

SCHOOL OF EDUCATION AND ALLIED HUMAN SERVICES (SOEAHS)



JAMES R. JOHNSON, DEAN

Penelope J. Haile, Associate Dean

Jane Goldman, Senior Assistant Dean of External Relations and Director, Field Services

Kathleen M. Edwards, Assistant Dean for Advisement and Certification Services

Michael Ayewoh, Assistant Dean for Special Programs

OFFICE: SECOND FLOOR, MASON HALL, TELEPHONE: (516) 463-5740, FAX: (516) 463-6461

**SCHOOL OF EDUCATION AND ALLIED HUMAN SERVICES (SOEAHS)
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*Office: Second Floor, Mason Hall; Effective Fall 2003: Second Floor, Hagedorn Hall
Telephone: (516) 463-5740, Fax: (516) 463-6461, E-mail: soeahs@hofstra.edu*

James R. Johnson, Dean

Penelope J. Haile, Associate Dean

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Michael Ayewoh, Assistant Dean for Special Programs

Hofstra University prides itself in having an "all-University approach" to teacher education. Since 1935 our history has been one of a four-year liberal arts college that early on expanded to serve the needs of such future professionals as engineers, business people and professional educators. At the undergraduate level, students in the School of Education and Allied Human Services enjoy dual studies between liberal arts and sciences and professional studies. For those students whose initial professional education occurs on the graduate level we require the prior completion of a degree appropriate to the field of study and with an emphasis on a broad distribution of courses across the liberal arts and sciences. Thus, the task of achieving a general education with its breadth and depth has been achieved either at Hofstra or at another university. We assume this task has already been successfully completed and devote the bulk of our efforts to the professional education of the graduate student. Thus, for the graduate component of the initial programs, our goals include:

1. The education of a well-rounded individual in professional and general education;
2. The professional training of entry-level professionals who will serve the public and independent schools of the area and nation;
3. The development of analytic skills and sound judgments applied to content and also to professional issues; the ability to make warranted and thoughtful decisions about curriculum issues and student-related issues as well as issues relating to the conduct of the school/agency/organization and the profession;
4. To set the groundwork for continued learning throughout the student's professional career. The goals of our advanced programs are given in greater detail in each department's publications.

DEPARTMENTS IN THE SCHOOL

- Curriculum and Teaching
- Counseling, Research, Special Education, and Rehabilitation
- Foundations, Leadership, and Policy Studies
- Health Professions and Family Studies
- Literacy Studies
- Physical Education and Sport Sciences

MISSION

The faculty of the Hofstra University School of Education and Allied Human Services are dedicated to the preparation of reflective and knowledgeable professionals who use scholarship to inform their practice. Collectively, we strive towards a more just, open and democratic society as we collaborate with and learn from children, adolescents, and adults in diverse social and cultural settings.

We encourage and support the scholarship and practice of our colleagues and students in their professional lives; our endeavors include research that contributes to the knowledge base for both educators and health and human services professionals. Thus, it is our intent to establish the School of Education and Allied Human Services as a place which nurtures communication, collaboration, and leadership both at Hofstra and in community settings.

Due to changes in the New York State teacher certification regulations, students completing degree programs after December 2003 and who are seeking Hofstra's recommendation for teacher certification may have to complete additional requirements for their program of study. Consult with your faculty advisor for information pertaining to your program.

GRADUATE PROGRAMS

A Program is a coherent sequence of course work and fieldwork designed to develop the professional competence of degree candidates. Programs offered by the School of Education and Allied Human Services are classified as either preprofessional or professional.

PREPROFESSIONAL PROGRAMS

Preprofessional programs are for students seeking their first teaching certification whether at the undergraduate or the graduate level or are preparing for entry-level positions in selected allied human services fields (non-school based).

PROFESSIONAL PROGRAMS

Professional programs are designed for individuals already certified (provisional) to teach and those experienced as teachers (e.g., in private schools) and who wish to pursue advanced studies in a specialized field of education, and those who wish to pursue advanced studies in a specialized field in selected allied human services. Consult individual departments for advisement and specific program information.

ACCREDITATION

The School of Education and Allied Human Services is accredited by the National Council for Accreditation of Teacher Education (NCATE). This accreditation includes basic and advanced levels of professional education programs offered at the institution. The master's program in creative arts therapy is approved by the American Art Therapy Association. The master's program in rehabilitation counseling is approved by the Council on Rehabilitation Education. The undergraduate program in athletic training education is accredited by the Commission on the Accreditation of Allied Health Education Programs.

FIELD PLACEMENTS AND STUDENT TEACHING

All field placements and student teaching are arranged by the Office of Field Placement in the School of Education and Allied Human Services. Preprofessional programs include at least 100 clock hours of field experiences related to course-work, followed by student teaching. Candidates will be provided with experiences in a variety of communities, including high need schools as defined by the New York State Education Department, and opportunities to interact with each of the following populations: socioeconomically disadvantaged students, students who are English language learners, and students with disabilities. Experiences will be provided across the appropriate developmental levels of the certification.

Applications for student teaching are due by March 1st for fall student teaching and by October 1st for spring student teaching. Application seminars are scheduled each semester to guide students through the application process, and address questions and special needs. Student teaching is full-time, full semester. Most student teachers will have two student teaching placements across two levels of the certification. Weekly seminars are held for student teachers and their university supervisors. All seminars mandated by the New York State Education Department will be scheduled during the student teaching semester, including child abuse and maltreatment.

In professional programs, candidates who are seeking an additional certification are required to complete at least 50 clock hours of field experiences and at least 20 days of student teaching with students across the range of developmental levels of the certification, including the variety of communities and student populations cited above. See your program advisor for specific details.

INTERNSHIPS

Students enrolled in a human service program have a combined learning experience. Hofstra has affiliation with numerous agencies, hospitals, schools and rehabilitation centers on Long Island and the New York metropolitan area. Each program, in accordance with the guidelines of its profession, sets up fieldwork and internships and provides supervised clinical practice in either school or non-school based settings. Students are advised by faculty in their program as to which site location will provide an optimal learning experience.

CERTIFICATION

Hofstra University's School of Education and Allied Human Services programs are registered with the New York State Education Department. Studies offered at the bachelors, masters, advanced certificates, and/or doctoral levels are provided in the following teaching areas: early childhood (birth - grade 2), elementary education (grades 1 - 6), middle childhood education, secondary education (grades 7 - 12), special education, physical education (PreK-12), health education (PreK-12), fine arts education (PreK-12), music education (PreK-12), TESL, bilingual, and literacy. Non-teaching areas include pupil personnel services and education administration.

RECOMMENDATIONS

Upon the successful completion of a Hofstra state-approved teacher education program, students are eligible for the University's recommendation for New York State certification. Certification applications must be submitted to the Certification Office in the semester in which the student is graduating. Certification seminars are held each semester. The Certification Office has three main recommendation groups: May, August, and December, and two interim groups: January and July. Hofstra University confers degrees on three dates: May 31, August 31, and December 31.

LETTERS OF COMPLETION

Upon the conferral of your degree, the Certification Office will issue a laminated Letter of Completion, valid for fifteen (15) weeks while your application is being processed by the State Education Department. Students should expect to receive their certificate approximately eight (8) weeks after the necessary paperwork has been submitted to the state.

SUBSTITUTE TEACHING

The Office also provides students with a Letter of Eligibility to Substitute Teach. Students must meet certain criteria, as defined by the Commissioner's regulations. Please contact the Certification Office for more information.

REQUIRED SEMINARS

In addition to fulfilling educational requirements, the New York State Education Department requires that all prospective teachers being recommended from teacher education programs receive instruction in the following seminars: Child Abuse and Maltreatment, Substance Abuse, and Safe Schools Against Violence (Project SAVE) in accordance with the Education Laws.

EXAMINATIONS

All prospective early childhood (birth – grade 2), elementary (grades 1 – 6), secondary (grade 7 – 12) and special subject teachers are required to pass the New York State Teachers Certification Examinations (NYSTCE) administered by the National Evaluation Systems, Inc. These tests include the Liberal Arts and Sciences Test (LAST), Assessment of Teaching Skills Written (ATS-W), Content Specialty Test (CST), and Assessment of Teaching Skills Performance (ATS-P). Students should consult with their program advisor and/or the Certification Office regarding the appropriate examinations for their area of study. Hofstra University has maintained an overall passing rate of 98% on these examinations.

FINGERPRINTING

Effective July 1, 2001, all applicants for certification and school district employment must undergo fingerprinting and clearance. Contact the New York State Education Department for fingerprinting sites. Hofstra University offers dates for fingerprinting for currently enrolled Hofstra students. Contact the Certification Office for more information.

RECIPROCAL AGREEMENT

New York State has interstate contracts with 42 other states and jurisdictions. Persons prepared in one of the contract states and who meet the contract requirements of the interstate agreement are eligible for initial certification upon application with each individual state. New York State is also a member of the Northeast Common Market that offers a Northeast Regional Credential (NRC) to applicants. For additional information on interstate reciprocity, students should visit the Certification Office.

Some states, not part of the interstate reciprocity program, offer either full or partial reciprocity privileges to persons who are graduates of NCATE accredited institutions. States not participating in either of the above reciprocity systems will accept certification applications and evaluate them on an individual basis.

As a part of the continuing effort to improve teacher preparation, the New York State Board of Regents adopted amendments to the Commissioner's Regulations which directly relate to teacher education program requirements, as well as changes in teacher certification titles. Effective February 2, 2004, these changes will impact Hofstra's programs in order for students to fulfill the requirements for the new Initial and Professional certifications. Students should consult with their faculty adviser for information pertaining to changes in departmental programs.

Students may obtain detailed and current information about certification requirements in various educational specializations from the School's Certification Office, Mason Hall, Room 214.

SCHOOL-BASED EMPLOYMENT OPPORTUNITIES

Hofstra University and faculty in the School of Education and Allied Human Services are committed both to attracting excellent candidates, as well as assisting them in locating employment upon graduation. Candidates for Teacher Education are strongly encouraged before enrolling in a given program, to review the employment prospects in their chosen field. Such opportunities differ among teaching areas and within regions of the country. Data about the profession, including supply and demand by region and certification area, are routinely available and updated regularly on such web sites as www.jobbankusa.com, www.highered.nysed.gov, and Education Week's comprehensive, online teacher's job bank at www.edweek.org. These sites and others contain a wide array of resources for job seekers in teaching and other careers.

Potential candidates for teaching careers, as well as those nearing graduation, should visit the Hofstra Career Center in the M. Robert Lowe Hall on the Hofstra Campus. Wide ranges of services are available to future educators. Such services include: career counseling in job hunting, assistance with resume building, mock interviews, a job referral service, special Career Center notices, and lists of school districts that cooperate with us in conducting on and off campus interviews. Most students, especially those hoping to gain employment with area schools, use the Hofstra Career Center to focus their search and coordinate initial interviews.

Alternately, students who expect to seek employment out of New York State have been drawn to an increasing list of web sites that offer details of specific job vacancies, as well as other information. These data may be found by visiting the Hofstra University web site and clicking on "Career Services." Students will find a list of special web sites with direct links to such organizations as the New York State Education Department, New York City schools, the National Association of Independent Schools, the Academic Employment Network, and eleven other dedicated employment sites. At Hofstra, education majors find an excellent and dedicated faculty, outstanding career support services, and extensive electronic links to education career information and employment opportunities.

HOFSTRA UNIVERSITY PASSING RATES

NYSTCE Test Field/Category	Hofstra University			Statewide
	Number Tested	Number Passed	Pass Rate	Pass Rate
Professional Knowledge/Pedagogy ATS-W	521	515	99%	97%
Other Content Areas, LAST	513	504	98%	95%
Summary Totals and Pass Rate	524	511	98%	94%

COUNSELING, RESEARCH, SPECIAL EDUCATION AND REHABILITATION (CRSR)

Associate Professor Sciarra, Chairperson, 212 Mason Hall

Professors Bowe, Gellman

Associate Professors Bloomgarden, Johnson, Lechowicz, Schwartz

Assistant Professors Chang, Gonzalez-Dolginko, McLean, Pace, Wilson

Special Assistant Professor McDonald

Professor Emerita Gold

PROGRAMS

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COUNSELING (COUN)

MASTER OF SCIENCE IN EDUCATION (M.S.Ed.), CERTIFICATE OF ADVANCED STUDY (C.A.S.) AND PROFESSIONAL DIPLOMA (P.D.) IN COUNSELING

Associate Professor Johnson, Graduate Program Director
(516) 463-5754, cpnlzj@hofstra.edu

The Graduate Programs in Counseling provide professional counselor preparation through specialized tracks in community counseling, school counseling, and college student development counseling. Students who complete the approved curriculum in school counseling are recommended by Hofstra University for certification as school counselors. In general, candidates completing the programs are eligible for such certification in other states as well.

The programs are at several graduate levels:

1. Master of Science in Education Degree in Counseling;
2. Certificate of Advanced Study program for candidates holding a master's degree in a noncounseling field;
3. Professional Diploma program for students holding a Master's Degree in Counseling. The program requires a total of 60 hours of graduate studies in Counseling. Credits earned as part of the prior master's may be counted toward this total. A minimum of 24 hours must be taken in residence at Hofstra.

Prospective candidates are welcome to arrange for introductory and advisory interviews with the Program Director. The transfer of graduate credit in Counseling course work earned at another accredited institution within the previous five years can be arranged, up to a limit of 9 semester hours, upon program advisement and university approval.

ADMISSION REQUIREMENTS

Application for admission is made to the Graduate Admissions Office where directions are given for securing transcripts of previous schooling and other necessary information.

1. Bachelor's degree from an accredited institution.
2. GRE: minimum Verbal score of 450 and a combined Verbal and Quantitative score of 900. Applicants who hold a master's degree are not required to submit GRE scores provided their grade-point average on their previous graduate work is above a B (3.2).
3. Three letters of reference.
4. Personal essay (professional goals and objectives).
5. Personal interview with the Program Director.

PREREQUISITE AND COREQUISITE REQUIREMENTS

Note: students must complete all nine credits of the prerequisite course work listed below prior to beginning the first sequence course of the counseling curriculum (COUN 223, Theories and Principles of Counseling). The nine credits of corequisite course work listed below may be satisfied concurrently with the first year of program studies, but must be completed prior to enrolling in COUN 253, Counseling Practicum. The prerequisite and corequisite courses may be satisfied at either the undergraduate or graduate level.

Prerequisites, Required, 9 s.h.

One course from each of the following specific areas must be completed prior to beginning COUN 223.

- Child Psychology
- Adolescent Psychology
- Personality Theory (or Abnormal Psychology)

Corequisites, Required, 9 s.h.

Additional counseling-related courses in the behavioral sciences (e.g., peer counseling, human development, cross-cultural issues, human sexuality, selected sociology and psychology courses) selected under advisement and completed prior to COUN 253.

PROGRAM OF STUDY (M.S.ED.; C.A.S.) (42 s.h.)**A. Required 30-33 s.h. of the following courses**

COUN	223	Theories & Principles of Counseling, 6 s.h.
	224	Counseling Practice in Contemporary Society, 6 s.h.
	253	Counseling Practicum, 3 s.h.
	277	Group Counseling & Guidance, 3 s.h.
	290,291	Internship in School Counseling, 3 s.h. each or
	294,295	Internship in Counseling, 3 s.h. each
PSY	216	Behavior & Personality-Normal & Abnormal, 3 s.h. or
COUN	261	Understanding Psychopathology in Counseling, 3 s.h.
RES	240	Measurement & Evaluation in Education, 3 s.h.
FDED	200-level or above course (for school counselor certification), 3 s.h.	

B. Electives, graduate-level courses taken under advisement and after completing the first sequence course in the counseling curriculum (COUN 223).**C. Comprehensive Examination****PROFESSIONAL DIPLOMA**

The Professional Diploma is a practitioner's degree which provides the opportunity for a practicing counselor to pursue additional specialized courses and field work to further qualify for career competencies in the Counseling field (e.g., for a Community Counselor to earn qualifying credentials for certification in School Counseling or a School Counselor to pursue qualification in Mental Health Counseling. Each student's program of study will be developed through individual advisement and will be dependent on the individual student's previous pattern of studies. The total number of semester hours required for the program may vary from student to student. Those lacking sufficient study in behavioral sciences will need to meet certain prerequisites.

The Professional Diploma Requires 60 credits of graduate coursework in Counseling. Individual programs are developed, under advisement, in accordance with the student's career goals.

ADVANCED CERTIFICATE: SCHOOL COUNSELOR BILINGUAL EXTENSION

This 15 semester hour program provides students with an opportunity to complete the coursework specified by the New York State Education Department to obtain Bilingual Education Extension to State Certification in the Pupil Personnel Service Area of Bilingual Guidance Counseling. Eligible students are those who qualify as bilingual and who are either matriculating in the School Counselor certification track within Hofstra University's Counselor Education Program or currently hold valid New York State provisional or permanent certification in school counseling. Students will take designated courses from three bilingual extension component areas, under advisement, as follows:

Cultural Perspectives, 3 or 6 s.h.

ANTH 200	Fundamentals of Anthropology, 3 s.h., and/or
218	People & Cultures of Latin America 3 s.h. (or SPAN 218)

Theory and Practice of Multicultural Education, 3-9 s.h.

FDED 248*	Multicultural Education in the Metropolitan Area, 3.s.h., and/or
CT 260	Foundations, Theory and Practice of Bilingual, Bicultural Education, 3 s.h., and/or
COUN 293	Internship: School Counseling, 3 s.h.

Methods of Providing Services, 3-9 s.h.

RES 241*	Testing & Evaluation of Bilingual Students, 3 s.h. and/or
CT 266	The Learner in the School, 3 s.h., and/or
COUN 270	Multicultural Counseling, 3 s.h.

*Of the total 15 semester hour bilingual/bicultural credits, 6 s.h. may be satisfied through M.S.Ed. program requirements.

In addition, students must satisfy a language proficiency requirement as follows:

The candidate will submit evidence of having achieved a satisfactory level of oral and written proficiency in English and in the target language of instruction on the New York State Teacher Certification Examinations.

GRADUATION REQUIREMENTS

1. Completion of all program requirements.
2. A minimum grade point average of 3.0 in overall graduate course work.

(COUN) COURSES

COUN 203 Fall, Spring, Summer 3 s.h.

Introduction to Counseling

Basic counseling skills for use by teachers and other helping professionals. Not open to counseling majors.

COUN 207 Spring 3 s.h.

Health Counseling

This course will introduce the health professional to basic counseling theories and skills. Attention is given to taking health histories, imparting accurate information and instructions to patients, the hospital bound person, fears and concerns of the seriously ill and their families. Family planning, abortion and genetic counseling.

COUN 223 Fall, Spring 6 s.h.

Theories and Principles of Counseling

Designed to provide students with a general orientation to the counseling profession and the therapeutic process. Counselor role and responsibilities including legal and ethical implications involved in practice are explored. Major theoretical models of counseling and their application in different settings and with culturally diverse populations are examined. Students engage in self-awareness and counseling microskills development activities as part of their training in intervention techniques and the helping processes.

Prerequisites: one course from each of the following areas: child psychology, adolescent psychology and personality theory.

COUN 224 Fall, Spring 6 s.h.

Counseling Practice in Contemporary Society

Designed to strengthen students' knowledge and skills in a wide array of topics and processes as they relate to counseling individuals in contemporary society. Areas studied include human development, decision-making models, career and life planning, special populations, multicultural competence, school guidance, human sexuality, family systems, substance abuse, crisis intervention, referral, consultation, appraisal, and research and evaluation. Through supervised classroom practice, students are assisted in integrating this knowledge base with continued counseling skills development while applying a problem-management model of counseling intervention.

Prerequisite: COUN 223.

COUN 225 Periodically 3 s.h.

Counseling for Death, Dying and Bereavement

This course is intended for counselors and mental health professionals who are concerned about helping others and themselves cope with death, dying and bereavement. Topics include the effects of imminent and sudden death on the person and the family, children and death, attitudes toward death, and the helping person's role in bereavement support. Consideration of other topics depends on the interests and needs of students in the class.

Prerequisite: COUN 223 or permission of program adviser.

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COUN 226 Summer 3 s.h.
Counseling for Post-High School Education
Principles and techniques. Methods of working with college-bound students and their parents. Factors involved in college selection and college success.
Prerequisites: COUN 223, 224 or permission of program adviser.

COUN 227 Periodically 3 s.h.
Career Counseling Techniques
Information, procedures and processes of career counseling are presented. Students engage in exercises designed to build upon their existing knowledge and skills in career counseling. Techniques of working with people and their work and/or employment concerns are developed. Models of employee assistance programs and career counseling workshops are examined.
Prerequisites: COUN 223, 224 or permission of program adviser.

COUN 228 Periodically 3 s.h.
Assertiveness Training for Counselors
Designed to aid the helping professional and others in developing nondefensive, nonmanipulating behaviors leading to increased self-assurance in interaction with others.
Prerequisite: COUN 223 or permission of program adviser.

COUN 229 Periodically 3 s.h.
Counseling the Compulsive Person
Theories of compulsive behavior are explored. Students have direct contact with persons exhibiting compulsive behavior.
Prerequisite: COUN 223 or permission of program adviser.

COUN 235 Once a year 3 s.h.
Values, Realization, Decision Making and Creative Problem Solving
Using the process and principles of decision making and values clarification as a base, development of creative problem solving skills is the focus of this course. Application of these skills in settings such as school groups, counseling, classroom activities, career and life planning and mid-life planning are considered.
Prerequisite: COUN 223 or permission of program adviser.

COUN 237 Spring 3 s.h.
Counseling Families of the Elderly
Basic developmental processes which reflect the fundamental changes occurring during the aging process are examined initially from a sociohistorical perspective. Subsequently, the unique features of later adult development and its psychological effects on the person's family are examined. Concerned with the non-physical development of older individuals and the effects of these life cycle growth patterns and transitions on their families. Specific counseling theories and interventions are presented for each area of transition.
Prerequisite: COUN 223 or permission of program adviser.

COUN 244 Once a year 3 s.h.
Interviewing and Therapeutic Counseling with the Aging
Provides the skills and expertise counselors need in order to serve the elderly. Attention is given to various interviewing and therapeutic techniques which are specific to the elderly and incorporate client perceptions and understanding of life events. Emphasis on the nature and art of interviewing and a range of counselor concerns such as career counseling, retirement counseling, and counseling regarding dying and death.
Prerequisite: COUN 223 or permission of program adviser.

COUN 250 Periodically 3 s.h.
Rational Emotive Therapy
Designed to introduce the counselor to the fundamental aspects of rational emotive psychotherapy.
Prerequisite: COUN 223 or permission of program adviser.

COUN 253 Fall, Spring 3 s.h.
Counseling Practicum
Counseling of individual client(s) in school and alternate settings. Clinical counseling instruction provided by faculty. Pass/Fail grade only.
Prerequisite: COUN 224 and 277 or permission of program adviser.

