

# NEW COLLEGE OF HOFSTRA UNIVERSITY

## PROLOGUE

New College is one of the colleges at Hofstra University offering both Bachelors and Masters degrees to students sharing its commitment to the intellectual and practical dimensions of the Liberal Arts. Through its structure and function, it helps its students achieve their Liberal Arts goals through a curriculum more individualized in response to student needs and interests, more flexible in format and more varied in modes of learning than is normally found in undergraduate and graduate programs.

The Liberal Arts are those studies which intrinsically expand awareness and sharpen intellectual skills. They help clarify values and then shape decisions through their appropriate application to new situations. They stimulate awareness of the human condition.

The Liberal Arts do prepare for careers; they prepare for all careers, not specific ones. When business, industry and government seek employees with college degrees, they seek people with keen and supple minds, a capacity for clear and precise expression and a broad awareness of human accomplishments and possibilities. Such people learn and adapt quickly; such people are productive. Similarly, professional schools seek not the trained apprentice but the educated person.

The Liberal Arts prepare for individual responsibility and recreation as well as work. They help develop sensibilities and refine new and traditional ideas of goodness, beauty and truth. In short, they open ways for the achievement of full, human potential.

Over 2,000 years ago, Aristotle declared that education must be designed to fulfill the potential for good. Since 1959, New College has been committed to this ancient Greek ideal.

Our emphasis is intellectual and theoretical, because intuiting, imagining and interpreting are intellectual skills of great value in all human situations. However, we are also interested in the application of intellectual skills to immediate concerns. To fulfill their intellectual potential, students must apply what they have learned to immediate situations. To use learning ultimately satisfies the highest aspirations not only of individuals but also of the communities of which they are the educated part.

Through comprehensive teaching and sensitive advisement, the New College faculty and the New College community help students prepare for the worlds of work and leisure. Through its programs, New College helps students develop the skills necessary for lifelong learning and excellence in performance.

The first New College was founded in 1379 of the Common Era at Oxford University in Great Britain for masters and apprentices seeking intellectual emancipation from the constraints of that time and place. Though similar in name and purpose to its Oxford predecessor, New College of Hofstra is unique. Its willingness to change and keep current with the educational needs and interests of its faculty and students; its fortunate position as a small college within a large, sophisticated University; and the excellent record of professional accomplishments by both its faculty and students have kept New College youthful and vigorous through the years.

## DESIGN OF THE MASTER OF ARTS PROGRAM AT NEW COLLEGE

### Individualized Curricula

Since needs, interests and educational goals vary, the focus and design of each student's program of study are unique, they originate with each student whose work is carried out under the supervision and guidance of experts in the pertinent academic fields. There are no specific programs of study which a student must pursue, nor any list of courses from which a program of study might be selected. Possible programs of study are as varied as the goals of the students in the program, limited only by available instructional resources.

Within this individualized framework, students pursue their studies by means of learning contracts, not traditional classroom courses. Learning contracts are entered into by the student and a faculty Supervisor; the contract defines the educational objectives of the study, the resources and methods to be employed, the products to be submitted and the criteria to be used in evaluating the student's achievements. The study is conducted by the student under the guidance of the Supervisor.

Although the individual nature of the program permits a great deal of flexibility, two requirements must be fulfilled: each program must be interdisciplinary, and all components must be within the Liberal Arts.

### Interdisciplinary Studies Within the Liberal Arts

Prospective graduate students often wish to study interrelated topics within the context of a single program while focusing these studies on a particular theme of personal or professional interest. Such studies do not necessarily conform to traditional disciplinary and divisional Master's programs. The New College Master's Program is designed for such students. Within the Liberal Arts, students may examine a subject or problem by utilizing the concept, methods or techniques of at least two of the three broad areas of study: the Humanities, the Social Sciences and the Natural Sciences. At New College the fields within these broad areas of study are:

<b>SOCIAL SCIENCES</b>	<b>NATURAL SCIENCE</b>	<b>HUMANITIES</b>
Economics History Linguistics Political Science Psychology Sociology Social Anthropology	Biology Chemistry Mathematics Physics	Art History Cultural Anthropology Dramatic Literature Literature Music History & Literature Philosophy

### Special Emphasis Within the Program

It is also possible for students to pursue their interdisciplinary course of study with an emphasis in Human Sexuality (see Appendix III of this Addendum.)

## LEARNING COMPONENTS AND DEGREE REQUIREMENTS

To earn the Master of Arts Degree at New College, students must complete five learning components. These are:

### **An Initial Study**

The Initial Study consists of a series of weekly meetings that all students are required to attend for one semester. As part of the Initial Study, students complete reading assignments in interdisciplinary works and write several short papers on topics related to them. In addition, each student writes a library research paper related to the theme of his or her program and compiles an annotated bibliography pertinent to each component of that program. In consultation with Core Faculty, each student also formulates a Master's Degree Plan, which makes explicit the objectives of the student's total program and provides a plan for the remainder of the work to be completed for the Master of Arts degree. Finally, a proposal is presented for Contract I, the next stage of the program. Based on performance in the Initial Study, a decision is made by the Core Faculty regarding the student's eligibility to continue in the program. (See Appendix I for a more complete description.)

### **Three Learning Contracts**

Following satisfactory completion of the Initial Study, the student begins and carries out a series of three learning contracts. Approval of contract proposals by the Core Faculty of the Master's Program is required before students may register for learning contracts. All contracts are supervised by Hofstra University faculty or, when necessary, professionals either at the University or at appropriate sites accessible to the student and approved by the Core Faculty. Contracts consist primarily of library and/or field research but may include course attendance, apprenticeships or internships, laboratory work and studio participation. The requirement that the Master's Degree Plan be interdisciplinary may be satisfied in either of two ways. Each contract may incorporate approaches from at least two of the Liberal Arts areas (Humanities, Natural Sciences, Social Sciences), or at least one of the contracts must emphasize a different area from the others. One may not, for example, do all of one's graduate study in the Humanities. (See Appendix I for a more complete description.)

