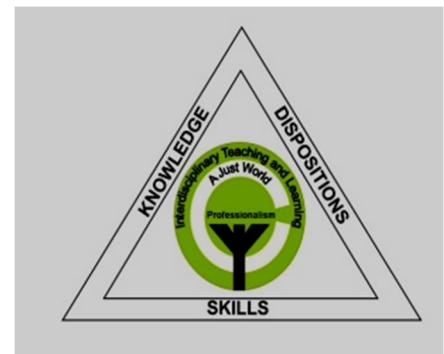




School of Education

Graduate Catalog



Index

Mission.....	2
Program Descriptions.....	3
Biology.....	4
Chemistry.....	6
English Language Arts.....	8
Mathematics.....	10
Social Studies.....	12
Spanish.....	15
Academic Policies and Procedures.....	17
Credit Policies.....	21
Grading Policies.....	22
Tuition and Fees.....	28
Residential Life.....	42
MAT Pedagogy Course Descriptions.....	51
MS Pedagogy Course Descriptions.....	54
Content Course Descriptions.....	57
Faculty.....	64

School of Education Administration

Dean: Nancy Brown
Director of Graduate Programs: Fernando Espinoza
Childhood Education and Literacy Department: Amy Hsu, *Chair*
Exceptional Education and Learning Department: Diana Sukhram, *Chair*
Adolescence Education Department: Xavier Marechaux, *Chair*
Assistant Dean for Data Management and Assessment: Joshua Fyman
Technology Coordinator: Raul Zevallos
Director of Academic Support Services: Kenna O’Leary
Director of Field Placement and Clinical Services: Vincent Juba
Secretaries: Kristin Roemer, Stephanie DeGuzman

SUNY College at Old Westbury

SUNY College at Old Westbury is a small, public college that teaches students to lead at work, in the community, and in life. In an environment that demands academic excellence and offers close interaction among students, faculty and staff, Old Westbury weaves intercultural understanding into the very fabric of its liberal arts and professional programs. Old Westbury is a beautiful place to live, learn and play.

Located on the historic North Shore of Long Island, Old Westbury sits a short drive from the region’s commercial centers and is less than 20 miles from the excitement, culture and real-world educational opportunities of New York City. Local shopping malls and entertainment offerings, regional theaters and museums, the finest restaurants of Nassau County, and an array of outdoor activities - including Long Island’s South Shore beaches — are all just minutes away from the Old Westbury campus.

At Old Westbury, the cultivation of talents, acquisition of skills, and mastery of a robust core are central. With a guiding hand from a caring faculty, students pursue their studies within an atmosphere of trust and mutual respect, where each one is offered the challenge of high standards and is given the support to achieve them. It is in this environment that Old Westbury students are prepared to become the leaders of tomorrow in whatever pursuit they choose.

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):	Principle 1, Goal 1 (PIG1): 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
Teachers	as	
Professionals		

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

SCHOOL OF EDUCATION GRADUATE PROGRAMS

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.

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.

MAT DEGREES

The Master of Arts in Teaching degrees offer Masters degrees leading to initial/professional certification in Adolescence Education in six specialization areas: Biology, Chemistry, English Language Arts, Mathematics, Social Studies, and Spanish. 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.

All M.A.T. degrees share general admissions requirements, a pedagogical core, and a content core by discipline specialization. These 42 credit degrees are designed for candidates seeking both a Masters degree and initial certification in Adolescence Education. After graduation and the satisfaction of the State requirement for paid, full-time classroom experience, candidates may apply for professional certification in Adolescence Education. Candidates for these degrees are recent college graduates and/or career changers seeking to enter secondary school teaching for the first time.

Admission to the various programs requires an undergraduate degree with a major or 30 credits in an appropriate discipline, a cumulative and major undergraduate GPA of 3.0 (on a scale of 4), submission of the GRE (general) test scores, two letters of recommendation and (in some programs) an admission essay as required by degree. Candidates can enroll full time (by cohorts) or part time. Full time candidates will be able to complete the program within 2 years or 4 semesters. Part time candidates taking two courses per semester can complete the program within 4 years.

MS DEGREES

The Master of Science degrees offer Master's degrees in Adolescence Education in six specialization areas: Biology, Chemistry, English Language Arts, Mathematics, Social Studies, and Spanish. 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.

These 36-credit M.S. degrees focus on *the teacher as practitioner*. Candidates must already have initial or provisional certification. Degree work requires candidates to master current pedagogical and content area research and to demonstrate the ability to apply this research to the classroom. M.S. degrees include (1) a basic pedagogical core, (2) a content core (differentiated by discipline specialization), and (3) 12-15 credits of linked pedagogy/content courses culminating in a Master's thesis. These courses meet all relevant State requirements for professional certification. Adolescence education teachers with initial certification and the appropriate employment experience will enroll in these programs to obtain an advanced degree for professional certification.

Admission to the various programs requires initial or provisional certification in the relevant specializations, an undergraduate degree with a major or 30 credits in an appropriate discipline, a cumulative GPA of 3.0 (on a scale of 4), submission of a related test score (CST, GRE), two letters of recommendation and (in some programs) an admission essay. Candidates can enroll full time (by cohorts) or part time. Full time candidates will be able to complete the program within 2 years (4 semesters). Part time candidates taking two courses per semester can complete the program within 4 years.

ADOLESCENCE EDUCATION: 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

M.A.T 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

Content Courses

CP 6740 Topics in Earth and Space Science (*)	3 credits
BS6560 Current Topics in Molecular Biology and Biochemistry	3 credits
BS6590 Topics in Environmental Science	3 credits
Topics in Biology [offered in rotation; students take 2 courses]	6 credits
BS6630 Developmental Biology	
BS6661 Immunology	
BS6671 Limnology	
BS6750 Biological Pharmacology	

(*) Contains the culminating experience

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

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

Pedagogy Courses

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

Content Courses

CP 6740 Topics in Earth and Space Science	3 credits
BS6560 Current Topics in Molecular Biology and Biochemistry	3 credits
BS6590 Topics in Environmental Science	3 credits
Topics in Biology [students choose one]	
BS6630 Developmental Biology	3 credits
BS6661 Immunology	

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

Requirement specific to M.A.T. applicants:

- Submission of scores on the GRE (Graduate Record Examination).

Requirement specific to M.S. applicants:

- Initial or provisional certification in Adolescence Education: Biology.
- Submission of scores on the CST (Content Specialty Test) and GRE (Graduate Record Examination).

Requirements for all applicants:

- B.A. or B.S. in Biology, including at least one course in each of the following biology areas: cellular, organismic, and population. A two-year sequence in chemistry is strongly recommended. A cumulative and major undergraduate GPA of 3.0 (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: 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

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

(*) Contains the culminating experience

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

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

Pedagogy Courses

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

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
Topics in Chemistry [one course required] CP6700 Topics in Chemistry I	3 credits

CP6710 Topics in Chemistry II

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

Requirement specific to M.A.T. applicants:

- Submission of scores on the GRE (Graduate Record Examination).

Requirement specific to M.S. applicants:

- Initial or provisional certification in Adolescence Education: Chemistry.
- Submission of scores on the CST (Content Specialty Test) and GRE (Graduate Record Examination).

