission and ensure coherence across its curriculum, the SOE focuses on the three principles of professionalism, social justice, and interdisciplinary instruction, combined in its motto—"Leaders Creating a Just World through Interdisciplinary Teaching and Learning"—and visually represented in the unit's logo.

The principles have developed over years of teaching and assessment, research, arguments and debates, and in response to the specific population served by the college. SOE's approach is based on interdisciplinary, multicultural and constructivist learning theories. At the graduate level the School of Education's philosophy is highlighted by the differentiation that we have created in our conceptual framework, as shown in the following table:

School of Education Conceptual Framework Principles and Goals For Initial (I) and Advanced (A) Levels of Preparation	
Principle 1(P1): Teachers as Professionals	Principle 1, Goal 1 (P1G1): To equip candidates with core knowledge and skills to foster a productive learning environment, and the means to update such knowledge (I); To engage advanced candidates in practice and reflection of their capabilities to implement effective curricula, and to develop professionally as resourceful individuals (A). Principle 1, Goal 2(P1G2): To prepare candidates for success in their initial field studies (I); To provide opportunities for practitioners to remain actively involved in professional development (A). Principle 1, Goal 3(P1G3): To prepare candidates to conduct thoughtful and professional observation of students in order to develop targeted instructional plans (I); To engage practitioners in the reflection of their practice through action research (A).

School of Education Conceptual Framework Principles and Goals For Initial (I) and Advanced (A) Levels of Preparation	
<p>Principle 2 (P2): Teachers as promoters of a just world through social justice</p>	<p>Principle 2, Goal 1 (P2G1): To create leaders who design and successfully implement curriculum in an inclusive and multi-cultural setting (I); To create opportunities for practitioners to investigate the political, social and cultural biases inherent in many educational reform attempts (A).</p> <p>Principle 2, Goal 2 (P2G2): Goal 2: To create leaders who apply course content and skills as they engage in activities in response to the diverse needs of the community (I); To engage practitioners in the analysis of the contexts in which educational reforms take place (A).</p> <p>Principle 2, Goal 3 (P2G3): To prepare professionals who demonstrate a commitment to equity and justice through the use of culturally responsive strategies (I); To ensure that practitioners develop culturally sensitive curricular strategies (A).</p> <p>Principle 2, Goal 4 (P2G4): To prepare candidates who advocate on the part of children when child abuse, neglect or violence is suspected (I); To instill the need for leadership in contributing to the improvement of these issues required of practitioners (A).</p> <p>Principle 2, Goal 5 (P2G5): To promote social justice through active involvement in Service Learning experiences (I); To promote responsible practice of community-based relevant curricular innovations(A).</p>
<p>Principle 3 (P3): Teachers committed to interdisciplinary instruction</p>	<p>Principle 3, Goal 1(P3G1): To provide candidates with a broad interdisciplinary knowledge base (I); To ensure that action research products are inherently interdisciplinary and draw upon unifying themes (A).</p> <p>Principle 3, Goal 2 (P3G2): To provide candidates with the pedagogical skills to design interdisciplinary curricula (I); To encourage context-rich opportunities for professional development in theoretical and empirical contributions by candidates to their fields of concentration (A).</p> <p>Principle 3, Goal 3 (P3G3): To prepare candidates who are able to integrate technology into teaching and learning (I); To enable practitioners to incorporate technology-appropriate features into their educational research projects (A).</p>

SCHOOL OF EDUCATION GRADUATE PROGRAMS

Master of Arts in Teaching (MAT) Degree Programs

The School of Education offers Master of Arts in Teaching (MAT) in Adolescence Education in six specialization areas: Biology, Chemistry, English Language Arts, Mathematics, Social Studies, and Spanish. Candidates for these programs are individuals who have bachelor's degree and are seeking to become middle school or high school teachers. Pedagogical training and content specialization are emphasized in these degrees offered by the School of Education and the departments of Biological Sciences, Chemistry & Physics, English, Mathematics and Computer & Information Sciences, History and Philosophy, and Modern Languages.

The MAT programs require 42 credits of coursework which can be completed in as few as four semesters. Upon successful program completion, candidates will be recommended to the New York State Department of Education (NYSED) for initial and professional certification for grades 7-12. After successful completion of NYSED licensure requirements for initial certification (e.g licensure exams) candidates may apply to NYSED for their initial certificate in Adolescence Education. After successful completion of NYSED licensure requirements (e.g DASA training) for professional certification, candidates may apply to NYSED for their professional certificate in Adolescence Education.

The Combined Bachelor's-Master of Arts in Teaching (BA/BS-MAT) Programs

The School of Education offers accelerated programs for individuals seeking a Bachelor's degree, and teacher certification in Adolescence Education. For convenience, these programs also known as "5-Year Programs," are offered in Chemistry (BS-MAT), English Language Arts (BA- MAT), Mathematics (BS-MAT), Social Studies (BA-MAT), and Spanish (BA-MAT). Some programs may take longer than five years to complete.

Pedagogical training and content specialization are equally emphasized in these degrees offered jointly by the School of Education and the departments of Biological Sciences, Chemistry & Physics, Mathematics and Computer & Information Sciences, History and Philosophy, and Modern Languages.

Upon successful completion of the program, candidates will be recommended to the New York State Department of Education (NYSED) for initial and professional certification for grades 7-

12. After successful completion of NYSED licensure requirements for initial certification, candidates may apply to NYSED for their initial certificate in Adolescence Education. After successful completion of NYSED licensure requirements for professional certification, candidates may apply to NYSED for their professional certificate in Adolescence Education.

Applications to the 5-Year Program are submitted in Year 3.

Students' Learning Outcomes for the Adolescence Education Programs include:

- Candidates will demonstrate proficiency in implementation of content area, related professional standards, and discipline-specific pedagogy.
- Candidates will demonstrate the ability to use varied instructional practices, methods and curricula materials which rely on inquiry to assess and analyze adolescent student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.
- Candidates will demonstrate a knowledge of current research and established theories of working with adolescents.

Master of Science (MS) Degree Programs

The School of Education offers Master of Science degrees in Childhood Special Education, Literacy Education, Adolescence Education in six specialization areas: Biology, Chemistry, English Language Arts, Students with Disabilities, Social Studies, and Spanish. Candidates for the Adolescence Education programs are certified secondary school teachers seeking professional certification.

Pedagogical training and content specialization are emphasized in these degrees offered jointly by the School of Education and the departments of Biological Sciences, Chemistry & Physics, English, History and Philosophy, and Modern Languages.

The MS Childhood Special Education is a 36-credit degree program for teachers seeking a graduate degree and initial certification in special education in New York State. Having completed the program, graduates will be positioned to advocate as teachers in schools and other forums for learners with special needs while also engaging in research-based instruction. After satisfying the State's requirements for paid, full time classroom experience, graduates of this program will be qualified to apply for professional certification.

The MS in Students with Disabilities is designed as a path to professional teacher certification. This 30-credit degree program is designed for both recent graduates who have completed the requirements for initial teacher certification at the undergraduate level, as well as experienced teachers who seek professional certification in Special Education or an advanced degree.

The MS in Literacy Education is designed as a pathway to initial (including initial/professional) certification in Literacy at either the childhood (B-6) or adolescence (5-12) levels, or both. These degrees, each with a 30-credit track (39 credits for the combined Childhood and Adolescence track) are designed for educators who already possess initial, professional, or permanent certification in Education and who are seeking professional certification and/or an advanced degree in Literacy Education.

The MS Adolescence programs require 36-credits of coursework which can be completed in as few as four semesters. Upon successful program completion, candidates will be recommended to the New York Department of Education (NYSED) for grades 7-12 for professional certification. After successful completion of NYSED licensure requirements for the professional certification (e.g.

DASA training), candidates may apply to NYSED for their professional certificate in Adolescence Education.

Advanced Certificates

The School of Education offers certification programs for individuals who possess both a Bachelor's degree and a Master's degree, and who seek New York State Certification in Adolescence Education (grades 7-12) one of six specialization areas: Biology, Chemistry, English, Mathematics, Social Studies, and Spanish.

The Advanced Certificate programs require 19-27 credits (depending upon the program) of coursework. Upon successful program completion, candidates will be recommended to the New York State Department of Education (NYSED) for initial and professional certification. After successful completion of NYSED licensure requirements for initial certification (e.g. licensure exams), candidates may apply to NYSED for their initial certificate in Adolescence

Education. After successful completion of NYSED licensure requirements (e.g. DASA training) for professional certification, candidates may apply to NYSED for their professional certificate in Adolescence Education.

Certification Requirements

The College's Education programs are approved by New York State; thus the SOE has the authority to recommend candidates to New York State for certification once all the degree requirements are complete.

New York State Teacher Certification Examinations

Graduates requesting initial teacher certifications must pass the New York State Teacher Certification Examinations (NYSTCE).

- Educating All Students Test (EAS), a test of the professional and pedagogical knowledge and skills necessary to teach all students effectively in New York State public schools, required for all majors.
- Content Specialty Test (CST), a test of the content knowledge and skills necessary to teach effectively in New York State public schools, required of all majors.
 - o Special Education Graduates: Multi-Subject CST (1-6) & Students with Disabilities CST
 - o Adolescence Education Graduates: Subject (specific) CST
 - o Literacy Graduates: Literacy CST
- Teacher Performance Assessment (edTPA) in the area of specialization, required.

REQUIRED WORKSHOPS, TRAINING AND FINGERPRINT CLEARANCE Workshops:

All applicants for certification must complete the following workshops:

- Child Abuse Prevention Workshop
- SAVE - School Violence Prevention Workshop
- Fire & Arson
- Substance Abuse
- Highway and School Safety
- Prevention of Child Abduction
- Training in the Needs of Children with Autism (SWD Certification Only)
- DASA – Dignity for All Students Workshop

Fingerprinting:

Please note: The program you enrolled in may require an internship, field experience, study abroad component, or clinical experience requirement. Students who have previously been convicted of a felony are advised that their prior criminal history may impede their ability to complete the requirements of certain academic programs and/or to meet licensure for certain professions. If you have concerns about this matter please contact the Dean. New York State Department of Education fingerprint clearance is required for completing any observation or student teaching course and New York State Teacher certification. A social security number is required. Instructions for fingerprinting can be found on Blackboard in the SOE-DIR-FE: School of Education - Field Experience course shell in the certification handbook.

Upon passing the NYSTCE exams (EAS; CST's; edTPA), you can expect your certification to be posted shortly on the TEACH website (<http://www.highered.nysed.gov/tcert/teach/>). We encourage you to complete this process as soon as possible after completing requirements – if New York State changes requirements for teachers before you are certified, you may be held to new requirements even though you have already graduated. Please contact the Director of Field Experience and Certification with any questions related to the information provided above.

Student Teaching

A formal application for student teaching must be completed in the semester before the course is taken. During this culminating experience, candidates spend full days as student teachers under the supervision of a University instructor and a cooperating teacher. We expect the candidate to spend 15 weeks in the classroom working with students in various grade levels. There is a mandatory orientation session prior to student teaching, at which

additional information and a Student Teaching Handbook are provided.

Note: A grade of B or better is required for recommendation for state certification and completion of the Master's Program. No repetition of this course is permitted except in extreme circumstances as determined by the Dean of the School of Education, Academic Department, and/or Partnering School District.

Literacy Practicum (ED 7323, ED 7333, ED 7360)

The culminating experience for the Literacy Education Program is a semester-long supervised practicum that provides the opportunity to work with an individual or small group of students at the appropriate grade levels associated with the certification area. An application of diagnostic and interventional pre-assessment in a clinical situation will be required. Formal and informal assessments will be used and interpreted in order to individualize instruction for struggling readers and writers. Upon completion of the individualized instructional plan, the candidates will be expected to assess the students' progress and compose a summative evaluation. All other coursework must be completed before this course is taken and a 3.0 GPA is required along with the permission of the Coordinator of the Literacy Education Graduate Program.

Counseling Out of the School of Education

Old Westbury has the responsibility of recommending our candidates for certification as teachers in New York State. There are academic requirements for remaining in the program. A candidate will be placed on probation if his or her Overall GPA, Education courses GPA, or Concentration GPA drops below 3.0. The candidate will then be given one semester to raise that GPA above 3.0. Inability to do so may result in dismissal from the School of Education. In addition to completing course requirements, candidates in the School of Education are held to a high standard of integrity and professional behavior. Occasionally a candidate's behavior signals a serious concern about his or her disposition to be a teacher. When such a concern - originating with teaching faculty, an advisor, field supervisor or school personnel - occurs, we will schedule a meeting with the candidate, and maintain a record of the issue. If a candidate has a record of two disposition concerns, or the problem cannot be resolved, the candidate will not be recommended for the next transition point, and will be counseled out of the SOE. If a candidate is removed from the student teaching or practicum site by Old Westbury or by the school because of a disposition issue, he or she receives a grade of Incomplete, and will be placed elsewhere during the current or following semester. However, if there is a second removal from the field site, the candidate will be counseled out of the SOE. When candidates are counseled out of the SOE, the Dean will notify the registrar.

Graduate Degree Programs

ADOLESCENCE EDUCATION: BIOLOGY

ADMISSION REQUIREMENTS

For all applicants:

- Bachelor's degree in Biology, including at least one course in each of the following areas: cellular, organismic, and population, or a bachelor's degree in another discipline and at least 30 credits in the area of specialization for the degree being sought. A two-year sequence in chemistry is strongly recommended.
- A cumulative grade point average of at least 3.0 (on a scale of 4)
- A grade point average of at least 3.0 (on a scale of 4) in the major coursework or area of specialization.
- Submission of GRE (general) test scores
- Two letters of recommendation
- An admission essay

For International students. Contact the Assistant Director of Administration, International Student Advisor and Support for additional admission requirements. Contact information can be found on the following webpage: <https://www.oldwestbury.edu/admission/international>.

For MS applicants only:

- Initial certification in Adolescence Education: Biology
- Submission of scores on the Content Specialty Test (CST): Biology

To prepare teachers for careers in middle and high school education, SUNY College at Old Westbury offers two degree opportunities in Adolescence Education: Biology (7-12):

- The Master of Arts in Teaching (M.A.T.) leads to initial certification for aspiring teachers and career-changers seeking to advance their careers.
- The Master of Science (M.S.) leads to professional certification, and is for those who hold initial or provisional teaching certification.

