



**Graduate Catalog
2018-2020**



Please note that the contents of a licensure-qualifying program (i.e. Accounting, Education, Mental Health Counseling and Taxation) are subject to change at any time due to changes in the specific license's requirements.

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.

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M.Div., Union Theological Seminary

D.Min., Drew University

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M.U.P.P., University of Illinois-Chicago

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M.B.A., New York University

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M.B.A. St. John's University

Ph.D. Fordham University

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M.A., Long Island University

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M.A., Communications, CUNY/Hunter College

M.Phil, Sociology, CUNY/Graduate School

and University Center

D.Phil, Sociology, CUNY/Graduate School

and University Center

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B.A., St. John's University

LL.B., St. John's School of Law

Michael G. Kinane, Assistant to the President for Advancement

B.A., Marist College

M.A., Marist College

Administrative Offices

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President

Mona Rankin, B.A., M.U.P.P.
Chief of Staff

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Interim Dean, School of Business

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Dean School of Education

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Registrar

Chancellor's Award for Excellence in Professional Service 2013-14

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Bursar

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Michael Dolan

Director of Facilities Rental

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Director of Budget

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Director of Payroll

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Research Foundation Director of Grants

Administration

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Security Officer*

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University Police Department

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Chief

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Director of Office of Student Conduct

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Director of Residential Life

Jaclyn Vento, B.A., M.A.

Director of Orientation & Special Events

Academic Calendar

GRADUATE ACADEMIC CALENDAR Fall 2018 – Summer 2020

FALL 2018

Sept 1	Sat	Residence halls open for all new students
Sept 2	Sun	Residence halls open for all returning students
Sept 3	Mon	Labor Day – no classes; offices closed
Sept 4	Tues	Classes begin
Sept 4-10	Tues-Mon	Add/Drop (no fee) /Late Registration (\$50 fee) on the Web (connect.oldwestbury.edu)
Oct 1	Mon	On line graduation applications found at connect.oldwestbury.edu are due from candidates expecting to complete requirements by December 2018
Oct 8	Mon	Columbus Day observed – no classes offices closed
Nov 5	Mon	Spring 2019 registration begins (connect.oldwestbury.edu)
Nov 6	Tues	Election Day – classes in session; offices minimally staffed
Nov 16 – Jan 18	Fri - Fri	Continual registration for Spring 2019 for all students on the Web (connect.oldwestbury.edu)
Nov 21	Wed	Dining Hall closes after dinner
Nov 22– Nov 25	Thurs – Sun	Thanksgiving Recess (begins after last class Wednesday)
Nov 25	Sun	Dining Hall reopens for dinner
Nov 26	Mon	Classes resume

Dec 12	Wed	Make Up /Study Day for Monday/Wednesday. If M/W classes are cancelled for any reason, they will be made up on this days. Otherwise, students should utilize this day as a study day.
Dec 13	Thurs	Make Up /Study Day for Tuesday/Thursday. If T/R classes are cancelled for any reason, they will be made up on this days. Otherwise, students should utilize this day as a study day.)
Dec 17 – Dec 22	Tues-Sat	Examinations week (Grades due 48 hours after final exams)
Dec 22	Sat	Fall semester ends after last examination
Dec 22	Sat	Residence Halls close at 1pm

SPRING 2019

Jan 20	Sun	Residence Halls open
Jan 21	Mon	Martin Luther King, Jr. Birthday observed. No classes; office closed
Jan 22	Tues	Classes begin
Jan 22-28	Tues –Mon	Add/Drop (no fee) /Late Registration (\$50 fee) on the Web (connect.oldwestbury.edu)
Feb 18	Mon	President’s Day – no classes; offices closed
March 5	Tues	On line graduation applications found at connect.oldwestbury.edu are due from candidates expecting to complete requirements by May 2019
March 16	Sat	Dining Hall closes after breakfast
March 18 – March 24	Sun – Sun	Spring recess
March 24	Sun	Dining Hall reopens for dinner
March 25	Mon	Classes resume

April 1	Mon	Fall 2019 registration begins (connect.oldwestbury.edu)
April 12–Aug 23	Fri-Fri	Continual registration for Fall 2019 for all students on the Web (connect.oldwestbury.edu)
April 25	Thurs	Honors Convocation classes cancelled from 2 PM – 6 PM
May 8	Wed	Make-up /Study Day* for Monday/Wednesday classes *If M/W classes are cancelled for any reason, they will be made up on these days. Otherwise, students should utilize these days as study days.
May 9	Thurs	Make-up /Study Day* for Tuesday/Thursday classes *If T/R classes are cancelled for any reason, they will be made up on these days. Otherwise, students should utilize these days as study days.
May 10 – May 16	Fri-Thurs	Examinations week (Grades due 48 hours after final examination)
May 16	Thurs	Spring semester ends after last examination
May 16 May 19	Thurs Sun	Residence Halls close at 1pm Commencement, 9 A.M. & 3 P.M.
May 19	Sun	Graduating students check out of Residence Halls at 1pm or 6pm (based on morning or afternoon graduation ceremony)

SUMMER 2019

May 20	Mon	Summer Session 6A and 6C begin
May 27	Mon	Memorial Day observed – no classes; offices closed
June 28	Fri	Summer Session 6C ends. Final grades due 48 hours after final examination

July 4	Thurs	Independence Day; no classes, offices closed
July 5	Fri	Summer Session 6A ends. Final grades due 48 hours after final examination
July 8	Mon	Summer Sessions 6B begins
Aug 22	Thurs	Summer session 6B ends. Final grades due 48 hours after final exam.
FALL 2019		
Aug 24	Sat	Residence halls open for all new students (Freshman and Transfer)
Aug 25	Sun	Residence halls open for all returning students
Aug 26	Mon	Classes begin
Aug 26-Sept 1	Mon - Sun	Add/Drop (no fee)/Late Registration (\$50 fee) on the Web (connect.oldwestbury.edu)
Sept 2	Mon	Labor Day observed- no classes offices closed
Oct 1	Tues	On line graduation applications found at connect.oldwestbury.edu are due from candidates expecting to complete requirements by December 2019
Oct 14	Mon	Columbus Day observed – no classes offices closed
Nov 4	Mon	Spring 2020 registration begins (connect.oldwestbury.edu)
Nov 5	Tues	Election Day – classes in session; offices minimally staffed
Nov 15		Continual registration for Spring 2020 for all students on the Web (connect.oldwestbury.edu)
Nov 27	Wed	Dining Hall closes after dinner
Nov 28 – Dec 1	Thurs – Sun	Thanksgiving Recess (begins after last class Wednesday)
Dec 1	Sun	Dining Hall reopens for dinner
Dec 2	Mon	Classes resume

