

ADDENDUM

to General Bulletin

2000-2001

LUCTOR ET EMERGO

**NEW COLLEGE
OF HOFSTRA UNIVERSITY**
Hempstead, New York

ADDENDUM
to **General Bulletin**

2000-2001

LUCTOR ET EMERGO

NEW COLLEGE
OF HOFSTRA UNIVERSITY
Hempstead, New York

Copyright 2000

TABLE OF CONTENTS

PROLOGUE

1

THE NEW COLLEGE BACHELOR OF ARTS PROGRAM

New College Motto	2
New College Today	3
Graduation Requirements	4
The Academic Year	4
Individual Projects	5
Off-Campus Education	5
Areas of Study	6

NEW COLLEGE EDUCATIONAL RESOURCES

7	
Advisement	7
University Resources	7
Tuition	
7	

THE NEW COLLEGE WRITING PROGRAM

Expository Writing	8-9
Exit Essay Evaluations	10
Scholarly Writing	11

NEW COLLEGE STATEMENT ON ACADEMIC HONESTY

12

ACADEMIC EVALUATION, AWARDS AND STUDENT STATUS

Grading System	13-14
Scholarships and Financial Aid	15
Retention and Probation	16
Completion Ratio	17
Progress Grades	18
Grade-Point Average	18-19
Restrictions on Registration	19
Timely and Orderly Satisfaction of College and Area Graduation Requirements	19
Dean's List	20
New College Honors	21
University Honor Societies	22

GENERAL REQUIREMENTS FOR GRADUATION FROM NEW COLLEGE

23-25	
Transfer Students	26
For Students Entering Fall, 1998 and after	27-28

CREATIVE STUDIES

Area Requirements	29-30
Optional Fine Arts Focus	31
Optional Theater Arts Focus	32
Optional Writing Arts Focus	33
Optional Dance Arts Focus	34

TABLE OF CONTENTS (continued)

HUMANITIES

Area Requirements	37-38
Student-Initiated Projects in Humanities	39
Humanities Faculty	40

INTERDISCIPLINARY STUDIES

Area Requirements	41
Focus in American Civilization	42
Focus in Cognitive Sciences	43-44
Focus in Communication and Society	45
Focus in Family Studies	46-47
Focus in Human Development	48
Focus in International Studies	49-50
Focus in Women's Studies	51
Student-Initiated Projects in Interdisciplinary Studies	52

NATURAL SCIENCE

Area Requirements	53-54
Optional Pre-Medical Elective Focus	55
Optional Pre-Physical Therapy Focus	55
Student-Initiated Projects in Natural Science	56
Natural Science Faculty	57

SOCIAL SCIENCE

Area Requirements	58
Optional Pre-Legal Elective Focus	59
Student-Initiated Projects in Social Science	60
Social Science Faculty	61-62

ELECTIVE STUDIES AND FOCI

Elementary Education/Child Study Focus	63-65
--	-------

APPENDIX A: ADDITIONAL MODES OF LEARNING	66
--	----

APPENDIX B: OFF-CAMPUS EDUCATION - DOMESTIC PROGRAMS	67
--	----

APPENDIX C: OFF-CAMPUS EDUCATION - INTERNATIONAL PROGRAMS	68-70
---	-------

APPENDIX D: UNIVERSITY WITHOUT WALLS	71-72
--------------------------------------	-------

APPENDIX E: MASTER OF ARTS PROGRAM IN INTERDISCIPLINARY STUDIES	73
---	----

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 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.

THE NEW COLLEGE BACHELOR OF ARTS PROGRAM

18 August, 1987

To: The New College Faculty

From: The Self-Assessment Committee

MOTION TO ADOPT A NEW COLLEGE MOTTO

Whereas Hofstra University celebrates its Dutch heritage in many ways, and
Whereas New College is a significant component of Hofstra University, and
Whereas the New College gonfalon features the Coat of Arms of Zeeland (Sea Land), showing a rei lion rampant emerging from (not sinking into) the sea, and
Whereas Zeeland is the smallest in population of the Dutch provinces, and
Whereas much of Zeeland has been reclaimed from the sea, and its history has been marked by permanent struggle against the sea, and
Whereas Zeeland's motto is "Luctor et emergo," "I struggle and emerge," and
Whereas New College is small in population, and
Whereas the history of New College has been marked by a permanent struggle against the sea of conventionality,
Be it resolved that New College adopt Zeeland's motto, "Luctor et emergo," as descriptive of its own situation and history.

THE NEW COLLEGE BACHELOR OF ARTS PROGRAM

New College, Today

Hofstra has educated in the Liberal Arts since 1935. In 1959, with support from the Ford Foundation, Hofstra founded New College to develop new ways to achieve traditional Liberal Arts goals. Among its accomplishments since, New College has pioneered in the development of Off-Campus Education, intensive 8-week courses, individual student projects and cross-disciplinary approaches to fundamental human questions.

In 1965, New College became Hofstra's second, degree-granting Liberal Arts college. Thus, Hofstra is one of the few universities in the country whose commitment to the Liberal Arts is so firm that it offers two routes to the B.A. degree: a traditional one at the Hofstra College of Liberal Arts and Sciences and an innovative one at New College.

New College is small by design. Classes are small; friendships form easily. New College can offer its students all the advantages of a large, sophisticated university -- including, for example, Hofstra's superb 1,400,000 volume libraries -- along with the closeness of a small Liberal Arts college.

New College students use the entire University as a resource for learning. They enroll in courses in the other colleges, just as students from the entire University enroll in New College courses. In addition, professors from other Hofstra academic units and from the metropolitan community regularly teach courses at New College.

At New College, the faculty and academic fields are organized into four Areas -- Creative Studies, Humanities, Natural Sciences and Social Sciences -- instead of into 20-25 Departments. Students at New College do not select a traditional departmental major; rather, they concentrate in an Area. **CREATIVE STUDIES** center on the making of concrete re-creations of aspects of the human experience; the **HUMANITIES** concern themselves with imaginative representations and thoughtful interpretations of the human experience; the **NATURAL SCIENCES** describe and analyze phenomena in the physical universe; the **SOCIAL SCIENCES** describe and analyze aspects of the human social experience. This organization of the traditional academic disciplines into Areas greatly increases communication among professors of the different disciplines and gives undergraduate education at New College a distinctively interdisciplinary character: faculty and students are always alert to connections between their own and other disciplines. Students who wish to develop an undergraduate program of study which explores some topic from a variety of disciplinary perspectives may concentrate in a fifth area, **INTERDISCIPLINARY STUDIES**.

One of the principle differences then, between New College and most Liberal Arts colleges is that New College fosters interdisciplinary breadth and discourages unnecessary or premature overspecialization.

THE NEW COLLEGE BACHELOR OF ARTS PROGRAM

Graduation Requirements

One hundred and twenty credits are needed to receive the B.A. degree from Hofstra University through New College. Forty of these are required College seminars and general courses in Areas other than the student's own; forty are in the student's chosen Area, and forty are electives. Graduates of New College, consequently, are acquainted with the broad spectrum of human knowledge and endeavor, have done some concentrated work in one Area of that spectrum, and have studied a variety of subjects elected out of intellectual curiosity.

The Academic Year

For over twenty years, New College has used the intensive, four-credit course as its characteristic offering. New College divides the traditional, fifteen-week semester into two halves or sessions. In each seven-and-a-half week Session, courses meet four days a week, ninety-five minutes a day, or six hours and twenty minutes a week. Most Wednesdays at New College are class-free days for intensive reading, writing, study and research.

Most students enroll in two four-credit courses a Session, or sixteen credits (four courses) a Semester.

This academic calendar allows students to concentrate their attention and energies. Instead of spreading their efforts over four or five courses at a time, they usually focus on only two. This academic calendar also adds variety to the student's intellectual life; midway through a semester, when other students are taking midterm examinations, New College students are beginning new work.

Since certain subject matter is more appropriate for semester-length exposure, New College offers some semester-length courses as well as an array of two-credit, special seminars of varied length.

THE NEW COLLEGE BACHELOR OF ARTS PROGRAM MODES OF LEARNING

Course work is not the only mode of learning available to New College students.

Individual Projects

Students may pursue specific subjects of inquiry which are not included in the published New College and Hofstra University curriculum through Individual Projects. Arrangements are simple. After the student's proposal and registration are approved, the student meets with the faculty member who can nurture his or her study. The two finally agree on the scope of the project, a timetable, the product or products to be submitted and the procedure for evaluation. The two meet regularly during the term of the Project, also agreed upon by the student and faculty member, but not to exceed one semester.

Off-Campus Education

Since 1970, New College has offered its students the option of Off-Campus Education. Hundreds of students have pursued educational and pre-professional goals for academic credit in hospitals, law offices, public service agencies, galleries, theaters, broadcasting studios, legislatures, scientific laboratories and in study abroad. The Off-Campus Education Program is supervised by a New College faculty committee. Carefully prepared proposals are submitted to the Committee for consideration during the semester prior to the proposed Off-Campus project. Clearly stated learning objectives, a good fit between those objectives and off-campus site activities as well as student preparation for work at the site are the principal criteria applied by the Committee when evaluating proposals.

While at the site, the student must keep a Journal -- a record not only of activities, but also of reflections, insights, critical incidents, illustrative anecdotes, intellectual discoveries, all of which are related to the learning process and to what is learned. A New College or Hofstra faculty member maintains contact with each student involved in an Off-Campus project.

A Basic Learning Report is required at the conclusion of all Off-Campus projects. The Report is a written, reflective statement of what and how the student learned. Without a carefully and regularly kept Journal, the student cannot write an adequate Learning Report. A scholarly research paper or series of papers related to, or drawn from, the student's off-campus activities is frequently required. For additional information about Off-Campus Education, see Appendix B of this Addendum.

**THE NEW COLLEGE BACHELOR OF ARTS PROGRAM
AREAS OF STUDY**

CREATIVE STUDIES

Dance Arts
Fine Arts
Writing Arts
Theater Arts

HUMANITIES

Art History
Cultural Anthropology
Dramatic Literature
Literature
Philosophy

INTERDISCIPLINARY STUDIES NATURAL SCIENCE SOCIAL SCIENCE

American Civilization
Cognitive Science
Communication & Society
Family Studies
International Studies
Women's Studies
Human Development

Biology
Chemistry
Mathematics
Physical Science

Economics
History
Linguistics
Political Science
Political Philosophy
Psychology
Sociology

In addition to completing a concentration in one of these Areas, students may complete an Elective Focus in a secondary Area or discipline under the direct supervision of a New College Area Coordinator or designate. Also, as a complement to any of the Area programs, New College advises students into an Elective Focus in Elementary Education which leads to Provisional Certification as an elementary teacher in New York State. For further information on New College foci, please see the sections on New College Areas.

NEW COLLEGE EDUCATIONAL RESOURCES

New College students are encouraged to take full advantage of the educational resources available to them as members of the Hofstra University community. Equal to its commitment to the Liberal Arts is New College's commitment to the service of individual students through advisement, access to University resources, and a unique calendar and tuition policy. The New College Writing Program is a resource for the development of communication skills.