### **A Master's Thesis**

The final degree requirement and fifth component of the program is the Master's Thesis. This is a contractual project, which reflects and integrates the preceding three contracts and the Initial Study. In accordance with the Master of Arts Program, the Master's Thesis must reflect the interdisciplinary character of the topic. Work on the Thesis is begun after a Thesis Proposal, prepared by the student, has been approved by the Core Faculty. When the completed Thesis has been approved by a group of three faculty readers and successfully defended in colloquy with them, a recommendation is made to the Dean of New College that the degree of Master of Arts in Interdisciplinary Studies be awarded.

## **INSTRUCTIONS FOR APPLICANTS**

**PLEASE NOTE:** These instructions are for your benefit and apply only to the Master of Arts Program in Interdisciplinary Studies at New College. Please read and follow these instructions carefully. All forms must be filled out completely or the application will be returned to you. Please *type* your responses so that they are legible.

### **1. APPLICATION DEADLINES**

The fall semester is normally the regular point of entry into the Master of Arts Program at New College. Occasionally students will be permitted to enter for the spring semester. Applications should be received no later than one month prior to a desired point of entry.

### **2. APPLICATION FORMS**

Applicants are asked to prepare an essay in response to the questions on the *Supplementary Application Form* for the Master of Arts Program at New College. The applicant's answers to these questions are designed to provide the Core Faculty with a sense of the applicant's desire and capacity to work independently and the goals the applicant has in pursuing graduate study. All completed forms should be returned to the Hofstra University Admissions Office in the envelope provided.

### **3. REFERENCES**

Please provide the names, addresses and telephone numbers of three references who can be contacted, if necessary, by the Master of Arts Program Core Faculty. At least one of these references should be familiar with the applicant's academic performance, and one should be familiar with the applicant's work, professional or volunteer service.

### **4. TRANSCRIPTS**

Official undergraduate and graduate transcripts showing possession of a baccalaureate degree and any graduate work attempted must be sent directly to *The Office of Admissions, 100 Hofstra University, Hempstead, NY 11549*. The applicant's copy of the transcript is not valid for admissions purposes. The Master of Arts Program Office will obtain transcripts of applicants who completed their undergraduate work at Hofstra. For applicants who have previously attended Hofstra University, the Office of Admissions will attempt to secure those transcripts. Official transcripts of all graduate work completed at other institutions should also be submitted to the Master of Arts Program Office, New College. The Core Faculty does not usually grant advanced standing unless the student has accumulated a minimum of 12 s.h. in the subject area related to the program emphasis. Advanced standing is never granted in excess of one learning contract. Students who are eligible to apply for advanced standing should indicate this interest at the time of application.

### **5. APPLICATION FEE**

Applicants are required to pay a non-refundable fee of \$40.00 with their application. Checks or money orders should be made payable to Hofstra University and must accompany the completed application form.

### **6. ADMISSIONS DECISIONS**

All of the above materials will be reviewed by the Master of Arts Program Office. The Core Faculty of the Master of Arts Program is responsible for the final admissions decision. Applicants will be notified by mail of the committee's decision as soon as the review process is completed.

Hofstra University continues its commitment to extending equal opportunity to all qualified individuals.

## **ADMISSIONS**

The Admissions criteria established for the New College Master of Arts Program and the procedures utilized in evaluating candidates for admission are consistent with the Program's individualized, contractual mode of learning, its interdisciplinary orientation and the standards for graduate study at Hofstra University.

**Applicants should have:**

1. a bachelor's degree from an accredited institution with a Grade Point Average of 3.0 (B) or better;
2. completed an undergraduate program of studies in the Liberal Arts or prior experience demonstrating both breadth and depth of knowledge;
3. a demonstrated interest in, and capacity for, pursuing an individualized, contractual mode of learning;
4. an interest in, and capacity for, engaging in an interdisciplinary program of study;
5. the ability to conduct original independent research and to present the results in acceptable written style and form.

**Applicants must submit the following materials:**

1. a completed application form;
2. an official copy of the applicant's undergraduate transcript(s) and transcripts of all post-secondary educational institutions the applicant has attended;
3. names and addresses of three references, one of whom should be familiar with the applicant's work or professional or volunteer service;
4. a tentative proposal for a program of study which can be discussed in advance with a member of the Core Faculty;
5. other supporting materials, such as a biographical sketch or professional resume, which aid the Core Faculty in evaluating the student's qualifications.

**Admissions Procedure**

Initially, application materials will be reviewed by the Program Administrator. Students whose credentials receive a favorable review may be invited for an interview. The results of the preliminary review of the application as well as the interview will be forwarded to the Core Faculty who will make the final admissions decision.

If the Core Faculty's review of an applicant's credentials is favorable, the student will be admitted to the next available Initial Study.

The final stage in the admissions process is the achievement of Candidacy-for-Degree Status which is awarded upon successful completion of all Initial Study requirements including recommendation of the Core Faculty and upon registration and payment of tuition and fees for the first contract.

Candidacy-for-Degree Status allows the student to continue in the Master of Arts Program while satisfactorily completing the successive Learning Contracts (and their proposals) in a timely manner. The satisfactory completion of each M.A.P. component and proposal is ultimately determined by the Program's Core Faculty.

### **Advanced Standing**

In some cases, applicants who have completed graduate level work either at Hofstra University or at another accredited institution may apply some of this work towards their Master of Arts degree at New College. In its review of the Master's Degree Plan, the Core Faculty may recommend to the Dean of New College a modified set of learning contracts which will take into account previous successful graduate work.

Requests for Advanced Standing are made in the Master's Degree Plan and must be accompanied by an official transcript of previous graduate work as well as a statement of its relevance to the Degree Plan. Students must demonstrate the relevance of their work during the Initial Study. Final determination of Advanced Standing is, then, dependent on the award of Candidacy-for-Degree Status. The award of Advanced Standing is limited to one learning contract.