Dec 11	Wed	Make-up /Study Days for Monday/Wednesday* *If classes are cancelled for any reason, they will be made up on these days. Otherwise, students should utilize these days as study days.
Dec 12	Thurs	Make-up /Study Days for Tuesday/Thursday* *If classes are cancelled for any reason, they will be made up on these days. Otherwise, students should utilize these days as study days.
Dec 14 – Dec 20	Sat – Fri	Examinations week (Grades due 48 hours after final exams)
Dec 20	Fri	Fall semester ends after last examination
Dec 20	Fri	Residence Halls close at 1pm
Dec 25	Mon	Christmas Day – no classes; offices closed
SPRING 2020		
Jan 2 – Jan 17		Continual registration for Spring 2020 for all students on the Web (connect.oldwestbury.edu)
Jan 20	Mon	Martin Luther King, Jr. Birthday observed; no classes; office closed
Jan 19	Sun	Residence Halls open
Jan 21	Tues	Classes begin
Jan 21 – Jan 27	Tues – Mon	Add/Drop (no fee)/Late Registration (\$50 fee) on the Web (connect.oldwestbury.edu)
Feb 12	Wed	Lincoln’s Birthday – classes in session; offices minimally staffed
Feb 17	Mon	President’s Day – no classes; offices closed
March 2	Mon	On line graduation applications found at connect.oldwestbury.edu are due from candidates expecting to complete requirements by May 2020
March 14	Sat	Dining Hall closes after breakfast
March 14-20	Sat – Fri	Spring recess

March 21	Sat	Saturday Classes Resume
March 22	Sun	Dining Hall reopens for dinner
March 23	Mon	Classes resume
April 6	Mon	Fall 2020 registration begins (connect.oldwestbury.edu)
April 17 – Aug 21		Continual registration for Fall 2020 for all students on the Web (connect.oldwestbury.edu)
April 30	Thurs	Honors Convocation classes cancelled from 2 P.M. – 6 P.M.
May 6	Wed	Make-up /Study Day for Monday/Wednesday* *If classes are cancelled for any reason, they will be made up on these days. Otherwise, students should utilize these days as study days.
May 7	Thurs	Make-up /Study Day for Tuesday/Thursday* *If classes are cancelled for any reason, they will be made up on these days. Otherwise, students should utilize these days as study days.
May 9 – May 15	Sat- Fri	Examinations week (Grades due 48 hours after final examination)
May 15	Fri	Spring semester ends after last examination
May 15	Fri	Residence Halls close at 1pm
May 17	Sun	Commencement
May 17	Sun	Graduating students check out of Residence Halls at 1pm or 6pm (based on morning or afternoon graduation ceremony)
SUMMER 2020		
May 18	Mon	Summer Session 6A and 6C begin
May 25	Mon	Memorial Day observed – no classes; offices closed

June 26	Fri	Summer Session 6C ends. Final grades due 48 hours after final examination
July 2	Thurs	Summer Session 6A ends. Final grades due 48 hours after final examination.
July 4	Sat	Independence Day; no classes, offices closed
July 6	Mon	Summer Sessions 6B begins
Aug 20	Thurs	Summer session 6B ends. Final grades due 48 hours after final examination.

Admissions Policies and Procedures

Graduate Admissions Information

The State University of New York College 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 reports 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).
- 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).

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 by either the World Evaluation Services (WES) or Education Credential Evaluators (ECE). A full course-by-course evaluation from ECE or WES is required for all graduate applications.
- 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 3.5 overall and in accounting courses (GPA to be considered will be cumulative for all undergraduate institutions attended)
- Applicants applying for a visa to study in the United States are also required to demonstrate financial ability to attend school and meet living expenses in order to be granted permission (I-20) to visit the United States as an international student (F or J visa).

All international applicants are required to complete the Financial Statement form and submit official bank statements reflecting the appropriate amount of money in US dollars prior to being issued the I-20. For more information or to request these forms contact the Office of Enrollment Services (516.876.3200 or visit www.oldwestbury.edu/admissions/international/requirements).

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.

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 Graduate Admissions and submit a permit from the Registrar of the home college.

General Admission GPA requirements

Admission requirements vary by program.

School of Business:

Students are admitted to the Master of Science in 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 the last 5 years. 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) (GPA to be considered will be cumulative for all undergraduate 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. 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.

Note: The Old Westbury Master of Science programs in 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.

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).

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 also requires 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).

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.

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 2017 – 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
<u>Tuition:</u>	\$5,435.00	\$11,105.00	Per Credit	\$453.00	\$925.00
College Fee	12.50	12.50	Per Credit	.85	.85
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	50.00	50.00	Per Term	25.00	25.00
Technology Fee	<u>162.50</u>	<u>162.50</u>	Per Credit	13.50	13.50
Total for Commuter's	\$5,867.50	\$11,537.50			

Residents

Add:

Room	3,650.00	3,650.00
Meal Plan	1,860.00	1,860.00
Dorm Deposits	110.00	110.00
Tuition and Fees	<u>5,867.50</u>	<u>11,537.50</u>
Total for Resident's	\$11,487.50	\$17,157.50

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	\$10.00
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 Week of Semester	Percentage of Semester’s 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/dismissed/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.

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 (Stafford), 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 in this catalog **under the heading Academic Standing**. 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.

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, 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.

Assistant Vice President for Student Affairs

Reporting to the Vice President for Student Affairs, the Assistant Vice President for Student Affairs provides innovative and strategic leadership, program development, and administration serving all undergraduate and graduate students at the College. The AVP serves as the Vice President's designee in developing a comprehensive assessment agenda that connects all offices within the division to all schools and offices within the College. As a key player in the planning process for the division, the AVP serves as primary support in response to student issues, concerns and emergencies; provides leadership for student life initiatives that promote a sense of community, civility, celebrate diversity and advance an inclusive campus climate. The AVP Plays a principal role in assisting the other unit heads in the development of the unit's strategic Initiatives and is the point person responsible for delineating the structure and compilation of all Annual reports and planning documents for the division. The Assistant Vice President for Student Affairs oversees Career Development & Planning, Commuter Programs & Services, Orientation & Special Events and the Office of Residential Life.

The AVP is located in the Campus Center, Suite H-418. Tel: (516) 628-5086.

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 in the Campus Center I-Wing, first floor room I-109. Tel: 516-876-3250.

The primary function of Student Health Center is to promote wellness enabling Old Westbury students to achieve their academic and life goals.

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 for the diagnosis and treatment of common health problems or provides referrals for problems requiring specialized care. Students are educated about the role health prevention plays in attaining a high-level of well-being.

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

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 The Center is open Monday through Friday with nurses always in attendance. Physicians, nurses and nurse practitioner are available to provide primary care in the event of illness or injury. **Physicians and the nurse practitioner's schedules are available upon request and are subject to change.** Student referred to off campus facilities such as hospitals, medical specialists and laboratories are responsible for any charges incurred. Gynecological counseling and basic care is also available.

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 Student Health Center also offers screenings for various illnesses. All health information and medical records are confidential and are not release without a student's permission except as required by law.

Career Planning & Development

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.

Fall 2017: The Office of Career Planning & Development is located in the Student Union, Suite 301, Tel: (516) 876-3067;
Effective Spring 2018: Student Success Center, H-211 Campus Center, Tel: (516) 876-3067.

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), (516) 876-3083 (TDD), (516) 876-3005 (fax) or defelices@oldwestbury.edu. Our office is located in the New Academic Building, Room 2064.

Orientation & Special Events

The Old Westbury Orientation Office strives to provide programs that will ease the transition of our first year (freshman) and transfer student populations, as well as their families. In an effort to ensure a seamless integration into our campus community, our programs are designed to educate our students and their families about:

- Services offered to all Old Westbury students.
- Academic life and expectations.
- University policies and procedures.

Students who attend New Student Orientation and Transfer Orientation are more apt to do well academically and persist to graduation.

The Orientation Office is located in the Student Union, Suite 303. Tel: (516) 628-5022.

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.

