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# SCHOOL OF EDUCATION

Doctor of Education (Ed.D.)  
in Interdisciplinary Educational Studies

**Bulletin**  
**2009-2010**

[www.liu.edu/cwpost/educationalstudies](http://www.liu.edu/cwpost/educationalstudies)

C.W. POST CAMPUS



# SCHOOL OF EDUCATION

The School of Education at the C.W. Post Campus of Long Island University is located in, and serves the educational needs of, the largest metropolitan area of the nation. Thus, the School of Education reflects the dynamic character of urban and suburban life and concerns itself with the important role education plays in improving the quality of that life.

Through programs of professional study, the School of Education prepares teachers, specialists and administrators who have commitment and competence to help young people achieve dignity, preserve individuality, develop democratic values and find self-fulfillment.

The School of Education is committed to providing professional experiences that are important aspects of programs of study for professional educators. These experiences bring the prospective teacher, specialist or administrator face-to-face with the realities of the classroom, the school and the community, as well as provide opportunities for participation in the study, research and analysis of contemporary educational issues. In fulfilling this commitment to theory, practice and educational improvement, the resources of the School of Education are available not only to its students but also to the professionals and school districts of the metropolitan region.

As contemporary society is altered by such factors as knowledge explosion, technological advances and demographic shifts, the purposes and processes of education have also changed. The School of Education is aware of its responsibility to society in addressing complex educational and social issues by providing leadership in curriculum innovation, experimentation and dissemination of information.

To further address the changing purposes and processes of educational systems, the Doctor of Education in Interdisciplinary Educational Studies examines educational issues through an interdisciplinary lens. Foci of the program include preparing individuals who can conduct research and who can transform educational settings through innovation, experimentation and dissemination of information. New students begin only in the Fall Semester, and a maximum of 30 students are admitted, with 15 in each of the two concentrations, Teaching and Learning and Educational Leadership.

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# Doctor of Education (Ed.D.) in Interdisciplinary Educational Studies

## Bulletin 2009-2010

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## MAKING CONTACT

School of Education  
C.W. Post Campus  
Long Island University  
720 Northern Boulevard  
Brookville, NY 11548

Telephone: (516) 299-2210  
Fax: (516) 299-4167

### E-MAIL

joan.mccarthy@liu.edu

### WEB SITE

www.liu.edu/cwpost/  
educationalstudies

### ADMINISTRATION Ed.D. PROGRAM

**Robert Manheimer, Ed.D.**  
Dean, School of Education  
robert.manheimer@liu.edu

**Michael Hogan, Ph.D.**  
Associate Dean, School of Education  
michael.hogan@liu.edu

**Kathryn Lusteg, Ph.D.**  
Associate Dean, School of Education  
kathryn.lusteg@liu.edu

**Marilyn Pedalino, Ph.D.**  
Assistant Dean, School of Education  
marilyn.pedalino@liu.edu

**Paula E. Lester, Ph.D.**  
Program Director, Doctor of Education  
in Interdisciplinary Educational Studies  
paula.lester@liu.edu

**Joan McCarthy**  
Program Secretary, Doctor of  
Education in Interdisciplinary  
Educational Studies  
joan.mccarthy@liu.edu

## FACULTY

**Nassima Abdelli-Beruh**  
Visiting Assistant Professor of  
Education  
D.E.A., Paris X;  
M.A., Ph.D., City University  
of New York  
nassima.abdelli-beruh@liu.edu

**Iftikhar Ahmad**  
Associate Professor of Education  
B.A., M.A., University of Peshawar  
(Pakistan);  
M.A., Brooklyn College, City  
University of New York;  
M.A., The Graduate Center, City  
University of New York;  
Ed.D., Teachers College, Columbia  
University  
iftikhar.ahmad@liu.edu

**Daniel Araoz**  
Senior Professor of Education  
B.A., M.A., Gonzaga University;  
M.S.T., University of Santa Clara;  
M.A., Ed.D., Columbia University;  
Diplomate, Counseling Psychology;  
A.B.P.O., Diplomate Clinical Hypnosis  
daniel.araoz@liu.edu

**Frank Brady**  
Chair, Department of Health, Physical  
Education & Movement Science;  
Associate Professor of Education  
B.A., St. Patrick's College (Dublin,  
Ireland);  
M.A., H.D.E., Ed.D., New York  
University  
frank.brady@liu.edu

**Michele Dornisch**  
Assistant Professor of Education  
B.A., Lock Haven University;  
M.A., West Virginia University;  
Ph.D., The Pennsylvania State  
University  
michele.dornisch@liu.edu

**Karleen Goubeaud**  
Assistant Professor of Education  
B.S., Bob Jones University;  
M.S., University of Pittsburgh;  
D.Ed., Indiana University of  
Pennsylvania  
karleen.goubeaud@liu.edu

**Estelle Kamler**  
Associate Professor of Education  
B.A., M.A., Queens College, City  
University of New York;  
Ed.D., Hofstra University  
estelle.kamler@liu.edu

**Paula E. Lester**  
Professor of Education  
B.A., M.A., Lehman College, City  
University of New York;  
M.S., Pace University;  
Ph.D., New York University  
plester@liu.edu

**Kathryn J. Lusteg**  
Assistant Dean, School of Education;  
Associate Professor of Education  
B.S., State University College at  
Geneseo;  
M.A., P.D., Long Island University;  
Ph.D., New York University  
kathryn.lusteg@liu.edu

**Andrew Scott McGowan**  
Professor of Education  
B.S., University of Scranton;  
M.A., Niagara University;  
M.S., P.D., Ph.D., Fordham University  
andrew.mcgowan@liu.edu

**Andrea McLoughlin**

Associate Professor of Education  
B.S., State University of New York  
at Stony Brook;  
M.S., City University of New York,  
Queens College;  
Ph.D., The Pennsylvania State  
University  
amclough@liu.edu

**Nishan J. Najarian**

Associate Professor of Education  
B.A., M.Div., Ph.D., Drew  
University;  
M.A., New York University  
nishan.najarian@liu.edu

**Karen Ogulnick**

Associate Professor of Education  
B.S., State University of New York  
at Plattsburgh;  
M.A., Hunter College, City  
University of New York;  
Ph.D., New York University  
kogulnic@liu.edu

**Marilyn Pedalino**

Assistant Dean, School of  
Education  
B.A., St. John's University;  
M.S., Emerson College;  
Ph.D., Boston College  
marilyn.pedalino@liu.edu

**Joseph Piro**

Assistant Professor of Education  
B.A., St. Francis College;  
M.A., City University of New York,  
Queens College;  
M.S., Fordham University;  
M.A., Ph.D., Teachers College,  
Columbia University  
joseph.piro@liu.edu