CURRICULUM OUTLINE

MAT in Adolescence Education: Biology (7-12) – 42 credits

Pedagogy Courses

ED6000 Historical, Social, and Philosophical Foundations of Education	3 credits
ED6001 Human Growth and Development	3 credits
ED6002 Foundations of Literacy	3 credits
ED6003 The Exceptional Learner	3 credits
ED6900 Student Teaching	6 credits

Biology Content Courses

CP6740 Topics in Earth and Space Science	3 credits
BS6560 Current Topics in Molecular Biology and Biochemistry	3 credits
BS6590 Topics in Environmental Science	3 credits
Two courses from the following topics in Biology [offered in rotation]	6 credits
BS6630 Developmental Biology	
BS6661 Immunology	
BS6671 Limnology	
BS6750 Biological Pharmacology	

Linked Content / Pedagogy Courses

ED6250 Teaching the Nature and Development of Science	3 credits
ED6082 Methods and Materials of Teaching Science	3 credits
ED6092 Literacy, Research, & Technology in Science	3 credits

MS in Adolescence Education: Biology (7-12) – 36 credits

Pedagogy Courses

ED7001 Human Growth and Development	3 credits
ED7002 Foundations of Literacy	3 credits
ED7003 The Exceptional Learner	3 credits

Biology Content Courses

CP6740 Topics in Earth and Space Science	3 credits
BS6560 Current Topics in Molecular Biology and Biochemistry	3 credits
BS6590 Topics in Environmental Science	3 credits
One course from the following topics in Biology [offered in rotation]:	
BS6630 Developmental Biology	
BS6661 Immunology	3 credits
BS6671 Limnology	
BS6750 Biological Pharmacology	

Linked Content/Pedagogy Courses

ED7082 Methods and Materials of Teaching Science	3 credits
ED7092 Literacy, Research, & Technology in Science	3 credits
ED7250 Teaching the Nature and Development of Science	3 credits
ED7700 Methods of Research in Educational Settings	3 credits
ED7800 Thesis Research in Educational Settings	3 credits

B.S./M.A.T IN BIOLOGY

ADMISSIONS REQUIREMENTS

Candidates must apply for the program by the end of their Junior year. All candidates must have completed four lab science courses and show a GPA of 3.0 overall and 3.0 in courses required for the Biology B.S. degree. An interview is required. The GRE is mandatory for all applicants. It is used as part of a holistic review of the candidate's application. Therefore, there is no minimum acceptable score. GRE scores will be evaluated along with other components of the candidate's dossier.

Transfer students' GPA must meet Old Westbury's GPA requirements and transfer courses must be calculated along with Old Westbury grades for admission to this program.

Candidates must submit an application that includes

- An essay
- GRE scores
- Two letters of reference from faculty
- All college transcripts

Highly qualified candidates will complete the program in five years by accelerating undergraduate course-work, and moving on to graduate study in the fourth year. Candidates must maintain a GPA of 3.0 (overall and in the major) in each semester of study. Additionally, no grades of D are permitted for any required courses, and candidates must meet requirements of the Biology major (a minimum grade of C is required in all biology courses, and candidates may not repeat any Biology course more than once). Those whose GPA falls below 3.0 will be placed on probation and will have one semester to bring up their grades. Candidates who fail to complete the five-year program will be administratively transferred into the Biological Sciences major, and will graduate with the B.S. degree

Program 1 courses Bachelor of Science in Biological Sciences

BS2400/BS2401 Basic Bio 1 lec/lab	4 credits
BS2410/BS2411 Basic Bio 2 lec/lab	4 credits
CP2120/CP2121 Prin Chem 1 lec/lab	4 credits
CP2130/CP2131 Prin Chem 2 lec/lab	4 credits
CP2220/CP2221 Physics 1 lec/lab	4 credits
CP2230 /CP2231 Physics 2 lec/lab	4 credits
CP3300/CP3301 Organic Chem 1 lec/lab	5 credits
CP3310/CP3311 Organic Chem 2 lec/lab	5 credits
MA2310 Calc 1	4 credits
BS4400 or 4460 or 4560 Cell and Molecular	4 credits
BS3400, 3520, or 4430 Organismic	4 credits
BS4440, 4470, or 4474 Population	4 credits
Bio Elective with lab	4 credits
BS5410 Senior Seminar 1	2 credits
BS5420 Senior Seminar 2	2 credits
Free electives	8 credits
FY1000 First Year Experience	4 credits
CE1000 Community Engagement	2 credits
EL1XXX English Comp 1	4 credits
EL22XX English Comp 2	4 credits

Creativity	4 credits
CP 2050 Western Traditions (Nature & Dev. Of Science)	4 credits
American Experience	4 credits
Major Cultures	4 credits
Foreign Language	4 credits

Humanities

ED 5925 S Diver	4 credits
PY2010 Intro Psych	4 credits

Program 2 Courses Master of Arts in Teaching Biology Adolescence Education

*ED6000 Foundations of Education	3 credits
ED6001 Human Growth & Development	3 credits
ED6002 Foundations of Literacy	3 credits
ED6003 The Exceptional Learner	3 credits
*ED6082 Methods of Teaching Science	3 credits
ED6902 Literacy & Technology / Science	3 credits
ED6900 Student Teaching	6 credits
*BS6560 Topics in Molecular Biology and Biochemistry	3 credits
*BS6590 Topics in Environmental Science	3 credits
BS6700 Topics in Biology	3 credits
CP6740 Topics in Earth & Space Science	3 credits
•Courses count toward both degrees	

ADOLESCENCE EDUCATION: CHEMISTRY

ADMISSION REQUIREMENTS

For all applicants:

- Bachelor's degree in Chemistry or a bachelor's degree in another discipline with at least 30 credits in Chemistry courses, including coursework in each of the following areas: inorganic, organic, analytical, and physical chemistry.
- A cumulative grade point average of at least 3.0 (on a scale 4)
- A grade point average of at least 3.0 (on a scale of 4) in the major coursework or area of specialization.
- Submission of GRE (general) test scores
- Two letters of recommendation
- An admission essay

For international students. Contact the Assistant Director of Admissions, International Student Advisor and Support for additional admission requirements. Contact information can be found on the following webpage: <https://www.oldwestbury.edu/admissions/international>.

For BA-MAT (5-Year Program) applicants:

- Applications to the 5-Year Program are submitted at the end of Year 3.
- Completion of 102 undergraduate credits required for the area of specialization, including all general education requirements, proficiency requirements, all but 18 credits (6 required for the major and 12 elective), by the end of Year 3
- At least two semesters as a full-time student at Old Westbury, by the end of Year 3

To prepare teachers for careers in middle and high school education, SUNY College at Old Westbury offers the Master of Arts in Teaching (M.A.T.) which leads to initial certification for aspiring teachers and career-changers seeking to advance their careers.

CURRICULUM OUTLINE

M.A.T.in Adolescence Education: Chemistry (7-12) – 42 credits

Pedagogy Courses

ED6000 Historical, Social, and Philosophical Foundations of Education	3 credits
ED6001 Human Growth and Development	3 credits
ED6002 Foundations of Literacy	3 credits
ED6003 The Exceptional Learner	3 credits
ED6900 Student Teaching	6 credits

Chemistry Content Courses

CP6740 Topics in Earth and Space Science	3 credits
CP6560 Current Topics in Molecular Biology and Biochemistry	3 credits
CP6590 Topics in Environmental Science	3 credits
CP6700 Topics in Chemistry I	3 credits
CP6710 Topics in Chemistry II	3 credits

Linked Content / Pedagogy Courses

ED6250 Teaching the Nature and Development of Science	3 credits
ED6082 Methods and Materials of Teaching Science	3 credits
ED6092 Literacy, Research, & Technology in Science	3 credits

*Course is counted towards both the B.A. and M.A.T. award in the 5-year Program.

BA-MAT in Adolescence Education: Chemistry (7-12)-120 undergraduate + 36 graduate credits

Undergraduate Content Courses-120 total credits (including General Education and Proficiency requirements)

CP2120, 2121 Principles of Chemistry 1	4 credits
CP2130, 2131 Principles of Chemistry 2	4 credits
CP3300, 3302 Organic Chemistry 1	5 credits
CP3310, 3312 Organic Chemistry 2	5 credits
CP3400 Analytic Chemistry	5 credits
CP4510 Biochem 1 or another 4000 level course	3 credits
CP4520 or 4720 Biochem Lab or Physical Chem Lab	2 credits
CP4700 Physical Chemistry 1	3 credits
CP4710 Physical Chemistry 2	3 credits
MA2310 Calculus 1	4 credits
MA2320 Calculus 2	4 credits
CP2240 or 2240 and CP 2221 or 2241 Physics 1	4 credits
CP2230 or 2250 and 2231 or 2251 Physics 2	4 credits
CP5920 Chemistry Seminar 1	1 credit
CP5921 Chemistry Seminar 2	1 credit
BS2240 or CP 3450 Biological Science 1	4 credits
Free Electives	6 credits
FY1000 First Year Exp	4 credits
CE 1000 Community Engagement	2 credits
EL 1XXX English Comp 1	4 credits
EL 22XX English Comp 2	4 credits
Creativity	4 credits
CP2050 Nature & Development of Science (WT)	4 credits
American Experience	4 credits
Major Cultures	4 credits
Foreign Language	4 credits
Humanities	4 credits

ED5925 Diversity	4 credits
PY2010 Intro Psych	4 credits

Graduate Courses

ED6000 Foundations of Education	3 credits
ED6001 Human Growth & Development	3 credits
ED6002 Foundations of Literacy	3 credits
ED6003 The Exceptional Learner	
ED6250 Teaching the Nature and Development of Science	3 credits
ED6082 Methods of Teaching Science	3 credits
ED6092 Literacy & Technology/Science	3 credits
ED6900 Student Teaching	6 credits
*CP6700 Topics in Chemistry I	3 credits
*CP6710 Topics in Chemistry II	3 credits
CP6560 Topics in Biochemistry	3 credits
CP6590 Topics in Environmental Science	3 credits
CP6740 Topics in Earth & Space Science	3 credits
*Counts for both the BA and the MAT degrees	

ADOLESCENCE EDUCATION: ENGLISH LANGUAGE ARTS

ADMISSION REQUIREMENTS

FOR ALL APPLICANTS:

- Bachelor's degree in English or English Language Arts and Literature, or a bachelor's degree in another discipline with at least 30 credits in English or English Language Arts and Literature courses.
- A cumulative grade point average of at least 3.0 (on a scale of 4)
- A grade point average of at least 3.0 (on a scale of 4) in the major coursework or area of specialization
- Submission of GRE (general) test scores
- Two letters of recommendation (one written by a college professor)
- An admissions essay

For international students. Contact the Assistant Director of Admissions, International Student Advisor and Support for additional admission requirements. Contact information can be found on the following webpage: <https://www.oldwestbury.edu/admissions/international>.

For M.A.T applicants, only:

- An undergraduate General Education program that includes English (6 credits) and a foreign language (3 credits of foreign language at the high school level with a grade of C or better)

For M.S. applicants only:

- Initial certification in Adolescence Education: English
- Submission of scores on the Content Specialty Test (CST): English Language Arts

To prepare teachers for careers in middle and high school English education, SUNY College at Old Westbury offers two degree opportunities in Adolescence Education: English Language Arts (7- 12):

- The Master of Arts in Teaching (M.A.T.) leads to initial certification for aspiring teachers and career-changers seeking to advance their careers.
- The Master of Science (M.S.) leads to professional certification, and is for those who hold initial or provisional teaching certification.

CURRICULUM OUTLINE

M.A.T. in Adolescence Education: English Language Arts (7-12) – 42 credits

Pedagogy Courses: 24 Credits

ED6000 Historical, Social, and Philosophical Foundations of Education	3 credits
ED6001 Human Growth and Development	3 credits
ED6002 Foundations of Literacy	3 credits
ED6003 The Exceptional Learner	3 credits
ED6083 Methods and Materials of Teaching English	3 credits
ED6093 Discipline Specific Literacy, Research, & Technology in English	3 credits
ED6901 Student Teaching: English	6 credits

English Language Arts Content Core: 18 credits

EL6510 Foundations of U.S. Literature	3 credits
EL6520 Foundations of English Literature	3 credits
EL6530 Topics in Multicultural Literature	3 credits
EL6540 Topics in World Literature	3 credits
EL6550 Rhetoric and Composition	3 credits
EL7500 Literature in the Classroom	3 credits

M.S. in Adolescence Education: English Language Arts (7-12) – 36 credits

Common Pedagogy Courses: 9 Credits

ED7001 Human Growth and Development	3 credits
ED7002 Foundations of Literacy	3 credits
ED7003 The Exceptional Learner	3 credits

English Language Arts Content Core: 15 credits

EL6510 Foundations of U.S. Literature*	3 credits
EL6520 Foundations of English Literature*	3 credits
EL6530 Topics in Multicultural Literature	3 credits
EL6540 Topics in World Literature	3 credits
EL6550 Rhetoric and Composition	3 credits

Linked Pedagogy/Content Courses: 12 credits

ED7083 Methods and Materials of Teaching English	3 credits
ED7093 Literacy, Research, & Technology: English	3 credits
ED7700 Methods of Research in Educational Settings	3 credits
ED7800 Thesis Research in Educational Settings	3 credits

ADMISSION REQUIREMENTS

Requirements specific to M.A.T. Applicants:

- Submission of scores on the GRE (Graduate Record Examination).
- An undergraduate General Education program that includes English (6 credits) and a foreign language (3 credits of foreign language at the high school level with a grade of C or better)

Requirements specific to M.S. applicants:

- Initial or provisional certification in Adolescence Education: English.
- Submission of scores on the CST (Content Specialty Test) and GRE (Graduate Record Examination).
- An undergraduate General Education program that includes English and a foreign language.

Requirements for admission to the Advanced Certificate program (Initial Teaching Certification):

- Possess an approved Bachelor's degree (or its equivalent) from an accredited college or university that meets the State requirements for a general education core in the liberal arts and sciences.
- Possess an approved Master's degree in an appropriate content area (i.e. English).
- Have completed a minimum of 36 credits in the area of certification: English/Literature
- Demonstrate the ability to successfully pursue graduate study by having a Master's grade point average (GPA) of 3.0 or better.
- Submit two (2) letters of recommendation and a 500-word essay on career goals.

Advanced Certificate in Adolescence Education: English (7-12) – 27 credits

Pedagogy Courses

ED6000 Historical, Social, and Philosophical Foundations of Education

ED6001 Human Growth and Development

ED6002 Foundations of Literacy

ED6003 The Exceptional Learner

ED6083 Methods and Materials of Teaching [English]

ED6093 Literacy, Research, & Technology [English]

EL7500 Literature in the Classroom

ED6901 Student Teaching [English]

ADOLESCENCE EDUCATION: MATHEMATICS

ADMISSION REQUIREMENTS

For all applicants:

- Bachelor's degree in Mathematics or a bachelor's degree with at least 30 credits of mathematics courses including Calculus II, Calculus III, Linear Algebra, and Discrete Mathematics; or a bachelor's degree with at least 30 credits in the area of specialization for the degree being sought. (Applicants will be informed of any courses they must complete before being admitted to the program).
- A cumulative grade point average of at least 3.0 or higher (on a scale of 4)
- A grade point average of at least 3.0 (on a scale of 4) in the major coursework or area of specialization.
- Submission of GRE (general) test scores
- Two letters of recommendation
- An admission essay

For International students. Contact the Assistant Director of Admissions, International Student Advisor and Support for additional admission requirements. Contact information can be found on the following webpage: <https://www.oldwestbury.edu/admissions/international>.

For BS-MAT (5-year Program) applicants:

- Applications to the 5-Year Program are submitted at the end of Year 3.
- Completion of 102 undergraduate credits required for the area of specialization, including all general education requirements, proficiency requirements, all but 18 credits (6 required for the major and 12 elective), by the end of Year 3
- At least two semesters as a full-time student at Old Westbury, by the end of Year 3

Adolescence brings many challenges and adjustments for students in grades 7-12. Central to the success of these students are teachers armed with the knowledge, skills and commitment to student development that, when combined, foster achievement.

To prepare teachers for careers in middle and high school education, SUNY College at Old Westbury offers a degree opportunity in Adolescence Education: Mathematics (7-12):

The Master of Arts in Teaching (M.A.T.) leads to initial certification for aspiring teachers and career-changers seeking to advance their careers.