Advisement

All institutions of higher education offer forms of advisement and counseling. New College intends its academic advisement to be as close and informed as only a small college's can be, but augmented by New College's presence within Hofstra University. Students are initially assigned a faculty advisor but may choose a different advisor as their academic interests become more defined. New College faculty offices and records are located within Roosevelt Hall, thus facilitating student access to advisors for conference, registration and general information about the College, the University and programs of study.

University Resources

As members of the Hofstra University community, New College students have full access to University resources. These include undergraduate courses at the Hofstra College of Liberal Arts and Sciences (HCLAS) and the Schools of Business, Education and Allied Human Services and Communication; opportunities for student-initiated projects supervised by faculty other than New College faculty; full use of the University's excellent library, computer facilities, swimming pool and music listening rooms; and the full range of student services provided through the Dean of Students Office, Counseling Center, Residential Life Office, Health Center, Financial Aid Office and Career Placement Services.

Tuition

The tuition policy of New College supports its flexible, individualized programs of study and its various modes of learning. Students registering as full-time (a minimum of 12 credits attempted per semester) are billed a fixed tuition amount. This entitles the student to register for 12 to 20 credits a semester. Students must secure the permission of the Dean of New College to register for more than 18 hours a semester. Students must pay per credit for credits in excess of 20 a semester. Students registering for fewer than 12 s.h. will be billed at the University's part-time, per credit rate. This tuition policy provides New College students with a wide range of educational choices within a fixed tuition amount.

THE NEW COLLEGE WRITING PROGRAM

A Statement of Goals

The Writing Program at New College has two purposes. First, it aims to help students write clearly and correctly to meet their academic requirements and postgraduate needs. The second purpose is to instill a sense that written language is not just a way of reporting academic knowledge and opinion, but also is a means of organizing one's own thoughts and feelings and of communicating them effectively to others. Writing is an art which, like all the arts, is a mode of self-discovery and self-expression: a way of identifying what one thinks and feels and of marshalling those insights and recognitions into an order which enables others to share them.

A Summary

The New College Writing Standard has two components: expository and scholarly writing. Both forms of writing are expected to be clear, grammatically correct, and well organized. In scholarly writing, students are expected to develop the ability to locate, use, interpret and document appropriate library and other sources.

Expository Writing

The New College Writing Program is designed to help all students write as well as they possibly can. Expository writing -- writing that explains, analyzes, clarifies -- is central to many of the courses at the College. Several of these courses have been chosen to introduce the Writing Program and to help students develop their writing skills. An Introduction to the Liberal Arts is the first course in this series. Freshmen writing workshops and the writing intensive discipline-based courses for juniors and seniors follow. In each of these courses, students are given the opportunity to write an exit essay which will be evaluated by the instructors of these courses and members of the New College Writing Committee. These evaluations (which are described on pg. 11) enable students to monitor their development as writers. When students satisfactorily complete these courses and write exit essays that are given evaluations of #5, they have fulfilled the expository writing component of the New College Writing Program.

Students who have difficulties completing this part of the Writing Program can receive additional help from the faculty. They may be advised to register in one or more New College courses emphasizing writing or to sign up for tutorial work under the supervision of a faculty member.

The Freshman Year

Freshmen take An Introduction to the Liberal Arts in the fall semester and a writing workshop, either the Combined Writing Workshop or The Essay, in the spring. In these courses, the Writing Program essay enables students to work on their writing and to monitor their progress as writers. (Students who have successfully completed the Combined Writing Workshop or The Essay have completed the workshop component of the Expository Writing Requirement.) An Introduction to the Liberal Arts also introduces students to scholarly research.

The Sophomore Year

Not all students will be able to meet the collegiate standard for expository writing in their first year. Therefore, a Sophomore Exit Essay is offered. This essay enables students to monitor their progress as writers and to learn what they need to work on to improve their writing. For Aspect II (see page 12), the Sophomore Seminar, Main Ideas in the Western Tradition, offers students the opportunity to learn about scholarly research and to write a paper that may fulfill part of this requirement.

The Junior Year

Students take a discipline-based course that emphasizes writing. This type of course is named a thematic writing course. An exit essay is offered for students who have not yet received an evaluation of #5 or WE. For Aspect II, the Upper Level Seminar offers students the opportunity to do scholarly research and to write a paper that may fulfill part of this requirement.

The Senior Year

Students who have not completed the exit essay requirement should make every effort to do so during the first semester of their senior year. Those who have specific difficulties may register for Writing Without Tears. Students should complete the Scholarly Writing Requirement before they register for their senior thesis.

1998 New College Freshmen:

Students entering New College as freshmen in 1998 follow the program as outlined above.

1997 New College Freshmen:

Students who entered New College as freshmen in 1997 are expected to have completed the freshman component of this program. In order to complete the full expository writing requirement, they have to demonstrate that they can write an essay that will receive an evaluation of #5. If they have not done so in their freshman courses, they may sign up for the Spring, 1999 Exit Essay or enroll in an upper-level writing intensive discipline-based course. If necessary, they may complete their expository writing requirement as indicated below for students entering before 1996.

1996 New College Freshmen:

Students who entered New College as freshmen in 1996 have completed the course work for the freshman component of this program. In order to complete the full expository writing requirement, they may have to demonstrate that they can write an essay that will receive an evaluation of #5. As juniors or seniors, they are welcome to enroll in the writing intensive discipline-based courses or to complete their expository writing requirement as indicated below for students entering before 1996.

New College Freshmen before 1996:

Students who entered before 1996 have a variety of opportunities to write their Exit Essays. These are noted on the New College calendar and posted on the Writing Program bulletin board outside Room 203, Roosevelt Hall.

Transfers to New College:

Students who transfer to New College after earning 30 credits elsewhere are required to take a writing intensive course and to write a satisfactory Exit Essay (an essay that is given a #5 evaluation) in order to complete the expository writing requirement. They may, of course, also choose to register for a writing workshop.

WRITING PROGRAM: EXIT ESSAY EVALUATIONS

Level Five

- *There is a clear understanding of the essay form.
- *The structure of the essay is clear. The structure reflects, in some way, how the ideas were developed.
- *The ideas are developed.
- *There is a good sense of language and syntax.
- *The essay is generally free from mechanical or grammatical errors and errors in diction.

Level Four

- *There is some understanding of the essay form.
- *The structure of the essay is clear, but there may be difficulties with specific elements.
- *The ideas are fairly well developed.
- *The essay has few mechanical or grammatical errors and errors in diction.

Level Three

- *There is some sense of how to go about writing an essay.
- *There may be some difficulties with the structure of the essay.
- *The ideas may not be fully developed or the focus of the essay may be somewhat unclear.
- *The essay may contain a few mechanical or grammatical errors and errors in diction.

Level Two

- *There is some difficulty with the idea of the essay.
- *The essay lacks a clear structure.
- *The ideas are poorly developed.
- *There are mechanical and grammatical errors and errors in diction. The language is unclear.

Level One

- *The sense of what an essay is about is missing.
- *The essay does not seem to have a structure.
- *The ideas are not developed.
- *The essay lacks a clear focus.
- *There is a poor sense of language and syntax.
- *There are a significant number of mechanical and grammatical errors and errors in diction. The language is unclear.

WRITING PROGRAM: WRITING STANDARD

Scholarly Writing

Students normally demonstrate their ability to locate, use, interpret, and document appropriate library and other sources through satisfactorily written research papers submitted to the New College faculty. When two New College faculty members agree that a student has demonstrated such scholarly ability through the submission of two different papers, the student will have satisfied this requirement, and this accomplishment will be noted on the student's official record.

Students begin learning research skills in their Freshman Seminars. They are given opportunities to write research papers in their Sophomore and Junior Seminars and in many advanced courses. A course in Library Research is also offered occasionally.

Procedure

1. At the completion of a New College course in which a library research paper is required, the New College faculty member will list (on the Grade Summary Sheet) those students whose writing has satisfied this requirement. If a paper is submitted late, it is the student's responsibility to ask the faculty member to inform the New College Writing Coordinator if the paper meets the standard for scholarly writing;
2. Library papers written for courses given outside of New College or for courses given within New College by part-time faculty may be considered for this requirement after they have been evaluated by the instructors of these courses. Students should submit these papers to the New College Area Coordinator whose concentration (Humanities, Social Sciences, Natural Sciences, Creative Studies) is closest to the subject matter of the paper. The Coordinator will assign the paper to a member of the New College faculty who will determine whether it meets this requirement;
3. In a course for which no library paper is required, students may request that the instructor assign a library paper as part of, or in addition to, regular class assignments. The instructor will decide whether or not such a paper will be useful in that particular course.

Students normally satisfy the scholarly aspect of the standard as they progress towards meeting all requirements for the Bachelor of Arts degree at New College. A student may not undertake work on a Senior Project until this requirement has been satisfied.

STUDENT STATUS

Students not making satisfactory progress towards meeting either aspect of the Writing Standard, or who fall below the requisite level after satisfying either aspect, are subject to a change of student status from "good academic standing" to "probation" and/or "continuance with restrictions on registration." Students with probationary status are not recommended for the award of the Bachelor of Arts degree by the faculty and Dean of New College.

NEW COLLEGE STATEMENT ON ACADEMIC HONESTY

New College is a community of scholars within Hofstra University dedicated to the acquisition and transmission of knowledge. Each member of this community has an obligation to uphold the intellectual standards which make learning and education valuable and effective. Faculty are obliged to try to communicate intellectual standards as well as knowledge and respect for knowledge. Students are obliged both to respect knowledge for its own sake and to respect themselves as intellectual beings. The role of students in education is an active one; students are responsible for preparing and submitting their own work. Students who steal work or cheat in any way on exams or assignments are invalidating their own education and raising serious questions about their rights to remain members of the University community.

When confronted with an instance of apparent dishonesty, and before confronting the student, an instructor may consult with other faculty and the Area Coordinator. The instructor may want guidance, and the student may have a history which suggests a tendency towards dishonesty.

The instructor should meet with the student, explain the nature of the apparent offense and inquire into the student's knowledge of its character and seriousness as well as the student's motivation.

The instructor should consider such matters as whether the offense was blatant or petty, a result of ignorance, carelessness or malice. Instructor and student together should seek a solution to the problem. That solution might take the form of supplying documentation in correct form, or rewriting the paper correctly, or retaking an examination. If no solution can be found, the instructor may award a grade of "F" on the assignment, or if the offense is blatant and malicious, a grade of "F" in the course.

Punitive action taken by the instructor should be reported to the Dean of New College.

If the punitive action is an "F" in the course, the Dean of New College will report this action to the offices of the Provost and the Dean of Students.

All research writing assignments shall cite the New College Writing Program Manual as the authority for form and documentation.

ACADEMIC EVALUATION, AWARDS AND STUDENT STATUS

Grading System

The New College grading system is designed to contribute to the College's goals of an intensive, individualized, Liberal Arts education. Two grading systems are available to students and faculty: traditional letter grades, at times augmented by plus or minus designations; and a Pass/Fail system.