**Shaireen Rasheed**

Associate Professor of Education  
B.A., State University at Stony  
Brook;  
M.A., New School for Social  
Research;  
M.A., Ph.D., Columbia University  
shaireen.rasheed@liu.edu

**R.H. Red Owl**

Professor of Education  
A.B., Erskine College;  
M.P.A., Georgia State University;  
Ph.D., University of Georgia  
redowl@liu.edu

**Jeong-eun Rhee**

Assistant Professor of Education  
B.A., Ewha Women's University,  
Seoul Korea;  
M.A., West Virginia University;  
Ph.D., Ohio State University  
jeong-eun.rhee@liu.edu

**Joseph Sanacore**

Professor of Education  
B.A., Adelphi University;  
M.A., New York University;  
M.S., Long Island University;  
P.D., Ed.D., Hofstra University  
joseph.sanacore@liu.edu

**Mark B. Scholl**

Assistant Professor of Education  
B.A., St. Andrews Presbyterian  
College;  
M.Ed., Ph.D., University of North  
Carolina at Greensboro  
mark.scholl@liu.edu

**June Ann Smith**

Associate Professor of Education  
B.A., Northern Caribbean  
University;  
M.S.W., Yeshiva University;  
M.A., Ph.D., Andrews University  
juneann.smith@liu.edu

**Michelle Szpara**

Associate Professor of Education  
B.S., Pennsylvania State  
University;  
Ph.D., University of Pennsylvania  
michelle.szpara@liu.edu

**James Vacca**

Chair, Department of Special  
Education and Literacy  
Assistant Professor of Education  
B.A., State University of New York  
at Brockport;  
M.A., P.D., State University of  
New York at Albany;  
Ph.D., Syracuse University of New  
York  
james.vacca@liu.edu

**Joan T. Walker**

Assistant Professor of Education  
B.M.Ed., University of Kentucky;  
M.M.Ed., Arkansas State  
University;  
M.S., Ph.D., Vanderbilt University  
joan.walker@liu.edu

**Lesley Wolk**

Associate Professor of Education  
B.A., M.A., University of the  
Witwatersrand Johannesburg,  
South Africa;  
Ph.D., Syracuse University  
lesley.wolk@liu.edu

**Joyceln Yen Yen Woo**

Assistant Professor of Education  
B.A., National University of  
Singapore;  
PGDE National Institute of  
Education;  
Nanyang Technological University;  
Ed.M., Ph.D., Teachers College,  
Columbia University  
joyceln.yenwoo@liu.edu

## ACADEMIC CALENDAR

### FALL 2009

Classes Begin .....	September 8
Rosh Hashanah – No Classes .....	September 19-20
Columbus Day – No Holiday (Classes in Session) .....	October 12
Online Registration Begins for Spring 2010 .....	November 2
Election Day – No Holiday (Classes in Session) .....	November 3
Thanksgiving Recess – No Classes .....	November 25-29
Semester Ends .....	December 23

### SPRING 2010

Martin Luther King Day – No Classes .....	January 18
Classes Begin .....	January 19
Presidents’ Day – No Classes .....	February 15
Spring Recess – No Classes.....	March 29-April 4
Online Registration Begins for Summer and Fall 2010 .....	April 5
Semester Ends.....	May 6
Commencement 2010 .....	May 7

### SUMMER 2010\*

Summer Session I .....	May 17-June 18
Summer Session II .....	June 21-July 23
Independence Day – No Classes .....	July 3-5
Summer Session III .....	July 26-August 27

\*Courses are held during the Fall and Spring Semesters according to C.W. Post’s regular academic schedule. Summer Class Schedules are determined based on the scheduling needs of each cohort and are subject to change from the above.

## GENERAL INFORMATION

### STRATEGIC VISION OF THE SCHOOL OF EDUCATION

Much of education over the past 20 years has focused on student performance relative to the perceived economic needs of the nation and requirements of an information-based economy. At the same time, there has been a de-emphasis on the social and cultural factors that affect the needs and interests of growing children and their achievement in school. The School of Education is responsive to social and cultural issues as they play out in children’s daily lives as well as the pedagogical issues relating to the healthy growth of children as a foundation for academic achievement.

### PROGRAM MISSION

The mission of the Ed.D. program is to engage professionals in critical issues in education from a variety of broad, interdisciplinary perspectives. Through this, doctoral candidates will develop an understanding of the complex issues involved in affecting meaningful change in educational policies and practice. The program’s vision, as well as the course curriculum, will be informed by a number of successful school reform models. Examples of such models include Levin’s Accelerated Schools, Sizer’s Coalition of Essential Schools, Hirsch’s Core Knowledge, Comer’s School Development Program, and Slavin & Madden’s Success for All/Roots & Wings. These and other reform models will be critically analyzed by the doctoral candidates under the direction of the doctoral faculty.

The Doctoral Program in Interdisciplinary Educational Studies serves qualified practicing educators who wish to enhance their research, pedagogical and leadership skills, while engaging in a process of school change affecting public schools, independent Pre-K – 16 schools, and other organizations involved in Pre-K –16 education.

The program is built on the premise that research should be conducted in the “laboratory of every day” – in classrooms, schools and communities. Graduates of the program will produce research that addresses identified needs in a particular community of learners.

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## INTERDISCIPLINARY FOCUS

The Doctor of Education in Interdisciplinary Educational Studies concentrates on bringing interdisciplinary perspectives to broad topics in education. Examples of the types of interdisciplinary topics that will be woven through the doctoral curriculum include: viewing child-centered education through the lenses of developmental psychology, adolescent psychology, educational psychology, special education, reading, gifted children, etc.; viewing reform and transformation in education through the lenses of change theory, educational philosophy, educational policy, organizational theory and development, educational technology, etc.; viewing the cultures of Pre-K – 16 education through the lenses of cultural pluralism, organizational values and traditions, gender, etc.; viewing pedagogical innovations through the lenses of curriculum development, alternative assessment, educational technology, learning theory, distance education, etc.; viewing educational leadership in Pre-K – 16 or higher education systems through the lenses of organization theory and behavior, systems theory, leadership, and educational administration; and viewing educational policy studies through the lenses of the “standards” movement, educational finance, special education, accreditation and regulation, access to education, etc.

With this focus on interdisciplinary perspectives, we expect our graduates to think across paradigms and apply multi-method and interdisciplinary approaches to critical questions in education. The approach provides a rich environment in which theory and its practical applications are rigorously studied, scrutinized and analyzed through an understanding of the interactions between and among multiple fields and paradigms.

## ADMISSIONS CRITERIA AND APPLICATION INSTRUCTIONS

Applicants must hold at least a master’s degree in education or a related field. Additionally, all applicants must have at least three years of successful teaching, leadership or equivalent experience in educational practice. Admission decisions will be based on the following factors: academic proficiency, professional accomplishments, proposed intellectual focus and potential for completing a rigorous program. After an initial review of applications and supporting documents, some applicants will be invited for a personal interview with at least two committee members: one who represents the Ed.D. core faculty and one who represents the doctoral faculty in the candidate’s proposed concentration.

