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# SCHOOL OF EDUCATION

The School of Education offers one of the widest ranges of teacher education, counseling and administration programs in the northeast region of the United States. Courses are offered through the Departments of Curriculum and Instruction; Education Technology; Health, Physical Education and Movement Science; Special Education and Literacy; Counseling and Development; Educational Leadership & Administration and Communication Sciences and Disorders. The School offers programs leading to Bachelor of Science and Bachelor of Arts degrees, dual Bachelor's/Master's degrees and a comprehensive array of graduate programs that include master's and post-master's work.

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## Important Notice

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All of the programs in the School of  
Education remain fully registered and  
approved by the New York State.

Students planning to graduate after  
December 31, 2003 are advised to follow

our new programs of study in order to  
meet the new teacher certification  
requirements. Students are required to  
meet with their academic counselor as  
they move through the program.

Entering students who desire to teach  
art, music or any one of the academic  
subjects, must make an appointment  
with an academic counselor from both  
the School of Education as well as those  
academic subject departments to com-  
plete a Plan of Study.

These students register with the  
School of Education in their freshman  
year while continuing their studies in  
their major academic fields. In the  
sophomore year, all undergraduate stu-  
dents in the School of Education are  
advised to enroll in specified professional  
education courses.

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## Certification Programs

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State regulations contain a variety of  
new areas of certification and set new edu-  
cational requirements. Freshman students  
who registered in September 2001 were  
advised of the new requirements and pro-  
grams through their counselors and the  
School of Education. Most new require-  
ments can be met by students within a  
standard 4-year bachelor's program.

The School of Education also offers a  
variety of 5-year combined bachelor's/  
master's degree programs allowing for  
greater specialization and certification in  
two teaching areas.

### Programs are required to obtain initial teacher certification in New York State.

The new 4-year Bachelor of Science  
and 5-year Bachelor/Master of Science in  
education programs are:

- 4 Year Non-Certification Early  
Childhood (B\*-2)
  - 4 Year Initial Certification Early  
Childhood (B-2)
  - 4 Year Non-Certification Childhood (1-6)
  - 4 Year Initial Certification Childhood  
(1-6)
  - 4 Year Initial Certification Adolescence  
(7-12)
  - 4 Year Physical Education Program and  
4 Year Health Program and Health and  
Physical Education
  - 5 Year Dual Early  
Childhood/Childhood(B-6)
  - 5 Year Dual Early Childhood/Literacy (B-6)
  - 5 Year Dual Childhood/Early Childhood
  - 5 Year Dual Childhood/Adolescence
  - 5 Year Dual Adolescence/Childhood
  - 5 Year Dual Childhood/Special Education
  - 5 Year Dual Childhood/Literacy (B-6)
- \*B=Birth

### **Initial Certification (effective February 2, 2004)**

The professional programs listed on this page are approved and registered with the New York State Education Department and meet the state's requirements for Initial certification.

In order to become certified, all students must register for an approved School of Education program, must successfully complete the program and pass the New York State Teacher Certification Exams (NYSTCE): Liberal Arts and Sciences Test (LAST), the elementary or secondary Assessment of Teaching Skills-Written (ATS-W) and a Content Specialty Test (CST).

The C.W. Post School of Education is required to publish exam results annually. Pass rates for C.W. Post students taking the New York Teacher Certification Examinations in 2006/2007 are as follows:

For the Assessment of Teaching Skills-Written (ATS-W), a total of 566 students took the test and 562 passed for a "pass rate" of 99%. The statewide pass rate is 99%.

For the Liberal Arts and Sciences Test (LAST), a total of 563 students took the test and 550 passed for a "pass rate" of 98%. The statewide pass rate is 99%. The total summary pass rate is 93%. The statewide pass rate is 94%.

The New York State Education Department also mandates a two-hour Child Abuse Seminar and a two-hour Violence Prevention Seminar (Project S.A.V.E.) for students seeking certification.

All undergraduate teacher education candidates will be required to complete an approved Liberal Arts concentration. Students who complete the registered programs will be eligible for an Initial certificate determined by major. Inquiries regarding eligibility for an Initial certificate should be directed to the Office of Clinical Educational and Professional Certifications. Students who complete registered programs should apply for the Initial certificate directly through the School of Education, Office of Clinical Education and Professional Certifications.

### **Accreditation**

The Teacher Education in the Departments of Curriculum and Instruction, Physical Education and Movement Sciences and Special Education and Literacy are all accredited by TEAC-The Teacher Education Accreditation Council.

### **Professional Certification**

There are two requirements for candidates who receive Initial certification to

receive Professional certification (valid for 5 years). They are: 1) completion of an approved master's degree; 2) Three years teaching experience including one year with a mentor. No additional testing is required.

The C.W. Post School of Education offers master of science degrees that lead to Professional certification. These programs are outlined in the Graduate Bulletin available at the Admissions Office or online at [www.liu.edu/cwpbulletin](http://www.liu.edu/cwpbulletin).

An Initial Certificate is issued by the New York State Education Department and allows the candidate to teach. The candidate has five years to complete requirements for Professional certification.

All School of Education programs meet N.Y.S. certification requirements. Changes in these requirements, as mandated by the state, will be reflected in the programs the School of Education offers.

### **Adolescence Education Majors**

Students who desire to teach art, music or any one of the academic subjects listed on page 187 should enroll as Adolescence Education majors and must make an appointment with an academic counselor from both the School of Education as well as those academic subject departments (ie Art, Biology, English, Music, etc.) to complete a Plan of Study.

These students register with the School of Education in their freshman year while continuing their studies in their major academic fields. In the sophomore year, all undergraduate students in the School of Education are advised to enroll in specified professional education (pedagogical) courses.

Upon application, the student is assigned to an education counselor. The student, however, also continues consultations with the counselor in the field of academic concentration. Prior to final admission to the School of Education, such students are required to complete an "Application for Admission to a Teacher Education Program" and file it with the department. This application must be accompanied by a Plan of Study developed with an education counselor within a month after enrollment. A Plan of Study and registration forms require the signature of academic subject area and education counselors. Additionally, each student will have a faculty advisor from the School of Education.

### **Required Averages**

All students admitted to the Early Childhood, Secondary and Special Education programs, without condition,

must maintain a cumulative GPA of 2.50 and 2.75 in all School of Education courses and areas of specialization to be recommended for student teaching. Health Program and Health and Physical Education majors must maintain a cumulative GPA of 2.75 and 2.80 in all major courses for student teaching. Students lacking in requirements may be excluded from the Education program or may be admitted on probation, but their record will be closely and regularly examined to determine their fitness to continue. No education course may be taken Pass/Fail.

### **Field Observation and Participation**

Field Observation provides prospective teachers with meaningful off-campus experiences; e.g., observing and working with children or adolescents in community centers and schools in order to observe methods and materials utilized on a given grade level. This requirement is designed to help a student determine his or her interest in and aptitude for Education as a lifetime career. Moreover, it provides insights and perspectives that aid faculty in assessing the student's potentialities for a teaching career before he or she enters the final and most rigorous phase of the professional program: student-teaching in the elementary and secondary schools under the direction and supervision of full-time cooperating teachers and members of the Education faculty of C.W. Post. All students are required to have at least 100 hours of fieldwork prior to student teaching.

### **Methods Courses and Student Teaching**

Admission to courses in the methods and materials of teaching as well as in student teaching is restricted to students who meet prescribed academic and health standards and whose oral and written English, character and citizenship are deemed adequate for the demands and responsibilities of teaching based upon the professional judgment of the faculty. During the semester prior to student teaching, an application for admission to courses for student teaching must be filed with the Office of Clinical Education. The records of students who have been admitted to courses in methods and materials are reviewed again prior to student teaching. Students whose oral and written English are considered unsatisfactory may be disqualified from further participation.

The oral competency of all School of Education majors will be assessed via a voice and diction examination adminis-

tered by the faculty of the Communication Sciences and Disorders Department. In order to register for methods courses and student teaching, students must either pass the voice and diction examination or successfully complete the recommended remediation following failure.

Registration for student teaching or methods courses without meeting the above requirements is allowed with permission of the respective department chairperson and the dean.

If a student elects to waive the college-supervised student teaching, it is imperative that the counselor is notified and elective courses are selected to satisfy degree requirements. The student must also receive permission from the chair of the Department of Curriculum and Instruction.

Students who waive student teaching will not be eligible for certification because they will not be "program completers." This covers Childhood Education, effective 2/1/06, and all other teaching licenses, effective 2/1/09. Eligibility does not apply to candidates who hold a teaching license where the program in which student teaching is being waived is for an additional certificate.

Candidates for courses in student teaching are required to attend an application seminar the semester before student teaching. The above must be accompanied by a transcript verifying an overall GPA of 2.5 and a specific Education and/or subject area average of 2.75\*. See posted notices on bulletin boards in the School of Education for dates.

*\*Health Program and Health and Physical Education majors must maintain a cumulative GPA of 2.75 and 2.80 in all major courses for student teaching.*

## COMMUNICATION SCIENCES AND DISORDERS

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## Overview of Communication Sciences and Disorders

The Department of Communication Sciences and Disorders prepares students for the professions of Speech Language Pathology and Audiology so that they are able to work with communicatively handicapped individuals. Theoretical and practical approaches are combined throughout the undergraduate (B.S.) and the graduate levels (M.A. degree).

## B.S. in Speech-Language Pathology and Audiology

The undergraduate program combines theoretical studies of normal and disordered communication with limited field-based experiences while the student works toward a B.S. degree. The program prepares students in the prerequisites needed to pursue a career in speech-language pathology or audiology. To achieve this goal, the students must obtain a master's degree as well as fulfill other require-

ments needed to obtain their Certificate of Clinical Competence from the American Speech-language-Hearing Association (ASHA), New York State licensure, and teacher certification.

This degree requires students to fulfill 45 credits in the Liberal Arts core, 45 credits in Communication Sciences and Disorders courses, 14 credits in Education courses, 6 credits in English Composition and 19 credits in electives and co-related courses. Courses in the Department of Communication Sciences and Disorders provide knowledge of basic normal processes of speech, language and hearing as well as communication disorders.

Students admitted to the Communication Sciences and Disorders Program must maintain a cumulative GPA of 2.75 and a 2.75 average in the area of specialization, speech-language pathology and audiology.

## Jerrold Mark Ladge Speech and Hearing Center

The Center is fully equipped with the latest audiological and testing materials used in the diagnosis and treatment of speech, language and hearing disorders. Its clinical services, supervised by state licensed and ASHA certified speech language pathologists and audiologists, are available to the public.

The clinic also serves as a training center in order to provide undergraduates with opportunities to observe the evaluation and/or treatment of children and adults with communication disorders. Graduate students conduct evaluations and treat clients under the supervision of ASHA certified, New York State licensed faculty and supervisory staff.