Identification (I.D.) Cards

- A valid College I.D. 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. 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 I.D. card during their first semester only. Any student failing to obtain an I.D. card during his or her first semester will be required to pay a fee of \$10.00 for the card after the first semester. • The College I.D. 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 University Police Department (UPD) as part of the exit procedure for both permanent and temporary personnel.
- Lost cards should be reported immediately to the University Police Department (UPD). A replacement fee of \$10.00 is required for all lost or damaged College I.D. cards. The fee is to be paid at the Bursar’s Office, a receipt obtained and presented to the University Police Department (UPD) prior to the issuance of a replacement card. • A \$10.00 fee is also required for all non-returned I.D. cards. The fee is to be paid at the Bursar’s Office, a receipt obtained and presented to the Personnel Office prior to the release of an employee’s final paycheck.
- College ID cards are available in Room H-140 in the Campus Center.

Vehicle Registration (Parking Permits)

All vehicles routinely parked on campus must display a registration decal. The decal can be purchased online at a location identified on the College’s website. If a vehicle with a pass is being repaired, a temporary pass may be obtained at the University Police Department (UPD). 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

This policy is applicable to all persons accessing College-based electronic information and services and/ or using College computing facilities, and networks. Users of College Technology Resources must comply with federal and state laws, College rules and policies, and the terms of applicable contracts including software licenses.

The Acceptable Use of College Technology Resources details the various measures the College employs to protect the security of its computing resources and its user's accounts; outlines the restrictions and prohibitions that are, or may, be put in place to ensure the capacity and security of College resources; and details the methods of enforcement that are applied in those instances where users violate the policy.

The policy is available on the campus website, www.oldwestbury.edu, and upon request from the ITS division. All campus users should review the policy in its entirety.

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. IRB Chair: Dr. Rahwa Haile (hailef@oldwestbury.edu)

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:

<u>Department</u>	<u>Telephone #</u>	<u>Location</u>
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.

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).

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 information¹, 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:

Registered Degree Title	Degree	HEGIS Number
Accounting	M.S.	0502
Taxation	M.S.	0502.10
Childhood Special Education	M. S.	0808
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.S.	1701.01
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
Chemistry / Adolescence Education: Chemistry	B.A./M.A.T.	1905/1905.01
English/ Adolescence Education: English	B.A./M.A.T.	1599/1501.01
History/Adolescence Education/Social Studies	B.A./M.A.T.	2201/2201.01
Mathematics/ Adolescence Education: Mathematics	B.S./M.A.T.	1701/1701.01
Spanish/ Adolescence Education: Spanish	B.A./M.A.T.	1105/1105.01

Advanced Certificates:

Adolescence Education:	Biology	0401.01
Adolescence Education:	Spanish	1105.01
Adolescence Education:	English Language Arts	1501.01
Adolescence Education:	Mathematics	1701.01
Adolescence Education:	Chemistry	1905.01

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, 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 Office of Graduate Studies. 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 Office of Graduate Studies.

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 Studies 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 Director of Graduate Studies, 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 School 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

The grading system used on a graduate transcript provides for letter grades consisting of A, A-, B+, B, B-, C+, C, F, 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. Minus grades are not utilized.

All grades except I 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.

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.

Grading Policies

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, 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 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.

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.

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 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.

The Graduate School 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 Raimes, *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 Raimes 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.

Academic Support Services

Educational Opportunity Program

The Educational Opportunity Program (EOP) is funded by the State of New York and implemented through the State University. The program's purpose is to provide a chance for students who are high school graduates or hold high school equivalency certificates to be admitted to college and receive support services. The program is especially designed for students who normally would not be admitted into institutions of higher education through the regular admissions process, but who, nevertheless, have potential for college in terms of motivation, ability, and discipline. The program admits students who meet the specific educational and financial eligibility requirements. The EOP provides all students enrolled in the program with a variety of support services, including tutoring, personal counseling, academic advisement, career planning, financial aid, workshops on study skills and, for some students, a summer school preparatory experience.

All participants in the program are expected to meet the minimum academic standards of SUNY Old Westbury.

To assist enrolled students in meeting their college costs, financial aid packages are provided on an individual basis. The financial aid package for each student is determined by the Office of Financial Aid based on need and financial background. Students enrolled in EOP must apply for both the Tuition Assistance Program (TAP) and Pell Grant funding, with the balance of the student's college costs met through EOP funds, work study, and/or loans.

To request admission into the EOP at Old Westbury, applicants must complete the standard State University of New York Application, checking the appropriate boxes on the forms to indicate a desire to be considered for EOP admission.

For additional information, refer to the Admissions and Financial Aid sections of the catalog. All inquiries should be directed to: Enrollment Services/EOP, SUNY Old Westbury, Old Westbury, New York 11568-0307; (516) 876-3073; TDD number for hearing impaired (516) 876-3083.

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/VHS 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.

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: Linda Camarasana, English Department

(516) 876-5024

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 and men 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.

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 throughout 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.
- **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 Soccer, Women's Volleyball, 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 at the Clark Athletic Center or information is available by calling (516) 876-3241

- **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-foot 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 College's Cyber Café, and offices for student government, clubs and organizations. Among the services found in the Union are the Office of Career Planning & Development, the Center for Student Leadership and Involvement, and the Office of Counseling and Psychological Wellness. Campus media outlets The Catalyst and OWWR web radio are also housed here. Dining options include the Panther's Den and the Campus Coffee Shop.
- **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 division 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, web servers, are all maintained by this division. A state of the art 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

Graduate

School of Arts and Sciences

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 trained 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 (effective January 1, 2010), that include at least 60 semester hours, or the equivalent, of study.

Admission will be based on evidence of a candidate's ability and motivation for graduate-level work. The student's GPA in graduate-level courses for the Master of Science in Mental Health Counseling must average 3.0 or higher for successful completion of the program. Every candidate must complete a minimum of fifty-four credit hours in graduate-level work at Old Westbury.

ADMISSIONS

Applications are accepted only in the Fall semester. The MHC Graduate Admissions Committee will make admissions decisions based on the following required criteria:

1. Baccalaureate degree in Psychology or other relevant field from a regionally accredited institution
2. 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.

3. 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.
4. Scores on the [Graduate Record Examination](#) (GRE) General Test are required; Psychology Subject GRE scores are optional. Applicants with graduate degrees are not required to submit GRE scores.
5. Completed application for admission to the MS in Mental Health Counseling Program
Official transcripts of all undergraduate and graduate work
6. Two letters of recommendation from professors or employers
7. Completion of personal statement
8. Admission interview with MHC faculty
9. 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).
10. Preference is given to applicants who have work or volunteer experience in activities related to counseling

CORE FACULTY

Fred Millán, Ph.D., ABPP, NCC, Professor, Director of MHC program
Marty Cooper, Ph.D., Assistant Professor
Bill Knack, Ph.D., Associate Professor

PSYCHOLOGY FACULTY

Michler Bishop, Ph.D., Associate Professor
Marty Cooper, Ph.D., Assistant Professor
John Ehrenreich, Ph.D., Professor
Kathy Greenberg, Ph.D., Associate Professor
Seojung Jung, Ph.D., Assistant Professor
Bill Knack, Ph.D., Associate Professor,
Ashlee Lien, Ph.D., Assistant Professor
Laurette Morris, Ph.D., Associate Professor
Runi Mukherji, Ph.D., Professor, Chair of Psychology
Lorenz Neuwirth, Ph.D., Assistant Professor

Lillian Park, Ph.D., Associate Professor
Lisa Whitten, Ph.D., Associate Professor

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.