The grades displayed below, with their grade point values, meet or exceed the minimum cumulative grade point average required for an undergraduate degree from Hofstra University through New College:

A	(4.0)	Excellent Performance
A-	(3.7)	
B+	(3.3)	
B	(3.0)	Superior Performance
B-	(2.7)	
C+	(2.3)	
C	(2.0)	Satisfactory Performance (Minimum Cumulative Grade Point Average required to receive an undergraduate degree from Hofstra University.)
PASS (P)		Satisfactory or Higher Performance

These grades displayed below, with their grade point values, do not meet the minimum cumulative grade point average required for an undergraduate degree:

C-	(1.7)	Less Than Satisfactory Performance
D	(1.0)	
F	(0.0)	Failing Performance

***NOTE THAT THE NEW COLLEGE PASS/FAIL GRADE REQUIRES THE "P" (PASS) GRADE TO BE AT THE LEVEL OF "C" OR BETTER. WITH THE P/F OPTION, A "C-" EQUATES TO AN "F" (FAILURE).**

ACADEMIC EVALUATION, AWARDS AND STUDENT STATUS

In most New College courses, the student determines which of the two grading systems will be employed by no later than the end of the first half of the course. Some courses, because of their content or style, may be restricted to one system only.

Both grading systems are complemented by transcribed, alternate designations of "Incomplete" ("INC"), "No Credit" ("NCR") and Progress ("PR").

INC: The period of evaluation is extended, at the instructor's discretion, **to a date no later than the midpoint of the subsequent New College Session.** If not changed by the instructor, the "INC" grade automatically is considered to be an "NCR." (See below for the effect of INC/NCR grades on student status.)

PR: Before or at the end of a course [as well as during the period of the "INC" (See above)], students may enter into a Progress (PR) Contract with the course's instructor at the discretion of the instructor (through a grade change if INC.) **This extension shall not exceed a limit of one year.** The PR Contract shall specify the nature of the work remaining, the form of the final evaluation of that work, and the final date for completion of the Contract, which will coincide with the end of a New College Session. If the terms of the Contract are satisfied, the "PR" designation is removed from the student's official record, and the appropriate grade is entered. If the terms of the Contract are not satisfied, a grade of "F" can be entered in the student's record through a Change-of-Grade submitted by the instructor. "PR" designations may result in specific advisement to restrict the number of credits attempted in subsequent Sessions. It should be noted that the accumulation of "PR" grades is not without effect on student academic standing (see "Retention and Probation" below). PR Contract Proposal Forms are available at the New College Office and are prepared with and filed by the instructor.

NCR: Student has elected, after the first half of the course but before the final evaluation in the course, to receive no evaluation of mastery of course content. This election results in the official designation of "NCR" (No Credit) for participation in the course. "INC" and "PR" grades not resolved within their normal times are considered to be "NCR" grades. It should be noted that "NCR" grades are not without effect on student academic standing (see "Retention and Probation" below). In extraordinary cases and with the permission of the Dean of New College, an instructor may award an "NCR" grade. (N.B. During the first half of a New College course, students are free to withdraw without an official record notation.)

If a student has failed to complete a New College requirement, or receives a "PR," "INC" or "NCR" in any of them, the Dean of New College may prevent the student from attempting additional credits.

W: Withdrawn, only available to students who completely withdraw from all courses, or by special permission of the Dean.

New College students are not allowed to withdraw (with a "W" grade) from an individual New College course beyond the midpoint of the Session or semester.

ACADEMIC EVALUATION, AWARDS AND STUDENT STATUS

Whenever feasible, grades given by the New College faculty are accompanied by a written evaluation

noting student strengths and weaknesses. The faculty member supervising the course prepares the evaluation and is available to discuss it with the student. Students who wish to take exception to a faculty evaluation may do so in writing. Maintenance and review of these evaluations make it possible for the student's advisor to provide more knowledgeable and sensitive advisement, since the student's growth and developing needs are more apparent in such records than they are in a list of grades.

New College is concerned not only with evaluating its students, but with evaluating itself. Students routinely evaluate courses at the conclusion of each Session. The evaluations are used by the faculty to improve its teaching and to prepare and revise subsequent curricula. New College will continue to explore ways of self-assessment in order to assure the best educational environment for all its members.

Scholarships and Financial Aid

New College students are eligible for financial aid on the same basis as other Hofstra students. Financial aid may be awarded on the basis of academic quality, personal need and, in some cases, proficiency in a special area.

In general, eligibility for financial awards for meritorious academic performance or personal need are based on a minimum GPA (cumulative Grade-Point Average) or are judgmental if the student has taken a substantial number of Pass/Fail courses (which are not computed in determining the GPA). The minimum GPA requirement varies with the number of completed credits and with the basis on which the University originally granted financial aid (academic merit or personal need).

Judgmental awards for both merit and need are based on traditional grades, the faculty's written evaluations of the student's performance, consultation with the student's faculty and advisor and other pertinent information. The student's performance and potential are also considered.

For additional information about Financial Aid and Scholarships, please consult the **HOFSTRA UNIVERSITY GENERAL BULLETIN**.

ACADEMIC EVALUATION, AWARDS AND STUDENT STATUS RETENTION AND PROBATION

The New College faculty reserves the right to review student progress periodically and to make recommendations to the Dean of New College and the University about student status. A decision is made for each student in terms of one of the following categories:

- Retention in good standing,
- Retention on academic probation,
- Restrictions on registration,
- Dismissal.

Data used to determine the student's status include:

- Completion Ratio: ratio of credits successfully completed to credits attempted
(includes INCs, NCRs and F grades),
- Number of Progress (PR) credits outstanding,
- Grade-Point Average (GPA),
- Timely and orderly satisfaction of both College and Area requirements.

The effect of each of these variables is explained below. A student must meet the **minimum** standards under each of the criteria to be eligible for Retention in Good Standing.

ACADEMIC EVALUATION, AWARDS AND STUDENT STATUS

Completion Ratio

A student will be Retained in Good Standing if the student's academic performance indicates substantial progress towards the attainment of the degree. This progress is partly defined in terms of the number of credits attempted. The Completion Ratio Schedule appears below:

Credits Attempted

(includes NCR grades, "F" grades
and past due-date INC and PR grades)

Minimum Credits Satisfactorily Completed

4.....	0
8.....	4
12.....	8
16.....	8
20.....	12
24.....	16
28.....	16
32.....	20
36.....	24
40.....	24
44.....	28
48.....	32
52.....	32
56.....	36
60.....	40
64.....	40
68.....	44
72.....	48
76.....	48
80.....	52
84.....	56
88.....	60
92.....	60
96.....	64
100.....	68
104.....	72
108.....	76
112.....	76
116.....	80

Beyond 116 attempted credits, the ratio of completed credits to attempted credits must minimally be in excess of 75 percent.

A student will be placed in the category of "retention on ACADEMIC PROBATION" when the student is 4 s.h. or less above the "minimum credits" level according to the Completion Ratio Schedule.

Students who fail to maintain a satisfactory completion ratio as shown in the table above are SUBJECT TO DISMISSAL from the College.

ACADEMIC EVALUATION, AWARDS AND STUDENT STATUS

Progress Grades

Assuming that all other criteria have been met, if, at any time, a student has eleven credits or fewer of pending Progress Grades (PR), the student will be retained in good standing, but may be subject to restrictions on registration (see below).

If, at any time, a student has between 12 and 19 credits of PR grades, the student is subject to academic probation and restrictions on registration.

If, at any time, a student has 20 credits or more of PR's outstanding, the student is subject to dismissal from the College.

Grade-Point Average

When a student has elected traditional letter grades (A, B, C, D, or F) for 24 credits, the University standards for GPA are invoked as additional, minimal indices for determining retention, probation or dismissal under the following conditions:

A. When 50 percent or more of a student's credits are letter grades:

A student is subject to dismissal from the College if the student has:

- attempted 24-57 credits and has a GPA below 1.5;
- attempted 58-87 credits and has a GPA below 1.7;
- attempted 88 or more credits and has a GPA below 1.9.

Retention status for students who have taken less than 50 percent of their credits, but more than 24 credits, for letter grades and who have a GPA less than 1.9 will be reviewed on a judgmental basis.

B. University Probation Standards -- Undergraduate

1. A full-time or part-time student will be placed on probation at the end of any semester in which his or her cumulative grade-point average is less than 2.0 but above the University's minimum retention standards.
2. All students placed on probation will receive a letter from the Office of Financial and Academic Records informing them of their probationary status and warning them that they must raise their grade-point average to 2.0 or above. The letter will explain the consequences of failing to raise the grade-point average to 2.0 or above.
3. Students placed on probation will be required to meet with an advisor in the Advisement Office as soon as possible to discuss their standing. When they meet with the advisor, they will be informed of the support services available and the average they must achieve to raise their grade-point average to at least 2.0. Students will also be reminded that if their grade-point average drops further, they are in danger of being dismissed from the University.
4. Students who fail to meet with an advisor in the Advisement Office will not be allowed to register subsequently until they do.

ACADEMIC EVALUATION, AWARDS AND STUDENT STATUS

5. Students will be on academic probation as long as their cumulative grade-point average remains below 2.0 and is above the University's minimum retention standards. They will continue to be subject to all the requirements of students on academic probation.
6. After completing 88 semester hours, students whose cumulative grade-point average is below 2.0 for two subsequent consecutive regular semesters will be dismissed from the University. Students who have been dropped may appeal to the Academic Records Committee only through the Office of University Advisement.
7. A full-time student on academic probation may carry no more than 15 semester hours (16 if the student is taking one or more four-credit courses). A part-time student on academic probation may carry no more than 6 semester hours (7 if the student is taking a 4-credit course, or 8 if the student is enrolled in New College).
8. Students on academic probation may not elect an optional Pass/D+/D/Fail grade.
9. When appropriate, students admitted to the University through a special academic program will be exempted from these probation criteria until they are released from the program.

Restrictions on Registration

Any student may be prevented by the Dean of New College from registering for more than a fixed amount of credits if two or more PR's (8 s.h.) are outstanding in a given Session; or if it is felt that the amount of the student's course work should be limited in the student's own interest; or if the student is not satisfying graduation requirements in a timely and orderly manner.

Timely and Orderly Satisfaction of College and Area Graduation Requirements

Students must satisfy both College and Area Graduation Requirements in a timely and orderly manner. Students failing to do so are subject to dismissal from the College and the University or to a change in student status from "good academic standing" to "academic probation" or "restrictions on registration."

Students placed on academic probation or subject to dismissal from the College and/or the University will be informed in writing of their status and of the procedure for appeal of that status.

ACADEMIC EVALUATION, AWARDS AND STUDENT STATUS

DEAN'S LIST

At the end of each academic year, students in good standing whose records demonstrate outstanding academic performance for that year are recommended for placement on the New College Dean's List.

In general, this honor is either on the basis of GPA or on the basis of judgment if the student has a substantial number of Pass/Fail credits or has "restrictions on registration." These are the criteria for placement on the Dean's List:

Grade-Point Average

Recommendation will be made for students with at least 50 percent, and at least 16, of the year's completed credits for letter grades; without "restrictions on registration"; and with a GPA of at least 3.3 for the Freshman Year and 3.4 thereafter. This University minimum required GPA is raised by an increment of .01 for each Pass/Fail credit a student has earned up to a maximum GPA of 3.45 for the Freshman Year and 3.56 thereafter. Unresolved Inc. grades may inhibit a student's placement on the Dean's List.