CURRICULUM OUTLINE

M.A.T. in Adolescence Education: Mathematics (7-12) – 36 credits

Pedagogy Courses

ED6000 Historical, Social and Philosophical Foundations of Educations	3 credits
ED6001 Human Growth and Development	3 credits
ED6002 Foundations of Literacy	3 credits
ED6003 The Exceptional Learner	3 credits
ED6084 Methods and Materials of Teaching Mathematics	3 credits
ED6094 Literacy, Research & Technology in Mathematics	3 credits
ED6902 Student Teaching (Mathematics)	6 credits

Mathematics Content Courses

MA6100 Probability and Statistics	3 credits
MA6150 Geometry*	3 credits
MA6200 Algebra	3 credits
MA6250 Analysis	3 credits

BS-MAT in Adolescence Education: Mathematics (7-12)-120 undergraduate + 36 graduate credits

Undergraduate Content Courses – 120 total credits (including General Education and Proficiency requirements)

MA2310 Calculus & Analytic Geometry I	4 credits
MA2320 Calculus & Analytic Geometry II	4 credits
MA2500 History of Mathematics (Program Requirements)	4 credits
MA3030 Discrete Mathematics	4 credits
MA3160 Linear Algebra	4 credits
MA3210 Introduction to Probability & Statistics	4 credits
MA3330 Calculus & Analytic Geometry III	4 credits
MA3520 Transition to Advanced Mathematics	4 credits
MA4360 Differential Equations	4 credits
MA5120 Abstract Algebra	4 credits
MA5320 Advanced Calculus I	4 credits
MA6150* Geometry	3 credits
MA6100* Probability and Statistic	3 credits
CS2510 Computer programming I	4 credits

* Counts for both the BS and the MAT degrees

Graduate Courses

Pedagogy Courses

ED6000 Historical, Social, and Philosophical Foundation of Education	3 credits
ED6001 Human Growth and Development	3 credits
ED6002 Foundations of Literacy	3 credits
ED6003 The Exceptional Learner	3 credits
ED6084 Methods and Materials of Teaching Mathematics	3 credits
ED6094 Literacy, Research, & Technology in Mathematics	3 credits
ED6902 Student Teaching	6 credits

Content Courses

MA6100 Probability and Statistics	3 credits
MA6150 Geometry	3 credits
MA6200 Algebra	3 credits
MA6250 Analysis	3 credits

ADOLESCENCE EDUCATION: SOCIAL STUDIES

Adolescence brings many challenges and adjustments for students in grades 7-12. Central to the success of these students are teachers armed with the knowledge, skills and commitment to student development that, when combined, foster achievement.

To prepare teachers for careers in middle and high school education, SUNY College at Old Westbury offers two degree opportunities in Adolescence Education: Social Studies (7-12):

- **The Master of Arts in Teaching (M.A.T.) leads to initial certification for aspiring teachers and career-changers seeking to advance their careers.**
- **The Master of Science (M.S.) leads to professional certification, and is for those who hold initial or provisional teaching certification.**

ADMISSION REQUIREMENTS

For all applicants:

- Bachelor's degree in History or a bachelor's degree with at least 30 credits of coursework in social sciences (history, geography, political science, economics, anthropology, and/or sociology).
- A cumulative grade point average of at least 3.0 (on a scale of 4)
- A grade point average of at least 3.0 (on a scale of 4) in the major coursework or area of specialization.
- Submission of GRE (general) test scores
- Two letters of recommendation
- An admission essay

For international students. Contact the Assistant Director of Admissions, International Student Advisor and Support for additional admission requirements. Contact information can be found on the following webpage: <https://www.oldwestbury.edu/admissions/International>.

For Combined BA-MAT applicants:

- Applications to the Combined BA/MAT Program are submitted at the beginning of the 2nd semester of Year 3
- Completion of 102 undergraduate credits required for the area of specialization, including all general education requirements, proficiency requirements, all but 18 credits, by the end of Year 3
- Admission to the S.O.E and completion of ED3900 Foundations of Education
- At least two semesters as a full-time student at Old Westbury, by the end of Year 3

For MS applicants, only:

- Initial certification in Adolescence Education: Social Studies
- Submission of scores on the Content Specialty Test (CST): Social Studies
- Bachelor's degree in History or a bachelor's degree with at least 30 credits of coursework in social sciences (history, geography, political science, economics, anthropology, and/or sociology), including a minimum of 21 credits of coursework in history and geography.

CURRICULUM OUTLINE

M.A.T. in Adolescence Education: Social Studies (7-12) – 39 credits

Pedagogy Courses:

ED6000 Historical, Social, and Philosophical Foundations of Education	24 credits 3 credits
ED6001 Human Growth and Development	3 credits
ED6002 Foundations of Literacy	3 credits
ED6003 The Exceptional Learner	3 credits
ED6085 Methods and Materials of Teaching Social Studies	3 credits
ED6095 Literacy, Research, & Technology in Social Studies	3 credits
ED6902 Student Teaching [Social Studies]	6 credits

Content Courses	12 credits
(Students choose 4 courses among the 5 offered based on their BA)	
HI6510 Topics in U.S. History	3 credits
HI6520 U.S. Constitutional and Political History	3 credits
HI6530 Economics: Theories, Tools, and Debates	3 credits
HI6540 Topics in European History	3 credits
One of the following courses [offered in rotation; one course required]	3 credits
HI6550 Topics in African History	
HI6560 Topics in Chinese Civilization	
HI6565 Topics in the History of India	
HI6570 Topics in Islamic Civilizations	
HI6580 Topics in Latin American History	

Culminating Experience

HI7500 Questioning Global History	3 credits
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NOTE: To graduate from the program, candidates must have a minimum of 21 credits of graduate or undergraduate courses in history and/or geography and must have fulfilled 11 required areas of content. Details regarding the areas of content are available upon request.

BA-MAT in Adolescence Education: Social Studies (7-12)-120 undergraduate +39 graduate credits (12 graduate credits being taken at the undergraduate level).

Undergraduate Content Courses-120 total credits (including General Education and Proficiency requirements

HI2681 Introduction to European History	4 credits
HIxxxx European History elective	4 credits
AS2112 American People I	4 credits
AS2122 American People II	4 credits
AS/PExxxx American History elective	4 credits
HI/PExxxx History of Africa, East Asia, South Asia, the Middle East, and Latin America elective #1	4 credits
HI/PExxxx History of Africa, East Asia, South Asia, the Middle East, and Latin America elective #2	4 credits
HI/AS/PExx Global Perspective	4 credits
CP/HIxxxx Science, Technology, and Society	4 credits
HIxxxx Geography	4 credits
PE2650 U.S. Politics	4 credits
PExxxx Economics elective #1	4 credits
PExxxx Economics elective #2	4 credits
HI5000 Social Studies Senior Seminar	4 credits
HI6510* Topics in U.S. History	3 credits
HI6550-80* Topics in Non-western History	3 credits
ED3900 Foundations of education (for ED6000)*	4 credits
ED6001* Human Growth and Development	3 credits

*Counts for both the BA and the MAT degrees. See undergraduate catalog for lists of elective choices and corresponding course numbers.

Graduate Courses

Pedagogy Courses

ED6000 Historical, Social, and Philosophical Foundation of Education (covered by ED3900)	3 credits
ED6001 Human Growth and Development	3 credits
ED6002 Foundations of Literacy	3 credits
ED6003 The Exceptional Learner	3 credits
ED6085 Methods and Materials of Teaching Social Studies	3 credits
ED6095 Literacy, Research, & Technology in Social Studies	3 credits
ED6903 Student Teaching	6 credits

Content Courses

HI6510* Topics in the U.S. History	3 credits
HI6530 Economics: Theory, Tools, Debates OR HI6520 U.S. Constitutional and Political History	3 credits
HI6540 Topics in European History	3 credits
HI6550-80* Topics in Non-Western History	3 credits
HI7500 Questioning Global History	3 credits

*Counts for both the BA and the MAT degrees

M.S. in Adolescence Education: Social Studies (7-12) – 33 credits

Pedagogy Courses

ED7001 Human Growth and Development	3 credits
ED7002 Foundations of Literacy	3 credits
ED7003 The Exceptional Learner	3 credits

Content Courses: 3 courses required among the 5 offered

9 credits

HI6510 Topics in U.S. History.	3 credits
HI6520 U.S. Constitutional and Political History	3 credits
HI6530 Economics: Theories, Tools, and Debates	3 credits
HI6540 Topics in European History	3 credits
One of the following courses [offered in rotation]:	3 credits
HI6550 Topics in African History	
HI6560 Topics in Chinese Civilization	
HI6565 Topics in the History of India	
HI6570 Topics in Islamic Civilizations	
HI6580 Topics in Latin American History	

Linked Pedagogy/Content Courses:

12 credits

ED7085 Methods and Materials of Teaching Social Studies	3 credits
ED7095 Literacy, Research, & Technology in Social Studies	3 credits
ED7700 Methods of Research in Educational Settings	3 credits
ED7800 Thesis Research in Educational Settings	3 credits

Culminating Experience

HI7500 Questioning Global History	3 credits
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ADOLESCENCE EDUCATION: SPANISH

ADMISSION REQUIREMENTS

Adolescence brings many challenges and adjustments for students in grades 7-12. Central to the success of these students are teachers armed with the knowledge, skills and commitment to student development that, when combined, foster achievement.

To prepare teachers for careers in middle and high school education, SUNY College at Old Westbury offers three degree opportunities and a certificate in Adolescence Education: Spanish (7-12):

- The Master of Arts in Teaching (M.A.T.) leads to initial certification for aspiring teachers and career-changers seeking to advance their careers.
- The Master of Science (M.S.) leads to professional certification, and is for those who hold initial or provisional teaching certification.
- The combined B.A./M.A.T (Undergraduate Spanish Language AND Graduate Spanish Adolescence Education) leads to initial certification for aspiring teachers.
- The Advanced Certificate is for candidates who already have a master's degree in Spanish and need to take education courses for certification.

Requirements for admission to the M.A.T. program (Initial Teaching Certification):

- B.A. in Spanish or a B.A./B.S. degree with at least 30 credits in Spanish starting at the intermediate level.
- Interview in Spanish via Skype or in person.
- GRE scores (http://www.ets.org/gre/revised_general/register/centers_dates/)
- 3.0 GPA or higher
- Personal statement submitted through our web application.
- Two letters of recommendation, one from an academic source.
- Official transcripts from undergraduate degree

* ACTFL Writing Proficiency Test (WPT) & ACTFL Oral Proficiency Interview (OPI or OPIc) in Spanish should be passed prior to student teaching (last semester in the program) with minimum score of "Advanced Low." Candidates who do not have the required credit hours in Spanish but are fluent in the language can demonstrate their proficiency for admission to the program by passing the following tests with minimum score of "Advanced Low":

- ACTFL Writing Proficiency Test (WPT) (www.languagetesting.com)
- ACTFL Oral Proficiency Interview (OPI or OPIc) (www.languagetesting.com)

* If the candidate has not taken any grammar courses at the college level, ML3110 (spring semester) or ML3362 (fall semester) should be taken in addition to the Spanish graduate courses and passed with a grade of B or higher during the first year.

Requirements for admission to the M.S. program (Professional Teaching Certification):

- Initial or provisional certification in Adolescence Education: Spanish.
- Submission of scores on the CST (Content Specialty Test).
- 3.0 GPA or higher
- B.A. in Spanish or a B.A./B.S. degree with at least 30 credits in Spanish starting at the intermediate level.
- Personal statement submitted through our web application.
- Two letters of recommendation, one from an academic source.
- Official transcripts from undergraduate degree.

Requirements for admission to the Advanced Certificate program (Initial Teaching Certification):

- Graduate degree in Spanish.
- Interview in Spanish via Skype or in person.
- GRE scores (http://www.ets.org/gre/revised_general/register/centers_dates/)
- 3.0 GPA or higher
- Personal statement submitted through our web application.
- Two letters of recommendation, one from an academic source.
- Official transcripts from undergraduate & graduate degrees.

* ACTFL Writing Proficiency Test (WPT) & ACTFL Oral Proficiency Interview (OPI or OPIc) in Spanish should be passed prior to student teaching (last semester in the program) with minimum score of "Advanced Low."

For combined BA-MAT applicants:

- Applications to the combined B.A.-M.A.T Program are submitted at the end of Year 3.
- Completion of 102 undergraduate credits required for the area of specialization, including all general education requirements, proficiency requirements, all but 18 credits (6 required for the major and 12 elective), by the end of Year 3
- At least two semesters as a full-time student at Old Westbury, by the end of Year 3
- For international students. Contact the Assistant Director of Admissions, International Student Advisor and Support for additional admission requirements. Contact information can be found on the webpage: <https://www.oldwestbury.edu/admissions/international>.

CURRICULUM OUTLINE

M.A.T in Adolescence Education: Spanish (7-12) – 42 credits

Pedagogy Courses:	24 credits
ED6000 Historical, Social, and Philosophical Foundations of Education	3 credits
ED6001 Human Growth and Development	3 credits
ED 6003 The Exceptional Learner	3 credits
ED6008 Second Language Acquisition	3 credits
ED6086 Methods and Materials of Teaching Spanish	3 credits
ED6096 Literacy, Research, & Technology [Spanish]	3 credits
ED6904 Student Teaching [Spanish]	6 credits

Content Core

ML6510 Structure of Spanish	3 credits
ML6520 Masterpieces of Hispanic Literature	3 credits
ML6530 Cervantes and the Golden Age	3 credits
ML6540 Points of Contact: United States and Latin America	3 credits
One of the following courses [offered in rotation]:	3 credits
ML6810 Topics in Peninsular and Latin America Art	
ML6820 Topics in Spanish and Latin American Cinema	
ML6830 Topics in Caribbean Anti-Slavery Narrative	
ML6840 Topics in Pre-Columbian Cultures and Literatures	
ML7500 Assessment and Culture for Classroom Instruction	3 credits

MS in Adolescence Education: Spanish (7-12) -36 credits

Pedagogy Courses	
ED7001 Historical, Human Growth and Development	3 credits
ED7003 The Exceptional Learner	3 credits
ED7008 Second Language Acquisition	3 credits
ED7086 Methods and Materials of Teaching [Spanish]	3 credits
ED7096 Literacy, Research, & Technology [Spanish]	3 credits
ED7800 Thesis	3 credits

Content Core

ML6510 Structure of Spanish	3 credits
ML6520 Masterpieces of Hispanic Literature	3 credits
ML6530 Cervantes and the Golden age	3 credits
ML6540 Points of Contact: United States and Latin America	3 credits
One of the following courses [offered in notation]:	3 credits
ML6810 Topics in Peninsular and Latin American Art	
ML6820 Topics in Spanish and Latin American Cinema	
ML6830 Topics in Caribbean Anti-Slavery Narrative	
ML7500 Assessment and Culture for Classroom Instruction	3 credits

Advanced Certificate in Adolescence Education: Spanish (7-12) – 27 credits

Pedagogy Courses	
ED6000 Historical, Social, and Philosophical Foundations of Education	
ED6001 Human Growth and Development	
ED6003 The Exceptional Learner	
ED6008 Second Language Acquisition	
ED6086 Methods and Materials of Teaching [Spanish]	
ED6096 Literacy, Research, & Technology [Spanish]	
ML7500 Assessment and Culture for Classroom Instruction	
ED6904 Student Teaching [Spanish]	

B.A./M.A.T in Adolescence Education: Spanish (7-12)- 120 undergraduate +42 graduate credits

The Modern Languages Department offers two undergraduate options for candidates in this program:
(1) Language and Culture, and (2) Literature and Culture

Undergraduate Content Courses-120 total credits (including General Education and Proficiency requirements)

Option1: Language and Culture

ML2100 Intermediate Spanish I	4 credits
ML2110 Intermediate Spanish II	4 credits
ML3100 Advanced Spanish Conversation and Composition	4 credits
ML3362 Advanced Spanish Grammar & Composition	4 credits
ML3600 Introduction to the Study of Hispanic Literature	4 credits
One of the following:	4 credits
ML3200 Translation Workshop	
ML3250 Spanish Linguistics	
ML3260 Spanish Linguistics: Universals of Grammar	
One of the following:	4 credits
ML3500 Critical Writing and Textual Analysis	
ML3510 Creative Writing	
One of the following:	4 credits
ML4545 Civilization & Culture of Latin America	
ML4540 Latin American Culture & Literature: from the European Conquest to Independence	
One of the following:	4 credits
ML4100 The Spanish Golden Age	
ML4500 Culture & Literature of Spain from the Middle Ages to the 18th Century	
ML4510 Civilization & Culture of Spain	
ML6510* Structure of Spanish	
*One of the following courses [offered in rotation]:	3 credits
ML6810 Topics in Peninsular and Latin American Art	
ML6820 Topics in Spanish and Latin American Cinema	
ML6830 Topics in Caribbean Anti-Slavery Narrative	
ML6840 Topics in Pre-Columbian Cultures and Literatures	
*Counts for both the BA and the MAT degrees.	