Requirements for all applicants:

- B.A. or B.S. in Chemistry or a B.A. or B.S. degree in another discipline with at least 30 credits in Chemistry courses, including coursework in each of the following areas: inorganic, organic, analytical, physical chemistry. A cumulative and major undergraduate GPA of 3.0 (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: 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.*

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 Discipline Specific Methodology: English	3 credits
ED6093 Discipline Specific Literacy: English	3 credits
ED6901 Student Teaching: English	6 credits

English Language Arts Content Core: 18 credits

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

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

Common Pedagogy Courses: 9 Credits

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

English Language Arts Content Core: 15 credits

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

Linked Pedagogy/Content Courses: 12 credits

ED7083 Discipline Specific Methodology: English	3 credits
ED7093 Discipline Specific 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 (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

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	24 Credits
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
Content Courses	15 credits
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
Culminating Experiences	
MA7500 Topics in Mathematics and Mathematics Education	3 credits

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

Pedagogy Courses	9 Credits
ED7001 Human Growth and Development	3 credits
ED7002 Foundation of Literacy	3 credits
ED7003 The Exceptional Learner	3 credits
Content Courses: all of the following courses	15 credits
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 Pedagogy/Content Courses	12 credits
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

ADMISSION REQUIREMENTS

Requirement specific to M.A.T. applicants:

- Submission of scores on the GRE (Graduate Record Examination).

Requirements specific to M.S. applicants:

- Initial or provisional mathematics classroom teacher certification.
- Submission of scores on the CST (Content Specialty Test) and GRE (Graduate Record Examination).

Requirements for all applicants:

- B.A./B.S. degree in Mathematics or a B.A./B.S. degree with at least 30 credits of mathematics courses including Calculus I, Calculus II, Calculus III, Linear Algebra, and either Logic or Discrete Mathematics. Candidates will be informed of any courses they must complete before being admitted as degree candidates.
- A cumulative and major undergraduate GPA of 3.0 (on a scale of 4) or the equivalent.
- Two letters of recommendation, one from an academic source.
- An admissions essay.
- 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).
- 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: 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.*

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
ED6903 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
Topics in African, Asian, Islamic, Latin American Civilizations [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.

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

Pedagogy Courses:	9 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
Topics in African, Asian, Islamic, Latin American Civilizations [offered in rotation; <u>one course required</u>]	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

ADMISSION REQUIREMENTS

Requirement specific to M.A.T applicants:

- Submission of scores on the GRE (Graduate Record Examination).

Requirements specific to M.S. applicants:

- Initial certification in Adolescence Education: Social Studies.
- B.A./B.S. degree in History or a B.A./B.S. degree with at least 30 credits of coursework in the social sciences (history, geography, political science, economics, anthropology, and/or sociology), including a minimum of 21 credits of courses in history and geography.
- Submission of scores on the CST (Content Specialty Test) and GRE (Graduate Record Examination).

Requirements for all applicants:

- B.A./B.S. degree in History or a B.A./B.S. degree with at least 30 credits of coursework in the social sciences (history, geography, political science, economics, anthropology, and/or sociology).
- A cumulative and major undergraduate GPA of 3.0 (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: SPANISH

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.*

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 Discipline Specific Methodology [Spanish]	3 credits
ED6096 Discipline Specific Literacy, Research, & Technology [Spanish]	3 credits
ED6904 Student Teaching [Spanish]	6 credits

Spanish Courses: 18 credits

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
Topics in Peninsular and Latin American Art, Literature, and Culture [offered in rotation; one course required]	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	
ML7500 Culture and Literature for Classroom Instruction	3 credits

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

Common Pedagogy Courses: 9 Credits

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

Spanish Courses: 15 credits

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
Topics in Peninsular and Latin American Art, Literature, and Culture [offered in rotation; one course required]	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 Pedagogy and Content: 12 credits

ED7086 Discipline Specific Methodology [Spanish]	3 credits
ED 7096 Discipline Specific Literacy, Research and Technology [Spanish]	3 credits
ED 7700 Methods of Research in Educational Settings	3 credits
ED 7800 Thesis Research in Educational Settings	3 credits

ADMISSION REQUIREMENTS

Requirement specific to M.A.T. applicants:

- Submission of scores on the GRE (Graduate Record Examination).

Requirement specific to M.S. applicants:

- Initial or provisional certification in Adolescence Education: Spanish.
- Submission of scores on the CST (Content Specialty Test) and GRE (Graduate Record Examination).
- A minimum G.P.A. of 3.0 in an undergraduate program that includes English and a foreign language.
- An admissions essay.

Requirements for all applicants:

- B.A. in Spanish or a B.A./B.S. degree with at least 30 credits in Spanish starting at the intermediate level. (Candidates with 30 credits in Spanish must have an interview in Spanish and provide a writing sample in Spanish.). Undergraduate course in Spanish Linguistics required.
- Fluency in Spanish language, grammar, and conversation.
- ACTFL Oral Proficiency Interview (OPI) with minimum score of “Advanced Low.” [Candidates must submit ACTFL OPI scores along with the admission application.]
- A cumulative and major undergraduate GPA of 3.0 (on a scale of 4) or the equivalent.
- Two letters of recommendation, one from an academic source.
- 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).

Academic Policies and Procedures

The assessment of all candidates’ progress in the programs is based on performance in knowledge, skills, and dispositions, as required by NCATE. The Candidate Transition Assessment System (CTAS) contains detailed information on the benchmarks used.

Degree Requirements and Policies

To earn a Master of Arts in Teaching and a Master of Science degree, a student must:

1. Complete a graduate application and forward it to the Office of Graduate Admissions. (*Students cannot be matriculated simultaneously in more than one master's degree program*).¹
2. Complete no fewer than 30 credits of graduate courses that are acceptable to the department of specialization.
3. Maintain a minimum Grade Point Average of 3.0.
4. In the MS program write a thesis based on independent research, or complete an appropriate special project.
5. Complete all requirements for the degree within five years from the date of matriculation.
6. Complete all departmental requirements for the degree.

Thesis or Project Report

In programs requiring a thesis or project report, the thesis or report must be presented to the program adviser in sufficient time to enable the work to be evaluated, corrected, amended, and the grade to be recorded before the date on which classes for that semester end. A candidate permitted to offer a thesis or project report must consult the adviser for departmental requirements for preparation of the thesis or report. The student must file with the thesis adviser the number of approved copies of the thesis or project report required by the program in which he/she is matriculated.

Time Limit for Earning a SUNY College at Old Westbury Education Master's Degree

Master's degree candidates must complete their programs within five years from the time they become matriculated students. Absence from the College for one or more semesters does not alter or affect the five-year limit (see Interruption of Studies below) for earning a degree. Graduate students who, due to unusual circumstances, are unable to complete their degrees within the five-year period may apply for an extension in the Office of Graduate Studies. Extensions must be approved by the Graduate Program Coordinator.

Interruption of Studies

Although students are encouraged to make steady progress toward their degrees, absence for one or more semesters may be unavoidable. In order to resume their studies following an absence of any length, matriculated graduate students must contact the Office of Graduate Admissions to complete the application for readmission and pay a readmission fee.