## Typical Program in Speech-Language Pathology and Audiology

Freshman Year	
First Semester	Credits
*SPH 5 (Voice & Diction)	3
BIO 7	4
ENG 1	3
*SPE 51 (Phonetics of English)	3
CORE Math	3
College 101	1
Total	17

Second Semester	
Second Semester	Credits
*SPH 84 (Anatomy and Physiology)	3
BIO 8	4
ENG 2	3
CORE History or Philosophy	3
CORE Fine Arts	3
Total	16

<i>Sophomore Year</i>	
<i>First Semester</i>	<i>Credits</i>
Elective	3
*SPE 63 (Introduction to Linguistics and Language Acquisition)	3
CORE History or Philosophy	3
CORE Language or English Literature	3
EDI 14 (Historical, Philosophical, and Social Foundations of Education)	3
CORE Fine Arts	<u>3</u>
Total	18

<i>Second Semester</i>	
<i>Second Semester</i>	<i>Credits</i>
*SPE 67 (Introduction to Language Disorders)	3
CORE Language or English Literature	3
EDI 15A (Developmental Psychology)	3
*SPE 82 (Introduction to Speech Science)	3
CORE History or Philosophy	<u>3</u>
CORE	18

<i>Junior Year</i>	
<i>First Semester</i>	<i>Credits</i>
*SPE 90 (Introduction to Audiology)	3
*SPE 93 (Speech Pathology I)	3
SPE 85	3
EDI 16A (Educational Psychology)	3
HE 205 (co-related course)	<u>3</u>
Total	15

<i>Second Semester</i>	
<i>Second Semester</i>	<i>Credits</i>
*SPE 88 (Introduction to Neurology)	3
*SPE 91 (Aural Rehabilitation)	3
*SPE 94 (Speech Pathology II)	3
CORE	3
Elective	3
*EDU 35J (Methods and Materials for Speech-Language Therapy)	<u>3</u>
Total	18

<i>Senior Year</i>	
<i>First Semester</i>	<i>Credits</i>
*SPH 85 (Introduction to Articulation Disorders)	3
*SPE 65 (Introduction to Diagnostics)	3
*SPE 95 (Research)	3
Required Speech Elective	3-4
EDU 35 (Methods and Materials)	<u>2</u>
Total	13-14

<i>Second Semester</i>	
<i>Second Semester</i>	<i>Credits</i>
*SPE 64 (Organization and Administration)	3
SPE 86 (Practicum)	2
CORE	3
Elective	3
Physical Science	<u>3-4</u>
Total	14
Elective 1-2 Credits if necessary	
Total	130 credits

\*Required Communication Sciences and Disorders courses



### Minor in Speech-Language Pathology and Audiology

<i>Required</i>	<i>Courses</i>
Speech 51, 63, 82, 84, 93, 94	
Required-three of the following	<u>6</u>
Speech 88, 90	
Total	21

### Communication Sciences and Disorders Courses

Sections of SPE 95 and EDU 35J are often offered in Writing Intensive format to fulfill requirements of the Writing Across the Curriculum Program; students must check with academic advisors and consult the schedule of classes for current course offerings.

**SPE 5 Voice and Diction**  
This course covers the basic theory of voice and speech production and the development of acceptable standards of voice and articulation in ongoing speech. Included is the study of the most typical patterns of American speech and drill materials that emphasize individual improvement.  
*Every Semester, 3 credits*

**SPE 51 Phonetics of English**  
This course is an introduction to phonetic and phonemic structure of American English: sound formulation and dialectic differences. Related acoustic, anatomical and physiological factors are considered along with broad and narrow IPA transcription.  
*Every Semester, 3 credits*

### SPE 63 Introduction to Linguistics and Language Acquisition

The normal process and stages of language acquisition in children from birth to adolescence are described in this course. The relationship between children's language and children's perceptual, cognitive and social development are explained within a cultural context.  
*Prerequisite: SPE 51.*  
*Fall, 3 credits*

### SPE 64 The Organization and Administration of a Communication Sciences and Disorders Program in the Elementary and Secondary Schools

A study of speech, language and hearing remediation programs as well as the organizational procedures, professional interrelationships, administrative and professional responsibilities involved in such programs are covered in this course.  
*Prerequisites: SPE 51, 63 and 67.*  
*Spring, 3 credits*

### SPE 65 Introduction to Diagnostic Procedures

Diagnostic methods in speech and language pathology are covered in this course. The interview, the case history, the oral facial, and clinical examination are described. Subjective and objective methods of assessment are introduced. Students become familiar with standardized and non-standardized tests. Spontaneous sampling and analysis are taught.  
*Prerequisites: SPH 63, 67, 85 and 93.*  
*Fall, 3 credits*

### SPE 67 Introduction to Language Disorders in Children

This course assists the student in identifying disorders or delays in language development. Semantic, syntactic, pragmatic and phonological aspects of language are discussed. Assessment procedures and therapeutic methods are included in the discussions.  
*Prerequisites: SPE 51, 63, 84.*  
*Spring, 3 credits*

**SPE 82 Introduction to Speech Science**

This course is a study of acoustic events and processes involved in speech and language. Information on speech transmission and reception is provided.

*Prerequisite: SPE 84.*

*Spring, 3 credits*

**SPE 84 Anatomy and Physiology of the Speech and Hearing**

This course is an introduction to anatomical, neurological, and physiological aspects of speech, language, and hearing and swallowing.

*Every Semester, 3 credits*

**SPE 85 Introduction to Articulation Disorders and Phonological Disorders**

This course focuses on the nature and treatment of articulation disorders in children. Course content includes a review of articulatory phonetics and the rule-governed system(s) underlying phonological development. Normal phonological development is contrasted with disordered development, and evaluative and treatment procedures are presented.

*Prerequisites: SPE 51, 63, 84.*

*Fall, 3 credits*

**SPE 86 Clinical Practicum in Speech Language Pathology**

A limited introductory clinical practicum in a private or a public school setting is provided. There is experience in clinical assessment and intervention with preschoolers or school-aged children manifesting communication disorders.

*Students must have a GPA of 3.0 to enroll.*

*Prerequisites: EDU 35J, EDU 35.*

*Requires major GPA 3.4 and department approval*

*Every Semester, 2 credits*

**SPE 87 Senior Seminar: The Relevance of Speech-Language Pathology and Audiology to Education and the Allied Health Professions**

This course allows students to examine at the seminar level professional issues such as: ethics, infection control, certification, licensure and reimbursement as it relates to the fields of speech language pathology, audiology and other related professions in education and allied health. Using a case study approach, students will expand their current knowledge base in normal and disordered communicative processes by participation in team management and collaborative models of treatment planning.

*On Occasion, 3 credits,*

**SPE 88 Introduction to Neuroanatomy for the Speech-Language Pathologist**

This elective course provides working knowledge of anatomical landmarks of the central nervous system and its physiology. Materials particularly focus on the neurological underpinnings of speech and language.

*Prerequisite: SPE 84.*

*Spring, 3 credits*

**SPE 90 Introduction to Audiology**

This course is a review of anatomy and physiology of the hearing mechanism. It includes an introduction to the presentation of audiometric tests, discussion and interpretation of test results and a study of elementary hearing problems.

*Prerequisite: SPE 84.*

*Fall, 3 credits*

**SPE 91 Introduction to Aural Rehabilitation**

This course is an introduction of hearing-aid technology, auditory training and visual speech-reading training in the communicative rehabilitation of the hearing impaired. Hearing conservation and patient counseling procedures are discussed.

*Prerequisite: SPE 90.*

*Spring, 3 credits*

**SPE 92 Management of Hearing Loss in Children**

This course will emphasize the development of auditory behavior, the assessment of hearing in infants and children, the effects of hearing loss on speech and language development, central auditory processing disorders and clinical (re)habilitation options. Students will be introduced to behavioral and electrophysiologic hearing assessment techniques and, through the use of readings and case studies, be presented with examples of the effects of hearing loss on early child development.

*Prerequisites: SPE 63 and SPE 90.*

*3 credits*

**SPE 93 Speech Pathology I**

The student will be provided with information basic to the understanding of childhood speech and language disorders. Both differences and delays, as compared to normal language development will be discussed. Assessment and intervention will be covered as they relate to each disorder.

*Fall semester, 3 credits*

**SPE 94 Speech Pathology II: Introduction to Adult Speech and Language Disorders**

This course will provide each student with basic knowledge of the mechanisms responsible for speech and language in the adult. It will also address the underlying causes of disease processes that compromise the "normal" production of speech and language. The disorders of aphasia, right hemisphere brain damage, traumatic brain injury, senile dementia, dysarthria, apraxia, dysphagia and alaryngeal speech will be discussed, as well as principles of assessment and intervention.

*Prerequisite: SPE 88.*

*Spring semester, 3 credits*

**SPE 95 Introduction to Clinical Research in Communication Disorders**

This course is an introduction to clinical research in communication disorders including an understanding of research design and data analysis. Developing skills for critical evaluation of scientific publications is included. Several research designs of current topics in communication disorders are discussed.

*Fall, 3 credits*

**SPE 97 American Sign Language II**

This course builds on the foundation laid in SPE 98 by expanding the students' conversational range. In addition, idiomatic expressions will be covered.

*Prerequisite: SPE 98 .*

*Every Semester, 3 credits*

**SPE 98 American Sign Language I**

This course equips students to communicate with deaf, hard of hearing and seriously language-impaired (non-oral) individuals through basic-level finger-spelling, facial expressions and American Sign Language system.

*Every Semester, 3 credits (Elective)*

**SPE 99 Independent Study**

Permission to take this course is based on particular criteria: 1) merit of proposed study; 2) cumulative or major average; 3) maturity of student; i.e., ability to complete such a study. Permission to take this independent course necessitates the signature of the faculty member conducting the study and the department chair. The faculty member directing the project must be qualified in the area designated by the student. The choice of faculty member (with the previous stipulation) is made by the student.

*On Occasion, 1-3 credits*

**EDU 35J Methods and Materials for Speech-Language Therapy**

This course focuses on learning theory and its application to the treatment of communication disorders. Students are instructed on the importance of clinical observation, goal setting and data keeping. Through observation of therapy sessions and class projects, students learn techniques used to establish new behaviors, increase, maintain and ultimately generalize desirable communicative behaviors.

*Prerequisites:* EDI 14, 15A, 16A, SPE 67, 93

Spring, 3 credits

**EDU 35 Methods and Materials: Applications for Speech-Language Therapy**

This course introduces the student to basic methods and materials of intervention for individuals with communication disorders. Materials used in speech-language therapy are presented using a "hands-on approach." The decision-making process involved in the development of appropriate long-term goals and objectives will be explored as will the steps involved in lesson planning.

*Prerequisite:* EDU 35J.

Fall, 2 credits

*With the approval of the department chair and the dean, Seniors may also elect certain graduate courses for undergraduate credit*

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## CURRICULUM AND INSTRUCTION

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 Associate Professor of Education  
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 Ph.D., University of Pennsylvania

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## Overview of Curriculum and Instruction

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**Mission Statement**

The Department of Curriculum and Instruction is dedicated to the preparation and professional development of pre-service and in-service teacher educators. The program prepares students for the future, recognizing that experiences worth doing for the future are worth doing in the present. The Department takes seriously the professionalism of teachers and adheres to high standards of teaching and learning in its programs which are field-based and encourages linkages between reflective inquiry and classroom practice.

The programs foster the acquisition and extension of corebased knowledge, understanding, and skills in education, and the liberal arts. The programs emphasize the study of the following: human development, curriculum and instruction, teaching and learning, technology, assessment, social and cultural aspects of schooling, equity and social justice, and professional ethics. Additionally, the Department fosters collaboration and professional partnerships with local schools in the metropolitan community.

**Degree Programs**

Adolescence Ed.: Biology	B.S.
Adolescence Ed.: Biology & Childhood Education	B.S./M.A.
Adolescence Ed.: Chemistry	B.S.
Adolescence Ed.: Chemistry & Childhood Education	B.S./M.A.
Adolescence Ed.: Earth Science	B.S.
Adolescence Ed.: Earth Science & Childhood Education	B.S./M.A.
Adolescence Ed.: English	B.S.
Adolescence Ed.: English & Childhood Education	B.S./M.A.
Adolescence Ed.: French	B.S.
Adolescence Ed.: French & Childhood Education	B.S./M.A.
Adolescence Ed.: Italian	B.S.
Adolescence Ed.: Italian &	

Childhood Education	B.S./M.A.
Adolescence Ed.: Mathematics	B.S.
Adolescence Ed.: Mathematics & Childhood Education	B.S./M.A.
Adolescence Ed.: Social Studies	B.S.
Adolescence Ed.: Social Studies & Childhood Education	B.S./M.A.
Adolescence Ed.: Spanish	B.S.
Adolescence Ed.: Spanish & Childhood Education	B.S./M.S.
Art Education B-12	B.A.
Art Education B-12	B.F.A.
Childhood Education & Early Childhood	B.S./M.A.
Childhood Education & Adolescence Ed.: Biology	B.S./M.S.
Childhood Education & Adolescence Ed.:	
Earth Science	B.S./M.S.
Childhood Education & Adolescence Ed.: English	B.S./M.S.
Childhood Education & Adolescence Ed.:	
Mathematics	B.S./M.S.
Childhood Education & Adolescence Ed.:	
Social Studies	B.S./M.S.
Childhood Education & Adolescence Ed.: Spanish	B.S./M.S.
Childhood Education & Special Education	B.S./M.S.ED
Early Childhood & Childhood Education	B.S./M.A.
Early Childhood & Literacy	B.S./M.S.
Initial Certification Childhood	B.S.
Initial Certification Early Childhood	B.S.
Childhood Education & Literacy	B.S./M.S.
Music Education N-12	B.F.A.
Non-Certification Childhood 1-6	B.S.
Non-Certification Early Childhood	B.S.