Option 2: Literature and Culture

ML3362 Advanced Spanish Grammar & Composition	4 credits
ML3600 Introduction to the Study of Hispanic Literature	4 credits
One of the following:	4 credits
ML3200 Translation Workshop	
ML3250 Spanish Linguistics	
ML3260 Spanish Linguistics: Universals of Grammar	
One of the following:	4 credits
ML3500 Critical Writing and Textual Analysis	
ML3510 Creative Writing	
One of the following:	4 credits
ML4545 Civilization & Culture of Latin America	
ML4540 Latin American Culture & Literature: From the European Conquest to Independence	
One of the following:	4 credits
ML4100 The Spanish Golden Age	
ML4500 Culture & Literature of Spain from the Middle Ages to the 18th Century	
ML4510 Civilization & Culture of Spain	
MLxxxx Spanish elective	4 credits
One of the following:	4 credits
ML5400 Contemporary Literary Theory and its Application	
ML5450 Major Trends in Latin American Thought	
ML5650 Contemporary Latin American Narrative	

ML5900 Senior Seminar or additional 4000-or 5000-level course	
ML6510* Structure of Spanish	3 credits
*One of the following courses [offered in rotation]:	3 credits
ML6810 Topics in Peninsular and Latin American Art	
ML6820 Topics in Spanish and Latin American Cinema	
ML6830 Topics in Caribbean Anti-Slavery Narrative	
ML6840 Topics in Pre-Columbian Cultures and Literature	
*Counts for both the BA and the MAT degrees.	
See the undergraduate catalog for the lists of elective choices and corresponding Course numbers.	

ADVANCED CERTIFICATE PROGRAMS

CURRICULUM OUTLINES

Pedagogy Courses

ED6000 Historical, Social, and Philosophical Foundations of Education	3 credits
ED6001 Human Growth and Development	3 credits
ED6002 Foundation of Literacy	3 credits
ED6003 The Exceptional Learner	3 credits
ED6008 Second Language Acquisition – for Spanish candidates only	
ED608x Methods and Materials of Teaching	3 credits
ED6082 for Biology & Chemistry	
ED6083 for English	
ED6084 for Mathematics	
ED6085 for Social Studies	
ED6086 for Spanish	
ED609x Literacy, Research, & Technology	
ED6092 for Biology & Chemistry	
ED6093 for English	
ED6094 for Mathematics	
ED6095 for Social Studies	
ED6096 for Spanish	
ED6250 Teaching the Nature and Development of Science-for Biology & Chemistry candidates only	3 credits
ED690x Student Teaching	6 credits
ML7500 Assessment and Culture for Classroom Instruction – for Spanish candidates only	3 credits
HI7500 Questioning Global Studies	

CHILDHOOD SPECIAL EDUCATION, M.S.

The Master of Science in Childhood Special Education offered by the SUNY Old Westbury School of Education is for teachers seeking a graduate degree and initial/professional certification in special education in New York State. Having completed the program, graduates will be positioned to advocate as teachers in schools and other forums for learners with special needs while also engaging in research-based instruction. After satisfying the State's requirements for paid, full time classroom experience, graduates of this program will be qualified to apply for professional certification in Childhood Special Education.

The degree combines theory and practice, and meets all relevant New York State Education Department requirements. This 36-credit degree program has a 24-credit core that includes pedagogical content in classroom management, developmental disabilities, emotional and behavioral disorders, literacy, learning difficulties, and assessment. The remaining 12 credits include specialized coursework, research and field experience at the Childhood (grades 1-6) level in Special Education. The emphasis on pedagogy and subject specialization provides strong professional training for students in the program. The interdisciplinary/cross-disciplinary nature of pedagogy and content area coursework as offered here demonstrates to students the value of this approach to human learning and knowledge.

Designed for part-time students only, the program takes three years to complete for students taking two courses per semester. Applications for this program are accepted only for fall semester entry.

Students' Learning Outcomes for the Special Education Masters Programs include:

- Candidates will demonstrate a well-grounded knowledge of current research and established theories of working with children with disabilities. Their knowledge base will include a comprehensive model of legal aspects of disability and special education, evidence-based learning processes and a thorough understanding of the impact of disability on learning differences taking into account cultural, linguistic, and socio-economic diversity.
- Candidates will demonstrate the ability to use a wide range of instructional practices, approaches, methods and curricula materials to assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.
- Candidates will be prepared to promote the self-advocacy skills of children with disabilities with the aim of increasing children's capacity to take an active role in their own learning and development.
- Candidates will demonstrate increased capacity to understand and apply various assistive technologies to enhance the learning of students with disabilities.
- Candidates will be prepared to routinely and effectively collaborate with all stakeholders by sharing information about the behavioral, academic and social needs of learners through the use of best practice strategies, resources and supports.
- Candidates will demonstrate teacher leadership skills that impact student learning through communication, collaboration, knowledge of content, understanding of pedagogy, and systems-level thinking.
- Candidates will demonstrate a knowledge of current research and established theories of working with diverse learners.

ADMISSIONS REQUIREMENTS

All students applying for admission to the program are required to:

1. Submit a Graduate Admissions Application and non-refundable application fee.
Initial certification is NOT required, however; candidates with initial certification in early childhood education and/or childhood education may apply.
2. Provide evidence of the completion of either an undergraduate or graduate degree, which includes a minimum of 30 credits in liberal arts as required by New York State teacher certification requirements.
3. Have achieved a minimum cumulative GPA of 3.0 (on a scale of 4) or the equivalent, in the highest earned degree.
4. Submit your GRE test results, or proof of an earned master's degree.
5. Submit two (2) letters of recommendation, at least one from an academic source.
6. Prepare an admission essay to answer the following question: "Why are you interested in pursuing a career in special education?"

NOTE: International students must present additional testing and documentation as part of the College's International Admissions Requirements, including TOEFL requirements, IELTS exam results, and document evaluations by ECE or WES.

CURRICULUM - CHILDHOOD SPECIAL EDUCATION, M.S.

Pedagogy Core: 24 credits

- ED7001 Human Growth and Development 3 credits
- ED7002 Foundations of Literacy 3 credits
- ED7003 The Exceptional Learner 3 credits
- ED7004 Assessment, Evaluation, & Instruction of Students with Exceptionalities 3 credits
- ED7005 Classroom Management in Inclusive Settings 3 credits
- ED7019 Trends and Issues in High Incidence Disabilities 3 credits
- ED7020 Methods of Instruction for Students with Low Incidence Disabilities 3 credits
- ED7021 Collaborative Leaders in Special Education 3 credits

Specialized courses: 12 credits

- | | |
|---|-----------|
| • ED7022 Interventions in Reading for Students with Learning Difficulties | 3 credits |
| • ED7023 Math/Science/Technology for Students with Learning Difficulties | 3 credits |
| • ED7026 Student Teaching/Practicum in Childhood Special Education | 6 credits |

Required Practicum:

A supervised practicum/student teaching is the required capstone course for the degree. The practicum/student teaching provides the candidates with an opportunity to work with/teach childhood learners with disabilities in a school setting under the direction of a cooperating teacher and a college supervisor. For those students with initial certification, an individual research project may be substituted under the direction of the student's advisor.

M.S. IN STUDENTS WITH DISABILITIES (1-6)

The Master of Science in Students with Disabilities (Grades 1-6) offered by the SUNY Old Westbury School of Education is designed as a path to professional teacher certification in Students with Disabilities (Grades 1-6). The program is designed for both recent graduates who have completed the requirements for initial teacher certification at the undergraduate level, as well as experienced teachers who seek professional certification in Special Education or an advanced degree.

The degree combines theory and practice, and meets all relevant New York State Education Department professional certification requirements, including Common Core Learning Standards, and all certification workshops. This 30-credit degree program is composed of a 12-credit core that includes special education research, culturally responsive teaching, research methods and design, and research-based interventions in reading, writing, and literacy. Six credits of linked courses in advanced assessment and advocacy and leadership are also required along with six credits of elective coursework that includes classes in administrative organization, collaboration and leadership, instructional and assistive technology, advanced behavior management and instruction, applied behavior analysis and methods of teaching in early childhood special education. The final six credits are for the capstone project at the grades 1-6 level in Students with Disabilities.

Designed for part-time students only, the program takes 2½ years to complete for students taking two courses per semester. Applications for this program are accepted only for fall semester entry.

Applications for this degree program are accepted in the fall. or Fall applications only. All students applying for admission to the program are required to:

- Submit a Graduate Admissions Application and non-refundable application fee.
- Provide proof of an initial certification in the same certificate title (SWD 1-6) and proof of the following New York State required workshops (SAVE, DASA, Child Abuse and Autism workshop)
- Have achieved a minimum cumulative GPA of 3.0 (on a scale of 4) or the equivalent, in the highest earned degree.
- Submit two (2) letters of recommendation (at least one from an academic source).
- Submit an admissions essay: This essay should be a well-developed 2-page personal statement expressing your professional goals and reasons for pursuing the MS Special Education (Professional Degree) at SUNY Old Westbury.
- Submit your GRE test results, or proof of an earned master's degree.

NOTE International students must present additional testing and documentation as part of the College's International Admissions Requirements, including TOEFL requirements, IELTS exam results, and document evaluations by ECE or WES.

CURRICULUM

Foundations, Pedagogical and Content-Linked Core Courses: 12 credits

- SE7005 - Critical Analysis of Special Education Research & Literature
- SE7008 - Culturally Responsive Teaching and Evidence-based Classroom Management Strategies in

Inclusive Settings

- SE7100 - Research Methods and Design
- SE7012 - Research-based Interventions in Reading, Writing and Literacy for Exceptional Learners

Advanced Assessment and Advocacy/Leadership: 6 credits

- SE7014 - Advanced Seminar in Assessment, Evaluation and Instruction of Students with Exceptionalities
- SE7200 - Advocacy and Leadership in Special Education: Strategies, Supports and Quality Control

Elective Courses: 6 credits (choose two)

- SE7015 - Administrative Organization, Collaboration & Leadership in Special Education
- SE7016 - Instructional and Assistive Technology in Special Education
- SE7017 - Advanced Behavior Management & Instruction
- SE7018 - Applied Behavior Analysis
- SE7019 - Methods of Teaching Early Childhood Special Education

Clinically-Rich Course: 6 credits

- SE7300 - Capstone Master's Project in Students with Disabilities (Master's Thesis or Research-Based Field Project)

About the Clinically-Rich Course: The capstone graduate project represents the culminating experience of the graduate program. The requirement of this course is a thesis or research-based field project which will demonstrate mastery in the subject matter and candidates' competencies in finding solutions to significant problems; performing critical analysis; making sound decisions based on the findings; and preparing a scholarly project for publication. Upon completion of this course, candidates will produce a Master's Thesis or Research-based Field Project which will be defended in front of a public panel.

MS IN LITERACY EDUCATION

Old Westbury's Master of Science in Literacy Education is designed as a pathway to initial (including initial/professional) certification in Literacy at either the childhood (B-6) or adolescence (5-12) levels, or both. These degrees are designed for educators who already possess initial, professional, or permanent certification in Education and who are seeking professional certification and/or an advanced degree in Literacy Education. This program combines theory and practice and meets all relevant New York State Education Department professional certification requirements. Each 30-credit track (39 credits for the combined Childhood and Adolescence track) has a 15-credit common core that includes pedagogical content in literacy, language acquisition, assessment, literacy coaching, and leadership, all based on current research in the field. The remaining credits include specialized coursework in Childhood and/or Adolescent Literacy including literature studies, literacy practices and strategies for the content areas, writing, and a supervised practicum.

The program is offered for part-time students only. Candidates who take two courses per semester, including summer, can complete the program in two years (5 semesters). The combined Childhood/Adolescence track can also be completed in two years (5 semesters) if candidates take three courses during their second, third, and fourth semesters.

The program's primary student learning outcomes are:

- Candidates will demonstrate specialized pedagogical tools to increase literacy skills in both childhood and adolescence in the areas of digital literacies, literacy assessment, and various content area strategies and be prepared to serve in school settings in leadership positions as reading specials, literacy coaches, and classroom teachers
- Candidates will be prepared to become literacy specialists who will enhance literacy programs through their pedagogical knowledge, practices, and integration of technologies across curriculum, and communicate information about literacy to school personnel and parents/caregivers
- Candidates will demonstrate the ability to address social justice issues through literacy instruction and encouraging an appreciation for culturally diverse cultures and literature
- Candidates will demonstrate increased knowledge of learning differences in the areas of speaking, listening, writing, and reading

- Candidates will be prepared to become literacy coaches who will provide support to teachers for their reading and writing instruction.

Admissions Requirements

All applications must include or contain evidence of:

- Initial, professional, or permanent teacher certification
- An undergraduate or graduate degree in Education, or related field, with a minimum cumulative GPA of 3.0 (on a scale of 4) or the equivalent, in the highest earned degree
- Two letters of recommendation, at least one from an academic source
- An admission essay
- A GRE test score
- International students must meet additional criteria, including the following TOEFL scores: paper exam = 550; computer exam= 213; Internet exam= 80. Students taking the IELTS English (Cambridge) exams must pass with a broad band score of 6.5. Students must also have their overseas documents evaluated by AACRAO International or WES (World Education Services).

Admission will be based on evidence of a candidate's ability and motivation for graduate level work. The candidate's GPA in graduate level courses for this proposed program must average 3.0 or higher for successful completion. A minimum of twenty-four credit hours in graduate level work must be completed at Old Westbury by every candidate.