### **Eligibility for Advanced Standing**

Those seeking advanced standing must satisfy the following criteria:

1. students who have completed graduate level work either at Hofstra University or another accredited institution may seek to apply a maximum of 12 semester hours of this work towards one learning contract only among the components leading to the Master of Arts degree at New College;
2. grades of "B" or better must have been awarded for the courses that are to be applied to the Master of Arts Degree at New College;
3. all advanced standing credits applied toward the New College Master's Degree normally must have been earned within a period of five years preceding the granting of the Master of Arts degree by New College;
4. the credits must not have been applied to any other degree;
5. credits and courses must be related to the student's MAP emphasis as demonstrated in the approved MAP Degree Plan.

### **Other Learning and Life Experience**

Other learning and "life experience" are of interest and relevance in determining admission to the Master of Arts Program at New College. Experiential learning may be employed in designing a student's individualized curriculum and in estimating the amount of time needed to satisfy the various learning components. However, "life experience," experiential learning and non-accredited study cannot be applied directly to satisfy degree requirements.

## **THE CALENDAR AT NEW COLLEGE**

New College operates under a quarterly academic calendar. Each of the fall and spring semesters is divided into eight-week sessions; thus, there are four sessions during the two regular semesters of the academic year. The beginning, ending and vacation dates of the New College academic year are consistent with those of the University and may be found in the University's calendar.

Students usually enter the program at the beginning of the Fall Semester. Beginning and ending dates of all learning components conform to New College's quarterly academic calendar. Full-time students may complete one learning component in each eight-week session; students working in the program less than full-time may wish to complete a learning contract or the Thesis over a period of one, two or more sessions.

## **REGISTRATION AND STUDENT STATUS**

### **Registration**

Upon favorable faculty review of application materials and the interview, applicants will be sent a letter of acceptance to the New College Master of Arts Program which is valid for one year and which includes permission to register for an Initial Study.

Registration for an Initial Study must be completed through the Program Administrator's Office no later than two weeks prior to the starting date of that Initial Study. Initial Study tuition and fees must be paid at the time of registration. Applicants are considered enrolled in the Program when registration for the Initial Study is complete and all appropriate tuition and fees have been paid.

Students receive Candidacy-for-Degree Status upon completion of all Initial Study requirements, including the acceptance of a Master's Degree Plan, first contract proposal and recommendation by the Core Faculty and after they have registered and paid tuition and fees for the first contract.

Students maintain Candidacy-for-Degree Status by being continually enrolled for learning components. Registration, billing, and receipt of tuition and fees are administered cooperatively by the Program Administrator's Office and appropriate University offices.

### **Extensions**

Students unable to meet the original contract or Thesis deadline may submit to the Program Administrator's Office a written request for an extension, which will be reviewed by the Core Faculty. Students should specify the reason why the extension is required and propose a new date for the completion of the project.

Contract and Thesis extension periods must be consistent with the New College academic calendar.

The Master of Arts Program reserves the right to charge an emendation fee, usually \$100.00, for such extensions.

### **Withdrawal**

Students not registered for a MAP learning component or not working within an approved extension of a MAP learning component are considered withdrawn from the program. Withdrawn students must apply for readmission by written request to the Core Faculty if they wish to register for subsequent learning components. Upon receipt of readmittance requests, a change of status from withdrawn to

Candidacy-for-Degree Status may be recommended to the Dean of New College by the Program Administrator and the Core Faculty of the New College Master of Arts Program.

### **Leave of Absence**

Students may apply formally for a leave of absence through the Program Administrator's Office. In submitting an application for a leave, students must indicate the period of inactivity which must be coincidental with the New College academic calendar. Leaves normally are not in excess of one academic year. An approved leave of absence allows the student to maintain Candidacy-for-Degree Status.

## **TUITION, FEES AND FINANCIAL AID**

Tuition and other fees are payable as specified in the schedule available in the Program Administrator's Office. Checks and money orders should be drawn to the order of Hofstra University for the exact amount of the tuition and fee payment.

The privileges of the University and the status of student within the New College Master of Arts Program are not available until registration is completed and payment required of all tuition and fees is received.

Hofstra University and the Master of Arts Program in Interdisciplinary Studies at New College reserve the right to alter the schedules of charges without notice. For current information, please contact the Program Administrator's Office in 205 Roosevelt Hall.

Some learning components may involve additional instructional and/or supervisory and/or resource costs. Students will be informed of these additional charges during the process of proposing the particular component.

Requests for component emendations or extensions may also involve additional tuition or fee charges. These will be made known to students as soon as possible. The usual emendation fee for each extension is \$100.00.

Tuition refunds for reasonable cause must be requested in writing and will be individually determined by the Office of Financial and Academic Records. When necessary, recommendations will be made by the Program Administrator. Such refunds will normally be proportional to the duration of the student's involvement in a learning component up to the midpoint of that component's scheduled or approved duration. At or after the midpoint of the component, tuition refunds are not made.

As of the Fall 2000 semester Hofstra University and the Master of Arts Program in Interdisciplinary Studies at New College will have the following schedule of tuition and fees:

Application Fee	\$40
Initial Study	\$1970
Learning Contracts (three required)	\$3587
Master's Thesis Proposal & Thesis	\$2973
Graduate Tuition (per s.h.)	\$495 (not applicable to MAP)
University fee per component	\$275

### **Financial Aid**

Students in the New College Master of Arts Program are eligible for financial aid on an equitable basis with all graduate students at Hofstra University. For information about specific forms of financial aid, such as loans, fellowships, scholarships, and grants, please contact:

Office of Financial and Academic Records  
126 Hofstra University  
Hempstead, NY 11549  
Telephone: (516) 463-6680

## **EVALUATION AND STANDARDS**

## **Evaluation**

Each of the five learning components in the program is graded on a Pass/Fail basis. In addition, upon completion of each component, the Supervisor(s) prepare(s) a statement discussing the quality of the student's work.

A grade of "Incomplete" (INC) may be awarded if additional time is needed to complete a learning component. This grade, if not resolved, may be converted to NCr (No Credit) at the end of the following eight-week session. Components may be extended by formal written request to the Program Administrator's office during the period of INC.