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.

COURSE DESCRIPTIONS

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

MH6100 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. (Prereqs: Baccalaureate degree in Psychology or other relevant field; Admission into MHC Program)

MH6110 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. (Prereqs: Baccalaureate degree in Psychology or other relevant field; Admission into MHC Program)

MH6120 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)

MH6130 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. (Prereqs: Baccalaureate degree in Psychology or other relevant field; Admission into MHC program)

MH6140 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. (Prereqs: Baccalaureate degree in Psychology or other relevant field; Admission into MHC program)

MH6500 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. (Prereqs: Baccalaureate degree in Psychology or other relevant field)

MH6510 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. (Prereqs: MH6100, MH6110, MH6120; or by permission)

MH6520 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. (Prereqs: MH6100, MH6110, MH6130; or by permission)

MH6530 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. (Prereqs: MH 6100, MH6110; or by permission)

MH6540 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. (Prereqs: MH6100, MH6110, MH6130, MH6140; or by permission)

MH7100 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. (Prereqs: MH6100, MH6110, MH6130; or by permission)

MH7110 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. (Prereqs: MH6100, MH6110, MH6130; or by permission)

MH7120 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 (Prereqs: MH6110, MH6130, MH6520; or by permission)

MH7130 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: (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. (Prereqs: MH6100, MH6510, MH6520, MH6530; MH6540 or by permission)

MH7140 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. (Prereqs: MH6110, MH 6130, MH6520; or by permission)

MH7500 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. (Prereqs: MH6100, MH6110, MH6120; or by permission)

MH7510 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. (Prereqs: Baccalaureate degree in Psychology or other relevant field; Admission into MHC program)

MH7520 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. (Prereqs: MH6100, MH6510; or by permission)

MH7530 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. (Prereqs: 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. No prerequisites.

SAMPLE SEMESTER TABLE

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

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

MASTER OF
ARTS in
LIBERAL
STUDIES

Old Westbury's 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 highly-qualified, full-time faculty, fosters active, analytical and synthetic learning and an ongoing pursuit of knowledge. Guided by a faculty advisor, students structure their own programs of study, combining courses in the humanities and social sciences to create an individual degree plan. 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. 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 degree.

REQUIRED COURSES

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

LI 6000, Introduction to Interdisciplinary Study. 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 program. Selection of an academic advisor will also occur here. 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 do not earn a grade of B or better in LS6000 will not be permitted to continue in the program.

b. 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.

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

A56350 Ethnographic Media

A56360 Special Topics

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

ML6320 Decolonial Thinking

SY6310 The Sociology of Music and Listening
SY6320 Nationhood, Citizenship, and International Migration
SY6330 Contemporary Social Theory
VA6310 Case Studies in Graphic Design

M.A.T. and MSMHC Elective Courses:

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.

EL6510 Foundations of U.S. Literature
EL6520 Foundations of English Literature
EL6530 Topics in Multicultural Literature
EL6540 Topics in World Literature
EL6550 Rhetoric and Composition
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 (instructor permission required)
MH6500 Lifespan Development (instructor permission required)
MH7500 Diagnosis and Treatment of Addictive Disorders (instructor permission required)
MH7510 Career Development instructor permission 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)

ML7500 Culture and Literature for Classroom Instruction (taught in Spanish)

Students will select one of two capstone options within the program: the Thesis Option or the Internship Option, as described below.

c. Thesis Option: 6 credits (2 courses)

Students who opt for the thesis option will take a two-course sequence of Thesis Research and Thesis Workshop along with seven (7) elective courses from the list in b. above.

LI7510 Thesis Research: 3 credits (1 course)

Developed in collaboration with faculty advisor.

LI7520 Thesis Workshop: 3 credits (1 course)

Students complete thesis in collaborative seminar environment.

OR

d. 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 from the list in b. above.

LI6300 Internship/Field Placement: 3 credits (1 course)

Placement determined in collaboration with the Graduate Director.

COURSE DESCRIPTIONS

MALS Courses

LI6000 Introduction to Interdisciplinary Study

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. Selection of an academic advisor will also occur here. 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 do not earn a grade of B or better in LS6000 will not be permitted to continue in the MALS program.

LI6300 Internship/Field Placement

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.

LI7990 Independent Study

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.

AS6330 Visualizing America

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.

AS6340 New Media Narratives

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.

AS6350 Ethnographic Media

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.

AS6360 Special Topics

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.

EL6310 Moral Choices in Classical Literature

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.

EL6320 From Homer to Aristotle: Classical Origins of Western Civilization

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

HI6310 The French Revolution (1789-1815): A Social History

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.

HI6320 Transnational Migration and Identity: Asian American History

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.

ML6310 Latin American Cinemas

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.*

ML6320 Decolonial Thinking

Decolonial thinking is an innovative expression of contemporary critical theory closely related to the traditions of the social sciences and humanities in Latin America and the Caribbean. It is concerned with confronting, challenging, and undoing the dominative and assimilative force of colonialism as a historical and contemporary process, and the cultural and epistemological Eurocentrism that underwrites it. Articulated from Latin America but not limited to this, the decolonial perspective provides constructive dialogues with other intellectual and political projects in other parts of the world, constituting a novel alternative to reflect on colonialism, liberation philosophy, domination and resistance, critical pedagogy or dependency theory, among others. It is a vast field which touches on domains across the disciplines, including philosophy, literature and cultural studies, sociology, science studies, and ethnic and gender studies.

SY6310 The Sociology of Music and Listening

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?).

SY6320 Nationhood, Citizenship, and International Migration

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.

SY6330 Contemporary Social Theory

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.

VA6310 Case Studies in Graphic Design

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.

M.A.T. and MSMHC Electives:

EL6510 Foundations of U.S. Literature

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

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

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

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

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.

HI6510 Topics in U.S. History

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.

HI6520 U.S. Constitutional and Political History

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

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

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

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

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

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: 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: 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

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.

MH6120 Psychopathology

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. (Prereqs: Baccalaureate degree in Psychology or other relevant field) (*Instructor permission required*).

MH6500 Lifespan Development

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. (Prereqs: Baccalaureate degree in Psychology or other relevant field) (*Instructor permission required*).

MH7500 Diagnosis and Treatment of Addictive Disorders

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. (Prereqs: MH6100, MH6510, MH6120; or *instructor permission required*).

MH7510 Career Development

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. (Prereqs: Baccalaureate degree in Psychology or other relevant field) (*Instructor permission required*).

ML6510 Structure of Spanish

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*)

ML6520 Masterpieces of Hispanic Literature

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*)

ML6530 Cervantes and the Golden Age

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)*

ML6540 Points of Contact: United States and Latin America

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)*

ML6810 Topics in Peninsular and Latin American Art

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)*

ML6820 Topics in Spanish and Latin American Cinema

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)*

ML6830 Topics in Caribbean Anti-Slavery Narrative

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)*

ML6840 Topics in Pre-Columbian Cultures and Literature

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)

ML7500 Culture and Literature for Classroom Instruction

This course, team-taught with School of Education faculty, is an in-depth examination of one of the areas of study listed in the content area. Students will write a substantial, analytical paper which will then be developed into a working unit plan. During this course students will compile their exit portfolios. Prerequisite: Completion of ML6510, ML6520, ML6530, ML6540.