### 1. Application

Complete the Ed.D. Program application by March 16 for Fall admittance. Be sure to answer all questions on the application and include your signature and the date on the back of the form. The application is available online at [www.liu.edu/cwpost/educationalstudies](http://www.liu.edu/cwpost/educationalstudies) or by calling the C.W. Post Graduate Admissions Office at (516) 299-2900 or by calling the School of Education at (516) 299-2210.

### 2. Application Fee

Attach a non-refundable check or money order for \$30 to the front of the application form. Make the check payable to Long Island University.

### 3. Transcripts

Request two official copies of your undergraduate and/or graduate transcript(s) from any college(s) you have attended. You may have them sent directly to the Graduate Admissions Office at C.W. Post, or you may wish to have them sent to you. In that case, you should submit the transcripts in the original sealed envelope as part of your application packet. Photocopies or student copies are not considered official.

### 4. Letters of Recommendation

Three letters of recommendation are required. These letters should be written by persons who can comment from personal knowledge on the academic and/or professional qualifications of the applicant. Applicants to the Ed.D. Program must submit one letter of recommendation from a current or former instructor or professor. An employer, school principal or superintendent must write one other recommendation. An employer, former instructor or professional colleague of status may write the third letter of recommendation.

### **5. Statement of Purpose**

Write a statement of purpose describing your educational and professional goals and discuss what you hope to gain from doctoral study at Long Island University. The statement should be one to three pages in length.

### **6. Statement of Research/Inquiry**

Write a statement describing your primary areas of research or inquiry interest. The statement should be one to three pages in length.

### **7. Writing Sample**

Submit a copy of a publication or a sample of other scholarly writing.

### **8. Curriculum Vitae/Résumé**

Submit a curriculum vitae or résumé, indicating at least three years of successful teaching, leadership or equivalent experience in educational practice.

### **9. Graduate Admissions Tests**

Applicants are encouraged, but not required, to submit scores for the general test (verbal, quantitative and analytic) of the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). It is the applicant's responsibility to request that the Educational Testing Service (ETS) forward official copies of GRE scores directly to the Graduate Admissions Office (address below).

- Write to ETS at: Box 955 for GRE, Princeton, NJ 08540. C.W. Post's Educational Testing Service Code is 2070.
- Miller Analogies Test (MAT) results should be ordered from Psychological Corporation, 304 East 4th Street, New York, NY 10017.

### **10. International Students – Degree Requirements**

International applicants must complete the Ed.D. Program in Interdisciplinary Educational Studies Application as well as the International Admissions Application available online at [www.cwpost.liu.edu/cwis/cwp/but02/applying.int.html](http://www.cwpost.liu.edu/cwis/cwp/but02/applying.int.html). Applicants who do not have a master's degree from a U.S. institution must also submit official score results of the Test of English as a Foreign Language (TOEFL). The required minimum acceptable score for admission to doctoral study is 600. The TOEFL exam requirement may be waived if the applicant has received a degree from a college or university where English is the primary language of instruction.

### **APPLICATION DEADLINE**

Application deadline for Fall admittance is March 16. The program admits Fall cohorts only.

Send your application and all supporting documentation to:

Office of Graduate Admissions  
C.W. Post Campus  
Long Island University  
720 Northern Blvd.  
Brookville, NY 11548-1300

**PLEASE NOTE: THIS PROGRAM DOES NOT LEAD TO CERTIFICATION**

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## REQUIRED ADMISSION EXAMINATIONS

Either before or immediately after admission, students must complete any required examinations to assess competence and/or other prerequisite knowledge identified for the program. Examination results may require that students take courses beyond the standard requirements for the degree. In addition, faculty may recommend supplementary coursework for students electing a particular specialization without sufficient undergraduate or master's preparation. A formal plan of study will be developed by each student with his/her advisor, with the concurrence of two other faculty members, one representing the core and one representing the area of specialization.

## CURRICULUM

The Ed.D. program requires a minimum of 51 credits of coursework beyond a master's degree. All students complete a core of 24 credits. After completing the core, students choose one of two concentrations: "Teaching and Learning" or "Educational Leadership." Students complete at least 18 credits in one of the two concentration areas. Students also complete a minimum of 9 credits at the dissertation stage. In addition, students must successfully pass a comprehensive examination, a dissertation proposal defense, and a dissertation defense. The statutory limit for completion of all degree requirements is five years after a student passes the qualifying examination. Normal progression through the program is as follows:

1. Required doctoral level core courses (24 credits)
2. Required doctoral level concentration courses (18 credits)
3. Development and presentation of a working portfolio
4. Comprehensive examination
5. Oral comprehensive in a specialized track
6. Dissertation proposal preparation
7. Dissertation proposal defense
8. Dissertation research
9. Dissertation defense
10. Graduation

## STUDENT COHORT GROUPS

Each incoming class of students will enter the doctoral program as a cohort. Every cohort will travel together as an interdisciplinary group for the first 24 credits, or the first one-and-a-half academic years. After completion of all core course requirements, students will separate from their cohort in order to pursue their particular area of interest in either the Teaching and Learning Concentration or the Educational Leadership Concentration.

## PROGRAM COURSE SEQUENCE

### Core Courses (24 Credits)

1. EDU 1000: Pro-Seminar in the Philosophy of Science and Interdisciplinary Approaches to Educational Studies (3 credits)
2. EDU 1001: Multiple Perspectives on Educational Policy Analysis and the History of Education (3 credits)
3. EDU 1002: Organizational Theory: Approaches to Studying and Analyzing School Organizations (3 credits)
4. EDU 1003: Psychological, Sociological and Cultural Aspects of Human Development (3 credits)
5. EDU 1004: School and Community: Policy and Practices (3 credits)
6. EDU 1005: Educational Research Methods I (3 credits)
7. EDU 1006: Educational Research Methods II (3 credits)
8. EDU 1007: Applied Research Design in Educational Studies (3 credits)

### **Concentration Courses (18 credits)**

#### **Concentration in Teaching and Learning**

1. EDU 1101: Collaborative Team Models in Education (3 credits)
2. EDU 1102: Facilitating Transitions Throughout the Educational Process (3 credits)
3. EDU 1103: Sociopolitical Contexts of Multicultural Education (3 credits)
4. EDU 1104: Bilingual and Second Language Acquisition (3 credits)
5. EDU 1105: Contemporary Issues in Assessment and Evaluation (3 credits)
6. EDU 1106: Technology-Enhanced Teaching and Learning (3 credits)

