

Department of Special Education and Literacy

Student Handbook 2013-2014



Long Island University/Post

Long Island University/Brentwood

Table of Contents

Welcome	3
Program Descriptions	4
Plan of Studies	10
Special Education	
Special Education/Case (30 Credits)	
Literacy (30 Credits)	
Course Descriptions	20
Additional Information	28
Important Dates	31
Helpful Hints	32
Department of Special Education and Literacy	33
Important Telephone Numbers	35

Welcome

The faculty and staff of LIU Post and LIU Brentwood welcome you to your program of study. We are committed to a program of the highest quality. We wish you much success as you pursue your educational and professional goals.

The purpose of this handbook is to provide you with very important information that will assist you throughout your studies. It is not meant to replace the graduate bulletin or the LIU catalog but to supplement them and provide you with a guide throughout your educational activities with the masters' degree programs. This handbook will answer many questions you might have concerning deadlines, expectations, and program requirements. We are here to help you in every way possible, but the ultimate responsibility for fulfilling all graduation requirements lies with each student.

The Department of Special Education and Literacy offers the following degrees: M.S. in Literacy (grades 1-6); and M.S. in Special Education with a specialization in Autism Spectrum Disorders (grades 1-6). We also offer an M.S. in Childhood/Special Education and an M.S. in Childhood/Literacy in cooperation with the Department of Curriculum and Instruction. Additionally, we have an Advanced Certificate in Special Education.

Dr. Louisa Kramer-Vida
Chair, Department of Special Education and Literacy
LIU Post

Program Description

M.S. in Childhood Education/Special Education: Concentration in Autism

The 51-credit program leads to dual New York State certification in childhood education (grades 1 to 6) and special education with a concentration in autism. Courses include psychological and social foundations of education; math, science and social studies methods; and curriculum and assessment. In addition, students take specialized courses in developmental reading, study of the exceptional child, literacy for children with disabilities, behavior management for children with autism, diagnosis and treatment of autism, language disorders, and curriculum-based assessment. Professors with extensive experience and expertise lead small classes, and the program places considerable emphasis on field study and practicum. A minimum of 150 hours of field experience are required prior to student teaching.

ADMISSIONS REQUIREMENTS

Applicants to the Master of Science program must meet the following requirements for admission.

- Application for Admission
- Application fee: \$40 (non-refundable)

Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.

- Applicants must have achieved at least a 2.75 in the candidate's major field and a 2.50 cumulative average. A minimum grade point average of B must be maintained for continuation in the program and eligibility for practicum experiences.

- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

Send application materials to:

Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

M.S. in Childhood Education/Special Education (Dual Certification)

This 48-credit Master of Science program prepares you for New York state certification in both Childhood Education and Special Education. You will learn to develop and teach innovative curricula for children in Grades 1 to 6, and to teach elementary school children with special needs, including mental handicaps, learning disabilities, emotional and behavioral disorders, developmental disorders and physical disabilities. In addition, you will explore the historical, social and legal foundations of special education and receive extensive clinical experience by working with children with special needs. You will learn to identify the characteristics of youngsters with varying levels of learning difficulties and adapt instructional strategies and materials to fit their

needs. In service to our local community, the Department of Special Education and Literacy houses two on-campus clinics for children with reading challenges and disabilities: the Literacy and Learning Development Center and the Center for Community Inclusion.

ADMISSION REQUIREMENTS

Applicants to the Master of Science program must meet the following requirements for admission.

- Application for Admission
- Application fee: \$40 (non-refundable) Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Applicants must have achieved at least a 2.75 in the candidate's major field and a 2.50 cumulative average. A minimum grade point average of B must be maintained for continuation in the program and eligibility for practicum experiences.
- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5

M.S.Ed. in Special Education: Concentration in Autism

Autism is a complex developmental disability that typically appears in the first three years of life. The Centers for Disease Control estimate that as many as one out of every 110 children falls somewhere on the autism disorder spectrum. Helping these children and their families is the goal of the master's degree program in special education with a concentration in autism. The 30-credit Master of Science in Education prepares highly specialized educators to work with autistic children and adults. It also prepares educators to work in teams with psychologists, social workers and families to respond to the special needs of this unique population. The program leads to New York State certification in Special Education for Grades 1-6, and includes three courses certified by the Behavior Analyst Certification Board. As a student in this program, you will study the assessment and instruction of students with severe disabilities, behavior management for children with autism and developmental disorders, communication development and language disorders in autistic children and other subjects central to the education of children on the autism spectrum.

Professors with extensive experience and expertise lead small classes, and the program places considerable emphasis on field study and practicum.

Admission Requirements

Applicants to the M.S.Ed. in Special Education:

Concentration in Autism must meet the following requirements for admission.

- Application for Admission.
- Application fee: \$40 (non-refundable). Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.
- Bachelor's degree with at least a 2.75 in the candidate's major field and a 2.50 cumulative average in undergraduate studies. In addition, a provisional or initial teaching certificate is required. Special education applicants must hold provisional or initial certification in elementary or childhood education.
- Personal Statement that addresses the reason you are interested in pursuing graduate work in this area of study.

•Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

•**Send application materials to:**

Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

M.S. in Literacy (Birth to Grade 6)

The 30-credit Master of Science program leads to New York State certification as a Literacy Teacher for children from Birth to Grade 6, and prepares you to work in schools and clinical settings as a literacy specialist. The curriculum prepares you to teach reading and written communications, develop reading curricula, evaluate student progress, and identify students in need of corrective and remedial instruction. In addition, you will develop skills for communicating with parents and encouraging them to become intimately involved in their child's reading experience. Students will gain clinical experience at our on campus Literacy and Learning Development Center.

ADMISSION REQUIREMENTS

Applicants to the Master of Science program must meet the following requirements for admission.

- Application for Admission.
- Application fee: \$40 (non-refundable).

Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.

- Applicants must have achieved at least a 2.5 overall and 2.75 in major grade point average or equivalent in an accredited

bachelor's program. Applicants must hold provisional or initial teaching certificate. Students who do not meet these requirements are welcome to discuss their options for admissions with the graduate advisor.

- Personal Statement that addresses the reason you are interested in pursuing graduate work in this area of study.

•Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

•**Send application materials to:**

Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

M.S.Ed. in Special Education

Teaching students with special needs in elementary school requires dedication and knowledge. The 30-credit Master of Science in Education in Special Education (M.S.Ed.) will prepare you to create effective learning environments for three types of students: mentally handicapped, emotionally disturbed and learning disabled. These three areas of specialization are incorporated into one comprehensive program that covers grades 1 to 6. You will study classroom management and the diagnosis and correction of learning disabilities. You will learn about inclusion techniques - a trend toward keeping special education children in regular classes while also providing additional assistance in that setting. Elective courses include the use of technology in special education, understanding the neurologically impaired child, and the psychology and education of autistic children. Supervised student-teaching opportunities will give you real-world experience with this special population. The MS.Ed. in Special Education program is accredited by the Teacher Education Accreditation Council, signifying the program of study meets the highest standards of quality in preparing competent, caring and qualified professional educators who will teach and lead in public and private schools.

ADMISSION REQUIREMENTS

Applicants to the M.S.Ed. in Special Education must meet the following requirements for admission.

- Application for Admission.
- Application fee: \$40 (non-refundable).

Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.

- Applicants must have achieved at least a 2.75 in major and 2.5 overall cumulative G.P.A. in a bachelor's program. Initial (or provisional) teaching certificate is required. Special education applicants must hold provisional or

initial certification in elementary, early childhood or childhood education. A minimum grade point average of B must be maintained

for continuation in the program and eligibility for practicum experiences.

- Personal statement that addresses the reason you are interested in pursuing graduate work in this area of study.

- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language

(TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or minimum IELTS score: 6.5.

- **Send application materials to:**

Graduate Admissions Office

LIU Post

720 Northern Boulevard

Brookville, N.Y. 11548-1300

M.S. in Childhood Education/Literacy (Dual Certification)

Literacy is an important part of a child's social, emotional and intellectual development. The stronger a child's reading and comprehension skills, the greater the child's potential for life-long success. The Master of Science in Childhood Education/Literacy explores the values of reading,

writing and technology and will train you to become a New York State certified teacher of children from grades 1 to 6. This 48-credit program will greatly expand your career opportunities by preparing you for dual certification – offered by New York State – in both childhood education and teaching literacy. The program is accredited by the Teacher Education Accreditation Council, signifying it meets the highest standards of quality in preparing competent, caring and qualified professional educators in public and private schools. In your courses, you will explore basic principles of elementary education curricula as well as a full spectrum of instructional strategies and assessment methods. For example, "Social Foundations of American Education" looks at the development of the American school system in a rapidly changing environment, with emphasis on the relationship between education and society, while "Curriculum Development for the Classroom Teacher" examines historical theoretical and practical considerations of the purpose, content and organization of educational experiences (including non-school settings).

Coursework in literacy covers reading comprehension, selecting appropriate literature for classroom learning, remedial instruction, and current trends in testing and reading techniques. Field work will enable you to work with individual children in classroom settings. In service to our local community,

the Department of Special Education and Literacy offers an on campus clinic for children with reading challenges: the Literacy and Learning Development Center.

ADMISSION REQUIREMENTS

Applicants to the Master of Science program must meet the following requirements for admission.

- Application for Admission
- Application fee: \$40 (non-refundable).

Official copies of your undergraduate and/or graduate transcripts from any college(s) or universities you have attended.

- Applicants must have achieved at least a 2.5 overall and 2.75 in major grade point average or equivalent in an accredited bachelor's

program. Students who do not meet this requirement are welcome to discuss their options for admissions with the graduate advisor.

- Personal Statement that addresses the reason you are interested in pursuing graduate work in this area of study.

- Students for whom English is a second language must submit official score results of the Test of English as a Foreign Language

(TOEFL). The required minimum acceptable TOEFL score is: 79 Internet-based (213 computer-based or 550 paper-based) or

minimum IELTS score: 6.5.

- **Send application materials to:**

Graduate Admissions Office

LIU Post

720 Northern Boulevard

Brookville, N.Y. 11548-1300

Certificate of Advanced Study in Secondary Special Education

The Department of Special Education and Literacy announces an Advanced Certificate in Adolescent Special Education. This certificate requires 15 credit hours and will be offered to graduate students who already possess New York State Teachers Certification or currently meet the requirements for New York State Certification. The certificate program has been State approved. Teaching students with special needs requires dedication and knowledge. The Certificate of Advanced Study in Secondary Special Education will introduce you to the world of exceptional students and prepare you to create effective learning environments for them. You will study classroom management and assessment and instruction of students with disabilities. You will learn about inclusion techniques. A supervised practicum will give you real-world experience with this special population. The Certificate of Advanced Study is accredited by NYSED, signifying that the program of study meets the highest standards of quality in preparing competent, caring and qualified professional educators who will teach and lead in public and private schools.

•Send application materials to:

Graduate Admissions Office
LIU Post
720 Northern Boulevard
Brookville, N.Y. 11548-1300

LONG ISLAND UNIVERSITY/LIU POST CAMPUS
Department of Special Education and Literacy
Plan of Study – Stand Alone Master’s in Childhood Special Education
(For Student’s certified in Education)

NAME: _____ **ID #** _____

ADDRESS: _____

PHONE: Home() _____ **Cell**() _____

CERTIFICATION(copy to be placed in file): **State:** _____ **Area:** _____

Date: _____ **Type:** _____

Course #	Title	Credits	Semester
EDS 600	<i>Introduction to the Study of Exceptional Child</i> 3 CR. If comparable course has been taken within the past 5 years, student must select as an elective if available in the Department of Special Education or Literacy or a Summer Institute.		
EDS 620	<i>Assess. & Diagnosis of Children with Disabilities</i> 3 CR. Pre-requisite or co-requisite: EDS 600		
EDS 617	<i>Literacy for Children with Disabilities: Birth-Gr.6</i> 3 CR. Pre-requisite or co-requisite: EDS 600		
EDS 630	<i>Curriculum Based Assess. & Inst. of Students. with Mild Disabilities</i> (Field Experience 15 hours) 3 CR. Pre-requisite or co-requisite: EDS 600		
EDS 631	<i>Curriculum Based Assess. & Inst. of Students with Severe Disabilities</i> (Field Experience 15 hours) 3 CR. Pre-requisite or co-requisite: EDS 600		
EDS 632	<i>Instruction & Classroom Management for Children with Emotional & Behavior Problems</i> (Field Experience 10 hours) 3CR. Pre-requisite or co-requisite: EDS 600 .		
EDS 633	<i>Accommodating Learners with Special Needs in Inclusive Settings</i> (Field Experience 10 hours) 3 CR. Pre-requisite or co-requisite: EDS 600		
EDS 702	<i>Supervised Practicum in Special Education</i> 3 CR. Pre-requisites EDS 600, 620, 630, 631, 632, 633		
EDS 624	<i>Contemporary Issues & Research in Special Education</i> 3CR. (must be taken within last 9 credits) Pre-requisites EDS 600, 620, 630, 631, 632, 633		
EDS ____	<i>Elective in Special Education</i> 3 (Summer Institute or elective)		