COUN 255 Periodically 3 s.h.
Organization and Conduct of the Guidance Program
Organization, administration and operation of the complete guidance program as conducted in the different school levels.
Prerequisite: COUN 224 or equivalent.

COUN 256 Periodically 3 s.h.
Effectiveness Training
This didactic and experiential course examines the theoretical basis of effectiveness training, as well as skills suggested for the improvement of communications and relationships. Included in the program are: evaluating behavior, problem ownership, I-messages, active listening and problem solving.
Prerequisite: COUN 223 or permission of program adviser.

COUN 257 Once a year 3 s.h.
Introduction to Reality Therapy
An introduction to the principles and techniques of reality therapy as applicable in school, agency and institutional settings. Discussion of behavior control theory and its relationship to counseling interventions. Development of counseling skills by engaging in a wide variety of activities; structured exercises, demonstrations, role play; peer counseling and videotaping. Students are expected to demonstrate their understanding of the principles and techniques of reality therapy by engaging in counseling both in the classroom and other appropriate settings.
Prerequisite: COUN 223 or permission of program adviser.

COUN 260 Once a year 3 s.h.

Developmental School Guidance Practice

Designed to present the theoretical principles, practical skills and resource knowledge involved in implementing a developmental guidance program aimed at proactively meeting the emotional, career-related, and academic needs of preadolescent and adolescents in the schools (6-12).

Prerequisite: COUN 224 or permission of program adviser.

COUN 261 Summer, Spring 3s.h.

Understanding Psychopathology in Counseling

This course is designed to provide a conceptual framework for understanding psychopathology and its relationship to treatment, planning and referral in counseling. Students will learn how to recognize various forms of emotional and behavioral disorders and maladjustment in children, adolescents and adults through the use of the DSM-IV-TR multi-axial system. In addition to gaining an understanding of the diagnostic criteria and symptomatology of mental disorders, students will discuss the important ethical, multicultural, and gender issues related to counseling, assessment and practice.

Prerequisite: Coursework in counseling theories and principles or under advisement by faculty.

COUN 270 Once a year 3 s.h.

Multicultural Counseling

Course is intended to prepare counselors to become more effective service providers in their work with persons from culturally diverse backgrounds. Organized around three developmental objectives: to increase counselor self-awareness and sensitivity to cultural difference; to acquire knowledge about the cultural values, behaviors, and worldviews of selected cultural groups; and to develop multicultural counseling skills and competencies.

Prerequisite: COUN 223 or permission of program adviser.

COUN 271, 272 Periodically 3 s.h. each

Advanced Counseling Theory and Practice

Intensive analysis and discussion of research in counseling with continued supervised counseling practice.

Prerequisite: COUN 253, or equivalent and permission of instructor.

COUN 276 Periodically 3 s.h.

Community Resources and Relationships

Study of the responsibilities of counselors in relation to the community. Methods of working with community agencies and organizations. Experiences in a local community, identifying community resources, interpreting human service programs and serving as a resource to community organizations.

Prerequisite: COUN 224 or equivalent.

COUN 277 Fall, Spring, Summer 3 s.h.

Group Counseling and Guidance

Principles, techniques and uses of group counseling and of group guidance activities.

Prerequisite: COUN 224 or equivalent.

COUN 278 Periodically 3 s.h.

Drug/Alcohol Abuse Counseling

Historical, legal and psychological factors concerned with drug and alcohol abuse. Consideration of counselor's role and treatment modalities. Opportunities for observation, field trips and practical application of counseling techniques.

Prerequisites: COUN 224, 253 or permission.

COUN 279 Fall, Summer 3 s.h.

Human Sexuality and Counseling

Designed to aid the counselor in gaining greater skills and improved effectiveness in working with sexual concerns of clients. Feelings about sexuality, gaining greater awareness of attitudes and beliefs about sexual conduct, and aiding clients to explore their concerns about sexuality are emphasized.

Prerequisite: COUN 223 or permission.

COUN 280-289, A-Z Periodically 1-4 s.h. each

Workshops

Designed to meet the needs of specific groups of students or educators. As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken.

COUN 290, 291, Fall, Spring 3 s.h. each
292, 293

Internship: School Counseling

Cooperatively supervised experience in guidance and counseling in schools. Regular seminars for review of issues encountered in the field.

Prerequisites: COUN 224, 253. By permission only.

COUN 294, 295, Fall, Spring 3 s.h. each
296, 297

Internship: Counseling.

Cooperatively supervised experience in counseling and program services in colleges and community agencies and organizations. Regular seminars for review of issues encountered in the field.

Prerequisites: COUN 224, 253. By permission only.

COUN 310 Once a year 3 s.h.

The Person Centered Approach in Counseling and Teaching

Participants study the person-centered (Rogerian) approach to counseling and teaching, analyze its basic hypotheses and review recent research. Essential skills are demonstrated and practiced.

Prerequisite: COUN 223 or permission of program adviser.

CREATIVE ARTS THERAPY (CAT)

Associate Professor Bloomgarden, Graduate Program Director, (516) 463-5300, cprjsb@hofstra.edu

MASTER OF ARTS: CREATIVE ARTS THERAPY

Art therapists provide services to individuals who have experienced illness, trauma, challenges in living, and to those who seek personal development. This program has a focus on clinical experience and creativity and prepares students to work effectively in schools, hospitals, agencies and rehabilitation centers. Students with a background in art, psychology, education or another related field should consider the various options.

The 53 credits required for the Masters Degree includes elective courses so that during the program students can study in a related interest area such as gerontology, special education, counseling, marriage and family or expressive therapies. The individualized plan of study is completed with faculty advisement.

This program has been approved by the American Art Therapy Association (AATA) and follows their requirements and Hofstra's standards.

ADMISSION REQUIREMENTS

Application for admission is made to the Graduate Admissions Office. Candidates must meet the following admission requirements:

1. A bachelors degree from an accredited institution with a minimum grade point average of 2.75;
2. 12 semester hours of psychology (including general, developmental, abnormal and personality theories);
3. 15 semester hours in studio art with a representation of drawing, painting and three dimensional art;
4. three letters of recommendation;
5. an art portfolio (slides, photographs or original work);
6. an interview.

The department understands that any single criterion may not reliably predict a candidate's potential for success in a graduate program. Consequently, candidates are welcome to apply if they do not meet one of the criteria but feel that other aspects of their experience may compensate.

PROGRAM REQUIREMENTS (53 s.h.)**A. Core Curriculum 29-32 s.h.**

CAT 210	Foundations of Art Therapy, 3 s.h.
211	Developmental Art Therapy & the Developing Child, 3 s.h.
221 & 222	Fieldwork: Creative Arts Therapy, 1 s.h. each
209	Art Media in Art Therapy, 3 s.h.
211	Group Art Therapy, 3 s.h.
214	Art Therapy Clinical Applications I, 3 s.h.
215	Art Therapy Clinical Applications II, 3 s.h.
218 & 219	Internship: Creative Arts Therapy, 3 s.h. each
300	Seminar: Creative Arts Therapy, 3 s.h. or
301 & 302	Master's Thesis Seminar I & II, 3 s.h. each

B. Psychosocial Requirements: 15 s.h.

COUN 223	Theories & Principles of Counseling, 6 s.h.
PSY 216	Behavior & Personality—Normal and Abnormal, 3 s.h. or
COUN 280A	Psychopathology, 3 s.h.
Approved Electives, 6 s.h.	

C. Fine arts studio courses: 6 s.h

Approved electives

D. Creative Arts Therapy Electives: 3 s.h.

Approved electives in art, dance, drama, music or poetry therapy.

CAT 235 Creativity, 3 s.h.
Waived if CAT 301 & 302 are taken.

GRADUATION REQUIREMENTS

1. Completion of all program requirements.
2. A minimum grade point average of 3.0 in overall graduate course work.

MASTER OF SCIENCE IN EDUCATION: SPECIAL EDUCATION AND CREATIVE ARTS THERAPY

A dual Master of Science program in special education and art therapy leading to New York State certification in special education (K-12). For program requirements, see Special Education, page 141.

(CAT) COURSES

CAT 209 Spring 3 s.h.
Art Media in Art Therapy
Studio course designed to help the student more fully integrate art with therapy. Emphasis on the creative use of traditional and nontraditional art materials, taking into account the nature of the materials and the needs of specific treatment populations.
Prerequisites: CAT 210 or 211. There is a material fee of \$20.

CAT 210 Fall, Spring 3 s.h.
Foundations of Art Therapy
Orientation to current practice of art therapy as a profession. Survey of contributions of major art therapy theorists, key concepts of creativity and psychological theory in relation to art therapy. Consideration of clients with special needs, variety of art therapy approaches and institutional issues. On-site visits to hospitals, clinics, community centers, nursing homes and special schools. Restricted to students in the creative arts therapy program and by permission of the instructor.

CAT 211 Fall, Spring 3 s.h.
Developmental Art & the Developing Child
This course acquaints students with developmental theory (psychosexual, psychosocial and cognitive aspects) defining parameters of the typically developing child, birth through adolescence and art as it appears in the graphic representations of the typically developing child. Attention is given to diagnostic techniques, family issues, issues related to children with learning and/or physical disabilities or medical illness, indicators of abuse in art, giftedness, art therapy treatment planning, special education individualized education planning, the use of age-appropriate art media, and cultural issues as they impact the child. (Formerly Art Therapy with Children)

CAT 212 Spring 3 s.h.
Group Art Therapy
Study of theory and practice of group art therapy in clinical settings. Emphasis on the influences of art media and art therapy methods on group process. Stages of development, leadership styles and integration of other creative arts modalities are examined.
Prerequisite: CAT 210 or permission of instructor.

CAT 213 Periodically 3 s.h.
Development of the Expressive Aesthetic Experience
Study through the media of the arts, consideration of expression in four modes: self-communing, communicative, analytic and aesthetic. Application of the model in the visual arts, music, dance and writing.

CAT 214 Fall, Spring 3 s.h.
Art Therapy Clinical Applications I
This course teaches projective techniques with individuals and groups. Students learn clinical skills that include diagnosis, goals assessment and treatment planning. Part of the experience includes case presentations. (Formerly Art Therapy Methods I)

CAT 215 Fall, Spring 3 s.h.
Art Therapy Clinical Applications II
This course covers clinical application and procedures in art therapy with a variety of patient populations and in a variety of clinical settings. Case material includes family art therapy and current issues and trends with regard to program development. (Formerly Art Therapy Methods II)

CAT 218 & 219 Fall, Spring 3 s.h. each
Internship: Creative Arts Therapy
Supervised experience in selected therapeutic settings.
Prerequisites: CAT 210, 211, 212. *Prerequisites or corequisites:* CAT 214, 215.

CAT 220 Periodically 3 s.h.
Art Therapy for Adolescents
An approach to the treatment of adolescents with developmental, emotional and social problems through the use of art as therapy.
Prerequisite: CAT 210.

CAT 221 & 222 Fall, Spring 1 s.h. each
Fieldwork: Creative Arts Therapy
Supervised field observation experience in selected therapeutic settings. Pass/Fail grade only. Corequisite for 221: CAT 210; Corequisite for 222: CAT 211.

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CAT 223 Spring 1.5 s.h.

Multicultural Art Therapy

This course is designed to promote understanding of various socio-cultural frameworks from which an effective art therapy program can be built. Attention is given to variables that require consideration when working with diverse groups of people. Students view contemporary art forms that express social concerns.

CAT 224 Spring 1.5 s.h.

Psychopharmacological/Psychiatric Issues in Art Therapy

This course studies a person from various perspectives. We look at the medical model: diagnosis (DSM-IVR), medication (psychopharmacology), the psychiatric mental status examination, and the person's internal experiences. From the perspective of non-medical interventions, we study appropriate art therapy techniques and approaches to remedy the problem. We specifically explore affective disorders, psychosis, substance abuse, and childhood disturbances. Students are exposed to the medical, psychological, and expressive aspects of clinical treatment.

CAT 230 Fall, Spring 1 s.h.

Master's Project: Technology Portfolio

Through the use of technology the student will design a project that unifies art therapy and art education practices to support the integration of art education and art therapy as applied in the school and clinical setting. A working knowledge of at least one current art-based program and other technological resources is required. The student will be able to use computer hardware, software and electronic imaging technologies at the Hofstra University computer labs. This course may be taken on a Pass/Fail basis only.

CAT 235 Fall 3 s.h.

Creativity

This course examines the nature of creativity with a concentration on contemporary psychological perspectives and the creative arts. Students study conditions that foster creativity, current working definitions, the creative processes demonstrated by famous people and the dynamics of the creative person. The relationship between culture and creativity is also explored as are resources for use in different settings and with diverse populations. Attention is given to the gifted and other high ability learners.

CAT 241 Summer 3 s.h.

Drama Therapy for the Helping Professional

An elective graduate course to acquaint students with the fundamentals of drama therapy as practiced today. Different forms of drama theater games, improvisations, role-play psychodrama and performance theater are now being used in hospitals, schools, prisons, recreation and rehabilitation centers, libraries, and nursing homes. Drama that is intentionally used for healing and personal growth is called drama therapy. Through lectures and experiential workshops, professional helpers learn how to incorporate drama therapy techniques into their work.

CAT 242 January 3 s.h.

Poetry/Bibliotherapy for the Helping Professional

An elective graduate course to acquaint students with the fundamentals of poetry and bibliotherapy as it is being practiced today. Every helping professional needs effective tools to encourage communication and develop honest self-expression and emotional awareness. Poetry, literature, and various forms of the written word are used as dynamic therapeutic modalities in hospitals, schools, nursing homes, recreational and rehabilitation centers and libraries. Through lectures and experiential workshops, professional helpers learn how to incorporate expressive techniques into their work, as well as their personal lives.

CAT 249 Summer 3 s.h.

Therapeutic Art for the Elderly

Course emphasizes and explores the role of art in the lives of the elderly both for therapeutic purposes and for personal enrichment. Art as therapy is studied as a way of fostering self-expressions, increasing sensory stimulation and awareness, facilitating socialization, and reviewing and integrating life events. Use of art media, special techniques and methods of approach is discussed as they apply to working with institutionalized elderly and the elderly living in the community.

CAT 251, 252 Fall, Spring, Summer 2-3 s.h. each

Readings

Directed readings on topics of interest to the student.

Prerequisite: permission of instructor.

CAT 280-289, A-Z Periodically 1-4 s.h. each

Workshops

Designed to meet the needs of specific groups of students or educators. As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken.

CAT 300 Fall, Spring 3 s.h.

Seminar: Creative Arts Therapy

Review of research methodology. Completion of a research paper based on an original study designed and executed by the student. *Prerequisites:* CAT 210, RES 258 or comparable undergraduate course. *Note:* successful completion of CAT 300 in combination with an approved 200-level elective may be offered in place of the Master's Thesis, CRSR 301 & 302.

CAT 301 & 302 Fall, Spring 3 s.h. each

Master's Thesis Seminar I & II

Development and implementation of thesis project.

GERONTOLOGY (GRON)

Professor Emerita Gold, Graduate Program Director, (516) 463-5785, cprfgrg@hofstra.edu

MASTER OF SCIENCE: GERONTOLOGY (39 s.h.)

This degree program is designed to prepare graduate students to pursue careers which will help older adults make better decisions about their own lives. The education and practical skills gained through this degree program will provide students with an interdisciplinary base of knowledge and experience which will increase their effectiveness in assisting older adults.

Students graduating from this program will have obtained a competency in gerontology with a subspecialty in either Administration of Services for the Aging or Counseling of the Aging. These subspecialties or tracks, provide students with an opportunity to pursue a program of study that is reflective of their individual needs and interests, as well as the needs and interests of older adults.

Students opting for a concentration in administration are expected to gain the necessary knowledge and skills related to management, public policy, social and health service planning, program development and evaluation of services for the aging.

Students concentrating in the counseling subspecialty are expected to develop the knowledge and skills necessary to provide direct therapeutic services to older adults. This would include vocational and health counseling, individual and family counseling and preretirement planning.

ADMISSION REQUIREMENTS

1. Applicants must hold a bachelor's degree from a fully accredited college or university with a minimum 2.5 grade-point average.
 - a. Admission to the Administration of Services for the Aging subspecialty requires experience or equivalent in administration and/or business and direct services.
 - b. Admission to the Counseling of the Aging subspecialty requires a bachelor's degree in a behavioral science or mental health discipline.
2. An interview with the Program Director or representative.
3. One letter of recommendation from recent employers or undergraduate professors.
4. Students with less than a 2.5 grade-point average must meet with the Graduate Program Director to determine additional entrance requirements.

GRADUATION REQUIREMENTS

The completion of 39 semester hours of graduate study in addition to any specified prerequisites; satisfactory completion of coursework; and successful completion of a comprehensive examination or departmentally authorized equivalent. (No degree credit.) A minimum grade point average of 3.0 in overall graduate course work.

The Master of Science degree may be completed on a part or full-time basis. Courses are normally offered during the fall and spring semesters, with special seminars or workshops offered during the January or Summer sessions.

PROGRAM REQUIREMENTS (39 s.h.)

Core courses: 15 s.h. (required for all students in either Track)

ANTH	215	Introduction to Gerontology: Aging in American Life, 3 s.h.
APS	244	Aging, Public Policy & the Law, 3 s.h.
MHAE	292	Health & Aging, 3 s.h.
PSY	263	Current Theory & Research in Psychology of Aging, 3 s.h.
RES	258	Understanding Research Methodology, 3 s.h.

Track I: Administration of Services for the Aging

Required courses: 12 s.h.

GBUS 220 Applied Business Principles & Aging, 3 s.h.

MHAE 293 Healthcare Policies, Planning & Administration for the Aging, 3 s.h.

Internship: 6 s.h.

APS 294,295 Administrative Internship, 3 s.h. each or

MHAE 263B Administrative Residency, 6 s.h.

Experienced candidates may substitute 6 s.h. of electives.

Electives: 12 s.h. (6 s.h. free electives; 6 s.h. from the following)

APS 245 Legal Aspects of Managing Healthcare Programs for the Aging, 3 s.h.

MHAE 249 Nursing Home Administration, 3 s.h.

254A Home Healthcare Administration, 1.5 s. h.

MKT 250 Healthcare Marketing, 3 s.h.

RES 387 Skills in Funding & Proposal Development: Government, Foundation & Corporate, 3 s.h.

Master's Essay: 3 s.h.

APS 251 Readings in Administration, 3 s.h. or

MHAE 251 Special Readings Seminar, 3 s.h.

Track II: Counseling of the Aging

Required Courses: 15 s.h.

COUN 203 Introduction to Counseling, 3 s.h.

237 Counseling Families of the Elderly, 3 s.h.

244 Interviewing & Therapeutic Counseling with the Aging, 3 s.h.

Internship: 6 s.h.

COUN 294,295 Internship: Counseling, 3 s.h. each

Experienced candidates may substitute 6 s.h. of electives.

Electives: 9 s.h. (3 s.h. free electives; 6 s.h. from the following)

COUN 225 Counseling for Death, Dying & Bereavement, 3 s.h.

CAT 249 Therapeutic Art for the Elderly, 3 s.h.

PSY 264 Aging & Human Behavior, 3 s.h.

265 Aging & Personality, 3 s.h.

Master's Essay: 3 s.h.

CRSR 251 Readings, 3 s.h.

Free elective options regardless of specialization, under advisement:

ANTH 214 Aging in a Cross-Cultural Perspectives, 3 s.h.

GRON 248 Lifelong Learning for the Aging, 3 s.h.

280-289,A-Z Workshops, 3 s.h. each

MHAE 291 Nutrition & the Aging, 3 s.h.

RES 259 Introduction to Statistical Methods in Educational Research, 3 s.h. and

259L Computer Laboratory, 1 s.h.

260 Inferential Statistics in Educational Research, 3 s.h. and

260L Computer Laboratory, 1 s.h.

ADVANCED CERTIFICATE: GERONTOLOGY (21 s.h.)

This certificate program provides students with a basic interdisciplinary background in gerontology coupled with a related field placement. The certificate is tailored to individual students' needs, interests, and experience. This 21 semester hour program (18 credit hours of courses and 3 credit hours in a field placement) may be taken as a separate certificate, in conjunction with a degree program or as a separate specialization for persons not currently matriculated for a degree.

Required, 9 s.h.

ANTH 215	Introduction to Gerontology: Aging in American Life, 3 s.h.
APS 244	Aging, Public Policy & the Law, 3 s.h.
MHAE 292	Health & Aging, 3 s.h.

Electives, under advisement, 9 s.h.

GRON 248	Lifelong Learning for the Aging, 3 s.h.
251	Readings, 3 s.h.
252	Readings, 3 s.h.
PSY 263	Current Theory & Research in Psychology of Aging, 3 s.h.
GBUS 220	Applied Business Principles & Aging, 3 s.h.
MHAE 293	Healthcare Policies, Planning & Administration for the Aging, 3 s.h.
APS 245	Legal Aspects of Managing Healthcare Programs for the Aging, 3 s.h.
MKT 250	Healthcare Marketing, 3 s.h.
COUN 203	Introduction to Counseling, 3 s.h.
225	Counseling for Death, Dying & Bereavement, 3 s.h.
237	Counseling Families of the Elderly, 3 s.h.
244	Interviewing & Therapeutic Counseling with the Aging, 3 s.h.
CAT 249	Therapeutic Art for the Elderly, 3 s.h.
PSY 264	Aging & Human Behavior, 3 s.h.

Additional courses available under advisement

Internship, under advisement, 3 s.h.:	
APS 294	Administrative Internship, 3 s.h.
MHAE 263A	Supervised Externship: Community Age
COUN 294	Internship: Counseling, 3 s.h.

GRADUATION REQUIREMENTS

1. Completion of all program requirements.
2. A minimum grade point average of 3.0 in overall graduate course work.

(GRON) COURSES

GRON 211 Periodically 3 s.h.
Aging with Developmental Disabilities
People with developmental disabilities have significant physiological, functional, and psychosocial changes as they age. This course addresses these issues and examines ways for families, community practitioners, and advocates to meet varied needs of this growing population. Programs for this population will be examined. Fifteen clock hours of site visitation is required.

GRON 248 Periodically 3 s.h.
Lifelong Learning for the Aging
While adult learning has become a well-developed and mature discipline, less emphasis has been given to the educational and intellectual interest of the older adult. Focus on the relationship between teaching and learning, and the aging process. Emphasis on the special aspects and issues involved in lifelong learning for the more senior members of our society. Pass/Fail grade only. (Formerly CPRE; CRSR 248.)

GRON 251, 252 Fall, Spring, Summer 1-3 s.h. each
Readings
Directed readings on topics of interest to the student.
Prerequisite: permission of instructor.

GRON 280-289, A-Z Periodically 1-3 s.h. each
Workshops
Designed to meet the needs of specific groups of students. As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken.