(Conducted in Spanish)

Capstone Experience Courses

LI6300 Internship/Field Placement

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.

or

LI7510 Thesis Research

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*.

LI7520 Thesis Workshop

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

AFFILIATED FACULTY

Jermaine Archer, Ph.D. (University of California, Riverside, 2004), Associate Professor, American Studies Department. Area of specialization: *Nineteenth-century U.S. History; African American Studies*

Sonia Assa, Ph.D. (New York University, 1982), Associate Professor, Modern Languages Department. Area of specialization: *French literature, Avant Garde Movements and Women's Writing*

Llana Barber, Ph.D. (Boston College, 2010), Assistant Professor, American Studies Department. Area of specialization: *Twentieth-century U.S. History; History of Immigration; Urban History*

Ed Bever, Ph.D. (Princeton University, 1983), Professor, History and Philosophy Department. Area of specialization: *History of Early Modern Europe; History of Witchcraft and Magic.*

Lee Blackstone, Ph.D. (University of Massachusetts, Amherst, 2002), Associate Professor, Sociology Department. Area of Specialization: *Sociology of Music and Popular Culture; Criminology and Social Deviance*

Linda Camarasana, Ph.D. (CUNY Graduate Center, 2007), Associate Professor, English Department. Area of specialization: *English and American Literature; Queer Studies; Women's Studies*

Laura Chipley, M.F.A (Hunter College, 2010), Assistant Professor, American Studies Department. Areas of Specialization: *Collaborative and Site Specific Documentary; Emerging Technology; Social Practice*

Carolyn Cocca, Ph.D. (New York University, 2000), Associate Professor, Politics, Economics and Law Department. Area of specialization: *Politics of Adolescent Sexuality; Comic Books and Gender Roles*

Tom DelGiudice, Ph.D. (University of Massachusetts, Amherst, 1991), Associate Professor, Politics, Economics and Law Department. Area of specialization: *International Economics, Economic Development*

Jacqueline Emery, Ph.D. (Temple University, 2011), Assistant Professor, English Department. Area of specialization:

American Literature; Native American Literature; Women's Studies

Jesse Fernandez, Ph.D. (CUNY Graduate Center, 1977), Emeritus Professor, Modern Languages Department. Area of specialization: *Latin American Language and Literature; Romance Languages.*

Amanda Frisken, Ph.D. (SUNY Stony Brook, 1999), Professor, American Studies Department. Area of specialization: *Nineteenth-Century U.S. History; American Popular Culture; Women's Studies*

Fernando Guerrero, Ph.D. (SUNY Stony Brook, 2008), Assistant Professor, Modern Languages Department. Area of specialization: *Contemporary Spanish and Spanish American Literature; Cultural Studies*

Patricia Harris, M.F.A. (CUNY, Queens College, 2011), Assistant Professor, Visual Arts Department. Areas of Specialization: *Interdisciplinary Art; Interactive Media; Graphic Design*

Jacob Heller, Ph.D. (SUNY Stony Brook, 2001), Associate Professor, Sociology Department. Area of specialization: *Narratives: Rumors, Contemporary Legends and Collective Memory; Sociology of Medicine*

Christopher Hobson, Ph.D. (CUNY Graduate Center, 1995), Professor, English Department. Area of specialization: *English Literature; William Blake; Queer*

Studies; African-American Prophetic Tradition

Sylvie Kandé, Doctorat (Université de Paris VII, 1992), Associate Professor, History and Philosophy Department. Area of specialization: *Francophone Literature; African Literature and Culture; Diaspora Studies*

Mervyn Keizer, Ph.D. (Harvard University, 1966), Professor, English Department. Area of specialization: *Classical Philology*.

William Knack, Ph.D. (Hofstra University, 1982), Associate Professor, Psychology Department. Research areas: *Child and Adolescent Crisis Psychology; Chemical Dependency*

Ángel Luis Lara, Ph.D. (Complutense University of Madrid, 2013). Assistant Professor, Modern Languages Department. Areas of specialization: *Hispanic and Latin American Cultural Studies; Screenwriting and Storytelling; Decolonial Thinking*.

Zenaida Madurka, Ph.D. (SUNY Stony Brook, 2000), Associate Professor, Modern Languages Department. Area of specialization: *Caribbean and Spanish American Literature; Romance Languages*

Edislav Manetovic, Ph.D. (CUNY Graduate Center, 2005), Assistant Professor, Politics, Economics and Law Department. Areas of specialization: *International Relations; Comparative Politics; Human rights*

Xavier Maréchaux, Ph.D. (Université de Paris I, Panthéon-Sorbonne), Associate Professor, History and Philosophy Department. Area of specialization: *French History; French Revolution*

Fred Millán, Ph.D. (Teacher's College, Columbia University, 1990), Professor, Psychology Department. Area of specialization: *Counseling Psychology*.

Kathleen O'Connor-Bater, Ph.D. (Columbia University, 1995), Associate Professor, Modern Languages Department.

Area of specialization: *Spanish Linguistics; Latin American Literature and Culture*

Nicholas Powers, Ph.D. (CUNY Graduate Center, 2007), Assistant Professor, English Department. Area of specialization: *African-American Literature; Surrealism; Cultural Studies; Post-Colonial Theory*

Carol Quirke, Ph.D. (CUNY Graduate Center, 2005), Associate Professor, American Studies Department. Area of specialization: *Twentieth Century U.S. History; Social Movements; Cultural History; Visual Culture*

Samara Smith, M.F.A (Hunter College, 2009), Assistant Professor, American Studies Department. Area of specialization: *Documentary Film and Video; Interactive Documentary and Locative Media*

Jingyi Song, Ph.D. (CUNY Graduate Center, 2000), Professor, History and Philosophy Department. Area of specialization: *Twentieth-century U.S. History, Chinese-American Studies; U.S. Immigration and International Migration*

Margaret Torrell, D. Arts (St. Johns University, 2009), Associate Professor, English Department, English Literature. Area of specialization: *English Literature; Disability Studies*.

Judy Walsh, Ph.D. (Columbia University, 1976), Professor, History and Philosophy Department. Area of specialization: *Modern South Asian History; Women in India*

Ryoko Yamamoto, Ph.D. (University of Hawai'i at Mānoa, 2008), Associate Professor, Sociology Department. Area of specialization: *Sociology of International Migration; Critical Criminology*



For more information about the *Master of Arts in Liberal Studies* degree, and the application process, visit the MALS web site, <http://www.oldwestbury.edu/academics/offerings/liberal-studies-ma>. (Catalog last revised 10.30.2017).

School of Business

Graduate Programs

M.S. IN ACCOUNTING

M.S. IN TAXATION



SUNY College at Old Westbury

New Academic Building

P.O. Box 210

Old Westbury, NY 11568

www.oldwestbury.edu

State University of New York at Old Westbury School of Business

VISION

Our vision is to be a premier public school of business in the New York metropolitan area, recognized for the quality of its faculty, reputation of its academic programs, and known for its commitment to diversity and success of its graduates.

MISSION

The mission of the School of Business is to provide high quality education in a supportive learning community to a diverse student population, thereby developing effective and ethical business professionals for a global environment.