Total Credits 30 Requirement for Certification in Special Education: CST in Students with Disabilities Previously Taken: N.Y.S. Certification Requirements: Tests: A.L.S.T., E.A.S., C.S.T. (Multi-subject), Other: Child Abuse & Violence Seminars, Fingerprinting

Student Signature _____ Academic Advisor _____

Chairperson _____ Date: _____

Observation hours:

EDS 630 15 hrs.

EDS 631 15 hrs.

EDS 632 10 hrs.

EDS 633 10 hrs.

Department of Special Education and Literacy
Plan of Study – Stand Alone Master's in Special Education/CASE
(For Students Certified in Education)

Name: _____ **ID #** _____
ADDRESS _____
PHONE: Home () _____ **Cell** () _____
CERTIFICATION(copy of be placed in file):State _____ **Area** _____
Date: _____ **Type** _____

EDS 600 Introduction to the Study of the Exceptional Child 3CR

* If a comparable course was taken within the past 5 years, student must select as an elective, a 3 credit course from the Summer Institutes.

EDS 620 Assess. & Diagnosis of Children with Disabilities 3CR

Pre-requisite or co-requisite: EDS 600

EDS 617

Literacy for Children with Disabilities: Birth-Grade 6 3CR

Pre-requisite or co-requisite: EDS 600

EDS 630

Curriculum Based Assess. & Inst. of Students with Mild Disabilities 3CR

(Field Experience 15 hours) Pre-requisite or co-requisite: EDS 600

EDS 629

Curriculum Based Assess. & Inst. of Students with Severe Disabilities 3CR

FALL ONLY (Field Experience 15 hours) Pre-requisite or co-requisite: EDS 600

EDS 635

Behavior Management for Children in Autism and Developmental Disorders 3CR **Spring only**

(Field Experience 10 hours) Pre-requisite or co-requisite: EDS 600

SPE 681

Communication Development & Language Disorders in Children with Autism

3 CR **Spring only** (Field Experience 10 hours)

EDS 704

Practicum in Special Education/Autism 3CR.

EDS 625

Contemporary Issues & Research in Autism Spectrum Disorders 3CR

EDS 750

Institute: Diagnosis & Treatment of Autism 3 CR. **SUMMER ONLY**

Total Credits 30 Requirement for Certification in Special Education: CST in Students with Disabilities Previously Taken: N.Y.S. Certification Requirements: Tests: A.L.S.T., E.A.S., C.S.T. (Multi-Subject), Other: Child Abuse & Violence Seminars and Fingerprinting

Date _____ Student Signature _____

Academic Advisor _____

LONG ISLAND UNIVERSITY/LIU POST CAMPUS
Department of Special Education and Literacy

Plan of Study – Stand Alone Master's in Literacy
(For Students Certified in Education)

EDS 610 *Literacy Teaching and Learning: Birth-Grade 6* 3 CR.

If a comparable course was taken within the past 5 years, the student must select as an elective, a 3 credit course from the following selections: Summer Institute; EDS 617, Literacy for Children with Disabilities; or EDS 611, Literacy Assessment and Instruction for the Classroom Teacher. **No electives can be taken until 9 credits in Literacy have been completed at LIU Post.**

EDS 600 *Introduction to the Study of Exceptional Child* 3CR.

If a comparable course was taken within the past 5 years, the student must select a 3 credit course from the following electives: EDS 630; 632; 633; or Summer Institute.

EDS 613 *Literacy and Children's Literature: Birth-Gr.6* 3cr.

(Pre-requisites: EDS 610)

EDS 619 *Literacy and Literature-based Reading Instruction: Birth-Gr. 6* 3cr

(Pre-requisites: EDS 610)

EDS 640 *Literacy in the Content Areas: Birth-Grade 6* 3cr (Pre-requisites: EDS 610)

EDS 642 *Literacy & Language Arts Instruction: Birth- Gr. 6* 3 cr(Pre-requisites: EDS 610)

EDS 615 *Practicum I. Literacy Assessment & Intervention: Birth-Gr. 6* 3cr.(Supervised Clinic) (Pre-requisites: EDS 610, 613, 619, 640, and 642)

EDS 616 *Practicum II. Literacy Intervention: Birth-Grade 6* 3cr. (Supervised Clinic)

(Pre-requisites: EDS 610, 613, 619, 640, 642, and 615)

EDS 703 *Practicum III. Overcoming Literacy Difficulties: Birth-Grade 6* 3cr.

(Supervised Clinic) (Pre-requisite EDS 610, 613, 619, 640, 642, 615, and 616)

EDS 622 *Contemporary Issues in Literacy Research: Birth-Grade 6* 3cr.

(Must be taken within the last 9 credits or as the final course)

Total Credits 30 Requirement for Certification in Literacy: CST in Literacy

Previously Taken: N.Y.S. Certification Requirements: Tests:..A.L.S.T., E.A.S., C.S.T., Other: Child Abuse & Violence Seminars and Fingerprinting

Date_____

Student Signature _____

ID #_____

Academic Advisor_____

(50 hrs. of observation will be completed during practicum courses)

Plan of Study
Advanced Certificate in Adolescent Special Education - Generalist

Course No.	Title	Field Exp. Hrs.	Credit Hrs.
EDS 600	Introduction to the Study of Exceptional Children, K-12	10 hours	3 credits
EDS 630/631	Assessment and Instruction of Students with Disabilities at the Elementary and Secondary Level	10 hours	3 credits
EDS 632	Instruction and Classroom Management for Students with Emotional Behavior Problems	15 hours	3 credits
EDS 633	Accommodating Students with Special Needs In Inclusive Settings	15 hours	3 credits
EDS 702	Supervised Practicum in Special Education at the Secondary Level (20 Days or Equivalent)		3 credits
Total Credits : 15			

Pre-requisites:

- Pedagogy Core at the Developmental Level
- 2 Courses in each Liberal Arts area: English Language Arts, Math, Science & Technology, and Social Studies.

