

2008

Curriculum & Instruction
Undergraduate Student Handbook

**LONG ISLAND
UNIVERSITY**



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Welcome

The faculty and staff of the Department of Curriculum and Instruction, Long Island University (LIU) welcome you to your program of study. Our commitment is to a program of the highest quality. We wish you much success as you pursue both your educational and professional goals.

This handbook contains vital information that will assist you throughout your studies. It is not meant to replace the undergraduate bulletin or the LIU catalog. It is meant to be used as a supplement and a guideline for your educational accomplishments within the degree programs.

This handbook should help answer many of the questions you might have concerning expectations and program requirements. Though the faculty is here to help you in any way possible, the ultimate responsibility for fulfilling all graduation requirements lies with you as a student.

The Department of Curriculum and Instruction offers the following undergraduate degrees:

- Adolescence Education (Grades 7-12)
- Adolescence/Childhood (BS/MA)
- Art Education (Birth to Grade 12)
- Biology: Adolescence Education (Grades 7-12)
- Childhood/Early Childhood (BS/MA)
- Childhood/Adolescence (BS/MS)
- Childhood Education (Grades 1-6)
- Childhood/Special Education (BS/MS)
- Childhood/Literacy (BS/MS)
- Chemistry: Adolescence Education (Grades 7-12)
- Early Childhood/Childhood (BS/MA)
- Early Childhood Education (Birth to Grade 2)
- Earth Science: Adolescence Education (Grades 7-12)
- English: Adolescence Education (Grades 7-12)
- French: Adolescence Education (Grades 7-12)
- Italian: Adolescence Education (Grades 7-12)
- Mathematics: Adolescence Education (Grades 7-12)
- Music Education (Birth to Grade 12)
- Social Studies: Adolescence Education (Grades 7-12)
- Spanish: Adolescence Education (Grades 7-12)

Student Conduct Code

Attendance at an institution of higher education is not compulsory. It is optional and voluntary. By voluntary attendance at such an institution, the student assumes obligations for performance and behavior reasonably imposed by the institution, and which are relevant to its lawful missions, processes, and functions. The obligations are much higher than those imposed on all citizens by the civil and criminal law, and the institution may discipline students to secure compliance with these higher obligations as a teaching method or to remove the student from the academic community.

The Department of Curriculum & Instruction is complex. One of its functions is that of an academic community in which learning and scholarship flourish. While members of this community contribute a diverse mix of ideas and backgrounds, the department holds in common those standards of conduct which exemplify personal integrity and ethical behavior and which advance the mission of the department, its traditions and values. Upon enrollment in the department, every student is held to the standards of conduct contained in this code.

Students observe the highest principles of academic integrity and support a campus environment conducive to Scholarship.

Violations of this standard:

1. Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data.
2. Theft or the unauthorized possession of examinations; alteration, theft, or destruction of the academic work of others, or academic records, library materials, laboratory materials, or other university equipment or property related to instructional matters or research.
3. Submitting work previously presented in another course unless specifically permitted by the instructor.
4. Conduct which disrupts the academic environment; disruption in classes, faculty offices, academic buildings, or computer facilities.
5. Complicity with others in violations of this standard.

Students respect the health, safety, welfare and rights of all persons.

Violations of this standard:

1. Threatened, attempted or actual physical harm, or other conduct that threatens the health or safety of the student himself/herself or any other person.
2. Intimidation, stalking, harassment, coercion, verbal abuse, or any other conduct which has a direct and substantial disruptive influence on the life or educational endeavors of any person.
3. Sexual misconduct.
4. Conduct which is lewd, indecent, obscene, or disorderly.
5. Incapacitation due to the abuse of alcohol or a controlled or other intoxicating substance, or appearing in a public place manifestly under the influence of such, particularly when there is danger to self, others, or property or there is unreasonable annoyance to others.
6. Making, possessing, or using any controlled substances or paraphernalia or providing them to other persons.
7. Possessing or using alcohol if, or providing it to those who are underage.
8. The unauthorized possession or use of firearms, ammunition, explosives, fireworks, or devices classified as weapons by state statute; the use of instruments which simulate such items in acts which threaten or alarm others.
9. Hazing.
10. The intentional false report of a bomb, fire, or other emergency, or the unauthorized alteration or misuse of any fire alarm, firefighting equipment, safety or other emergency device.