VALUES

- ***Student Centeredness:*** We provide personalized attention through small classes, continual advisement, and interaction among students, faculty, and staff.
- ***Socially Responsible Citizenship:*** We nurture a spirit of cooperation and caring by supporting a learning environment, which promotes socially responsible citizenship in the community.
- ***Professionalism:*** We are committed to promoting by our actions and behavior a true sense of professionalism, which is under-girded by ethical behavior, teamwork, scholarly achievement, and a shared purpose.
- ***Excellence:*** We are committed to excellence by promoting positive learning experiences, intellectual rigor and the sharing of knowledge with all stakeholders. We are committed to building a culture that fosters and projects an image of excellence for the School of Business.
- ***Multiculturalism:*** We are dedicated to offering access to qualified students in a positive academic environment supportive of multiculturalism.

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 and a Master of Science (M.S.) degree in Taxation.*** 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 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.

M.S. IN ACCOUNTING

The dual track in the M.S. in Accounting enables Accounting and non-Accounting undergraduate majors to obtain the M.S. degree in Accounting. There is a common “Professional and Business Core” of ten courses (30 credits). Non-Accounting undergraduate business majors may be required to complete up to seven additional “Accounting Foundation” courses (21 credits). Non-business majors may also apply for this track, but may need to take additional undergraduate business prerequisites.

THIRTY (30) CREDIT TRACK – UNDERGRADUATE ACCOUNTING MAJORS

The 30-credit track is configured for accounting majors who have completed the requirements for the B.S. in Accounting which includes undergraduate courses in Accounting, Commercial Law (6 credits), Business Statistics (3 credits), Calculus (3 credits), Financial Management, Microeconomics and Macroeconomics (6 credits), Business Communications (2 credits), and business electives as well as the usual complement of 60 credits in general education and liberal arts courses.

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.

TWO-YEAR PROFESSIONAL TRACK – UNDERGRADUATE NON-ACCOUNTING MAJORS

The two-year professional track is primarily designed for non-Accounting majors with a business Bachelors degree from an accredited institution and includes a set of prerequisites containing the following undergraduate business courses: Financial Management, Microeconomics and Macroeconomics (6 credits), Business Statistics (3 credits), an Accounting Principles classes (6 credits) which includes the double-entry bookkeeping system, Calculus (3 credits), Business Communications (2 credits), and business electives. Non-business majors may also apply for this track, but may need to take additional undergraduate business prerequisites. Prerequisite deficiencies must be made up during the first year of study within the graduate program. Since these students do not have the depth of accounting preparation needed for study at the graduate level the following “Accounting Foundation” courses are required at the undergraduate level: Intermediate Accounting I and II, Cost Accounting, Advanced Accounting, Auditing, Federal Tax I, Government & Nonprofit Accounting, and six credits in Business Law. In addition, the two-year professional track includes the same ten courses (30 credits) that comprise the “Professional and Business Core” in the 30-credit Accounting majors track.

MASTER OF SCIENCE IN ACCOUNTING CURRICULUM

Course	Accounting Majors Track	Non-Accounting Majors Track
<u>Accounting Foundation</u>		
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 Nonprofit Accounting		2
Business Law		<u>6</u>
		32 credits
<u>Professional & Business Core</u>		
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*	<u>3</u>	<u>3</u>
	30 credits	30 credits
TOTAL Credits Required	<u>30 credits</u>	<u>62 credits</u>
<i>*Available Business Electives:</i>		
Any 7000 level course in the MS in Accounting or MS in		

M.S. 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.

MASTER OF SCIENCE IN TAXATION CURRICULUM

Course	<u>Credits</u>
<u>Professional & Business Core</u>	
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
<u>Professional Electives (select 2 of 5)</u>	
BU 7573 Multi-State Taxation	3
BU 7581 Taxation of Estates & Trusts	3
BU 7582 International Taxation	3
	————— 6 credits
Total Credits Required	<u>30 Credits</u>
<u>*Available Business Electives:</u>	
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	
<u>*Available Accounting Electives:</u>	
Any 7000 level Accounting course from the MS in Accounting curriculum	

Admission

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.

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 3.70 or above, and a cumulative GPA of 3.70 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 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 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 6 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:

Two-Year Profession Track – 6 credits

30-Credit MS Accounting Track – 6 credits

MS in Taxation – 6 credits

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 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 and final may not be applied.

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.

Administration:

Prakasam (Raj) Devasagayam, *Dean*

Joel Feiner, *Assistant Dean*

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

Cary Lange, *Director of Graduate Business Programs*

Peter Lucido, *Chair of Accounting, Taxation & Business Law Department*

Albert Murphy, *Chair of Management, Marketing & Finance Department*

Faculty:

Professors: Madeline Crocitto, Barbara Olsen

Associate Professors: Rita Buttermilch, Alireza Ebrahimi, James Fornaro, David

Glodstein, Costas Hadjicharalambous, Cary Lange, Peter Lucido, Albert Murphy, Zhihong

Shi, Elena Smirnova, Lynn Walsh, Kenneth Winkelman, Jishan (Jason) Zhu

Assistant Professors: Anthony Barbera, Wen Wen (Erica) Chien, Jeffrey D'Amico, Linval Frazer, Katarzyna Platt, Yu Lei, Lingxiang Li, Roger Mayer, Shalei Simms, Michael Onorato

For further information, please contact:

- Dr. Cary Lange, *Director of Graduate Business Programs*
516/876-3900

- Joel Feiner, *Assistant Dean*
516/876-3331

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

GRADUATE COURSE DESCRIPTIONS School of Business

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

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

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 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

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.

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.

School of Education

Graduate Catalog



School of Education Administration

Dean: Nancy Brown
Director of Graduate Programs: Diana Sukhram
Childhood Education and Literacy Department: Amy Hsu, *Chair*
Exceptional Education and Learning Department: Sanja Cale, *Chair*
Adolescence Education Department: Xavier Marechaux, *Chair*
Assistant Dean for Data Management and Assessment: Joshua Fyman
Technology Coordinator: Raul Zevallos
Director of Academic Services and Outreach: TBA
Director of Field Placement and Clinical Services: Vincent Juba
Secretaries: Kristin Roemer, Shaina Clovis

Mission Statement of the School of Education

The SOE’s mission is to prepare teacher candidates to be literate and progressive citizens who value human diversity and exemplify an appreciation for the interdisciplinary nature of knowledge and for learning as a lifelong process. 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 on the cover.

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	<p>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).</p> <p>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).</p> <p>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).</p>
Principle 2 (P2): Teachers as promoters of a just world through social justice	<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>Principle2, 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>
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SCHOOL OF EDUCATION GRADUATE PROGRAMS

The School of Education at SUNY College at Old Westbury is proud to be among those institutions who have earned accreditation from the National Council for Accreditation of Teacher Education (NCATE). The School seeks to develop teachers with the professional and personal characteristics and dispositions to facilitate the holistic development of all learners in the context of a contemporary society.

In support of this goal, the School of Education offers three degree programs (i.e., Master of Arts in Teaching, a combined Bachelor's-Master of Arts in Teaching, and a Master of Science), and an Advanced Certificate program. Our graduate programs provide advanced study for individuals who wish to enhance their knowledge base and professional background in educational fields that have an interdisciplinary focus. All courses are offered at times convenient for in-service teachers.

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 equally emphasized in these degrees offered jointly 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 the 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 in 5 years. 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).

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, English, 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 at the end of Year 3.