### College Core Courses

Language/Literature (6 credits required in Language)  
Language 1, 2, 3, 4, 11, 12

### History/Philosophy (9 credits required – maximum of 6 in one area)

History 1, 2  
History 3, 4  
Philosophy 8, 13, 25, 26

### Political Science/Economics (6 credits required in one subject area)

Political Science 1, 2 or  
Economics 11, 12

### Social Science (6 credits required in one subject area)

Sociology 1, 2  
Psychology 1, 2  
Geography 1, 2  
Anthropology 1, 2

### Laboratory Science (8 credits required in one subject area, 4 credits each)

Biology 1S, 1M  
Biology 7, 8  
Chemistry 1, 2  
Earth Science 1, 2  
Geology 1, 2  
Astronomy 9, 10  
Physics 11, 12  
Psychology 3, 4

### Fine Arts (6 credits required – maximum of 3 in one area)

Art 1, 5, 17, 18  
Music 1, 2  
Cinema 11  
Theatre 1, 42  
Dance 1, 8  
Media Arts 9

**Please Note:** A minimum of 129 credits is required for graduation; students must complete at least 64 credits in liberal arts.

### Competencies (variable credits)

Prior to graduation, students must exhibit proficiency in writing, quantitative skills, computer literacy, oral communication and library usage. Students may fulfill this requirement by satisfactorily completing an examination or workshop or course work. Students must meet with their academic counselor for further details. Testing to fulfill requirements must be passed during the first semester at C.W. Post.

## Childhood Education Courses

### EDI 14 Historical, Philosophical and Sociological Foundations of Education

The analyses of major movements, educational legislation, institutions, men, women and thoughts in education are considered in regard to current trends. Emphasis is on the implications of the analyses for modern educational principles and practices.

*Every Semester, 3 credits*

### EDI 15A Psychological Perspectives: Teaching and Learning

Prospective teachers gain an understanding of teaching and learning, intelligence, development, motivation and management for children from birth through adolescence that will be applied to classroom experiences. The reciprocal relationship between theory and practice is explored through field projects. This course consists of a combination of lectures, readings, work groups, in-class study analyses, video viewing, guest speakers, written assign-

ments and discussions of class topics and journal entries (including e-mail). Students who received credit for PSY 25 or 26 may not enroll in EDI 15A  
*Every Semester, 3 credits*

### EDI 16A Curriculum and Assessment for Pre-service Teachers

This course provides teacher education majors with a knowledge base in the development of the K-12 curriculum and with modes of authentic assessment (portfolio and performance) that helps students evaluate their academic progress. Emphasis is placed on the conceptual foundations and development of curriculum, efforts to reform and re-conceptualize the curriculum, external influences on the process of curriculum change, and the role of the teacher in curriculum development and student assessment.

*Prerequisite: EDU 15A.*

*Every Semester, 3 credits*

### EDI 40 Introduction to Early Childhood Education

This course is designed to give the pre-service teacher a broad overview of the complexities and nuances of teaching the child in an early childhood setting. Emphasis will be placed on the practical applications in implementing theories and practices in a modern classroom setting. The student will be exposed to the knowledge, skills, and insights necessary in educating young children, care-givers, parents and families. Developmentally appropriate practices will be the focus of the course highlighting the physical, intellectual, social, creative, emotional, and sensual needs of the child.

*Ten hours of field work required.*

*3 credits*

### EDI 41 Child Development: Birth to Grade 2

Scientific findings on the physical, intellectual, emotional, and social development of young children, birth to grade two are examined. The integration of perception, cognition and the growth of the total personality are stressed, and their significance for teaching and guidance processes is emphasized.

*Ten hours of field work required.*

*Every Semester, 3 credits*

**EDI 63 Methods in the Teaching of Social Studies**

This course explores creative methodology in the teaching of social studies planning, research, reporting and culminating activities. A two-hour per week workshop, along with college-approved field experiences of 10 two-hour sessions distributed over a 10-week period, is required. *Prerequisites: EDU 14, 15A, 16A, EDS 60, 62.*  
Every Semester, 3 credits

**EDI 64 Student Teaching, Childhood (Grades 1-6)**

Student teaching is 5 days a week, full-time for the entire semester. This course is systematic, extended observation and student teaching experience under supervision. Student teaching and participation in appropriate staff and school activities are required. A weekly seminar integrates theory with practice and provides orientation to the teaching profession. *Prerequisites: EDI 14, 15A, 16A, 63, 68, 69, 83, EDI 50, 60, 62, and HE 43. No course may be taken during student teaching without the written consent of the department chair. Only under exceptional circumstances, with appropriate documentation, can permission be granted by the chairperson to take a course concurrently with student teaching.*  
Every Semester, 6 credits

**EDI 64B Play in the Early Childhood Curriculum**

This course is designed to give the pre-service teacher a broad overview of the complexities and nuances of play in the classroom setting. Emphasis will be on the practical applications of implementing play in the early childhood setting. The student will be exposed to theories of play, the importance of using play as a basis of the early childhood learning and the construction of play models using the physical, intellectual, social, creative, emotional and sensual needs of the child. *Ten hours of field work required.*  
Every Semester, 3 credits

**EDI 66 Supervised Student Teaching and Seminar in Early Childhood Education**

The one semester student teaching experience provides an opportunity for the teacher candidate to integrate theory and practice through development and implementation of learning experiences for young children from birth to grade 2 in two settings. The teacher candidate will integrate theories of child development, family systems, theories of learning, content knowledge, and early childhood curriculum and pedagogy. The student teaching experience also provides the

teacher candidate with opportunities to learn how to work in collaboration with field-site staff, to work as a member of an interdisciplinary team, and to reflect on their practice in collaborative relationships. *Prerequisites completion of all core courses and pedagogical core courses.*  
Every Semester, 6 credits

**EDI 68 Methods in the Teaching of Mathematics in the Elementary School**

This course deals with the content, methods and materials relevant to teaching mathematics in the elementary school. Field experiences are part of the course requirements. *Prerequisites: EDI 14, 15A, 16A, EDS 60 & 62; Math 15 and 16.*  
Every Semester, 3 credits

**EDI 69 Methods in the Teaching of Science in the Elementary School**

This course deals with the content, methods and materials relevant to teaching science in the elementary school. Field experiences are part of the course requirements. *Prerequisites: EDI 14, 15A, 16A, EDS 60, 62. A total of 15 approved hours of fieldwork with the instructor is required.*  
Every Semester, 3 credits

**Adolescence Education Courses (Grades 7 through 12)**

**EDI 14 Historical, Philosophical and Sociological Foundations of Education**

The analyses of major movements, educational legislation, institutions, men, women and thoughts in education are considered in regard to current trends. Emphasis is on the implications of the analyses for modern educational principles and practices. *Every Semester, 3 credits*

**EDI 15A Psychological Perspectives: Teaching and Learning**

Prospective teachers gain an understanding of teaching and learning, intelligence, development, motivation and management for children from birth through adolescence that will be applied to classroom experiences. The reciprocal relationship between theory and practice is explored through field projects. This course consists of a combination of lectures, readings, work groups, in-class study analyses, video viewing, guest speakers, written assignments and discussions of class topics and journal entries (including e-mail). Students who have received credit for PSY 25 or 26 may not enroll in EDI 15A. *Every Semester, 3 credits*

**EDI 16A Curriculum and Assessment for Pre-service Teachers**

This course provides teacher education majors with a knowledge base in the development of the K-12 curriculum and with modes of authentic assessment (portfolio and performance) that helps students evaluate their academic progress. Emphasis is placed on the conceptual foundations and development of curriculum, efforts to reform and re-conceptualize the curriculum, external influences on the process of curriculum change and the role of the teacher in curriculum development and student assessment. *Prerequisite: EDI 15A.*  
Every Semester, 3 credits

**EDI 17 Psychology and Developmental of the Adolescent**

This course examines various aspects of early adolescent and adolescent development, including cognition, social relationships, stress, self-esteem, and political and moral development. Considerable attention is given to race, gender, ethnicity, the special early adolescent, and the at-risk student. *Ten hours of field experience is required*  
3 credits

**EDI 35 General Methods of Teaching**

Objectives, scope and programs of secondary education are considered in terms of the classroom teacher's commitment and responsibilities. This course is taken concurrently with the section of EDI 35 relating to the student's area of content specialization as listed. *Prerequisites: EDI 14, 15A, 16A and a minimum of 24 credits in the subject to be taught in the grades 7-12. Co-requisite: EDU 35 (A, B, C, D, E, F, G, H, I). Observations required*  
Every Semester, 3 credits

**EDI 35 (A, B, C, D, E, F, G, H, I) Methods and Materials in Teaching a Specific Subject in Grades 7-12**

This course is a consideration of the principles and techniques of adolescence education. The curricula in grades 7-12 are examined and their continuing development studied and appraised in relation to current needs and practices. Methods, materials and teaching aids are considered for each subject area. Each student is required to fulfill field hours in the subject field of specialization. This course is taken concurrently with EDI 35 and is differentiated according to the student's field of specialization. *Prerequisites: EDI 14, 15A, 16A and a minimum of 24 credits in the subject to be taught in the grades 7-12.*  
*Co-requisite: EDI 35.*

Every Semester, 3 credits

35-A	Biology
35-B	Chemistry
35-C	English
35-D	Italian
35-E	Mathematics
35-F	Social Studies
35-G	Spanish
35-H	Earth Science
35-I	French

**EDI 38 Supervised Student Teaching in Adolescence Education (Grades 7-12).** Student teaching is 5 days a week, full-time for the entire semester. Students preparing to qualify as adolescence educators are required to complete a systematic, extended observation and student teaching experience under supervision in selected private and public schools in grades 7-9 and 10-12.

*Prerequisites: EDI 14, 15A, 16A, 35, 35 (A, B, C, D, E, F, G, H, I), EDS 50, 74A, 75A and department approval.*  
Every Semester, 6 credits

\*Art and Music Student Teachers will have student teaching experiences at three different levels since their provisional certification is K-12 until February 2, 2004.

**Curriculum and Instruction Electives**

Consult with the education academic counselor concerning new elective courses in Education.

**EDI 71 Independent Study Course**

Permission to take this course is based on particular criteria: 1) merit of proposed study, 2) cumulative or major average, 3) maturity of student; i.e., ability to complete such a study. Permission to take this independent course necessitates the signature of the faculty member conducting the study and the department chairperson. The faculty member directing the project must be qualified in the area designated by the student and the choice of faculty with the previous stipulation) is made by the student. Check with academic counselors for the scheduled offering.  
*On Occasion, 1-3 credits*

**Programs**

The New York State Education Department regulations stipulate general education, pedagogy and content core requirements. The general education core for Childhood and Early Childhood majors totals at least 53 credits, with a possible additional 6 credits, depending on a student's level of foreign language proficiency upon entry to C.W. Post. The new general

education core for students pursuing programs in Adolescence Education totals at least 50 credits, with a possible additional 6 credits, depending on a student's level of foreign language proficiency upon entry to C.W. Post. Students pursuing programs in Adolescence Education should review the general education core. The content core is a student's major or concentration in one or more of the liberal arts and sciences.