Common Pedagogical Core for Childhood Literacy Education, Adolescence Literacy Education and Combined Childhood/Adolescence Literacy Education: 15 credits

ED7300 Foundations of Literacy and Language Acquisition	3 credits
ED7301 Literacy for Diverse Learners	3 credits
ED 7302 Literacy Assessment	3 credits
ED 7303 Literacy Leadership: Research and Technology	3 credits
ED 7304 Literacy Coaching: Improving Teaching and Instruction	3 credits

Specialized courses for Childhood Literacy Education: 15 credits

ED7320 Children's Literature for Diverse Populations	3 credits
ED7321 Childhood Literacy Practices and Content Area Strategies	3 credits
ED7322 Teaching Writing in Childhood	3 credits
ED7323 Childhood Practicum in Literacy	6 credits

Specialized courses for Adolescence Literacy Education: 15 credits

ED7330 Culturally Diverse Literature for Adolescents	3 credits
ED7331 Adolescent Literacy Practices and Content Area Strategies	3 credits
ED7332 Teaching Writing in Adolescence	3 credits
ED7333 Adolescent Practicum in Literacy	6 credits

Specialized courses for Childhood/Adolescence Literacy Education: 24 credits

ED7320 Children's Literature for Diverse Populations	3 credits
ED7321 Childhood Literacy Practices and Content Area Strategies	3 credits
ED7322 Teaching Writing in Childhood	3 credits
ED7330 Culturally Diverse Literature for Adolescents	3 credits
ED7331 Adolescent Literacy Practices and Content Area Strategies	3 credits
ED7332 Teaching Writing in Adolescence	3 credits
ED 7360 Childhood/Adolescent Practicum in Literacy	6 credits

CATALOG COURSE DESCRIPTIONS

MAT Pedagogy Courses

ED6000 Historical, Social, and Philosophical Foundations of Education:

3 credits

This course examines the historical development of American education in the context of the nation's social and philosophical traditions. Special attention will be given to the major social forces and movements that have shaped, and continue to shape, educational practice. We will explore the relationship between schools and society in the colonial period to the origins of the public (common) school to contemporary trends in constructivist ways of knowing. An important feature of this course is to understand and interpret the contribution that both social movements and the discipline of philosophy have contributed to the origin and development of modern education and schooling. We will pay particular attention to the conflicting interpretations regarding the role of schools in society, and how the various social movements and philosophical traditions that we will study struggled to address issues of cultural diversity in American education.

ED6001 Human Growth and Development:

3 credits

This course focuses on the development of learners from birth through adolescence, their phases of learning, their intellectual, social, and emotional growth, character development, individual differences, interests, attention, and motivation. The teacher candidates will understand how these aspects of human growth and development relate and influence the teaching/learning process.

ED6002 Foundations of Literacy:

3 credits

This course examines literacy as an evolving language process. Theories of language acquisition will be addressed as a primary aspect of communication. The focus of this course will be communication aspects of literacy which includes listening, speaking (oral language), reading, and writing. These aspects are consistent with the NYS ELA Standards. An integral part of this course will be the elements of critical thinking. (Emphasis will be placed on topics such as: constructing meaning to convey information, the role of explicit instruction, vocabulary enhancement, assessing language, and the importance of literature enrichment.)

ED6003 The Exceptional Learner:

3 credits

This course provides an introduction to the categories of exceptionality and the rules and regulations concerning the provision of special education and related services. There will be a focus on advanced professional, legal, and ethical standards. Advocacy and student services advocacy, and the application of computer-based technologies specific to working with students with disabilities will also be addressed.

ED6008 Second Language Acquisition [For Spanish]:

3 credits

This course takes a comprehensive look at theories of second language acquisition (SLA) encompassing the areas of cognition, psychology, sociology, and linguistics. Topics include the history and progression of SLA theory and theory-based pedagogical implications to second language instruction.

This course serves as a foundation for bilingual, second, and foreign language teachers. It is designed and delivered based on the premise that language teachers need a deep understanding of how second languages are learned if they are to plan and carry out effective language instruction. Knowledge of second language acquisition theory is a building block of language teachers' knowledge base and development of teaching expertise. ED6008 provides novice second language teachers with that foundation while advancing veteran teachers' expertise.

ED6250 Teaching the Nature and Development of Science [For Biology & Chemistry]:

3 credits

Introduction to the development of science as a topic that helps teachers synthesize their learning of various scientific disciplines. The emphasis is on providing a philosophical and historical approach to the emergence of science as a distinctive way to look at nature. Candidates deal with issues pertaining to the teaching of various scientific ideas and their impact on larger societal issues. The course addresses National Science Education Standards that call for an understanding of the history and development of science, as well as its interdisciplinary nature.

ED6082-ED6086 Discipline Specific Methodology [Separate courses for

(1) Biology & Chemistry, (2) English Language Arts, (3) Mathematics, (4) Social Studies, (5) Spanish]: 3 credits

Prerequisites for all courses: ED6000, ED6001.

(1) ED 6082: Methods and Materials of Teaching Science.

Introduction to the main issues involved in teaching science at the secondary school level. The course has a focus on inquiry-driven methods consistent with current standards in science education, uses of technology and relevant software, teaching strategies, assessment, and inclusion of special student populations. The course is structured to enhance the development of science literacy, critical thinking, and problem solving with an emphasis on the teacher-as-learner. Fieldwork under supervision.

(2) ED6083: Methods and Materials of Teaching English Language Arts.

In this course teacher candidates will investigate the current trends in teaching English Language Arts to both middle and high school students. Methodologies and strategies for creating student-centered classrooms and teaching curriculum including various literary genres, the writing process, and grammar to diverse learners will be modeled and explored. Topics such as designing lesson and unit plans, creating and using appropriate and varied assessment tools, integrating standardized test preparation, and implementing classroom management techniques will also be examined. As part of this course, teacher candidates will be required to participate in a field experience in the secondary schools. Fieldwork under supervision.

(3) ED6084: Methods and Materials of Teaching Mathematics:

This course is designed to provide students with knowledge and pedagogical skills to become effective secondary school mathematics teachers. Emphasis will be on lesson- planning, instructional strategies, assessment, classroom management, problem solving and use of technology. Students learn various local and national standards such as NY State school mathematics standards, NCTM, INTASC. The students will produce a term paper detailing a standards based unit/lesson plan that utilizes technology in the classroom. The course includes field experience in the secondary schools. Fieldwork under supervision.

(4) ED6085: Methods and Materials of Teaching Social Studies.

This course introduces students to the content and pedagogy for social studies at the secondary level. Attention will be given to analyzing and developing effective lesson plans based on National Council for the Social Studies and New York State curriculum guidelines. Students will also gain an understanding of information technologies and how to effectively implement such technologies in the social studies classroom. The application of content and pedagogy to address individual and cultural diversity is an important component of this course. Includes a clinical experience of observation, teaching and lesson planning in a 7-12 classroom. This experience provides the opportunity to link content and pedagogy in a real-world setting. Fieldwork under supervision.

(5) ED6086: Methods and Materials of Teaching Spanish.

This course will acquaint students with the history of language acquisition and trends in foreign language education. It will also explore the methods and strategies of teaching Spanish at the secondary level. Topics examined include instructional strategies related to the teaching of Spanish, innovations, teaching resources, curriculum development, lesson and unit planning, classroom practice and management, testing and assessment. A thorough review of the ACTFL National Standards and the New York State Framework will be conducted. The course includes field experience in the secondary schools. Fieldwork under supervision.

ED6092-ED6096 Discipline Specific Literacy, Research, & Technology [Separate courses for (1) Biology & Chemistry, (2) English, (3) Mathematics, (4) Social Studies, (5) Spanish]: 3 credits

Prerequisites for all courses: ED6000, ED6001, and appropriate discipline specific methodology course (ED6082 – ED6086).

(1) ED6092 Literacy, Research, & Technology in Science.

Introduction to research and practice in the analysis of syntax (rules and structure) and semantics (what is meant) within specific disciplines; reasons why many modern textbooks have removed logical connectives in order to improve readability; science learning involves words of increasing level of abstraction such as giving familiar objects new names, and giving new names to unfamiliar objects; process words like evaporation, distillation, condensation, evolution; concept words like work, energy, power, heat, force, an area where most learning difficulties are encountered; mathematical language as it applies to scientific measurements with an emphasis on graphical understanding of the uses of microcomputer-based laboratory techniques. The course includes field experience in the secondary schools. Fieldwork under supervision.

(2) ED6093 Literacy, Research, & Technology in English Language Arts.

In this course, teacher candidates will develop an understanding of the language and literacy development of middle and high school students, as well as the role of cultural and linguistic diversity in literacy learning. The major sources of research, theory, and issues and trends that influence the content and pedagogy of English

Language Arts will be investigated and the integration of reading, writing, speaking, listening, technology, and a wide range of media to enhance instruction will be explored. The course includes field experience in the secondary schools. Fieldwork under supervision.

(3) ED6094 Literacy, Research, & Technology in Mathematics.

Mathematics is highly conceptual and process-oriented. Reading and writing play a critical role in the mathematical learning processes. This course focuses on current research on reading: how to help students become proficient in reading and communicating in mathematics; activities and strategies to enhance literacy skills while building abilities in math. Each semester, a content topic will be chosen from current secondary school curriculum and students will learn to integrate literacy into the teaching of mathematics. The course includes field experience in the secondary schools. Fieldwork under supervision.

(4) ED6095 Literacy, Research, & Technology in Social Studies.

This course explores the curriculum and pedagogy in adolescence social studies from a critical literacy perspective. We will examine social studies curriculum and materials as part of broader social and political relations. Students will interpret and analyze textbooks, scholarly articles and books, newspapers and primary documents to understand both the structure of a text and the nature of "point of view." Throughout the course, the interpretation and analysis of social studies materials will be applied to 7-12 classrooms with an aim toward facilitating equity and civic responsibility. Special emphasis will be given to multicultural and ethical issues as they apply to developing curriculum for equity and social justice. Includes a clinical experience of observation, teaching and lesson planning in a 7-12 classroom. This experience provides the opportunity to link content and pedagogy in a real-world setting. Fieldwork under supervision.

(5) ED6096 Literacy, Research, & Technology in Spanish.

This advanced course will focus on literacy in the Spanish classroom, research and application and use of technology to improve language instruction. It will examine strategies for developing literacy in the Spanish language for heritage language learners focusing on text selection, comprehension, and critical analysis. Topics include heritage language teaching and learning, sociolinguistic considerations, macro-approaches to language teaching, and strategies for mixed (second language/L2 & heritage language/HLL) classrooms. The course includes a minimum of 40 hours of supervised field experience in the secondary schools.

ED6900-ED6904 Student Teaching [Separate courses for (1) Biology & Chemistry, (2) English, (3) Mathematics, (4) Social Studies, (5) Spanish]: 6 credits

In this course, students have school-based teaching experiences under the guidance of a cooperating teacher and a college supervisor at each school. Seventy-five days of mentored teaching will prepare student teachers to teach effectively both at the middle and high school levels. The mentoring teacher and the university supervisor will observe regularly and provide ongoing formative evaluations in close collaboration with the student. Student teachers will meet with the university supervisor in a weekly seminar throughout the semester. Prerequisites: Completion of all pedagogy and content courses.

MS Pedagogy Courses

*(Linked Pedagogy/Content Courses marked with ***)*

ED7001 Human Growth and Development:

3 credits

This course focuses on the development of learners from birth through adolescence, their phases of learning, their intellectual, social, and emotional growth, character development, individual differences, interests, attention, and motivation. Candidates will understand how these aspects of human growth and development relate and influence the teaching/learning process. In this course, candidates will also have the opportunity to conduct a series of systematic observations on children and students of various age groups and in different settings as part of an advanced field component experience. The field experience in this course will include a sequential-cohort research study that will culminate in the analysis of findings and a formal poster presentation.

ED7002 Foundations of Literacy:

3 credits

This course engages the teacher practitioner in examining literacy as an evolving language process among his or her students. The focus of this course will be on the communication aspects of literacy, which include the listening, speaking, reading, and writing that are a part of the teacher practitioner's classroom. This course also has a strong research component where teacher practitioners will analyze, synthesize, and evaluate current trends in literacy education. Teacher practitioners will be given opportunities to reflect upon and examine their own integration of literacy activities in their content area classrooms. Emphasis will be placed on topics such as:

constructing meaning to convey information, the role of explicit instruction, vocabulary enhancement, assessing language, and the importance of literature enrichment.

ED7003 The Exceptional Learner:

3 credits

This course provides an introduction to the categories of exceptionality and the rules and regulations concerning the provision of special education and related services. There will be a focus on advanced professional, legal, and ethical standards. Advocacy and student services advocacy, and the application of computer-based technologies specific to working with students with disabilities will also be addressed. In this course, candidates will also have the opportunity to conduct a series of in depth interviews with individuals directly working and/or receiving special education services as part of an advanced field component experience that will culminate in an analysis of findings and a formal presentation.

ED7008 Second Language Acquisition [For Spanish]:

3 credits

This course takes a comprehensive look at theories of second language acquisition (SLA) encompassing the areas of cognition, psychology, sociology, and linguistics. Topics include the history and progression of SLA theory and theory-based pedagogical implications to second language instruction.

This course serves as a foundation for bilingual, second, and foreign language teachers. It is designed and delivered based on the premise that language teachers need a deep understanding of how second languages are learned if they are to plan and carry out effective language instruction. Knowledge of second language acquisition theory is a building block of language teachers' knowledge base and development of teaching expertise. ED7008 provides novice second language teachers with that foundation while advancing veteran teachers' expertise.

*****ED7082-ED7086 Discipline Specific Methodology [Separate courses for (1) Biology & Chemistry, (2) English Language Arts, (3) Social Studies, (4) Spanish]: 3 credits**

Prerequisites for all courses: ED7001.

(1) ED7082 Methods and Materials of Teaching Science.

Research and practice in the teaching of science at the secondary school level. The course engages the teacher candidate in curriculum development with a focus on inquiry-driven methods consistent with current standards in science education, uses of technology and relevant software, teaching strategies, assessment, and inclusion of special student populations. The course is structured to enhance the development of scientific literacy, critical thinking, and problem solving with an emphasis on the teacher-as-practitioner. There is a strong focus on individual research interests through an annotated bibliography. Students begin to investigate and analyze current research trends in science education, and to reflect on their practice through a videotaped lesson and self-evaluations. Fieldwork may be required for some candidates, as determined by the Program Coordinator.

(2) ED7083 Methods and Materials of Teaching English Language Arts.

In this course teacher practitioners will investigate and reflect upon the current trends in teaching English Language Arts to both middle and high school students. There will be a strong focus on individual research interests through an annotated bibliography. Teacher practitioners will begin to investigate and analyze current research trends in the field of English education, in addition to participating in their own action research project. Reflection practices will be developed through a videotaped lesson and self evaluations. Methodologies and strategies for creating student-centered classrooms and teaching curriculum including various literary genres, the writing process, and grammar to diverse learners will be modeled and explored in depth. Topics such as the enhancement of the design of lesson and unit plans, the exploration of varied assessment tools, the integration of standardized test preparation, and the use of Young Adult literature will also be examined. Fieldwork may be required for some candidates, as determined by the Program Coordinator.

(3) ED7085 Methods and Materials of Teaching Social Studies.

In this course, teacher practitioners will investigate the current trends in teaching Social Studies to both middle and high school students. Methodologies and strategies for creating student-centered classrooms and teaching social studies curriculum to diverse learners will be modeled and explored. Topics such as designing lesson and unit plans, creating and using appropriate and varied assessment tools, integrating standardized test preparation, and implementing classroom management techniques will also be examined. There will be a strong focus on individual research interests through an annotated bibliography. Teacher practitioners will begin to investigate and analyze current research trends in the field of social studies education. Reflection practices will be developed through a videotaped lesson and self evaluations. Fieldwork may be required for some teacher practitioners, as determined by the Program Coordinator.

(4) ED7086 Methods and Materials of Teaching Spanish.