Matriculated graduate students returning after an absence of two or more years are subject to any changes made to their master's degree program in their absence and must satisfy all degree requirements. In addition, returning graduate students must consult with their program adviser to

¹ Note that undergraduate students may take a maximum of two graduate courses prior to being formally admitted; however, they will need advisor permission. School of Education secretaries can provide advisor assignment.

determine if any of their previous coursework is out of date and to discuss their future course of study.

Following an absence of three or more years, matriculated graduate students must apply in the Office of Graduate Studies for an extension of the five-year time limit for completing their degree program prior to applying for readmission. Non-matriculated graduate students must reapply to the College and pay the application fee following an absence from the College of any length.

Graduation Procedure

A student who expects to graduate at the end of a semester must file a formal application for graduation in the Office of the Registrar by the deadline published each semester in the Schedule of Classes. If the student does not graduate, he/she must reactivate the application for graduation in any subsequent semester in which graduation is anticipated.

Any incomplete grades on the graduate student's transcript must be resolved prior to the date of graduation. To resolve incomplete grades, students must either complete and hand in the missing work or, if the courses in question are not required for the degree, petition the Office of Graduate Studies for resolution. An "I" grade not completed by the close of the following semester automatically converts to the grade of "F."

The transcripts of graduated students are sealed at the time of graduation, and no changes can be made after the graduation date.

Students cannot graduate if the indication "NR" appears in place of a grade on their transcript. The "NR" indicates that the faculty member teaching that particular course did not submit a grade to the Office of the Registrar. The student is responsible for contacting either the faculty member or the department chair to ensure that a grade is submitted.

Registration Policies and Procedures

Academic Advising

For graduate students, academic advising occurs at two levels:

- Each graduate program at SUNY Old Westbury has at least one academic adviser to help in planning students' programs. Graduate students should consult frequently with their Program Adviser for information regarding their specific master's degree program, and they **MUST** see their Program Adviser before registering each semester. Frequent advisement is critical for acquiring up-to-date information and for monitoring progress toward the master's degree.
- The Office of Graduate Studies managed by the Graduate Studies Director provides information and advisement regarding College-wide academic policies and procedures. Among the matters addressed by this office are appeals (except grade appeals), changes of grade, academic retention and probation, academic standards, and transfer credit policies.

Registration Materials

Information for Web registration is e-mailed to students' my.oldwestbury account * by the Office of the Registrar prior to the end of the current semester to all continuing graduate students who were registered that semester. New graduate students may receive materials from the Office of Admissions before the registration period.

Academic Advising for Graduate Courses

Consult the department for academic advising hours.

Bursar's Receipt

The bursar's receipt is the valid proof of registration in courses. Report any error on the bursar's receipt to the Business Office immediately, accompanied by a request for a corrected receipt. Keep all bursar's receipts in case questions regarding billing arise at a later date.

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 certain 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 second program and receive permission from the Graduate Studies Director.

Registration in Courses at Other SUNY Colleges

Matriculated graduate students may take courses at other SUNY colleges with the permission of the Graduate Program Adviser and from the Office of Graduate Studies. (*See Courses Taken on Permit.*) Permits and details regarding their use may be obtained from the Office of the Registrar. Students must also contact the host college with regard to registration requirements. 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.

The admission fee is waived for students attending SUNY Old Westbury on permit.

Credit Policies

Residency Requirement

In order to graduate students in master's degree programs must complete a minimum of 30 credit hours in graduate-level work at Old Westbury. This minimum number of credits to be taken after matriculation is known as the Residency Requirement. Due to the varied credit requirements of Old Westbury's graduate programs, students may have to complete more than the minimum residency requirement in order to graduate. No interpretation of this policy shall supersede the policy regarding Transfer of Credit outlined elsewhere in this graduate bulletin.

For all MAT degrees twelve (12) credits of the Residency Requirement may be taken at other institutions offering appropriate master's-level courses, and six (6) for all MS degrees. No part of the Residency Requirement may be satisfied using courses taken prior to matriculation at the college or courses taken as part of a previously awarded master's degree program.

Transfer of Credit

- Courses applied toward a previously awarded graduate degree.
- Courses taken at SUNY Old Westbury in a non-matriculated status.
- Courses taken at other colleges where no graduate degree has been awarded.
- Courses must be graduate-level and must be taken at accredited institutions offering master's degree programs.
- Courses taken five years or more prior to matriculation at SUNY Old Westbury are not considered for transfer. Exceptions to this time limit may be made only for compelling educational reasons. In such cases, the transfer of credit must be approved by the student's Graduate Program Adviser and the Office of Graduate Studies.
- Graduate courses taken at any institution after matriculation into a graduate program at Old Westbury are included in the 12-credit maximum for the MAT degree and 6-credits for the MS allowable and must receive prior approval from the Graduate Program Adviser and the Office of Graduate Studies.
- Theses and other culminating master's degree projects taken at SUNY Old Westbury or at other institutions as part of other graduate programs are not considered for transfer to Old Westbury's master's degree programs.

Students who wish to have graduate credits earned prior to matriculation at the college counted toward their master's degree should apply for transfer of credit during their first or second semester in attendance as a matriculated student, using the transfer credit form available in the Office of Graduate Programs. All credits to be applied toward a SUNY Old Westbury's education master's degree requirements are subject to the approval of the graduate adviser (or department chair) from the student's particular academic program, and by the Office of Graduate Studies. Transfer credits must conform to the regulations for the program and the curriculum in which the student is matriculated. Grades of B or better in courses taken outside of SUNY Old Westbury are required in order for courses to be eligible for transfer.

Credit Loads

A full-time program of coursework for graduate students is a minimum of 12 credits in any semester. Students may take no more than 12 credits of graduate work in any fall or spring semester. During the summer semesters, graduate students may take no more than two courses in each session. Exceptions to these limits must be approved by the Graduate Program Advisor and the Office of Graduate Studies. The Graduate Studies Office will not approve credit loads of more than 12 credits in the first semester of graduate study.

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, 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.

Attendance Policy

Students are expected to attend classes regularly. Instructors, as well as departments or degree programs, may establish specific attendance requirements. It is the student's responsibility to ascertain the effect attendance may have on the grade in a course. Students receiving financial aid must be certified as attending classes regularly to maintain their eligibility.

Continuation

Students, once accepted to an academic program, are subject to any continuation requirements as determined by their academic department. Continuation requirements may include, but are not limited to, minimum overall Grade Point Average, minimum semester Grade Point Average, minimum grades to be achieved in specific courses, completion of all prerequisite and corequisite courses, attendance and performance at fieldwork sites, and submission of required test scores. Failure to meet continuation requirements may result in additional required coursework over and above that outlined in the program requirements, repetition of designated classes for no academic credits, or termination of enrollment in the master's degree program.

Incomplete Grades

A grade of Incomplete (I) must be requested by a student and it 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.

Cumulative Grade Point Average

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

- Grades earned in courses given by other institutions for which transfer credit has been allowed.
- Grades earned in undergraduate courses taken for undergraduate credit.
- Grades earned in graduate-level courses can be excluded from the Grade Point Average only through a successful appeal supported by the Graduate Program Adviser and submitted to the Graduate Studies Committee (see "General Appeals" in this chapter of the bulletin). Graduate courses taken within five (5) years prior to the current matriculation, or grades earned in courses unrelated to the current master's degree program, are excluded only upon appeal.