Students may elect an NCr (No Credit) grade if they no longer wish to continue a learning component. The election of the NCr grade may jeopardize continuance in the New College Master of Arts Program.

The temporary designation of Pr (Progress) on a student's record indicates that the approved duration of the contract was longer than one session.

## **Academic Standards and Dismissal**

Students in the Master of Arts Program at New College are expected to demonstrate intellectual rigor, scholarly integrity, personal responsibility and professional commitment throughout all their work leading to the Master of Arts degree.

Students are accepted into an Initial Study only if they demonstrate promise of fulfilling these expectations. Students are awarded Candidacy-for-Degree Status *if their Initial Study performance demonstrates this promise* and indicates that the M.A. Program at New College is an appropriate route for its fulfillment.

Students not demonstrating both promise and acceptable progress in the Program may be dismissed (or placed on leave of absence for a specific term) by recommendation of the Core Faculty to the Dean of New College. Students dismissed from the Program (or placed on leave of absence) by the Core Faculty and Dean of New College will be informed by letter. The letter will specify both the reasons for dismissal (or placement on leave of absence) and the appeal procedure.

1. The first appeal is directed to the Core Faculty through a letter in which the student addresses the reasons for dismissal (or placement on leave of absence).
2. If the appeal is denied by the Core Faculty, a second appeal may be submitted, again by letter, directed to the Dean of New College.
3. If the second appeal is denied, the student may make a third appeal, to the Provost's office of Hofstra University in accordance with University procedures. Information about University procedures is available from the Program Administrator's Office.

## **TRANSCRIPTS AND RECORDS**

## **Transcripts**

The official records of students in the New College Master of Arts Program are maintained by the University's Office of Financial and Academic Records. Files of student activity and copies of all student work are kept in the Program Administrator's Office.

The official transcript lists the titles of each of the five learning components, the semester of registration for each component and the awarded grade. To assure the accurate transcription of MAP work, students must provide proper registration information when it is requested by the Program Administrator's Office. Periodically, students receive an up-to-date report of their MAP component grades from the Financial and Academic Records Office. Requests for official transcripts must be made in writing to the Financial and Academic Records Office: Memorial Hall, Hofstra University, Hempstead, New York 11549. There is no fee for transcripts sent to other institutions.

## **Narrative Records**

Because of the unique nature of the Master of Arts Program in Interdisciplinary Studies at New College and the individualized curricula followed by its students, the Program Administrator's Office can prepare a narrative report of a student's work. This report includes the abstract of the substance of each of the five learning components as prepared by the student (see pages 12-14) and the supervisor's evaluation or summary of that evaluation.

Requests for copies of the narrative report must be made in writing to the Program Administrator's Office.

An example of a narrative report is given on the following pages. These narrative reports cannot be equated with or converted into letter grades. Thus students who wish to use the M.A.P as a stepping stone to further graduate study will have to negotiate their status with the subsequent program.

SAMPLE

***NEW COLLEGE MASTER OF ARTS PROGRAM***

May, 1997

**Narrative Transcript for Jane Doe**

Ms. Jane Doe has fulfilled the requirements for graduation from the Master of Arts Program in Interdisciplinary Studies from New College of Hofstra University as of May, 1997. The Master of Arts Program (MAP) at New College, like all other programs at Hofstra University, is accredited by the Middle States Association of Schools and Colleges.

Our program is competence-based and thus we do not list semester hours or grades for courses completed on student transcripts (see official transcript enclosed). The Master of Arts Program does not count credit or time as measures of student progress toward the Master's Degree. Students are required to complete five "units" or learning contracts for graduation: an *Initial Study - the equivalent of 4 semester hours*, *three Learning Contracts - each the equivalent of 8 semester hours* and a *Master's Thesis - the equivalent of 6 semester hours*. *A student who has completed all of these units has earned the equivalent of at least 34 semester hours.*

**THE INITIAL STUDY:** *Stepfamily Consciousness: How to Avoid the Cinderella Syndrome*

**LEARNING CONTRACT I:** *Pre-Oedipal Development through Maturational Input*

**LEARNING CONTRACT II:** *Stepfamily Group Study*

**LEARNING CONTRACT III:** *The Treatment of Stepfamilies in Literature*

**MASTER'S THESIS:** *Personality and Stepfamilies*

Heather E. Johnson  
Senior Assistant Dean, New College  
Coordinator, Master of Arts Program

## Narrative Transcript for Jane Doe

### THE INITIAL STUDY

Supervisor: Alfred Cohn, Ph.D.

A four semester-hour class which reintroduces students to the rigors of intellectual life and assists them in defining a plan of study which will meet their goals in a manner consistent with the interdisciplinary character of the program and with the number of credits for each component.

Five major products are required. One is the *plan of study* itself. Accompanying this is the second requirement, a rather extensive Annotated Bibliography which is intended to demonstrate that adequate material exists for the intended pursuit. Third is a Library Paper which is intended to be the initial inquiry into the student's field of study. Ordinarily a quite specific issue is explored in depth. The fourth requirement is an abstract of the Library Paper. The Abstract is the document which is provided to anyone who wishes to know what the student's program entailed. The Initial Study Abstract and those for the contracts and thesis constitute the bulk of this narrative transcript. Finally, in order to complete the Initial Study and thus become a candidate for the M.A., the student must submit a detailed proposal for Learning Contract I.

### INITIAL STUDY LIBRARY PAPER - ABSTRACT

This paper examined the different types of stepfamilies, and the themes that are common to them all. Stepfamilies are more complex than first families and single-parent households. There are certain problems that stepfamilies are likely to face and need to resolve as they pass from the single parent-child family system to successful integration as a family unit.

The "interim period" is the time after the divorce or bereavement and before the remarriage. It needs to be an adjustment period in which unresolved past relationships are explored. Unrealistic expectations, the roles that each person will play in the family unit, the creation of new traditions and values, boundary issues, disciplinary procedures, visitation, and power plays all need to be resolved before successful stepfamily integration can occur. As stepfamilies form from loss, it is important that they build a foundation on which to face and overcome the fears and other risks that result from the family members' histories.