Student's Signature_____

Date_____

Advisor's Signature_____

Date_____

NYS Certification Requirements:

- ALST • EAS • Multi Subject CST 7-12 • Fingerprinting • Child Abuse Seminar • Violence Prevention Seminar • Health and Substance Abuse Seminar
- Autism Workshop
- Exams will change effective May, 1, 2014

College of Education, Information and Technology
Departments of Curriculum and Instruction/Special Education & Literacy
Master of Science in Childhood Education/Special Education Initial Certificate in Childhood
(Grades 1-6)/ Special Education (Grades 1-6)– Effective Fall2013

Minimum of 150 hours of field experience required **prior** to student teaching

COURSES OFFERED BY CURRICULUM & INSTRUCTION: Must be taken prior to Special Ed

	courses				
1	{	EDI 600	Psychological Foundations of Ed.	(3 CR)	J2
		<i>Maximum</i>			
		EDI 601	Social Foundations of Amer. Ed.	(3 CR)	
		<i>credits</i>			
		EDI 677	Curr. & Assessment for Cl. Teachers	(3 CR)	
		<i>per</i>			
		EDI 612	Teaching Social Studies in School Grades 1-6	(3 CR)	
		<i>semester</i>			
		EDI 613	Teaching Math in School Grades 1-6	(3 CR)	
		EDI 614	Teaching Science in School Grades 1-6	(3 CR)	
		HE 205A	Adolescent Health and Substance Abuse Workshop (2 hrs)	<u>(0 CR)</u>	
			<i>(Mandatory will NOT graduate without it)</i>		
			Sub Total Credits	18 CR	

COURSES OFFERED BY SPECIAL EDUCATION & LITERACY:

2	{	EDS 610	Literacy Teaching and Learning B-6	(3 CR)	}	9
		EDS 600	Intro. Into the Study of the Exceptional Child	(3 CR)		
		EDS 617	Literacy for Children w/ Disabilities	(3 CR)		
3	{	<i>Maximum</i>			}	
		EDS 630	Assess. & Instr. Of Students w/ Mild Dis.	(3 CR)		
		<i>credits</i>				
		EDS 631	Assess. & Instr. Of Students w/Severe Dis	(3 CR)		
		<i>per</i>				
3	{	EDS 632	Assess., Instr., & Cl. Mang. for Children w/problems	(3 CR)	}	
		<i>semester</i>				
		EDS 633	Acc. Learners w/Special Needs in Inclusive Settings	(3 CR)		
		EDS 624	Contemporary Issues & Research in Special Ed:	(3 CR)		
			<i>(Taken within the last 9 credits of program)</i>			
		EDI 552	Pre-Student Teaching Seminar: Critical Issues in Edu	<u>(0 CR)</u>		
			<i>(Mandatory-Taken 1 semester prior to student teaching)</i>			
			Sub Total Credits	24 CR		

STUDENT TEACHING (1 Full semester):

4	{	EDS 713	Super. Student Teaching in Special Ed	(1/2 semester)	(3 CR)
		EDI 710	Super. Student Teaching in Childhood	(1/2 semester)	<u>(3 CR)</u>
		Sub Total Credits			6 CR

A. Culminating Experience (see Faculty Advisor)

Comprehensive Exam or Thesis-EDI 705 (3 cr) or Final Project (Portfolio)

Total Credit in Program = 48-51credits

B. Other Certification Requirements

1. Child Abuse (2 hour seminar) to register, call (516) 299-2236
2. Violence Prevention/Project SAVE (2 hour seminar) to register, call (516) 299-2236
3. Dignity for All Students Act “DASA” (6 hour workshop)
4. Fingerprinting-for information: <http://higered.nysed.gov/tcert/>
5. Liberal Arts Review
6. New York State Teacher Certification Exams (NYSTCE)
 - 2 CST's : Multi Subject and Students with disabilities
 - Educating All Students Test
 - Academic Literacy Skills Test
 - EdTPA: Teacher Performance Assessment

College of Education, Information and Technology
Departments of Curriculum and Instruction/Special Education & Literacy
Master of Science in Childhood Education/Literacy
Initial Certificate in Childhood (Grades 1-6)/ Literacy (B-6) – Effective Fall 2013
****Minimum of 150 hours of field experience required **prior** to student teaching****

COURSES OFFERED BY CURRICULUM & INSTRUCTION: must be taken prior to Literacy courses

1	EDS 600	Psychological Foundations of Ed.	(3 CR)	Maximum 12 credits per semester
	EDS 601	Social Foundations of Amer. Ed.	(3 CR)	
	EDS 677	Curr. & Assessment for Cl. Teachers	(3 CR)	
	EDS 612	Teaching Social Studies in School Grades 1-6	(3 CR)	
	EDS 613	Teaching Math in School Grades 1-6	(3 CR)	
	EDS 614	Teaching Science in School Grades 1-6	(3 CR)	
	HE 205A	Adolescent Health and Substance Abuse Workshop (2 hrs)	(0 CR)	

(Mandatory will NOT graduate without it)

COURSES OFFERED BY SPECIAL EDUCATION & LITERACY:

2	EDS 610	Literacy Teaching and Learning B-6	(3 CR)	Maximum 9 credits per semester
	EDS 600	Intro. Into the Study of the Exceptional Child	(3 CR)	
3	EDS 619	Literacy & Literature-based Reading Instr.	(3 CR)	
	EDS 640	Literacy in the Content Areas: B-Grade 6	(3 CR)	
	EDS 642	Literacy and Language Arts Instr.: B-Grade 6	(3 CR)	
	EDS 552	Pre-Student Teaching Seminar: Critical Issues in Edu	(0 CR)	

(Mandatory -Taken 1 semester prior to student teaching)

CHILDHOOD STUDENT TEACHING (1/2 semester):

4	EDS 710	Super. Student Teaching/ Seminar Gr. 1-6	(3 CR)
---	---------	--	--------

LITERACY PRACTICUMS - Taken separate semesters and consecutively:

5	EDS 615	Practicum I. Literacy Assess. & Intervention	(3 CR)	Taken separate semesters
	EDS 616	Practicum II. Literacy Intervention	(3 CR)	
	EDS 703	Practicum III. Overcoming Literacy Diff.	(3 CR)	
	EDS 622	Contemporary Issues in Literacy Research:	(3 CR)	

Taken within the last 9 credits of the program

A. Culminating Experience (see Faculty Advisor)

Comprehensive Exam or Thesis-EDS 705 or Final Project (Portfolio)

Total Credit in Program = 48-

51credits

B. Other Certification Requirements

1. Child Abuse (2 hour seminar) to register, call (516) 299-2236
2. Violence Prevention/Project SAVE (2 hour seminar) to register, call (516) 299-2236

3. Dignity for All Students Act “DASA” (6 hour workshop)
4. Fingerprinting-for information: <http://higered.nysed.gov/tcert/>
5. Liberal Arts Review
6. New York State Teacher Certification Exams (NYSTCE)
 - 2 CST's : Multi Subject and Literacy
 - Educating All Students Test
 - Academic Literacy Skills Test
 - EdTPA: Teacher Performance Assessment

College of Education, Information and Technology
Departments of Curriculum and Instruction/Special Education & Literacy
Master of Science in Childhood/Special Education (CASE)
Initial Certificate in Childhood (Grades 1-6)/Special Ed (Grades 1-6) Effective Fall 2013
****Minimum of 150 hours of field experience required **prior** to student teaching****
Track B- 51 credits

COURSES OFFERED BY CURRICULUM & INSTRUCTION

EDI 600	Psychological Foundations of Ed.	(3 CR)
EDI 601	Social Foundations of Amer. Ed.	(3 CR)
EDI 677	Curr. & Assessment for Cl. Teachers	(3 CR)
EDI 612	Teaching Social Studies in School Grades 1-6	(3 CR)
EDI 613	Teaching Math in School Grades 1-6	(3 CR)
EDI 614	Teaching Science in School Grades 1-6	(3 CR)
HE 205A	Adolescent Health and Substance Abuse Workshop (2 hrs)	<u>(0 CR)</u>
	<i>(Mandatory will NOT graduate without it)</i>	

Sub Total Credits 18CR

COURSES OFFERED BY SPECIAL EDUCATION & LITERACY:

EDS 610	Literacy Teaching and Learning B-6	(3 CR)
EDS 600	Intro. Into the Study of the Exceptional Child	(3 CR)
EDS 617	Literacy for Children w/ Disabilities	(3 CR)
EDS 630	Assess. & Instr. Of Students w/Mild Dis	(3 CR)
EDS 635	Behavior Management: Autism & DD (SpringOnly)	(3 CR)
SPE 681	Language Disorders in MR/Autism (Spring Only)	(3 CR)
EDS 750	Institute: Diagnosis/ Treatment Autism (Summer Only)	(3 CR)
EDS 629	Curr. Based Assess/Instr. St. Severe Dis. Autism (Fall Only)	(3 CR)
EDS 625	Contemporary Issues & Research in Special Ed. (F/Spr Only):	(3 CR)
	<i>(Taken within the last 9 credits of program)</i>	
EDI 552	Pre-Student Teaching Seminar: Critical Issues in Edu	<u>(0 CR)</u>
	<i>(Mandatory- Taken 1 semester prior to student teaching)</i>	

Sub Total Credits 27 CR

STUDENT TEACHING (1 Full semester):

EDS 712	Supervised Student Teaching in Special Ed. Autism	(3 CR)
EDI 710	Supervised Student Teaching in Childhood Gr. 1-6	<u>(3 CR)</u>

Sub Total Credits 6 CR

A. Culminating Experience (see Faculty Advisor)

Comprehensive Exam or Thesis-EDI 705 (3 credits) or Final Project (Portfolio)

B. Other Certification Requirements

1. Child Abuse (2 hour seminar) to register, call (516) 299-2236
2. Violence Prevention/Project SAVE (2 hour seminar) to register, call (516) 299-2236
3. Dignity for All Students Act "DASA" (6 hour workshop)
4. Fingerprinting-for information: <http://higered.nysed.gov/tcert/>
5. Liberal Arts Review

6. New York State Teacher Certification Exams (NYSTCE)

- 2 CST's : Multi Subject and Student with Disabilities
- Educating All Students Test
- Academic Literacy Skills Test
- EdTPA: Teacher Performance Assessment

Special Education and Literacy Courses

EDS 600 Introduction to the Study of the Exceptional Child

A basic introduction to exceptionality. a consideration of emotional, neurological, and physically based etiologies as they relate to exceptionality. Specific reference will be given to an overview of disability and impairment and to a system of classification and criteria of classification.

Prerequisite of EDI 600, 601, 612, 613, 614, 677 are required of all Childhood/Literacy and Childhood/Special Education majors only.

Credits: 3

All Sessions

EDS 605 Beginning Reading & Writing Emergent Literacy

This course is designed for teachers who will learn about the teaching of language arts - reading, writing, listening and speaking in the early childhood classroom. This course will acquaint teachers with scientifically based research, theory, principles, practices, strategies, techniques and tools that are appropriate when considering literacy development in the early years (birth through second grade). The stages of child development and language acquisition will provide the framework for observing children's literacy development and determining appropriate approaches to literacy instruction.

Prerequisite of Early Childhood major required.

Credits: 3

Every Fall

EDS 610 Literacy Teaching and Learning: Birth-Grade 6

A study of strategies and resources in childhood language acquisition and the teaching of literacy for elementary school children. The newest techniques and research findings will be discussed. Students will observe, plan and instruct sample literacy lessons.

Prerequisites of EDI 600, 601, 612, 613, 614, and 677 with co-requisite of EDI 600 and 601 for Childhood EDI programs are required.

Credits: 3

All Sessions

EDS 611 Literacy Assessment for the Classroom Teacher: Birth-Grade 6

This course will acquaint students with current assessment techniques that can be used to evaluate elementary school children within the general education classroom. An emphasis will be placed on current literacy practices, techniques and strategies used in treating achievement problems of the elementary school child. Effective integration of technology in support of literacy within the classroom setting will be explored. Students will be involved in developing and discussing case studies.

Prerequisite of EDI 600, 601, and EDS 610 are required.