Academic Probation

Graduate matriculated students whose Grade Point Average (G.P.A.) falls below 3.0 in either the content or pedagogy courses will be placed on academic probation. Students on academic probation have one semester in which to raise their G.P.A. to 3.0. During this probationary period, students who make satisfactory progress maintain both their academic standing with the College

and their eligibility for financial aid. Any student whose Grade Point Average remains below 3.0 at the end of the probationary period will be dropped from the College. To be allowed to continue, graduate students dropped from the College following a semester of probation must file a successful appeal with the Graduate Studies Committee. Graduate students with 12 or more graduate credits completed, and whose grade point average falls below 3.0, can continue in their graduate program only upon successful appeal to the Graduate Studies Committee. Such appeals must be accompanied by a letter of support from the academic department.

Admission with Conditions

Students admitted as non-matriculated with conditions may be subject to more stringent academic requirements, including (but not limited to) the denial of extension of the probationary period and the need to maintain a Grade Point Average higher than 3.0. Applicable conditions are set forth in the student's acceptance letter.

Academic Progress

All students are expected to maintain good academic standing at the College. Academic standing is determined by the student's semester and cumulative grade point averages. A minimum G.P.A. of 3.0 in both the content and pedagogy courses is required for good academic standing.

Appeals

For a waiver of any of the College's regulations pertaining to graduate study, a student should contact the director of Graduate Education programs. Appeals are granted only for compelling reasons. To launch an appeal, students must submit a completed appeal form, available from the Office of Graduate Studies, including a complete explanation of the issues involved and any relevant supporting documents. Supporting documents may include birth certificates, death certificates, letters from physicians, letters of support from faculty, and any documents that bear upon the case in question.

Withdrawal from Courses

“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, a student may withdraw from one or more courses by filing an official withdrawal form in the Office of the Registrar. The Registrar will then record a W on the student's transcript.

Please Note: Nonattendance in classes does not constitute withdrawal.

The grade of “W” (withdrawal without *academic* penalty) is assigned only when a graduate student *officially* withdraws from a course. No faculty member or program adviser can withdraw a student from a course. Graduate students can officially withdraw at the Office of the Registrar before the deadline published each semester in the Schedule of Classes. If in-person withdrawal is impossible, students may complete the on-line withdrawal form found at www.oldwestbury.edu.

After the published deadline, students wishing to withdraw from a course without *academic* penalty can do so only by appealing successfully to the Office of Graduate Studies, (see "General Appeals" in this chapter of the bulletin). When students withdraw *unofficially*, i.e., the student simply stops attending class without completing the withdrawal procedure, the grade of "F" is assigned for the course.

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
C-	1.7
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).

Grade Appeals

A graduate student dissatisfied with his/her course grade should first discuss the situation with the instructor who assigned the grade. If the student is still not satisfied that the grade is fair, she/he

should then consult the Graduate Program Adviser for the department in which the course was offered. The Graduate Program Adviser will then attempt to resolve the disagreement.

If the student is still dissatisfied, or if the program adviser was the instructor who assigned the grade originally, the student should appeal in writing to the Director of Graduate Programs.

The Director will appoint a Graduate Grade Appeal Committee consisting of three faculty members from the department, all of whom have taught graduate courses. The Graduate Program Adviser may not serve on this committee.

The committee will examine all materials relevant to the appeal, submitted by both the instructor and the student, and will prepare a written report of its findings, either sustaining the original grade or recommending a change.

The Director will notify the student, the instructor, and the Office of Graduate Studies of the Committee's decision. If the Committee recommends a grade change, its chairperson will forward that recommendation with the decision.

Grade appeals must be initiated in the semester following the entry of a permanent grade, and no grades can be changed after the date of graduation. The decision of the Graduate Grade Appeal Committee is binding on all parties.

Academic Integrity

The most common but not the only forms of academic dishonesty are cheating on examinations and plagiarism, which is the appropriation of the words or ideas of another person, whether taken from print or electronic media, which are then passed off as one's own.

When academic dishonesty is suspected, the instructor will inform the student of his suspicions and the student's rights to:

- Receive any charges in writing;
- Remain silent without assumption of guilt;
- Receive from the instructor a copy of the Academic Integrity Statement; and
- Be advised of the instructor's intended sanction. The instructor and student may resolve the situation, either by agreeing that the suspicions are unfounded or agreeing upon a sanction. Any sanction agreed upon at this point must be reported, together with the charges, to the Office of Graduate Studies. The instructor must report these facts in writing. If no agreement is reached between the student and the instructor, the instructor must report in writing his/her intended sanction to the Director of Graduate Programs and to the student as soon as possible. Then:
- The student may appeal in writing within three weeks of receiving notice of the intended sanction. If the Director is the instructor in question, the Dean of the School of Education will act for the Director.

- The Dean of the School of Education or of Arts and Sciences, depending on whether the course is a content or education one, will appoint a committee of three Old Westbury faculty members to adjudicate the matter within three weeks by majority vote.
- The decision of this committee is final. No further appeals are permitted. The committee will notify the student, the instructor, and the Office of Graduate Studies of its decision. If any part of the three-week period falls outside the regular semester, the first three weeks of the next regular semester shall apply.
- The Office of Graduate Studies will keep all records of such proceedings on file until the student's graduation, at which time the records will be destroyed.

If the charge of academic dishonesty is upheld, disciplinary penalties may be recommended by the Dean's Committee, pursuant to the due process provisions of the Board of Trustees' Bylaws. Such penalties, which may be imposed only through the Bylaws process, include but are not limited to: 1) suspension from the College or 2) expulsion from the College.

* The Old Westbury Portal: [my.oldwestbury](https://my.oldwestbury.edu)

The college's main line of communication to students is through the Old Westbury portal. Important information, registration, bills, bill payment, and grades are available on the portal.

Instructions to access the portal:

-Access <https://my.oldwestbury.edu>

-Enter your User Name.

-Enter your Student PIN. The initial PIN is your birth date entered in mmddy for

Immunization Requirements

All students born after January 1, 1957, who plan to register for at least six 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 meningitis 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 the mumps vaccination is defined as one dose of live mumps vaccine on or after the first birthday, a physician-documented history of disease or a serologic evidence of immunity.

Records should include the date when the vaccine was administered, the type, the manufacturer and lot number of the vaccine, and the signature of the person administering the vaccine. The record must be on letterhead or stamped with the name of organization. The diagnosing physician must sign the physician documentation of disease.

All documentation should be submitted to the College's Office of Student Health Services 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 semester credit/hours are exempt from these requirements, immunization is strongly encouraged by public health officials. College courses that are offered at other locations are not exempt from this regulation.

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. All tuition and fee charges are established in accordance with State University of New York policies. Once a student has been admitted to the Graduate School, all courses taken are charged at the graduate tuition rate, including any undergraduate courses taken to fulfill degree prerequisites.