### LEARNING CONTRACT I ABSTRACT

Supervisor: Bruce Grossman, Ph.D.

This paper discussed the psychological development of the infant from birth to three years of age. Contributions of major theorists were discussed, compared, and contrasted. The focus was on developmental milestones and the psychological maturation that permits optimal development.

Emphasized was the role of the mother, or "mothering agent" as the key to the infant's satisfying biological needs as a supplementary ego and as a provider of a nurturing environment.

## Narrative Transcript for Jane Doe

### LEARNING CONTRACT II ABSTRACT

Supervisor: Bruce Grossman, Ph.D.

This paper discussed observations of a group of stepparents meeting under the leadership of a psychologist to confront problems common to stepfamilies. Group sessions served to highlight issues from the Initial Study. The group sessions were analyzed to identify which issues became the focus each week, as well as to identify new issues that had not been previously discussed.

### LEARNING CONTRACT III ABSTRACT

Supervisor: Dorothy Ruettgers

This paper presented a brief historical account of children's literature and a more detailed discussion of the treatment of stepfamilies in Grimm's Fairy Tales. Included is background material on the Romantic period in general and, more specifically, the Grimm brothers and the German social and political forces that influenced their work. Fairy tales involving stepfamily members were summarized and analyzed.

### MASTER'S THESIS ABSTRACT

Supervisors: Alfred Cohn, Ph.D., Carolyn Sobel, Ph.D.  
John Kreniske, Ph.D.

Previous research led me to conclude that stepfamilies follow a development pattern analogous to that of the human child. There is a conception, birth, and stages of infancy, "early childhood," adolescence, etc. In relation to stepfamilies, each of the stages is probably more accurately described by some theories than by others. Conflicts in the course of individual development are often resolved; others may adversely affect later developmental stages. If the development of a stepfamily follows a course like that of an individual, some conflicts that arise during the various stages may also be expected to be problematic. As extrafamilial factors are important in a child's development, societal, religious, and political factors can either disrupt or promote the stability of the stepfamily.

To tie all of this together, I examine the formation and growth of stepfamilies as units, relating processes to the theories, which seem most to illuminate each stage, noting conflicts, which originate during particular stages and those whose origins are outside the family.

Heather E. Johnson  
Senior Assistant Dean, New College  
Coordinator, Master of Arts Program

-- END OF OFFICIAL NARRATIVE TRANSCRIPT ----  
SAMPLE

## **APPENDIX I: THE LEARNING COMPONENTS: A DETAILED DESCRIPTION**

### **THE INITIAL STUDY**

The Initial Study is the first of five components in the Master of Arts Program in Interdisciplinary Studies at New College of Hofstra University. It is a structured seminar, usually consisting of twelve class meetings during a sixteen-week semester.

The Initial Study fulfills several functions not specifically addressed by subsequent components of the Master of Arts Program. First, it provides a community for scholars-in-the-making necessary because the rest of the Program is organized in a totally individualized fashion. It is partly for this reason that attendance at all of the Initial Study meetings is required. Second, it provides an opportunity for students to discover any weaknesses in their academic skills before undertaking the learning contracts. These skills include: reading difficult material critically; discussing ideas thoughtfully with fellow readers; expressing ideas correctly and clearly in writing; and searching for information, organizing it, and documenting it in a traditionally acceptable form. Where necessary, and to the extent possible in sixteen weeks, students are assisted in achieving and enhancing these skills. To accomplish these goals, readings and reaction papers are assigned in addition to the specific requirements enumerated below. Until the Initial Study has been completed, neither the instructor nor the student can be certain that the candidate is ready to proceed in the Master of Arts Program.

During the Initial Study, students are expected to complete satisfactorily several short papers and four major products:

1. A research paper and abstract
2. A Master's Degree Plan (a tentative outline of three contracts and the Master's Thesis)
3. A learning contract proposal (a detailed description of the first Learning Contract)
4. An annotated bibliography for the entire program as outlined in the Degree Plan.

These four items are described below.

1. Initial Study Research Paper

A major requirement of the Initial Study is the library research paper which demonstrates the student's ability to conduct library research, to organize it, to express it effectively and to document it correctly. It may also reveal those academic skills which need improvement. The student chooses the topic of the research paper, subject to the approval of the Initial Study Supervisor. A topic relevant to the whole Degree Plan will permit the student to explore pertinent sources, as well as verify that the theme of the Degree Plan is feasible and interesting. Along with the research paper, the student submits an abstract, a concise description of the paper (200-300 words).

2. The Master's Degree Plan

The Master's Degree Plan is a comprehensive description of the student's individual program at New College. It consists of a statement of the overall topic, a brief description of each of the three learning contracts and the Master's Thesis, a discussion of the interdisciplinary character of the program, an estimate of the length of time the program as well as each of its components will require and suggestions for supervision. The Degree Plan is reviewed by the Core Faculty which considers such matters as (a) the availability of the faculty and professional resources for each component of the Plan; (b) the availability of library and technical resources for each component; (c) the

## **THE INITIAL STUDY (cont.)**

appropriateness of the student's projected schedule for completion of the total program; and (d) the consistency of the Plan with the student's stated motivation for graduate work in interdisciplinary studies. The student is informed in writing of the Core Faculty's approval of the Degree Plan or of required revisions.

As students progress in the Program, they may discover lines of study more appropriate than proposed in the approved Degree Plan. These students may submit a revised Plan for review by the Core Faculty. If a revised Plan is not approved, the student may continue with the original Plan or substitute a modification of the revised Plan for evaluation. Since it often happens that students modify their plans for the second and third Contracts as they progress through the Program, the summary statements of these contracts included in the Plan are expected to be brief.

### 3. The First Learning Contract Proposal

The first learning contract proposal includes: its subject, the mode of study anticipated, its relevance to the library research paper of the Initial Study and to the subsequent learning contracts and the Thesis, descriptions of the proposed schedule and of the type of supervision required. The student may also suggest a particular Supervisor. Final decisions concerning supervision and other aspects of the contract are made by the Core Faculty. A description of the format for learning contract proposals appears in Appendix II.