GRON 300 Fall, Spring 3 s.h.
Master's Essay
Development and implementation of Master's Essay. Prerequisites: matriculation in Gerontology and completion of all required course work. Pass/Fail grade only. Note: this course is accepted in lieu of the Gerontology comprehensive examination. This course may not be used to satisfy part of the basic 39 s.h. requirements.

REHABILITATION COUNSELING (REHB)**MASTER OF SCIENCE IN EDUCATION: REHABILITATION COUNSELING (48-54 s.h.)**

Associate Professor Lechowicz, Graduate Program Director; (516) 463-5786, edajsl@hofstra.edu

The Master of Science in Education in Rehabilitation Counseling is designed to train students as professional counselors to understand the physical, psychosocial and economic needs of persons with disabilities and to assist them toward vocational and psychological independence, including appropriate employment and independent living and functioning. The program also includes specialty courses by which students prepare for working in psychiatric and deafness rehabilitation settings. Graduates work in a variety of rehabilitation settings including state-federal rehabilitation agencies, medical centers, rehabilitation facilities, Veteran's Administration hospitals, substance abuse programs, mental health centers, independent living programs, insurance companies, allied health facilities and private practice—48-54 s.h. program.

Prospective students with baccalaureate degrees can complete the comprehensive curriculum in two academic years. Acceleration is possible with the approved transfer of a maximum of 12 appropriate course credits. Part-time and nonmatriculated students, as well as those preparing for related professions, are accepted. The program is fully accredited by the Council on Rehabilitation Education and advanced students are eligible for certification as Certified Rehabilitation Counselors (CRC).

Extensive fieldwork is an essential component of the academic training program. A number of rehabilitation facilities in the Long Island and New York Metropolitan areas provide prepracticum, practicum, and internship experiences and training.

Note: National Rehabilitation Association or American Counseling Association sponsored Liability Insurance is strongly recommended for internship students. This insurance provides coverage while performing professional duties as a rehabilitation counselor in training. Information may be obtained from the Director of the Rehabilitation Counseling Program.

The program has an outstanding record of graduates employed in the field; job placement and in-service education of graduates are actively promoted by the faculty. Application to the program is made through the Graduate Admissions Office.

ADMISSION REQUIREMENTS

1. Completion, with an acceptable grade point average, of a bachelor's degree at an accredited institution;
2. personal interview with department member;
3. educational and professional references (four);
4. voluntary or paid work experience in rehabilitation or with individuals with handicaps preferred;
5. statement of career goals.

PROGRAM ADVISEMENT

All matriculated students are required to meet with a department faculty adviser and complete a Graduate Student Advisement Record following admission to the Program. A student may apply to the Program Director for modification of his or her program to 42 credits if either of the following is satisfied: The student can verify that he/she is working as a "rehabilitation counselor"; or the student possesses an undergraduate major in "Rehabilitation Services" of 24 semester hours or more from an accredited college/university.

Prerequisite Requirements, 6 s.h.

Two courses from the following areas may be taken concurrently with beginning level courses or may have been taken as part of undergraduate work. Prerequisite courses do not carry degree credit for this program.

- Personality theory
- Abnormal psychology
- Statistics

Area 1. Rehabilitation Core Courses: 30 s.h.

REHB	228	Review, Exploration & Assessment of Rehabilitation Resources I, 3 s.h. or
	229	Review, Exploration & Assessment of Rehabilitation Resources II, 3 s.h.
	230	Philosophy & Principles of Vocational Rehabilitation, 3 s.h.
	231	Techniques & Theories in Rehabilitation Counseling, 3 s.h.
	232	Medical Information in Rehabilitation, 3 s.h.
	233	Job Placement & Development in Rehabilitation, 3 s.h.
	236	Practicum: Rehabilitation Counseling, 3 s.h.
	242	Psychoeducational Assessment in Rehabilitation, 3 s.h. or
	243	Vocational Evaluation Techniques, 3 s.h.
	268	Occupational Information & Vocational Analysis in Rehabilitation, 3 s.h.
SPED	249	Understanding Physical, Sensory & Health Disabilities, 3 s.h. or
REHB	267	Rehabilitation Counseling for Persons with Severe Disability, 3 s.h.
COUN	203	Introduction to Counseling, 3 s.h.

Area 2. Internship: 12 s.h.

REHB	234-235	Internship: Rehabilitation Counseling I & II, 6 s.h. each
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Area 3. Electives, under advisement: 6 s.h.

Area 4. Written comprehensive examination (no credit) or oral examination by a screening committee of departmental members and consultants (no credit).

Substitution for some courses may be made with permission.

SPECIALIZATION: REHABILITATION COUNSELING OF PERSONS WITH PSYCHIATRIC DISABILITIES

This 30 s.h. specialization is designed for students enrolled in the Rehabilitation Counseling master's degree program who wish to concentrate their service delivery and career efforts toward persons with psychiatric disabilities. This specialization is integrated into the 48-54 s.h. Master's degree in Rehabilitation Counseling.

CONCENTRATION REQUIREMENTS

REHB 229	Review, Exploration & Assessment of Rehabilitation Resources, 3 s.h. (for persons with psychiatric disabilities)
253	Rehabilitation Approaches for Persons with Severe Mental Illness, 3 s.h.
236	Practicum: Rehabilitation Counseling, 3 s.h. (in a psychiatric setting)
243	Vocational Evaluation Techniques, 3 s.h. (in a psychiatric setting)
234	Internship: Rehabilitation Counseling I, 6 s.h. (in a psychiatric setting)
233	Job Placement & Development in Rehabilitation, 3 s.h. (in a psychiatric setting)
235	Internship: Rehabilitation Counseling II, 6 s.h. (in a psychiatric setting)
259	Medical Characteristics in Psychiatric Rehabilitation, 3 s.h.

PROFESSIONAL DIPLOMA: REHABILITATION ADMINISTRATION (24 s.h.)

This 24 semester hour course of study beyond the master's degree (or its equivalent) in an approved discipline leads to the Professional Diploma in Rehabilitation Administration. It is intended for rehabilitation counselors, job developers, case managers, vocational evaluators, facility and agency supervisors, and others preparing them for the development or management of rehabilitation counseling services. The program described below is tailored to meet present administrative needs of veteran rehabilitation counseling professionals and complement their previous experiences.

ADMISSION REQUIREMENTS

1. a master's degree in rehabilitation counseling or other related disciplines such as counseling, education, psychology;
2. possess certification as Rehabilitation Counselor (CRC) or eligibility for CRC;
3. a minimum grade point average of 3.0 for graduate work; personal interview with faculty adviser;
4. a detailed resume including related professional experience;
5. three letters of recommendation, including one from an employer or mentor, stating a willingness to sponsor a rehabilitation administration practicum/externship experience.

PREREQUISITE REQUIREMENTS:

MGT 201C	Operations, Technology & Quality Management, 3 s.h.
<i>Competency in: Computer Applications; Library Resource Usage</i>	
<i>Required: 15 s.h.</i>	
MGT 202	Innovative Management of Contemporary Organizations, 3 s.h.
205	Current Problems in Managing Nonprofit Organizations, 3 s.h.
REHB 335A,B	Case Studies & Issues in Rehabilitation Administration, 1.5 s.h. each
336	Practicum: Rehabilitation Administration, 3 s.h.
RES 387	Skills in Funding & Proposal Development: Government, Foundation & Corporate, 3 s.h.

General Management Core or Health Related Agency Management Core

General Management Core: 9 s.h.

3 s.h. from the following:

ACCT	201	Financial Accounting & Reporting, 3 s.h.
MKT	250	Healthcare Marketing, 3 s.h.

6 s.h. from the following:

MGT	208	Training & Development, 3 s.h.
	210	Human Resources Management, 3 s.h.
	216	Strategic Planning, 3 s.h.
	217	Developing Leadership & Communication Skills, 3 s.h.
	274	Labor Relations & the Law, 3 s.h.

Health Related Agency Management Core: 9 s.h.

MHAE	259	Introduction to the American Healthcare System, 3 s.h.
	260	Health Services Policy & Management, 3 s.h.

3 s.h. from the following:

MHAE	264	Economic Dimensions in Health Services Delivery Systems, 3 s.h.
	256A	Legal & Ethical Issues in Healthcare Administration I, 3 s.h.
	253	Health Services: Quality Assurance, Risk Management & Program Evaluation Ambulatory Care Management I, 3 s.h.
	255	Managed Healthcare Systems: PPO, HMO & AD, 3 s.h.
APS	245	Legal Aspects of Managing Healthcare Programs for the Aging, 3 s.h.

GRADUATION REQUIREMENTS

1. Completion of all program requirements.
2. A minimum grade point average of 3.0 in overall graduate course work.

(REHB) COURSES

REHB 228, 229 Fall 3 s.h. each
Review, Exploration and Assessment of Rehabilitation Resources
An examination and assessment, through sustained visitation and analytical observation, of the structure, functioning and continuing programs of a variety of rehabilitation agencies. Presentations by agency staff members and periodic on-campus orientation, interpretation and evaluation seminars.

REHB 230 Fall 3 s.h.
Philosophy and Principles of Vocational Rehabilitation
Review of the historical background of the movement for vocational rehabilitation including history, philosophy, and principles. A study of programs on local, state and federal levels; the interdisciplinary nature of vocational rehabilitation. Interrelationship between vocational rehabilitation and private and public agencies and rehabilitation centers.

REHB 231 Spring 3 s.h.
Techniques and Theories in Rehabilitation Counseling
Discussion of the role of the rehabilitation counselor including techniques involved in counseling and the rehabilitation process: case finding, client interviewing and evaluation of behavior, the development, formulation and implementation of individualized rehabilitation plans, referral and advocacy. Study of research literature.

REHB 232 Fall 3 s.h.
Medical Information in Rehabilitation
Study of medical evaluation of persons with disabilities: medical description and terminology as well as therapies. Impact and implications of diseases and disabilities upon the individual. Interpretation and application of medical information in the rehabilitation process.

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REHB 233	Fall	3 s.h.	<i>Job Placement and Development in Rehabilitation</i> Community attitudes and vocational placement factors for persons with disabilities. Selective placement and job development for specific disabling conditions such as chronic mental illness, neurological disability, mental retardation, amputations, hearing and visual handicaps, traumatic brain injury, AIDS. Students participate in practical situations and perform job placement and development in a fieldwork setting. <i>Prerequisite:</i> REHB 268.	REHB 242	Fall	3 s.h.	<i>Psychoeducational Assessment in Rehabilitation</i> The construction, use and interpretation of clinical and psychoeducational measuring instruments and evaluation techniques for the assessment of persons in programs for individuals with mental, emotional, physical/learning disabilities. Basic descriptive statistics and the diagnostic-remediation process are examined with emphasis on individual and group assessment. There is a material fee of \$15.
REHB 234-235	Fall, Spring	6 s.h. each	<i>Internship: Rehabilitation Counseling I and II</i> Observation and participation in the delivery of services in one or more comprehensive rehabilitation agencies, either voluntary, public or private. Placement is made with adviser's approval and according to the student's needs. Students are under supervision of both the agency and the University; they meet biweekly in seminar to review internship experiences as well as administrative planning and professional development issues. A minimum of 300 clock hours is required for each semester, totaling a minimum of 600 clock hours. Pass/Fail grade only. <i>Prerequisites:</i> REHB 236 and permission of adviser.	REHB 243	Spring	3 s.h.	<i>Vocational Evaluation Techniques</i> Provides students with skills, competencies, attitudes and approaches to evaluate and assess the vocational potential of persons with severe disabilities. There is a material fee of \$15. <i>Prerequisite:</i> REHB 242 or permission of adviser.
REHB 236	Fall, Spring	3 s.h.	<i>Practicum: Rehabilitation Counseling</i> Students practice personal and vocational counseling skills in a rehabilitation counseling setting. Experiences include case management, observations, readiness assessment, effective problem solving, and goal development and supervision. Legal and ethical issues are discussed. <i>Prerequisites:</i> REHB 229, 230.	REHB 251, 252	Fall, Spring, January, Summer	1-3 s.h. each	<i>Individual Study</i> Independent project in the field of rehabilitation, or directed special study in the student's area of interest, or professional need as approved by the major adviser. Progress reports and periodic conferences are required as well as a final report of the study. <i>Prerequisite:</i> permission of adviser.
REHB 239	Periodically	3 s.h.	<i>Placement Practice in Transitional, Supported, or Competitive Employment</i> Placement practice and models and the values associated with responsive and quality employment programs. Different vocational arrangements are utilized to illustrate strengths and weaknesses of each model. Students' skills in job development, job market screening, making employer contacts, and job analysis with respect to young people with disabilities. <i>Prerequisite:</i> SPED 206 or REHB 268.	REHB 253	Periodically	3 s.h.	<i>Rehabilitation Approaches for Persons with Severe Mental Illness</i> Designed to provide a working knowledge of the various aspects in the delivery of services to persons with severe mental illness. Students investigate such areas as classification and symptoms of various psychiatric illnesses, current concepts and rehabilitation treatment trends, legal issues of deinstitutionalization, specific work assessment techniques, placement options and vocational counseling approaches as applied to this population. In-depth analysis of relevant literature and research is examined.
REHB 240	Spring	3 s.h.	<i>Independent Living Rehabilitation</i> This course presents different perspectives on Independent Living Rehabilitation (ILR), a consumer-driven movement stressing client decision making. Course emphasizes key IL services, services including skills of daily living, advocacy for housing, advocacy for transportation, client advocacy, peer counseling, and attendant care management. Consistent with the movement's ideals, the course teaches prospective counselors how to enhance the client's control of the decision-making process. <i>Prerequisite:</i> REHB 230.	REHB 254	Periodically	3 s.h.	<i>Rehabilitation Techniques for Persons with Developmental Disabilities and Mental Retardation</i> Focus on psychosocial and vocational adjustment implications, normalization and legal issues, behavioral strategies and vocational counseling techniques for persons with developmental disabilities and mental retardation. An analysis of relevant research and literature is included.
				REHB 259	Periodically	3 s.h.	<i>Medical Characteristics in Psychiatric Rehabilitation</i> Study of medical aspects of psychiatric rehabilitation; medical description of persons with psychiatric disabilities; use of psychopharmacology. Implications of psychoses, affective and other psychiatric disorders in rehabilitation; discussion of organically based mental disorders as well as specialized population such as dual diagnosed and older persons, and adolescents with mental illness.

REHB 267 Spring 3 s.h.

Rehabilitation Counseling for Persons with Severe Disability

Emphasizes specific disabilities such as mental retardation, chronic mental disability, learning disability or substance abuse. Includes an examination of physical, intellectual and emotional impairments which severely limit sensory function, communication, mobility, self-care or self-direction. Problems address vocational selection and placement, transportation, household management, impact on the family and sexual adjustment. The use of assistive devices and special resources are considered along with the specialized knowledge and rehabilitation techniques needed to deal with these problems.

Prerequisite: REHB 230.

REHB 268 Spring 3 s.h.

Occupational Information and Vocational Analysis in Rehabilitation

The vocational and occupational choice from the psychosocial point of view. The vocational structure of society, the world of work, occupational skills, entry requirements and physical and emotional demands. Practice in the use of occupational information including job analysis. Emphasis on collection, evaluation and use of various sources of occupational information relevant to rehabilitation counseling, job placement, job modification, and re-engineering of disabled populations.

REHB 269 Periodically 3 s.h.

Sexuality and Disability

Designed to provide rehabilitation counselors, special educators, and others working with persons with disabilities, an awareness of the salient issues related to sexuality and disability. Provide informational and therapeutic sources which can be utilized to address these issues. A comprehensive approach to human sexuality and its ramifications for individuals with disabilities are emphasized throughout the course.

REHB 280-289, A-Z Periodically 1-4 s.h. each
Workshops

Designed to meet the needs of specific groups of students or educators. As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken.

REHB 290 Periodically 3 s.h.

Deafness Rehabilitation

Designed for specialists working in the helping professions. Comprehensive overview of the field of deafness and its implications in educational, medical and rehabilitative settings. Topics such as audiological, medical, psychological, vocational and communicative aspects of hearing impairments are discussed.

REHB 291 Fall, Spring 3 s.h.

Sign Language I

Designed for specialists working in the helping professions. The development of basic sign-language skills to communicate with the hearing impaired. Emphasis is on communicating with the deaf in educational and rehabilitative settings.

REHB 292 Fall, Spring 3 s.h.

Sign Language II

Designed for specialists working in the helping professions. The development of advanced sign-language skills in order to communicate with the hearing impaired. Emphasis is on American Sign Language (ASL) and its use in communicating with the deaf in educational and rehabilitative settings.

Prerequisite: REHB 291. (Formerly SPED.)

REHB 314 Periodically 3 s.h.

Practicum: College Teaching and Field Setting

Students receive practical experiences as teachers and/or research assistants in higher education; as apprentices to teacher education consultants or program managers and supervisors in schools, and rehabilitation agencies; as assistants to student teacher supervisors in teacher education programs; as senior counselors supervising interns. Critical reviews of students performance are made by faculty and peers through seminar discussions and on-site supervision. Pass/Fail grade only.

Prerequisites: REHB 353, 355 and permission of adviser. Same as SPED 314.

REHB 335A & 335B Fall, Spring 1.5 s.h. each

Case Studies and Issues in Rehabilitation Administration,

Development of projects from a rehabilitation administrative and management perspective and systematic presentation of professional issues. Students relate their rehabilitation counseling experiences to the agency supervisor world in an attempt to understand how various forces shape a rehabilitation agency. Competencies are developed through case studies, lecture/discussion of professional issues, individual and team presentation and substantive readings. Open only to matriculated students with permission of the graduate program director.

REHB 336 Once a year 3 s.h.

Practicum: Rehabilitation Administration

Students practice management related skills in a rehabilitation counseling administration setting. Experiences include program planning and managing, budgeting, personnel training, staff supervision and evaluation, program evaluation, contract review, and marketing. Other rehabilitation related topics are also reviewed including health services and systems related to rehabilitation. A minimum of 150 clock hours of practicum experiences are required.

Prerequisites: REHB 234 and permission of program coordinator.

REHB 350 Periodically 3 s.h.

Evaluation of Rehabilitation Research Literature

Reading and reviewing of articles in recent issues of rehabilitation and related journals. Emphasis on the quality of the research and the implications of each article for rehabilitation practice. Discussion of articles relating to aspects of professional education and practice, including performance assessments, the use of para-professionals and the impact of government upon rehabilitation.

Prerequisites: Master's-level courses and permission of adviser.

REHB 351 Periodically 3 s.h.

Rehabilitation Research Design

Emphasis is to familiarize students with research designs and the problems in rehabilitation meriting further study; and to evaluate individual studies and broad areas of investigation toward preparation for work on a dissertation.

Prerequisite: REHB 350.

REHB 353 Periodically 3 s.h.

Advanced Group Work in Rehabilitation

Group work theory with emphasis on techniques and application with individuals of various disabling conditions such as persons with mental illness, mental retardation or brain injury, etc. Includes hands-on group practice with opportunities for practicum experiences in diverse rehabilitation settings.

Prerequisites: COUN 277 or equivalent and permission of adviser.

REHB 355 Periodically 3 s.h.

Vocational Development in Rehabilitation

Examines the meaning of work in contemporary society for persons with disabilities; vocational development concept formulations, decision-making processes and strategies; the importance of job analysis and placement with special populations; the use of industry labor councils and Projects with Industry; career information for assisting individuals with disability in developing goals and life plans.

Prerequisites: REHB 268 and permission of adviser.

REHB 360 Periodically 6 s.h.

Internship III: Rehabilitation Counseling

Full or part-time field experience designed to further the student's professional competency to a more advanced level. Students are expected to practice rehabilitation counseling as counselor, manager or coordinator in rehabilitation programs or supervisor of counselors. The minimum clock hours required are determined with the adviser and according to the student's past experience and career needs. Pass/Fail grade only.

Prerequisites: REHB 235 or equivalent and permission of adviser.

RESEARCH (RES)

MASTER OF SCIENCE IN EDUCATION: PROGRAM EVALUATION

Professor Gellman, Graduate Program Director, (516) 463-5753, cpresg@hofstra.edu

This program is designed to prepare qualified program evaluators for educational and social agencies interested in evaluating their ongoing programs as well as funded projects. Prospective students are expected to come from social and educational institutions where there is a continuing need for program evaluation.

ADMISSION REQUIREMENTS

Application for admission is made to the Graduate Admissions Office. Candidates must meet the following admission requirements:

1. Bachelor's degree from an accredited institution;
2. scores on the GRE of 500 Verbal and 600 Quantitative;
3. undergraduate grade point average of 2.7 and/or graduate grade point average of 3.0;
4. high level of interest in the program determined by: personal essay, two letters of recommendation, admission interview results.

PROGRAM REQUIREMENTS (34 s.h.)

The completion of the 34 semester hours listed below including a thesis, for which the student will conduct a supervised evaluation of an existing program.

RES 240	Measurement & Evaluation in Education, 3 s.h.
243	Development of Educational Research Instruments, 3 s.h.
259,259L	Introduction to Statistical Methods in Educational Research & Computer Laboratory, 4 s.h.
260,260L	Inferential Statistics in Educational Research & Computer Laboratory, 4 s.h.
347	Theory & Models of Program Evaluation Research, 3 s.h.
363-364	Multivariate Analysis & Multidimensional Scaling Methods, 3 s.h. each
363L,364L	Computer Laboratory, 1 s.h. each
381	Research Methods in Education, 3 s.h.
386	Advanced Research Design, 3 s.h.
301 & 302	Master's Thesis Seminar, 3-6 s.h.

Thesis: a student must be enrolled in either RES 301 or 302 (Master's Thesis Seminar I & II) during each semester in which the student is receiving supervision on the evaluation to be submitted in fulfillment of the master's thesis requirement.

GRADUATION REQUIREMENTS

1. Completion of all program requirements.
2. A minimum grade point average of 3.0 in overall graduate course work.

(RES) COURSES

RES 240 Fall, Spring 3 s.h.
Measurement and Evaluation in Education
Consideration of basic issues in educational measurement and evaluation. Topics include selection and evaluation of measurement techniques and instruments, tests, observations, checklists and anecdotal records. Emphasis on score interpretation and the role of measurement in educational decision making.

RES 241 Periodically 3 s.h.
Testing and Evaluation of Bilingual Students
Consideration of basic issues in educational measurement and evaluations as they relate to programs designed for bilingual students. Emphasis on selection, evaluation and interpretation of measurement techniques and construction of teacher-made tests, which allow for cultural differences. Considers the role of measurement in educational decision making for bilingual students.

RES 243 Spring 3 s.h.
Development of Educational Research Instruments
Construction and analysis of educational measurement and research instruments. Focus is on technical issues of reliability and validity as well as data collection and analysis problems associated with each type of instrument. Practical experience is combined with consideration of different theoretical approaches to measurement. Includes observation techniques, attitude scales, questionnaires, structured interviews and tests.
Prerequisites: RES 240, 259.