This course will deeply explore the history of language acquisition and trends in foreign language education and the methods and strategies of teaching Spanish at the secondary level. Topics examined include instructional strategies related to the teaching of Spanish, innovations, teaching resources, curriculum development, lesson and unit planning, classroom practice and management, testing and assessment. A thorough review of the ACTFL National Standards and the New York State Framework will be conducted. Reflection practices will be developed through self-evaluations of their own teaching practices based on class content. Fieldwork may be required for some candidates, as determined by the Program Coordinator.

*****ED7092-ED7096 Discipline Specific Literacy, Research, & Technology [Separate courses for (1) Biology & Chemistry, (2) English, (3) Social Studies, (4) Spanish]: 3 credits**

Prerequisites for all courses: ED7001 and appropriate discipline specific methodology course (ED7082 – ED7086).

(1) ED7092 Literacy, Research, & Technology in Science.

Research and practice in the analysis of syntax (rules and structure) and semantics (what is meant) within specific disciplines; reasons why many modern textbooks have removed logical connectives in order to improve readability; science learning involves words of increasing level of abstraction such as giving familiar objects new names, and giving new names to unfamiliar objects; process words like evaporation, distillation, condensation, evolution; concept words like work, energy, power, heat, force, an area where most learning difficulties are encountered; mathematical language as it applies to scientific measurements with an emphasis on graphical understanding of the uses of microcomputer-based laboratory techniques. The course is structured to enhance the development of scientific literacy, critical thinking, and problem solving with an emphasis on the teacher-as-practitioner. There is a strong focus on individual research interests through an annotated bibliography. Fieldwork may be required for some candidates, as determined by the Program Coordinator.

(2) ED7093 Literacy, Research, & Technology in English Language Arts.

In this advanced course, teacher practitioners will focus on literacy in the secondary English Language Arts classroom, research methods and application, and use of technology to enhance instruction. There will be a strong focus on reflection practices through action research, a videotaped lesson, and self assessments. Topics include the exploration of how proficient reading works, media literacy, the use of non-traditional texts, and methods for student assessment. Teacher practitioners will also be evaluating and synthesizing the current research trends in the field of English education. Fieldwork may be required for some candidates, as determined by the Program Coordinator.

(3) ED7094 Literacy, Research, & Technology in Mathematics.

This course is designed for practicing teachers to further enhance their skills and knowledge in teaching literacy and technology, and to develop their research skills. Mathematics is highly conceptual and process-oriented. Reading and writing thus play a critical role in the mathematical learning processes. This course focuses on current research on strategies to help students become proficient in reading and communicating in mathematics, and activities that enhance literacy skills while building mathematical ability. Content topics are chosen from the current secondary school curriculum, and students will learn to integrate literacy into the teaching of mathematics. A particular focus of the course will be the evaluation and synthesis of current research trends in the field of literacy in mathematics. There also will be a strong focus on reflective practice through a videotaped lesson and self assessment. Fieldwork may be required for some candidates, as determined by the Program Coordinator.

(4) ED7095 Literacy, Research, & Technology in Social Studies.

This course is designed for teacher practitioners to explore the curriculum and pedagogy in adolescence social studies from a critical literacy perspective. Emphasis will be on the interpretation and analysis of different types of documents - textbooks, scholarly articles and books, newspapers, primary documents, pictures, videos, and movies - to evaluate their pedagogical value, and to learn how to use these resources in the classroom. Throughout the course, social studies materials appropriate for 7-12 classrooms will be used with the aim of developing literacy skills by enabling students to acquire analytic thinking skills appropriate to their cognitive development level. Teacher practitioners will also evaluate and synthesize the current research trends in the field of Social Studies literacy education. Fieldwork may be required for some candidates, as determined by the Program Coordinator.

(5) ED7096 Literacy, Research, & Technology in Spanish.

This advanced course will focus on literacy in the Spanish classroom, research, and application and use of

technology to improve language instruction. It will examine strategies for developing literacy in the Spanish language for heritage language learners focusing on text selection, comprehension, and critical analysis. Topics include heritage language teaching and learning, sociolinguistic considerations, macro-approaches to language teaching, and strategies for mixed (second language/L2 & heritage language/HLL) classrooms. Current trends on language teaching will be examined via a research project.

*****ED7250 Teaching the Nature and Development of Science [For Biology & Chemistry]: 3 credits**

Research and practice in a context of the development of science as a forum for in-service teachers to synthesize their learning of various scientific disciplines. The context is provided by a philosophical and historical approach to the emergence of science as a distinctive way to look at nature. Candidates are engaged in discussions of issues pertaining to the teaching of various scientific ideas and their impact on larger societal issues. The course addresses National Science Education Standards that call for an understanding of the history and development of science, as well as its interdisciplinary nature. The course is structured to enhance the development of scientific literacy, critical thinking, and problem solving with an emphasis on the teacher-as-practitioner. There is a strong focus on individual research interests through an annotated bibliography.

*****ED7700 Methods of Research in Educational Settings: 3 credits**

Prerequisites: at least 2 common pedagogy courses, at least 2 content courses, and the discipline-specific linked pedagogy/content courses (ED7082-ED7086 & ED7092-ED7096).

Introduction to research methodology as it pertains to the teaching of a specific discipline, clarifying the nature of principles that govern the effective use of emerging new research designs. Particular emphasis will be placed on the influential notion that expertise involves a growing competence in 'finding one's way' around a domain and using resources in that domain appropriately and effectively.

A review of research in the teaching of the discipline is required. It must relate to theories of learning, philosophies and patterns of curriculum design; methods, materials, settings, and techniques of instruction; measurement and evaluation of teaching and learning. The candidate will then develop a research project on a significant problem in the teaching of the discipline. This involves the implementation of principles of educational research by successful completion of the introduction to the proposed project (chapter I of the thesis), accompanied by the demonstrated acquisition of knowledge of the background research in the teaching of the discipline by successfully producing a review of the literature (chapter II of the thesis).

*****ED7800 Thesis Research in Educational Settings [Discipline specific theses for (1) Biology & Chemistry, (2) English, (3) Social Studies, (4) Spanish]: 3 credits**

Prerequisites: Successful completion of the first two chapters of the thesis as evidenced by a minimum grade of B in ED7700.

The course entails the completion of the thesis project. The emphasis will be on individual discussions and occasional group reports of progress. Discussion of quantitative and qualitative measures and techniques, historical, interpretive, and action research types of theses.

Content Courses (by content specialization)

(1) Biology (Biological Sciences Department)

BS/CP6560 Current Topics in Molecular Biology and Biochemistry (offered jointly with Chemistry): 3 credits

The course is designed as a seminar in which the candidates will read original papers in the discipline and learn to review the literature critically. Based on readings, candidates will make presentations to their peers, formulating novel ways of organizing the information so as to convey concepts crucial for understanding. Candidate teams will design challenging and relevant classroom experiments appropriate for the secondary education environment. By the end of the semester the candidates will have designed presentations and experiments, and have demonstrated the same to their peers. Artifacts created during this course can become part of the candidates' culminating experience.

BS/CP6590 Topics in Environmental Science (offered jointly with Chemistry): 3 credits

Candidates will review key concepts in chemistry, physics, and biology with a focus on applications to environmental issues. Readings from primary sources will be chosen to gain in-depth knowledge of a socially relevant topic. Candidates will be expected to understand the science of environmental issues as well as local and global policy implications.

BS6630 Developmental Biology:**3 credits**

A lecture/readings course covering both the fundamental principles of developmental biology and current literature in the field.

Prerequisites: Successful completion of the core science courses with a grade of B or better.

BS6661 Immunology:**3 credits**

A lecture/readings course covering both the cellular and humoral aspects of mammalian immunity and current literature in the field.

Prerequisites: Successful completion of the core science courses with a grade of B or better.

BS6671 Limnology:**3 credits**

A lecture/readings/field trip course dealing with the structure and function of freshwater systems. Independent project a requirement.

Prerequisites: Successful completion of the core science courses with a grade of B or better.

BS6750 Biological Pharmacology:**3 credits**

A lecture/readings course dealing with the principles of drug interactions in animal cells and tissues. The molecular and behavioral levels of pharmacological actions with impact on physiological functions are studied. Substance abuse issues will be highlighted. Prerequisites: Successful completion of the core science courses with a grade of B or better.

(2 Chemistry (Chemistry and Physics Department)**BS/CP6560 Current Topics in Molecular Biology and Biochemistry (offered jointly with Biology): 3 credits**

The course is designed as a seminar in which the candidates will read original papers in the discipline and learn to review the literature critically. Based on readings, candidates will make presentations to their peers, formulating novel ways of organizing the information so as to convey concepts crucial for understanding. Candidate teams will design challenging and relevant classroom experiments appropriate for the secondary education environment. By the end of the semester the candidates will have designed presentations and experiments, and have demonstrated the same to their peers. Artifacts created during this course can become part of the candidates' culminating experience.

BS/CP6590 Topics in Environmental Science (offered jointly with Biology):**3 credits**

Candidates will review key concepts in chemistry, physics, and biology with a focus on applications to environmental issues. Readings from primary sources will be chosen to gain in-depth knowledge of a socially relevant topic. Candidates will be expected to understand the science of environmental issues as well as local and global policy implications.

CP6700 Topics in Chemistry I:**3 credits**

A one-semester course covering selected topics in chemistry. The emphasis in Topics I will be on the study of a fundamental area of chemistry at an advanced level. Course content will vary and may include such topics as advanced organic chemistry, advanced inorganic, or advanced instrumental methods. Content will include readings from relevant texts as well as articles from the chemical literature.

Prerequisite: Permission of instructor.

CP6710 Topics in Chemistry II:**3 credits**

A one-semester course covering selected topics in chemistry. The emphasis in Topics II will be on the study of an advanced interdisciplinary area of chemistry not specifically addressed at the undergraduate level. Course content will vary and may include such topics as biochemical physics, atmospheric chemistry, or organic environmental pollutants. Content will include readings from relevant texts as well as articles from the chemical literature.

Prerequisite: Permission of instructor.

CP 6740 Topics in Earth and Space Science for Teachers:**3 credits**

The course is designed to link content and pedagogy skills in the development of supporting competencies for biology and chemistry teacher candidates in the areas of Earth and Space Sciences. The origin and evolution of the Earth, the local solar system, the local galaxy, and the observable universe are discussed within a larger context. Topics from undergraduate Biology and Chemistry courses will be selected to provide the basis for the links with Earth and Space Sciences. The level of discussions and assignments require that participants do a

critical review of the literature in the topics selected to link Earth and Space Sciences to the high school Biology and Chemistry curriculums.

Pre-requisites: a methods course in the teaching of science or permission of the instructor.

(3) English Language Studies (English Department)

EL6510 Foundations of U.S. Literature:

3 credits

Foundations of U.S. Literature examines the literary traditions of the United States. It provides a focused study of one or more literary periods or of a literary theme as it develops across time periods. This course examines literary elements, techniques, genres, and traditions. A central focus will be the interrelationship between literature and its cultural-historical context. Requirements include analysis papers, oral assignments, and research projects.

EL6520 Foundations of English Literature:

3 credits

This course maps and interprets the literary traditions of the United Kingdom. It locates the origin of many themes of American literature in the British canon, and examines the development of English Literature in parallel with history and the role of tradition in the formation of identity. A central focus will be the interrelationship between the text and its cultural-historical context. Requirements include analysis papers, oral assignments, and research projects.

EL6530 Topics in Multicultural Literature:

3 credits

This course explores the diverse contributions of writers from a variety of ethnic backgrounds and geographical areas within the United States and England. Students engage the literary traditions of a particular cultural group or learn to make cross-cultural comparisons of literary traditions of more than one cultural group.

EL6540 Topics in World Literature:

3 credits

This course examines literature in translation from a single country or region or offers a cross-cultural analysis of literature in translation from a particular literary time period. Emphasis is placed on both genre and technique, and the cultural-historical dimensions of the literature.

EL6550 Rhetoric and Composition:

3 credits

This course is a survey of classic and current texts on the teaching of writing. Texts are selected on the basis of usefulness to the junior high and high school teacher and will include theories in the teaching of grammar, developing writing according to purpose and audience, engaging students, responding to writing, and assessment.

EL7500 Literature in the Classroom:

3 credits

Candidates select a major work or works of U.S., English, or World Literature drawn from the MAT content area curriculum. Examples include a major novel or culturally significant autobiography, a group of important essays by one author, or a related series of important poems by one author. Candidates will conduct research in the cultural-historical background of the work(s) and in significant interpretations of the work(s), including recent interpretations from several different standpoints and will prepare a 15-page paper discussing important interpretive and methodological issues to be discussed in teaching the work(s) in the classroom.

Students will prepare a unit plan for covering the work(s) in a 3-week class sequence at any 7 – 12th grade level, incorporating some of the research sources and encouraging students to find and support their own interpretations. Students will make a final presentation based on the research, the paper, and the unit plan.

Prerequisite: Completion of four content core courses.

(4) Mathematics (Mathematics and Computer & Information Sciences Department) MA6100 Probability and Statistics: 3 credits

This course presents the mathematical laws of random phenomena, including discrete and continuous random variables, expectation and variance, and common probability distributions such as the binomial, Poisson, and normal distributions. Topics also include basic ideas and techniques of statistical analysis such as descriptive statistics, frequency distributions and graphs, measures of central tendency, measures of dispersion, correlation, inferential statistics and hypothesis testing and error. Structures and problems relevant to the secondary mathematics curriculum will be addressed.

Prerequisites: undergraduate courses in Calculus III, Linear Algebra, and Logic or Discrete Mathematics.

MA6150 Geometry:

3 credits

This course is aimed at mathematics teachers who are interested in enhancing their understanding of basic and advanced topics in geometry. It aims to give teachers a foundation in the fundamental working and

structure of the field, both from a historical perspective and through the examination of both Euclid's work and modern geometry, including non-Euclidean systems. Students will learn how to use Dynamical Geometry Software. Topics include use of dynamical geometry software, classical geometry with constructions, axiomatics and proof, Euclidean geometry, coordinate geometry and vectors, transformations, non-Euclidean geometry, historical background of Euclidean and non-Euclidean geometries, and three-dimensional geometry and spatial reasoning.

Prerequisites: undergraduate courses in Calculus III, Linear Algebra, and Logic or Discrete Mathematics.

MA6200 Algebra:

3 credits

This course is a rigorous course in Abstract Algebra. Topics include theory of groups, rings, fields and basic number theory. Structures and problems relevant to the secondary school mathematics curriculum will be addressed.

Prerequisites: undergraduate courses in Calculus III, Linear Algebra, and Logic or Discrete Mathematics.

MA6250 Analysis:

3 credits

This course provides an introduction to rigorous real analysis. Topics include the real number system, sequence and series of real numbers, topology of the real line, limits and continuity, sequence and series of functions, differentiability and integrability of functions.

Prerequisites: undergraduate courses in Calculus III, Linear Algebra, and Logic or Discrete Mathematics.

(5) Social Studies (History and Philosophy Department) HI6510 Topics in U.S. History:

3 credits

Struggles for Justice in U.S. History. This course traces evolving demands for equality, justice and human rights from the Enlightenment-inspired events of the 1760s through the later twentieth century. From the heady days of the American Revolutionary era, when public protests both inspired and contributed to the break from imperial British control, to the multi-faceted activism of the 1960s, individuals and social movements have sought to enlarge the body politic and expand the meaning of citizenship. A tradition of challenging inequity through public demands for government action has been an important component of the American cultural heritage. From white urban artisans to free black abolitionists, from women's rights activists to anti-lynching crusaders, ordinary people have used the tools of civic protest to seek relief from oppression. Course work will examine conflicting historical interpretations of key periods of social and political change through critical reading and writing activities as well as intensive in-class discussion.