Judgmental Recommendation

Judgmental recommendation will be made for students with less than 50 percent, or fewer than 16, of the year's completed credits for letter grades, and for students with "restrictions on registration" but otherwise qualifying for Dean's List. Bases for judgmental recommendations include letter grades, written faculty evaluations of the student's academic performance, consultation with the student's teachers and advisor and other pertinent information. Students may be nominated for judgmental recommendation by themselves, their instructors or their advisors. They may decline nomination or placement. Unresolved Inc. grades may inhibit a student's placement on the Dean's List.

ACADEMIC EVALUATION, AWARDS AND STUDENT STATUS

NEW COLLEGE HONORS

To reflect New College's interdisciplinary character and to acknowledge students whose advanced academic work reflects this character in an exemplary manner, the Dean of New College administers New College Honors for the five Areas of study: Creative Studies, Humanities, Interdisciplinary Studies, Natural Sciences and Social Sciences.

Initial eligibility is achieved when students earn a grade of "A" in the required Upper Level Seminar or achieve a GPA of 3.4 by the end of the Sophomore Year (or, for transfer students, by the end of the Junior Year). Such students are invited to participate in an Individual Honors Project for a minimum of 1 s.h. with a member of the New College faculty. This Honors Project is intended to prepare students for the interdisciplinary context of their "Honors" Senior Projects. Students earning an "A" in the Honors Project and a positive recommendation from their faculty supervisor will be eligible for New College Honors.

The last phase of the New College Honors Program is the preparation, completion and "defense" of the Senior Project. If the Senior Project merits an "A" and is positively recommended by the faculty supervisor (and consultant or reader), the student will be invited to make an oral defense of the Project before an interdisciplinary team of at least three faculty members. After the oral defense, the faculty examiners may recommend to the Dean of New College the award of New College Honors in the student's Area. An important consideration of the faculty in recommending Honors is evidence of the student's capacity for interdisciplinary thought.

ACADEMIC EVALUATION, AWARDS AND STUDENT STATUS

UNIVERSITY HONOR SOCIETIES

For information about undergraduate Honor Societies at Hofstra University, please consult the HOFSTRA UNIVERSITY GENERAL BULLETIN.

Advanced New College students may also have an interest in eligibility standards for the Hofstra chapter of Phi Beta Kappa and/or Pi Gamma Mu.

Phi Beta Kappa

Phi Beta Kappa is a national honor society recognizing students with outstanding academic performance in the liberal arts and high moral character. Requirements are as follows:

General

- * Outstanding scholarship
- * Good character
- * Breadth of academic program

Specific

- * 90 credits in Liberal Arts courses.
- * No more than 9 credits in optional Pass/Fail courses.
(Mandatory Pass/Fail credits are not counted in this total.)
- * At least 60 s.h. of work at Hofstra University by the time of graduation.
- * Satisfaction of the B.A. Language Requirement of the Hofstra College of Liberal Arts and Sciences. (See HOFSTRA UNIVERSITY GENERAL BULLETIN.)
- * At least one semester (3 s.h.) of Mathematics.
- * At least one semester (3 s.h.) of Natural Science.
- * At least one year (6 s.h.) of Literature.
(English, Comparative Literature, Literature in Translation and advanced courses in a foreign language may be counted in this total).
- * At least one semester (3 s.h.) of Philosophy.

Pi Gamma Mu, an International Social Science Honor Society

The purpose of this society, as its name indicates (*Polities Gnoseos Mathetae*), is to study the social sciences. More specifically, it aims to reward interest and achievement in the college study of the social sciences by conferring membership upon those who have thus distinguished themselves. Pi Gamma Mu endeavors to inspire in its honored members social service to humanity and life interest in the study of human association. It seeks also a synthesis of all branches of social science into a philosophy of human society and human welfare. By such aims and ideals, it seeks to make its contribution to the world in which we live.

A junior, senior or graduate student in the upper 35% of the class (i.e., cumulative G.P.A. of 3.0) and who has at least 20 semester hours combined in more than one of the five core areas (history, political science, economics, sociology/anthropology, international relations) and/or in some other social science disciplines (such as social psychology, criminal justice or geography) with a grade point average in the social sciences of at least 3.3 is eligible. When these criteria are met, such a person may be invited or may petition to join an active chapter of Pi Gamma Mu.

A member of the faculty and administration may also become a member of a collegiate chapter. For additional information, please consult the New College Dean's Office.

GENERAL REQUIREMENTS FOR GRADUATION FROM NEW COLLEGE

1. Successful completion of a minimum of 120 s.h.: 40 s.h. of Area Requirements, 40 s.h. of College Requirements, and 40 s.h. of Electives. At least 90 of these 120 s.h. must be in the Liberal Arts (see HOFSTRA UNIVERSITY GENERAL BULLETIN). No more than 40 s.h. may be taken in a single discipline.

A. Successful and sequential completion of 40 s.h. of courses required by one of the five New College Areas (Creative Studies, Humanities, Interdisciplinary Studies, Natural Sciences, Social Sciences). See individual Area requirements below.

B. Successful and timely completion of 40 s.h. of College Requirements:

i.	Introduction to the Liberal Arts	4 s.h. (Freshman Year)
ii.	Main Ideas of the Western Tradition	4 s.h. (Sophomore Year)
iii.	Upper Level Area Seminar	4 s.h. (Junior or Senior Year)
iv.	2 courses in a second Area	8 s.h.
v.	2 courses in a third Area	8 s.h.
vi.	2 courses in a fourth Area	8 s.h.
vii.	1 course in Quantitative Thinking	<u>4 s.h.</u>
		40 s.h.

(For students in Interdisciplinary Studies, please see the Interdisciplinary Studies Area section in this Addendum.)

C. All New College students must satisfactorily complete a minimum of 8 s.h. each in Creative Studies, the Humanities, Natural Sciences, and Social Sciences.

For students opting to take courses in HCLAS, the following satisfy the New College Creative Studies requirement (8 s.h.):

DRAM all Drama courses **except** DRAMA 1, 2, 3, 5, 155, 156, 173-176, 181

ENGL 133, 134, 134A, 135, 136A through D

FA all Fine Arts courses **except** FA 73, 100, 198, 199

DNCE all Dance courses **except** DNCE 127, 128, 131

MUS all Music courses **except** MUS 1, 3, 30-39A, 48, 100, 107, 108, 122, 123, 127-130, 133-136, 140, 142-147, 151, 152, 154, 171-175, 190, 191, 193

School of Communication courses which satisfy the New College Creative Studies requirement (8 s.h.):

SPCM **only** SPCM 1, 7, 24, 25, 107, 117, 121, 147, 171

For School for University Studies courses satisfying the New College Creative Studies requirement, (8 s.h.), please consult the annual course schedule listing in the Division offices of the School.

Generally, all courses which have a "performance base" and carry Liberal Arts credit are acceptable for the Creative Studies requirement.

GENERAL REQUIREMENTS FOR GRADUATION FROM NEW COLLEGE

Satisfaction of the 8 s.h. Natural Science requirement **must include at least** four credits (4 s.h.) of Natural Science course work **not** double listed as Quantitative Thinking (QT in the course number prefix). These four credits are selected from the Natural Science disciplines of Biology, Chemistry, Physics, Astronomy, Earth Science and Geology. The other four credits necessary to satisfactorily complete the 8 s.h. Natural Science requirement **may be taken** in courses double listed as both Natural Science and Quantitative Thinking.

A Quantitative Thinking course can only be satisfied by taking a course listed as QT.

Quantitative Thinking courses are:

Humanities

QTB 1 Introduction to Logic (also HPB2)

Social Science

QTB 2 Statistics (also S91)

QTG 1 Research Methods in the Social Sciences (also S90R)
(for non-Social Science Students)

Natural Science

QTB3 Calculus (also NMB1)

QTG2 Financial Applications of Mathematics (also NMG2)

QTG3 Adventures in Geometry (also NMG3)

QTG4 Introduction to Mathematics (also NMG1)

QTG5 Physical Science (also NPG1)

D. Successful completion of 40 s.h. of Elective work approved by the student's advisor.

2. Students must satisfy the New College Writing Standard. It is expected that students will satisfy the Expository Standard by the end of the Sophomore Year and will maintain that Standard subsequently. Students normally satisfy the Research part of the Writing Standard before registering for the Senior Project.

3. Each student must remain in good academic standing while enrolled at New College. Student Records are reviewed annually. (See "Retention and Probation," of this Addendum.)

4. The Faculty and/or the Dean of New College reserve the right to review student records for successful and timely progress towards satisfaction of College and Area requirements and to make any recommendations to the University about the continuance of students at New College.

GENERAL REQUIREMENTS FOR GRADUATION FROM NEW COLLEGE

(transfer students, general statement)

Because of the unique and cumulative character of this program, the New College faculty will not recommend students for graduation from Hofstra University through New College unless they have spent at least two, full-time semesters as New College students.

Students entering New College with 3-24 credits will be designated Freshman transfers.

Students entering New College with 25-57 credits will be designated Sophomore transfers.

Students entering New College with 58-87 credits will be designated Junior transfers.

Students entering New College with 88 or more credits will be designated Senior transfers.

All New College students must satisfy the New College Writing Requirement.

All New College students must satisfy the Upper Level Area Seminar requirement by successfully completing the required seminar offered by the student's New College Area.

GENERAL REQUIREMENTS FOR GRADUATION FROM NEW COLLEGE (transfer students)

Transfer Students and the First, Required Collegiate Course:

ISB 1 - Introduction to the Liberal Arts

Students entering with **less than** two, full-time semesters of academic work in the Liberal Arts must complete ISB 1: Introduction to the Liberal Arts (or its equivalent).

Students entering with two or more full-time semesters of academic work in the Liberal Arts need not take ISB 1: Introduction to the Liberal Arts. These students may, however, elect to take the course.

Transfer Students and the Second, Required Collegiate Course:

ISA 1 - Main Ideas of the Western Tradition

Freshman and Sophomore transfers entering with **less than** three, full-time semesters of work in the Liberal Arts must complete ISA 1: Main Ideas in the Western Tradition.

Transfer students with three or more semesters of full-time work in the Liberal Arts satisfactorily complete ISA 61 as a substitute for ISA 1: Main Ideas in the Western Tradition. Usually, the ISA 61 Individual Project (minimum one credit) is taken concurrently with the student's enrollment in an Upper Level Seminar required by the student's major Area. If not concurrent, then ISA 61 should be taken in the semester before or after enrollment in an Upper Level Seminar.