The general education core that follows is designed to ensure that future teachers have essential knowledge, understanding and skills in the traditional arts and sciences.

For course descriptions, see the College of Liberal Arts and Sciences and the School of Visual and Performing Arts course descriptions; each course is 3 credits, except for the laboratory sciences, which are 4 credits.

**(1) Laboratory Sciences and Mathematics (14 credits)**

MTH 15, 16 Mathematics for Elementary Education	3 each
(two of the following)	
BIO 3 Mechanisms of Life Processes	4
BIO 7, 8 Human Biology: Anatomy and Physiology I, II	4 each
CHM 1, 2 Foundations of Chemistry	4 each
ERS 1, 2 Earth Science	4 each
GLY 1 Introduction to the Earth: Physical Geology	4
GLY 2 Introduction to the Earth: Historical Geology	4
AST 9, 10 Introductory Astronomy	4 each
PHY 11, 12 College Physics	4 each

**(2) Social Studies (21 credits)**

POL 2 Introduction to Political Science II (one of the following)	3
ECO 11, 12 Introduction to Macroeconomics	3 each
POL 1 Introduction to Political Science I	3
HIS 1 Western Civilization to 1789	3
HIS 2 Western Civilization since 1789	3
or	
HIS 3 American Civilization, 1607-1877	3
HIS 4 American Civilization since 1877 and	3
PHL 8 Beginning Philosophy	3
PHL 13 Human Values	3
GGR 1 Human Geography: Man, Environment, and Technology	3
or	

GGR 2 Human Geography: The Cultural and Demographic Environment and	3
GGR 1 or 2	
or	
SOC 1 Introduction to Sociology	3
or	
ANP 2 Human Society	3

**(3) Language Other Than English (LOTE, 6 credits)**

*(one of the following languages)*

	<i>Credits</i>
FRN 1, 2 (French)	3
GER 1, 2 (German)	3
HEB 1, 2 (Hebrew)	3
ITL 1, 2 (Italian)	3
JAP 1, 2 (Japanese)	3
RUS 1, 2 (Russian)	3
SPA 1, 2 (Spanish)	3

**(4) English and Literature (12 credits)**

ENG 1, 2 (and two of the following)	6
ENG 7 Literature of the Western World: Classical, Medieval, Renaissance	3
ENG 8 Literature of the Western World: Enlightenment to Modern	3
WLT 8 (same as ENG 8)	3
WLT 11 Classical Literature (same as ENG 11)	3
WLT 13 The Short Story (same as ENG 13)	3
WLT 15 Modern Drama (same as ENG 15)	3
WLT 16 The Modern Drama (same as ENG 16)	3
WLT 38 New Voices in Russian Literature	3
WLT 42 Contemporary Hebrew Literature	3
WLT 43 Masterpieces of Yiddish Literature	3
WLT 46 Russian Literature from 1800-1917	3
WLT 47 Russian Literature from 1917-Present	3
WLT 48 Dostoyevsky	3
WLT 50 Development of Western Drama	3
WLT 52 The Bible as Literature	3
WLT 55 French Literature of the 17th, 18th and 19th Centuries	3
WLT 56 French Literature of the 20th Century	3
WLT 62 Italian Poetic Heritage	3
WLT 65 The German Novel in the 20th Century	3
WLT 72 Spanish Literature to the 19th Century	3
WLT 73 Hispanic Literature of the 20th Century	3

(5) Arts (6 credits)  
(one of the following)

	<i>Credits</i>
ART 1 Introduction to Visual Arts	3
CMA 9 Introduction to Media Arts	3
MUS 1 Introduction to Musical Concepts	3
THA 1 The Art of Theatre	3
CIN 11 The History of World Cinema and	3
<i>(one of the following)</i>	
ART 5 Introduction to Basic Drawing	3
ART 17 Introduction to Two-Dimensional Design	3
ART 18 Introduction to Three-Dimensional Design	3
THA 1 The Art of Theatre	3

## PEDAGOG CORE

The pedagogical core provides students with knowledge, understanding, skills, field experiences and student teaching.

### Four Year Initial Certification Program in Early Childhood Education

**B.S. in Early Childhood Education, Birth to Grade 2**

**Pedagogy Course Requirements**

*Core Courses (9 credits)*

- EDI 14 Social, Philosophical, and Historical Foundations of Education
- EDI 15A Psychological Perspectives: Teaching and Learning
- EDS 44 Introduction to The Study of the Exceptional Child

**Co-Related Requirements (6 credits)**

- HE 205 Substance Abuse and Related Health Risks
- EDS 50 Creating Responsible Inclusive Classrooms

**Advanced Core Courses (18 credits)**

- EDI 41 Child Development Birth to Grade 2
- EDI 40 Introduction to Early Childhood Education
- EDI 64B Play in the Early Childhood Curriculum
- EDS 73 Beginning Reading and Writing: Emergent Literacy
- EDS 60 Teaching Literacy Development Birth to Grade 6

**Culminating Experience (6 credits)**

- EDI 66 Student Teaching & Seminar, Early Childhood

*All Education courses require fieldwork.*

### Five Year Initial Dual Certification Program in Early Childhood/Childhood

**B.S. in Early Childhood Education, Birth to Grade 2/ M.S. in Childhood Education, Grade 1 to Grade 6**

**Pedagogy Course Requirements**

*Core Courses (9 credits)*

- EDI 14 Social, Philosophical, and Historical Foundations of Education
- EDI 15A Psychological Perspectives: Teaching and Learning
- EDS 44 Introduction to the Study of the Exceptional Child

**Co-Related Requirements (6 credits)**

- HE 205 Substance Abuse and Related Health Risks
- EDS 50 Creating Responsible Inclusive Classrooms

**Advanced Core Courses (18 credits)**

- EDI 41 Child Development: Birth to Grade 2
- EDI 40 Introduction to Early Childhood Education
- EDI 64B Play in the Early Childhood Curriculum
- EDS 73 Beginning Reading and Writing: Emergent Literacy
- EDS 60 Teaching Literacy Development Birth to Grade 6

**Master's Core Courses (12 credits)**

- EDI 603 Advanced Topics in Psychology and Teaching
- EDI 642 Contemporary Philosophies of Education
- EDI 643 Teaching for Cultural Diversity
- EDI 700 Educational Research

**Master's Advanced Core Courses (9 credits)**

- EDI 612 Social Studies Methods
- EDI 613 Math Methods
- EDI 614 Science Methods

**Student Teaching (9 credits)**

- EDI 66 Student Teaching & Seminar, Early Childhood
- EDI 709 Student Teaching, Childhood Free Elective (3 credits)

**Culminating Experience:**

**Comprehensive exam or Final project or EDI 705 – Thesis = 3 credits**  
*All Education courses require fieldwork.*

### Five Year Initial Dual Certification Program in Childhood/Early Childhood Education

**B.S. in Childhood Education, Grade 1 to Grade 6/M.S. in Early Childhood Education, Birth to Grade 2**

**Pedagogy Course Requirements**

*Core Courses (12 credits)*

- EDI 14 Social, Philosophical, and Historical Foundations of Education
- EDI 15A Psychological Perspectives: Teaching and Learning
- EDI 16A Curriculum & Assessment for Pre-service Teachers
- EDS 44 Introduction to The Study of the Exceptional Child

**Co-Related Requirements (6 credits)**

- HE 205 Substance Abuse and Related Health Risks
- EDS 50 Creating Responsible Inclusive Classrooms

**Advanced Core Courses (15 credits)**

- EDS 60 Teaching Literacy Development Grades 1-6
- EDS 62 Literacy Assessment: Grades 1-6
- EDI 63 Methods of Teaching Elementary Social Studies
- EDI 68 Methods of Teaching Elementary Math
- EDI 69 Methods of Teaching Elementary Science

**Master's Core Courses (6 credits)**

- EDI 643 Teaching for Cultural Diversity
- EDI 700 Educational Research

**Master's Advanced Core Courses (24 credits)**

- EDI 639 Play in Early Childhood Curriculum
- EDI 604 Child Development Birth to Grade 2
- EDI 615 Early Childhood Curriculum Birth to Pre-School
- EDI 616 Early Childhood Curriculum K – Grade 2
- EDI 618 Creative Expression for Early Childhood
- EDI 625 Observations and Assessment in Early Childhood
- EDI 605 Beginning Reading and Writing

*All Education courses require fieldwork.*

**Student Teaching (9 credits)**

- EDI 64 Student Teaching & Seminar, Childhood
- EDI 721 Practicum, Early Childhood

**Culminating Experience:**

**Comprehensive exam or Final project or EDI 705 – Thesis = 3 credits**

## Five Year Initial Dual Certification Program in Early Childhood/Literacy (B-6)

**B.S. in Early Childhood Education, Birth to Grade 2/ M.S. in Literacy, Birth to Grade 6**

### Pedagogy Course Requirements

*Core Courses (9 credits)*

EDI 14 Social, Philosophical, and Historical Foundations of Education  
EDI 15A Psychological Perspectives: Teaching and Learning  
EDS 44 Introduction to The Study of the Exceptional Child

### Co-Related Requirements (6 credits)

HE 205 Substance Abuse and Related Health Risks  
EDS 50 Creating Responsible Inclusive Classrooms

### Advanced Core Courses (18 credits)

EDI 41 Child Development: Birth to Grade 2  
EDI 40 Introduction to Early Childhood Education  
EDI 64B Play in the Early Childhood Curriculum  
EDS 73 Beginning Reading and Writing: Emergent Literacy  
EDS 60 Teaching Literacy Development Grades 1-6  
EDS 62 Literacy Assessment: Grades 1-6

### Student Teaching (6 credits)

EDI 66 Student Teaching & Seminar, Early Childhood

### Literacy Sequence (30 credits)

EDS 610 Literacy Teaching & Learning: Birth to Grade 6  
EDS 611 Literacy Assessment & Instruction for Diverse Classroom Populations: Birth to Grade 6  
EDS 613 Literacy Through Children's Literature: Birth to Grade 6  
EDS 619 Literacy Through Literature Across the Curriculum: Birth to Grade 6  
EDS 640 Literacy in the Content Areas: Birth to Grade 6  
EDS 642 Literacy/Language Arts Communities: Birth to Grade 6  
EDS 615 Practicum I. Literacy Assessment & Evaluation: Birth to Grade 6  
EDS 616 Practicum II. Overcoming Literacy Difficulties: Birth to Grade 6 (*Supervised Clinic*)  
EDS 703 Practicum III. Overcoming

Literacy Difficulties: Birth to Grade 6 (*Supervised Clinic*)

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

*All Education courses require fieldwork.*

## Four Year Initial Certification Program in Childhood Education (Grades 1 to 6)

**B.S. in Childhood Education, Grades 1 to 6**

### Pedagogy Course Requirements

*Core Courses (12 credits)*

EDI 14 Social, Philosophical, and Historical Foundations of Education  
EDI 15A Psychological Perspectives: Teaching and Learning  
EDI 16A Curriculum & Assessment for Pre-service Teachers  
EDS 44 Introduction to The Study of the Exceptional Child

### Co-Related Requirements (6 credits)

HE 205 Substance Abuse and Related Health Risks  
EDS 50 Creating Responsible Inclusive Classrooms

### Advanced Core Courses (15 credits)

EDS 60 Teaching Literacy Development Birth to Grade 6  
EDS 62 Literacy Assessment: Birth to Grade 6  
EDI 63 Methods of Teaching Elementary Social Studies  
EDI 68 Methods of Teaching Elementary Math  
EDI 69 Methods of Teaching Elementary Science

### Culminating Experience (6 credits)

EDI 64 Student Teaching & Seminar

*All Education courses require fieldwork.*

## Five Year Initial Dual Certification Program in Childhood/Literacy

**B.S. in Childhood Education, Grades 1 to 6/M.S. in Literacy, Birth to Grade 6**

### Pedagogy Course Requirements

*Core Courses (9 credits)*

EDI 14 Social, Philosophical, and Historical Foundations of Education  
EDI 15A Psychological Perspectives: Teaching and Learning  
EDI 16A Curriculum & Assessment for Pre-service Teachers  
EDS 44 Introduction to The Study of the Exceptional Child