### 4. The Annotated Bibliography

The annotated bibliography is a list of the sources of information (books, articles, government documents, etc.) on which students expect to rely as they advance in the Program. Students should provide, for items listed in the bibliography, brief comments indicating scope, relevance and anticipated value to the study.

The following is a sample course outline for the Initial Study.

**NEW COLLEGE OF HOFSTRA UNIVERSITY  
MASTER OF ARTS PROGRAM**

**MAP 200 INITIAL STUDY  
DR. J. KRAPP**

**Fall, 2000**

**COURSE OUTLINE**

**TEXTS:** G.W. Allport, Becoming, New Haven: Yale U.P., 1950.  
J. Bronowski, Science and Human Values, (rev.ed.) New York: Harper, 1972  
The New College Writing Manual (Supplied)  
A research reference book (e.g., by Gorn, Turabian, or Pugh) (optional)

**REQUIREMENTS:**

1. Several short papers (described below)
2. A library research paper;
3. An abstract thereof;
4. A Plan of Study including a tentative annotated bibliography for Contract One and detailed proposal for Contract One.

All written work must be submitted in duplicate. One copy will be returned with comments; the other will be filed.

**GRADING:** Pass/Fail based on timely completion of assignments & regular class attendance.

**Meeting No. Subject Matter and Assignments**

1. Introduction: Discussion of goals of Initial Study, the Program requirements, opportunities, interests of students, etc. Assignment for Session #2: Chapters One and two of Bronowski. First paper (due second meeting): identify an idea of Bronowski's that interests you and write a short paper (about 500 words) in which you summarize and evaluate the idea.
2. Discussion of Bronowski and of gestating plans for library Paper, Master's Degree Plan of Study etc. Assignment for Session #3: Chapter 3 and "The Abacus and the Rose" in Bronowski Second paper: Write a 2-3 page paper indicating which of the three discussants in "The Abacus and the Rose" holds a viewpoint closest to your own and why you think so.
3. Discussion of progress toward Master's Degree Plan of Study and library paper; troubleshooting; encouraging. Feedback on first paper.
4. Tour of Library. Introduction to reference sources in student's field of interest. Feedback on second paper. Assignment for Session #5: Outline of library paper.

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5. Discussion of problems and progress on library paper and emerging Plans of Study. Assignment for Session #6: Allport, Chapters 1-3
6. Discussions of: progress and problems, Allport chapters, feedback on outlines. Assignment for Session #7: Allport chapters 4-9; narrow focus of Library Paper (if necessary); submit revised outlines in multiple copies.
7. Discussions of: note-taking and new outlines; Master's Degree Plan of Study. Assignment for Session #8: Prepare a draft of Plan of Study and annotated bibliography; Allport chapters 10-13.
8. Discussions of: Plans of Study, revised library paper outlines and Allport. Assignment for Session #9: In about 750 words, relate Allport's book (which you may finish if you haven't) to your area of interest. Also, bring in at least part of the Library Paper.
9. Feedback on Master's Degree Plan of Study. Discussion of Allport, problems and progress in assignments, etc. Assignment: Continue library paper. Revise and/or complete Master's Degree Plan of Study. Prepare draft of abstract.
10. Discussion as above. Assignment: Prepare proposal for learning contract one, including annotated bibliography.
11. Final trouble shooting discussions. Assignment: Submit completed work next session.
12. All work due.
13. Return of papers; mutual congratulations.

## **THE LEARNING CONTRACT**

The learning contract is the chief mode of study in pursuit of the Master's degree. Each contract must have a specific focus or topic, and the three contracts must be clearly related to each other and to the theme of the student's plan of study and Thesis. The contractual study may take or combine several forms: library research, laboratory research, field research, apprenticeship, internship, course attendance, or studio work. Whatever the manner of study, some form of written report, chiefly analytical and substantive, must be submitted for evaluation.

Before undertaking the work involved in a contract, the student must submit to the Core Faculty a contract proposal (the first contract proposal being prepared under the guidance of the Initial Study Supervisor).

### **The Contract Proposal**

The Contract Proposal contains the following elements:

1. Purpose - A description of the topic with a clear indication of the goals of the study, its scope and its interdisciplinary character.
2. Methodological Procedures - A statement of the ways in which data are to be collected and an indication of the major resources to be used (e.g., library research, clinical observation, course attendance). The site or sites where the information is to be gathered should be identified, and their suitability to the study indicated. If it is necessary to use consultants who are not members of the Hofstra faculty, their qualifications should be substantiated through professional resumes to be reviewed by the Core Faculty.
3. Preparation - A review of the student's preparation for undertaking the study (e.g., through prior study or work experience).
4. Outline - An outline of the anticipated major divisions and subdivisions of the study.
5. Function - A statement of the manner in which the learning contract contributes to the fulfillment of the Master's Degree Plan.
6. Time Estimate - The anticipated length of time needed to complete the learning contract. Units of time should be in keeping with the New College calendar composed of eight-week sessions. Students who require additional time may apply in writing to the Core Faculty for extension.
7. Annotated Bibliography - A list of articles, books, records and other documents which are expected to be of use in the fulfillment of the contract. Each item should be accompanied by a brief comment on its expected value to the study. It is understood that the bibliography is tentative and subject to modification during the course of the research. For the first contract, the majority, if not all, of the student's sources will be from the original Master's Plan annotated bibliography. As research continues, additional sources will be added.
8. Supervision - Supervisors are usually drawn from the Hofstra University faculty, but they may also be from outside the University. Supervisors who are not members of the Hofstra faculty are designated as "on-site Supervisors." Professional resumes of potential on-site Supervisors must be provided for review by the Core Faculty. An on-site Supervisor is always supported by a consulting on-campus Supervisor - someone from the Hofstra University faculty whose professional abilities complement those of the on-site Supervisor and who ultimately assigns a grade after

consultation with his or her on-site counterpart.