#### **Concentration in Educational Leadership**

1. EDU 1201: Educational Reform: An Interdisciplinary Theoretical Perspective (3 credits)
2. EDU 1202: Perspectives on Leadership, Restructuring and Teacher Empowerment (3 credits)
3. EDU 1203: Seminar in Fiscal, Legal and Human Resource Issues in School Renewal and Reform (3 credits)
4. EDU 1204: Public and Community Relations: Creating an Environment Conducive to Educational Reform (3 credits)
5. EDU 1205: Critical Issues and Trends in Pre-K – 16 Education (3 credits)
6. EDU 1206: School Reform: Instructional Leadership in Pre-K – 16 Settings (3 credits)

### **Dissertation Courses (9 credits)**

1. EDU 1008: Dissertation Seminar (3 credits)
2. EDU 1009: Doctoral Candidate Colloquium Workshop (3 credits)
3. EDU 1010: Dissertation Advisement (3 credits, repeated every semester while dissertation research is in progress)

## **CORE COURSE DESCRIPTIONS**

### **EDU 1000: Pro-Seminar in the Philosophy of Science and Interdisciplinary Approaches to Educational Studies**

This foundational seminar must be the first course taken in the Ed.D. program. It is designed to give students a meaningful context for the development of knowledge as part of a process growing out of their own experiences. It will examine the underpinnings of belief structures and paradigms, and will explore alternate ways of knowing. By engaging in dialectical methods of critical inquiry, students will critically examine underlying assumptions about how knowledge is constructed and about how modern knowledge systems have tended to become constrained by disciplinary paradigms. By deconstructing the assumptions and interests that limit and legitimize the very questions we ask as educators and scholars, students will explore the philosophical, political, sociological, psychological, and scientific basis of knowledge and approaches to problem solving. Educators, educational leaders and students alike embody personal, cultural and socially-constructed beliefs and practices, concepts and norms that strongly influence how they perceive and structure their educational experience. Using the School Development model created by Dr. James P. Comer and his colleagues at Yale as an exemplar of interdisciplinary approaches to the study and practice of education, students will explore the nature of interdisciplinary research and problem-solving. They will begin their development of interdisciplinary perspectives and methods as an approach to analyzing and understanding the complex problems facing education. The seminar will introduce a set of four to six broad problems facing educators today, and students will be challenged to think about and analyze those problems through an interdisciplinary lens. Those broad problems will form organizing threads that will be addressed from an interdisciplinary perspective in the remaining courses throughout the doctoral program. Those problems will also provide the general areas of investigation from which their interdisciplinary dissertation research will be conducted – the culminating experience of the program.

### **EDU 1001: Multiple Perspectives of Educational Policy Analysis and the History of Education**

This course surveys the history of American education and focuses on multiple forces (social, intellectual, cultural, political, etc.) that have shaped education policy and practice. At the same time, the course analyzes important reform efforts since the beginning of public education in the United States and considers their

intended and unintended consequences. The course also identifies different ways that education reform and policy define educational success, democratic education, and what it means to prepare citizens in an increasingly global world. *Prerequisite: EDU 1000*

### **EDU 1002: Organizational Theory: Approaches to Studying and Analyzing School Organizations**

This course addresses multiple approaches to the study of organizations, organizational behavior, and practices of managing and leading people within the context of public schools. Students will learn how organizations are structured and shaped, what features vary and how they vary, and will better understand how organization theory helps explain organizational structure and behavior. Students will better understand the dynamics of schools and school personnel, as well as the organizational culture that guides and defines public education. Emphasis will be placed on knowledge of principles and issues relating to fiscal operations of school management, school facilities, and the use of space and to legal issues impacting school operations. With this knowledge, students will discuss conditions that influence leadership and will be better prepared to facilitate organizational change, to enhance their leadership styles and to improve school effectiveness. *Prerequisite: EDU 1000*

### **EDU 1003: Psychological, Sociological and Cultural Aspects of Human Development**

The purpose of this course is to involve students in tracing the historical path leading to our current understanding of the ways in which psychological, social and cultural factors intersect and serve as the basis for human development. Field-based experiences will enable students to explore and analyze human interactions in educational settings from multiple perspectives. *Prerequisite: EDU 1000*

### **EDU 1004: School and Community: Policy and Practices**

This course draws on the knowledge and understanding of policy analysis and effective change strategies, with a specific focus on the diverse social and cultural aspects of a community and those aspects' influence on goals for teaching and student learning. Students will develop interdisciplinary strategies for learning about and communicating with the greater community. The course will acquaint students with the political forces that propel and shape public education at the local, state and national levels, and with the social issues that impact the operation of schools and school districts. Students will gain an understanding of community relations and will be able to employ collaborative strategies and processes of communication, in order to explore emerging issues and trends that potentially influence the school community. *Prerequisite: EDU 1000*

### **EDU 1005: Educational Research Methods I**

Students will be introduced to the principles of multi-trait, multi-method, interdisciplinary research methodology. They will be encouraged to apply multiple methods in empirically-based, interdisciplinary research, requiring advanced skills in both qualitative and quantitative modes of inquiry. This course explores the fundamental elements of empirically-based, qualitative research methods, including: framing research questions, gaining access as a participant observer, interviewing techniques, journal keeping, data collection, coding and validity/reliability testing, and data analysis. Particular attention will be given to understanding the nature of qualitative research and to the notion that research methods influence observation and conclusions. Upon completion, participants will be able to demonstrate the ability to plan, carry out and analyze a qualitative research project. *Prerequisite: EDU 1000 in-progress or completed*

### **EDU 1006: Educational Research Methods II**

Building upon the perspectives and skills developed in Educational Research Methods I, this course explores the application of parametric and non-parametric, multivariate statistics and other quantitative research techniques to the design of empirically-based, interdisciplinary, multi-method studies. A background in basic descriptive and inferential statistics is required. Emphasis will be placed on sampling design, data collection and coding, data transformations, distributional assumptions and the selection of appropriate statistical models, and the proficiency in using standard statistical software. As a result of this course, students will have the tools to plan and implement quantitative research components of empirically-based, multi-method, interdisciplinary research projects. *Prerequisite: EDU 1000, EDU 1005, and a recent graduate course in basic statistics or permission of the instructor*

### **EDU 1007: Applied Research Design in Educational Studies**

This course provides students with the opportunity to plan and carry out a research project using a multi-method, interdisciplinary, theoretical framework and the methods explored in previous courses. The research will utilize appropriate mixed models drawing on multiple research traditions and will include both qualitative and quantitative components. Students will be encouraged to select an area of study that focuses on contemporary educational issues. *Prerequisite: EDU 1000, EDU 1005, and EDU 1006*