ANTICIPATED COSTS FOR THE FALL 2010 SEMESTER

	NEW YORK STATE RESIDENT	OUT-OF- STATE RESIDENT
<i>Tuition</i>		
Full time (12+ credits)	\$4185.00	\$6625.00
Part-time (per credit)	349.00	552.00
<i>College Fee</i>		
Full time (12+ credits)	12.50	12.50
Part-time (per credit)	.85	.85
Student Activity Fee		
Full time (12+ credits)	63.00	63.00
Part-time	41.50	41.50
Health Service Fee		

<i>Full time (12+ credits)</i>	<i>90.00</i>	<i>90.00</i>
<i>Part-time (per credit)</i>	<i>7.50</i>	<i>7.50</i>
<i>Technology Fee</i>		
<i>Full time (12+credits)</i>	<i>130.00</i>	<i>130.00</i>
<i>Part-time (per credit)</i>	<i>10.50</i>	<i>10.50</i>

International students: A mandatory health insurance fee of \$951.00 will be charged to all international students and to Old Westbury students studying abroad.

Charges & Fees – Full-Time:

The fees below are payable for each occurrence or request:

College Identification Card Replacement	\$10.00
Key Replacement	\$10.00
Late Registration Fee	\$40.00
Re-Registration Fee (following cancellation of classes)	\$40.00
Returned Check Fee	\$20.00
Late Add/Drop Fee (per transaction)	\$20.00
Transcript Fee (each official and student copy)	\$5.00
Diploma Fee	\$10.00
Late Payment Fee	\$50.00

**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.

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, I-104.

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 by the due date may result in the cancellation of classes.

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 Bursar's Office at (516) 876-3168.

Office of Vocational and Educational Services for Individuals with Disabilities, Sponsored Students

The Office of Vocational and Educational Services for Individuals with Disabilities (VESID), 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 VESID.

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 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 Registrar's Office, 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 VESID, Veterans Benefits, or Tuition Plans.

Refund Schedule

Tuition

A student who submits an appropriately completed drop or withdrawal form shall be liable for payment of tuition in accordance with the following schedule. A drop or withdrawal form, which is obtainable at the Registrar's Office, must be completed and returned to that office by the deadline listed in the class schedule. Refunds will be calculated based on the date of withdrawal, defined as the date the Registrar's Office receives the request.

Schedule of Tuition Liability

Liability During Percentage of Semester

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

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 through the Registrar's Office. **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 approved.

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

Exceptions

- 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.
- 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.

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. A refund **must** be requested.

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. The foreign student health insurance fee cannot be deferred. Payments must be made in full to the Bursar's Office. (Evidence to authenticate an alternative insurance plan held by a student must be produced before a waiver can be granted.) For additional information, students may contact the International Student Advisor, located in the Office of Enrollment Services.

Health Service Fee

Refunds of the Health Service 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 Office of Student Health Services.

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 Registrar's Office.

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. Except as specified above, fees are nonrefundable.

Financial Aid

The Office of Financial Aid, in addition to administering various federal/state financial aid programs, offers an extensive network of services to assist students in meeting the costs related to their graduate education. Individual financial counseling, financial aid application workshops, debt-management counseling and scholarship opportunities 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 utilizes the maximum available federal/state aid resources to assemble a financial aid package that consists of grants, loans and scholarships for eligible students so that the burden on the students and their families will be minimal.

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

Students wishing to apply for any/all federal or state student financial assistance (grants, loans and scholarships) should use the online services provided at www.oldwestbury.edu/financial_aid_grad.cfm or contact the Office of Financial Aid to complete all required applications by the specified deadlines, as well as submit all necessary documentation to comply with regulatory requirements.

Students can meet privately with a financial aid professional who will review the application process step by step and collect all of the required documentation. Applicants can apply electronically at www.fafsa.ed.gov. Contact the Office of Financial Aid for additional information.

Application Documentation

The Office of Financial Aid prepares students' Financial Aid Application Packets consisting of:

- Free Application for Federal Student Aid (F.A.F.S.A.)/Renewal Application; available at www.fafsa.ed.gov
- Institutional Financial Aid Application (I.F.A.A.)

In addition to the applications, students are required to submit all appropriate documentation to the Office of Financial Aid prior to the determination of eligibility. All information is used strictly for the sole purpose of determining a student's eligibility for federal/state student financial assistance. The following items are examples of some of the necessary documentation:

- A verification Worksheet
- A signed photocopy of student's previous year's federal/state income tax return (IRS 1040/1040A, IT200, etc.);
- Documentation of student/family previous year's benefits from public assistance, Social Security, unemployment assistance, or other programs;
- Documentation of non-tax filing status.

Application Process Overview Applicants should contact the Office of Financial Aid to arrange for attendance at a financial aid application workshop. The student will be instructed regarding the date, time and place of the workshop, as well as whatever documentation the student will need to bring to the workshop. The Free Application for Federal Student Aid (FAFSA) will be mailed to the Central Processing System (CPS) (copies kept on file), to be processed through a federal formula developed by Congress. This formula, which is written in the law, allows analysis of the applicant's total family income and assets, as well as other important variables. The formula also provides an expected family contribution. This figure is used by the Office of Financial Aid, as required by law, to determine a student's need. Need, in this concept is derived by using the following formula:

Cost of Attendance (minus) - Expected Family Contribution (minus) - Outside Resources (equals) = Financial Need

Students who demonstrate this financial need receive a financial aid "package" (referred to earlier), once they fulfill all the necessary requirements for being awarded federal/state student financial aid.

Approximately four to six weeks after the FAFSA is mailed, or two to three weeks if submitted electronically, students will receive Student Aid Reports (SAR's) that must be checked for accuracy. At this point, the Office of Financial Aid will review students' applications, request additional documentation (if necessary), and upon completion, send an

Award Letter to students advising them of the assistance they are eligible to receive. This Award Letter must be signed and returned to the Office of Financial Aid no later than ten days from the date of the letter. **Accepted and registered students can view items requested and/or award offerings on-line utilizing the Student Information System (https://owsis.oldwestbury.edu/pls/prod/twbkwbis.P_GenMenu?name=homepage)**

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.

Types of Student Financial Aid Available

The College at Old Westbury participates in most federal and state financial aid programs. Students are urged to contact the Office of Financial Aid for specific information regarding these programs. The Office of Financial Aid also provides several publications to parents/students, such as:

- Financial Aid/ The Student Guide/ USDE
- FAFSA ON THE WEB/USDE
- SUNY: How to Apply for Student Financial Aid/HESC
- SUNY: Your Student Loan/Your Rights and Responsibilities
- SUNY: Your Student Loan/Paying Back
- Financial Aid Brochures
- College at Old Westbury College Work Study and Off-Campus Employment Program

Federal Student Financial Aid

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

- United States citizenship or non-citizen eligibility
- Enrollment as a regular student in an eligible degree program
- Documented "need" as described in the Application Process Overview above

- Possession of a signed statement of Updated Information, Selective Service, Registration Status, Educational Purpose, and Refunds and Defaults
- At least half-time enrollment for Federal Family Education Loan eligibility

Federal Family Loans: financial aid that must be repaid with interest.

Federal Stafford Loan: (formerly Guaranteed Student Loan): subsidized and unsubsidized low interest educational loans that assist students in meeting educational costs. Applied for via the FAFSA, IFAA and the SAR's. Unsubsidized Federal Stafford Loans are available regardless of family income.