RES 245 Periodically 3 s.h.
Diagnosis of Student Behavior in the Classroom
Study of techniques in establishing performance criteria, diagnosing student behavior in the classroom in the cognitive, affective and psychomotor domains. Techniques for observation and evaluation through simulation.
Prerequisite: RES 240.

RES 257 Fall, Spring 3 s.h.
Epidemiological Research
This course covers the concepts and methods of epidemiological research as applied to a variety of health events and problems and to the delivery of health services.

RES 258 Fall, Spring 3 s.h.
Understanding Research Methodology
An overview of research methodology for the consumer of educational and health-related research. Basic concepts in statistics, measurement and research are interrelated and applied to reading and critiquing research articles in substantive areas of education and health.

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RES 259	Fall	3 s.h.	Introduction to Statistical Methods in Educational Research First in a four-semester sequence of statistics courses for persons preparing to do educational research. Covers methods of graphic and tabular presentation of data, measures of central tendency and dispersion, the normal curve, score transformations, correlation, linear regression, hypothesis-testing, chi-square, t-tests and one-way analysis of variance. Emphasis on the use of the above techniques in educational research.	RES 301 & 302	Fall, Spring	3 s.h. each	Master's Thesis Seminar I & II Development and implementation of thesis project.
RES 259L	Fall	1 s.h.	Computer Laboratory Group or individual instruction on the use of computer facilities in coordination with 259.	RES 305	Once a year	3 s.h.	Language Assessment Practice oriented course in assessing communicative competence, language proficiency and language achievement. Special focus on LEP and bilingual youngsters and differentiating language difficulty from language disorder. Qualitative and quantitative assessment methods as well as computer-interactive assessment are covered. Various tools and diagnostic methods are demonstrated. Recommended prerequisite: a basic course in statistics or measurement.
RES 260	Spring	3 s.h.	Inferential Statistics in Educational Research Application of parametric and nonparametric tests to educational research. Chi-square and F probability distributions; utilization of chi-square techniques, analyses of variance and covariance techniques and concepts of regression, correlation and prediction are among topics covered. <i>Prerequisite: RES 259 or equivalent.</i>	RES 347	Fall	3 s.h.	Theory and Models of Program Evaluation Research Theory and models of program evaluation research. Rationale, principles and objectives of program evaluation. Different models of evaluative programs, such as discrepancy, CIPP, judicial, journalistic, accreditation, connoisseurship, goal-free, et al. Role of government in program evaluation, ethical standards. <i>Prerequisites: RES 240, 381 and permission of program director.</i>
RES 260L	Spring	1 s.h.	Computer Laboratory Group or individual instruction on the use of computer facilities in coordination with 260.	RES 348	Spring	3 s.h.	Designing and Conducting Program Evaluations Students design and specify the procedure for evaluating programs of different kinds. Each evaluation design and implementation procedure is discussed in class prior to, during and/or at the end of the evaluation project. <i>Prerequisite: RES 347.</i>
RES 261, 262	Fall, Spring	3 s.h. each	Fieldwork in Educational Research Designed to develop research skills through supervised participation in ongoing University research projects and/or local school system research. <i>Prerequisites: 18 s.h. in research methods, measurement and statistics, including RES 381 and permission of program director.</i>	RES 359	Once a year	4 s.h.	Interpreting Quantitative Data in Education First in a two-semester quantitative research sequence for post-master's students that focuses on the understanding of quantitative research in the student's discipline. Students will be expected to have familiarity with the seminal quantitative research in their discipline and will use that research to examine the appropriate use of quantitative research methods, issues of reliability and validity, the application of basic statistical methods and the foundation of hypothesis testing.
RES 263	Periodically	3 s.h.	Advanced Statistical Methods in Educational Research Theory and application of Time series, trend analysis; methods and models of operations research, delay (queuing) phenomena and stochastic processes; latent structure analysis, Bayesian statistics are among topics covered. <i>Prerequisites: RES 260 and a computer course.</i>				
RES 280-289, A-Z	Periodically	1-4 s.h. each	Workshops Designed to meet the needs of specific groups of students or educators. As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken.				

RES 360 Once a year 4 s.h.

Interpreting Quantitative Data in Education II

Second in a two-semester quantitative research sequence focusing on the understanding of quantitative research in the student's discipline. Students use the research literature in the field to examine the application and use of inferential statistics and complex designs; attention will also be given to interpretation of statistical data. Topics covered will include t-test, chi-square, analyses of variance and co-variance, multiple regression, multivariate analyses of variance and factor analysis.

Prerequisite: RES 359 or the equivalent.

RES 363-364 Fall, Spring 3 s.h. each

Multivariate Analysis and Multidimensional Scaling Methods

Study of partial and multiple correlation and regression techniques, and of multivariate analysis including factor analysis. Theory and practice of multidimensional scaling and application of multivariate statistics to multidimensional scaling. Use of q-technique and semantic-differential methods. Quantitative analysis of feedback loops through multivariate and multidimensional methods.

Prerequisites: RES 243, 260 and permission of program director.

RES 363L Fall 1 s.h.

Computer Laboratory

Group or individual instruction on the use of computer facilities in coordination with 363.

RES 364L Spring 1 s.h.

Computer Laboratory

Group or individual instruction on the use of computer facilities in coordination with 364.

RES 381 Fall, Spring 3 s.h.

Research Methods in Education

Survey course covering different types of educational research methods and the use, data collection and data analysis techniques associated with different research designs. Attention is given to defining variables, developing research hypotheses, sampling procedures, control procedures and interpretation of research data.

RES 382 Once a year 3 s.h.

Survey Research in Education

Deals with the process of survey development from the formulation of the initial problem through development of the survey questionnaire and sampling design. Consists of lecture discussions coupled with work-group practicum in designing and developing a survey.

RES 386 Fall 3 s.h.

Advanced Research Design

A second course in educational research design focusing on different approaches to problems of data collection and analysis, sampling, control, internal and external validity and experimenter bias. Qualitative and quantitative methods are considered including naturalistic observation and survey research, correlational, experimental and quasi-experimental designs.

Prerequisites: RES 240, 259, 260, 381.

RES 387 Fall 3 s.h.

Skills in Funding and Proposal Development: Government, Foundation and Corporate

Exploration of theoretical and conceptual foundations of three sectors of grant funding. Identification of government, foundation, and corporate funding sources. Development of skills in grantsmanship, proposal writing and personal contacts. Management of grant funded projects and research.

RES 390 Periodically 3 s.h.

Researcher as an Educational Change Agent

Social psychological approach to transmitting research findings to educational practitioners, to initiating change and innovations. Students use, evaluate and disseminate research findings on educational problems and innovations, analyze and role-play the functions of a change agent, and relate social, psychological and communication theories to their practice.

Prerequisite: RES 381

RES 391, 392 Fall, Spring 2-3 s.h. each

Independent Studies in Educational Research

A course for students who wish to undertake independent and original work.

Prerequisite: permission of instructor.

RES 393, 394 Periodically 3 s.h. each

Internship: Educational Research

Students work in the field on such activities as designing and implementing research and evaluation projects, developing research instruments and research proposal writing. Each course requires 30 days in the field. Students may register for either 393 or 394, or both in a given semester. Permission of department required.

SPECIAL EDUCATION (SPED)

Special Education and Inclusive Education offers masters and advanced certificate programs which provide a comprehensive, integrated experience aimed at developing skills and competencies in educating the exceptional child and adolescent in inclusive and special education settings. The Special Education and Inclusive Education programs prepare the students with broad based experiences in all areas of special education with a strong developmental focus at the early childhood, childhood, middle childhood or adolescent level.

A universal theme woven into the fabric of all programs in special education is an appreciation of diversity and the understanding that the goal of education is to teach every child so that all children can learn. Effective inclusive practice that provides successful access to educational and other support services for children with disabilities will be emphasized.

The Special Education and Inclusive Education programs meet all the standards for the preparation of professional personnel in Special Education established by the National Council for Accreditation of Teacher Education (NCATE), the Council for Exceptional Children (CEC) and the Standards for Inclusive Teacher Preparation Programs of the New York State Higher Education Task Force on Quality Inclusive Schooling.

PROGRAMS

The Master of Science in Education teacher education programs prepare professional personnel in the education of children and youth across the full range of disabilities, including cognitive impairments, developmental disabilities, emotional/behavioral disorders, physical, sensory and health-related disabilities, and neurological and learning disabilities. Special Education and Inclusive Education programs are designed for teachers possessing initial certification valid for teaching early childhood, childhood, middle childhood or adolescence and/or certification in literacy. Our programs lead to New York State certification as a general and special education teacher in early childhood, childhood, middle childhood, or adolescence as well as the annotation for teaching students with severe and multiple disabilities.

Extended programs are available for students with no formal preparation in the field of education at the early childhood, childhood and adolescent developmental level.

The dual program in Literacy and Special Education leads to New York State Certification in Literacy and Special Education at the early childhood and childhood developmental level.

The dual program in Creative Arts Therapy and Special Education leads to New York State Certification in Special Education at the early childhood and childhood developmental level.

The Master of Arts is for students who have completed programs in special education on the undergraduate level and have initial New York State Certification in Special Education. Completion of this program leads to New York State Professional Certification in Special Education.

Advanced Certificate Programs are available for certified Special Education teachers or students who are completing a master's degree program for the teaching of students with disabilities and wish to broaden their skills in one of the following areas:

- Advanced Certificate for Teaching Students with Severe and Multiple Disabilities
- Advanced Certificate for Gifted Education
- Advanced Certificate for Bilingual Special Education
- Advanced Certificate for Early Childhood Special Education
- Advanced Certificate for Special Education Assessment and Diagnosis

MASTER OF SCIENCE IN EDUCATION: SPECIAL EDUCATION

Associate Professor Schwartz, Graduate Program Director, (516) 463-5778, cprdc@hofstra.edu

For students with New York State Certification in Childhood, Middle Childhood or Adolescent Education, Literacy Studies, or Special Subjects to become teachers of students with disabilities (Childhood-Adolescence): 34-37 s.h. The program is designed to develop ethical scholar-practitioners capable of working with diverse populations of learners in a variety of school contexts. This program consists of a sequence of core courses and experiences for teaching students across the full range of disabilities and special health care needs leading to New York State Initial/Professional Certification as a Special Education teacher at the prescribed developmental level: Childhood, Middle Childhood or Adolescent. In addition, upon completion of this program students will qualify for the New York State Annotation for Teaching Students with Severe and Multiple Disabilities.

ADMISSION REQUIREMENTS

Applicants for admission to a Master of Science in Education (M.S.Ed.) Special Education program in the Department of Counseling, Research, Special Education, and Rehabilitation (CRSR) must possess initial or professional New York State Teacher Certification in: Childhood, Middle Childhood, or Adolescent Education, Literacy or Speech and Language Disabilities. Admission is based on a comprehensive review of multiple criteria, including the following:

1. A completed application form to the master's program.
2. A minimum grade point average of 3.0.
3. Three letters of recommendation addressing the applicants potential to succeed in the teaching of students with disabilities.
4. A written personal statement of professional intent.
5. Interview with a faculty member in Special Education.

The Department understands that any single criterion may not reliably predict a candidate's potential for success in a graduate program. Consequently, candidates are welcome to apply if they do not meet one of the criteria but feel that other aspects of their experience may compensate.

PROGRAM REQUIREMENTS: (34-37 s.h.)

Knowledge Core: 15 s.h.

SPED 201 The Exceptional Child, 3 s.h.

Characteristics of Learners with Mild to Moderate Disabilities:

SPED 211 Knowledge & Strategies for Teaching Students with Cognitive Disabilities, 3 s.h.

240 Identification & Interventions for Children & Adolescents
with Emotional/Behavioral Disorders, 3 s.h.

246 The Education of Students with Learning Disabilities & Other Associated Conditions, 3 s.h.

Characteristics of Learners with Multiple Disabilities:

SPED 248* Education of Students with Pervasive Developmental Disorders, 3 s.h. or

249* Understanding Physical, Sensory & Health Disabilities, 3 s.h.

Associated Skills: 16 s.h.

SPED 242* Psychoeducational Assessment in Special Education, 3 s.h.

204* Collaborative Partnerships with Families of Children with Disabilities, 3 s.h.

277* Technology & Assistive Technology in Special Education, 3 s.h.

247 Effective Learning Communities: New Directions in Classroom Management, 3 s.h.

245 Curriculum & Methods for Students with Diverse Learning Needs, 4 s.h.

Reflective Practice: 3-6 s.h.

SPED 237*	Teaching Students with Disabilities, 6 s.h. or
SPED 237A*	Teaching Students with Disabilities, 3 s.h. (for working certified teachers)

*Fulfills requirements for the annotation for teaching students with severe and multiple disabilities.

Matriculated students must complete a minimum of 25-28 s.h. of the M.S. in Education program in residence at Hofstra. No more than 9 s.h. may be transferred into the program. Student Teaching may be used to meet the 25-28 s.h. residency.

A maximum of 12 s.h. of graduate course work leading to the M.S. in Education degree may be completed prior to matriculation in the program.

Students must maintain a cumulative grade point average of 3.0 in order to remain in the program. Courses in which students receive grades below C- confer no credit toward the graduate degree but are included in determining grade point average.

FIELD EXPERIENCE PRIOR TO STUDENT TEACHING

Participation/observation field experiences which correspond to the developmental level of the certificate holder are required in each of the following courses:

SPED 201	20 hours of site visitation including a high-needs district.
211	10 hours of participant observation in settings for students with cognitive disabilities.
241	10 hours of field placement for students with emotional/behavioral disorders.
245	20 hours of individualized instruction with a student with special learning needs.
248	15 hours of participant observation at a school and board meeting for children with autism.
249	15 hours of site visitation at the National Center for Disabilities.
277	10 hours of site visitation at an assistive technology center and K-12 school settings.

Note: Students holding New York State Certification in Special Subjects (K-12) will be required to complete field placements in two developmental levels (K-6, 7-12).

Field experiences are integrated extensively into course curricula. A minimum of 100 clock hours of observation is required prior to student teaching. At least one placement (SPED 201) will be spent in a site recognized by the New York State Education Department as high-needs. Placements are arranged by the Office of Field Placement.

STUDENT TEACHING

Students will qualify for admission to Student Teaching, SPED 237, when they have satisfied the following requirements:

1. successful completion of 27 semester hours of core course work
2. a grade point average of 3.0 or higher in overall graduate course work.

Admission by permission of the program director and application to the Office of Field Placement and the Department of Counseling, Research, Special Education, and Rehabilitation are due on October 1 for the spring semester and March 1 for the fall semester. Application forms are available in room 243 Gallon Wing, Mason Hall.

Students registered for SPED 237 will complete two student teaching experiences at the developmental levels of their certificate.

Students registered for SPED 237A will complete a student teaching experience at two developmental levels of their certificate.

GRADUATION REQUIREMENTS

1. Completion of a minimum of 34 semester hours in prescribed courses with no fewer than 25 s.h. in residence.
2. A minimum GPA of 3.0 in overall graduate course work.
3. Passing grade on the Comprehensive Examination.
4. All course work taken in satisfaction of the degree requirements must have been completed within a 5-year period.

TEACHER CERTIFICATION REQUIREMENTS

Upon successful completion of all program requirements, students are eligible to apply for the University's recommendation for the New York State initial certification for special education and the annotation for working with students with severe and multiple disabilities.

MASTER OF SCIENCE IN EDUCATION: INCLUSIVE EARLY CHILDHOOD SPECIAL EDUCATION (BIRTH-GRADE 2)

Associate Professor Schwartz, Graduate Program Director, (516) 463-5778, cprdc@hofstra.edu

For students with no formal course work or teaching experience in early childhood, or early childhood special education; 48-51 s.h. program. This Inclusive Early Childhood Special Education program builds upon general education and all students must have the co-requisite preparation in Early Childhood Education so as to gain the necessary knowledge, skills, and values to implement effective inclusive practice guided by developmentally and individually appropriate curriculum. Child development, both typical and atypical, formal and informal assessment, research-based methodologies and instruction and collaboration among stakeholders are the major foci of the program. The program reflects a field-integrated approach that consists of a minimum of 120 clock hours of field work prior to student teaching. Field experiences are linked to each of the courses that comprise the professional core and include participant observation and field-related projects at a variety of early childhood settings including high-needs school districts. Students attend parent and professional meetings, as well as work individually with students with disabilities. Implementation of effective inclusive practice which provides young children and their families full and successful access to educational and other support services will be emphasized.

This dual graduate pre-service program leads toward the New York State Initial Certification to teach Early Childhood (Birth-grade 2), and the New York State Initial/Professional Certificate to teach Special Education at the Early Childhood developmental level (Birth-grade 2), and the New York State Annotation to Teach Students With Severe and Multiple Disabilities. Hofstra's Master of Science Teacher Education Program in Inclusive Early Childhood Special Education conforms to the standards and guidelines of the National Association for the Education of Young Children and the Division for Early Childhood of the Council for Exceptional Children.

ADMISSION REQUIREMENTS

1. A completed application form to the master's program
2. A minimum grade point average of 3.0
3. Three letters of recommendation addressing the applicant's potential to succeed in the teaching of students with disabilities
4. A written personal statement of professional intent
5. Interview with a faculty member in Special Education

The Department understands that any single criterion may not reliably predict a candidate's potential for success in a graduate program. Consequently, candidates are welcome to apply if they do not meet one of the criteria but feel that other aspects of their experience may compensate.

REQUIRED COURSE WORK FOR THE M.S. IN EDUCATION PROGRAM IN INCLUSIVE EARLY CHILDHOOD SPECIAL EDUCATION (BIRTH-GRADE 2)**General Education Core**

In order to ensure that prospective teachers have a broad education in liberal arts and sciences, all students must have completed undergraduate course work from each of the content areas below prior to student teaching.

1. Artistic Expression/Humanities
2. Communication
3. Information Retrieval
4. Historical and Social Science Concepts
5. Philosophy
6. Language other than English
7. Scientific Processes
8. Written Analysis and Expression
9. Cross-Cultural Appreciation

PROGRAM REQUIREMENTS (48-51 s.h.)**Phase I: 9 s.h.**

Foundations of Education, 3 s.h. (Select one from the following or alternative with approval of adviser)

- | | | |
|------|-----|---|
| FDED | 200 | Philosophy of Education, 3 s.h. |
| | 211 | The School & Society, 3 s.h. |
| | 240 | Urban Education, 3 s.h. |
| | 248 | Multicultural Education, 3 s.h. |
| | 252 | Ethics for Education, 3 s.h. |
| SPED | 207 | Introduction to Young Children with Disabilities, 3 s.h. |
| ELED | 243 | Multicultural Perspectives on Early Childhood Development, 3 s.h. |

Phase II: 15 s.h.

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| ELED | 216 | Early Childhood Curriculum, 3 s.h. |
| | 217 | Developing & Evaluating Innovation in Early Childhood Curriculum, 3 s.h. |
| SPED | 216 | Assessment & Diagnosis in Early Childhood Special Education, 3 s.h. |
| | 208 | Educational Intervention for Young Children with Disabilities, 3 s.h. |
| | 209 | Early Intervention: Infants & Toddlers, 3 s.h. |

Phase III: 15 s.h.

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| ELED | 202 | Teaching Reading, Writing, & Language Arts: PreK-3, 3 s.h. |
| | 275 | Literacy in Early Childhood Education, 3 s.h. or |
| LYST | 216 | Literacy Learning at Home & in School, 3 s.h. |
| SPED | 210 | The Creative Arts in Special Education, 3 s.h. |
| | 204 | Collaborative Partnerships with Families of Children with Disabilities, 3 s.h. |
| | 226 | Related Services in Early Childhood Special Education, 3 s.h. |

Reflective Practice: 9 s.h.

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|------|-----------|---|
| SPED | 310 | Issues in Infant, Toddler & Parent Educational Programs, 3 s.h. |
| | 219G-219S | Student Teaching in Inclusive/Special Education Settings, 3 s.h. each or |
| | 219C | Supervised Teaching, 3 s.h. in lieu of 219G or 219S as appropriate with departmental approval |
| | 238* | Field Experience, 3 s.h. |

*For students seeking New York State Annotation for Teaching Students with Severe and Multiple Disabilities.

A maximum of 12 s.h. of graduate course work leading to the M.S. in Education in Inclusive Early Childhood Special Education degree may be completed prior to matriculation in the program.

Student must maintain a cumulative grade point average of 3.0 in order to remain in the program. Courses in which students receive grades below C- confer no credit toward the graduate degree but are included in determining grade point average.

FIELD EXPERIENCES BEFORE STUDENT TEACHING

Prospective teachers in the Inclusive Early Childhood Special Education program complete a minimum of 120 clock hours as participant observers in designated schools prior to student teaching. At least one placement in a prekindergarten or kindergarten (ELED 243) and one placement in an inclusive/special education Birth-3 setting (SPED 207) will be spent in a site recognized by the New York State Department of Education as high needs. Field experiences are integrated extensively into course curricula. Placements are arranged by the Office of Field Placement and the Special Education program coordinator.

STUDENT TEACHING

Students will qualify for admission to Student Teaching SPED 219G-219S, when they have satisfied the following requirements:

1. successful completion of 36 semester hours of core course work, including all courses in phases I and II
2. a grade point average of 3.0 or higher in overall graduate course work.

Admission by permission of the graduate program director and application to the Office of Field Placement and the Department of Counseling, Research, Special Education, and Rehabilitation are due on October 1 for the spring semester and March 1 for the fall semester. Application forms are available in room 243 Gallon Wing/Mason Hall.

GRADUATION REQUIREMENTS

1. Completion of 48-51 semester hours with no fewer than 42 s.h. in residence;
2. A minimum GPA of 3.0 in overall graduate course work;
3. Passing grade on the Comprehensive Examination;
4. All course work taken in satisfaction of the degree requirements must have been completed within a 5-year period;
5. Completion of General Core.

TEACHER CERTIFICATION REQUIREMENTS

Upon successful completion of all program requirements, students will be eligible to apply for the University's recommendation for New York State Initial Certification as a Teacher of Early Childhood and Special Education at the Early Childhood developmental level. Students are required to pass each of the following New York State Teacher Certification Examinations: the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills – Written (ATS-W), and the Content Specialty Test (CST) in Early Childhood. Students not receiving passing scores on all three examinations will not be eligible for certification. Therefore, it is strongly recommended that students complete the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations prior to student teaching, and the Assessment of Teaching – Written (ATS-W), and the Content Specialty Test (CST) at the Early Childhood level, during student teaching.

Note: To qualify for the New York State Annotation for teaching students with severe and multiple disabilities, students will be required to complete an additional field experience (SPED 238) for a minimum of 50 hours.