## **TEACHING AND LEARNING CONCENTRATION COURSE DESCRIPTIONS**

### **EDU 1101: Collaborative Team Models in Education**

Drawing on multiple disciplines and an interdisciplinary perspective, this course presents effective collaborative team models that facilitate the inclusion of diverse learners into general education at the elementary, middle and secondary school levels. Specific populations targeted include students with special needs as well as those from varied cultural backgrounds. Roles of key players from differing disciplines are examined in relation to a trans-disciplinary team model. Case studies are utilized to illustrate the positive effects that collaboration can have on students, educators, families, and communities with diverse needs and backgrounds. *Prerequisite: EDU 1000 and 1005*

### **EDU 1102: Facilitating Transitions Throughout the Educational Process**

This course will examine, from an interdisciplinary perspective, effective ways that educators can facilitate the critical transitions that students experience throughout the educational process. Specific attention will be given to the following: cognitive changes, such as those in developmental stage and conceptual level; social functioning, such as transitions from family to instructional learning, community membership, culture; and preparing students for post-secondary experiences, such as vocational (career) and college. *Prerequisite: EDU 1000 and 1005*

### **EDU 1103: Sociopolitical Contexts of Multicultural Education**

This course will explore the constant and complex interplay and interactions among personal, social, political and educational factors in exploring the success or failure of students in schools. Research that contributes to the understanding of the complex process of education, and particularly multicultural issues in education, will be examined from an interdisciplinary perspective. Specific attention will be given to: the impact of racism on schooling; discrimination and expectations of students' achievement; structural factors such as school organization and educational policies and practices; and cultural and other differences such as ethnicity, race, gender, language and class. A rationale for multicultural understanding in an interdisciplinary model will be developed as class members examine case studies about the home, school, community experiences of successful students from various backgrounds, and come to understand how these factors influenced school achievement.

### **EDU 1104: Bilingual and Second Language Acquisition**

The purpose of this course is to establish a theoretical framework for understanding the process of acquiring a second language. Students will become familiar with and will evaluate research designs, issues, and theories in second language acquisition, and will consider their possible application to working with English-language learners in settings ranging from early childhood to secondary schools. Students will also explore alternative approaches by conducting original research that reflects the interdisciplinary nature of second language acquisition. *Prerequisite: EDU 1000 and 1005*

### **EDU 1105: Contemporary Issues in Assessment and Evaluation**

This course is designed to explore the ways in which assessment and evaluation can be constructed to address learners with diverse strengths and needs. An historical framework of testing and assessment/evaluation will be defined, and will be understood as a springboard from which current views and practices were developed. Current political and sociological factors impacting testing movements will be examined. Consideration for the restructuring of testing and assessment/evaluation will focus on: the needs of students; the link between instruction and assessment; the relationship between and among local classroom and building needs; district policies and practices; and state curricula, standards and testing programs. *Prerequisite: EDU 1000 and 1005*

**EDU 1106: Technology-Enhanced Teaching and Learning**

This course is designed to explore the unique possibilities to integrate educational technology with subject domain learning. Students will explore the research, theory and applications from their investigations in the field of educational technology. They will integrate these findings with their understanding of the content and pedagogy of literacy education, to create an essential context for meaningful development of literacy-enhanced curriculum models. These models can effect dramatic change in how reading, writing, and critical thinking are taught and learned. *Prerequisite: EDU 1000 and 1005*

**EDUCATIONAL LEADERSHIP CONCENTRATION COURSE DESCRIPTIONS****EDU 1201: Educational Reform: An Interdisciplinary Theoretical Perspective**

This course provides an analysis of reform and school leadership against the backdrop of educational administration theories. Emphasis will be placed on using different theoretical and interdisciplinary perspectives to analyze the causes of problems in schools. Students will come to understand how different theoretical frameworks lead policy analysts to look at problems differently, and will focus on a variety of types and sources of information concerning their possible causes. *Prerequisite: EDU 1000 and 1005*

**EDU 1202: Perspectives on Leadership, Restructuring and Teacher Empowerment**

This course provides a historical perspective of restructuring and empowerment. Emphasis will be placed on the key dimensions of empowering leadership. As a result, students will have the opportunity to examine, from an interdisciplinary perspective, various responses to the challenges of empowerment and restructuring. The course will examine the leadership behaviors of principals in schools that are successfully experimenting with multi-grade, multi-age classrooms and other innovations that are part of restructuring and empowerment programs. Students will discuss strategies for changing the roles, culture, and norms within school organizations, and will evaluate results where empowering and restructuring programs have been implemented. *Prerequisite: EDU 1000 and 1005*

**EDU 1203: Seminar in Fiscal, Legal and Human Resource Issues in School Renewal and Reform**

This seminar explores the fiscal, legal and human resource issues that confront change agents and school reformers in a school setting. Students will study and analyze current reform and school renewal movements in the public school environment. They will examine these movements in light of prevailing fiscal, legal and human resource trends. Seminar topics include: charter schools, tuition vouchers, school funding proposals, court decisions affecting educational personnel and financing decisions, restructuring of school curriculum and instruction in light of state efforts to raise standards and increase quality of public schools, social-political trends in finance, and course decisions influencing labor supply and demand in the public sector. The course aims at answering these questions: What are some of the educational outcomes the public expects from schools? What is the public interest in schools? What will schools look like in future decades? What national, state and local policies will help shape schools? What role do the local and state branches of government play in shaping and designing school renewal efforts? Students will be expected to be familiar with federal, state and local statutes and regulations that impact on school reform. *Prerequisite: EDU 1000 and 1005*

**EDU 1204: Public and Community Relations: Creating an Environment Conducive to Educational Reform**

This course introduces doctoral students to such topics as building positive school-community relations; building credibility and accountability within the community; developing a communications plan; creating positive relations with the media; examination of communications in schools with the school or community that may be in crisis and turmoil; and use of electronic media, including the school's Web site and the Internet, to create positive communication with the school community. In a media-conscious world, the modern school leader will need to be equipped with strong public relations skills, using many of the techniques already successfully being practiced by leaders in the corporate world. *Prerequisite: EDU 1000 and 1005*

### **EDU 1205: Critical Issues and Trends in Pre-K – 16 Education**

This course will explore some of the major paradigms and paradoxes of educational reform, and will evaluate contemporary issues in administration at the elementary, secondary and post-secondary levels. Using theories of organizational behavior and policies, chaos and complexity, and context and culture, types and definitions of change will be investigated. Management of conflict between professionals and the public over differing conceptions of good practice and the interplay between federal, state and local policies will be examined. This course will also encourage students to re-evaluate their conceptualizations and beliefs regarding issues and trends in educational reform, a key step in developing a personal framework for leadership. A major focus will be to investigate the influences of educational reform issues on the operation of schools and other educational organizations, and, most importantly, on teaching and learning. *Prerequisite: EDU 1000 and 1005*