With the assistance of an advisor or supervisor, students select an intellectual or historical theme characteristic of the Western Tradition prior to 1825 C.E. which relates to the student's Area or disciplinary interests. Through ISA 61, the student explores the meaning and implications of this theme, possibly continuing this exploration into the Romantic period of the 19th century or even into the early Modernist period of the late 19th century and early 20th century. For Creative Studies and Humanities students, themes may come from forms of artistic expression; for Social Science students, perspectives may come from social movements, their historical events and changing notions of the individual in society; for Natural Science students, themes may derive from scientific discoveries about the natural world and the implications of these discoveries for human thought; Interdisciplinary Studies students can consider topics related to their interests in the Liberal Arts which often combine the perspectives of one or more of the major Areas, for example the relationship of historical events to artistic expression. Usually, students satisfy ISA 61 through a substantial essay employing library research; a series of meetings with the Project's faculty supervisor is arranged during the student's enrollment in ISA 61.

FOR FRESHMEN ENTERING THE FALL, 1998 SEMESTER AND AFTER

Students who entered New College in the Fall, 1998 semester and thereafter are subject to the same graduation requirements as specified previously. However, while the requirements remain the same, the structure of these requirements has changed as follows:

Year I	<u>First Semester</u>	<u>Credits</u>
	Intro to Liberal Arts	4
	Intro course from list	4
	Intro course from list	4
	Elective course	4
		<hr style="width: 100%; border: 0.5px solid black;"/> 16
	<u>Second Semester</u>	
	Directed writing course	2
	Elective	4
	Elective	4
	Elective	4
	Elective	2
		<hr style="width: 100%; border: 0.5px solid black;"/> 16
Year II	<u>First Semester</u>	
	Main Ideas or culturally different course from list	4
	Elective	4
	Elective	4
	Elective	4
		--
		16
	<u>Second Semester</u>	
	Main Ideas or culturally different course from list (whichever not taken in 1st semester)	4
	Elective	4
	Elective	4
	Elective	4
		--
		16
Year III	<u>First Semester</u>	
	Upper Level Area Seminar or Methods/Criticism Area course	4
	*Thematic Writing course	4
	Elective	4
	Elective	4
		--
		16

FOR FRESHMEN ENTERING THE FALL, 1998 SEMESTER AND AFTER

Second Semester

Upper Level Area Seminar or Methods/Criticism Area course (whichever not taken in 1st semester)	4
Elective	4
Elective	4
Elective	4
	--
	16

Year IV

First Semester

Senior Project or course	4
Elective	4
Elective	4
Elective	4
	--
	16

Second Semester

Senior Project or course	4
Elective	4
Elective	4
Elective	4
	--
	16

* Students may enroll in additional Thematic Writing courses in subsequent semesters either as elective offerings or to further improve writing skills.

CREATIVE STUDIES AREA REQUIREMENTS

Professor Ignacio Götz, Interim Coordinator

Creative Studies at New College serve students with an interest in and commitment to the study and practice, within a Liberal Arts context, of the visual, literary and performing arts. Students define and develop personal talent while considering the creative process, the art of their tradition and the Liberal Arts as a ground for their own creativity.

In addition to satisfying all General Requirements for Graduation from New College, students in Creative Studies must also satisfy the following Area requirements:

1. 40 s.h. in Creative Studies, at least 20 of which must be above the introductory level. The required 40 s.h. must include:
 - a. 24 s.h. of faculty-offered Creative Studies courses or student-initiated creative projects. These workshops and projects may either be in accordance with:
 - * the Creative Studies Foci in Fine Arts, Theater Arts or the Writing Arts (See below), or
 - * they may include workshops and projects in such Hofstra College fields as Dance and Music, or
 - * they may be distributed among several related arts.
 - b. 8 s.h. in the study of the tradition of the student's artistic field or fields.
 - c. 4 s.h. in the study of the creative process.
 - d. 4 s.h. of Senior Project, creative or scholarly, as a culminating demonstration of the student's proficiency in Creative Studies.
 - i. Scholarly Senior Projects must conform to the Humanities Area Guidelines for Senior Projects.
 - ii. Creative Senior Projects must be accompanied by a considered, written reflection on the achievement represented by the Project. The faculty supervisor of the Senior Project will provide guidelines for the preparation of this reflection.

Senior Projects have two faculty assigned, one as Supervisor, the other as a Second Reader.

CREATIVE STUDIES AREA REQUIREMENTS

2. 4 s.h. of Upper Level Seminar, normally taken in the Junior year. This College requirement is intended to enable the student to assess developments in the arts and their relation to society over the past 150 years. It is also intended to help the student refine research and writing skills in anticipation of work on the Senior Project. Creative Studies students may satisfy this Upper Level Seminar Requirement in one of two ways.

a. The student may complete the Creative Studies Upper Level Seminar, or, with the Coordinator's permission, the Humanities Upper Level Seminar.

b. With the advisor's approval, the student may complete a 4 s.h. Individual Research Project either tracing the impact of ideas and/or events on the student's creative field over the past 150 years or analyzing the antecedents and consequences of a significant development in that field. The research paper must be interdisciplinary in that it is not solely concerned with art but rather with art in its relation to social, historical, political, economic or philosophical developments.

3. Any New College student may complete an elective focus (20 s.h. of workshops and projects) in Creative Studies. A program of workshops and projects will be developed with the advice of a Creative Studies faculty member and approved by the Area Coordinator. See the Area Coordinator for possible elective focus options.

HCLAS courses which satisfy the New College Creative Studies requirement (8 s.h.):

DRAM all Drama courses **except** DRAMA 1, 2, 3, 5, 155, 156, 173-176, 181

ENGL 133, 134, 134A, 135, 136A through D

FA all Fine Arts courses **except** FA 73, 100, 198, 199

DNCE all Dance courses **except** DNCE 127, 128, 131

MUS all Music courses **except** MUS 1, 3, 30-39A, 48, 100, 107, 108, 122, 123, 127-130, 133-136, 140, 142-147, 151, 152, 154, 171-175, 190, 191, 193

School of Communication courses which satisfy the New College Creative Studies requirement (8 s.h.):

SPCM **only** SPCM 1, 7, 24, 25, 107, 117, 121, 147, 171

For School for University Studies courses satisfying the New College Creative Studies requirement (8 s.h.), please consult the annual course schedule listing in the Division offices of the School.

Generally, all courses which have a "performance base" and carry Liberal Arts credit are acceptable for the Creative Studies requirement.

CREATIVE STUDIES

Optional Fine Arts Focus Within Creative Studies

Professor David Pushkin, Advisor

Requirements

1. 12 s.h. in basic courses to include the areas of Two-Dimensional Design, Three-Dimensional Design and Drawing.
2. 12 s.h. of additional studio work, chosen upon consultation with the advisor, taken in either workshop or individual project modes.
3. 8 s.h. in Art History.
4. 4 s.h. in Aesthetics which may be fulfilled by satisfactorily completing either Creativity or Psychology and Art.
5. 4 s.h. of Senior Project, scholarly or creative. The Senior Project should incorporate significant past learning in Fine Arts as well as issues this learning has identified with an eye to future development. Senior Projects have two faculty assigned.
6. Electives:
 - a. 12 s.h. of additional studio work, chosen upon consultation with the advisor, taken in either workshop or individual projects modes.
 - b. 4 s.h. in Art History and/or Aesthetics.

CREATIVE STUDIES

Optional Theater Arts Focus Within Creative Studies

Instructor Jeffrey Romano, Advisor

Requirements

1. Theater Workshops I and II (8 s.h.).
2. 16 s.h. of additional theater arts projects. (After satisfactory completion of Theater Workshops I and II -- or their equivalents -- and with the approval of the Theater Arts advisor, students may register for academic credit for creative work with an approved theater on or off-campus. Students usually satisfy this requirement through work on New College Theater Group productions. See note below.)
3. 8 s.h. in courses or projects in theater history or dramatic literature.
4. 4 s.h. of theater analysis, normally taken in the Junior Year.
5. 4 s.h. of Senior Project, scholarly or creative. (See general Creative Studies Area requirements above.) Senior Projects have two faculty assigned.

When the Theater Group undertakes a production and the cast and crew are assembled, students must register to receive credit for their work on that production. These credits are mandatory Pass/Fail. Credits range from one to four at the discretion of the faculty supervisor. The number of credits is commensurate with the number of hours. Normally 40 hours of active involvement entitles the student to one credit. Students register for these credits through:

CSTA 67 Fall Theater Productions. These are productions of the works of established or student playwrights.

CSTA 68 Spring Theater Production. Same as CSTA 67, but is not considered duplicate credit.

CREATIVE STUDIES

Optional Writing Arts Focus Within Creative Studies

Professors Diana Ben-Merre, Douglas Friedlander and Carolyn Sobel, Advisors

Requirements:

1. 8 s.h. of Writing Arts courses chosen from such offerings as:

The Essay	Advanced Poetry Workshop
Short Story Workshop	Playwriting
Advanced Short Story Workshop	Autobiography
The Craft of the Poet	Works in Progress
Poetry Workshop	

2. 16 s.h. of additional writing courses or individual projects, which may include 8 s.h. in an apprenticeship mode, either off-campus or as a peer teacher for a member of the writing faculty. The character and timing of these additional credits should be carefully developed with the student's Writing Arts advisor.

3. 8 s.h. of courses in various periods and genres of literature.

4. 4 s.h. of Aesthetics, Creativity or Literary Theory, or an equivalent approved by the student's advisor.

5. 4 s.h. of Senior Project, scholarly or creative. (See General Creative Studies Area requirements above.) Senior Projects have two faculty assigned.

CREATIVE STUDIES

Optional Dance Arts Focus Within Creative Studies

Dr. Ignacio Götz, Advisor

Requirements

1. 2 s.h. of Modern Dance.
2. 2 s.h. of Ballet.
3. 20 s.h. in additional courses and/or workshops in Modern Dance, Ballet, and/or Jazz.
Note: When engaged in performance, students must participate in technical or crew work as required. Credit will be awarded through tutorials (Individual Projects) according to the amount and quality of student work.
4. 2 s.h. in choreography or dance composition.
5. 6 s.h. in courses or projects in the history of dance.
6. 4 s.h. in the study of the creative process.
7. 4 s.h. of Senior Project, scholarly or creative. (See general Creative Studies Area Requirements above.) Senior Projects have two faculty assigned.

It is recommended that students enrolled in the Optional Dance Arts Focus within Creative Studies take BIO 103-- Human Anatomy and Physiology I, in partial fulfillment of their Natural Science requirement at New College, and PESP 106--Kinesiology, as an Elective.

CREATIVE STUDIES

Student-Initiated Projects in Creative Studies

Student-Initiated Projects are intended to provide the student with a means of pursuing individual academic interests not ordinarily treated in the New College curriculum. Proposals for each Student-Initiated Project should be submitted to the Area Coordinator at least ten days before the session in which the Project is to begin.

Individual Projects (IP)

Together, the student and a faculty member, usually from the full-time New College faculty, determine the substance of the project and such formal details as the frequency and length of conferences and the credit value, usually no more than 3 s.h. Individual Projects range from conventional readings and research to creative projects and field work.

The Individual Project option is always subject to the availability of faculty resources and the student's readiness to undertake the proposed project. The duration of an Individual Project usually coincides with a New College Session or Semester.