Students comply with the policies, procedures, and academic programs of the Department.

Violations of this standard:

1. Conduct which by itself, or in conjunction with the conduct of others, disrupts, or impairs the carrying on of normal University functions.
2. Refusal to cooperate with or failure to carry out the reasonable directive, written or verbal, of faculty or staff members acting in the performance of their duties.
3. Misrepresenting or falsifying any University record, forms or procedure; making knowingly false oral or written statements to any University official.
4. Providing false testimony at a disciplinary hearing, failure to satisfy the terms of a disciplinary sanction or disregarding disciplinary procedures.

Academic Policy

University Grade Point Average:

To calculate your semester GPA, follow these four easy steps:

1. Determine the point value for each grade earned:

A	= 4.00	C+	= 2.33
A-	= 3.67	C	= 2.00
B+	= 3.33	C-	= 1.67
B	= 3.00	D	= 1.00
B-	= 2.67	F	= 0.00
	P	=	0.00

2. Multiply the point value by the number of credits. This will give you your quality points. Add all quality points together.
3. Separately add the total number of credits earned. (Include courses with a grade of "P".)
4. Divide the total quality points by the total number of credits to get your GPA.

$$\text{GPA} = \frac{\text{QUALITY POINTS}}{\text{NUMBER OF CREDITS TAKEN}}$$

Other than Passing Grades

W = Authorized Withdrawal. See your advisor by the deadline listed in the Schedule Classes.

UW = Unauthorized Withdrawal. Submitted by your professor.

WF = Withdrawal with record of failure (Counts as F in GPA).

INC = Incomplete, which is arranged with professor. The work must be completed by the end of the semester.

NGR = No Grade recorded. Professor did not submit a grade Contact your Professor.

Grades of "F"

In most cases, courses in which a student has received a grade of F must be repeated immediately. Students may not register for the second half of a required sequence if they have failed first half.

Academic Probation

- Students may be placed on Academic probation for any of the following:
- Semester average is less than 2.0
- Low cumulative average (as stipulated by major department)
- Low major average (as stipulated by major department)
- Failure to complete at least half of the semester course load.

Pass/Fail

A student may **only** take electives on a P/F basis. Grades of “P” do not get computed into the G.P.A., however, a grade of “F” does. Students are limited to taking 2 courses per academic year as pass/fail. Consult with your academic advisor. Your professor won’t know of this choice.

ATTENDANCE or ABSENSE FROM CLASSES

It is expected that students will attend all class sessions. Regulations concerning attendance are at the discretion of the instructor. Absence from classes or laboratories may affect the final grade. The instructor of record will determine what is required. If the instructor agrees to allow the student to repeat the course with another professor without re-registering, that subsequent professor will decide the final grade. The instructor of record will then change the Incomplete to that grade. The student and the professor must fill out the Department’s incomplete form.

Absence from Final Exam

Students who are absent from a final examination must:

1. notify their professor or department chair within 24 hours of the reason for the absence, and
2. request permission from the professor to take a deferred final examination. The deferred final examination is granted as a privilege, not as a right. It may be permitted only to a student who complies with the notification regulations indicated above, whose work during the semester has been satisfactory, and whose reason for missing the scheduled examination is deemed acceptable.

Appealing a Grade

If you are involved in an academic dispute, always attempt to resolve it with your professor first. Often, the professor may not be aware of the problem and can help you solve it. If that fails, try to contact the department chair for that subject area. He or she can help you or suggest another method for resolving your problem. If you are concerned with program requirements, graduation requirements, academic standing or academic standing suspension, the best person to see is your academic counselor. He or She can outline your program of study and make sure you are fulfilling your requirements.

Non- Academic Disputes

The procedure for resolving a non-academic dispute is similar to the above process. First, talk to the person with whom you have the problem or with a representative of that area. If that does not provide the result you want, speak to the Chairperson of that department. If that fails, report the problem to the associate provost who oversees that area. Often, he or she can help you to solve your problem.