### Co-Related Requirements (6 credits)

HE 205 Substance Abuse and Related Health Risks  
EDS 50 Creating Responsible Inclusive Classrooms

### Advanced Core Courses (15 credits)

EDS 60 Teaching Literacy Development Grades 1-6  
EDS 62 Literacy Assessment: Grades 1-6  
EDI 63 Methods of Teaching Elementary Social Studies  
EDI 68 Methods of Teaching Elementary Math  
EDI 69 Methods of Teaching Elementary Science

### Student Teaching (6 credits)

EDI 64 Student Teaching & Seminar

### Literacy Sequence (30 credits)

EDS 610 Literacy Teaching & Learning: Birth to Grade 6  
EDS 611 Literacy Assessment & Instruction for Diverse Classroom Populations: Birth to Grade 6  
EDS 613 Literacy Through Children's Literature: Birth to Grade 6  
EDS 619 Literacy Through Literature Across the Curriculum: Birth to Grade 6  
EDS 640 Literacy in the Content Areas: Birth to Grade 6  
EDS 642 Literacy/Language Arts Communities: Birth to Grade 6  
EDS 615 Practicum I. Literacy Assessment & Evaluation: Birth to Grade 6  
EDS 616 Practicum II. Overcoming Literacy Difficulties: Birth to Grade 6 (*Supervised Clinic*)  
EDS 703 Practicum III. Overcoming Literacy Difficulties: Birth to Grade 6 (*Supervised Clinic*)  
EDS 622 Contemporary Issues in Literacy Research: Birth to Grade 6  
*All Education courses require fieldwork.*

## Five Year Initial Dual Certification Program in Childhood/Special Education

### B.S. in Childhood Education/M.S. in Special Education

#### Pedagogy Course Requirements

Core Courses (9 credits)

- EDI 14 Social, Philosophical, and Historical Foundations of Education
- EDI 15A Psychological Perspectives: Teaching and Learning
- EDS 44 Introduction to The Study of the Exceptional Child
- EDI 16A Curriculum & Assessment for Pre-service Teachers

Co-Related Requirements (6 credits)

- HE 205 Substance Abuse and Related Health Risks
- EDS 50 Creating Responsible Inclusive Classrooms

Advanced Core Courses (18 credits)

- EDS 73 Beginning Reading and Writing: Emergent Literacy
- EDS 60 Teaching Literacy Development Grades 1-6
- EDS 62 Literacy Assessment: Grades 1-6
- EDI 63 Methods of Teaching Elementary Social Studies
- EDI 68 Methods of Teaching Elementary Math
- EDI 69 Methods of Teaching Elementary Science

Student Teaching (6 credits)

- EDI 64 Student Teaching & Seminar

## Five-Year Program B.S. in Childhood Education/M.S. in Special Education

### Special Education for Childhood Students

- EDS 600 Introduction into the Study of the Exceptional Child 3
- EDS 620 Assessment in Special Education 3
- EDS 617 Literacy for Children with Disabilities: Birth-Grade 6 3
- EDS 630 Curriculum Based Assessment & Instruction of Students with Mild Disabilities 3
- EDS 631 Curriculum Based Assessment & Instruction of Students with Severe Disabilities 3

- EDS 632 Instruction & Classroom Management for Children with Emotional Behavior Problems 3
- EDS 633 Accommodating Learners with Special Needs in Inclusive Classrooms 3
- EDS 713 Supervised Student Teaching in Special Education at the Elementary Level 3
- EDS 624 Contemporary Issues in Special Education (Culminating Experience) 3
- EDS \_\_\_\_\_ Elective Course in Special Education 3

All Education courses require fieldwork.

## Adolescence Education Programs Grades 7 through 12

### General Education Core for Students Pursuing Programs in Adolescence Education

#### (1) Laboratory Sciences and Mathematics (11 credits)

- |  |                |
|--|----------------|
|  | <i>Credits</i> |
| MTH 1 Introduction to College Mathematics            | 3              |
| <i>(two of the following)</i>                        |                |
| BIO 3 Mechanisms of Life Processes                   | 4              |
| <i>or</i>  |                |
| BIO 7, 8 Human Biology: Anatomy and Physiology I, II | 4 each         |
| CHM 1, 2 Foundations of Chemistry                    | 4 each         |
| ERS 1, 2 Earth Science                               | 4 each         |
| GLY 1 Introduction to the Earth: Physical Geology    | 4              |
| GLY 2 Introduction to the Earth: Historical Geology  | 4              |
| AST 9, 10 Introductory Astronomy                     | 4 each         |
| PHY 11, 12 College Physics                           | 4 each         |

#### (2) Social Studies (21 credits)

- |   |                |
|---|----------------|
|   | <i>Credits</i> |
| POL 2 Introduction to Political Science II    | 3              |
| <i>(two of the following)</i>                 |                |
| ECO 11, 12 Introduction to Macroeconomics     | 3 each         |
| POL 1 Introduction to Political Science I and | 3              |
| HIS 1 Western Civilization to 1789            | 3              |
| HIS 2 Western Civilization since 1789         | 3              |
| <i>or</i>                                     |                |
| HIS 3 American Civilization, 1607-1877        | 3              |
| HIS 4 American Civilization since 1877 and    | 3              |

- PHL 8 Beginning Philosophy or
- PHL 13 Human Values 3
- GGR 1 Human Geography: Man, Environment, and Technology 3
- or*
- GGR 2 Human Geography: The Cultural and Demographic Environment and
- GGR 1 or 2 3
- or*
- SOC 1 Introduction to Sociology 3
- or*
- ANP 2 Human Society 3

#### (3) Language other than English (LOTE, 6 credits) (one of the following languages)

- |                     |                |
|---------------------|----------------|
|                     | <i>Credits</i> |
| FRN 1, 2 (French)   | 3              |
| GER 1, 2 (German)   | 3              |
| HEB 1, 2 (Hebrew)   | 3              |
| ITL 1, 2 (Italian)  | 3              |
| JAP 1, 2 (Japanese) | 3              |
| RUS 1, 2 (Russian)  | 3              |
| SPA 1, 2 (Spanish)  | 3              |

#### (4) English and Literature (12 credits)

- |   |                |
|---|----------------|
|   | <i>Credits</i> |
| ENG 1, 2  | 6              |
| <i>(and two of the following)</i>                                       |                |
| ENG 7 Literature of the Western World: Classical, Medieval, Renaissance | 3              |
| ENG 8 Literature of the Western World: Enlightenment to Modern          | 3              |
| WLT 8 (same as ENG 8)   | 3              |
| WLT 11 Classical Literature   | 3              |
| <i>(same as ENG 11)</i>   |                |
| WLT 13 The Short Story  | 3              |
| <i>(same as ENG 13)</i>   |                |
| WLT 15 Modern Drama   | 3              |
| <i>(same as ENG 15)</i>   |                |
| WLT 16 The Modern Drama   | 3              |
| <i>(same as ENG 16)</i>   |                |
| WLT 38 New Voices in Russian Literature                                 | 3              |
| WLT 42 Contemporary Hebrew Literature                                   | 3              |
| WLT 43 Masterpieces of Yiddish Literature                               | 3              |
| WLT 46 Russian Literature from 1800-1917                                | 3              |
| WLT 47 Russian Literature from 1917-Present                             | 3              |
| WLT 48 Dostoyevsky  | 3              |
| WLT 50 Development of Western Drama                                     | 3              |
| WLT 52 The Bible as Literature  | 3              |
| WLT 55 French Literature of the 17th, 18th, and 19th Centuries          | 3              |
| WLT 56 French Literature of the 20th Century                            | 3              |
| WLT 62 Italian Poetic Heritage  | 3              |

WLT 65 The German Novel in the 20th Century	3
WLT 72 Spanish Literature to the 19th Century	3
WLT 73 Hispanic Literature of the 20th Century	3

**(5) Arts (6 credits)  
(one of the following)**

	<i>Credits</i>
ART 1 Introduction to Visual Arts	3
CMA 9 Introduction to Media Arts	3
MUS 1 Introduction to Musical Concepts	3
THA 1 The Art of Theatre	3
CIN 11 The History of World Cinema and (one of the following)	3
ART 5 Introduction to Basic Drawing	3
ART 17 Introduction to Two-Dimensional Design	3
ART 18 Introduction to Three-Dimensional Design	3
THA 1 The Art of Theatre	3

## CONTENT CORE

The content core is a student's major, or its equivalent, or a concentration in one or more of the liberal arts and sciences that provides a knowledge base for assisting students in grades 7 through 12.

### Four Year Initial Certification Program in Adolescence Education (7-12)

#### B.S. in Adolescence Education (7-12)

##### Pedagogy Course Requirements Core Courses

EDI 14 Social, Philosophical, and Historical Foundations of Education  
EDI 15A Psychological Perspectives: Teaching and Learning  
EDI 16A Curriculum & Assessment for Pre-service Teachers  
EDI 35 General Methods  
EDI 35 (A-1)\* Specific Methods  
EDI 17 Psychology and Development of the Adolescent Student

##### Co-Related Core Requirements

EDS 50 Creating Responsible Inclusive Classrooms

##### Advanced Core Courses

EDS 44 Introduction to The Study of the Exceptional Child

EDI 38 Student Teaching (discipline-specific)  
EDS 74A Literacy Teaching and Learning Grades 5-12  
EDS 75A Literacy Assessment & Instruction for Diverse Classroom Populations: Grades 5 to 12

\*\*EDI 35 (A-I) is as follows:

A = Biology  
B = Chemistry  
C = English  
D = Italian  
E = Mathematics  
F = Social Studies  
G = Spanish  
H = Earth Science  
I = French

### Five Year Initial Dual Certification Program in Adolescence/ Childhood

B.S. in Adolescence Education, Grades 7 to 12 – Subject\*\*/M.S. in Childhood Education, Grades 1 to 6

##### Pedagogy Course Requirements

Core Courses (12 credits)  
EDI 14 Social, Philosophical, and Historical Foundations of Education  
EDI 15A Psychological Perspectives: Teaching and Learning  
EDI 16A Curriculum & Assessment for Pre-service Teachers  
EDS 44 Introduction to The Study of the Exceptional Child

##### Co-Related Requirements (6 credits)

EDS 50 Creating Responsible Inclusive Classrooms

##### Advanced Core Courses (15 credits)

EDS 35 General Methods  
EDI 17 Psychology and Development of the Adolescent Student  
EDI 35 (A-1)\*\* Specific Methods  
EDS 75A Literacy Assessment & Instruction for Diverse Classroom Populations: Grades 5 to 12

##### Master's Core Courses (6 credits)

EDI 643 Teaching for Cultural Diversity  
EDI 700 Educational Research

##### Master's Advanced Core Courses (15 credits)

EDI 612 Social Studies Methods  
EDI 613 Math Methods  
EDI 614 Science Methods  
EDI 610 Literacy Teaching & Learning: Birth to Grade 6

EDS 611 Literacy Assessment & Instruction for Diverse Classroom Populations: Birth to Grade 6

##### Student Teaching (12 credits)

EDI 38 Student Teaching and Seminar (discipline-specific, 7-12)  
EDI 709 Student Teaching & Seminar, Childhood

##### Culminating Experience:

Comprehensive exam or Final project or EDI 705 – Thesis = 3 credits

All Education courses require fieldwork.