HI6520 U.S. Constitutional and Political History:

3 credits

Through an historical survey of constitutional history and debates, this course will focus on political institutions and processes in the United States, as well as on the ways in which the American people participate in the system. The course will begin with a rigorous analysis of the debates over the Articles of Confederation and the Constitution and compare their content to the Declaration of Independence and to basic tenets of liberalism. We will then discuss conflicts over federalism and governmental power particularly surrounding the Civil War, the New Deal and World War II, the Civil Rights Era, and present-day "New Federalism." The course will also examine how the government, and the Supreme Court in particular, has responded to rights claims from various historically-excluded groups, and the ways in which the effects of those struggles have both broadened and narrowed our individual rights and liberties as granted in the Constitution and the Bill of Rights.

HI6530 Economics: Theories, Tools, and Debates:

3 credits

This course introduces teacher candidates to the concepts and theories that are generally characterized under the headings of micro and macroeconomics. Microeconomics offers a variety of tools for deciphering the success and failure of individual markets in bringing about efficient resource allocation and use as well as how government market intervention may benefit or jeopardize those outcomes. Macroeconomics provides categories for evaluating national economic performance. Macroeconomic models seek to explain economic growth and related issues of business cycles, unemployment, price stability, the health of the financial system as well as how government fiscal and monetary policy can be utilized over the course of a business cycle. Providing the student a basic understanding of the range of conceptual and graphical tools and models utilized by economists and the debates regarding the problems and issues addressed by these two broad areas of economic thought is the substance of the course. Integrated into the course will be the application of how such tools may be used to analyze the changing position of the U.S. in the global economy including foreign trade, currency valuation and U.S. competitiveness.

HI6540 Topics in European History:

3 credits

This course will concentrate on critical continuities, trends, and events in European history, with particular emphasis on historiographical interpretations and controversies from the Classical world to the 20th century. The initial sections of the course focus on the consolidation of European society and its structures underlying

the “long duree” from the tenth through the eighteenth centuries: the central Middle Ages, Renaissance and Reformation, Voyages of Exploration, and the Scientific Revolution and Enlightenment. The course ends with Europe’s transformation during the Nineteenth and Twentieth centuries: the Democratic and Industrial Revolutions, Modernism, Imperialism and the two World Wars, the rise and decline of Communism and Fascism. Most units focus on central issues historians have identified and the varying interpretations they have offered, with the goal of both consolidating students’ grasp of the subject matter and introducing them to the constructed and contested nature of historical knowledge.

HI6550 Topics in African History:

3 credits

Until recently the history of the African continent has been either deemed to be non-existent, or subjected to considerable distortions. Yet, Africa is the place where human societies began their process of differentiation, and where seminal civilizations, such as ancient Egypt, the Kongo and Monomotapa developed. This course introduces teacher candidates to the main episodes of the history of African peoples, from an African perspective whenever possible. Topics focus on the medieval empires of Ghana, Mali, and the Songhai; on the Atlantic slave trade; on European colonization; on the struggles for independence from the 1950s through the 1990s; and on the challenges experienced by postcolonial Africa – environmental devastation, genocides and pandemics, among others. The course goal is to expose candidates to the major concepts, theories and epistemological debates in African history and to encourage their active, critical engagement with African sources and African debates and issues.

HI6560 Topics in Chinese Civilization:

3 credits

This course emphasizes the change and the continuity of the world’s oldest civilization, China, focusing on the richness of its long historical record, the enduring value of its cultural achievements and the contemporary importance of the world’s most populated land. Although the standard dynastic framework is used to provide the basic historical chronology, students are expected to develop critical perspectives on important issues, such as education, governance, and modernization based on primary source readings and readings of various historiographies.

HI6565 Topics in the History of India:

3 credits

This course asks students to explore the history of India and question how that history came to be constructed. Students will survey what modern scholarship has determined to be the “facts” of Indian history and civilization—the chronology, the people, the institutions, religions, cultures, and ideas of the subcontinent’s 5,000-year history. At the same time, students will explore the different sets of historical assumptions, values, and contexts that have shaped the works of historians writing India’s history over the past two hundred years: the classic works of “Orientalist” history, the nationalist historians of the early 20th century, the secularists, the Marxists, the post modernists, and, most recently, the Hindu nationalists.

HI6570 Topics in Islamic Civilizations:

3 credits

Islam in World History. With its doctrinal integration of faith and politics, Islam has been a force in world history for nearly 1500 years, encompassing a great range of linguistic, ethnic, and geographic diversity. Topics to be discussed begin with Islam’s emergence as a cultural and political power on the Arabian peninsula; early Arab/Islamic encounters with societies such as Byzantium and the Sasanian empires; the formation of the Umayyad and Abbasid caliphates; the Crusades; Persian and Turkic influences, and the role of mysticism. The dissolution of pre-modern Muslim states in the face of imperialism and nationalism brings about the resurgence of Islam in the 20th and 21st centuries, giving rise to such pressing issues as the role of women, regional identity, the role of popular culture and the arts, and Islam’s role in geopolitics. For final research projects candidates will work in groups to prepare presentations of selected current issues.

HI6580 Topics in Latin American History:

3 credits

Women in Latin America. For centuries, most history of Latin America (and the Caribbean) was preserved by and written from the vantage point of European conquerors who saw the “new world” only as a part of their own colonizing states – primarily Portugal, Spain, France and England. A more inclusive history is more accurate and is necessary in today’s world. This course has three primary goals: 1) to introduce students to the Western Hemisphere as it was before Columbus with cities that were many times larger than the largest of 15th century Europe, and more advanced in terms of cleanliness and urban planning with sewage systems that Europe had not yet imagined in the 1400s; 2) to present an overview of “Latin” America as it has developed economically and politically since the 15th century; and 3) to present that history to the present through the lives and viewpoints of women -- the occupied, the enslaved, and the domestically unequal.

HI7500 Questioning Global History:

3 credits

In recent decades, World History has shifted its focus: whereas historians of an earlier generation concentrated on the separate stories of the different major peoples and civilizations around the world and their eventual absorption into a European created and dominated modern world system, contemporary world historians study

peoples and civilizations in a global context, looking for global patterns of common development and reciprocal interaction between human communities and focusing on the extent to which globalization grew out of earlier trans-regional processes and interactions. As the culminating experience of the Social Studies M.A.T. this course is designed to bring the skills and knowledge students will have developed in earlier courses to bear on the issues raised by the study and teaching of World History. It begins by introducing the origins of the sub-discipline of World History, controversies about whether and how it should be taught, and the major approaches to conceptualizing it that are currently employed. Next, it focuses on one recent survey of World History from a global perspective in order to give students experience critically engaging with an extended scholarly work in the field while at the same time giving them an overview of the content of World History itself. Finally, the course moves students from learning about World History to teaching it, starting with a discussion of various pedagogical methods and resources to support them, particularly sources available on the Internet; continuing with student presentations on a major topic in it, the origins and early development of civilizations in Eurasia, Africa, and the Americas, utilizing PowerPoint; moving from these presentations to the development of lesson plans based on them; and concluding with student evaluations of commonly used World History textbooks.
Prerequisite: Completion of four content core courses.

(6) Spanish (Modern Languages Department)—All courses conducted in Spanish. ML6510 Structure of Spanish: 3 credits

This course examines all of the aspects of Spanish structure from a general linguistics point of view. Expanding upon the introduction to Spanish linguistics course, this course will examine large samples of Spanish texts, both written and spoken, to establish the rules of morphology (word formation) and syntax (sentence formation) using the formal and technical vocabulary developed by modern linguistics. Although primarily a content course designed to teach the non-native speaker about the deep structure and surface structure of the language according to the so-called standard Latin American and Iberian linguistic norms, students will be expected to examine linguistic data in Spanish spoken by natives from a wide variety of regional and social backgrounds with a view to identifying both native and non-native speech patterns, error analysis and sociolinguistic variation.

ML6520 Masterpieces of Hispanic Literature:

3 credits

This course focuses on literary masterpieces from Spain and Latin America, with emphasis on works written from mid-19th century to the end of the 20th century. Topics include: Modernism and Modernity in the poetic expression of Spain and Latin America; major literary movements and representative authors; "Voices of the Masters": Works by (from Spain): Miguel de Unamuno, Antonio Machado, Juan Ramón Jiménez, Federico García Lorca, Vicente Aleixandre; (from Latin America) José Martí, Rubén Darío, César Vallejo, Pablo Neruda, Jorge Luis Borges, Juan Rulfo, Octavio Paz, Gabriel García Márquez.

ML6530 Cervantes and the Golden Age:

3 credits

This course introduces teacher candidates to Cervantes and the Spanish Golden Age's major writers, emphasizing their contributions to the development of modern European literature and thought. Close readings and analysis of Don Quixote and the Exemplary Novels will constitute the core of the course. Students will also be guided through critical readings of narrative (the picaresque novel), lyric (Italianate and Baroque poetry from Garcilaso to Sor Juana Inés) and dramatic texts (major plays by Lope de Vega, Tirso de Molina, Alarcón and Calderón). Issues of subjectivity, linguistic perspectivism, humor and irony, gender, and national identity will be discussed. Attention will also be paid to literary and cultural history, as well as questions of critical method.

ML6540 Points of Contact: United States and Latin America:

3 credits

This course provides an historical overview and a theoretical perspective on the subject of colonialism and immigration affecting both the US and Latin America. Major literary works that explore this topic will be examined to trace how migration processes and cultural production affect the formation of national identity. Text selections will include: Octavio Paz, *El laberinto de la soledad*, Gloria Anzaldúa, *Borderlands/La frontera*.

ML6810 Topics in Peninsular and Latin American Art:

3 credits

This course will introduce students to the arts in Spain and Latin America through a comparative study of artistic movements on both sides of the Atlantic starting at the time of the conquest. Students will become familiarized with the major art movements that have shaped Hispanic art, from the flowering of the Baroque, through the Neo-Classical, Romantic, Modernist, Surrealist and Post-Modern aesthetic expressions. Such issues as the relationship of theatre and poetry to painting in the Golden Age, or Goya's role in the shaping of the Romantic vision in literature, or the influence of literary movements on modern masters will be discussed. We will consider decorative arts, as well as painting and fine arts. Guest lectures and study trips to museums will be integrated into this course.

ML6820 Topics in Spanish and Latin American Cinema:

3 credits

This course will explore the cinemas of Spain and Latin America (including Brazil) as both a reflection on/and a contribution to Hispanic Cultures. Particular emphasis will be placed on ethnicity, gender, politics and issues of

identity as they are presented on the screen and other texts. Students will be introduced to a variety of readings on film criticism and theory, popular culture, literary theory and literary texts. Some films will be previewed during class and others will be assigned before class-time. Films will vary per semester.

ML6830 Topics in Caribbean Anti-Slavery Narrative:

3 credits

This course will provide a background on the history of slavery, and its social and political impact on Spanish Caribbean societies. We will analyze aesthetic, political and social discourses as presented in 19th century anti-slavery literary texts. Particular attention will be given to issues of race, gender representation, the formation of a criollo society, and nation building.

ML6840 Topics in Pre-Columbian Cultures and Literature:

3 credits

This course presents a survey of the major civilizations of the Americas who inhabited the territories now occupied by Latin America prior to the Spanish Conquest. Beginning with the three best known civilizations of the Mayas, the Aztecs, and the Inca, and branching off into the exploration of other Mexican and Peruvian ancestors, the course will explore the cosmology of the ancient world for its impact on all areas of ancient life in terms of religion and folk beliefs, social structure, scientific achievement, literature and language. Critical questions to be examined will focus upon issues of import to contemporary indigenous cultures and their impact upon political and social movements and how they fare in the face of globalization. Course readings will include scholarly textbooks; articles selected specific to select topics; early manuscripts; and original texts in Spanish translation; as well as several films.

ML7500 Culture and Literature for Classroom Instruction:

3 credits

This course is the culmination of the MAT in Spanish. The course will focus on two main areas: 1) Assessment, specifically Integrated Performance Assessment (IPA); and 2) culture, including the concepts of the 3 P's (practices, products, and perspectives) and intercultural competence. The format of the course is online and it will be delivered via BlackBoard. A capstone project will be completed in which the two areas will be integrated.

Pre-requisites: ED6086. This course should be taken the semester prior to student teaching. It might be taken in conjunction with ED6096, but not before.

Special Education Courses - Initial Certification

ED7004 Assessment, Evaluation & Instruction of Students with Exceptionalities:

3 credits

Candidates will acquire knowledge of the theories and practice of assessment. Emphasis will be placed on classroom assessment, evaluation and instructional practices consistent with the New York State Learning Standards. Methods will include performance assessments, instructional rubrics, student portfolios and exhibitions, and standardized tests. Teacher candidates will demonstrate how assessment will be used to improve student performance and teaching practices.

ED 7005 Classroom Management in Inclusive Settings:

3 credits

Candidates will acquire the knowledge, skills, and dispositions necessary to provide students with disabilities instruction in the least restrictive environment. The candidates will identify classroom management policies and practices that promote diverse communities. Management strategies that facilitate collaboration and address challenging behaviors and are consistent with the goals of inclusive education will be the focus of this course.

ED7019 Trends and Issues in High Incidence Disabilities:

3 credits

Candidates will explore current trends, issues and best-practices in working with students with high incidence disabilities. Topics with an emphasis on evidence based strategy instruction, behavioral intervention and curriculum resources will be addressed. ED 7001, ED 7002, ED 7003, ED 7004, and ED 7005.

ED7020 Methods of Instruction for Students with Low Incidence Disabilities:

3 credits

This course focuses on the characteristics and issues encountered by individuals with low incidence disabilities. Characteristics addressed include learning, behavioral, social-emotional, and communicative abilities. Special emphasis is placed on implementing evidence-based practices and empirically supported treatments.

Prerequisites: ED 7001, ED 7002, ED 7003, ED 7004, ED 7005, and ED 7019.

ED7021 Collaborative Leaders in Special Education:

3 credits

Various methods of collaboration in special and general educational settings are explored. All aspects of professional collaboration and the interface among general and special educators are highlighted. Relationships with related service providers as well as parents and external agency personnel are explored with the focus on students with exceptional needs in inclusive settings.

Prerequisites: ED 7001, ED 7002, ED 7003, ED 7004, ED 7005, ED 7019, and ED 7020.

ED7022 Interventions in Reading for Students with Learning Difficulties: **3 credits**
Theories of literacy skill development and individual learning styles are examined in the context of various difficulties encountered in mastering literacy skills. Interventions utilizing a strength-based approach within the framework of the principles of Universal Design for Learning for all aspects of literacy acquisition are addressed. Prerequisites: Completion of all pedagogy core courses.

ED7023 Math, Science, and Technology for Students with Learning Difficulties: **3 credits**
Curriculum development, instructional planning, and validated instructional strategies for teaching math, science, and technology to students with diverse learning needs will be examined. The uses of assistive and instructional technology for students with exceptional needs are addressed.
Prerequisites: Completion of all pedagogy core courses.