### **EDU 1206: School Reform: Instructional Leadership in Pre-K – 16 Settings**

This course examines school reform through an interdisciplinary perspective and through the lens of building-level leadership in Pre-K – 16 context. It will include a study of the tasks, functions and roles of the principal, assistant principal, department head, building coordinator and other related leadership positions influencing change in schools and other educational organizations. It will expand student knowledge of research, theory, current practice and educational innovations in the following areas: leadership, curriculum, supervision, instructional competence, school organization, and personnel and management. It will explore the educational, political, economic and social forces that shape the reform agenda, with a special emphasis on the working relationships among administrators, faculty, staff, parents, students and community in an era of rapid change. *Prerequisite: EDU 1000 and 1005*

## **DISSERTATION COURSE DESCRIPTIONS**

### **EDU 1008: Dissertation Seminar**

This course integrates content from methods courses with the intent to equip students with the tools for developing a doctoral proposal that meets the Ed.D. program's policies and expectations. Students explore research trends in their interest areas and further develop the skills necessary to critically review literature, to frame research problems, and to design a research study using appropriate methodology. In this course, students are expected to choose a broad topic and develop a related research question, conduct an exhaustive literature review and develop a pre-proposal.

### **EDU 1009: Doctoral Candidate Colloquium Workshop**

The doctoral colloquium provides a forum for students to discuss their dissertation proposals and research with each other and with faculty members. Students will be guided through the research process as they develop their proposals, continue writing the research review and describe the methodologies and analyses necessary for their projects. Students are expected to develop a dissertation proposal that could be presented and defended during the semester in which the colloquium is taken or in the semester immediately following enrollment in the colloquium. After the dissertation proposal is successfully defended and accepted by all members of their committees, students make the necessary arrangements to begin their investigations, including obtaining IRB approval. Once they have approval from the IRB, students begin their data collection process.

### **EDU 1010: Dissertation Advisement**

Students are required to continually enroll in three (3) credit hours of EDU 1010 each semester after completing the Doctoral Candidate Colloquium until they have completed and successfully defended their dissertations. In this course students work closely with their dissertation advisors to continue and/or complete their research and writing for the dissertation. After completing the research and the final draft of the dissertation, and once a draft is approved by the advisor, students submit the work to their other committee members. Students then work closely with their dissertation advisors to develop their oral presentations and become prepared to orally defend their dissertations for the committee and any other interested individuals. Approval of all members of the dissertation committee is necessary for students to earn their Doctor of Education (Ed.D.).

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## RESIDENCY AND REGISTRATION REQUIREMENTS

All work for the doctoral degree must be completed within ten (10) years from the date of the start of the program. Due to the cohort format of the program and in consideration of the University resources available both for classroom study and research, students are required to maintain registration in every semester until and including the term in which the dissertation is approved by the doctoral program faculty and dean of the School of Education.

Every student must fulfill a residency requirement, which will require the student to be registered for courses as a full-time student for two consecutive semesters and for two consecutive summer sessions. The residency requirement will be fulfilled automatically for all students who follow the standard cohort plan. Students who miss courses scheduled for their entry cohort may be allowed to join a subsequent cohort when the missed coursework is offered.

## ACADEMIC POLICIES

The academic policies that govern doctoral students are outlined in a handbook that is given to each student after he or she has been admitted to the program.

## CANDIDACY FOR THE DEGREE

All students must be eligible for candidacy. To be eligible, students must successfully complete the following: the portfolio, the comprehensive exam, and the oral comprehensive exam in their specialized track.

**The Portfolio.** The qualifying assessment for candidacy for the Ed.D. degree will be the development of a working portfolio organized around a set of pedagogical goals selected in consultation with the doctoral advisor. The portfolio will include goals-driven documentation of personal and professional growth and achieved competence in pedagogy and the area of specialization. This portfolio requirement is designed to provide tangible and authentic evidence of the wide range of knowledge, dispositions and skills that doctoral candidates should possess. The portfolio is characterized by a systematic, reflective collection of selected artifacts that constitute evidence of the depth and breadth of learning, growth and mastery in the essential dimensions of the doctoral program.

Candidates will receive ongoing direction for portfolio development from core and specialization faculty throughout their course of study. After completing at least three-quarters of the program, students will be eligible to complete the qualifying assessment process through a public presentation and private evaluation of the portfolio.

All candidates will be required to present their portfolios for assessment in a form designed for this purpose. Doctoral cohorts, instructors and members of the wider education community will be invited to attend the candidates' formal presentation of the portfolio. A committee of faculty from the core and specialization area will evaluate the portfolio according to predetermined criteria.

Students whose portfolios meet the established criteria will then have their records reviewed by a faculty committee that will recommend advancement to candidacy. Successful candidates will move on to complete their remaining coursework and the dissertation.

**Comprehensive Examination.** After completion of the eight core courses, students must take and pass a comprehensive exam that deals with the synthesis and application of material presented in the core.

**Oral Comprehensive in Specialized Track.** After completion of six courses in a specialized track, students must take and pass an oral comprehensive exam that deals with the synthesis and application of material presented in the track.

## **DISSERTATION REQUIREMENTS**

Once candidacy is established, students will form a dissertation committee approved by the doctoral program director and a dissertation committee chair.

They will enroll in the Dissertation Seminar (3 credits) required of all doctoral students following the successful completion of their coursework.

During the following summer, students will enroll for Dissertation Advisement (3 credits). In the fall of the following year (the fourth year of the program), students will participate in the Doctoral Colloquium Workshop (3 credits) to work on their thesis and/or works in progress.

Students must continually register for Dissertation Advisement (minimum of 3 credits) for the semester(s) during which they are working on their dissertation.

The dissertation must reflect original, theoretically-based, multi-method, interdisciplinary research that has the potential to contribute knowledge about one of the broad organizing strands of the program. The research must include a focus on integrating the core dimensions of the program and the candidates' area of specialization. Students must successfully defend their dissertation to the doctoral dissertation committee they have selected. Upon completing their dissertation, students will be encouraged to submit all or part of their dissertation work for publication.

## **FACILITIES**

### **LIBRARY**

The B. Davis Schwartz Memorial Library has a large and diverse collection with more than two million volumes, access to more than 60,000 online periodicals and newspaper subscriptions, and almost 300 online databases. Remote access is available for more and more of these databases to LIU users, most of which include scholarly, peer-reviewed and professional journals. Among the current database subscriptions are the Ebscohost's Education Research Complete, Academic and Business Search Premier, Gale Group's Academic OneFile and Gale Virtual Reference Library, ProQuest Research Library, WilsonWeb Education Full-Text, JSTOR, the Scholarly Journal Archive, Education: A Full-Text SAGE Collection, and ebrary.

The library is open 86 hours a week, including nights and weekends, with special extended hours during final examination periods. Materials not found in the LIU Library system are available through the Library's Interlibrary Loan service.