MASTER OF SCIENCE IN EDUCATION: INCLUSIVE ELEMENTARY SPECIAL EDUCATION (GRADES 1-6)

Associate Professor Schwartz, Graduate Program Director, (516) 463-5778, cprdcs@hofstra.edu

For students with no formal course work or teaching experience in childhood, or childhood special education: 49 s.h. program. The pre-service graduate program in Inclusive Elementary Special Education is designed to prepare professionals in the education of children with diverse learning needs in a variety of elementary education classroom settings. The program goal is to develop ethical scholar-practitioners who will be committed to social justice and dedicated to reflective, participatory and collaborative teaching processes. The purpose of the inclusive childhood special education program is to enable teachers to serve in a variety of professional roles at the elementary school level which will foster inclusive and collaborative practice.

This dual graduate pre-service program leads toward the New York State Initial Certificate to teach at the childhood level (grades 1 through 6), and the New York State Initial/Professional Certificate to teach Special Education at the Childhood developmental level (grades 1 through 6). Hofstra's Master of Science Teacher Education Program in Inclusive Elementary Special Education conforms to the standards and guidelines of the Council for Exceptional Children.

ADMISSION REQUIREMENTS

Students may apply through the Office of Graduate Admissions. Admission to the M.S. in Education program in Inclusive Elementary Special Education in the Department of Counseling, Research, Special Education, and Rehabilitation is based on a comprehensive review of multiple criteria, including the following:

1. Bachelors degree from an accredited college or university with a liberal arts and sciences concentration
2. A completed application form to the master's program
3. A minimum grade point average of 3.0
4. Three letters of recommendation addressing the applicant's potential to succeed in the teaching of students with disabilities
5. A written personal statement of professional intent
6. Interview with a faculty member in Special Education
7. General Core completion (see below)

The Department understands that any single criterion may not reliably predict a candidate's potential for success in a graduate program. Consequently, candidates are welcome to apply if they do not meet one of the criteria but feel that other aspects of their experience may compensate.

REQUIRED COURSE WORK FOR THE M.S. PROGRAM IN INCLUSIVE ELEMENTARY SPECIAL EDUCATION (GRADES 1-6)**General Education Core**

In order to ensure that prospective teachers have a broad education in liberal arts and sciences, and a background in the study of childhood development, all students must have completed undergraduate course work from each of the content areas below, as well as completion of a 3 s.h. course in child development (PSY 53 or equivalent) prior to student teaching:

1. Artistic Expression/Humanities
2. Communication
3. Information Retrieval
4. Historical and Social Science Concepts
5. Philosophy
6. Language other than English
7. Scientific Processes
8. Written Analysis and Expression
9. Cross-Cultural Appreciation

PROGRAM REQUIREMENTS (49 s.h.)

Phase I: 9 s.h.*

Foundations of Education, (Select from the following or alternative with advisement)

FDED	200	Philosophy of Education, 3 s.h.
	211	The School & Society, 3 s.h.
	240	Urban Education, 3 s.h.
	248	Multicultural Education, 3 s.h.
	252	Ethics for Educators, 3 s.h.
ELED	227	Elementary School Curriculum, 3 s.h.
SPED	201	The Exceptional Child, 3 s.h.
	277	Technology & Assistive Technology in Special Education, 3 s.h.

Phase II: 12 s.h.

SPED	246	The Education of Students with Learning Disabilities & Other Associated Conditions, 3 s.h.
	211	Knowledge & Strategies for Teaching Students with Cognitive Disabilities, 3 s.h. or
	249	Understanding Physical, Sensory & Health Disabilities, 3 s.h.
	241	Identification & Interventions for Children & Adolescents with Emotional/Behavioral Disorders, 3 s.h.
	248	Education of Students with Pervasive Developmental Disorders, 3 s.h.
	242	Psychoeducational Assessment in Special Education, 3 s.h.

Phase III: 19 s.h.

Literacy Development, (Select at least one from the following with advisement)

ELED	202	Teaching Reading, Writing & Language Arts: PreK-3, 3 s.h.
	205	Teaching Reading, Writing & Language Arts: Grades 4-6, 3 s.h.
LYST	218	Reading & Writing Practices in Early & Middle Childhood, 3 s.h.
ELED	206	Interdisciplinary Perspectives on Teaching Social Studies in the Elementary Curriculum, 3 s.h.
	208	Interdisciplinary Perspectives on Teaching Mathematics & Science in Early Childhood & Elementary Curriculum, 3 s.h.
SPED	210	The Creative Arts in Special Education, 3 s.h.
	204	Collaborative Partnership with Families of Children with Disabilities, 3 s.h.
	245	Curriculum & Methods for Students with Diverse Learning Needs, 4 s.h.

Reflective Practice: 9 s.h.

SPED	247	Effective Learning Communities: New Directions in Classroom Management, 3 s.h.
	219G-219S	Student Teaching in Inclusive/Special Education Settings, 3 s.h. each
	219C	Supervised Teaching, 3 s.h. in lieu of SPED 219G or 219S as appropriate with departmental approval

*ELED 213 and 214 are highly recommended for students who have not completed 3 s.h. in the study of child development. ELED 213 or 214 should be taken during Phase I of this program.

Note: to qualify for the New York State Annotation for Teaching Students with Severe and Multiple Disabilities, students must complete SPED 248: Education of Students with Pervasive Developmental Disabilities or SPED 249: Understanding Physical, Health & Sensory Disabilities. Students will also be required to complete an additional field experience (SPED 238) for a minimum of 50 hours.

A maximum of 12 s.h. of graduate course work leading to the M.S. in Education degree may be completed prior to matriculation in the program.

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Students must maintain a cumulative grade point average of 3.0 in order to remain in the program. Courses in which students receive grades below C- confer no credit toward the graduate degree but are included in determining grade point average.

FIELD EXPERIENCES BEFORE STUDENT TEACHING

Prospective Teachers in the Inclusive Elementary Special Education program complete a minimum of 120 clock hours as participant observers in designated schools prior to student teaching. At least one placement will be spent in a site recognized by the New York State Department of Education as high needs. Field experiences in both grades 1 through 3, and 4 through 6, are integrated extensively into course curricula. Placements are arranged by the Office of Field Placement and the Special Education program director.

SPED	201	20 clock hours in high-needs district
	210	15 clock hours in K-6
	211	10 clock hours in Grades 1-6
	249	15 clock hours in Grades 1-6
	241	10 clock hours in Special K-6 Programs
	248	15 clock hours in Special K-6 Programs
	245	20 clock hours in Individualized Instruction
	277	10 clock hours in K-12, technology center
ELED	202	15 clock hours in Grades 1-3
	205	15 clock hours in Grades 4-6
	206	15 clock hours in Grades 5-6
	208	15 clock hours in Grades 1-6

STUDENT TEACHING

Students will qualify for admission to Student Teaching SPED 219G-219S, (219C) when they have satisfied the following requirements:

1. Successful completion of 37 semester hours of core course work, including all courses from phase I and phase II;
2. a grade point average of 3.0 or higher in overall graduate course work.

Admission by permission of the graduate program director. Applications to the Office of Field Placement and the Department of Counseling, Research, Special Education, and Rehabilitation are due on October 1 for the spring semester and March 1 for the fall semester. Application forms are available in room 243 Gallon Wing in Mason Hall.

GRADUATION REQUIREMENTS

1. Completion of 49 semester hours with no fewer than 40 s.h. in residence.
2. A minimum GPA of 3.0 in overall graduate course work.
3. Passing grade on the Comprehensive Examination.
4. All course work taken in satisfaction of the degree requirements must have been completed within a 5-year period.

TEACHER CERTIFICATION REQUIREMENTS

Upon successful completion of all program requirements, students will be eligible to apply for the University's recommendation for New York State Initial Certification as a teacher for Children and Special Education at the Childhood developmental level. Students are required to pass each of the following New York State Teacher Certification Examinations: The Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills – Written (ATS-W), and the Content Specialty Test (CST) in Childhood Education. Students not receiving passing scores on all three examinations will not be eligible for certification. Therefore, it is strongly recommended that students complete the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations prior to student teaching, and the Assessment of Teaching – Written (ATS-W), and the Content Specialty Test (CST) at the Childhood level, during student teaching.

MASTER OF SCIENCE IN EDUCATION: EARLY CHILDHOOD SPECIAL EDUCATION

Associate Professor Schwartz, Graduate Program Director, (516) 463-5778, cprdc@hofstra.edu

For students with New York State Certification in Early Childhood Education (birth-grade 2), or Childhood Education (grades 1-6) to become teachers of young children (birth-grade 2) with disabilities: 33-36 s.h. program.

This program consists of core courses in early childhood special education including a student teaching experience, with related courses in early childhood curriculum and instruction. The Early Childhood Special Education program at Hofstra provides students with the knowledge, skills and values needed to work effectively as early interventionists with children, birth through age three and their families, and to serve as early childhood special educators with children at the preschool through second grade level. Early childhood special education programs build upon general education and all students must have prerequisite preparation in early childhood and/or childhood education.

This program reflects a field-integrated approach which consists of a minimum of 100 clock hours of field work prior to student teaching. Field experiences are linked to each of the courses that comprise the professional core and include participant observation and field-related projects at the early childhood developmental level (birth through second grade) across a variety of school settings including high-needs school districts. Students attend parent and professional meetings, as well as work individually with students with disabilities.

Upon completion of this program candidates will qualify for initial certification for teaching students with disabilities in early childhood as well as the annotation for teaching students with severe or multiple disabilities in early childhood. This program leads to New York State Initial/Professional Certification in Special Education at the Early Childhood level.

ADMISSION REQUIREMENTS

Admission to the Master of Science in Education in Early Childhood Special Education Program is based on a comprehensive review of multiple criteria including the following:

1. Initial or professional New York State Teacher Certification in: Early Childhood or Childhood Education.
2. A completed application form.
3. A minimum GPA of 3.0.
4. Three letters of recommendation addressing the applicant's potential to succeed in the teaching of students with disabilities.
5. A written personal statement of professional intent.
6. Interview with a faculty member in Special Education.

The Department understands that any single criterion may not reliably predict a candidate's potential for success in a graduate program. Consequently, candidates are welcome to apply if they do not meet one of the criteria but feel that other aspects of their experience may compensate.

PROGRAM REQUIREMENTS (33-36 s.h.)

Early Childhood Curriculum: 6 s.h.

ELED 216	Early Childhood Curriculum, 3 s.h.
217	Developing & Evaluating Innovation in Early Childhood Curriculum, 3 s.h.

Knowledge Core: 9 s.h.

SPED 207	Introduction to Young Children with Disabilities, 3 s.h.
208*	Educational Intervention for Young Children with Disabilities, 3 s.h.
209*	Early Intervention: Infants & Toddlers, 3 s.h.

Associated Skills: 15 s.h.

SPED 210*	The Creative Arts in Special Education, 3 s.h.
216*	Assessment & Diagnosis in Early Childhood Education, 3 s.h.

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204*	Collaborative Partnerships with Families of Children with Disabilities, 3 s.h.
310	Issues in Infant, Toddler, Preschool, Parent & Family Involvement, 3 s.h.
226*	Early Intervention & Related Services in Early Childhood Special Education, 3 s.h.

Reflective Practice: 3-6 s.h.

SPED 237	Teaching Students with Disabilities, 6 s.h. or
SPED 237A*	Teaching Students with Disabilities, 3 s.h.

*Fulfills requirements for the annotation for teaching students with severe and multiple disabilities.

Matriculated students must complete a minimum of 30 s.h. of the M.S. in Education program in residence at Hofstra. No more than 6 s.h. may be transferred into the program. Student Teaching may be used to meet the 30 s.h. residency.

A maximum of 12 s.h. of graduate course work leading to the M.S. in Education degree may be completed prior to matriculation in the program. Students must maintain a cumulative grade point average of 3.0 in order to remain in the program. Courses in which students receive grades below C- confer no credit toward the graduate degree but are included in determining grade point average.

FIELD EXPERIENCE PRIOR TO STUDENT TEACHING

Participation/observation field experiences which correspond to the developmental level of the certificate holder are required in each of the following courses:

SPED 207	15 clock hours of site visitation including a high-needs district
208	15 clock hours to implement a cognitive curriculum for young children with disabilities
209	20 clock hours to implement HELP curriculum for infants and toddlers with disabilities
210	15-20 clock hours to implement Start with Art curriculum for young children
226	10 clock hours to observe PT/OT/speech pathology intervention for young children
ELED 216	15 clock hours of participant observation in PreK-K setting
217	15 clock hours of participant observation in grades one and two

Field experiences are integrated extensively into course curricula. A minimum of 100 clock hours of observation is required prior to student teaching. At least one placement (SPED 207) will be spent in a site recognized by the New York State Education Department as high-needs. Placements are arranged by the Office of Field Placement and the Special Education Program Director.

STUDENT TEACHING

Students will qualify for admission to Student Teaching, SPED 237, when they have satisfied the following requirements:

1. successful completion of 27 semester hours of core course work
2. a grade point average of 3.0 or higher in overall graduate course work.

Admission by permission of the graduate program director and application to the Office of Field Placement and the Department of Counseling, Research, Special Education, and Rehabilitation are due on October 1 for the spring semester and March 1 for the fall semester. Application forms are available in room 243 Gallon Wing, Mason Hall.

Students registered for SPED 237 will complete two student teaching experiences at the early childhood developmental level across the full-range of disabilities. Students registered for SPED 237A will complete a student teaching placement at two early childhood developmental levels.

GRADUATION REQUIREMENTS

1. Completion of a minimum 33-36 semester hours in prescribed courses with a minimum GPA of 3.0.
2. Passing grade on the Comprehensive Examination.

TEACHER CERTIFICATION REQUIREMENTS

Upon successful completion of all program requirements, students are eligible to apply for the University's recommendation for New York State Initial/Professional Certification for Special Education at the Early Childhood Developmental level and the Annotation for working with young children with severe and multiple disabilities.

MASTER OF SCIENCE IN EDUCATION: INCLUSIVE SECONDARY SPECIAL EDUCATION (GRADES 7-12)

Associate Professor Schwartz, Graduate Program Director, (516) 463-5778, cprdc@hofstra.edu

For students with no formal course work or teaching experience in secondary education or special education at the adolescent development level. 49 s.h. program. This dual graduate pre-service program leads toward the New York State Initial Certificate to teach adolescents in social studies, mathematics, sciences, English or foreign languages (grades 7-12) and the New York State Initial/Professional Certificate to teach Special Education at the adolescent developmental level (grades 7-12). The program is designed to blend on-campus preparation with field experiences in a variety of school settings, culminating in full-time student teaching. Literacy, multicultural education and information technology are integrated throughout all aspects of the program with a focus on teaching students with special learning needs. The Master of Science in Education in Inclusive Secondary Special Education conforms with New York State Learning Standards in the various areas of secondary education certification as well as the standards and guidelines of the Council for Exceptional Children for the preparation and licensure of special educators.

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ADMISSION REQUIREMENTS

Students may apply through the Office of Graduate Admissions. Admission to the M.S. in Education program in Inclusive Secondary Education in the Department of Counseling, Research, Special Education, and Rehabilitation is based on a comprehensive review of multiple criteria, including the following:

1. A baccalaureate degree from an accredited college or university with a liberal arts and sciences concentration.
2. A completed application form to the master's program
3. Completion of General Education core prerequisites for teacher education programs
4. Completion of course work in the content area in which certification is being sought
5. A minimum grade point average of 3.0
6. Three letters of recommendation of which at least one addresses the applicant's potential to succeed in the teaching of students with disabilities
7. A written personal statement of professional intent
8. Interview with a faculty member in Special Education

The Department understands that any single criterion may not reliably predict a student's potential for success in a graduate program. Consequently, candidates are welcome to apply if they do not meet one of the criteria but feel that other aspects of their experience may compensate.

REQUIRED COURSE WORK FOR THE M.S. IN EDUCATION PROGRAM IN INCLUSIVE SECONDARY SPECIAL EDUCATION (GRADES 7-12)

General Education Core

In order to ensure that prospective teachers have a broad education in the liberal arts and sciences, all students must have completed undergraduate course work from each of the content areas below.

1. Artistic Expression/Humanities
2. Communication
3. Information Retrieval
4. Historical and Social Science Concepts

5. Philosophy
6. Language other than English
7. Scientific Processes
8. Written Analysis and Expression
9. Cross-Cultural Appreciation

If one or more of the above content areas are missing from any student's transcript, those content areas must be completed prior to completion of the M.S. in Education degree.

Content Area Requirements

Students admitted to the M.S. in Education in Inclusive Secondary Special Education program are expected to possess an undergraduate major or its equivalent commensurate with the content area requirements for which certification is being sought. Students who do not meet the full admission requirements may be advised to complete prerequisite courses under a planned program before becoming matriculated. Students must be advised for their content specialty requirements by the appropriate program director in the Department of Curriculum and Teaching.

English: 36 s.h. (with a distribution of courses over the following content areas)

- Minimum of 3 s.h. in English language, linguistics or general language
- Minimum of 6 s.h. in American Literature
- Minimum of 6 s.h. in English Literature
- Minimum of 3 s.h. in World Literature

Mathematics: 36 s.h. (with a distribution of courses over the following content areas)

- Minimum of 6-8 s.h. Differential & Integral Calculus (Calculus I and II)
- Minimum of 3 s.h. Higher Algebra (Linear or Abstract)
- Minimum of 3 s.h. Higher Geometry (Euclidean, Non-Euclidean, Topology or equivalent)
- Minimum of 3 s.h. Discrete or Finite Mathematics
- Minimum of 3 s.h. Applied Mathematics
- Minimum of 3 s.h. Probability/Statistics
- Minimum of 13-15 in Mathematics related course work

Sciences: biology, chemistry, physics, 54 s.h.

The science requirements for those seeking certification in the contents listed above is an undergraduate major or equivalent study (30 s.h.) in the area of certification sought as well as a minimum of 6 s.h. each in the other science areas as well as earth science and calculus based mathematics.

Social Studies:, 36 s.h.

- Minimum of 6 s.h. European History (Western Civilization)
- Minimum of 6 s.h. United States History
- Minimum of 3 s.h. in each of the following: Political Science, Economics and Geography
- Minimum of 21 s.h. in additional course work that determines competency in Non-Western history, Anthropology and Sociology

Languages Other Than English: French, Spanish, German, and Russian, 36 s.h.

The language requirements for those seeking certification in the areas listed above should possess an undergraduate major or equivalent study above level four in the respective language with studies in the following areas:

- Minimum of 6 s.h. Culture and Civilization
- Minimum of 3 s.h. Conversation
- Minimum of 3 s.h. Grammar
- Minimum of 3 s.h. Composition
- Minimum of 9 s.h. Literature
- Minimum of 12 s.h. Electives in the target language

PROGRAM REQUIREMENTS (49 s.h.)

Phase I: 12 s.h.

- SED 205 Perspectives on Educational Practice, 3 s.h.
- SPED 201 The Exceptional Child, 3 s.h.
- SED 213 Adolescent Development & Learning, 3 s.h.
- SPED 277 Technology & Assistive Technology in Special Education, 3 s.h.

Phase II: 12 s.h.

- SPED 211 Knowledge & Strategies for Teaching Students with Cognitive Disabilities, 3 s.h.
- 241 Identification & Intervention for Children & Adolescents with Emotional/Behavioral Disorders, 3 s.h.
- 247 Effective Learning Communities: New Directions in Classroom Management, 3 s.h.
- 246 The Education of Students with Learning Disabilities, 3 s.h.
- 242 Psychoeducational Assessment in Special Education, 3 s.h.

Phase III: 16 s.h.

- SED 264 General Methods of Teaching, 3 s.h.
- 290-294 Special Methods Course (specific content area), 3 s.h.
- 220-242 Curriculum & Instruction (specific content area), 3 s.h.
- SPED 245 Curriculum and Methods for Students with Diverse Learning Needs, 4 s.h.

Select at least one of the following: 3 s.h.

- LYST 209 Language, Culture, & Identity: Literacy Issues for Adolescents & Young Adults, 3 s.h.
- 215A Language & Literacy in Middle Childhood & Adolescence, 3 s.h.
- 217A Reading & Writing with Adolescents, 3 s.h.

Reflective Practice: 9 s.h.

- SPED 263 Techniques of Collaborative Consultation, 3 s.h.
- 223G & 223S Student Teaching in Secondary School in Inclusive/Special Education Settings, 3 s.h. each
- 223C Supervised Teaching in Secondary School, 3 s.h. in lieu of SPED 223G or SPED 223S as appropriate with departmental approval

Note: To qualify for the New York State Annotation for Teaching Students with Severe and Multiple Disabilities students will be required to complete additional course work in SPED 248: Education of Students with Pervasive Developmental Disorders, or SPED 249: Understanding Physical, Sensory and Health Disabilities as well as an additional field experience (SPED 238) for a minimum of 50 hours working with students with severe and multiple disabilities.

A maximum of 12 s.h. of graduate course work leading to the M.S. in Education degree may be completed prior to matriculation in the program.

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Students must maintain a cumulative grade point average of 3.0 in order to remain in the program. Courses in which students receive grades below C- confer no credit toward the graduate degree but are included in determining grade point average.

FIELD EXPERIENCES PRIOR TO STUDENT TEACHING

Prospective Teachers in the Inclusive Secondary Special Education program complete a minimum of 100 clock hours as participant observers in designated schools prior to student teaching.

SPED	201	20 hour field placement for special needs students including a high-needs district, grades 7-12
	211	10 hour participant observation at programs for students with mental retardation, grades 7-12
	242	10 hours participant observation at varied mental health programs, grades 7-12
	245	20 hours of individualized instruction with a student with special learning needs, grades 7-12
SED	213	20 hour field placement in varied settings, grades 7-9
	264	20 hour field placement in high-needs district, grades 7-12
LYST	209	10 hour field placement in varied settings, grades 7-12
	215A	10 hour field placement in varied settings, grades 7-12
	217A	10 hour field placement in varied settings, grades 7-12

Special methods courses for specific content areas are as follows:

SED	290	(English) 30 hour field placements in varied settings, grades 10-12
	291	(Foreign Language) 30 hour field placements in varied settings, grades 10-12
	292	(Mathematics) 30 hour field placements in varied settings, grades 10-12
	293	(Science) 30 hour field placements in varied settings, grades 10-12
	294	(Social Studies) 30 hour field placements in varied settings, grades 10-12

At least one placement will be spent in a site recognized by the New York State Department of Education as high needs. Field experiences are integrated extensively into course curricula. Placements are arranged by the Office of Field Placement and the Special Education Program Director.

STUDENT TEACHING

Students will qualify for admission to Student Teaching SPED 223G and 223S, when they have satisfied the following requirements:

1. Successful completion of 37 semester hours of core course work, including all courses in phase I and phase II.
2. A grade point average of 3.0 or higher in overall graduate course work.

Admission by permission of the graduate program director. Applications to the Office of Field Placement and the Department of Counseling, Research, Special Education, and Rehabilitation are due on October 1 for the spring semester and March 1 for the fall semester. Application forms are available in room 243 Gallon Wing/Mason Hall.