Transfer of Credits Policy

Students transferring to C.W. Post from two year colleges can receive a maximum of 72 credits (including grades of D when an associate's degree is awarded) Those transferring from four year institutions can receive a maximum of 96 transfer credits.

Students with Disabilities

The C.W. Post Campus of Long Island University is committed to providing accessibility to students with disabilities. The office of Services for Students with Special Needs, located in the office of student Health & Counseling, counsels students and works with campus community resources to provide services for these individuals. Students with special needs can reach the office at (516) 299- 2345.

Disabled students are provided with a variety of support services. This office also educates the campus community about the disabilities and abilities of the handicapped student population. The architectural and program accessibility of the campus is discussed; accommodations are arranged through this office. All students with disabilities are urged to contact this office for more information.

Residence Requirements

A minimum of 129 credits (128 for Transfer students) is required in order to receive a Bachelor's degree. All students must complete his/her final 32 credits (including 9 credits in the major and/or minor) in residency at C.W. Post. Also, students requesting to earn credit through Life, experience, CLEP, VISA, or Study Abroad must pursue these options prior to beginning their final 32 credits of course work toward their degree.

Visiting Student Authorization

Students wishing to attend another institution over the summer must first consult with an academic counselor, to complete and fill out a request for Visiting Student Authorization (VISA). This request is approved by the Academic Standing Committee. Please be advised that requests may be approved for the following reasons only:

- Living outside the Long Island area (includes 5 boroughs)

- Required course is offered at post, but conflicts with other courses registered for at post (includes required internships)
- Transfer credit trade off (the maximum number of awarded transfer credits have not all been applied)
- Course is not offered at Post and is a pre-requisite or co-equivalent for maintaining the sequence in the major in order to graduate on time.

Double Majors

A student may be granted permission to pursue two majors (a primary and a secondary major). The student pursuing two majors is required to fulfill the major and co-related requirements for both areas, as well as the core curricular requirements in both majors; however only one degree will be awarded. Consult with your academic advisor.

Advanced Placement Credit

Academic credits towards graduation will be granted automatically to students who pass the college entrance examination Board's advanced placement examination with a score of 4 or 5. Credit for a grade of 3 will be awarded only on the recommendation of the department chairperson. No credit will be awarded for a score less than 3. Consult with your academic advisor.

Credit By Proficiency Examinations

Some academic departments at C.W. Post have placed restrictions on the applicability of proficiency examinations to degree requirements. Consult with the evaluations office at (516) 299 2746.

Life Experience Credit

Life experience credit is credit given in recognition of knowledge obtained in ways other than study in an accredited college. The student must submit an application to the Life Experience Credit Coordinator and then must be able to demonstrate such knowledge. For application and additional information regarding fees, rules and procedures call 299-2445.

Competencies

In addition to writing (Eng 1 + 2), every student must exhibit proficiency in computer literacy, oral communication and library usage. A schedule of the exams will be posted in the lobby of the Academic Counseling Center. Students must call the Speech & Hearing department to take the oral competency (299 – 2436). Competencies must be fulfilled before 90 credits are earned, or workshops become mandatory. Transfer students entering with 60 or more credits are exempt from the competencies.

Writing Across the Curriculum (Wac)

All new freshmen and new transfer students starting at post as of fall 2000 are required to complete 5 writing intensive courses in order to graduate. ENG 1 and ENG 2 are considered writing intensive courses and begin the sequence. Transfer students must take one writing intensive course per year of attendance. Writing intensive courses are listed as 400 levels courses in the schedule of classes booklet and can be taken for core curriculum, major, and /or elective credit.

Graduate Courses Open To Undergraduates

Qualified Juniors and Seniors, with a 3.25 cumulative average, may take graduate courses at the undergraduate tuition rate to complete the requirements for the Bachelor's degree. The Dean's approval would be required. A maximum of 12 credits may be applied to the Bachelor's degree and may NOT be applied towards a master's degree.

Leave Of Absence

A leave of absence for up to one year may be granted to matriculated students who are not in financial arrears and who are not subject to any disciplinary action. Students must file a leave of absence application with academic standing committee. The application form is available in the Academic Counseling Center.