Important Note: When students apply for a Federal Stafford loan, they must sign an agreement to repay it. That agreement is called a Promissory Note. Students are urged to understand that these are legally binding contracts and the loans must be repaid even if they decide not to finish school. Any student who fails to repay the loan, will go into default and the school, the lender, New York State and the federal government will take legal action against the student to recover the money. The College feels that an education is the wisest and most important investment that an individual can make; however, before students take educational loans, the College urges them to see a financial aid professional to discuss their rights and responsibilities, and issues related to repayment, debt management and loan default.

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.

New York State Student Financial Aid

In addition to the various federal student financial aid programs, New York State residents (United States citizens, permanent residents or refugees) can apply for various other student financial assistance to help meet their costs of education. Students are urged to contact the Office of Financial Aid for specific information on these programs. Students must also be aware that, as is the case with federal student financial aid, state student financial aid has specific academic requirements for determination of eligibility. Students must meet both the Pursuit and Progress Standards set forth in this catalog and are reminded that they must repay any financial assistance that they receive if they are subsequently determined to be academically ineligible.

Tuition Assistance Program (TAP): a non-repayable grant available to eligible New York State residents to assist students in meeting their cost of tuition. **Applied for via a Free Application Federal Aid (FAFSA) and ETAP Application. Students must be enrolled full-time (at least 12 credits per semester) and meet other criteria as mentioned.**

Scholarships

The Office of Financial Aid posts scholarship offerings on its scholarship board located outside the office. Students should be aware that the office can provide scholarship listings, upon request, that describe various scholarships, as well as instructions for application.

Disbursements

Financial aid funds for eligible recipients are disbursed by the Office of the Bursar usually before mid-semester.* Therefore, it is strongly recommended that each financial aid recipient have **\$400** to **\$500** available (after the bill has been paid) to cover books and personal expenses, including transportation, until financial aid checks arrive.

* Federal Stafford checks may be reduced by the amount of an origination fee and an insurance 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.

A particular course can count toward a degree only once. Students who repeat courses will be using up their full-time equivalent semesters without a corresponding incremental increase in credit accumulation. Therefore, students who frequently repeat courses risk falling below the standard.

Students enrolled at the College must be making satisfactory progress before federal funds will be disbursed, whether or not aid was received for prior semesters. At the end of each semester, students are evaluated for financial aid eligibility for the following semester.

Transfer students are assumed to be in good academic standing and making satisfactory progress during their first semester at the College. They will be evaluated for aid eligibility after completion of their first semester at Old Westbury.

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 at Old Westbury, there are financial implications that students need to be aware of and to 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 at Old Westbury's refund policy is printed in the Schedule of Classes each semester.

Federal Title IV Return of Federal Student Aid-Federal regulations requires 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. Second, 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.

Amounts that must be returned to federal aid sources, whether by The College of Old Westbury or by you, will first be applied to your federal loans. If you are entitled to a refund from The College at Old Westbury of amounts you paid to cover institutional charges, any refund due you will first be applied to your obligation to return "unearned" aid before you receive money back.

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. Students must complete the official withdrawal process so as not to jeopardize their continued eligibility for financial aid.

- Student obtains Withdrawal Form from the Office of the Registrar, completes it, obtains appropriate signatures and returns it to Office of the Registrar. The withdrawal is processed and copies of the form distributed to Financial Aid and Bursar.

- Students who have received FFEL must schedule an exit interview with the Office of Financial Aid and/or Bursar.

- **The Office of Financial Aid calculates indirect costs according to 34 CFR, Section 668.22 of Title IV of the Higher Education Act of 1965, as amended, and a recognized calculation procedure.**

Student Health Service

The Student Health Service is located in Academic Village, Eleanor Roosevelt Hall, telephone (516) 876-3250. Its primary function is to maintain each student's health and promote healthful habits 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 service. **Students under 18 years old must have parent/guardian consent on file.** The service provides diagnosis and treatment of common student health problems and referrals for problems requiring more specialized care. In addition, students are guided toward an understanding of the role they play in determining their own health and how they can attain a high level of well-being.

It is recommended that all accepted students submit a record of a medical examination and a health history prior to attendance. These records provide the Student Health Service with the information needed in planning to meet the health care needs of individual students and the campus community as a whole.

The New York State Public Health Law (Section 2165) requires all enrolled college students to comply with laws regarding, meningitis, measles, mumps, and rubella. (For more information, see the section on Public Health Law in this 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 Service.

A Student Health Advisory Committee composed of students, faculty, and staff members' acts in an advisory capacity and makes recommendations to the President regarding improvements or changes in the programs, policies, and procedures. When the College is in session, Student Health Services generally has a nurse in attendance five days a week.

Physicians, nurses, and nurse practitioners are available Monday through Friday to provide primary care in the event of illness or injury.

Schedules are available upon request and are subject to change. Students who must be 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.

Additional health and dental plans are available to students. Students who have no other coverage are urged to purchase membership. International students are advised to contact the College's International Student Advisor, located in the Office of Enrollment Services, for information about mandatory health insurance coverage (see also Tuition and Fee section of this catalog).

The Student Health Service also offers screening for various illnesses. Students may call (516) 876-3250 for further information.

Confidentiality: Medical records are not released without the student's permission except as required by law.

Counseling Services:

Personal Counseling: Counselors are available for short-term individual counseling, group counseling, couples counseling, and family counseling for a wide range of personal issues. Personal counseling provides an opportunity to learn how to resolve personal issues that are confusing or distressing, talk with someone who is not involved in your everyday life, is professionally trained, unbiased and can give more useful feedback from a different perspective. Outside referrals can be made for students needing long-term treatment or psychiatric care.

Crisis Intervention: In an emergency situation, counselors will provide immediate crisis intervention counseling and assist with the management of the situation. For crisis assistance during regular hours of operation call the center. In the event of an after hours emergency, students should call University Police at (516) 876-3333.

Consultation and Outreach: These services include planning and presenting programs, consulting with groups and organizations, and co-sponsoring programs with other departments on campus. Such programs include Drug & Alcohol Awareness Week, Rape Awareness Week, and other mental health related topics. Consultations are available for staff, faculty, or administrators to address a range of issues including services available at the center; how to recognize students who need help; strategies for helping connect a student with the counseling center or other support services, as well as other related matters. Counseling Center Staff are also available to consult with concerned family members, friends, or roommates of students experiencing emotional distress.

Peer Counselor Empowerment Training Program: The program provides training in how to be active listeners, reach out to peers who are experiencing stresses and difficulties in their lives, encourage them to seek help, and make referrals. The program has several goals – to

change students' attitudes by removing the stigma associated with counseling; promote the norm that it's okay to seek help; to assist the efforts of outreach for the Counseling and Career Services Center and to help the peer counselors develop their leadership skills.

The Office of Counseling & Career Services is located in the lower level of the Student Union building. The hours of operation are Monday through Friday, 8:30AM – 5PM, with evening hours available by appointment. For more information, call (516) 876-3053.

Residential Life

The campus has fourteen (14) residence halls, five (5) of which are new three story structures and house approximately 1000 students. The new halls feature: oversized double rooms, satellite television service, two (2) data ports per room, two (2) telephone lines per room, study-lounges and laundry and kitchenette facilities on each floor, state-of-the-art security technology, and ADA compliant amenities.