GRADUATION REQUIREMENTS

1. Completion of 49 semester hours with no fewer than 42 s.h. in residence.
2. A minimum GPA of 3.0 in overall graduate course work.
3. Passing grade on the Comprehensive Examination.
4. All course work taken in satisfaction of the degree requirements must have been completed within a 5-year period.

TEACHER CERTIFICATION REQUIREMENTS

Upon successful completion of all program requirements, students will be eligible to apply for the University's recommendation for New York State Initial Certification as a teacher in the following content areas: social studies, sciences, English or foreign language, and in Special Education at the Adolescent developmental level (grades 7-12). Students are required to pass each of the following New York State Teacher Certification Examinations: the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills – Written (ATS-W), and the Content Specialty Test (CST) in the certification area being sought. Students not receiving passing scores on all three examinations will not be eligible for certification. Therefore, it is strongly recommended that students complete the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations prior to student teaching, and the Assessment of Teaching Skills – Written (ATS-W), and the Content Specialty Test (CST) being sought, during student teaching.

MASTER OF SCIENCE IN EDUCATION: SPECIAL EDUCATION AND CREATIVE ARTS THERAPY

Associate Professor Schwartz, Graduate Program Co-Director, (516) 463-5778, cprdc@hofstra.edu

Associate Professor Bloomgarden, Graduate Program Co-Director, (516) 463-5300, cprjsb@hofstra.edu

For students with classroom certification at the early childhood, childhood or adolescent developmental levels who are seeking a specialization in Creative Arts Therapy along with a New York State initial/professional certificate in Special Education at the early childhood, childhood or adolescent developmental levels. This program consists of a sequence of core courses and experiences for teaching students across the full range of disabilities at the early childhood (birth through grade 2), childhood (grades 1-6) or adolescent (grades 7-12) developmental levels with a specific focus on the creative arts therapies.

ADMISSION REQUIREMENTS

Admission to the Master of Science in Education in Special Education and Creative Arts Therapy program leading to an initial/professional certificate in Early Childhood or Childhood through Adolescent developmental levels is based on a comprehensive review of multiple criteria, including the following:

1. 15 studio arts credits with a representation of drawing, painting and a three-dimensional art form, as well as
2. 12 psychology credits in the areas of general, personality theories, development and abnormal
3. Possession of an initial or professional New York State Teacher Certification in: Early Childhood, Childhood, or Adolescent developmental levels (M.S. must be sought at the same developmental level as the initial certificate. Students who do not possess an initial certificate will need to take additional courses under advisement plus the LAST.)
4. A completed application form to a master's program in Special Education and Creative Arts Therapy;
5. A minimum grade point average of 3.0 and completion of a liberal arts baccalaureate degree;
6. Completion of undergraduate liberal arts content core courses which meet the requirements of New York State teacher certification plus the LAST;
7. Three letters of recommendation addressing the applicant's potential to succeed in the teaching of and therapeutic interventions with students with disabilities;
8. A written personal statement of professional intent;
9. A portfolio of no less than 12 pieces;
10. Interview with the program director in Creative Arts Therapy;
11. Interview with the program director in Special Education.

The Department understands that any single criterion may not reliably predict a candidate's potential for success in a graduate program. Consequently, candidates are welcome to apply if they do not meet one of the criteria but feel that other aspects of their experience may compensate. Any student holding no certificate or a provisional certificate and wishing to pursue this degree must be advised as to necessary prerequisites or requirements.

GRADUATION REQUIREMENTS

1. Completion of a minimum of 32-35 semester hours of prescribed courses in Creative Arts Therapy with certain Counseling and Psychology courses selected under advisement, and 24-27 semester hours of prescribed courses in Special Education with no fewer than 31 s.h. in residence.
2. A minimum GPA of 3.0 in overall graduate course work.
3. Passing grade on the Comprehensive Examination for Special Education.
4. Completion of a final scholarly research paper fulfilling the requirement for CAT 300.
5. All course work taken in satisfaction of the degree requirements must have been completed within a 5-year period.

CREATIVE ARTS THERAPY AND SPECIAL EDUCATION (EARLY CHILDHOOD, BIRTH-GRADE 2)**Program Requirements (56 s.h.)****Phase I: Knowledge Core: 26 s.h.**

CAT	210	Foundations of Art Therapy, 3 s.h.
	221	Fieldwork: Creative Arts Therapy (with adults), 1 s.h.
	211	Developmental Art Therapy & the Developing Child, 3 s.h.
	222	Fieldwork: Creative Arts Therapy (with children), 1 s.h.
SPED	207	Introduction to Young Children with Disabilities, 3 s.h.
	208	Educational Intervention for Young Children with Disabilities, 3 s.h.
	209	Early Intervention: Infant Stimulation, 3 s.h.
	277	Technology & Assistive Technology in Special Education, 3 s.h.
COUN	203	Introduction to Counseling, 3 s.h.
<i>Select at least one under advisement:</i>		
PSY	216	Personality & Behavior, 3 s.h.
COUN	280A	Psychopathology, 3 s.h.
SPED	241	Identification & Interventions for Children & Adolescents with Emotional/Behavioral Disorders, 3 s.h.

Phase II: Methods/Applications: 21 s.h.

CAT	209	Media in Creative Arts Therapy, 3 s.h. or
SPED	210	The Creative Arts in Special Education, 3 s.h.
CAT	212	Group Art Therapy, 3 s.h.
	214	Art Therapy Clinical Applications I, 3 s.h.
	215	Art Therapy Clinical Applications II, 3 s.h.
SPED	216	Assessment & Diagnosis in Early Childhood Special Education, 3 s.h.
	204	Collaborative Partnerships with Families of Children with Disabilities, 3 s.h.
	226	Early Intervention & Related Services in Early Childhood Special Education, 3 s.h.

Phase III: Reflective Practice: 9 s.h.

CAT	218	Internship: Creative Arts Therapy, 3 s.h. (must be in an approved Special Education setting)
	219	Internship: Creative Arts Therapy, 3 s.h. (must be in an approved Special Education setting)
	300	Seminar: Creative Arts Therapy, 3 s.h.
SPED	237	Practicum: Teaching Children with Disabilities, 6 s.h. or
	237A	Practicum: Teaching Children with Disabilities, 3 s.h.

Matriculated students must complete a minimum of 56 s.h. of Special Education and Creative Arts Therapy requirements for the M.S. in Education in Special Education and Creative Arts Therapy at the early childhood developmental level program in residence at Hofstra. No more than 9 s.h. may be transferred into the program. Internship and Student Teaching may be used to meet the 31 s.h. residency.

A maximum of 12 s.h. of graduate course work leading to the M.S. in Education in Special Education and Creative Arts Therapy at the early childhood developmental level degree may be completed prior to matriculation in the program.

Students must maintain a cumulative grade point average of 3.0 in order to remain in the program. Courses in which students receive grades below C- confer no credit toward the graduate degree but are included in the grade point average. The student has the option of earning two master's by continuing for additional credits, under advisement, in both the areas of Special Education and Creative Arts Therapy.

Field Experience Prior to Internship/Student Teaching

CAT	221	50 hours of participation observation in a clinical setting for adults.
CAT	222	50 hours of participation observation in a clinical setting for children with special needs.

Field Experiences are integrated extensively into course curricula. A minimum of 100 clock hours of observation is required prior to internship. Placements are arranged by the Creative Arts Therapy Program.

Participation/observation field experiences which correspond to the developmental level of the certificate holder are required in each of the following courses:

SPED	207	20 hours of site visitation including a high-needs district
	208	10 hours of participation/observation in settings for students with cognitive disabilities
	241	10 hours of field placement for students with emotional/behavioral disorders
	226	10 hours of observation of physical therapy and/or speech therapy sessions
	277	10 hours of site visitation at an assistive technology center and K-12 school settings

CREATIVE ARTS THERAPY & SPECIAL EDUCATION (CHILDHOOD – ADOLESCENT, GRADES 1-12)

Program Requirements (57 s.h.)

Phase I: Knowledge Core: 26 s.h.

CAT	210	Foundations of Art Therapy, 3 s.h.
	221	Fieldwork: Creative Arts Therapy (with adults), 1 s.h.
	211	Developmental Art & the Developing Child, 3 s.h.
	222	Fieldwork: Creative Arts Therapy (with children), 1 s.h.
SPED	201	The Exceptional Child, 3 s.h.
	211	Knowledge & Strategies for Teaching Students with Cognitive Disabilities, 3 s.h.
	246	The Education of Students with Learning Disabilities & Other Associated Conditions, 3 s.h.
	277	Technology & Assistive Technology in Special Education, 3 s.h.
COUN	203	Introduction to Counseling, 3 s.h.
<i>Select at least one course under advisement, 3 s.h.</i>		
PSY	216	Personality & Behavior, 3 s.h.
COUN	280A	Psychopathology, 3 s.h.
SPED	241	Identification & Interventions for Children & Adolescents with Emotional/Behavioral Disorders, 3 s.h.

Phase II: Methods/Applications: 22 s.h.

CAT	209	Media in Creative Arts Therapy, 3 s.h.
SPED	210	Creative Arts in Special Education, 3 s.h.
CAT	212	Group Art Therapy, 3 s.h.
	214	Art Therapy Clinical Applications I, 3 s.h.
	215	Art Therapy Clinical Applications II, 3 s.h.
SPED	242	Psychoeducational Assessment in Special Education, 3 s.h.
	204	Collaborative Partnerships with Families of Children with Disabilities, 3 s.h.

245 Curriculum & Methods for Teaching Students with Diverse Learning Needs, 4 s.h.

Phase III: Reflective Practice: 9 s.h.

CAT	218	Internship: Creative Arts Therapy, 3 s.h. (must be in an approved Special Education setting)
	219	Internship: Creative Arts Therapy, 3 s.h. (must be in an approved Special Education setting)
SPED	237	Practicum: Teaching Children with Disabilities, 6 s.h. or
	237A	Practicum: Teaching Children with Disabilities, 3 s.h.

Matriculated students must complete a minimum of 57 s.h. of Creative Arts Therapy and Special Education requirements for the M.S. in Education in Special Education and Creative Arts Therapy at the childhood through adolescent developmental levels program in residence at Hofstra. No more than 6 s.h. may be transferred into the program. Internship and Student Teaching may be used to meet the 31 s.h. residency.

A maximum of 12 s.h. of graduate course work leading to the M.S. in Education in Special Education and Creative Arts Therapy at the childhood through adolescent developmental levels degree may be completed prior to matriculation in the program.

Students must maintain a cumulative grade point average of 3.0 in order to remain in the program. Courses in which students receive grades below C- confer no credit toward the graduate degree but are included in the grade point average. The student has the option of earning two master's by continuing for additional credits, under advisement, in both the areas of Creative Arts Therapy and Special Education.

Field Experience Prior to Internship/Student Teaching

CAT	221	50 hours of participation observation in a clinical setting for adults.
CAT	222	50 hours of participation observation in a clinical setting for children with special needs.

Field Experiences are integrated extensively into course curricula. A minimum of 100 clock hours of observation is required prior to internship. Placements are arranged by the Creative Arts Therapy Program.

Participation/observation field experiences which correspond to the developmental level of the certificate holder are required in each of the following courses:

SPED	201	20 hours of site visitation including a high-needs district
	211	10 hours of participation/observation in settings for students with cognitive disabilities
	241	10 hours of field placement for students with emotional/behavioral disorders
	245	20 hours of individualized instruction with a student with special learning needs
	277	10 hours of site visitation at an assistive technology center and K-12 school settings

Field experiences are integrated extensively into course curricula. A minimum of 100 clock hours of observation is required prior to student teaching. At least one placement (SPED 201) will be spent in a site recognized by the New York State Education Department as high-needs/English language learners. Placements are arranged by the Office of Field Placement and the Special Education Director.

Internship/Student Teaching

Students will qualify for admission to Internship/Student Teaching, CAT 218 and CAT 219, when they have satisfied the following requirements: successful completion of 17-20 semester hours of core course work in Creative Arts Therapy and Counseling/Psychology which includes Phase I and Phase II coursework of M.S. in Education in Special Education and Creative Arts Therapy, with the exception of CAT 214 and CAT 215 which are corequisites of CAT 218 and CAT 219; 22-25 semester hours of core course work in Special Education, which includes Phase I and Phase II coursework of M.S. in Education in Special Education and Creative Arts Therapy; a grade point average of 3.0 or higher in overall graduate course work. Admission by permission of the program director and application to the Office of Field Placement and the Department of Counseling, Research, Special Education, and Rehabilitation are due on October 1 for the spring semester and March 1 for the fall semester. Application forms are available in room 243 Gallon Wing/Mason Hall. Students registered for CAT 218 and 219 will complete two student teaching experiences at the developmental levels of their certificates.

MASTER OF SCIENCE IN EDUCATION: LITERACY STUDIES AND SPECIAL EDUCATION

The Master of Science in Literacy Studies and Special Education prepares students to meet the educational requirements for the new certification of 1) Teachers of Literacy, Birth through grade 6; or 2) Teachers of Literacy and Teacher of Students with Disabilities at the Early Childhood, Childhood, Middle Childhood and Adolescent developmental level. See Literacy Studies, page 308.

MASTER OF ARTS: SPECIAL EDUCATION

Associate Professor Schwartz, Graduate Program Director, (516) 463-5778, cprdc@hofstra.edu

PROGRAM OVERVIEW

Designed to provide students who enter holding an initial certificate in special education with advanced training in issues and problems of inclusion, transition, and other aspects of PreK-12 education, this 34 s.h. program prepares reflective practitioners who are able to translate experience and research literature alike into workable solutions to problems in the public schools.

ADMISSION REQUIREMENTS

Admission may be accomplished through application to the Office of Graduate Admissions

1. evidence of successful completion of requirements for the baccalaureate degree (minimum GPA 3.0) from a recognized institution of higher education
2. three letters of recommendation
3. a written personal statement of professional intent
4. an interview with a faculty member in Special Education
5. in addition, the candidate must present evidence of New York State initial certification or equivalent out-of-state certification in special education, PreK-12.

The Department understands that any single criterion may not reliably predict a candidate's potential for success in a graduate program. Accordingly, candidates are welcome to apply if they feel that some other aspect(s) of their experience may compensate for not satisfying one of the criteria above.

REQUIRED COURSES (34 s.h.)

Professional Core: 16 s.h.

SPED	270	Seminar: Professional Problems & Issues, 3 s.h. or
	310	Issues in Infant, Toddler, Preschool, Parent & Family Involvement Programs, 3 s.h.
	263	Techniques of Collaborative Consultation in Special Education, 3 s.h. or
	226	Early Intervention & Related Services in Early Childhood Special Education, 3 s.h.
	278	Transition, 3 s.h. or
	204	Collaborative Partnerships with Families of Children with Disabilities, 3 s.h.
RES	258	Understanding Research Methodology, 3 s.h.
	259	Introduction to Statistical Methods in Educational Research, 3 s.h.
	259L	Computer Laboratory, 1 s.h.

Content Pedagogy Linkage: 12-15 s.h. Complete only the content-pedagogy linkage for the initial area of certification held.

1. **Early Childhood: 12 s.h.** A minimum of 3 s.h. in each of the following three areas for a total of 12 s.h. with advisement:

English/Literacy:

DRAM	277	Theater Methods in Educational Dramatics, 3 s.h.
ELED	225	Teaching English as a Second Language, 3 s.h.

265 Children's Literature for Early Childhood Educators, 3 s.h.

Social Studies:

ELED 254 History & Geography in Early Childhood & Elementary Education, 3 s.h.

ISI 201 Cultural Diversity & Global Studies, 3 s.h. (New College course)

Mathematics, Science & Technology:

ELED 231 Curriculum & Instruction in Science, 3 s.h.

232 Curriculum & Instruction in Mathematics, 3 s.h.

239 Technology & Education in Elementary School, 3 s.h.

MHAE 231 Teaching Elementary School Children About Health, 3 s.h.

MATH 280T Workshop: Pre-College Mathematics, Discovering Mathematical Principles Through Technology, 3 s.h.

2. Childhood: 12 s.h.

Select four courses from the following:

ELED 233 Curriculum & Instruction in Creative Arts, 3 s.h.

230 Curriculum & Instruction in Social Studies, 3 s.h.

254 Teaching History & Geography in Early Childhood and Childhood Education, 3 s.h.

224 Multicultural Literature in the Curriculum, 3 s.h.

278 Writing & Children's Literature, 3 s.h.

3. English: 12 s.h.

SED 232 Curriculum & Instruction in English, 3 s.h.

Select three courses (with advisement) from:

ENGL 203 Approaches to English Grammar, 3 s.h.

210 20th-Century American Fiction, 3 s.h.

261 The American Renaissance, 1820-1860, 3 s.h.

271A Sources of the English Literary Tradition I: Studies in Chaucer, Spenser & Their Contemporaries, 3 s.h.

271B Sources of the English Literary Tradition II: Studies in Chaucer, Spenser & Their Contemporaries, 3 s.h.

272 Sources of the English Contemporary Literary Tradition III: 17th and 18th Century English Literature, 3 s.h.

274 Sources of the American Literary Tradition, 3 s.h.

MAP 261 World Literature, 3 s.h. (New College course) (or equivalents in ENGL or LYST)

4. Fine Arts: 12 s.h.

CT 271 Curriculum Design in Art Education, 3 s.h.

297A Advanced Studies in Art Education: Elementary, 3 s.h.

297B Advanced Studies in Art Education: Secondary, 3 s.h.

Select one of the following:

FDED 220 Aesthetic Education, 3 s.h.

221 Celebrating Humanity: Aesthetic Experience & Education in Global Perspective, 3 s.h.

225 The Museum as Educator, 3 s.h.

5. Languages Other Than English: 12 s.h.

Complete only the requirements below for the target language of Initial Certification.

A. French:

SED 233 Curriculum & Instruction in Foreign Languages, 3 s.h.

Select three courses (with advisement) from:

FREN	201	The French Language, 3 s.h.
	202	Studies in French Civilization, 3 s.h.
	221-226	Special Topics, 3 s.h. each
CT/SED	208	Multicultural Curriculum & Teaching, 3 s.h.
FDED	232	Cross-Cultural Education: Comparative Perspectives or equivalents, 3 s.h.

B. German:

SED	233	Curriculum & Instruction in Foreign Languages, 3 s.h.
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Select three courses (with advisement) from:

GERM	221-226	Readings in Literature or Special Studies, 3 s.h. each
CT/SED	208	Multicultural Curriculum & Teaching, 3 s.h.
FDED	232	Cross-Cultural Education: Comparative Perspectives or equivalents, 3 s.h.

C. Russian:

SED	233	Curriculum & Instruction in Foreign Languages, 3 s.h.
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Select three courses (with advisement) from:

RUS	221-226	Readings in Literature or Special Studies, 3 s.h. each
CT/SED	208	Multicultural Curriculum & Teaching, 3 s.h.
FDED	232	Cross-Cultural Education: Comparative Perspectives or equivalents, 3 s.h.

D. Spanish:

SED	233	Curriculum & Instruction in Foreign Languages, 3 s.h.
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Select three courses (with advisement) from:

SPAN	202	The Spanish Language, 3 s.h.
	212	Contrastive Bilingualism, 3 s.h.
	213	Development of Social & Psychological Bilingual Trends in the United States, 3 s.h.
	218	People & Cultures of Latin America, 3 s.h.
FDED	232	Cross-Cultural Education: Comparative Perspectives or equivalents, 3 s.h.

6. Mathematics: 12 s.h

SED	234	Curriculum & Instruction in Mathematics, 3 s.h.
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Select three courses (with advisement) from:

CT	216	Information Technology in Mathematics Education, 3 s.h.
SED	292	Instructional Patterns for Mathematics, 3 s.h.
MATH	202	Mathematical Logic, 3 s.h.
	280, A-Z	Workshop: Pre-College Mathematics, 1-3 s.h. each
	298, 299, A-Z	Advanced Topics, or equivalents, 2 or 3 s.h. each

7. Music: 15 s.h.

SED	227A	Curriculum Design & Instruction in Music - PreK-12, 3 s.h.
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Select courses from:

SED	200M	Integrating Technology in Music Education, 1 s.h. or
CT	200	Information Technology for Teachers, 3 s.h.
ELED	211A	Young Children's Movement, Rhythmic Activities, Music & Play, 3 s.h.
	211	Children's Movement & Rhythmic Activities in the Curriculum, 1 s.h.
CT	299A	Developing Creative Music Strategies, 3 s.h.
	299B	Perspectives in Instrumental Music, 3 s.h.

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FDED	200	Aesthetic Education, 3 s.h.
SED	257	Instrumental Conducting: Techniques & Methodology, 3 s.h.
MUS	270A-C	Orff-Schulwerk Certification Program, Level I, II, III, 3 s.h. each
	271	Workshops for Music Educators, 1 s.h
	272	Workshops for Music Educators, 2 s.h
	273	Workshops for Music Educators, 3 s.h
	263	Wind Literature & Rehearsal Techniques, 3 s.h.
	274, A-Z	Special Topics: Contemporary Issues in Music Education-Orff-Schulwerk, 1 s.h. or equivalents

8. Sciences: 12 s.h.

SED	235	Curriculum & Instruction in Science, 3 s.h.
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Select three courses (with advisement) from:

CT	200	Introduction to Computer Technology in Education, 3 s.h.
	217	Applications of Information Technology in Science Education, 3 s.h.
NSC	201	Philosophy & Implications of Scientific Inquiry I, 3 s.h.
	202	Philosophy & Implications of Scientific Inquiry II, 3 s.h.
BIO	253A	Special Topics in Biology, 2-4 s.h.
GEOL	251	Readings I, 3 s.h.
	252	Readings II, 3 s.h.

Graduate Special Topics courses in BIO, CHEM, GEOL, and PHYS (with permission of the instructor and the graduate adviser).

9. Social Studies: 12 s.h.

SED	236	Curriculum & Instruction in Social Studies, 3 s.h.
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Select three courses (with advisement) from:

SED	242	Global History in the Curriculum, 3 s.h.
	276	Teaching United States History—A Project Approach, 3 s.h.
ISI	201	Cultural Diversity & Global Perspectives, 3 s.h. (New College course)
SED	294	Instructional Patterns for Social Studies, 3 s.h.
HIST	291	Special Studies in History, 3 s.h.
	292	Special Studies in History, 3 s.h.

Exit Requirements: 6 s.h.

SPED	301	Master's Thesis Seminar I, 3 s.h.
	302	Master's Thesis Seminar II, 3 s.h.

REQUIRED COURSE WORK

Possession of New York State certification in special education (PreK-12) generally will indicate satisfactory completion of the "general education core" requirements teachers must meet in New York State. If, however, any one or more of the required academic content areas is/are missing from the student's transcript, it is the student's responsibility to complete those content requirements prior to finishing the first 15 s.h. of this M.A. program.