\*\*EDI 35 (A-I) is as follows:

A = Biology  
B = Chemistry  
C = English  
D = Italian  
E = Mathematics  
F = Social Studies  
G = Spanish  
H = Earth Science  
I = French

### Five Year Initial Dual Certification Program in Childhood/ Adolescence

B.S. in Childhood Education, Grades 1 to 6/M.S. in Adolescence Education, Grades 7 to 12

##### Pedagogy Course Requirements

Core Courses (12 credits)  
EDI 14 Social, Philosophical, and Historical Foundations of Education  
EDI 15A Psychological Perspectives: Teaching and Learning  
EDI 16A Curriculum & Assessment for Pre-service Teachers  
EDS 44 Introduction to the Study of the Exceptional Child

##### Co-Related Requirements (6 credits)

HE 205 Substance Abuse and Related Health Risks  
EDS 50 Creating Responsible Inclusive Classrooms

##### Advanced Core Courses (15 credits)

EDS 60 Teaching Literacy Development Grades 1-6  
EDS 62 Literacy Assessment: Grades 1-6  
EDI 63 Methods of Teaching Elementary Social Studies  
EDI 68 Methods of Teaching Elementary Math  
EDI 69 Methods of Teaching Elementary Science

EDI 802 Contemporary Philosophies of Education  
Master's Core Courses (12 credits)  
EDI 603 Advanced Topics in Psychology and Teaching  
EDI 643 Teaching for Cultural Diversity  
EDI 700 Educational Research

Advanced Core Courses (9 credits)  
EDI 610 General Methods  
EDI 651-660 Specific Methods  
EDS 641 Literacy in Content Area

Student Teaching (12 credits)  
EDI 64 Student Teaching & Seminar, Childhood (6 credits)  
EDI 712 Student Teaching & Seminar, Adolescence (6 credits)

Culminating Experience:  
Comprehensive exam or Final project or  
EDI 705 – Thesis = 3 credits

All Education courses require fieldwork.

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## HEALTH, PHYSICAL EDUCATION AND MOVEMENT SCIENCE

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Phone: (516) 299-2671  
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### Faculty

Frank Brady  
Chair, Department of Health, Physical Education and Movement Science;  
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B.A., H.D.E., St. Patrick's College  
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B.Ed., St. Patrick's College (Dublin,  
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Lucille Wulforst  
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## Overview of Health, Physical Education and Movement Science

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As an integral part of the School of Education, the Department of Health, Physical Education and Movement Science prepares professionals to fulfill the needs for wellness, motor competencies, health and fitness in a diverse society. Courses are designed and developed to ensure that performance competencies are compatible with and contingent upon the assumed and evolving role in a pluralistic culture. Students majoring in Health and/or Physical Education engage in a rigorous academic program that is coupled and complemented with extensive field experience to facilitate the fusion of theory and practice.

Educational experiences that promote motor development, motor competency, remediation, fitness, and health, resulting in a more healthy and harmonious human experience are embedded and embroidered into a K-12 comprehensive school curriculum. Toward this end, the department offers B.S. degrees in New York State Approved teacher preparatory programs in the fields of Health Education and Physical Education. One unique program is the offering of a dual major in Health Education and Physical Education; this program fulfills the eligibility requirements for Initial Certification in both Health and Physical Education K-12. Health and Physical Education programs prepare graduates to teach in elementary, middle school and senior high schools. These programs have been designed to provide the greatest versatility in qualifying graduates for new employment opportunities.

Students may qualify for a Bachelor of Science degree in Health Education or Physical Education by completing the prescribed program of 129 credits (149 credits dual major) and maintaining a cumulative GPA of 2.75 with a 2.80 average in the major. Required courses in the major in which the students have earned a grade of C- or less, (W) Withdrawal, or (UW) Unofficial

Withdrawal cannot be counted toward their degree requirements and therefore must be repeated.

The Department of Health, Physical Education and Movement Science is aware of the need for competent teachers; therefore, students are involved in clinical experiences prior to student teaching in nearby elementary, middle, and senior high schools as observers and participants. This, coupled with a strong background in their specialization, will help our graduates prepare for the challenges of a future career. Prior to acceptance to the teacher preparatory program, the student's academic progress is reviewed and assessed by the faculty. The faculty will approve each candidate for methods and student teaching. The Department has a policy handbook, which is available to all majors. It is the responsibility of the students to read the handbook and be familiar with all requirements.

The Department of Health, Physical Education and Movement Science realizes the importance for all students to be informed about significant health issues.

The Department also realizes that students need to be given the opportunity to be physically active throughout their undergraduate careers. As such, the Department offers numerous general courses for all undergraduate students. Courses to improve the health and fitness of the student body are offered every semester. In addition to theory courses, activity courses are also offered to give the student some basic skills in a variety of sports and activities. The objectives of the activity courses are to provide students with the basic skills required to participate successfully in the sport or activity as well as understanding basic rules, strategies, and the importance of regular physical activity for overall health and fitness. Students are given a background in leisure pursuits in order to help them maintain a healthy lifestyle during their years at C.W. Post and after graduation. These courses are listed under Physical Education Skill Courses.

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## Coaching Certificate Program

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The Department of Health, Physical Education and Movement Science offers a Coaching Certificate Program which professionally prepares men and women for their coaching responsibilities in secondary schools. Upon completion of the 13 credit hours of course requirements, a certificate is awarded as evidence that

the student had completed the necessary courses as set forth by the New York State Education Department. This Coaching Certificate Program has been approved by the New York State Education Department. All certified teachers and others who were not coaching in New York State prior to September 1, 1974, may, upon completion of our Coaching Certification Program, be qualified to coach in the secondary schools. See the department advisor for the required coursework.

Required liberal arts courses for Physical Education and Health Education fulfill the Liberal Arts Core. All Health and Physical Education majors are required to take 64 credits in Liberal Arts including the Core Curriculum. Dual majors take 60 credits of Liberal Arts.

Science requirement:	Credits
Biology 7 The Functioning Human Organism	4
Biology 8 The Functioning Human Organism	4
Biology 118	3
Fine Arts requirement: (PE majors only) Dance 1	3

### B.S. in Physical Education (NYS Certification K-12)

*Education Core:* 12 credits  
(See Department of Curriculum and Instruction)

Health and Physical Education Core	12
HPE 215, HE 205**, PE 106, PE 202, PE 250	
Physical Education Pedagogy:	20@*
PED 260, PED 261, PED 262, PED 263, PED 297, HPE 298	
Physical Education Theory Courses	28-30
PE 200, PE 201, PE 203, PE 235**, PE 255, PE 290, PE 295, Dance 1*	

@\*These courses require a combined field experience of 100 hours.

\*Special section of the liberal arts core course taught by the department.

\*\*Also applicable toward the Liberal Arts requirement.

### B.S. in Health Education (NYS Certification K-12)

*Education Core:* 12 credits  
includes EDS 44  
(See Department of Curriculum and Instruction)

Health and Physical Education Core	12
HPE 215, HE 205**, PE 106, PE 202, PE 250	
Health Education Pedagogy	17@*
HED 260, HED 261, HED 262, HED 297, HPE 298	
Health Education Theory Courses	27
HE 201**, HE 202, HE 204, HE 250, HE 255, HE 260, HE 265, HE 280, HE 285	

@\*These courses require a combined field experience of 100 hours.

\*\*Also applicable toward the Liberal Arts requirement.

### B.S. in Health and Physical Education (Dual Certification 149 credits)

Students take all Physical Education and Health courses except: PE specialization, HED 260, HE 285.

#### Student Teaching in Health and Physical Education

Student teaching is the culminating field experience; students are required to have completed all of the courses in their plans of study prior to student teaching.

Students must apply for student teaching in the previous semester. As part of the application process, the students must complete a portfolio which will include, though not be limited to, their completed application, samples of their written work, lesson plans, and a videotape of their practicum teaching. Students must complete the exit exam and interview and maintain a GPA of 2.75 overall and 2.80 in the major. Student teachers are required to be in their assigned school from Monday to Friday for the complete school day. Students must follow the calendar of the school district in which they have been placed.

Students who have completed all requirements for their degree including student teaching are eligible for NYS Certification providing they have passed the NYS licensing exams. (Information concerning the scheduling of these exams may be obtained from the departmental advisor.)

### Health and Physical Education Core Courses

#### HPE 215 Organization and Administration of Health and Physical Education

This course covers procedures and practices in administration of contemporary physical education, athletics, and health education. It also supports the development of healthy schools through the Coordinated School Health Program.  
*Every Semester, 2 credits*

#### HE 205 Substance Abuse and Related Health Issues\*

This course is an examination of the uses of prescription, over-the-counter and consciousness-altering drugs in contemporary America. Emphasis is placed on making improved health-related decisions when confronted by substance use. A non-judgmental approach is used to encourage students to discuss their experiences, attitudes and values related to drug usage.  
*Every Semester, 3 credits*

\*May be taken and recognized as Liberal Arts credit

#### PE 250 Physiology of Exercise, Part I

This course is an introduction to the physiological basis of exercise and physical training with practical applications of physiological concepts to the fields of health, physical education and athletics. Laboratory experiences are designed to demonstrate physiological effects of physical performance.

*Prerequisite:* PE 203 or faculty approval.

*Laboratory fee \$50*

*Every Semester, 3 credits*

#### PE 202 Basic First Aid and Emergency Care

This course covers the basic knowledge and procedures for first aid and cardiopulmonary resuscitation. Emphasis is given to emergency conditions likely to occur in educational settings and sports related traumas. Use of the AED is covered. Students have the opportunity to earn First Aid and CPR Certification.  
*Lecture, demonstration and laboratory work is included.*

*Every Semester, 2 credits*

#### PE 106 Fitness and Conditioning

This course covers the principles of training, exercise design and training in all functional capacities – strength, endurance and flexibility. Students learn how to monitor exercise intensity and training progress.

*Every Semester, 2 credits*

## Physical Education and Health Education Pedagogy Courses

### PED 260 Curriculum Design in Physical Education

This course examines the process of curriculum design. Course content focuses on value orientation that drives the basic principles of curriculum development and curriculum planners. Emphasis is on developing a philosophy of Physical Education, selecting a curriculum theory reflective of that philosophy, and designing a curriculum based on both. Principles learned in this class are then applied to PED 261, PED 262, and PED 263.

*Prerequisites:* 12 credits in major and approval of department. Minimum GPA of 2.75 overall and 2.80 in major is required.

*Co-requisite:* PED 261.

*Every Semester, 3 credits*

### PED 261 Secondary Methods in Physical Education

This course focuses on the characteristics of adolescent students and how effective secondary school physical education programs are planned, taught and evaluated. Particular emphasis is placed on physical education content and knowledge, and on developing the skills necessary to become competent secondary school physical educators. Course content includes peer teaching, supervised clinical teaching and field experience at local schools.

*Co-requisite:* PED 260.

*Every Semester, 4 credits*

### PED 262 Elementary Methods in Physical Education

This course focuses on designing and conducting developmentally appropriate physical education lessons in grades K-6. Particular emphasis is placed on designing and conducting lessons that allow for maximum practice opportunity accompanied by performance analysis and assessment. Course content includes peer teaching, supervised clinical teaching and field experience at local schools.

*Prerequisite:* PED 260.

*Co-requisite:* PED 263.

*Every Semester, 4 credits*

### PED 263 Teaching the Individual with Special Needs

This course focuses on the recognition of disabling conditions and the motor limitations of each; special problems encountered; and methods for improving the effectiveness of teaching adapted physical education in the school curriculum. Field experience in an adapted setting is required.

*Laboratory fee \$50*

*Prerequisite:* Completion of 8 credits in Physical Education theory courses, PED 260 and 261.

*Co-requisite:* PED 262.

*On Occasion, 3 credits*

### PED 297 Student Teaching in Physical Education

This course is designed to meet the certification requirements of those students pursuing a major in Physical Education. A minimum of 360 hours in observation and teaching is required. Students must be prepared to spend the entire school day, every day, in the public schools during the semester of registration in this course.

Enrollment in any additional courses while registered for this course must have the approval of the Chair of the Department of Health, Physical Education and Movement Science and is, in any case, limited to those courses meeting during the late afternoon or evening.

*Prerequisite:* Students are required to provide a portfolio to the faculty. Students must complete the interview and the exit exam.