The Office of Residential Life also assists residents in building a community, in which each individual can live comfortably and safely as each grows and develops. To accomplish this, Residential Life provides staff, facilities, policies and procedures to help residents make the most of their residence hall experience. Additionally, to enhance a resident's growth and development, the Residential Life staff sponsors a series of social, cultural, and educational programs and activities while providing a host of other services.

The Office of Residential Life is located on the third floor of the Campus Center, Room H-316, and can be reached by calling (516) 876-3210. The main office hours are from 8:30 a.m. to 5:00 p.m., Monday through Friday. There are also six community offices with one located in each hall, as well as the Residence Hall Directors' offices. These offices are staffed sporadically (Monday through Friday) 9:00 a.m. through 8:00 p.m. Resident Assistants are available in their hall duty offices between 8:00 p.m. and midnight, Friday through Wednesday, and between 12:00 a.m. and 4:00 a.m. on Thursday.

*To be eligible for campus housing, a student must be enrolled full-time (at least 12 credit hours), and maintain a cumulative GPA of at least 2.0.

Office of Student Activities (OSA)

The Office of Student Activities is responsible for helping students develop programs designed to enhance their social, cultural and recreational life at the College and to provide opportunities for personal cognitive growth and educational experiences.

The professional staff oversees and advises the Student Government Association and its affiliated clubs and organizations and recognized fraternities and sororities. The office provides interested students with the opportunity to participate in leadership development seminars and trainings through the LEAD program and various other opportunities for co-curricular enrichment. Additionally, the Office of Student Activities is responsible for enhancing commuter involvement and coordinating campus-wide programs such as the Welcome Back Barbecue, Stay Up at the Union, Comedy Night and many other programs.

The office is located in the Student Union, room 303 and can be reached by calling 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.

Identification (I.D.) Cards

- A valid College I.D. card is the official College at Old Westbury identification for all students, faculty, staff and other employees. It must be carried at all times when on the campus of the College at 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.

Vehicle Registration (Parking Permits)

All vehicles routinely parked on campus must display a registration decal. The decal can be purchased at the Office of the Bursar upon payment of the appropriate fee. If a vehicle with a pass is being repaired, a temporary pass may be obtained at the University Police Department (UPD).

The University Police Department (UPD) acknowledges and honors all handicapped parking permits issued by governmental authorities. The department issues only 14-day temporary permits to employees. Students requiring temporary handicapped permits must report to the Student Health Service located in Building 7 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.

Campus Codes and Policies

Code for Student Conduct

SUNY College at 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 governing campus-operated housing 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 College at 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.

Computer Equipment, Facilities and Data Policy

Persons wishing to use the College's information processing equipment, facilities or data must obtain and follow the procedures and guidelines for proper use. The instructions are posted in computer laboratories and on personal computers wired to the mainframe/network. Attempts to access, acquire or modify the College's information processing equipment or data by any means other than those specifically provided and authorized by the College are prohibited. The College discourages members of the campus community from maintaining copies of legally-sensitive information. In the case that this is required as part of their job, they are expected to take reasonable means to secure such information. This includes, but is not limited to keeping these copies physically secure and encrypted in such a manner as to render the information useless in the event of a theft of said copies. Examples of copies include files, reports, etc. that contain legally-sensitive information and are stored on local/network drives, floppies, CD-ROMs, flash drives, etc. Attempts to make, acquire, use or modify copies of computer software licensed to the College in a manner that violates these license agreements, including but not limited to, copying for personal use, use for private business, or creating a computer "virus" are prohibited. Software not provided by the College may not be installed or used in the College's equipment. WiFi a.k.a. 802.11 wireless networking. The College provides this system for the convenience of students to access educational, class related material. The 802.11 standard has many well-known security vulnerabilities. Therefore, the College makes no claims as to the security of this network or its suitability for any other purpose. Students use it at their own risk.

Institutional Review Board

The Institutional Review Board (IRB) is established to protect the rights and welfare of human research subjects recruited to participate in research activities conducted under the auspices of the institution with which it is affiliated. The IRB and the Human Subjects Research Committee (HSRC) have the authority to approve, require modifications in, or disapprove all research activities that fall within its jurisdiction as specified by federal regulations and local institutional policy. Students are protected as human research subjects under these guidelines. IRB Chair: Dr. Diana Papademas.

Non-Discrimination / Anti-Harassment Policy

SUNY College at Old Westbury is committed to an educational and employment environment in which all individuals are treated with respect and dignity. Each individual has the right to work or study in a professional atmosphere that promotes equal treatment and prohibits discriminatory practices, including harassment. Therefore, the College expects that all relationships among persons at the College will be professional and free of bias, prejudice and harassment. It is the policy of the College to ensure equal treatment without discrimination or harassment on the basis of race, color, national origin, religion, sex, age, disability, citizenship, marital status, sexual orientation or any other characteristic protected by law. The College prohibits and will not tolerate any such discrimination or harassment.

Definitions of Harassment

1. **Sexual harassment** constitutes discrimination and is illegal under federal, state and local laws. For the purposes of this policy, sexual harassment is defined, as in the Equal Employment Opportunity Commission Guidelines, as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when, for example: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic treatment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or study performance or creating an intimidating, hostile or offensive working or learning environment. Sexual harassment may include a range of subtle and not so subtle behaviors and may involve individuals of the same or different gender. Depending on the circumstances, these behaviors may include, but are not limited to: unwanted sexual advances or requests for sexual favors; sexual jokes and innuendo; verbal abuse of a sexual nature; commentary about an individual's body, sexual prowess or sexual deficiencies; leering, catcalls or touching; insulting or obscene comments or gestures; display or circulation on the campus of sexually suggestive objects or pictures (including through e-mail); and other physical, verbal or visual conduct of a sexual nature. 2. Harassment on the basis of any other protected characteristic is also strictly prohibited. Under this policy, harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race, color, religion, sex, national origin, age, disability, citizenship, sexual orientation, marital status or any other characteristic protected by law or that of his/her relatives, friends or associates, and that: (1) has the purpose or effect of creating an intimidating, hostile or offensive work or study environment; (2) has the purpose or effect of unreasonably interfering with an individual's work or study performance; or (3) otherwise adversely affects an individual's employment or learning opportunities. Harassing conduct includes, but is not limited to: epithets, slurs or negative stereotyping; threatening, intimidating or hostile acts; denigrating jokes and display or circulation on the campus of written or graphic material that denigrates or shows hostility or aversion toward an individual or group (including through e-mail).

Individuals and Conduct Covered

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

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

Retaliation is Prohibited

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

COMPLAINT PROCEDURE

Reporting an Incident of Harassment, Discrimination or Retaliation

The College strongly urges the reporting of all incidents of discrimination, harassment or retaliation, regardless of the offender's identity or position. Individuals who believe they have experienced conduct that they believe is contrary to the College's policy or who have concerns about such matters should file their complaints with the College's Affirmative Action Officer/Title IX Coordinator, Assistant to the President for Administration or the College President or any member of supervision or faculty member the individual feels comfortable with who is then obligated to report the complaint to the Affirmative Action Officer/Title IX Coordinator, Assistant to the President for Administration, or the College President. Individuals should not feel obligated to file their complaints with their immediate supervisor — or a member of supervision — before bringing the matter to the attention of one of the other of the College's designated representatives above. Individuals who have experienced conduct they believe is contrary to this policy have a legal obligation to take advantage of this complaint procedure. An individual's failure to fulfill this obligation could affect his or her right to pursue legal action. Early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment, discrimination or retaliation. The College strongly urges the prompt reporting of complaints or concerns so that rapid and constructive action can be taken. The availability of this complaint procedure does not preclude individuals who believe they are being subjected to harassing conduct from promptly advising the offender that his or her behavior is unwelcome and requesting that it be discontinued.