Credits: 3

Every Fall and Spring

EDS 612 Literacy Teaching & Learning: Grades 5-12

This course is designed to introduce the content and methods of literacy instruction for adolescent students. Beliefs and theories which have become the basis for instructional practices will also be discussed, as will the use of technologies which might offer new insight and opportunities for adolescent literacy instruction.

Prerequisite of Adolescent Education major are required.

Credits: 3

Cross-Listings: EDS 612, EDS 612

On Occasion

EDS 613 Literacy and Children's Literature: Birth-Grade 6

A survey of the literature for the school child with emphasis on the quality and characteristics of reading materials suitable for various groups. The changing characteristics of children's reading interests and the presentation of books through various media will be included. A reading file will be developed for a particular age group.

Prerequisite of EDS 610 is required

Credits: 3

Every Fall, Spring and Summer

EDS 615 Practicum I. Literacy Assessment and Intervention: Birth- Grade 6

Lecture: The course will stress diagnostic procedures for reading disabilities; observation and interview procedures; diagnostic instruments; standardized and informal tests; report writing and materials of instruction in these areas. Causative factors contributing to specific reading problems will also be explored and discussed. Clinic: Students will develop case studies with individual clients.

Prerequisistes of EDS 610, 613, 619, 640, 642 andco-requisite of EDS 610, 619, 640 ,642 are required.

Credits: 3

Every Fall, Spring and Summer

EDS 616 Practicum II. Literacy Intervention: Birth-Grade 6

The course will stress corrective procedures, planning and management for children with reading disabilities. Major creative techniques and clinical remedial procedures will be included. Clinic: Students will work with individual clients for a minimum of 20 hours under clinical supervision.

Prerequisite of 610, 613, 619, 640, 642 are required.

Credits: 3

Every Fall, Spring and Summer

EDS 617 Literacy for Children with Disabilities: Birth-Grade 6

This course covers theory, research and effective practices for teaching students with significant reading problems. Specifically, graduates will become immersed in the assessment of literacy problems and their use to provide effective instruction. Both formal and informal instruments will be discussed for determining children's strengths and needs. A variety of instructional

approaches will be considered for developing reading strategies and skills in children with disabilities.

Prerequisite or Co-requisite of EDS 600 or 610 is required.

Credits: 3

Every Fall, Spring and Summer

EDS 619 Literacy and Literature-Based Reading Instruction: Birth-Grade 6

Included are the background and description of the various types of literature based reading programs. This course will be concerned with planning, developing and implementing such instruction. The assessment procedures used by the classroom teacher and the implication of literature-based reading instruction upon the total school program will also be discussed.

Prerequisite or Co-requisite of EDS 610 is required

Credits: 3

Every Fall, Spring and Summer

EDS 620 Assessment and Diagnosis of Children with Disabilities

An introduction to instruments and valuation strategies used in assessing children with disabilities and the environmental conditions which contribute to their problems in learning. Practice in administration of test interpretation of results, with suggested remedial and therapeutic interventions, is an important facet of this course.

Prerequisite or Co-requisite of EDS 600 is required

Credits: 3

Every Fall, Spring and Summer

EDS 622 Contemporary Issues and Research in Literacy: Birth-Grade 6 (Culmination Experience)

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

Co-requisite of EDS 615 or 616 or 703 and must be taken in last 9 credits are required.

Credits: 3

Every Fall, Spring and Summer

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

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

Prerequisite of EDS 600, (610 or 620), 617, 630 and must be taken in the last 9 credits.

Credits: 3

All Sessions

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

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

Prerequisite of (EDS 600, 620, 617, 630, 750 or (Childhood/Literacy and Childhood/Special Education EDS 600, 610, 630, 750 and taken in last 9crs are required.

Credits: 3

Every Fall and Spring

EDS 629 Curriculum-based Assessment and Instruction of Students with Severe Disabilities - Autism

This course focuses on methodologies of: (1) assessment; (2) curriculum development;(3)individualized educational planning; and (4)instructional programming for children with severe developmental disabilities aged 6-12. Emphasis will be given to curriculum-based assessment as it relates to instructional planning. Assistive technology to support the learning process will be addressed. Accommodations to facilitate the successful inclusion of students with severe disabilities in general education classrooms will also be reviewed. Attention will be directed toward developing skill in task analysis, IEP preparation, and lesson planning. Case presentations will be utilized to highlight team building and interdisciplinary collaboration in educating children with severe disabilities. The course also includes 15 hours of field observation.

Field experiences are required.

Prerequisite of EDS 600 is required.

Credits: 3

Every Fall

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

The course will examine the complexity of the issues inherent in the teaching learning process with particular reference to students with mild disabilities in inclusive settings. The instructional dimensions that create the conditions of failure for students with learning problems will be characterized. A framework and practical strategies for the use of assessment procedures that focus on effective instructional planning and can reverse the cycle of failure for students with mild disabilities will be emphasized. An assessment model that generates information for the design of an instructional program and provides for the continuous monitoring of student progress in academic areas (such as reading, writing and math) and in content areas (such as social studies and science), will be outlined. Effective instructional strategies and elements of teaching practice that support the learning and growth of students with mild disabilities will also be addressed. The course also includes 15 hours of field observation.

Prerequisite of EDS 600 and Co-requisite of EDS 620 are required. Childhood/Special Education MS majors need a prerequisite of EDS 600 only.

Credits: 3

All Sessions

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

This course focuses on methodologies of: (1) assessment; (2) curriculum development; 3) individualized educational planning; and (4) instructional programming for children with severe developmental disabilities aged 6-12. Emphasis will be given to curriculum-based assessment as it relates to instructional planning. Assistive technology to support the learning process will be addressed. Accommodations to facilitate the successful inclusion of students with severe disabilities in general education classrooms will also be reviewed. Attention will be directed toward developing skill in task analysis, IEP preparation, and lesson planning. Case presentations will be utilized to highlight team building and interdisciplinary collaboration in educating children with severe disabilities. The course also includes 15 hours of field observation.

Field experiences are required.

Co-requisite of EDS 610 or 620 is required.

Childhood/Special Education MS Majors require a prerequisite of EDS 610 only.

Credits: 3

All Sessions

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

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

The course also includes 10 hours of field observation.

Prerequisites of EDS 600 & EDS 620 are required.

Childhood/Special Education MS Majors require a prerequisite of EDS 600 only.