An extensive instruction program is available to graduate students through class lectures, demonstrations, orientations, and individualized research by appointments. LIU users can avail themselves of the online Live chat service or request research help via e-mail.

The library is equipped with more than 70 computers for student use, a quiet study area for students, a copy center and the Bookmark Café. Additional computers are also found in the Information Technology area located in the library.

The library's Web site found at: [www.cwpost.liu.edu/cwis/cwp/library/libhome.htm](http://www.cwpost.liu.edu/cwis/cwp/library/libhome.htm) and the Library's online catalog, LIUCAT, serve as the portal for a whole range of valuable resources for the LIU community.

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## **INFORMATION TECHNOLOGY**

The Information Technology Office offers student, faculty, and staff support of computer facilities through a wide range of services, including hardware repairs, software problem resolution, and training for teaching, learning and research. Campus IT Labs are open every day, 86 hours a week, with extended hours during examination periods. The IT Office supports 26 campus-wide labs for student use, with more than 525 computers linked to the LIUNET. These labs offer free LaserJet printing services and a wide range of software, from graphical to statistical packages.

Every member of the campus community has an account on the university-wide integrated e-mail system, which includes easy-to-use e-mail addressing, a self-administering directory, and a Web interface. Students' individual e-mail and WebCT account information can be retrieved using the MyLIU student information system. MyLIU is a web interface designed to help students access information concerning grades, registration, financial aid, account status, class schedules and job bank listings.

## **FINANCIAL AID**

Ed.D. students may be eligible for loans through the William D. Ford Federal Direct Loan Program. Loans from private sources may also be available. For more information contact the C.W. Post Financial Assistance Office at (516) 299-2338.

## **STUDENT ASSOCIATIONS**

Student participation in professional associations is encouraged. For instance, all students are encouraged to join the American Educational Research Association (AERA).

Additionally, students enrolled in the Teaching and Learning Concentration may participate in organizations such as the American Psychological Association (APA). Students interested in technology's role in teaching and learning are encouraged to join organizations such as the Association for Educational Communications and Technology (AECT), the Association for the Advancement of Computers in Education (AACE), and/or the International Society for Technology in Education (ISTE). All students may consider joining the organization that governs teaching and learning in their specialized content area (e.g., the International Reading Association (IRA), the National Council for Teachers of English (NCTE), etc.

Students enrolled in the Educational Leadership Concentration are encouraged to join the American Association for School Administrators; Association for Supervision and Curriculum Development; National Association of Elementary School Principals; National Association of Secondary School Principals; and Phi Delta Kappa.

## LONG ISLAND UNIVERSITY

In its ninth decade of providing access to the American dream through excellence in higher education, Long Island University is a multicampus, diverse, doctoral institution of higher learning. One of the largest and most comprehensive private universities in the country, Long Island University offers over 550 undergraduate, graduate and doctoral degree programs and certificates, and educates over 24,000\* credit-seeking and continuing education students in Brooklyn, Brookville (C.W. Post), Brentwood, Riverhead, Rockland, Westchester and Southampton. The Arnold & Marie Schwartz College of Pharmacy and Health Sciences prepares students for successful careers in the fields of pharmacy and health care. The University's Global College offers a wide range of study abroad options at overseas centers in China, Costa Rica, India, Japan and South Africa.

Long Island University's more than 650 full-time faculty members provide outstanding instruction, which is supplemented by internships and cooperative education opportunities. The accomplishments of nearly 167,000 living alumni are a testament to the success of its mission – providing the highest level of education to people from all walks of life. The University's NCAA Division I and II athletic teams, nationally renowned George Polk Awards in journalism, Tilles Center for the Performing Arts and Long Island University Public Radio Network (WLIU-FM and WCWP-FM) provide enrichment for students and the community.

\*This number includes high school students enrolled in one or more degree-credit courses.

### The C.W. Post Campus is distinguished by...

programs of excellence with small classes in business, education, computer science, public service, health professions and nursing, information studies, visual and performing arts, and liberal arts and sciences. The wooded suburban campus, only 20 miles from New York City, is home to the renowned Tilles Center for the Performing Arts, Hillwood Art Museum and WCWP-FM, a Long Island University Public Radio Network station. C.W. Post offers the Ph.D. in Information Studies and the Psy.D. in Clinical Psychology. The Campus also provides an array of health and fitness resources, including the ultra-modern Pratt Recreation Center.

## OFFICERS OF THE UNIVERSITY

### David J. Steinberg

B.A., M.A., Ph.D.,  
Litt.D., LL.D.  
*President*

### Robert N. Altholz

B.A., M.B.A.  
*Vice President for Finance  
and Treasurer*

### Elaine M. Crosson

B.A., J.D.  
*Vice President for Legal Services  
and University Counsel*

### Paul H. Forestell

B.A., M.A., Ph.D.  
*Provost  
C.W. Post Campus*

### Richard W. Gorman

B.A., M.S.W.  
*Vice President for University Relations*

### Gale Stevens Haynes '72, '76 (M.S.)

B.A., M.S., J.D., LL.D.  
*Provost  
Brooklyn Campus*

### Jeffrey Kane

B.A., M.A., Ph.D.  
*Vice President for Academic Affairs*

### Daniel J. Rodas

B.A., Ed.M., M.B.A., Ph.D.  
*Vice President for Planning*

## DIRECTIONS AND MAP

**C.W. Post Campus**  
**Long Island University**  
**720 Northern Blvd.**  
**Brookville, New York 11548-1300**  
[www.liu.edu/cwpost/directions](http://www.liu.edu/cwpost/directions)

### By Car:

From New York City — Take Queens-Midtown Tunnel to Long Island Expressway (I-495). Take Exit 39 and make a left at the light (Glen Cove Road north). Go north for 2 miles; turn right (east) on Northern Boulevard (Route 25A). C.W. Post is 2 miles on the right.

### From Bronx, Westchester and Points North —

Take Throgs Neck Bridge to Clearview Expressway (I-295) south. Exit to eastbound Long Island Expressway (I-495); proceed to Exit 39 and continue as indicated above.

**From New England** — Take the New York State Thruway (I-87) south to Exit 13S (Palisades Parkway) toward New Jersey. Merge onto Palisades Interstate Parkway South. Take Hudson Terrace Exit toward George Washington Bridge. Merge onto I-95N via the exit on the left toward George Washington Bridge. Merge onto I-295S via Exit 12 toward Throgs Neck Bridge. Cross Throgs Neck Bridge and follow directions given from Bronx, Westchester and Points North.

**From Southern New Jersey and Points South** — Take the New Jersey Turnpike to Exit 13. Cross the Goethals Bridge to I-278 east (Staten Island Expressway). Cross the Verrazano Narrows Bridge to the Belt Parkway east. Follow the Belt Parkway to the Cross Island Parkway north (toward the Whitestone Bridge). Follow the Cross Island Parkway to Exit 30 - Long Island Expressway (I-495) east. Take the Long Island Expressway to Exit 39 and make a left at the light (Glen Cove Road north). Go north for 2 miles; turn right (east) on Northern Boulevard (Route 25A). C.W. Post is 2 miles on the right.