GRADUATION REQUIREMENTS

1. Completion of 34 s.h. of course work, including at least 24 s.h. in residence
2. A minimum GPA of 3.0.
3. Passing grade in the exit requirement (thesis).
4. Completion of 1-3 above within a five-year period beginning with the completion of the first course(s) taken in the program.

PROFESSIONAL DIPLOMA (P.D.): SPECIAL EDUCATION

Associate Professor Schwartz, Graduate Program Director, (516) 463-5778, cprdc@hofstra.edu

For students wishing advanced training in the special education field—31 s.h. beyond the master's degree. The course of study seeks to strengthen the student's grasp of the relationship between the development of programs for exceptional individuals and historical and philosophical issues in general education; broaden the student's familiarity with educational and social services to exceptional children and adults; and deepen the student's understanding of research needs, trends and issues in the field of special education.

ADMISSION REQUIREMENTS

1. a master's degree in special education or in a functionally related field plus a New York State certificate as a teacher in special education; a grade point average of 3.0 from an accredited institution;
2. certification in elementary or secondary education, reading or speech and hearing and special education;
3. at least two years teaching in the field of special education;
4. at least three letters of reference from professional and/or academic sources;
5. a detailed resume of professional and related experiences; a comprehensive statement of professional goals and objectives;
6. a personal interview with department faculty.

PROGRAM REQUIREMENTS (31 s.h.)

Area 1. Specialization: 19 s.h.

SPED 270	Seminar: Professional Problems & Issues, 3 s.h.
271	Cognitive Development & Language Acquisition of Exceptional Children, 3 s.h.
272	Advanced Psychoeducational Assessment in Special Education: Clinical & Classroom Application, 4 s.h.
273	Curriculum Development & Evaluation, 3 s.h.
274	Research Seminar I: Review of Research & Methodology, 3 s.h.
275	Research Seminar II: Individual Research, 3 s.h.

Area 2. Related Professional Study: 12 s.h. Chosen under advisement.

ADVANCED CERTIFICATE: EARLY CHILDHOOD SPECIAL EDUCATION

Associate Professor Schwartz, Graduate Program Director, (516) 463-5778, cprdc@hofstra.edu

This 18 semester hour program, which includes a field experience, is designed for teachers holding early childhood or special education certification who wish training in the field of early childhood special education.

PROGRAM REQUIREMENTS (18 s.h.)

SPED 207	Introduction to Young Children with Disabilities, 3 s.h.
208	Educational Intervention for Young Children with Disabilities, 3 s.h.
209	Early Intervention: Infants & Toddlers, 3 s.h.
216	Assessment & Diagnosis in Early Childhood Special Education, 3 s.h.
238	Field Experience, 3 s.h.
SPCH 235	Introduction to Speech-Language-Hearing Disorders, 3 s.h. or
SPED 226	Early Intervention and Related Services in Early Childhood Special Education, 3 s.h.

ADVANCED CERTIFICATE: GIFTED EDUCATION

Associate Professor Schwartz, Graduate Program Director, (516) 463-5778, cprdc@hofstra.edu

The advanced certificate program for teaching students of high ability/talents is designed for teachers who hold New York State teacher certification or for students completing an education master's program who seek a concentration in gifted education: 12 s.h. This program leads to the New York extension for gifted education for classroom teaching certificates.

PROGRAM PHILOSOPHY, GOALS AND OBJECTIVES

The advanced certificate program in gifted education provides in-service and pre-service teachers with the skills and competencies necessary for effective instruction with "gifted and talented children or youth who give evidence of high performance capability in areas such as intellectual, creative, artistic, or leadership ability, or in specific academic fields, and who require service or activities not ordinarily provided by the school in order to fully develop such capabilities (Public Law 103-382-Title XIV, 1988, p. 388)." The assessment techniques and strategies used in the identification of high ability learners, research-based methodologies and instruction, including differentiated and enriched curricula, and program evaluation are major foci of the program. Special education programs build upon general education and all students must have this prerequisite preparation. Field experiences are linked to each of the courses within the advanced certificate program culminating in an internship in a school-wide enrichment program.

ADMISSION REQUIREMENTS

Admission to the Special Education Advanced Certificate Program in Gifted Education is based on a comprehensive review of multiple criteria, including the following:

1. A master's degree in Special Education or New York State classroom teaching certification at the Childhood, Middle Childhood, or Adolescent developmental level.
2. A completed application form to the advanced certificate program;
3. A minimum grade point average of 3.0;
4. Three letters of recommendation addressing the applicant's potential to succeed in the teaching of students with exceptional gifts and talents;
5. A written personal statement of professional intent;
6. Interview with a faculty member in Special Education.

The Department understands that any single criterion may not reliably predict a candidate's potential for success in a graduate program. Consequently, candidates are welcome to apply if they do not meet one of the criteria but feel that other aspects of their experience may compensate.

PROGRAM REQUIREMENTS (12 s.h.)

SPED	255	Introduction to Gifted Education, 3 s.h.
	256	Schoolwide Enrichment Instructional Methods & Materials for all Learners, 3 s.h.
CAT	235	Creativity, 3 s.h.
SPED	238	Internship: Gifted Education, 3 s.h.

TEACHER CERTIFICATION EXTENSION

Upon successful completion of all program requirements, students are eligible to apply for the New York State gifted education extension.

ADVANCED CERTIFICATE: SPECIAL EDUCATION ASSESSMENT AND DIAGNOSIS

Associate Professor Schwartz, Graduate Program Director, (516) 463-5778, cprdc@hofstra.edu

This 13-19 semester hour program prepares professional personnel to serve as educational evaluators responsible for identifying students in need of special educational services. This program is intended to meet the extended professional needs of teachers certified in elementary and/or secondary education, and special education or reading. It is designed to extend skills in psychoeducational assessment of special learning needs in all students classified as disabled as well as early childhood populations; disabled students with primary specific reading difficulties; and students from different cultural backgrounds who may be bilingual. This sequence can be used within an M.A. in Special Education or as a post-master's program.

PREREQUISITES: 6 s.h. or equivalent

RES	259	Introduction to Statistical Methods in Education Research, 3 s.h.
SPED	242	Psychoeducational Assessment in Special Education, 3 s.h.

PROGRAM REQUIREMENTS (13 s.h.)

SPED	216	Assessment & Diagnosis in Early Childhood Special Education, 3 s.h.
LYST	240	Assessment & Evaluation of Reading & Writing, 3 s.h.
RES	241	Testing & Evaluation of Bilingual Students, 3 s.h.
SPED	272	Advanced Psychoeducational Assessment in Special Education: Clinical & Classroom Application, 4 s.h.

ADVANCED CERTIFICATE: TEACHING STUDENTS WITH SEVERE AND MULTIPLE DISABILITIES

Associate Professor Schwartz, Graduate Program Director, (516) 463-5778, cprdc@hofstra.edu

The Advanced Certificate for Teaching Students with Severe and Multiple Disabilities is designed for teachers who are certified in special education who wish additional pedagogical knowledge, skills, and experiences for teaching students with severe and multiple disabilities in early childhood, childhood, middle childhood, or adolescence. The goal of this annotation program is to prepare teachers to effectively meet the needs of students with severe and multiple disabilities using varied and alternate strategies for developing communication and language skills, as well as functional curriculum in content areas. Teacher knowledge of the application of assistive technology and the use of alternative assessment methods are considered essential to effective instruction. This program leads to the New York State Annotation for Teaching Students With Severe and Multiple Disabilities (students may select from one of the two Programs listed below).

ADMISSION REQUIREMENTS

Applicants for the Annotation for Teaching Students with Severe and Multiple Disabilities must be certified in special education.

PROGRAM REQUIREMENTS FOR EARLY CHILDHOOD (BIRTH-GRADE 2) (16 s.h.)

SPED	209	Early Intervention: Infants & Toddlers, 3 s.h.
	226	Early Intervention & Related Services in Early Childhood Special Education, 3 s.h. or
	204	Collaborative Partnerships with Families of Children With Disabilities, 3 s.h.
	216	Assessment & Diagnosis in Early Childhood Special Education, 3 s.h.
	210	The Creative Arts in Special Education, 3 s.h.
	238	Field Experience, 3 s.h.
	248A	Introduction to Applied Behavior Analysis, 1 s.h.

PROGRAM REQUIREMENTS FOR CHILDHOOD ADOLESCENT (GRADES 7-12) (16 s.h.)

SPED	248	Education of Students with Pervasive Developmental Disorders, 3 s.h. or
	249	Understanding Physical, Sensory & Health Disabilities, 3 s.h.
	226	Early Intervention & Related Services in Early Childhood Special Education, 3 s.h. or
	204	Collaborative Partnerships with Families of Children With Disabilities, 3 s.h.
	242	Psychoeducational Assessment in Special Education, 3 s.h.
	277	Technology & Assistive Technology in Special Education, 3 s.h.
	238	Field Experience, 3 s.h.
	248A	Introduction to Applied Behavior Analysis, 1 s.h.

GRADUATION REQUIREMENTS FOR ALL CERTIFICATE/DIPLOMA PROGRAMS

1. Completion of all program requirements.
2. A minimum grade point average of 3.0 in overall graduate course work.

ADVANCED CERTIFICATE: BILINGUAL EXTENSION

The advanced certificate program for Bilingual Extension is designed for teachers who hold New York State teacher certification in Special Education at the childhood, middle childhood, or adolescent developmental level or for students completing a special education master's degree program who seek a concentration in bilingual education. This program leads to the New York State extension for bilingual education for classroom teaching certificates. The Hofstra program serves as a Participating Institution of Higher Education for New York State Intensive Training Institutes in Bilingual Special Education (ITI-BSE) and is listed with the New York City Board of Education Scholarship Program for State Approved Bilingual Special Education programs.

PROGRAM REQUIREMENTS (15 s.h.)

CT	260	Foundations, Theory and Practice of Bilingual, Bicultural Education, 3 s.h.
	265	Methods and Materials in Bicultural Education, 3 s.h.
FDED	232	Cross-Cultural Education: Comparative Perspectives, 3 s.h. or
	242	Foundation Perspectives in Multicultural Education, 3 s.h. or
	248	Multicultural Education in the Metropolitan Area, 3 s.h.
CT	266	Linguistics for Teachers of English Language Learners, 3 s.h. or
SPCH	209*	Developmental Psycholinguistics, 3 s.h. or
LYST	208	Language and Literacy in Urban Settings, 3 s.h.
	213	Introduction to Bilingual and Biliteracy Instruction for Children and Adolescents, 3 s.h.

FIELD EXPERIENCES

Field experiences in designated schools are required in each of the following courses:

CT	260	10 clock hours
	265	30 clock hours
LYST	213	10 clock hours

A minimum of 50 clock hours of college supervised field experience is required. Students are placed in the settings specific to the foci of their base teaching certificates. All field experiences are incorporated into the course curricula. Placements are arranged by the Office of Field Placement. Department policy is to place prospective teachers in districts other than those in which they currently reside or in schools that they attended.

*Note: Literacy students take CT 226 or LYST 208.

GRADUATION REQUIREMENTS

Graduation for the program requires:

1. Completion of all course work for the Bilingual Certificate Program with an overall GPA of 3.0;
2. no grades below B in required courses;
3. completion of the 15 s.h. course work requirements with no fewer than 12 s.h. in residence;
4. completion of a portfolio illustrating the student's educational course work and professional accomplishments;
5. all course work taken in satisfaction of the certificate requirements must have been completed within a 3-year period.

TEACHER CERTIFICATION REQUIREMENTS

Upon the successful completion of a teacher education program, students will be eligible to apply for the University's recommendation for New York State Certification. For Initial or Professional certification, students are required to complete seminars in the Identification of Child Abuse and Maltreatment, Substance Abuse and/or Safe Schools Against Violence in Education. Information regarding the fingerprinting requirements can be obtained from the Certification Office.

The Language Proficiency Assessment in English – oral (LPA in English) and Target Language (oral and written) examination should be completed prior to graduation. Students not receiving passing scores on both examinations will not be eligible for certification.

(SPED) COURSES

SPED 200 Periodically 3 s.h.
Administration and Supervision of Special Education
Study of the organizational patterns and administrative practices in educational programs for children and adolescents with disabilities. Attention is directed at procedures for development of community integration of programs, staff orientation and recruitment; supervision and development of instructional programs, guidance, and evaluation of pupils and staff.

SPED 201 Fall, Spring, Summer 3 s.h.
The Exceptional Child
This course introduces the foundations of special education including the history, philosophy, and legal mandates, and the rights of students with disabilities and their families, and the responsibilities of teachers and other professionals. Emphasis on enhancing the learning of all students in inclusive settings employing a non-categorical rather than a disabilities oriented approach to special education. Current trends, critical issues, and research relevant to individuals with special learning needs as full members of their communities, will be examined. Students will be required to complete 20 hours of visitation to sites, including high-needs schools. (Formerly The Exceptional Child: Cognitive and Affective Functions.)

SPED 203 Periodically 3 s.h.
Foundations: Education of the Deaf and Hearing Impaired
Introduction to education for deaf and severely hearing-impaired children and youth, preK-12. This survey course examines the nature of hearing and hearing impairment; the special education needs of deaf and hearing-impaired students; sign language; language and speech development, and interventions.

SPED 204 Spring, Summer 3 s.h.
Collaborative Partnerships With Families of Children With Disabilities
This course focuses on the principles and practices of collaboration to strengthen family-teacher partnerships as well as parent-school, parent-child and sibling relationship for families of children with special needs. Students will examine ways to communicate effectively with parents, serve as advocates for children with special needs, and develop skills as parent educators utilizing accurate information regarding the rights of children with disabilities and their families. Recognition of cultural and linguistic diversity will be emphasized. (Formerly Counseling and Guidance of Parents of Handicapped Children; Counseling and Guidance of Parents of Children With Disabilities.)

SPED 205 Periodically 3 s.h.
Language Development in Deaf and Hearing-Impaired Children and Youth
Introduction to language learning by deaf and hearing-impaired children and youth, preK-12. This survey course examines development of language in hearing and hearing-impaired children/youth. Competing interventions are compared/contrasted. Controversies, especially "bilingual-bicultural" approaches are studied. This course is the first of a two-course sequence.

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SPED 207 Fall 3 s.h.

Introduction to Young Children with Disabilities

Introduction to the historical, social and legislative foundations of Early Childhood Special Education. This course considers the educational needs of infants and toddlers with developmental delays and preschoolers through second graders with disabilities. Public programs, family needs and professional responsibilities will be examined. Fifteen clock hours of site visitation will be required including a high-needs school district.

Prerequisite: PSY 53 or equivalent. (Formerly Introduction to Young Children with Handicapping Disabilities.)

SPED 208 Spring 3 s.h.

Educational Intervention for Young Children with Disabilities

A cross-categorical study of current practice in the teaching of preschool to second grade children with disabilities is integrated with related theory. Methods of organization of instruction, diagnostic teaching and selection of appropriate intervention curricula for children with specific disabilities including: motor, sensory, health, communication, social/emotional and cognitive will be examined. Course requirements will include 15 clock hours of field work to implement curricula for PreK-first grade students with disabilities. (Formerly Educational Intervention for Young Children with Handicapping Conditions.)

SPED 209 Spring 3 s.h.

Early Intervention: Infant Stimulation

This course will examine needs of infants and toddlers with varying disabling conditions including the health needs of premature, low birth weight and other medically fragile babies. Specific methods and materials for working in home and center-based programs will be presented and implemented, as well as development of an IFSP or IEP, incorporating both child and family members in partnership with related services professionals. Course requirements will include 20 clock hours to implement curricula for infants and toddlers with disabilities. (Formerly Early Intervention: Infants and Toddlers.)

SPED 210 Fall, Spring 3 s.h.

The Creative Arts in Special Education

Designed to provide teachers of children with special needs an understanding of the role of the arts to facilitate inclusive education. Aesthetic intelligence, perceptual development and creative process are explored through the use of various media and projects which may be integrated with other areas of instruction. Implementation of a literacy-based arts curriculum for young children with disabilities for 15 hours of fieldwork is required. There is a materials fee of \$25. (Formerly Crafts and Allied Skills for the Handicapped; Crafts and Allied Skills for Children with Disabilities.)

SPED 211 Fall, Spring 3 s.h.

Knowledge and Strategies for Teaching Students with Cognitive Disabilities

A study of research-based knowledge and strategies for teaching students with cognitive disabilities including a review of the historical, cultural, philosophical and legal foundations, causes and theories of intellectual disabilities, and the characteristics of learners with cognitive disabilities, specific means of assessment, diagnosis, and evaluation, examination of materials, assistive devices, and programs for instruction, for student behavior and social interaction skills, and vocational transition. Students are required to complete 10 hours of visitations at two sites reflecting a range of developmental levels.

Prerequisite or corequisite: SPED201. (Formerly Nature and Needs of the Mentally Retarded; Nature and Needs of Children With Retarded Mental Development.)

SPED 213 Periodically 3 s.h.

Linguistics of Language Development in Deaf and Hearing-Impaired Children and Youth

Linguistics of "Deaf English" and of American Sign Language (ASL), as well as approaches to assessment and intervention. This course includes an examination of language curricula currently in use in area schools for the deaf as well as experimental curricula.

Prerequisite: SPED 205 or equivalent, approved by program director

SPED 214 Periodically 3 s.h.

Curriculum and Methods for Children with Severe Retardation

Study of the philosophical and historical basis for the development of public school programs for children with severe retardation. Survey of the characteristics of these children, curriculum development, program organization, methods of instruction. (Formerly Curriculum and Methods for the Trainable Retarded Child.)

SPED 215 Periodically 3 s.h.

Teaching School Subjects to Deaf and Hearing-Impaired Children and Youth

Examination of current and experimental approaches to instruction of deaf and hearing-impaired students in academic subjects such as science, mathematics, social studies, etc. Course includes opportunities to apply various approaches in collaboration with classroom teachers.

Prerequisite: SPED 203 or equivalent, or permission of advisor.

SPED 216 Fall 3 s.h.

Assessment and Diagnosis in Early Childhood Special Education

A multidisciplinary approach to the diagnosis, referral, and program planning for young children with disabilities. Students will become familiar with the foundations of assessment in special education and the basic concepts of descriptive statistics and measurement of behavior as well as the use of a variety of functional and authentic performance-based assessment strategies. Multicultural concerns and the role of parents in the assessment of young children with disabilities will be emphasized. There is a material fee of \$25.

SPED 219A-219B Fall, Spring 4 1/2 s.h. each

Student Teaching in Inclusive/Special Education Settings

Full-time student teaching for matriculated students with no teaching certification seeking a master's degree as well as certification in early childhood general education and special education at early childhood, childhood, middle childhood and adolescent developmental level. Students are placed in educational settings that correspond to their area of certification. University supervisors visit periodically in each setting. Mandatory weekly seminars focus on the analysis of teaching behavior using research-based best practice theory as well as the development of reflective practice skills. In addition, special State-mandated seminars address issues of child abuse and abduction, substance abuse, violence prevention, fire and arson prevention and safety education. Successful completion of 219A/219B meet the standards set by the Council for Exceptional Children. Admission by permission of advisor and application to the Office of Field Placement and the Department prior to October 1 for Spring classes, and March 1 for Fall classes. Students must register for SPED 219A/219B concurrently. Pass/Fail grade only.

Prerequisites: completion of all core courses. SPED 219C (Supervised Teaching) may substitute for SPED 219A or SPED 219B as appropriate with departmental approval.

SPED 219C Fall, Spring, Summer 3 s.h.
Supervised Teaching

Directed teaching service in early childhood, elementary or middle childhood settings for graduate students in the preservice program who have not student taught and who are currently serving as fulltime working teachers in a registered school in New York State. Students must obtain permission from the employing school for supervisory observation by university staff. Mandatory weekly seminars focus on the analysis of teaching behavior using research-based best practice theory as well as the development of reflective practice skills. In addition, special State-mandated seminars address issues of child abuse and abduction, substance abuse, violence prevention, fire and arson prevention and safety education. Admission by permission of advisor and application to the Office of Field Placement and the Department prior to October 1 for Spring classes, and March 1 for Fall classes. Pass/Fail grade only.

Prerequisites: completion of all core courses. SPED 219C (Supervised Teaching) may substitute for SPED 219G (General/Inclusive Education Settings) or SPED 219S (Special Education Settings) as appropriate with departmental approval.

SPED 219G-219S Fall, Spring 3 s.h. each

Student Teaching in Inclusive/Special Education Settings

Full-time student teaching for matriculated students with no teaching certification seeking a master's degree as well as certification in early childhood, childhood, middle childhood general education and special education at the early childhood, childhood, middle childhood and adolescent developmental level. Students are placed in educational settings that correspond to their area of certification. University supervisors visit periodically in each setting. Mandatory weekly seminars focus on the analysis of teaching behavior using research-based best practice theory as well as the development of reflective practice skills. In addition, special State-mandated seminars address issues of child abuse and abduction, substance abuse, violence prevention, fire and arson prevention and safety education. Successful completion of 219G-219S meet the standards set by the Council for Exceptional Children. Admission by permission of advisor and application to the Office of Field Placement and the Department prior to October 1 for spring classes, and March 1 for fall classes. Students must register for SPED 219G and 219S concurrently. Pass/Fail grade only.

Prerequisites: completion of all core courses. SPED 219C (Supervised Teaching) may substitute for SPED 219G (General/Inclusive Education Settings) or SPED 219S (Special Education Settings) as appropriate with departmental approval.

SPED 221 Periodically 3 s.h.
Field Experience in Teaching Deaf and Hearing-Impaired Students

Designed for students in deaf education, the course provides a minimum of 100 clock hours of supervised practice in an educational setting, plus biweekly seminars. Students are required to maintain a log of activities and reflections.

Prerequisite: permission of advisor. Application must be made by October 1 for the spring semester and by March 1 for the fall semester.

SPED 223A-223B Fall, Spring 4 1/2 s.h. each
Supervised Teaching in the Secondary School in Special and General Education Classes

For matriculated graduate students seeking teacher certification with an extension to include teaching students with physical disabilities, learning and/or emotional disturbance. Students are periodically visited in a general middle and/or senior high school and in a special education setting. Weekly seminars are devoted to analysis of teacher's activities, experiences and case studies. Evaluation of teaching effectiveness will be examined. Pass/Fail grade only.

Prerequisites: SPED 242 and 245. SED 264, 205, 213 and appropriate methods course(s); a cumulative grade-point average of 3.0 or better in field in which certification is sought. Admission by application and permission. Same as SED 223. Students must register for SPED 223A and 223B concurrently. (Formerly Supervised Teaching in the Secondary School with Normal, Physically Handicapped/Learning Disabled and Emotionally Disturbed Students; 223.)

SPED 223C Fall, Spring 3 s.h.