Credits: 3 All Sessions

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

Inclusion represents one of the most significant challenges facing education in recent years. It requires critical changes in attitudes and practice for both general and special educators. This course will explore the concept of inclusion, discuss it from both a theoretical and practical perspective, and present strategies necessary for it to be successful. Included will be discussions of historical and current perspectives, collaboration among professionals, practical classroom administration, instructional adaptations, etc. One specific mechanism to facilitate inclusion will be the use of assistive and instructional technologies with an emphasis on those that can assist in the integration of students with disabilities. The course also includes 10 hours of field observation.

Prerequisite of EDS 600 and Co-requisite of EDS 620 are required. Childhood/Special Education MS Majors require a prerequisite of EDS 600 only.

Credits: 3

All Sessions

EDS 635 Behavior Management for Children with Autism & Developmental Disabilities

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

Prerequisite of EDS 600 is required.

Credits: 3

Every Spring

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

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

Prerequisite or co-requisite of EDS 610 is required.

Credits: 3

All Sessions

EDS 641 Literacy in Content Area 5-12

In this course, significant issues concerning adolescent literacy across the curriculum will be highlighted. Specifically, information concerning literacy development in adolescents will be explored in the context of varied philosophies, theories and practical applications. From this context, a range of viewpoints will be discussed and analyzed to provide a foundation for identifying and appraising a variety of perspectives on each issue concerning content area literacy for adolescents.

Co-requisite of EDS 610 is required for all Childhood/Literacy and Childhood/Special Education plans only. No prerequisites for Adolescent plans.

Credits: 3

All Sessions

EDS 642 Literacy & Language Arts Instruction B - GR 6

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

Prerequisite or co-requisite of EDS 610 is required.

Credits: 3

All Sessions

EDS 652 Sp. Ed A-Z Putting It All Together

Chances are that in the field of special education a graduate of a special education program will probably be hired as a teacher in one of three possible settings: resource room, self-contained special class or an inclusion setting. The first goal of this course will be to discuss the various steps that should be taken to insure the welfare of the children, the proper educational setting information that should be gathered and other areas to make the individual's job easier and more rewarding. This course assumes nothing and provides important information for all three settings. The second purpose of this course is to understand the needs of parents of children with disabilities in today's schools. This course will also familiarize students with the rights of parents in the special education process, the laws governing special education, the legal requirements of due process, holding responsible and practical parent conferences, helping parents work with their children at home, dealing and coping strategies for a variety of parent personality styles, explaining strategies to parents, working with parents on IEP development, and the role of the special education teacher in assisting parents and their children with transition services.

Credits: 3

On Occasion

EDS 702 Practicum in Special Education

The NYS Department of Education defines the practica as a structured, college- supervised learning experience for a student in a teacher education program through direct experiences with individual students or groups of students.

Prerequisites of EDS 600, 620, 617, 630, 631, 632, 633 or EDS 600, 630, 631, 632, 633 are required.

Credits: 3

Every Fall and Spring

EDS 703 Practicum III Overcoming Literacy Difficulties: Birth-Grade 6

(Open only to students in Literacy specialization.) Students will have full responsibility for diagnosis, correction and remediation of clients with various types of reading problems. Case studies will be developed and instruction will take place under supervision in the University clinic. A minimum of 30 contact-hours will be required in addition to weekly seminars.

Prerequisites of EDS 600, 610, 613, 619, 640, 615, 616 are required.

Credits: 3

Every Fall, Spring and Summer

EDS 704 Supervised Practicum in Special Education - Autism

The NYS Department of Education defines the practica as a structured, college- supervised learning experience for a student in a teacher education program through direct experiences with individual students or groups of students.

Prerequisites of EDS 600, 610 or 620, 617, 629, 630, 750 and co-requisite of EDS 625 or 629 or 635 or SPE 681 are required.

Credits: 3

Every Fall and Spring

EDS 712 Supervised Student Teaching and Seminar in Special Education (Autism)

Student Teaching in Special Education will require the student to spend a minimum of 175 hours working with students with disabilities at the childhood level in school settings. Student teaching will occur with ongoing supervision of a school based cooperating teacher (certified in special education), along with supervision by a member of the faculty. A weekly seminar will also be required in Special Education and Literacy which the student teaching experience will be discussed, along with current issues addressing preparation to enter into the profession.

Credits: 3

Every Fall and Spring

EDS 713 Supervised Student Teaching and Seminar in Special Education

Student Teaching in Special Education will require the student to spend a minimum of 175 hours working with students with disabilities at the childhood level in school settings. Student teaching will occur with ongoing supervision of a school based cooperating teacher (certified in special education), along with supervision by a member of the faculty. A weekly seminar will also be required in Special Education and Literacy which the student teaching experience will be discussed, along with current issues addressing preparation to enter into the profession.

Credits: 3

Every Fall and Spring

EDS 750 Institute

Multiple sessions, see bulletin.

Credits: 3

Every Summer

Additional Information

Matriculation

Students are admitted to the LIU/Post Campus in one of the following categories:

1. Full Matriculate – A student who has submitted all required documentation and meets all eligibility requirements for his/her degree program.
2. Limited Matriculate – a student who plans to apply for full matriculation but does not currently meet all academic requirements.
 - Limited matriculate students will only be permitted to register for a maximum of ____ credits, in which they must receive a grade of “B” or better in each class. Upon fulfillment of this, the students must fill out an application to be reclassified as a full matriculate. Advisor.....
 - L.A.S.T. and A.T.S.W. scores only for 6 credits.
 - Official transcript

Waivers

Students are eligible to waive a required course, for example, (EDS 600 and/or EDS 610) if a comparable course was taken during their undergrad studies, with approval of the department chair. Such a course must have been taken within the past 5 years and completed with a grade of “B” or better. If a course is waived, students must take an elective to make up the credits.

Transfer Credits

Transfer of any graduate courses must be evaluated during the first semester of study. Transfer of graduate credits is limited to six semester hours, which have not been used for another Masters’ degree. Official transcripts and course descriptions must be submitted with your written request. Transfer credits must have been completed within the last 5 years with a grade of “B” or better and taken at an accredited institution. The credits must be appropriate to the program.