The form for IP registration is:

CS61, or CS62, or CS63, or CS66: **INDIVIDUAL PROJECT IN CREATIVE STUDIES:**
(Descriptive subtitle, number of credits and grading system is normally Pass/Fail.)

Off-Campus Education (OCE)

Students may spend a period of one Session to one calendar year learning at an approved off-campus site under the sponsorship of the New College faculty. OCE Projects should evolve from and reinforce the student's academic program. OCE Projects must initially be approved by the student's advisor, a faculty supervisor and finally by the Off-Campus Education Committee. Students may do more than one OCE Project, under different subtitles, but may earn no more than 32 s.h. under this rubric. OCE Projects are graded on a Pass/Fail basis.

The form for OCE registration is:

OCE 80: **OFF-CAMPUS EDUCATION:** Field Work (Site and number of credits to be determined).

OCE 80Z: **OFF-CAMPUS EDUCATION:** Research (Descriptive subtitle and number of credits to be determined).

CREATIVE STUDIES FACULTY

Diana Ben-Merre, Associate Professor of Literature

Interest Areas: The Novel (history and development), Characterization of Women in Fiction, the Craft of the Poet, the Short Story.

David C. Christman, Associate Professor of Art History

Interest Areas: Art and Archaeology of Primitive Peoples, 19th and 20th Century Architecture, Creative Writing.

David Pushkin, Assistant Professor of Fine Arts

Interest Areas: Classical Sculpture as it relates to Modern Drawing, Conservation and Materials, Nature and Art, Simultaneous Color Theory.

Jeffrey Romano, Instructor of Creative Studies and Teaching Administrator

Interest Areas: Acting and Directing for the Theater, including theoretical approaches; Set Design, Theater Management and Casting, Body Movement in Theatrical Productions - including various forms of dance; Stagecraft: the manifestation of emotions through physical expression; Various Playwrights of the 20th Century.

Carolyn Sobel, Associate Professor of Linguistics

Interest Areas: The Nature of Creativity: universals of the creative process across the arts. Poetry: the task of the poet, who must use language to do what language almost cannot do. The nurturing of the developing young writer.

HUMANITIES AREA REQUIREMENTS

Professor Ignacio Götz, Coordinator

The Humanities at New College are: Art History, Cultural Anthropology, Literature, Dramatic Literature and Philosophy.

In addition to satisfying the General Requirements for Graduation from New College, Humanities students must meet these minimum Area requirements:

1. 40 s.h. in the Humanities. These credits must include four Basic courses (16 s.h.) in three, different Humanities disciplines; 20 s.h. of Advanced courses as specified below and a 4 s.h. Senior Project. At least 12 s.h. must be in pre-20th century literature, dramatic literature, or philosophy. Hofstra College of Liberal Arts and Sciences (HCLAS) courses may, with the permission of the Humanities Faculty, be used to satisfy these requirements. (Note: Basic language or skills courses may not be used to satisfy these requirements. For example, Foreign Language courses at level 4 or below are not acceptable, nor are such courses as English 1-2.)

Humanities Programs

a. **Area and Discipline Focus.** The 20 s.h. in Advanced courses may be taken in a single discipline, thus constituting a discipline focus, or in two or more Humanities disciplines, thus constituting an area focus.

b. **Elective Focus.** Students may also choose to have an Elective Focus of not less than 20 s.h. in a Discipline or Area outside Humanities.

2. **Upper Level Seminar:** 4 s.h. All Juniors in the Humanities are required by New College to take an Upper Level Seminar for 4 credits which will be offered during the Fall and/or Spring semesters. At least one course will be available each year to satisfy the requirement. It will meet for a minimum of 30 class meetings over 1 or 2 sessions depending upon the demands of the subject and the wishes of the instructor. It will have the following aims:

a. It will complement the Sophomore course (Main Ideas of the Western Tradition) which ends with the Romantic movement by studying some of the significant figures, movements and events in the Humanities from about 1825 to the middle of the 20th century. The course will try to make sense of the recent transformations that have taken place in the modern mind as reflected in a selection of some of the literature, drama, music, philosophy, cultural anthropology and art history of the West. (Content will depend upon the instructor.)

b. A library research paper will be required of all students which will prepare them to undertake the Senior Project.

3. **Senior Project.** Students in the Humanities usually complete this 4 s.h. requirement during their last semester as Seniors and in accordance with the guidelines issued by the Humanities Faculty. The Senior Project should be a culmination of work within the Humanities. It will consist of a Senior Paper of about 15-20 pages and will be written on a topic mutually acceptable to both student and faculty. Starting from a single discipline, it will aim to embrace one or more other disciplines in its approach, and it will articulate the student's own perspective, his or her own sense of the world. A creative project is acceptable, but it must be accompanied by an expository essay analyzing its purpose(s) and appraising its relationship to contemporary artistic expression. Senior Projects have two faculty assigned, one as Supervisor, the other as a Second Reader.

HUMANITIES AREA REQUIREMENTS

Hofstra College Courses Not Acceptable for Humanities Credit at New College

English 1-2 and 1(a), 2(a), 3, 4, 5, 170, 171, 172, 173, 174, 175, 176, 177, 177A, 178, 178A, 178B, 178C

Foreign Language courses at level 4 or below.

Generally, Schools of Communication courses are not acceptable for Humanities credit at New College. However, the following is an exception and is acceptable:

SCO 4 -- Visual and Sound Aesthetics

HUMANITIES

Student-Initiated Projects in the Humanities

Student-Initiated Projects are intended to provide the student with a means of pursuing individual academic interests not ordinarily treated in the New College curriculum. Proposals for each Student-Initiated Project should be submitted to the Area Coordinator at least ten days before the Session in which the Project is to begin.

Individual Projects (IP)

Together, the student and a faculty member, normally from the full-time New College faculty, determine the substance of the project and such formal details as the frequency and length of conferences and the credit value, normally no more than three. Individual Projects range from conventional readings and research to creative projects and field work.

The Individual Project option is always subject to the availability of faculty resources and the student's readiness to undertake the proposed project. The duration of an Individual Project usually coincides with a New College Session or Semester.

The form for IP registration is:

H61, or H62, or H63, or H66: **INDIVIDUAL PROJECT IN HUMANITIES:** Descriptive subtitle, number of credits and grading system to be determined.)

Off-Campus Education (OCE)

Students may spend a period of one Session to one calendar year learning at an approved off-campus site under the sponsorship of the New College faculty. OCE Projects should evolve from and reinforce the student's academic program. OCE Projects must initially be approved by the student's advisor, a faculty supervisor and finally by the Off-Campus Education Committee. Students may do more than one OCE Project, under different subtitles, but may earn no more than 32 s.h. under this rubric. OCE Projects are graded on a Pass/Fail basis.

The form for OCE registration is:

OCE 80: **OFF-CAMPUS EDUCATION:** Field Work (Site and number of credits to be determined).

OCE 80Z: **OFF-CAMPUS EDUCATION:** Research (Descriptive subtitle and number of credits to be determined).

HUMANITIES AREA FACULTY

Diana Ben-Merre, Associate Professor of Literature

Interest Areas: Modern British Novel, Victorian Literature, The Novel (History and Development), The Characterization of Women in Fiction, The Changing Images of Nature in British and American Poetry, Autobiography.

David C. Christman, Associate Professor of Art History

Interest Areas: The Art and Archaeology of Primitive Peoples, Architecture History, Creative Writing, Native American Art and Archaeology, Modernism and the Arts.

Silvia Federici, Associate Professor of Philosophy

Interest Areas: History of Philosophy, Radical Philosophers, Marxism, Technology in the 20th Century, Self-Determination and Emancipation in Modern Philosophy, Non-Western Political and Philosophical Traditions.

Ignacio L. Götz, Professor of Foundations of Education

Interest Areas: Ancient Greek Philosophy; Oriental Philosophy and Religion, Modern Phenomenological, Existentialist and Marxist Philosophical Traditions, Problems of Work and Leisure, Philosophy of Education, Creativity; Concepts of Happiness.

Martha Hollander, Assistant Professor of Art History

Interest Areas: Dutch and Flemish Art, 1500-1700, Images of Domestic Life.

John Kreniske, Assistant Professor of Anthropology

Interest Areas: Peoples and Cultures of Latin America; Medical Anthropology, including the social and cultural effects of disease and epidemics; The relationship of environments to social forms and development; Anthropology of disasters and high stress; Local politics and environment in Puerto Rico.

Carolyn Sobel, Associate Professor of Linguistics

Interest Areas: The historical development of the Indo-European languages: comparative studies. The history of the English language: sound patterns, word structure, sentence structure. Structure: poetry, fiction, journals capturing a period in a particular society.

INTERDISCIPLINARY STUDIES AREA REQUIREMENTS

Professor Ignacio Götz, Coordinator

In addition to satisfying all General Requirements for Graduation from New College, Interdisciplinary Studies students must design, with their advisors, an individual Interdisciplinary Studies program which employs two or more disciplines from different Areas to explore some discrete topic, theme or problem. Through their total B.A. Programs, Interdisciplinary Studies students must satisfactorily complete a minimum of 8 s.h. each in Creative Studies, Humanities, Natural Science and Social Science Area courses in addition to 4 s.h. of Quantitative Thinking (QT) course work. (See "General Requirements for Graduation" in this Addendum)

Students and advisors should design Interdisciplinary Programs during the second semester of the student's Sophomore Year and submit them in writing to the Area Coordinator for approval. **An individual Program design must include a statement of its focus and specify 40 s.h. of study, including a 4 s.h. Senior Project as the culminating work in the Program.** No more than 16 of these 40 s.h. may be in Basic or General Courses or Projects. Students may utilize New College and Hofstra College courses in the design of their Programs.

Students must also complete a 4 s.h. Upper Level Interdisciplinary Studies Area Seminar as required by New College. This requirement is intended to help the student refine research and writing skills. Interdisciplinary Studies students may satisfy this requirement in several ways:

1. A student with a **Cognitive Sciences** focus will take the Special Seminar in Cognitive Sciences or arrange with the Advisor for Cognitive Sciences an appropriate way to satisfy this requirement.
2. A student with a **Human Development** Focus or a **Family Studies** Focus will take the Special Seminar in Human Development or arrange with the Advisor for Human Development or Family Studies an appropriate way to satisfy this requirement.
3. A student with an **International Studies** Focus will take the Special Seminar in International Studies or arrange with the Advisor for International Studies an appropriate way to satisfy this requirement.
4. With the approval of the advisor and the Interdisciplinary Studies Area Coordinator, a student may take a Humanities, Social Science, or Natural Science Upper Level Seminar, whichever is appropriate.

Each Interdisciplinary Studies Program must culminate in a Senior Project, normally a research paper, in which at least two disciplines from two different Areas are actively employed. Of necessity, then, Interdisciplinary Studies Senior Projects must have at least two faculty sponsors: a faculty supervisor from the primary discipline and a consultant or consultants from the other discipline(s).

In addition to individual, student-designed, Interdisciplinary Studies Programs, New College offers seven specific Programs within Interdisciplinary Studies: American Civilization, Cognitive Sciences, Communication and Society, Family Studies, Human Development, International Studies and Women's Studies.