New York State Teacher Certification Requirements

- Completion of your education program
- Completion of the New York state Teacher Certification exams:
LAST (Liberal Arts and Science Test)
ATS-W (Assessment of Teaching Skills-written)
CST (Content Specialty Test) – in the certificate area(s) sought
- Completion of seminars : Child Abuse & Project SAVE
- Fingerprints (information sheet may be obtained in the Certificate Office)
- Completion of fieldwork hour requirement

Required Workshops

Students must complete two seminars for NEW York State Teacher certification eligibility: Child Abuse and Project S. A.V.E (Schools Against Violence Education). Both seminars are offered at a nominal fee.

Health and Substance Abuse Workshop (HE 205A)

HE 205A- Health and Substance Abuse seminar is a workshop that facilitates Education students understanding of how to:

- Identify the leading cause of death for adolescents;

- Understand the relationship between adolescence and risk- taking health behaviors
- Identify the relationship between outside forces (i.e. the media) and the health choices students make;
- Understand the role teachers play in identifying health risk behavior

Fingerprinting

All candidates seeking N.Y.S. Certification must be fingerprinted and submit to criminal background checks. Instructions are available in the Office of Certification, 2nd floor of the Library, School of Education.

Liberal Arts Requirements For Certification

The New York State Education Department requires all candidates for teacher certification to complete certain liberal arts requirements. The general liberal arts core would include areas in English, Math, Natural Science, Social Science, Artistic Expression or humanities and a language (other than English). See academic advisor for specific requirements.

New York State Teacher Certification Exam

All students who apply for an Initial certification are required to successfully complete the New York State Exams .These exams measure a students knowledge and skills in the Liberal arts and Science (LAST), in teaching theory and practice (ATSW) and in the content area of the student's field of certification (CST).

Hours of Field Work Requirements

Early Childhood/ Childhood/ Middle Childhood/ Adolescent = 100 hours total

Dual programs Childhood & Special Education / Childhood & Literacy = 150 hours total

All courses in the Department of Curriculum & Instruction require fieldwork. Each class will discuss the number of hours, the various settings, and the specific assignments required. In some instances, you may be able to spend time during a weekend or evening setting with children/adolescents/educators, or you may need to spend some time in the schools.

The 100/150 hours of fieldwork is required for two reasons: first, the New York State Education Department has declared that all candidates for teacher certification in New York State *must* spend a minimum of 100 hours of fieldwork in educational settings *prior to student teaching*.

The Department of Curriculum and Instruction realizes that many of you work, and that making the time for fieldwork will at times be challenging. Know that there are many other colleges now meeting the State's requirements in the same or similar ways. All of these teacher preparation programs have the same goal – to continuously improve their programs in order to help their graduates become even more effective educators.

The second reason for the required 100/150 hours of fieldwork is that the Department of Curriculum & Instruction believes that you will be better prepared and more effective as teachers if you spend time in the field throughout your educational program. Teaching is a vitally important and extremely complex job, and those new teachers who have been exposed to continuous fieldwork feel more effective and more confident. Why?

- because it takes time to practice actual teaching skills before teachers become effective
- because teachers gain greater understandings about student learning and motivation by observing and interacting with children or adolescents
- because teachers need to be prepared to work with a wide variety of children and educators in different types of settings and in order to be prepared, they need a variety of experiences as well as skills
- because fieldwork can help teachers in seeing how practice and theory interact and strengthen one another, and
- because it can help prospective teachers decide which age groups they are really interested in teaching; and, in a few cases, whether teaching is the right vocation for them.

Additionally, you will now have experiences that will help you to feel more prepared, indeed to *be* more prepared, for your student teaching experience.

Enclosed are some forms that you will need to keep track of your fieldwork.

Important note #1: **You will be dropped from Student Teaching if you have not submitted the Summary of Fieldwork Placements and your attached Field Hour Logs (included in this packet) to the Department of C&I secretary just prior to beginning the student teaching semester.** You must show that a minimum of 100/150 fieldwork hours have been completed prior to beginning Student Teaching.