Fieldwork/Observation Hours

The following is a breakdown for observation hours for the:
Dual Programs: Childhood Education/ Special Ed
Childhood Education/Literacy

Stand-alone programs: Special Education
Literacy
Childhood classes
Undergrad classes

****Please inform your student at the beginning of each semester as to how many hours they have to perform as each of our programs have different requirements for observation hours.
Childhood Education/Special Education 150 Hours**

Special Education: 90 Hours

Course Hours
EDS 600 - 15
EDS 610 - 10
EDS 617 - 15
EDS 630 - 15
EDS 631 - 15
EDS 632 - 10
EDS 633 - 10

Total 90

The remainder of the 150 hours will be in the childhood courses (60 hrs)

Childhood Education/Special Education Case 150 Hours

Special Education: 90 Hours

Course Hours
EDS 600 - 15
EDS 610 - 10
EDS 617 - 15
EDS 630 - 15
EDS 629 - 15
EDS 635 - 10
SPH 681 - 10

Total 90

The remainder of the 150 hours will be in the childhood courses (60 hrs)

Childhood Education/Literacy 150 Hours

Literacy: 90 Hours

Course Hours
EDS 610 - 10
EDS 600 - 15
EDS 619 - 10
EDS 615 - 10 * 5 min, 10 max
EDS 616 - 20
EDS 703 - 30

Total 90-95

The remainder of the 150 hours will be in the childhood courses (60 hrs)

SPECIAL EDUCATION Stand-alone (30 Credits)

EDS 630 - 15

EDS 631 - 15

EDS 632 - 10

EDS 633 - 10

Total 50**SPECIAL EDUCATION Case Stand-alone (30 Credits)**

EDS 630 - 15

EDS 629 - 15

EDS 635 - 10

SPH 681 - 10

Total 50

*****If observation hours are required as part of the course of study or syllabus for any specific course, the student is required to complete those hours even though it is not a state requirement in his/her specific program.***

The Special Education program requires a practicum course EDS 702. Students must complete all coursework to be eligible to take the practicum.

The stand-alone Literacy program requires 50+ hours. Some of these hours will be completed during the practicum courses. The program includes three practicums: EDS 615, EDS 616, and EDS 703. These practicums must be done in order and during separate semesters.

Graduation

Diplomas are issued three times a year: January, May, and September. Students MUST fill out a degree application to graduate. Applications may be obtained in the Registrar's Office located in Kumble Hall or your advisor. Application deadlines are listed in the schedule of classes.

A Commencement Ceremony is held each May for September, January and May graduates.

Important Dates

The exact dates are not listed below because they tend to change with the semester. For exact dates please see your course catalog or

<http://www.cwpostliu.edu/cwis/cwp/registrar/calendar.php>

January	Spring courses begin
February	Graduation Application in for May graduates
March	Summer/Fall registration begins
May	Term ends/Summer I begins
June	Summer I ends/Summer II begins
July	Summer II ends/ Graduation Applications in for September graduates
August	Summer III begins and ends
September	Fall courses begin
October	Spring registration begins/Graduation Application in for January graduates
December	Term ends

Helpful Hints

- A fully matriculated student is eligible to take up to 9 credits per semester.
- A full load for graduate students is 9 credits per semester.
- For financial aid eligibility a student must be enrolled in at least 6 credits each semester and must re-apply each year by March 1st. (See Financial Aid counselors in Kumble Hall)
- Credits already used towards a degree cannot be used for another degree.
- In order to graduate, a student must fill out a degree application for at least three months prior to graduation. (See Records Office, Kumble Hall)
- Grades are usually sent out to students about 2-3 weeks after the end of the semester. Students can access their grades over the Student Information System on the LIU website: <https://it.liu.edu/sis/SISLogin.aspx>
- Official transcripts for prospective employers, etc., must be requested in writing to the Records Office, Kumble Hall. Please note: if you owe the University any fines or have any blocks on your account, your request cannot be processed.
- If any of the following blocks appear on your account you will not be able to register until they have been cleared. (A) Admissions, (B) Bursar, (S) Security and (V) Vaccination.
- The student Health & Counseling Center is located in the Life Science Building (east side), room 154, ground level. All visits are free and confidential. Primary medical care and a wide range of services are available (516) 299-2345
- Call the certification office for any questions on certification.
- You can access Observation forms and letters on the portal <http://soeport.cwpost.liu.edu/SPD.html>

Department of Special Education and Literacy

Chairperson

Dr. Louisa Kramer-Vida

LIU/Post Academic Counselors

Lucille DeVito 299-2199

Isha Morgenstern 299-3554

Brentwood Academic Counselors

Barbee Cherry 631-273-5112

Lorraine Macholz 631-273-5112

Secretarial Staff at LIU/Post

Mary Molloy 299-2245

Faculty

Lynn Cohen

Associate Professor of Education

516 299-3675

lynn.cohen@liu.edu

Kathleen M. Feeley

Associate Professor of Education

516 299-2231

Kathleen.feeley@liu.edu

George A. Giuliani

Professor of Education

516 299-3581

George.giuliani@liu.edu

Louisa Kramer-Vida

Chair, Department of Special Education and Literacy

Assistant Professor of Education

516 299-2245

Louisa.vida@liu.edu

Roberta Levitt

Associate Professor of Education

516 299-3128

Roberta.levitt@liu.edu

Ronald Minge
Professor of Education
516 299-2195
Ronald.minge@liu.edu

Joel Mittler
Professor of Education
516 299-2158
jmittler@liu.edu

Anthony T. Palumbo
Assistant Professor of Education
516 299-3387
anthony.palumbo@liu.edu

Roger Pierangelo
Professor of Education
516 299-3678
roger.pierangelo@liu.edu

Joseph Sanacore
Professor of Education
516 299-2125
joseph.sanacore@liu.edu

Christopher Smith
Assistant Professor of Education
516 299-3678
Christopher.smith@liu.edu

Important Numbers

Emergency – Security	516 299-2222
Admissions- Graduate	299-2900
Bookstore	299-2639
College of Education, Technology and Information Science (Deans Office)	299-2210
Financial Aid	299-2338
Heath and Counseling Center (Infirmary)	299-2345
Library	
Acquisitions	299-2835
Circulation	299-2303
Periodicals	299-2872
Reference	299-2305
Reserve Desk	299-2303
Professional Experience and Placement (PEP)	299-2756
Reading Clinic (Joan Bura)	299-2207

Brentwood Campus 631-273-5112

Academic Counselor, Admissions, and Main Office can all be reached at the above number