Upon approval of a contract proposal, if the student has not suggested an appropriate Supervisor, the Core Faculty suggests a faculty member with suitable qualifications. The student then confers with this Supervisor and, if the two agree, the contract is implemented.

### **Evaluation of the Contract Proposal**

After reviewing the contract proposal, the Core Faculty notifies the student in writing that the learning contract has been approved, not approved, or approved conditionally, pending revisions. When notified of Core Faculty approval, the student registers for the contract by completing the registration cards forwarded by the Program Administrator's Office. Students should allow approximately one month prior to the desired registration period for review of the Proposal by the Core Faculty.

### **Evaluation of the Learning Contract**

A learning contract is considered satisfactorily completed when student, Supervisor and Core Faculty are satisfied with the finished product(s). *It should be anticipated that revisions of written work to satisfy student, faculty, and Program standards will be necessary. That revisions are often required due to the independent mode of study should not be construed as failure to meet graduate standards.*

Use of a word processor is *highly recommended* to facilitate the writing and revision process.

When the learning contract has been completed, the student is asked to confer with the Supervisor. This conference should result in the preparation of two documents: the Supervisor's evaluation of the student's performance and the student's contract abstract. This abstract, not to be longer than one typewritten page, should describe the following:

- The subject of the project: theme, hypothesis or problem;
- The goal of the project;
- The results of the learning contract research;
- The relationship of the project to the next contract.

An additional copy of the learning contract paper, the abstract for that paper and the Supervisor's evaluation are submitted to, and kept on file in, the Master of Arts Program Administrator's Office.

## THE MASTER'S THESIS PROPOSAL AND THESIS

### Standards

Any student who has successfully completed the three Learning Contracts has acquired the tools and skills necessary for success in the Thesis. As with the earlier work, the Thesis is to be written in clear and precise prose, in academic rather than personal style, and is to be fully documented in a manner consistent with the standards of *The New College Writing Program Manual*. As in previous work, any idea or fact that does not originate with the author should be fully and accurately attributed; spelling, sentence structure, organization should all show the benefits of critiques of earlier work.

It is a source of pride to our Faculty and Alumni that more than a few of our students' Theses have been published. (Indeed, some contracts have been as well.) While publication is not required, it is a desirable outcome of the extensive and intensive efforts required for the Thesis.

### The Thesis Proposal

The Thesis Proposal contains the following elements:

1. Purpose - Generally, the Thesis should represent an interdisciplinary integration of the theme of the candidate's previous contracts. It is much to be desired that the Thesis will: 1) make a persuasive case for a proposition (one which earlier research rather than preconception has revealed to the writer); or 2) will test an hypothesis by means of empirical research.

In the former case, the research will draw on library materials using well-rehearsed skills. In testing an hypothesis, appropriate research methodology must be followed including, where pertinent, adherence to appropriate ethical standards.

2. Methodological Procedures - The candidate will propose the Thesis just as he or she proposed earlier contracts, i.e., with a statement describing the ways in which data are to be collected and the major resources to be employed: library research, field research, apprenticeship, workshops, clinical observation or course work. The site or sites where the information is to be gathered must be identified and their suitability to the study discussed. The proposal can be prepared with the help of the supervisor of the third contract. The proposal is reviewed by the Master of Arts Program Core Faculty which will help the candidate to identify members of the Thesis Committee. If the student proposes a Thesis Supervisor who is not a member of the Hofstra faculty, his or her professional resume must be submitted to the Core Faculty for approval.

The Thesis Committee will consist of at least three people. One, the Thesis Advisor, will take primary responsibility for guiding and overseeing the candidate's work. It will be his or her responsibility to suggest sources, to discuss and evaluate the work as it progresses, to encourage the timid and/or to restrain the excessively ambitious. Since its integrative nature virtually guarantees that the Thesis will have an inter- or multi-disciplinary character, two readers will be assigned to assist with perspectives from their discipline(s).

3. Annotated Bibliography - A list of articles, books, records and other documents expected to be used in the course of study is to be submitted with a brief commentary on their anticipated value. It is understood that the bibliography is tentative and subject to revision during the course of the research.

4. Relationship to the Degree Plan - To be included in the Thesis proposal is a description of how the Initial Study research paper and the three learning contracts contributed to the Thesis. Further, the

ways in which the Thesis may be regarded as the culmination of the Degree Plan must be discussed. This should be demonstrated by means of abstracts of the prior components of the program.

5. Outline - An outline of the anticipated Thesis is required showing the likely major divisions and subdivisions of the study.
6. Time Estimate - Anticipate the length of time required for the completion of the Thesis. The minimum time required for completion of the Thesis is two New College sessions (one semester); the maximum time does not usually exceed four New College sessions (an academic year).
7. Evaluation - When the Thesis Supervisor and any assigned reader are satisfied that the work has been completed and is ready for formal evaluation, a Thesis Committee will be asked to evaluate the Thesis and meet with the candidate for an oral defense. While the term suggests that some sort of attack is to be launched against the work or even its author, the reality is that a discussion will take place.
8. It is often helpful for the student to remember that at least one faculty member has approved the work in principle. While other committee members may have questions and even objections, it is most unlikely that the oral defense will be the occasion at which the Thesis is rejected. If the student followed the guidance of the Thesis advisor closely and properly, rejection by the Committee should be quite rare.

It sometimes happens that the Thesis is accepted as submitted, the Committee being unable to suggest any way in which the work requires improvement. This does not happen very often. More likely, certain revisions will be required as the four discussants review the work in a spirit of constructive criticism. These revisions are classed as:

- "Minor Revisions" in which case relatively straightforward corrections, clarifications or amplifications may be required. In such cases, only the approval of the Thesis Advisor will be necessary for final acceptance of the Thesis.

- "Major Revisions" in which case the candidate will be required to do a substantial amount of rewriting or additional writing, e.g., a new chapter. Here, a second oral defense will be required so that the entire Thesis Committee may be satisfied that the work has been done acceptably.