ED 7026 Practicum/Research in Childhood Special Education Grades 1-6: **6 credits**
A supervised practicum/research project is the required capstone course for the degree. The practicum provides the candidates with an opportunity to teach childhood learners with disabilities in a school setting under the direction of a cooperating teacher and a college supervisor. For those students initially certified in special education, an individual research project may be substituted under the direction of the student's advisor.

Students with Disabilities Courses - Professional Certification

SE 7005: Critical Analysis of Special Education Research & Literature **3 credits**
This course offers in-depth knowledge, concepts and practices in special education research. Emphasis will be on the review, critique, and analysis of special education literature and the application of special education research relevant to classroom practice. Candidates will be equipped with the knowledge and skills to be thoughtful consumers and producers of special education research to better summarize, synthesize and extend the literature based on topics of interest and professional relevance.

SE 7008: Culturally Responsive Teaching and Evidence-based Classroom Management Strategies in Inclusive Settings **3 credits**
The purpose of this course is to provide graduate candidates with the fundamental concepts of culturally responsive teaching through evidence-based practices relevant for diverse student population. Emphasis will be placed on multicultural/multilingual curricula; culturally/linguistically-responsive instruction; assessment and behavioral techniques; diversity; equity; access; and empowerment. Candidates will be equipped to create positive and effective inclusive classroom environments. Corequisite: SE 7005

SE 7100: Research Methods and Design **3 credits**
The purpose of this course is to prepare graduate candidates to become competent consumers and producers of research in the area of special education. Candidates will become acquainted with current research, varied research methodologies, the research process, and the tools of effective research practices in special education. Upon completion of this course, candidates will complete a Literature Review in preparation for their Capstone Master's Project.
Prerequisites: SE 7005, SE 7008

SE 7012: Research-based Interventions in Reading, Writing, and Literacy for Exceptional Learners **3 credits**
Students with disabilities are to be placed in the least restrictive environment and are often responsible for meeting the standards of the regular education curriculum. Literacy is often a challenge for students with and without disabilities and may become a major learning barrier in content-area classrooms. In this course, candidates will review evidence based strategy instruction to better understand instructional methods and theories to help students who struggle with literacy to read for understanding and to write to communicate ideas. The instructor will focus on writing instruction in the first part of the course and reading instruction in the second part of the course. Through readings, in-depth class discussion, class activities, and research projects, candidates will become skilled at facilitating literacy instruction for students with and without disabilities who struggle with writing and reading.
Prerequisites: SE 7005, SE 7008 / Corequisite: SE 7100

SE 7014: Advanced Seminar in Assessment, Evaluation and Instruction of Students with Exceptionalities **3 credits**
The purpose of this course is to expose candidates to a variety of assessment methods appropriate for individuals with disabilities, including those who are culturally and linguistically diverse. This course will explore a range of advanced assessment techniques, based on an ecological model of assessment, which recognizes the im-

pact of the assessment context on student performance. Emphasis will be on those instruments and assessment methods which provide direction for instruction as well as diagnosis, including, but not restricted to: traditional psychometric instruments, curriculum-based assessment, clinical observation, interviews, criterion-referenced assessment, and other advanced alternative assessment techniques, with a consistent emphasis on the assessment of students with disabilities, including those who are culturally and linguistically diverse.

Prerequisites: SE 7100, SE 7012

SE 7015: Administrative Organization, Collaboration & Leadership in Special Education 3 credits

This course will examine collaboration and administrative leadership issues as they relate to the administration of special education programs. Topics will include roles and responsibilities of special education professionals as advocates for students with disabilities and their families; knowledge, skills, and dispositions needed by professionals to effectively support, collaborate with, and empower diverse families of students with disabilities, leadership style and administrative organizations dynamics; conflict resolution, and applicable special education legislation and litigation.

Prerequisites: SE 7014, SE 7200

SE 7016: Instructional and Assistive Technology in Special Education 3 credits

This graduate course will provide an in depth review and critical analysis of technologies used to assist students with disabilities in and outside the classroom. Candidates will explore theoretical foundations of technology use and implementation, examine critical perspectives on instructional technology, and learn to apply their understanding of various technologies to meet a wide range of student needs and challenges. Emphasis will be placed on the use of instructional technology (IT) and assistive technology (AT) to facilitate the successful integration of individuals with disabilities in general education settings. Candidates will examine critical issues for AT implementation in special education settings, and will identify effective evidence-based strategies for addressing common barriers. Candidates will engage in the consideration, selection, implementation, and evaluation of classroom technology (both instructional and assistive) to circumvent physical, sensory, communicative, learning, and social challenges. Candidates will also learn to apply the Universal Design for Learning (UDL) framework to facilitate the adapting of technology, instruction, and assessment to meet a range of student needs.

Prerequisites: SE 7014, SE 7200

SE 7017: Advanced Behavior Management & Instruction 3 credits

In this course candidates will be provided with in-depth analysis of current research-based instructional approaches and behavioral intervention principles and methods to meet the needs of students with behavioral disorders. While this course will focus on many techniques for use in general education settings, it will also equip educators with specific skills in managing more intensive emotional, behavioral, and learning needs of students with behavioral disorders. Grounded in behavioral and learning theories, this course will highlight practical application of advanced strategies that address disruptive and defiant student behavior. Students will develop a repertoire of proactive Positive Behavior Interventions and Supports (PBIS) strategies, as well as advanced classroom management (including both group and individual management techniques; group contingencies; teaching social behaviors and self-management) and crisis intervention strategies. Students will also conduct case studies, functional behavioral assessments and develop behavior intervention plans, while supporting the development of learners' self-regulation skills.

Prerequisites: SE 7014, SE 7200

SE 7018: Applied Behavior Analysis 3 credits

This course is designed to prepare teachers to assess the behaviors of children with developmental disabilities, while developing the prosocial skills necessary to maintain quality of life and promote community inclusion. Students will be presented with basic terminology and concepts of applied behavior analysis, strategies for increasing appropriate behaviors and decreasing inappropriate behaviors, skills in the observation, data collection and evaluation of behavior change, techniques to promote maintenance and generalization of behavior, and information surrounding the legal and ethical issues related to the use of behavior management strategies.

Prerequisites: SE 7014, SE 7200

SE 7019: Methods of Teaching Early Childhood Special Education 3 credits

This course offers candidates opportunities to increase student knowledge of young children with disabilities, their learning challenges and appropriate teaching strategies that address the children's strengths and developmental delays. Course readings, videos and discussions engage students in the practice of teaching strategies and supportive interventions which are designed to optimize children's opportunities for successful experiences.

Prerequisites: SE 7014, SE 7200

SE 7200: Advocacy and Leadership in Special Education: Strategies, Supports and Quality Control 3 credits

This course will focus on the theoretical foundations and critical issues of advocacy, elements of advocacy planning, and strategies for action. This course fosters the ability to critically analyze key concepts and systems in effective planning and management for inclusive education. Candidates will study the impact of equal academic and social opportunities of specific aspects of educational provision, strategic allocation of resources, and partnership with parents and the community in empowering supportive change towards a more inclusive society.

Prerequisites: SE 7100, SE 7012 / Corequisite: SE 7014

**SE 7300: Capstone Master's Project in Students with Disabilities
(Master's Thesis or Research-Based Field Project)****6 credits**

The capstone graduate project represents the culminating experience of the graduate program. The requirement of this course is a thesis or research-based field project which will demonstrate mastery in the subject matter and candidates' competencies in finding solutions to significant problems; performing critical analysis; making sound decisions based on the findings; and preparing a scholarly project for publication. Upon completion of this course, candidates will produce a Master's Thesis or Research-based Field Project which will be defended in front of a public panel.

Prerequisites: SE 7014, SE 7200; 2 of the following courses: SE 7015, SE 7016, SE 7017, SE 7018, SE 7019; Permission of Special Education Graduate Program Coordinator.

Literacy Education Courses**ED 7300 Foundations of Literacy and Language Acquisition:****3 credits**

This course engages the teacher practitioner in examining literacy as an evolving language process among his or her students. Theories of oral language acquisition, reading and writing acquisition, the stages of literacy learning, and the role of standards and benchmarks in literacy instruction will be addressed. Reading selections and reflective writing focus on personal literacies, the interrelationships of language, culture, and schooling, and major thinkers in the field of literacy education. Ten hours of fieldwork is required.

ED 7301 Literacy for Diverse Learners:**3 credits**

This course focuses on instructional strategies and content for literacy instruction (reading and writing) that meet the academic and functional needs of diverse learners. The purpose of this course is to give students the skills to provide instruction to a diverse range of students, including those with disabilities, those who are gifted, and those who are English Language Learners, use teaching and learning strategies in the area of reading and writing, and design learning environments that promote high achievement in reading and writing. Corequisite: ED 7300. Ten hours of fieldwork is required.

ED 7302 Literacy Assessment:**3 credits**

This course focuses on assessing literacy at each developmental stage of learning and the various informal and formal measures that can be used with the purpose of enhancing literacy instruction for all learners. Candidates will learn to administer informal and formal assessments and interpret the results for students with diverse cultural and linguistic backgrounds. Ten hours of fieldwork required.

Prerequisites: ED 7301.

ED 7303 Literacy Leadership: Research and Technology:**3 credits**

The underlying goal of this course is to encourage candidates to become reflective practitioners and critical consumers of research so that they can be leaders in their schools. The focus will be on current topics such as: literacy standards and assessment, literacy and technology, literacy coaches and their role, curriculum development, response to intervention, and the historical perspectives of literacy instruction. The candidates will develop electronic proficiency to enhance their professional goals and document their learning. Ten hours of fieldwork is required.

Prerequisite: ED 7302.

ED 7304 Literacy Coaching: Improving Teaching and Instruction:**3 credits**

This course focuses on coaching principles and strategies related to improvements and innovations in classroom teaching and literacy instruction. Emphasis will be placed on ways to work with teachers in classrooms and professional development situations to bring about educational reform and improvements in teaching and literacy instruction, as candidates learn to become leaders in the field. Five hours of fieldwork is required.

Prerequisite: ED 7303.

ED 7320 Children's Literature for Diverse Populations:**3 credits**

This course introduces literature suited for diverse populations. Genre, themes, and elements of fiction and non-fiction will be explored. The language, customs, and cultural similarities and differences of various works will

be evaluated and selection of appropriate literacy strategies to accompany texts will be discussed.

Prerequisites: ED 7300 and ED 7301.

ED 7321 Childhood Literacy Practices and Content Area Strategies: 3 credits

This course focuses on the developmental stages of early literacy and the practices and strategies that can be employed at each stage. Effective integration of literacy and learning skills into the content area disciplines will be addressed. Designing and implementing an instructional plan based on specific student needs is a major component of this course in learning to work with learners at various stages of literacy. Fifteen hours of fieldwork is required.

Prerequisite: ED 7302.

ED 7322 Teaching Writing in Childhood: 3 credits

This course provides an overview of writing instruction in childhood education, drawing on research to inform instructional practice. Areas of emphasis include the writing process, writing development, assessing writing, mentor texts, the editing process, content-area writing, and organizing writing classrooms. Students analyze how childhood learners develop as writers, and engage with and respond to text. Fifteen hours of fieldwork is required.

Prerequisites: ED 7300 and ED 7301.

ED 7323 Childhood Practicum in Literacy: 6 credits

This supervised practicum provides the opportunity to work with an individual or small group at both the early childhood and childhood levels. An application of diagnostic and interventional pre-assessment in a clinical situation will be required. Formal and informal assessments will be used and interpreted in order to individualize instruction for struggling readers and writers. Upon completion of the individualized instructional plan, the candidates will be expected to assess the students' progress and compose a summative evaluation. This course requires a field experience of 30 hours. This is the capstone experience of the Literacy Education Childhood track. Note: All other coursework must be completed before this course is taken.

Prerequisite: Permission of Literacy Education Graduate Program Coordinator.

ED 7330 Culturally Diverse Literature for Adolescents: 3 credits

This course engages readers in meaningful response through reading, speaking and writing about culturally diverse literature for adolescents and young adults. Understanding identity, social justice and equity are investigated through various genres. Objectives for this course include critical and aesthetic reading of a wide variety of texts. The candidates will be involved in evaluating the quality, selection, and relevance of the text.

Prerequisites: ED 7300 and ED 7301.

ED 7331 Adolescent Literacy Practices and Content Area Strategies: 3 credits

The theory and practices of adolescent literacy development and strategic instruction will be the focus of this course. Specific attention will be paid to the development of adolescent reading and writing practices. Applicable theories and practices will be investigated based on assessment results, and the candidates will suggest strategies that will improve performance and practices. Candidates will be expected to model these strategies as well as critical thinking activities associated with topics in the content area disciplines. Fifteen hours of fieldwork is required.

Prerequisite: ED 7302.

ED 7332 Teaching Writing in Adolescence: 3 credits

This course provides an overview of writing instruction in adolescent education, drawing on research to inform instructional practice. Areas of emphasis include the writing process, creative writing, assessing writing, the editing process, content-area writing, and organizing writing classrooms. Students analyze how adolescent learners develop as writers, and engage with and respond to text. Fifteen hours of fieldwork is required.

Prerequisites: ED 7300 and ED 7301.

ED 7333 Adolescent Practicum in Literacy: 6 credits

This supervised practicum provides the candidates with an opportunity to work with an individual or small group at both the middle childhood and adolescent levels. An application of diagnostic and interventional pre-assessment in a clinical or classroom situation will be required. Formal and informal assessments will be used and interpreted in order to individualize instruction for struggling readers and writers. Upon completion of the individualized instructional plan, the candidates will be expected to assess the students' progress and compose a summative evaluation. This course requires a field experience of 30 hours. This is the capstone course of the Literacy Education Adolescence track. Note: All other coursework must be completed before this course is taken.

Prerequisite: Permission of Literacy Education Graduate Program Coordinator.

ED 7360 Childhood/Adolescent Practicum in Literacy:**6 credits**

This supervised practicum provides the candidates with an opportunity to work with an individual or small group at both the early childhood and childhood levels and the middle childhood and adolescent levels. An application of diagnostic and interventional pre-assessment in a clinical or classroom situation will be required. Formal and informal assessments will be used and interpreted in order to individualize instruction for struggling readers and writers. Upon completion of the individualized instructional plan, the candidates will be expected to assess the students' progress and compose a summative evaluation. This course requires a field experience of 30 hours. This is the capstone course of the Literacy Education Childhood/Adolescence track. Note: All other coursework must be completed before this course is taken.

Prerequisite: Permission of Literacy Education Graduate Program Coordinator.

BU 7210 Statistics for Financial Analysis and Planning**3 credits**

This course is concerned with statistical methods for the analysis of business problems. Students will learn statistical techniques such as correlation, regression, and survey sampling. The course deals with three main subject areas: (a) descriptive statistics are developed as a means of summarizing sample data and conveying information as well as a basis for understanding statistical inference, (b) probability is presented as the connection between populations and samples, and (c) statistical inference, the greatest part of the course, builds upon the concepts in descriptive statistics and probability and allows broad statements about a population of interest based on a small amount of information. Excel and/or a statistical software program will be used for problems that are large or complex. The course focuses on practical statistical applications that are relevant to management analysis in the business environment. It provides a basis for further academic work in production, finance, and marketing. Offered according to demand.

Prerequisites: Principles of Statistics and Calculus or equivalents

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Methodology

Anissa Wicktor Lynch

Assistant Professor
Bilingual Extension Coordinator
Childhood Literacy

Nicole Sieben

Director of Graduate Programs
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Sanja Cale

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Julio C. Gonzalez Martinez

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