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, Mathematics, Social Studies, and Spanish. Candidates for the Adolescence Education programs are certified secondary school teachers seeking professional certification. 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, English, Mathematics and Computer & Information Sciences, History and Philosophy, and Modern Languages.

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 Certificate

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.

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	
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
BS7500 Culminating Experience	0 credits

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

Pedagogy Courses

ED7000 Historical, Social, and Philosophical Foundations of Education	3 credits
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
BS6500 Science and the Community	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]:	
BS6630 Developmental Biology	
BS6661 Immunology	6 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

ADMISSION REQUIREMENTS

ADOLESCENCE EDUCATION: CHEMISTRY

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 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

For MS applicants only:

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

To prepare teachers for careers in middle and high school education, SUNY College at Old Westbury offers two degree opportunities in Adolescence Education: Chemistry (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: 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
CP7500 Culminating Experience	0 credits

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

BS-MAT in Adolescence Education: Chemistry (7-12)-120 undergraduate + 42 graduate credits

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

CP2120 Principles of Chemistry 1	4 credits
CP2130 Principles of Chemistry 2	4 credits
CP3300 Organic Chemistry 1	5 credits
CP3310 Organic Chemistry 2	5 credits
CP3400 Analytic Chemistry	5 credits
CP4510 Biochem 1	3 credits
CP4520 Biochem Lab	3 credits

CP4700 Physical Chemistry 1	3 credits
CP4710 Physical Chemistry 2	3 credits
MA2310 Calculus 1	4 credits
MA2320 Calculus 2	4 credits
CP2240 Physics 1	4 credits
CP2250 Physics 2	4 credits
CP5920 Chemistry Seminar 1	1 credit
CP5921 Chemistry Seminar 2	1 credit
CP6700* Topics in Chemistry I	3 credits
CP6710* Topics in Chemistry II	3 credits

*Counts for both the BS and the MAT degrees

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

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 1	3 credits

*Counts for both the BS and the MAT degrees

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
BS7500 Culminating Experience	0 credits

MS in Adolescence Education Chemistry (7-12)-36 credits

Pedagogy Courses

ED7000 Historical, Social, and Philosophical Foundations of Education	3 credits
ED7001 Human Growth and Development	3 credits
ED7002 Foundations of Literacy	3 credits

ED7003 The Exceptional Learner 3 credits

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

One of the following courses:

CP6700 Topics in Chemistry I 3 credits

CP6710 Topics in Chemistry II

Linked Content / Pedagogy Courses

ED7250 Teaching the Nature and Development of Science 3 credits

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

ADOLESCENCE EDUCATION: ENGLISH LANGUAGE ARTS

ADMISSION REQUIREMENTS

FOR ALL APPLICANTS:

- Bachelor's degree in English or English Language and Literature, or a bachelor's degree in another discipline with at least 30 credits in English or English Language 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
- 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 MAT 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 BS-MAT (5-Year Program) Applications:

- 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

For MS 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 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.*
- *An undergraduate General Education program that includes English and a foreign language*

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

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

BA-MAT in Adolescence Education: English (7-12)-120 undergraduate + 42 graduate credits

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

EL 3010 Linguistics Foundations	4 credits
Two of the following:	8 credits
EL3500 Literature Across Cultures I: Analysis & Interpretation	
EL3510 Literature Across Cultures II: Theory	
EL4400 Critical Theory	
ELxxxx British and U.S. Literature elective	4 credits
ELxxxx World Literature elective	4 credits
ELxxxx Genres and Traditions, Multicultural and World Literature elective	4 credits
ELxxxx Specialization: Multicultural U.S.-British Literature or World Literature	4 credits
EL5000 Senior Seminar	4 credits
EL5010 Senior Seminar	4 credits
EL6510* Foundations of U.S. Literature	3 credits
EL6520* Foundations of English Literature	3 credits

*Counts for both the BA and the MAT degrees.

See the undergraduate catalog for lists of elective choices and corresponding course numbers.

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
ED6083 Methods and Materials of Teaching English	3 credits
ED6093 Literacy, Research & Technology in English	3 credits

ED6901 Student teaching 6 credits

Content Courses

EL6510* Foundations of U.S. Literature 3 credits

EL6530 Topics in Multicultural Literature 3 credits

EL6540 Topics in World Literature 3 credits

EL6550 Rhetoric and Composition 3 credits

EL6520* Foundations in English Literature 3 credits

EL7500 Literature in the Classroom 3 credits

*Counts for both the BA and the MAT degrees

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

Common Pedagogy Courses: 9 Credits

ED7000 Historical, Social, and Philosophical Foundations of Education 3 credits

ED7001 Human Growth and Development 3 credits

ED7002 Foundations of Literacy 3 credits

ED7003 The Exceptional Learner 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 all applicants:

- B.A. in English or English Language and Literature, or a B.A./B.S. degree with at least 30 credits in English or English Language and Literature courses. A cumulative and major undergraduate GPA of 3.0 or higher (on a scale of 4) or the equivalent.
- Two letters of recommendation, one from an academic source.
- An admissions essay.
- 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).

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

For MS applicants, only:

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

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: 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.*
- *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: Mathematics (7-12) – 42 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
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MA6150 Geometry*	3 credits
MA6200 Algebra	3 credits
MA6250 Analysis	3 credits
MA6400 Topics in Advanced Mathematics and Technology*	3 credits
MA7500 Topics in Mathematics and Mathematics Education	3 credits

BS-MAT in Adolescence Education: Mathematics (7-12)-120 undergraduate + 42 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
MA6400* Topics in School Mathematics & Technology	3 credits
CS2510 Computer programming I	4 credits

* Counts for both the BA 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
MA6400* Topics in School Mathematics & Technology	3 credits
MA7500 Topics in Mathematics & Mathematics Education	3 credits

Counts for both the BA and the MAT degrees.

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

Pedagogy Courses

ED7000 Historical, Social, and Philosophical Foundation of Education	3 credits
ED7001 Human Growth and Development	3 credits
ED7002 Foundation of Literacy	3 credits
ED7003 The Exceptional Learner	3 credits

Mathematics Content Core

MA6100 Probability and Statistics	3 credits
MA6150 Geometry	3 credits
MA6200 Algebra	3 credits
MA6250 Analysis	3 credits
MA6400 Topics in Advanced Mathematics and Technology	3 credits

Linked Content/Pedagogy Course

ED7084 Methods and Materials of Teaching Mathematics	3 credits
ED7094 Literacy, Research and Technology in Mathematics	3 credits
ED7700 Methods of Research in Educational Settings	3 credits
ED7800 Thesis Research in Educational Settings	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 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

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) – 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
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	15 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; 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

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.