9. Publication - When the Thesis has been approved by the Thesis Committee and by the Core Faculty, it is bound according to requirements established by the University's Axinn Library. Degree candidates must deliver an original and at least three copies to be bound on 20-pound bond paper, free of corrections of any kind and with margins of 1.5 inches to the left and one inch margins at top, bottom and right. The title page, typed in the form shown on the following page, is to be signed where indicated by the three Thesis Committee members. The original and one copy remain in the Library's collection. One copy will be kept in the collection of the Master of Arts Program Administrator's Office. A third copy will be given to the student. While it is not required, some students choose to give an additional copy to the Thesis Advisor, as well.

The Master's Degree will not be awarded until these requirements are met. Failure to complete all Thesis mechanics (see page 24) will result in delays in degree conferral.

### ***SAMPLE TITLE PAGE***

**THE ROLE OF ANDRES SEGOVIA IN THE TWENTIETH-CENTURY REVIVAL  
OF THE CLASSIC GUITAR**

by

(student's name)

ADVISOR:

Dr. Howard Cinnamon  
Professor of Music  
Hofstra University

READERS:

Professor David C. Christman  
Dean of New College  
Associate Professor of Art History  
Hofstra University

Dr. Martha Hollander  
Assistant Professor of Art History  
Hofstra University

Presented in partial fulfillment of the requirements for the Master of Arts Program in Interdisciplinary Studies,  
New College, Hofstra University; May, 1996

Copyright 1996 (student's name)

## **APPENDIX II: THESIS MECHANICS**

In order for the Thesis to be reviewed and accepted, a degree candidate in the Master of Arts Program in Interdisciplinary Studies is required to follow the conventions of scholarship. Of the many excellent guides available, the Core Faculty calls attention to two in particular.

Gorn, Janice. Style Guide, Monarch Press, New York, 1973.

Turabian, Kate L. Manual for the Writers of Term Papers, Theses and Dissertations. University of Chicago Press, Chicago, 1973.

In preparing the finished Thesis, candidates for the Master's degree must observe these directions:

1. PAPER: The paper should be of good quality (20 lb. weight is suggested).
2. MARGINS: The left margin of all pages must be 1.5 inches to provide ample space for binding; margins at top, right and bottom of each page must be 1 inch.
3. TITLE PAGE: The title page must contain the signatures of the Thesis Committee members. This form is given to the Supervisor on the day of the oral defense of the Thesis.
4. ABSTRACT: One copy of the abstract is needed for each copy of the Thesis. The abstract *should not* exceed six hundred words.
5. MANDATORY COPIES: An original (a library requirement) plus three copies are mandatory. The original is required to be clean and totally free of noticeable corrections. The Program cannot provide photocopying from the original manuscript. Candidates are, therefore, required to seek their own copying services.
6. COPYRIGHTING: Copyrighting is optional. Arrangements for copyrighting are made by the student. For information contact:  
United States Copyright Office  
Library of Congress  
Washington, D.C. 20559
7. FEES FOR BINDING: For current fees, please see the Program Administrator.
8. PROCEDURE:
  - (A) The student pays the bindery fee to the Office of Financial and Academic Records and sends the receipt to the Master of Arts Program Administrator's Office.
  - (B) Before binding, all copies must be signed by the three Supervisors/Readers.
  - (C) The student may choose to *bring* the original and 3 copies of the accepted thesis to the binder (current name of vendor and address available in Program Office) or bring copies to the Program Office and have them picked up and delivered by binder for an additional fee of \$30.00.
  - (D) The Master of Arts degree cannot be officially conferred until these requirements are fulfilled.
  - (E) The original and one copy are placed in the library. One copy is given to the student, and the remaining copy is kept in the Master of Arts Program Office.

## **APPENDIX III: HUMAN SEXUALITY EMPHASIS**

The individualized, interdisciplinary curriculum of the Master of Arts Program is well suited to the study of Human Sexuality. This emphasis is meant to give the student a *beginning* graduate level study of sexuality education, counseling and therapy.

The goals of the program are for students to demonstrate basic knowledge and skills - regardless of career goals - in the following areas:

1. A historical perspective on sex education and sex therapy;
2. An understanding of reproductive biology, the sociology of sexual functioning and basic psychological principles of individual and interpersonal behavior;
3. Some knowledge of, and experience with, the techniques and skills of group dynamics, values clarification, decision making and general problem solving;
4. Basic counseling skills of both individual and group counseling, interview techniques and consultation;
5. A basic familiarity with statistics and research design (research skills are particularly emphasized, especially for those students primarily interested in sexuality research as a career goal);
6. A familiarity with the several forms of resource materials including bibliographies, audiovisuals, available sexual health services in clinics and agencies and the ability to critically evaluate these resources;
7. Knowledge of contemporary issues in human sexuality such as abortion, rape, pornography, life styles, etc. as well as related public laws.

The learning contracts and Thesis normally required for Human Sexuality students follow:  
(Note: each is modifiable according to student experience and interest.)

1. Sexuality Education which includes areas such as curriculum design, planning and implementing a sexuality program and evaluation and critical review of curricular materials.
2. Sexuality Counseling which includes theory and skills of counseling and problem solving for work with both individuals and groups (adolescent, abortion, dysfunction, rape, contraception, special need groups, etc.).
3. Professional Continuing Education Courses/Advanced Institutes which may include AASECT or professionally sponsored course work as well as participation in professional seminars, workshops or conferences.
4. Master's Theses are similar to those required of all MAP students since they must reflect the interdisciplinary nature of the study of Human Sexuality. For students primarily interested in sex counseling or therapy, a 200-hour internship may be incorporated into the Thesis component as a source of field research. This may be achieved by adding written reports, summaries, evaluations, etc., of the internship to the research Thesis.

MAP has been designed to meet *some* of the AASECT requirements for certification of sex educators, counselors or therapists. Students seeking certification from AASECT should contact the Association directly about membership or requirements.

**MASTER OF ARTS PROGRAM  
IN INTERDISCIPLINARY STUDIES  
AT NEW COLLEGE  
130 HOFSTRA UNIVERSITY  
HEMPSTEAD, NY 11549**

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Hempstead, NY 11549**

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