Supervised Teaching in Secondary School

Directed teaching service in adolescent settings for graduate students in the pre-service program who have not student taught and who are currently serving as full-time working teachers in a registered school in New York State. Students must obtain permission from the employing school for supervisory observation by university staff. Mandatory weekly seminars focus on the analysis of teaching behavior using research-based best practice theory as well as the development of reflective practice skills. In addition, special State-mandated seminars address issues of child abuse and abductions, substance abuse, violence prevention, fire and arson prevention, and safety education. Admission by permission of advisor and application to the Office of Field Placement and the Department prior to October 1 for Spring classes, and March 1 for Fall classes.

Prerequisites: completion of all core courses. SPED 223C (Supervised Teaching) may substitute for SPED 223G (General/Inclusive Education Settings) or SPED 223S (Special Education Settings) as appropriate with departmental approval.

SPED 223G & 223S Fall, Spring 3 s.h. each

Student Teaching in Secondary School in Inclusive/Special Education Settings

For matriculated students seeking a master's degree as well as teacher certification in a secondary education content area and special education at the adolescent developmental level. Students are placed in educational settings that correspond to the area of content certification being sought and with students with disabilities in grades 7-12. University supervisors visit in each setting. Mandatory weekly seminars focus on the analysis of teaching behavior using research-based best practice theory as well as the development of reflective practice skills. In addition, special State-mandated seminars address issues of child abuse and abduction, substance abuse, violence prevention, fire and arson prevention and safety education. Successful completion of SPED 223S meets the standards set by the Council for Exceptional Children. Admission by permission of advisor and application to the Office of Field Placement and the Department prior to October 1 for spring classes, and March 1 for fall classes. Students must register for SPED 223G and SPED 223S concurrently. Pass/Fail grade only.

Prerequisites: completion of all core courses. SPED 223C (Supervised Teaching) may substitute for SPED 223G (General/Inclusive Education Settings) or SPED 223S (Special Education Settings) as appropriate with departmental approval.

SPED 226 Spring 3 s.h.

Early Intervention and Related Services in Early Childhood Special Education

An examination of the therapeutic services provided in early intervention and special preschool through a series of multidisciplinary modules to include speech and language pathology and physical and occupational therapy. This course is designed to provide early childhood special education students with a working knowledge of the various clinical manifestations and etiologic features associated with communication, motor and sensory disorders common in very young children with developmental disabilities. An introduction to various intervention strategies and therapeutic techniques utilized by "related services" providers will help prepare students to serve effectively as collaborative participants on the interdisciplinary and transdisciplinary early childhood special education team. Course requirements include 10 clock hours to observe PT/OT/speech pathology intervention for young children.

SPED 237 Fall, Spring 6 s.h.

Teaching Students with Disabilities

Full-time student teaching. For certified teachers seeking a master's degree as well as certification in special education at the early childhood, childhood, middle childhood, or adolescent developmental level. Students are placed in two educational settings across the full range of disabilities that correspond to their area of certification. University supervisors visit periodically in each setting. Mandatory weekly seminars focus on the analysis of teaching behavior using research-based best practice theory as well as the development of reflective practice skills. Successful completion of this course meets the standards set by the Council for Exceptional Children and qualifies students for the annotation for teaching students with severe and multiple disabilities. Admission by permission of advisor and application to the Office of Field Placement and the Department prior to October 1 for spring classes and March 1 for fall classes. Pass/Fail grade only.

Prerequisites: completion of all core courses. (Formerly Practicum: Teaching Children With Disabilities.)

SPED 237A Summer 3 s.h.

Teaching Students with Disabilities

This summer student teaching experience is for working certified teachers seeking a master's as well as certification in special education at the early childhood, childhood, middle childhood, or adolescent developmental level. Students are placed in an educational setting that corresponds to their area of certification. University supervisors visit periodically during placement. Mandatory weekly seminars focus on the analysis of teaching behavior using research based - best practice theory as well as the development of reflective practice skills. Pass/Fail grade only.

Prerequisites: Written application to and approval from, the special education program director. Completion of all core courses. (Formerly Practicum: Teaching Children with Disabilities; Practicum: Teaching Handicapped Children)

SPED 238 Fall, Spring, Summer 3 s.h.

Field Experience

Designed for students in advanced certificate, extension or annotation programs to provide practice within an educational setting for a minimum of 50 clock hours with students with exceptionalities at the early childhood, childhood, middle childhood or adolescent developmental level. Weekly seminars are held. Students are required to maintain a log describing and reflecting on their teaching activities, individual case studies and/or collaborative consultation techniques that they employ. Pass/Fail grade only.

Prerequisite: permission of advisor. *Applications must be filed by October 1 for the Spring semester and March 1 for the Fall semester.*

SPED 241 Fall, Spring, Summer 3 s.h.

Identification and Interventions for Children and Adolescents With Emotional/Behavioral Disorders

An examination of children and adolescents with emotional/behavioral disorders (E/BD) or who are predisposed to such disorders with emphasis on early identification and effective intervention strategies. Areas of study include behavior assessment, the development of a nurturing classroom ecology, self-monitoring techniques as well as research-supported instruction strategies and practices for teaching students with E/BD. Student will be required to complete 10 hours of field experience which may include a visit to a treatment facility, community support organization, or self-contained school setting for students with emotional/behavioral disorders.

Prerequisite: SPED 201. (Formerly *Nature and Needs of Children With Emotional/Behavior Disorders.*)

SPED 242 Fall, Spring 3 s.h.

Psychoeducational Assessment in Special Education

The main purpose of this course is to understand the process of psychoeducational assessment and its relationship to instructional planning for exceptional children. The objectives of this course are to familiarize students with the foundations of assessment in special education and the basic concepts in descriptive statistics and measurement of behavior; present a variety of diagnostic-prescriptive and dynamic assessment strategies; provide skills in evaluating and interpreting norm and criterion-referenced tests; evaluate the efficacy of authentic discriminatory testing; and assist students in the integration and reporting of assessment information as the basis for effective instructional planning. There is a material fee of \$25.

SPED 245 Fall, Spring 4 s.h.

Curriculum and Methods for Students with Diverse Learning Needs

Current trends in program organization, curriculum development and adaptation, teaching strategies for students along the full range of exceptionalities are reviewed and evaluated. Emphasis is on research based - best practices compatible with various learning styles, environments and cultures. Methods to facilitate language acquisition and literacy development as well as social interaction skills for school and in transition to other environments will be explored. Students will be required to perform 20 hours of individualized instruction with a student with special learning needs. (Formerly Curriculum and Methods in the Education of the Handicapped; Curriculum and Methods in the Education of Students with Disabilities.)

SPED 246 Fall, Spring 3 s.h.

The Education of Students with Learning Disabilities and Other Associated Conditions

This course will examine the theoretical and methodological approaches to the education of children with learning disabilities, including attention deficit hyperactive disorders and study their psychoeducational characteristics in the context of special instructional practices. Individual styles of learning will be examined with emphasis on differences in motor and perceptual development, language and thinking disorders and difficulties in reading, writing and arithmetic. Attention will be given to behaviors associated with cerebral dysfunctioning in children and neuropsychological insights into teaching.

Prerequisite: SPED 201. (Formerly *Nature and Needs of the Neurologically Impaired/Learning Disabled; Nature and Needs of Students with Neurological Impairments/Learning Disabilities.*)

SPED 247 Fall, Spring 3 s.h.

Creating Effective Learning Communities: New Directions in Classroom Management

This course provides the student with practical strategies and techniques in both behavior modification and developing positive classroom communities that support learning for all students. Emphasis is placed on teaching students across the full range of exceptionalities and developmental levels self-monitoring skills that empower them to take ownership for their learning as well as social behavior. (Formerly Behavior Modification in Special Education Settings; Behavior Modification With Exceptional Populations.)

- SPED 248 Fall, Spring 3 s.h.
Education of Students with Pervasive Developmental Disabilities
 This course focuses on children with autism and examines the variety of exceptionalities and special needs of these children, emphasizing the collaborative partnerships among educators, clinicians, parents and families. Neurobiological, psychological, educational, social, and emotional factors will be addressed. Opportunities to observe children with autism in a variety of settings will be explored. Specialized teaching strategies techniques, and environmental/curriculum modifications for children with autism will be studied, including strategies for successful inclusion. Course requirements include 15 hours of classroom observation and participation in school settings for children with autism. (Formerly Education of Emotionally and Socially Disturbed Children, Autism Children; Education of Children With Emotional and Social Disturbances, and Children With Autism.)
Prerequisite: SPED 201.
- SPED 248A Periodically 1 s.h.
Introduction to Applied Behavior Analysis
 This is an introductory course in applied behavior analysis. This course will explore the principles of applied behavior analysis and their use in the classroom. Areas of focus will include: behavioral observation and assessment, data collection and analysis, and behavioral intervention using principles of applied behavior analysis. Ethical concerns in relation to behavior change will be addressed throughout the course.
Prerequisite: Permission of instructor.
- SPED 249 Fall, Spring, Summer 3 s.h.
Understanding Physical, Sensory and Health Disabilities
 An exploration of the characteristics of physical disability (including neurological impairments), sensory impairments (including deafness and blindness), and health conditions (including HIV/AIDS, epilepsy, etc.), in education and rehabilitation, including, the special needs of those who also have significant cognitive or other non-physical/sensory/health limitations (e.g., multiply disabled individuals). Discussion of the psychosocial aspects of disability, sociocultural relativity of disability, and theories of the impact of disability on adjustment to life. Examining definitions, prevalence, identification/eligibility criteria, and issues of labeling, the course concentrates upon severe disabilities such as spinal cord injury, traumatic brain injury, cerebral palsy, muscular dystrophy, and multiple sclerosis. Also covered are health conditions such as AIDS and epilepsy, among others. Sensory impairments discussed include deafness and blindness, especially with respect to assistive technology devices and assistive technology services. The course also considers important housing, transportation, and community access laws and issues.
Pre- or corequisite for Special Education majors, SPED 201; for rehabilitation counseling majors, REHB 230 and/or REHB 231. (Formerly Nature and Needs of Individuals With Physical Impairments; Psychology of the Disabled; Nature and Needs of Individuals With Physical Impairments: Psychology of Persons With Disabilities.)
- SPED 250 Periodically 3 s.h.
Education of the Gifted
 Consideration of the problem of identification of the intellectually gifted, of curriculum modification and educational programming designed to meet the needs of such children.
- SPED 251, 252 Fall, Spring, January; Summer 1-3 s.h. each
Individual Study
 Independent project in the field of special education or directed special study in the student's area of interest, or professional need as approved by the major advisor. Progress reports and periodic conferences are required as well as a final report of the study.
Prerequisite: permission of advisor.
- SPED 255 Periodically 3 s.h.
Introduction to Gifted Education
 This course is designed to provide study of issues related to the concept of giftedness, identification of gifted students, and education of gifted students. An introduction to the characteristics of students who learn at a pace and level that is significantly different from that of their classmates, including but not limited to gifted students and other high ability learners. A study of the nature and needs of the gifted/talented child, particularly in relation to the school setting, including an examination of the concept of creativity and its implications for educational intervention will be emphasized. (Formerly Nature and Needs of Gifted/Talented Children.)
- SPED 256 Periodically 3 s.h.
Schoolwide Enrichment: Instructional Methods and Materials for all Learners
 Course enables students to integrate advanced levels of learning experiences and models of learning and thinking, into any curriculum or course of study. Students will acquire specific knowledge and "how-to" expertise in schoolwide enrichment. An overview of the Schoolwide Enrichment Model and special emphasis on Enrichment Clusters and Curriculum Compacting provides students with ample "know-how" to build a strong foundation for enrichment learning and teaching in their classrooms. Designed for teachers already familiar with approaches and strategies in specific subject areas and grade levels. Students are required to complete ten hours of participant observation and advisement. (Formerly Instructional Methods and Materials for Gifted/Talented Children.)
- SPED 257 Periodically 3 s.h.
Exploration and Assessment of Programs for Gifted/Talented Children
 An examination through visitation and analysis of different programs and program models for the education of exceptional high ability learners. The course addresses the knowledge the teacher needs to analyze various systems and models in gifted education in order to design more effective educational opportunities for gifted, talented, and creative students.

SPED 258 Periodically 3 s.h.
Internship: Gifted/Talented Children
Engagement in sequential and sustained field-based experiences under systematic supervision to foster development of competencies in planning for and teaching gifted and talented students. Students are required to complete a minimum of 50 clock hours of field-based work in collaboration with professionals in a school wide enrichment program. Pass/Fail grade only.
Prerequisites: SPED 255, SPED 256, CAT 235.

SPED 262 Summer 3 s.h.
Teaching in Resource Rooms
The development and implementation of resource rooms for students with disabilities.
Prerequisite: SPED 245.

SPED 263 Fall 3 s.h.
Techniques of Collaborative Consultation
An examination of collaboration and consultation through modeling by Hofstra faculty, guided readings, K-12 classroom observation, and in-class experience in successful collaboration, with emphasis upon collaborative teaching of inclusive classrooms by special and general educators. Readings, observation, and in-class student experiences highlight the importance of: teamwork to plan/implement/asses strategies and tactics, mutual understanding and respect, cooperation with building-level administration to secure needed resources, and other aspects of successful collaboration. Students interested in elementary and/or middle school education take the 3 s.h. course SPED 263; students interested in secondary education may take the 1 s.h. SPED 263A in teaching of their content area (English, Social Studies, Math and/or Science). (Formerly Techniques of Collaborative Consultation in Special Education.)

SPED 264 Fall, Spring, Summer 3 s.h.
Inclusion in Today's Schools
This course will provide the general education teacher with current, effective techniques in inclusive education for children and adolescents within the full range of exceptionalities across all academic levels encompassing PreK-12. The focus of this course is both practical and research-based in concert with the prevailing view of teacher as researcher. Topics include an examination of legal mandates and relevant case law, responsible models of inclusion and collaboration, and a focus on adapting curricula, materials, and methods to meet the special needs of students with mild, moderate, and severe disabilities, including referral to special education needed. Field visits of 15-20 clock hours are required. Recommended prior to special methods courses. (Formerly Techniques of Mainstreaming.)

SPED 265 Summer 3 s.h.
Demonstration Class: Teaching Children with Learning Disabilities
Demonstration of diagnostic-prescriptive teaching practices. Opportunities to observe informal assessment procedures, instructional strategies, and a variety of program approaches. Opportunity to participate in group and individualized instruction, under supervision; current problems and issues will be discussed. Matriculated students only.

SPED 266 Periodically 3 s.h.
Computerized Instruction in Special Education
Familiarity with existing computer programs and the creation and expansion of new ones in the areas of computer-assisted instruction, computer-managed instruction and data retrieval systems related to the education of children and youth with disabilities. Opportunities will be provided for acquiring skills in computer technology. Program writing and exploring research will be included.

SPED 270 Spring 3 s.h.
Professional Issues and Problems
A critical examination of current issues in inclusion and special education. Topics include (but are not limited to) issues of controversy or of implementation in the public schools: collaboration; costs; discipline; discovery learning vs. direct instruction; diversity/over-referral/over-representation (cultural, ethnic, family income); grading; labels vs. delays (among under-10 children); pre-referral interventions; push-in vs. pull out for related services; technology in the classroom; and transition vs. higher learning standards. Extensive reading is required in advance of each class meeting, with classes devoted primarily to in-depth discussion of pros and cons and of issues of implementation in K-12 schools. Observations in local schools supplement study of the research literature. Open to students in the Master of Arts program in special education and to other graduate students with prior departmental approval. (Formerly Seminar: Professional Problems and Issues.)

SPED 271 Periodically 3 s.h.
Cognitive Development and Language Acquisition of Exceptional Children
A study of the neuropsychology of learning applied to an understanding of the underlying deviations in children with learning disabilities. Atypical development in thinking will be examined as it relates to the acquisition of language and associated skills, mathematics and other school learning. Models of learning relevant to the special educator will be explored.
Prerequisite: SPED 246; *corequisite:* SPED 270.

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SPED 272	Periodically	4 s.h.	SPED 278	Periodically	3 s.h.
Advanced Psychoeducational Assessment in Special Education: Clinical and Classroom Application			Transition		
Demonstrations and supervised experiences in the classroom application of teacher-administered informal and formal assessment procedures in special education. Selection, evaluation and construction of criterion-reference tests measuring perceptual motor, language and academic skills as well as behavioral rating techniques. Implication for a systematic approach to program development and remedial activities as an extension of the diagnostic process.			An exploration of the legal and practical aspects of transition in special education, with emphasis upon transition planning required by the Individuals With Disabilities Education Act (IDEA) and less-intensive review of other transitions. Students will study the legal requirements for transition planning in IDEA Part C (Infants and Toddlers With Disabilities) and in IDEA Part B (Children With Disabilities). The course features on-site study of transition in local schools considered to have "model" transition programs, Internet sources of national research data on transition, and the professional literature on transition. Open to students in the Master of Arts program in special education and to other graduate students with prior departmental approval.		
<i>Prerequisite: SPED 242 or equivalent; corequisites: SPED 270, 271.</i>					
SPED 273	Periodically	3 s.h.	SPED 280-289, A-Z	Periodically	1-4 s.h. each
Curriculum Development and Evaluation			Workshops		
The course will focus on evaluation and analysis of existing curricula strategies in special education in order to facilitate implementation of remedial procedures, criterion and/or norm referenced measures. New curricular approaches will be developed and/or adapted based on evaluation findings. Criteria will be developed for evaluating educational programs in public, private and institutional settings.			Designed to meet the needs of specific groups of students or educators. As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken.		
<i>Prerequisite: SPED 245 or equivalent; corequisites: SPED 270, 271, 272.</i>					
SPED 274	Periodically	3 s.h.	SPED 300	Periodically	3 s.h.
Research Seminar I: Review of Research and Methodology			Special Topics: Advanced Seminar in Special Education		
Problems and methods of educational research focusing on programs and practices in special education/rehabilitation. Basic experimental designs, ethical issues, and the status of current literature regarding selected topics are examined.			In-depth analysis of current trends in special education. Students are required to prepare a paper of publishable quality and to lead a related seminar.		
<i>Prerequisites for special education majors: SPED 270, 271, 272, 273; for rehabilitation majors: REHB 228, 230; SPED 242.</i>			<i>Prerequisites: Master's-level courses and permission of instructor.</i>		
SPED 275	Periodically	3 s.h.	SPED 301	Fall, Spring	3 s.h.
Research Seminar II: Individual Research			Master's Thesis Seminar I		
Students will carry out a research project related to the field of special education. Problem statements, theory, research objectives and methodological designs will be explored and individual projects will be presented to the group for analysis and discussion.			Full-time faculty guidance of Master's students as they 1) identify and refine thesis topic(s); 2) research the professional literature; 3) observe in the field; and 4) write the initial parts of the thesis: Proposal, Statement of the Problem, and Review of Literature. Open to Master of Arts (M.A.) students with permission of advisor.		
<i>Prerequisites: SPED 270, 271, 272, 273, 274 or equivalents.</i>					
SPED 276	Summer	3 s.h.	SPED 302	Fall, Spring	3 s.h.
Early Childhood Education: Mainstreaming the Young Child with Special Learning Needs			Master's Thesis Seminar II		
Same as ELED 276.			Full-time faculty guidance of Master's students as they complete the Master's thesis. Open to Master of Arts (M.A.) students with permission of advisor, following a grade of "satisfactory progress" in SPED 301.		
SPED 277	Fall, January, Spring, Summer	3 s.h.	SPED 310	Once a year	3 s.h.
Technology and Assistive Technology in Special Education			Issues in Infant, Toddler, Preschool, Parent and Family Involvement Programs		
Overview and hands-on experience with low and high tech products, including PC accessibility, listservs, Web pages, online curricula and other resources, and local facilities. The emphasis will be on meeting special needs in the classroom and in helping parents, using assistive technology devices and assistive technology services.			Same as ELED 310.		

SPED 311 Periodically 3 s.h.
International Perspectives in Special Education
Provides students with current knowledge, research and clinical/instructional practices in special education from an international perspective. Information relevant to the needs of special education programs in the United States is identified.
Prerequisites: completion of Master's-level courses.

SPED 312 Periodically 3 s.h.
Contemporary Cultures and Special Education
Effect of social, cultural and economic conditions on the diagnosis, education and family support of students with disabilities is examined. Exploration of areas for facilitation of learning as well as potential barriers is undertaken. Emphasis is on multi-cultural and bilingual populations.

SPED 313 Periodically 3 s.h.
Technology for Populations with Special Needs
Course includes a critical review of research into the effectiveness of computer-managed and computer-assisted instruction and its social/emotional impact. Skills in instructional software evaluation and authoring, and management systems are developed. Emphasis on the design and use of computer simulations in assessment and instruction of exceptional populations. Review of augmentative and adaptive technology to facilitate learning by persons with sensory and communication impairments is included.

(CRSR) COURSES

CRSR 201 Summer 3 s.h.
Mental Health in the Classroom
Origins and growth of the concept of mental health and its relevance to education. Particular attention is devoted to interrelation of emotional and intellectual processes in both student and teacher. Open to those engaged in teaching or a related profession.

CRSR 202 Periodically 3 s.h.
Social Psychology and Education
An examination of the relevance to education of theories of social psychology and such application thereof as group dynamics.

CRSR 230, 231 Fall, Spring 3 s.h. each
Advanced Education Psychology
In-depth study of different theoretical approaches to the understanding of school performance. Current affective and cognitive theories are studied with emphasis on research implications.
Prerequisite: CRSR 113 or equivalent.

SPED 314 Spring 3 s.h.
Practicum: College Teaching and Field Setting
Students receive practical experiences as teachers and/or research assistants in higher education; as apprentices to teacher education consultants or program managers and supervisors in schools, and rehabilitation agencies, as assistants to student teacher supervisors in teacher education programs; as senior counselors supervising interns. Critical reviews of students' performance are made by faculty and peers through seminar discussions and on-site supervision. Pass/Fail grade only.
Prerequisites: REHB 353, 355 and permission of advisor. Same as REHB 314.

SPED 315 Periodically 3 s.h.
Public Policy and Local Practice in Special Education
Focus on past and current federal and state policies and their impact on educational, social and vocational services for children and adults with disabilities. Decision-making policies and practices at the local level are also examined.
Prerequisites: completion of Master's-level courses.

CRSR 248 Periodically 3 s.h.
Lifelong Learning for the Aging
While adult learning has become a well-developed and mature discipline, less emphasis has been given to the education and intellectual interest of the older adult. Focus on the relationship between teaching and learning, and the aging process. Emphasis on the special aspects and issues involved in lifelong learning for the more senior members of our society. Pass/Fail grade only.

CRSR 251, 252 Fall, Spring, Summer 2-3 s.h. each
Readings
Directed readings on topics of interest to the student.
Prerequisites: permission of instructor.

CRSR 280-289, A-Z Periodically 1-4 s.h. each
Workshops
Designed to meet the needs of specific groups of students or educators. As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken.

CRSR 301 & 302 Fall, Spring 3 s.h. each
Master's Thesis Seminar I & II
Development and implementation of thesis project.