Important note #2: Your instructors will give you guidance about what experiences you are expected to have in the field. More information about field experiences in general can be found on the Department's Fieldwork website at

<http://myweb.cwpost.liu.edu/mszpara/index.html>

Field Work Hours

Breakdown of required hours for each course:

Field Work Hours

<u>EDI 14, 15A, 16A</u>	<u>(10 hours each)</u>
<u>EDI 17</u>	<u>(10 hours)</u>
<u>EDI 35</u>	<u>(20 hours)</u>
<u>EDI 35 (A,B,C,D,E,F,G,H,I)</u>	<u>(20 hours each)</u>
<u>EDI 4D, 41, 64B</u>	<u>(20 hours each)</u>
<u>EDS 44</u>	<u>(10 hours)</u>
<u>EDI 50</u>	<u>(10 hours)</u>
<u>EDS 60, 62</u>	<u>(10 hours each)</u>
<u>EDI 63, 68, 69</u>	<u>(10 hours each)</u>
<u>EDS 75</u>	<u>(10 hours each)</u>

Requirements for Student Teaching:

Students are required to attend two mandatory meetings run by the Office of Field Placement the semester prior to student teaching: an application meeting and an orientation meeting. Date for meetings will be announced during the semester.

- Complete all coursework except for student teaching required for the program, meet with your academic advisor and register for the appropriate student teaching course.
- Complete 100/150 fieldwork hours prior to student teaching.
- GPA: Overall is a minimum of 2.50. Education and/or specific subject area is 2.75.

Taking a Course While Student Teaching

- In order to take a course during student teaching semester a written request must be made to through your Academic Advisor.
- You will not be permitted to take a course with Student Teaching if it conflicts with your student teaching responsibilities including your weekly seminar.
- Under no circumstances will permission be granted for more than one course.

Policy Regarding Waiving Student Teaching:

The student needs to put the request to waive student teaching in writing to the Department Chairperson.

Before the Department approves the request, the student must sign the waiver form. This can be obtained from the student's advisor or a Department secretary.

The Chairperson will then send the student a letter stating whether or not the request has been approved and other pertinent information.

The student is responsible for applying for NY State teacher certification, and must submit an application for certification directly to the State Education Department.

The student has to take credits in education classes equal to the number of credits resulting from waiving student teaching.

Please read notice regarding individual Evaluation Deadline

Notice of Individual Evaluation Deadline

The individual evaluation pathway for the Initial certificate in Childhood Education (Grades 1-6) is only available to candidates who qualify and apply for a certificate by February 1, 2007.

The individual evaluation pathway for the Initial certificate in all other classroom titles is only available to candidates who qualify and apply for a certificate by February 1, 2009. This includes Early Childhood Education (Birth-Grade 2) certificates, Middle Childhood Education (Grades 5-9) certificates; and all titles in adolescence education (Grades 7-12), special subject (K-12), students with disabilities (all grade ranges), career and technical education, etc.

These deadlines do NOT apply to pupil personnel or school leadership titles. The deadlines also do not apply to applicants for additional certificates, applicants through the Interstate Agreement, or applicants for Professional certificates, Supplementary certificates, Teaching Assistant certificates, or certificate extensions.

After these deadlines, candidates will be required to complete a teacher preparation program for their first Initial certificate. (See [Supplementary certificate](#) for application deadline for this certificate type.)

Requesting to Student Teach Outside the Long Island Metropolitan Area

1. The semester prior to student teaching, the students shall please request in writing to the Department Chairperson permission to student teach in a location that is not usually within the province of the Department of Curriculum & Instruction
2. The student will need to arrange the placement by either making inquires at schools in the desired area or by contacting a local university's student teaching placement office to seek assistance.
3. The student will also contact a local college or university in the desired area to identify someone local whom the Department can hire as a Supervisor. This Supervisor must have experience teaching at the Student Teaching placement level. This information must be submitted to the Department Chairperson for approval.
4. The student should complete the application folder distributed at the Student Teaching meeting held by the office of clinical education the semester prior to student teaching. These forms are required of all students wishing to student teach. The student must register for student teaching through the academic advisor.