BS-MAT in Adolescence Education: Social Studies (7-12)-120 undergraduate +42 graduate credits

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

*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	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

HI6520 U.S. Constitution and Political History 3 credits

HI6530 Economics: Theory, Tools, Debates 3 credits

HI6540 Topics in European History 3 credits

HI6550-80* Topics in Non-Western History 3 credits

HI7500 Questioning Global History 3 credits

Contents for both the BA and the MAT degrees

M.S. in Adolescence Education: Social Studies (7-12) – 36 credits

Pedagogy Courses

ED7000 Historical, Social, and Philosophical Foundation of Education 3 credits

ED7001 Human Growth and Development 3 credits

ED7002 Foundations of Literacy 3 credits

ED7003 The Exceptional Learner 3 credits

Content Courses: 5 courses required 15 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

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 two degree opportunities 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.*

For all applicants:

- Bachelor's degree in Spanish or a bachelor's degree with at least 30 credits of coursework in Spanish starting at the intermediate level. Candidates must have an interview in Spanish and provide a writing sample in Spanish.
- An undergraduate course in Spanish Linguistics is required.
- Fluency in Spanish language, grammar, and conversation
- ACTFUL Oral Proficiency Interview (OPI) with a minimum score of "Advanced Low"
- Applicants must submit scores with the admissions packet.
- 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 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

For MS applicants only:

- Initial certification in Adolescence Education: Spanish
- Submission of scores on the Content Specialty Test (CST): Spanish
- A minimum grade point average of 3.0 (out of a possible 4 points) in an undergraduate program that includes English and a foreign language

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
ED6002 Foundations of Literacy	3 credits
ED6003 The Exceptional Learner	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 Culture and Literature for Classroom Instruction 3 credits

MS in Adolescence Education: Spanish (7-12) -36 credits 3 credits

Pedagogy Courses

ED7000 Historical, Social, and Philosophical Foundation of Education 3 credits

ED7001 Human Growth and Development 3 credits

ED7002 Foundations of Literacy 3 credits

ED7003 The Exceptional Learner 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

ML6840 Topics in Pre-Columbian Cultures and Literature

Linked Content/Pedagogy Courses

ED7086 Methods and Materials of Teaching Spanish 3 credits

ED7096 Literacy, Research, & Technology in Spanish 3 credits

ED7700 Methods of Research in Educational Settings 3 credits

ED7800 Thesis Research in Educational Settings

BA-MAT 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 18 th 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 18 th 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

ADMISSION REQUIREMENTS

For all applicants as determined by the Program Coordinator:

- 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 liberal arts and sciences.
- An approved Master's degree in an appropriate content area
- Completion of a minimum of 36 credits in the area of certification with a Grade point average of at least 3.0 (on a scale of 4)
- A Master's grade point average of at least 3.0 (on a scale of 4)
- 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>.

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
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

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 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.

Admissions Requirements

All students applying for admission to the program are required to:

1. Submit a Graduate Admissions Application and non-refundable application fee.

2. Hold initial certification in early childhood education, childhood education or childhood special education.
3. 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.
4. Have achieved a minimum cumulative GPA of 3.0 (on a scale of 4) or the equivalent, in the highest earned degree.
5. Submit results from the GRE Test.
6. Submit two (2) letters of recommendation, at least one from an academic source.
7. 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
- ED7002 Foundations of Literacy
- ED7003 The Exceptional Learner
- ED7004 Assessment, Evaluation, & Instruction of Students with Exceptionalities
- ED7005 Classroom Management in Inclusive Settings
- ED7019 Trends and Issues in High Incidence Disabilities
- ED7020 Methods of Instruction for Students with Low Incidence Disabilities
- ED7021 Collaborative Leaders in Special Education

Specialized courses: 12 credits

- ED7022 Interventions in Reading for Students with Learning Difficulties
- ED7023 Math/Science/Technology for Students with Learning Difficulties
- ED7026 Practicum/Research in Childhood Special Education

Required Practicum:

A supervised practicum 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.

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 will be 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.

Admissions Requirements

All applications must include or contain evidence of:

- (1) Initial, professional, or permanent teacher certification
- (2) 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
- (3) Two letters of recommendation, at least one from an academic source
- (4) An admission essay
- (5) A GRE test score
- (6) 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.

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.

*****ED7082-ED7086 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: 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) ED7084 Methods and Materials of Teaching Mathematics. This course is designed for practicing teachers to further enhance their pedagogical skills and content knowledge to become master teachers of mathematics. Teachers in this class will share and reflect upon their experience in the classroom, collaborate with each other, explore research-based curriculum, and further develop lesson planning, instructional strategies, methods of assessment, classroom management techniques, problem solving skills and use of technology. The course will include a thorough review of state and national standards, including New York State, NCTM, and INTASC standards. Students will also begin to investigate and analyze current research trends in the field of mathematics education. *Fieldwork may be required for some candidates, as determined by the Program Coordinator.*

(4) 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.*

(5) 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) Mathematics, (4) Social Studies, (5) 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) Mathematics, (4) Social Studies, (5) 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 lesson 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.

MA6400 Topics in Advanced Mathematics and Technology: 3 credits

Students will be introduced to various branches of contemporary mathematics, recent developments in mathematics, and the use of technology in problem solving and in teaching. A connection among different branches of mathematics will be emphasized. Students will have a chance to review mathematics, and to appreciate the relationships between different branches of mathematics as well as the power of technology. Prerequisite: MA6100, MA6150, MA6200, MA6250

MA7500 Topics in Mathematics and Mathematics Education: 3 credits

This culminating course is an introduction to research methods and to research in the teaching and learning of school mathematics. Students will read historical and contemporary research literature. Topics can be chosen from but not limited to Teaching the gifted, Algebra, Probability and Statistics, Trigonometry, Geometry, Teaching and learning in a bilingual environment, Designing Standardized Tests such as SAT. Candidates write a research paper on teaching and learning in secondary mathematics classroom. Prerequisites: Completion of three content core courses.

(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.

ED 7004 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.

ED 7020 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.

ED 7021 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.

ED 7022 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.

ED 7023 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.

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.

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.

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. 10 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. 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. 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. 10 hours of fieldwork 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. 10 hours of fieldwork 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 50 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, 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. 10 hours of fieldwork 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. 10 hours of fieldwork 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 50 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 50 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.

Faculty

M Carolina Bustamante	Ph.D. Foreign Language Education University of Nebraska-Lincoln	Spanish Coordinator Methodology
Sanja Cale	Ph.D. Special Education SUNY StonyBrook	Special Education
Fernando Espinoza	Ed.D. Science Education Columbia University	Science Education Coordinator Methodology, MS Thesis Research
Andrew Hashey	Ph.D. Special Education, Literacy Specialist SUNY Buffalo	Special Education
Amy Hsu	Ed.D. Reading, Language and Cognition Hofstra University	Literacy Coordinator Literacy-Methodology
Hedva Lewittes	Ph.D. Psychological Studies Stanford University	Psychology
Anissa Wicktor Lynch	Ph.D. Curriculum & Instruction, Bilingual/Bicultural Education The University of Texas	Bilingual Extension Coordinator Childhood Literacy
Julio C. Gonzalez Martinez	Ed.D. Child and Family Studies University of Massachusetts at Amherst	Special Education
Xavier Marechaux	Ph. D. History University de Paris I (France)	Social Studies Coordinator Methodology
Elizabeth Morphis	Ed.D. Curriculum & Teaching: Literacy Concentration Teachers College, Columbia University	Early Childhood/ Childhood Literacy
Stephanie Schneider	Ed.D. Childhood Education Hofstra University	Foundations, Literacy
Jeanne Shimizu	Ph. D. Curriculum & Instruction: Mathematics Education Pennsylvania State University	Mathematics Coordinator Methodology
Nicole Sieben	Ed.D English Education Hofstra University	English Coordinator Methodology
Bildi Stemn	Ph.D. Mathematics Education University of Connecticut	Childhood Math Education
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Kathleen G. Velsor	Ed. D. Curriculum Evaluation& Research University of Cincinnati	Foundations, Literacy