**From Northern New Jersey** — Take the George Washington Bridge east to the Cross Bronx Expressway. Cross the Throgs Neck Bridge then follow directions given from Bronx, Westchester and Points North.

**From Eastern Long Island** — Take Long Island Expressway (I-495) to Exit 41N (Route 107). Turn right (north) onto 107 north. Proceed to Northern Boulevard (Route 25A). Turn left (west) at Northern Boulevard. C.W. Post is on the left.

**From South Shore of Long Island** — In Nassau County, take Wantagh State Parkway or Meadowbrook Parkway north to Northern State Parkway west to Exit 31 (Glen

Cove Road North). At light, turn left (north) on Glen Cove Road. Proceed for 3 miles to Northern Boulevard (Route 25A), turn right (east). C.W. Post is 2 miles on the right. In Suffolk County, take most convenient north-south road to the Long Island Expressway (I-495) and follow directions given from Eastern Long Island.

### By Train:

**From Pennsylvania Station** — Take either the Long Island Rail Road's Port Jefferson train line to the Hicksville station, or the Port Washington-Manhasset line to the Great Neck or Manhasset station, or Oyster Bay line to the Greenvale station. All of these stations, except Greenvale, have bus service to the C.W. Post Campus. See bus information. Call the LIRR at (516) 822-5477 or on the Web at [www.mta.nyc.ny.us](http://www.mta.nyc.ny.us) for more information regarding train and bus schedules. Taxi service is available from all three train stations by calling All Island Taxi at (516) 486-6666.

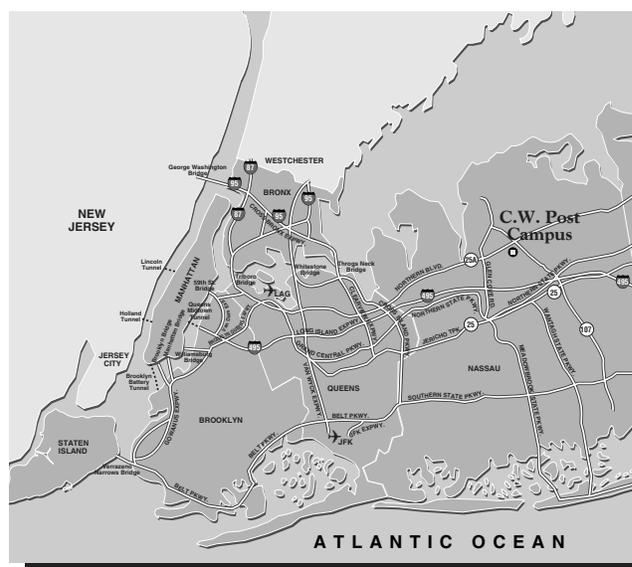
**Amtrak** — The C.W. Post Campus is accessible through Amtrak, which goes directly into Pennsylvania Station in New York City. From Pennsylvania Station see directions above. Contact Amtrak at 800-USA-RAIL or on the Web at [www.amtrak.com](http://www.amtrak.com).

### By Bus:

C.W. Post is serviced by the Metropolitan Transit Authority, Long Island Bus N20. Contact the MTA at (516) 228-4000 or on the Web at [www.mta.nyc.ny.us](http://www.mta.nyc.ny.us).

### By Plane:

Nearest airports to C.W. Post are John F. Kennedy International, (40 minutes from C.W. Post); LaGuardia (35 minutes) and Islip/MacArthur (50 minutes).



# C.W. Post Campus • Long Island University

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|---|--|---|
| 1 Administration/<br>Winnick House/Great<br>Hall              | 23 Interfaith Center,<br>Chapel                  | 45 Radio Station WCWP<br>(Abrams Communication<br>Center) |
| 2 Admissions  | 24 Intramural Fields                             | 46 Riggs Park   |
| 3 Baseball Field  | 25 Kahn Discovery Center                         | 47 Riggs Residence Hall                                   |
| 4 Basketball Courts<br>(Outdoors)                             | 26 Kings Residence Hall                          | 48 Roth Hall  |
| 5 Bookstore   | 27 Klar Intercultural<br>Center                  | 49 Sculpture Studios                                      |
| 6 Brookville Residence<br>Hall                                | 28 Kumble Hall<br>(Student Services<br>Building) | 50 Sewage Treatment Plant                                 |
| 7 Central Heating Plant                                       | 29 Labyrinth                                     | 51 Soccer Field (Men's)                                   |
| 8 Chipmunk Trail  | 30 Ladge Speech &<br>Hearing Center              | 52 Soccer Field (Women's)                                 |
| 9 Crafts Center   | 31 Library (B. Davis<br>Schwartz Memorial)       | 53 Softball Field   |
| 10 Dollhouse  | 32 Life Science/Pell Hall                        | 54 South Residence Halls<br>(Red, Green)                  |
| 11 Facilities Services  | 33 Little Theatre                                | 55 South Residence Halls<br>(Yellow, Blue)                |
| 12 Field House  | 34 Lodge A Residence Hall                        | 56 Stables/Equestrian<br>Center                           |
| 13 Fine Arts Center   | 35 Lodge B Residence Hall                        | 57 Stecklow Gardens                                       |
| 14 Gold Coast Room  | 36 Lorber Hall/<br>School of Accountancy         | 58 Suffolk Residence Hall                                 |
| 15 Graduate Admissions  | 37 McGrath House                                 | 59 Tennis Courts  |
| 16 Greenhouse (Miracle-<br>Gro)                               | 38 Music Rehearsal Building                      | 60 Theatre, Film and<br>Dance Building                    |
| 17 Greenhouse Terrace   | 39 Nassau Residence Hall                         | 61 Tilles Center  |
| 18 Hickox Field/Football,<br>Track, Lacrosse, Field<br>Hockey | 40 Post Residence Hall                           | 62 Winnick Student Center                                 |
| 19 Hillwood Commons   | 41 Pratt Recreation Center                       |   |
| 20 Hoxie Hall   | 42 Printmaking Studio                            | B Long Island Bus   |
| 21 Humanities Hall  | 43 Public Safety                                 | P Parking Areas   |
| 22 Information Guard<br>Booths                                | 44 Queens Residence Hall                         |   |



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**School of Education**  
C.W. Post Campus  
Long Island University  
720 Northern Boulevard  
Brookville, NY 11548

Dean's Office (516) 299-2210  
[www.liu.edu/cwpost/educationalstudies](http://www.liu.edu/cwpost/educationalstudies)

**C.W. POST CAMPUS**