*Passing of the NYS Teaching Exams (i.e., LAST and ACS-W)*

*Every Semester, 4 credits*

### HED 260 Elementary Methods in Health Education

This course is designed to provide students with knowledge, skills, and competencies to begin to provide effective Health Education at the elementary level. This course includes planning a health learning environment, planning and establishing elementary unit and lesson plans, establishing an effective classroom management/discipline plan, and the evaluation of instruction learning goals. The correlations among Health Education instruction, varied learning styles, achievement levels and classroom management techniques as well as a variety of evaluative alternatives and instructional strategies are addressed. A minimum of 30 hours in the field is required.

*Every Semester, 4 credits*

### HED 261 Secondary Methods in Health Education

This course is a consideration of the principles and techniques in secondary education. The middle and senior high curricula are examined and their continuing development is studied and appraised in relation to current needs and practices. Methods, materials and teaching aids are considered for Health Education. Each student is required to spend no less than 30 hours in field experience and make observations of secondary health education classes.

*Prerequisites:* EDI 14A, 15A, 16A, EDS 44, adequate preparation in the subject to be taught, acceptance in the School of Education and Departmental approval by formal application.

*Every Semester, 4 credits*

### HED 262 Nutritional Methods (K-12)

This course is a study of the methods and materials for teaching nutrition to various age groups in the school and the community. A minimum of 30 hours in the field is required.

*Co-requisite:* HE 255.

*Annually, 3 credits*

### HED 297 Student Teaching in Health Education

This course is designed to meet the certification requirements of those students pursuing a major in Health Education. A minimum of 360 hours in observation and teaching is required. Students must be prepared to spend the entire school day, every day, in the public schools during the semester of registration in this course. Enrollment in any additional courses while registered for this course must have the approval of the Chair of the Department of Health, Physical Education, and Movement Science and is, in any case, limited to those courses meeting during the late afternoon or evening.

*Prerequisites:* Students are required to provide a portfolio to the faculty. Students must complete the interview and the exit exam.

*Passing of the NYS Teaching Exams (i.e., LAST and ACS-W)*

*Every Semester, 4 credits*

### HPE 296 Student Teaching for Students in Health and Physical Education

This course is designed to meet the certification requirements for those students pursuing a double major in both Health and Physical Education. A minimum of 500 hours in observation and teaching is required. Students must be prepared to spend the entire school day, every day, in the public schools during the semester of registration in this course. Enrollment in any additional courses while registered for this course must have the approval of the Chair of the Department of Health, Physical Education and Movement Science and is, in any case, limited to those courses meeting during the late afternoon or evening.

*Prerequisite:* Students are required to provide a portfolio to the faculty. Students must complete the interview and the exit exam.

*Passing score on the NYS Teaching exams (i.e. LAST and ACS-W)*

*Every Semester, 8 credits*

**HPE 298 Student Teaching Seminar**  
Students preparing to qualify as physical education or health education school teachers (K-12) are required to complete a systematic, extended observation and student teaching experience under supervision in selected private and public senior high schools. Elementary, middle and senior seminars are designed to discuss current topics and concerns in the school setting.  
*Co-requisite: PED 297, HED 297, HPE 296.*  
*Every Semester, 2 credits*

## Physical Education Theory Courses

**PE 71 Independent Study in Physical Education**  
Advanced independent study in areas of physical education not covered in the curriculum (A – 1 credit; B – 2 credits; C – 3 credits; D – 4 credits). Credits determined by faculty advisor and course requirements. (For majors only)

**PE 200 Movement Pattern Testing Seminar**  
This seminar is a testing and evaluation seminar for the purpose of identifying the skill deficiencies of all Physical Education and dual majors in the following movement patterns: throwing, catching, dribbling, striking, rebounding, movement through space and manipulation of objects. Students are tested in a variety of sports. A written exam on techniques, rules and strategies is given.  
*Special fee \$50*  
*Every Semester, No credits*

**PE 201 Introduction to Physical Education\***  
This course is an extensive analysis of the historical, personal, sociological and philosophical aspects of Physical Education. Students will begin developing their philosophy of being a physical educator and understand the importance of physical education to the overall success of the K-12 school experience.  
*Every Semester, 2 credits*  
*\*Meets Writing Across the Curriculum requirement*

**PE 203 Kinesiology and Biomechanical Analysis of Movement**  
This course is an introduction to the basic concept of human motion, including the anatomical and mechanical description of movement. This course analyzes basic locomotion and selected sports skills. Laboratory experiences

develop competencies in posture, gait and joint measurements. Included is the muscle analysis of selected exercises and sport skills performed throughout the course.  
*Four hours lecture, one hour laboratory.*  
*Laboratory fee \$50*  
*Prerequisites: BIO 7-8, or instructor approval.*  
*Every Semester, 4 credits*

**PE 235 Motor Development**  
This course provides the student with an understanding of the changes in motor behavior over the lifespan and the processes which underlie these changes. The course provides both descriptive and explanatory profiles of the individual from conception to adulthood.  
*Annually, 2 credits*

**PE 255 Motor Learning\***  
This course is a discussion of studies, concepts and principles relating to human motor behavior and learning. The physical, mental and emotional factors of skill acquisition, growth and development, environmental considerations, personality factors and other aspects of skill learning are examined.  
*Prerequisites: PE 203, EDI 15A.*  
*Every Semester, 3 credits*  
*\*May be taken and recognized for Liberal Arts credit*

**PE 290 Physiology of Exercise Part II**  
This course continues from Part I. Students discuss special topics that relate to training and performance. Topics such as Ergogenic Aids, Environmental Exercise Stress, Disease and Exercise, Factors of Age, Gender and Hypokinetic Disorders on Performance are researched by the students. Students are required to take skin folds, cardio-assessments, strength and endurance assessments, and flexibility measurements. Students must demonstrate a high level of fitness by the end of this course in order to complete the course. Students monitor their training programs throughout the course. Laboratory experiences are designed to demonstrate physiological effects of physical performance and measurement techniques.  
*Prerequisite: PE 250.*  
*Laboratory fee \$50*  
*Every Semester, 3 credits*

**PE 295 Measurement and Evaluation in Physical Education**  
This course examines the purposes and principles of measurement and evaluation in physical education. Emphasis is placed on designing measurements by objectives and evaluating individual student status and progress. Program evaluation, teacher evaluation and statistical tools needed to summarize data are also discussed. Laboratory experiences are designed to support measurement theory.  
*Prerequisites: Math 3 or exam and PE 250.*  
*On Occasion, 3 credits*

## Health Education Theory Courses

**HE 71 Independent Study**  
Advanced study and/or research in the field of health in areas not covered by the curriculum (A – 1 credit; B – 2 credits; C – 3 credits; D – 4 credits). Credits determined by faculty and course requirements. Student must have approval from the chair. (For majors only)

**HE 201 Critical Health Problems I\***  
This course is a discussion of various health problems that are of greatest concern to individual, community and future health educators: 1) the wellness concept; 2) chronic diseases; 3) communicable diseases; 4) environmental effects on health; 5) genetic disorders.  
*Annually, 3 credits*  
*\*May be taken and recognized for Liberal Arts credit*

**HE 202 Critical Health Problems II**  
This course is an introduction to the major theories associated with mental health, methods of stress management and methods of handling emotions in everyday life.  
*Annually, 3 credits*

**HE 204 Human Sexuality and the Family**  
This course includes a general discussion of human sexuality and the family through a values approach. Various problems in human sexuality are discussed through a broad range of psychological and philosophical disciplines. The course attempts to examine the place and meaning of sexuality and the family in our education, lives and society.  
*Every Semester, 3 credits*

### HE 250 Health Counseling

This course examines the role of the health counselor. Application of counseling techniques of the various personnel within the school environment.  
*Annually, 3 credits*

### HE 255 Nutrition and Deficiency Disease

This course is an overview of the science of nutrition and its relationship to health. It is a survey of current nutrition knowledge and research.  
*Co-requisite: HED 262 or departmental approval.*  
*Annually, 3 credits*

### HE 260 Community Health Care Studies and Surveys

This course studies the role, needs and growth of organizations concerned with public health needs.  
*Annually, 3 credits*

### HE 265 Consumer Health Education

This course investigates the relationship among the consumers of health products services, information and the health care delivery system. Emphasis is given to developing the student's ability to make improved decisions concerning health care.  
*Annually, 3 credits*

### HE 280 Marriage and Parenting

This course is designed to assist the student in gaining insight into the commitments of marriage and parenting. It helps the participants to disseminate important information concerning attitudes, conflicts, adjustments and all the aspects of planning a marriage, getting married, in addition to making a legal, moral and religious commitment.  
*Every Semester, 3 credits*

### HE 285 Personal, School, and Community Health

This course is a study of the relationship of cause and effect that leads to the acquisition, maintenance and improvement of the health of the individual with a special emphasis on the influence of school and community on personal health.  
*Prerequisite: Completion of 12 credits of Health Education course work.*  
*Annually, 3 credits*

### Physical Education Specialization

Physical Education majors are required to elect 6 credits in one of the department's specializations listed below; all courses are offered at the department's discretion unless otherwise stated.

### Coaching Specialization

#### PE 256 Philosophy and Techniques of Coaching and Officiating

This course introduces the philosophies, methods and techniques of coaching public school sports, rules interpretation and techniques of officiating.  
*Prerequisites: PE 203 and PE 250 or instructor's permission.*  
*Annually, 3 credits*

#### PE 257 Care and Prevention of Athletic Injuries

This course covers the methods of preventing and treating injuries common to athletes.  
*Prerequisites: PE 203 or BIO 118.*  
*Annually, 2 credits*

#### PED 291 Practicum in Specialization

The practicum is designed to give students field experience in their specialization. All students are required to complete 40 hours of fieldwork plus five hours of seminar.  
*Prerequisite or Co-requisite: Students must have completed 5 credits in their area of specialization.*  
*Annually, 1 credit*

### Health Education Specialization

#### HE 204 Human Sexuality and the Family

*Every Semester, 3 credits*  
*(See Health Education listing.)*

#### HED 261 Secondary Methods in Health Education

*Every Spring, 3 credits*  
*(See Health Education listing.)*

#### HED 293 Practicum in Specialization

This practicum is designed to give students field experience in their specialization. All students are required to complete 40 hours of fieldwork plus five hours of seminar.  
*Prerequisite or Co-requisite: Students must have completed 5 credits in their area of specialization.*  
*Annually, 1 credit*

### Fitness and Exercise Rehabilitation Specialization\*

#### PE 230 Exercise Rehabilitation and Conditioning

This course introduces the role of exercise in the development and maintenance of physiological fitness throughout the life cycle. Application for the use of exercise and conditioning for various populations includes the disabled, clients

in cardiopulmonary rehabilitation, adults, the obese and diabetic.  
*Prerequisite: PE 290.*  
*Co-requisite: PE 231.*  
*Three hours lecture.*  
*On Occasion, 3 credits*

#### PE 231 Instrumentation in Fitness and Exercise Rehabilitation

This course covers the use of instrumentation in fitness and exercise rehabilitation with emphasis on anthropometric measurement tools, instructional evaluation and cardiopulmonary instrumentation.  
*Prerequisite: PE 290.*  
*Co-requisite: PE 230.*  
*Two-hour laboratory*  
*Laboratory fee \$50*  
*On Occasion, 2 credits*

#### PED 292 Practicum in Specialization

The practicum is designed to give students field experience in their specialization. All students are required to complete 40 hours of fieldwork plus five hours of seminar.  
*Prerequisite or Co-requisite: Students must have completed 5 credits in their area of specialization.*  
*Annually, 1 credit*

### Elementary School Physical Education Specialization\*

#### PE 240 Creative Games and Survey of Movement Program for Children

Creative Games is a new approach to play, which emphasizes cooperation rather than competition and combining elements of traditional games and sports with a humanistic view of interaction. Opportunities are provided for leading and refereeing creative games. Students explore the ways new games can be adapted for a variety of age groups, populations and a variety of settings. Students may elect to take this course for a second credit to observe and study a number of movement programs for preschool and elementary school-age children in a variety of settings.  
*Prerequisite or Co-requisite for PE majors: Elementary Methods*  
*Includes 30 hours of fieldwork*  
*On Occasion, 2 credits*

#### PE 241 Movement Education and Rhythms for Children

The purpose of this course is to provide for prospective preschool and elementary teachers the methods and materials to lead movement and rhythmic experiences.  
*Prerequisite or Co-requisite for PE majors: PE 241, DAN 1.*  
*On Occasion, 3 credits*

**PE 290C Practicum in Specialization**

The practicum is designed to give students field experience in their specialization. All students are required to complete 40 hours of fieldwork plus five hours of seminar. Five credits of specialization must be completed or taken concurrently with the practicum.