INTERDISCIPLINARY STUDIES

Focus in American Civilization

American Civilization is the study of the culture of the United States from such interdisciplinary perspectives as History, Political Science, Literature, Economics, Philosophy, Sociology and Art History.

In addition to satisfying the General Requirements for Graduation from New College, American Civilization students must design, with the Advisor for American Civilization, a program of 40 s.h. of studies, at least 20 s.h. of which are in Advanced Courses or Projects, including a 4 s.h. Senior Project. This Program Design must be submitted to the Program Advisor for approval by the end of the Sophomore Year.

Guidelines for American Civilization Programs:

1. At least 8 s.h. of Humanities courses about American Civilization.
2. At least 12 s.h. in at least two different Social Science disciplines selected from courses about American Civilization.
3. At least 8 s.h. in Advanced Topics.
4. At least 8 s.h. in courses which illuminate some aspect of American Civilization.
5. A 4 s.h. Senior Project as culmination of the student's work in American Civilization.

INTERDISCIPLINARY STUDIES

Focus in Cognitive Sciences

Dr. Carolyn Sobel, Advisor

The Cognitive Sciences Program is concerned with an understanding of such phenomena as problem solving, language acquisition, mental representation, memory, and the more general consideration of information processing by both humans and machines. It draws mainly upon the disciplines of Philosophy, Linguistics, Psychology, Mathematics, Computer Science and Neuroscience. From this concentration, students acquire experience in quantitative methodologies and techniques as well as in humanistic and philosophical thinking.

In addition to satisfying the General Requirements for Graduation from New College, students must design, with the Focus Advisor, a program of 40 semester hours, at least 20 of which are in advanced courses or projects, including a 4 s.h. Senior Project. These 40 s.h. are augmented by the 4 s.h. Upper Level Integrative Seminar, taken in partial satisfaction of College graduation requirements. This Program Design must be submitted for approval to the Program Advisor by the end of the student's Sophomore year.

Requirements

1. 8 semester hours of integrative courses and projects within the Cognitive Sciences Focus, as follows:

The Nature of Intelligence	(4 s.h.) (Introductory)
Upper Level Seminar in Cognitive Science (in partial satisfaction of College requirements)	(Advanced)
Senior Project in Cognitive Sciences	(4 s.h.) (Advanced)

The Senior Project should be an integrative work within the cognitive sciences involving at least two of the disciplines comprising the field. It might, for example, consist of an Artificial Intelligence Program that sheds light on a specific human ability, such as language. A project of this sort would involve Computer Science, Linguistics, and Psychology. Or it might address the definition of thought processes within the fields of Philosophy, Psychology, and Computer Science -- how they intersect, diverge, conflict and/or reinforce each other.

2. 32 semester hours including at least one basic course in each of 3 different disciplines, as approved by the Program Advisor. Disciplines include:

- Psychology
- Linguistics
- Computer Science
- Mathematics
- Philosophy
- Neuroscience

INTERDISCIPLINARY STUDIES

Focus in Cognitive Sciences

Examples of relevant New College and HCLAS courses are:

- Introduction to Philosophy
- Introduction to Logic
- Introduction to Language
- Mathematical Linguistics
- Natural Languages vs. Programming Languages
- Developmental Psycholinguistics
- Fundamentals of Psychology
- Learning Theory and Behavior Modification
- Physiological Psychology
- Perception and Cognition
- Introduction to Computers
- Artificial Intelligence
- Data Structures
- Discrete Mathematics
- Logic in Mathematics
- Introduction to Neurology
- Introduction to Animal Behavior

INTERDISCIPLINARY STUDIES

Communication and Society

Dr. Ignacio Götz, Advisor

This Interdisciplinary Studies Program provides students with the opportunity to study Communication history, theory and practice within a broad, Liberal Arts context. The Program is offered in cooperation with the School of Communication.

In addition to satisfying the General Requirements for Graduation from New College, students must design, with the Program's Advisor, a program of 40 s.h. of studies, at least 20 s.h. of which must be in Advanced Courses or Projects including a 4 s.h. Senior Project. These 40 s.h. are augmented by a 4 s.h. Upper Level Seminar designated by the Program Advisor and Coordinator of Interdisciplinary Studies, taken in partial satisfaction of college graduation requirements. This Program Design must be submitted for approval to the Program Advisor by the end of the Sophomore Year.

Guidelines for Communication and Society Programs:

1. Histories and Theories of Communication Systems (SCO 001), 3 s.h.
2. Mass Media: History and Development (SCO 002), 3 s.h.
3. Interpersonal Communication (SCO 003) 3 s.h., or Visual and Sound Aesthetics (SCO 004), 3 s.h.
4. 27 s.h. of courses in various disciplines which relate to Communication and Society. **NOTE:** Many School of Communication production courses are not Liberal Arts courses and are so designated in the **HOFSTRA UNIVERSITY GENERAL BULLETIN**. New College students may take no more than 30 s.h. of non-Liberal Arts courses.
5. Senior Project, 4 s.h. The Senior Project may be creative or scholarly. Creative Projects must be accompanied by a written, scholarly report of the Project's purpose, the means used to achieve that purpose and a critical assessment of the result(s). Senior Projects have two faculty assigned.

INTERDISCIPLINARY STUDIES

Family Studies

Pamela Mason-Egan, Advisor

The Family Studies Program is concerned with the interdisciplinary study of the family. The focus is multifaceted and allows the student to look at the family from historical, psychological, sociological, anthropological and literary perspectives. The program will include a basic core of Psychology courses along with the advanced focus of the Family. The program is designed to give the student a good foundation for graduate study in the fields of psychology, counseling, social work and human services.

In addition to satisfying the General Requirements for graduation from New College, students must design with their advisor a program of 40 s.h. of study, at least 20 s.h. of which must be advanced courses or independent projects, including a 4 s.h. Senior Project. These 40 s.h. are augmented by the 4 s.h. Upper Level Seminar in Human Development, taken normally in the student's Junior Year in partial satisfaction of college graduation requirements.

Fieldwork Component:

After the sophomore year, the student will be required to register for a 4 s.h. class: **Frameworks for Studying Families**. This class will be experiential in nature with a field placement component as well as class time dealing with theoretical frameworks for studying families. Those students wanting more experience will be encouraged to register for an experiential learning project through Off-Campus Education, such as an internship or study abroad, which can be done anytime after the sophomore year.

The following courses are offered at New College and HCLAS and are relevant to the Family Studies Focus:

Psychology Courses

Human Sexuality
Youth and Identity
Psychology of Women
The Troubled Child
Psychotherapy for Children
Upper Level Seminar in Human Development

Sociology/Psychology Courses with a Family Focus

Dysfunctional Families
Intimate Human Behavior
Marriage and the Family
Organizations: Theory and Reality
Introduction to Social Work
Introduction to Sociology
Modern American Family
Sociology of Sex Roles
Social Problems
Social Institutions

INTERDISCIPLINARY STUDIES

Focus in Family Studies

Communication Courses

Interpersonal Communication
Gender and Intercultural Issues in Communication (SPCM)
Non-Verbal Communication in Human Interaction
Human Communication
Language of Discrimination

Anthropology and Philosophy Courses

Cross-Cultural Socialization
Human Values
Moral Development
Social Anthropology
Introduction to Cultural Anthropology

History Courses with a Family Focus

Literature Courses

Self and Society: American Short Fiction
American Children: Fact and Fiction

In order to satisfy the Quantitative Thinking component of the College requirement for graduation, it is required that the student register for Research Methods of the Social Sciences (S90R). This will serve a dual purpose: New College Graduation requirement and as an admission requirement for graduate school.

INTERDISCIPLINARY STUDIES

Human Development

Dr. Bruce Grossman, Advisor

The Human Development Program is concerned with growth and continuity over the human life-span with particular focus on the early years. Students are educated in observation, theory and intervention strategies with applications in the fields of medicine, nursing, teaching, research, mental health and parenting.

In addition to satisfying the General Requirements for Graduation from New College, students must design, with the Advisor for Human Development, a program of 40 s.h. of studies, at least 20 s.h. of which must be advanced courses or projects, including a 4 s.h. Senior Project. These 40 s.h. are augmented by the 4 s.h. Upper Level Seminar in Human Development, taken normally during the student's Junior year in partial satisfaction of College Graduation requirements. This Program Design must be submitted for approval to the Program Advisor by the end of the student's Sophomore year.

The following New College courses are particularly relevant to the theme of Human Development. Students may select from these and other courses at New College or the University in the design of individual programs:

- Child Development
- The Troubled Child
- Psychology of Play and Imagination
- Psychotherapy for Children
- Psychology of Personality
- Children's Literature
- Psychology of Women
- Personality
- Intimate Human Behavior
- Concepts of Happiness
- Human Nature
- Death and Dying
- Youth and Identity
- Cross-Cultural Socialization
- Biological Anthropology
- Children and Their Schools
- Human Sexuality

INTERDISCIPLINARY STUDIES

International Studies Focus

Dr. Linda Longmire, Advisor

The International Studies Focus provides an interdisciplinary approach to global issues drawing on disciplines within the Social Sciences - such as History, Political Science, Economics, Sociology, Psychology - as well as those in the Humanities and Creative Studies, such as Philosophy, Anthropology, Art History, Linguistics and Literature.

In addition to satisfying the General Requirements for Graduation from New College, students in the International Studies Focus must design, with the Focus Advisor, a program of 40 semester hours, at least 20 of which are in advanced courses or projects, including a 4 s.h. Senior Project. Within the 40 s.h. of the Focus, students also are required to complete "Introduction to International Studies," a four-credit course in which the historical, philosophical and methodological orientations of the Focus are presented. These 40 s.h. are augmented by a 4 s.h. Upper Level Seminar emphasizing International Studies, taken in partial satisfaction of College graduation requirements.

A student's Program Design must be submitted to the Focus Advisor for approval by the end of the student's Sophomore year.

Requirements

4 s.h. Introduction to International Studies

Upper Level Seminar in International Studies
(in partial satisfaction of College requirements)

4 s.h. Senior Project or Thesis (in International Studies)

32 s.h. Courses and projects approved by the Focus Advisor, including at least one course in each of four different disciplines which have a comparative or international dimension.

40 s.h. At least 22 of these 40 credits must emphasize or include the non-Western cultural experience.

Students in the International Studies Program are also strongly encouraged to undertake the following:

- * acquire competence in at least one foreign language.
- * study abroad which can be arranged independently or through Off-Campus Education.
- * participate in internships at international organizations and other appropriate forums dealing with global issues.