The Investigation

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

Responsive Action

Misconduct constituting harassment, discrimination or retaliation will be dealt with appropriately. Individuals who have questions or concerns about these policies should talk with the College's Affirmative Action Officer/Title IX Coordinator. Finally, these policies should not, and may not, be used as a basis for excluding or separating individuals of a particular gender, or any other protected characteristic, from participating in business, academic or work-related social activities or discussions in order to avoid allegations of harassment. The law and the policies of the College prohibit disparate treatment on the basis of sex or any other protected characteristic, with regard to terms, conditions, privileges and perquisites of employment/ education. The prohibitions against harassment, discrimination and retaliation are intended to complement and further these policies, not to form the basis of an exception to them.

CONTACT INFORMATION:

Department Telephone # Location

Office of the President (516) 876-3160 Campus Center, Rm. H-400

Office of Affirmative Action/Title IX Coordinator (516) 876-3179 Campus Center, Rm. I-211

Office of the Assistant to The President for Administration (516) 876-3179 Campus Center, Rm. I-211

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

Federal and State Regulations

The Rules and Regulations for Maintenance of Public Order

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

Education Law

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

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that s/he is unable, because of religious beliefs, to attend classes or to participate in any examination, study or work requirements on a particular day or days. 2. Any student in an institution of higher education who is unable, because of religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements. 3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school because of religious beliefs, an equivalent opportunity to make up any examinations, study or work requirements which s/he may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity. 4. If classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study or work requirements shall be made

available on other days, where it is possible and practical to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days. 5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of her/his availing herself/himself of the provisions of this section. 6. Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of her/his rights under this section.

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 Coordinator of Services for Students with Disabilities, Academic Village, Room D-112 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

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 on the facts available. Students wishing to inspect their records shall direct their requests to the office concerned with those records. Information concerning a student, other than “directory information,”¹ will not be shared with any individual without written approval of the student, 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.
- Student records may circulate within the College for disclosure to those with an appropriate educational interest. This permits the sharing of student records with the College administration for purposes of academic programming, fiscal planning and related matters. 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.

Public Health Law

Public Health Law (Article 21, Title VI, Section 2165) requires measles, mumps and rubella immunity for students attending colleges and universities in New York State. All registered students must address meningitis by declination or proof of vaccination within the past ten (10) years. Students born on or after January 1, 1957, who plan to register for at least six 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 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 Service, Roosevelt Hall, Academic Village.

***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 stamped with their address and title.

1 "*Directory information*" includes information relating to a student's name, address, e-mail address, date and place of birth, major field of 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.

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 Support Services

The Library

The Library today is a process as well as a place. The campus network and the Internet deliver library services far from the physical library, which is located in the L wing of Campus Center. The catalog to our 200,000 volumes is available online throughout the Internet. Links to libraries worldwide make it possible to locate and request material through interlibrary loan. The 900 periodical subscriptions are complemented by an even greater number of online, full-text periodicals accessible throughout the network. Online indexes direct the user to additional articles. The Media Services Department has 4,600 audiovisual items, private viewing booths and presentation classrooms, and it also provides media services around the campus. 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.

Quality access to quality material is not enough, especially in the rapidly changing electronic world. Librarians are available to assist students with printed materials and one-on-one tutorials at the computer. Librarians also provide a formal instruction component to many courses and offer voluntary workshops for the College community. The logic of search construction and the evaluation of electronic sources are taught along with specific techniques. To learn more, point your browser to www.oldwestbury.edu/library.cfm

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 methods and application and use of technology to improve language instruction. It will examine strategies for developing literacy in the Spanish language focusing on text selection, comprehension and critical analysis. Topics include using reading and writing processes to choose and evaluate class materials, select appropriate texts, develop integrated curricula and assess the effects on student learning. The course includes field experience in the secondary schools. *Fieldwork under supervision.*

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. 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, as well as participate in their own "action research" project. Reflection practices will be developed through a videotaped lesson and self evaluations. *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 deeply investigate literacy in the Spanish classroom, research methods and application and use of technology to improve language instruction. It will examine strategies for developing literacy in the Spanish language focusing on text selection, comprehension and critical analysis. Topics include using reading and writing processes to choose and evaluate class materials, select appropriate texts, develop integrated curricula and assess the effects on student learning. Teacher practitioners will be evaluating and synthesizing the current research trends in the field of language education, as well as conducting their own action research project. There will be a strong focus on reflection practices through a videotaped lesson and self assessments. *Fieldwork may be required for some candidates, as determined by the Program Coordinator.*

*****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.

BS7500 Culminating Experience: no credits

The capstone experience is jointly developed for both Biology and Chemistry students in the MAT program. The focus is on the development by the candidates of multidisciplinary, inquiry-based demonstrations for the high school classroom that will capture the essence of science. The candidates will design and demonstrate these demonstrations/laboratory inquiries. The main goal of this capstone experience is to empower these

candidates to become master teachers able to impart the disciplinary core to their students. The focus throughout will be on concept-centered learning and inquiry-based activities. These activities will be assessed by a graduate faculty committee.

(2) Chemistry (Chemistry and Physics Department)

BS/CP6500 Science and the Community (offered jointly with Biology): 3 credits

This course is subdivided into 3 separate modules: Science and Ethics; Community Resources in the Sciences; and Safety in the Science Classroom. Each of these sections will concentrate on the importance of the relationship between science and the local community. Topics covered will include the relevant science as well as applicable regulations and policy at state and national levels.

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.

CP7500 Culminating Experience: no credits

The capstone experience is jointly developed for both Biology and Chemistry students in the MAT program. The focus is on the development by the candidates of multidisciplinary, inquiry-based demonstrations for the high school classroom that will capture the essence of science. The candidates will design and demonstrate these demonstrations/laboratory inquiries. The main goal of this capstone experience is to empower these candidates to become master teachers able to impart the disciplinary core to their students. The focus throughout

will be on concept-centered learning and inquiry-based activities. These activities will be assessed by a graduate faculty committee.

(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 four 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, 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.

Faculty

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
Julio C. González Martínez	Ed.D. Child and Family Studies, University of Massachusetts at Amherst.	Special Education- Foundations of Education
Amy Hsu	Ed.D. Reading, Language and Cognition Hofstra University	Literacy-Methodology
Xavier Marechaux	Ph.D. History Universite de Paris I (France)	Social Studies Coordinator- Methodology
Stephanie Schneider	Ed.D. Childhood Education Hofstra University	Foundations, Literacy
Jeanne Shimizu	Ph.D. Mathematics Education Pennsylvania State University	Mathematics Coordinator- Methodology
Diana Sukhram	Ph.D. Special Education University of Illinois-Urbana-Champaign	Special Education- Foundations