*Prerequisite or Co-requisite: Students must have completed 5 credits in their area of Specialization.*

*On Occasion, 1 credit*

**Movement and Dance Therapy Specialization\***

**PE 254 Introduction to Movement/Dance Therapy**

This course is designed to provide undergraduate students with an experimental and didactic exposure to the field of dance therapy. The curriculum includes: (a) an examination of the historical framework and current developments in the field of dance therapy; (b) a comprehensive investigation of the psychophysical components of expressive movement; (c) the theory and process of dance therapy; and (d) a survey of dance therapy methods devised for specific populations in a range of clinical and educational settings.

*On Occasion, 3 credits*

**DAN 2**

*(See Dance, School of Visual and Performing Arts.)*

**PE 290D Practicum in Specialization**

The practicum is designed to give students field experience in their specialization. All students are required to complete 40 hours of fieldwork plus five hours of seminar.

*Prerequisite or Co-requisite: Students must have completed 5 credits in their area of specialization.*

*On Occasion, 1 credit*

**Athletic Trainer Specialization\***

**PE 257 Care and Prevention of Athletic Injuries**

Methods of treating and preventing injuries common to athletes.

*Annually, 1 credit*

**PE 230 Exercise Rehabilitation and Conditioning**

*(See description above).*

*On Occasion, 3 credits*

**PE 294 Practicum in Specialization**

The practicum is designed to give students field experience in their specialization. All students are required to complete 40 hours of fieldwork plus five hours of seminar.

*Prerequisite or Co-requisite: Students must have completed 5 credits in their area of Specialization.*

*On Occasion, 1 credit*

*\*Course availability depends on enrollment.*

**Physical Education Skill Courses**

Students at C.W. Post who are not majoring in Health or Physical Education may take a maximum of two courses for degree credit in Physical/Health Education with the advice and consent of a counselor in their field of concentration. Physical Education majors are required to take skill electives as part of their degree requirements.

All courses in the Skill Elective Program are designed to include the fundamental techniques and strategies of the activity. In addition, the courses are designed to give the students ongoing physical activity to improve their fitness status. No credit will be given for repeating a course previously passed. All Physical Education skill electives are graded by letter, except in the case of non-Physical Education or non-Health/Physical Education major students who may elect to take these courses pass/fail.

Physical Education skill electives are 1 credit unless otherwise stated. They are usually offered annually or as needed to meet the needs of the student body.

**PE 100 Tumbling and Apparatus I**

**PE 102 Archery**

**PE 103 Badminton**

**PE 104 Body Conditioning to Music**

**PE 105 Fitness and Conditioning**

**(Beginning)**

**PE 106 Fitness and Conditioning**

**(All Levels)**

This course covers the understanding of the acute and chronic effects of exercise on the human organism. Includes advanced training and conditioning techniques.

*2 credits*

**PE 107 Racquetball/Paddleball**

**PE 108 Track and Field**

**PE 109 Squash**

**PE 111 Tennis (Beginning)**

**PE 112 Tennis (Intermediate)**

*Prerequisite: PE 111 or permission of instructor*

**PE 113 Fencing**

**PE 114 Golf**

**PE 115 Contemporary/Social Dance**

**PE 116 Horseback Riding (Beginning)**

**\$200 fee**

*Students must have an approved riding helmet before riding*

**PE 117 Horseback Riding**

**(Intermediate) \$200 fee**

*Students must have an approved riding helmet before riding*

**PE 118 Horseback Riding (Advanced) \$200 fee**

*Students must have an approved riding helmet before riding*

**PE 120 Beginning Karate and Self Defense**

**PE 121 Karate and Self Defense (All Levels)**

**PE 122 Basic Swimming Instruction**

This course covers the fundamental skills of aquatics with emphasis on personal and class safety.

**PE 123 Intermediate Swimming**

*Prerequisite: PE 122 or permission of instructor.*

**PE 124 Life Saving (Advanced)**

This course covers the advanced skills and methods of rescue techniques. Extra hours may be required for advanced Life Saving Certification.

*Prerequisite: PE 123 or instructor's permission. 2 credits*

**PE 125 A.R.C. Water Safety Instructor**

This course covers the methods of teaching swimming at all levels of skill. Development of lesson plans and teaching strategies as well as swimming safety and first aid are included.

*Prerequisite: Advanced Life Saving or permission of instructor. 2 credits*

**PE 126 Introduction to Hatha Yoga**

An eclectic course in Hatha (physical) Yoga using asanas (yoga postures), pranayama (breathing exercises), meditation, and kinetic awareness techniques in order to achieve a healthier more harmonious functioning of both mind and body.

**PE 127 Hatha Yoga (All Levels)**

**PE 128 T'ai Chi**

An ancient Chinese system of exercise that is practiced for health and wellbeing.

**PE 129 Basic Skin and Scuba Diving**

*Special fee, \$70 to vendor*

*2 credits*

**PE 130 Judo (Beginning)**

**PE 131 Judo (Advanced)**

**PE 132 Water Aerobics**

**PE 133 Tae Kwon-do (Beginner)**

*2 credits*

PE 134 Kung Fu (Beginner)  
PE 135 Kung Fu (All Levels)  
PE 136 Scuba Diving Certification  
*Special fee, \$90 to vendor*  
2 credits

PE 137 Aikido

**PE 190 Project Adventure**  
The goal of this course is for students to obtain the knowledge and skills that are needed to create a Project Adventure K-12 curriculum. Students will gain familiarity with the Project Adventure philosophy and activities. They will learn how to utilize cooperative games, adventure challenges, initiative problems, and trust-building activities to teach communication, cooperation, trust, and teamwork and meet New York State and National Standards for physically-educated individuals.  
*Course availability depends on enrollment*  
*Special fee, \$50.00 to vendor*  
2 credits

PE 192 Basketball  
PE 193 Soccer  
PE 194 Football  
PE 195 Lacrosse  
PE 196 Softball  
PE 197 Baseball  
PE 198 Volleyball  
PE 199 Field Hockey

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## Health and Physical Education Theory Courses

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*Appropriate for all Students*

**PE 202 Basic First Aid and Emergency Care**

This course is lecture, demonstration and laboratory work. Basic knowledge and procedures for first aid and cardiopulmonary resuscitation, and use of the AED are covered. Emphasis is given to

emergency conditions likely to occur in educational settings and sports-related traumas. Students have an opportunity to earn First Aid and CPR Certification.  
*Every Semester, 2 credits*

**PE 203 Kinesiology and Biomechanical Analysis of Movement**

This course is an introduction to the basic concepts of human motion and includes anatomical and mechanical descriptions of movement in addition to an analysis of basic locomotion and selected sports skills. Laboratory experiences develop competencies in error identification and correction for efficient movement.

*Prerequisites: BIO 7-8, CHEM 1 or PHY 11.*  
*Three hours lecture plus two hours laboratory per week*  
*Laboratory fee \$50*  
*Every Semester, 4 credits*

**PE 250 Physiology of Exercise**

This course is an introduction to the physiological basis of exercise and physi-



cal training that includes the practical applications of physiology concepts to the fields of Health, Physical Education and Athletics. Laboratory experiences are designed to demonstrate the physiological effects of physical performance.  
*Prerequisite: PE 203 or equivalent.*  
*Laboratory fee \$50*  
*Every Semester, 3 credits*

#### PE 255 Motor Learning\*

This course is a discussion of studies, concepts and principles related to human motor behavior and learning. Physical, mental and emotional factors of skill acquisition, growth and development, environmental considerations, personality factors, and other aspects of skill learning are included.  
*Every Semester, 3 credits*  
*\*Can be applied as liberal arts credit*

#### PE 257 Care and Prevention of Athletic Injuries

This course covers the methods of preventing and treating injuries common to athletes.  
*Every Semester, 2 credits*

#### HE 201 Critical Health Problems I\*

This course is a discussion of various health problems that are of greatest concern to individual, community and future health educators: 1) chronic diseases; 2) communicable diseases; 3) environmental effects on health; 4) genetic disorders.  
*Annually, 3 credits*  
*\*Can be applied as liberal arts course*

#### HE 204 Human Sexuality and the Family

This course includes a general discussion of human sexuality and the family through a values approach. Various problems in human sexuality are discussed through a broad range of psychological and philosophical disciplines. The course attempts an examination of the place and meaning of sexuality and the family in our education, lives and society.  
*Every Semester, 3 credits*

#### HE 205 Substance Abuse & Related Issues\*

This course is an examination of the uses of prescription, over-the-counter and consciousness-altering drugs in contemporary America. Emphasis is placed on making improved health-related decisions when confronted by substance use. A non-judgmental approach is used to encourage students to discuss their experiences, attitudes and values related to drug usage.  
*Every Semester, 3 credits*  
*\*Can be applied as liberal arts course*

#### HE 280 Marriage and Parenting

This course is designed to assist the student in gaining insight into the commitments of marriage and parenting. It helps the participants to examine important information about attitudes, conflict and adjustments, and planning a marriage, getting married, and what is entailed in order to make a legal, moral and religious commitment.  
*Every Semester, 3 credits*

## SPECIAL EDUCATION AND LITERACY

Phone (516) 299-2245  
Fax (516) 299-3312

While the Special Education and Literacy Departments offers a full master's program, some of its courses can be applied to bachelor's degree programs in Education and Literacy, Early Childhood Education, Childhood Education and Adolescence Education.

#### Faculty

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## Special Education Courses

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**EDS 44 Introduction to the Study of  
the Exceptional Child**  
A basic introduction to childhood excep-

tionality. Designed to increase under-  
standing of children who are considered  
to be exceptional—physically, emotion-  
ally or intellectually. Provides a basis for  
planning individual learning opportunities  
in regular and special classroom settings.  
*Fall, Spring, 3 credits*

### **EDS 50 Creating Responsible Inclusive Classrooms**

Inclusion represents one of the most sig-  
nificant challenges facing education in  
recent years. It requires change for both  
general and special educators. This  
course will explore the concept of inclu-  
sion, discuss it from both theoretical and  
practical perspective's, and present  
strategies necessary for it to be successful.  
It will present inclusive practices for use  
by general educators, as well as special  
educators.  
*Fall, Spring, 3 credits*

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## LITERACY

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### **EDS 60 Literacy Development: Birth Grade 6**

This course will be concerned with the  
strategies and resources for childhood  
language acquisition and current princi-

ples and practices in the teaching of lit-  
eracy. Relevant approaches and research  
findings that can be used in the class-  
room setting will be explored. Students  
will have the opportunity to observe and  
explore the various ways literacy is used  
in the classroom.  
*Fall, Spring, 3 credits*

### **EDS 62 Literacy Assessment for the Classroom Teacher: Birth-Grade 6**

This course will focus on acquainting stu-  
dents with current assessments used to  
identify reading problems, reading levels,  
and specific reading strengths and weak-  
nesses of elementary school students in the  
classroom setting. Further emphasis will be  
placed on the use of current principles,  
practices, strategies, techniques, and the  
effective integration of technology in eval-  
uating and treating the elementary school  
classroom student. Case studies will be  
developed and discussed.  
*Fall, Spring, 3 credits*