Portfolio

The purpose of organizing a portfolio is to evaluate students' professional growth, knowledge of subject matter, teaching skills and professional dispositions. The portfolio will be organized around the ten professional standards outlined by Interstate New Teacher Assessment and Support Consortium (INTASC). The Department of Curriculum and Instruction has chosen these ten standards for their general applicability for teachers of all disciplines and grade levels. Students who choose the portfolio option are required to begin the process of collecting artifacts and other relevant materials early in their program. The courses in your program will offer a variety of artifacts related to the INTASC standards that you will be able to use in your portfolios. The portfolio should have a cover page, table of contents, philosophical statements and artifacts. Sample portfolios will be on reserve at the library and the PEP office for your review. To help students organize their portfolios in a systematic fashion, the Department recommends the following book as a guide:

Campbell, D., Cignetti, P., Nettles, D., & Wyman, R. (2004). *How to develop a professional portfolio: A manual for teachers, 3rd ed.* Boston: Allyn and Bacon.

***NOTE** If you are toward the end of your program of study, you will create your portfolio entirely during your student teaching seminar. Additional information on your portfolio will be provided by your student teacher supervisor during your student teaching seminar. If you are just beginning your program or are in the middle of it, please begin collecting relevant artifacts from your courses throughout the program.

Portfolio (not applicable to students who waive student teaching)

Filing for Degree

Applications for the degree must be filed with the Records Office (Kumble Hall) at least three months prior to the anticipated date of graduation. Diplomas are issued September, January, and May).

Professional Experience and Placement

Professional Experience and Placement (PEP) offer a variety of free career services to matriculated students. Registrants are assisted in the techniques of finding a suitable position through seminars in resume and cover letter preparation; video- recorded mock interviews, on-campus recruitment, career networking events and many other services. The office is open Monday through Friday from 9am-5pm from September through May, when classes are in session. The office also remains open until 8pm on Tuesday and Wednesday Evenings. Call (516) 299- 2251 to schedule an appointment to meet with a counselor.

Helpful Hints....

- Advising appointments are made on a first come first serve basis.
- It is important to note any “**blocks**” must be cleared before course registration can be processed. Admissions (**A**), Bursar (**B or N**), Security (**S**), Vaccination (**V**), Disciplinary (**D**), and Transfer Evaluations (**E**).
- Tutoring is available free of charge through the learning support program (516) 299-3057
- For financial aid eligibility a student must re-apply each year by March 1st.
(See financial aid counselors in Kumble Hall)
- Credits already used towards a certain degree cannot be used for another.
- Fieldwork hours are imperative for certification. Speak to your Professors on how to go about accruing those hours. Summary log must be submitted to the department prior to student Teaching.
- In order to graduate a student must fill out a degree application form, at least 3 months prior to graduation. (See Records office Kumble Hall)
- It is the student’s responsibility to send their certificate of completion of both seminars to New York State Department of Education.
- Grades are usually sent out to students about 2-3 weeks after the end of the semester. Students can access their grades over the Student Information System on LIU website:
<https://it.liu.edu/sis/SISLogin.aspx>
- To register for Child Abuse and Violence Prevention/Project S.A.V.E – (2 hr. seminar) call (516) 299-2236
- Fingerprinting information sheet may be obtained from room 308, Library, 2nd floor.
- Official transcripts for prospective employers, etc must be requested in writing to the Records Office, Kumble Hall. Please note: if you owe the University any fines or have any blocks on your account, your request cannot be processed.
- Students Health & Counseling Center is located in the Life Science Building (east side), room 154 ground level. All visits are free and confidential. Primary medical care and a wide range of counseling services are available. (516) 299 2345.
- **Graduation with Honors** -56 graded credits must be taken at C.W. post (excluding p/f credits):

Summa Cum Laude	3.90 – 4.00
Magna Cum Laude	3.70 – 3.89
Cum Laude	3.50 – 3.69
- **DEANS LIST**-Full-time students completing 24 credits for the academic year with a 3.5 average or higher. Students must not receive grades of INC, W, UW, P/F in either semester.
- **HONOR'S LIST** Part-time students completing 12-23 credits for the academic year with a 3.5 average or higher. Students cannot receive grades of INC, W, UW, P/F in either semester.

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