INTERDISCIPLINARY STUDIES

International Studies Area Requirements

New College courses which can be used to fulfill International Studies requirements:

HUMANITIES AND CREATIVE STUDIES

Cultural Anthropology	Fictions of Empire
Comparative Ethics	Mythology and Literature
Global Communication and Linguistic Diversity	Comparative Religion: Mysticism
Indian Philosophy	

SOCIAL SCIENCES

Environment and Society
Contemporary Economic Problems
Archaeology of the New World
History and Architecture: The Western
Tradition
Human Rights
The Colonial Experience
Cross-Cultural Socialization
Women in the Third World
International Law
International Relations
People and Cultures of Latin America

INTERDISCIPLINARY STUDIES

Women's Studies

Dr. Linda Longmire, Advisor

The Women's Studies Program provides interdisciplinary perspectives on women's roles and issues. In addition to satisfying the General Requirements for Graduation from New College, students must develop, with the Advisor for Women's Studies, a program of 40 semester hours, at least 20 of which are Advanced Courses or Projects, including a 4 s.h. culminating Senior Project. (There must be a minimum of 6 s.h. each in Humanities and Social Sciences within the 40 s.h. of the Program.) This Program Design must be submitted for approval to the Program Advisor by the end of the Sophomore Year.

Courses offered at the College of Liberal Arts and Sciences:

- Women and Men in Anthropological Perspective
- The Woman Writer in America
- Sex, Gender and Love in 20th C French Prose
- Modern French Feminist Thought
- History of Changing Sex Roles: Changing Societies
- Women in America
- Women in Jewish Literature
- Psychology of Women
- Marriage and the Family
- Social Inequalities
- Sociology of Sex Roles

Courses offered at New College:

- Ecofeminism
- Third World Feminism
- Psychology of Women
- Her Story: Women in American Culture

Courses offered at the School of Communication:

- Gender and Intercultural Issues in Communication

Courses offered at the School for University Studies:

- Please see the annual course schedule listing.

INTERDISCIPLINARY STUDIES

Student-Initiated Projects in Interdisciplinary Studies

Student-Initiated Projects are intended to provide the student with a means of pursuing individual academic interests not ordinarily treated in the New College Curriculum. Proposals for any Student-Initiated Project must be submitted to the Area Coordinator at least ten days before the Session in which the Project is to begin.

Individual Projects (IP)

Together, the student and a faculty member, normally from the full-time New College faculty, determine the substance of the project and such formal details as the frequency and length of conferences and the credit value, normally no more than three. Individual Projects range from conventional readings and research to creative projects and field work.

The Individual Project option is always subject to the availability of faculty resources and the student's readiness to undertake the proposed project. The duration of an Individual Project usually coincides with a New College Session or Semester.

The form for IP registration is:

IS61, or IS62, or IS63, or IS66: INDIVIDUAL PROJECT IN INTERDISCIPLINARY STUDIES: (Descriptive subtitle, number of credits and grading system to be determined.)

Off-Campus Education (OCE)

Students may spend a period of one Session to one calendar year learning at an approved off-campus site under the sponsorship of the New College faculty. OCE Projects should evolve from and reinforce the student's academic program. OCE Projects must initially be approved by the student's advisor, a faculty supervisor and finally by the Off-Campus Education Committee. Students may do more than one OCE Project, under different subtitles, but may earn no more than 32 s.h. under this rubric. OCE Projects are normally graded on a Pass/Fail basis.

The form for OCE registration is:

OCE 80: OFF-CAMPUS EDUCATION: Field Work (Site and number of Credits to be determined).

OCE 80Z: OFF-CAMPUS EDUCATION: Research (Descriptive subtitle and number of credits to be determined).

NATURAL SCIENCE AREA REQUIREMENTS

Professor Efrem Rosen, Coordinator

In addition to satisfying all General Requirements for Graduation from New College, Natural Science students must also satisfy the following Area Requirements:

1. 40 s.h. in the Natural Sciences distributed as follows:

a. Four Basic Courses or 16 s.h. in at least three science disciplines.

(Biology, Chemistry, Geology, Physics and Mathematics). Basic courses are introductory courses, without prerequisite, designed for majors in science. In Mathematics, HCLAS courses numbered 19 and below are considered Basic. For students in the Pre-Medical Elective Focus (see below), Biology (Hofstra College BIO 1 and 2), General and Inorganic Chemistry (New College NCBI or Hofstra College CHEM 3) and Physics 1A and 1B (Lab) are required.

b. Five Advanced Courses or 20 s.h. These may be in a single discipline in which case the student will have completed a **DISCIPLINE FOCUS**, or in two or more Natural Sciences in which case the student will have completed an **AREA FOCUS**. For students in the Pre-Medical Elective Focus, the five Advanced Courses should be taken from among the following Hofstra College courses:

BIO 23, 24, 119, 124, 135, 136, 137, 139, 143, 144, 147, 150, 162,191

CHEM 105, 109, 131-132, 141-142, 147-148, 162, 163, 171, 173, 175, 180, 182, 183, 191

* Note: If Advanced Courses are taken in Biology, CHEM 131-132 must be taken. If Advanced Courses are taken in Chemistry, at least two additional Biology courses with a laboratory must be taken.

Students interested in preparing for admission to a Physical Therapy Program should take the following five advanced courses in Biology:

BIO 50, 103, 105, 106 and one elective course in Biology (4 s.h.).

c. Senior Project (4 s.h.) Students in the Natural Sciences with an Area or Discipline Focus usually complete this requirement during the last semester of their Senior year although they are encouraged to begin work well in advance of that semester. Senior Projects have two faculty assigned.

With the assistance of a Natural Science faculty member, students choose a research topic in their field of interest. Before the research is undertaken, a proposal with a preliminary bibliography must be submitted to the Area Coordinator and approved. The final product is a paper using the standard science writing format.

NATURAL SCIENCE AREA REQUIREMENTS

2. Senior Science Seminar. This Upper Level Seminar is required collegiately of all seniors who will graduate with an Area or Discipline focus in the Natural Sciences. It will be offered in the Fall semester and directed by one of the Natural Science faculty.

The course will concentrate on some of the major questions that have defined the nature and direction of modern science through the 20th century. Problems or major historical figures from several of the disciplines of the sciences will be used as the basis for student research and discussion.

3. Any New College student may also complete an elective focus (20 s.h. of basic and advanced courses) in one or more sciences depending on career goals. A program of courses (which may include 12 s.h. of Second Area courses) to be taken will be developed with the advice of a Natural Science faculty member and approved by the Area Coordinator. Please consult with the Natural Science Area Coordinator for possible elective focus options.

Students interested in preparing for admission to a Physical Therapy Program should select from the following courses from Physical Education and Sports Sciences (PESP) as the Elective Focus in Pre-Physical Therapy at New College:

PESP 13, 25, 38, 60, 161, 163, 169, 190A, 192.

In addition, one of the following should be taken: PESP 66, 167, 168, 192, 196, 198.

(NOTE: For a B.A. degree, students must earn at least 90 s.h. in liberal arts courses)

*This elective focus is not equivalent to a B.A. in Physical Therapy. Most graduate Physical Therapy programs require 100 hours of volunteer work before being admitted into an allied health setting. The hours can be spread over three summers.

NATURAL SCIENCE

Optional Pre-Medical Elective Focus

This Elective Focus is designed for students interested in pursuing careers in medical or allied health disciplines (medicine, dentistry, osteopathy, chiropractic, veterinary medicine, nursing, etc.). The requirements are designed to facilitate graduate school admission in allied health. In addition to satisfying all General Requirements for Graduation from New College and Area Requirements for the Natural Sciences, students complete this Elective Focus under advisement and subject to the approval of the Area Coordinator.

Courses must include:

- * New College NMB1 or Mathematics 19 or 6 s.h. of Mathematics electives
- * Basic Statistics
- * New College ISGG1 or Computer Science 5 and Computer Science 15
- * Physics 1 and 2 (A and B Lab)
- * Organic Chemistry 131A ,B and 132 A and B

Optional Pre-Physical Therapy Focus

This elective focus is designed for students interested in preparing for admission to a graduate program in Physical Therapy in preparation for licensure. Students should select from the following courses in Physical Education and Sports Sciences (PESP) -- a minimum of 20 s.h. are required:

PESP 13, 25, 38, 60, 106, 161, 163, 169, 190A, 192,
Also, HPFS 62 and 66 should be taken

In addition to satisfying all General Requirements for Graduation from New College and Area Requirements for the Natural Sciences, students complete this Elective Focus under advisement and subject to the approval of the Area Coordinator.

NATURAL SCIENCE

Student-Initiated Projects in the Natural Sciences

Student-Initiated Projects are intended to provide the student with a means of pursuing individual academic interests not ordinarily treated in the New College curriculum. Proposals for any Student-Initiated Project should be submitted to the Area Coordinator at least ten days before the Session in which the Project is to begin.

Individual Projects (IP)

Together, the student and a faculty member, normally from the full-time New College faculty, determine the substance of the project and such formal details as the frequency and length of conferences and the credit value, normally no more than three. Individual Projects range from conventional readings and research to creative projects and field work.

The Individual Project option is always subject to the availability of faculty resources and the student's readiness to undertake the proposed project. The duration of Individual Projects usually coincides with a New College Session or Semester.

The form for IP registration is:

N61, or N62, or N63, or N66: **INDIVIDUAL PROJECT IN NATURAL SCIENCES:**
(Descriptive subtitle, number of credits and grading system to be determined.)

Off-Campus Education (OCE)

Students may spend a period of one Session to one calendar year learning at an approved off-campus site under the sponsorship of the New College faculty. OCE Projects should evolve from and reinforce the student's academic program. OCE Projects must initially be approved by the student's advisor, a faculty supervisor and finally by the Off-Campus Education Committee. Students may do more than one OCE Project, under different subtitles, but may earn no more than 32 s.h. under this rubric. OCE Projects are normally graded on a Pass/Fail basis.

The form for OCE registration is:

OCE 80: **OFF-CAMPUS EDUCATION: Field Work** (Site and number of credits to be determined).

OCE 80Z: **OFF-CAMPUS EDUCATION: Research** (Descriptive subtitle and number of credits to be determined).

NATURAL SCIENCE FACULTY

Jerome Notkin, Professor of Science Education

Interest Areas: Physical Sciences, Earth Science, Astronomy.

Robert L. Hall, Associate Professor of Chemistry

Interest Areas: Biodegradability of Toxic Chemicals, Environmental Problems, Hydrogeology.

William Orr, Associate Professor of Mathematics

Interest Areas: Geometry, Computer Graphics, Constructed Languages.

Efrem Rosen, Professor of Biology

Interest Areas: Ecology, Animal Behavior, Ornithology, Adolescent Sexuality, Sexuality and Aging, AIDS.

SOCIAL SCIENCE AREA REQUIREMENTS

Professor Alfred Cohn, Coordinator

The Social Science faculty at New College counts towards Social Science Area credit those courses concerned with theoretical or conceptual considerations in the following disciplines: Economics, History, Linguistics, Political Philosophy, Political Science, Psychology (undergraduate only), Sociology and Social Anthropology. New College Social Science "General" courses may be counted with permission. Upon petition by the student, certain courses in Communication, Philosophy and Religion may be included. Courses which emphasize technical or vocational skills will not count towards fulfillment of Social Science Area requirements. After discussion with a Social Science advisor, they may be taken, of course, as electives.

In addition to satisfying all General Requirements for Graduation from New College, students in the Social Sciences must also satisfy the following requirements:

1. 40 s.h. in the Social Sciences. The required 40 s.h. must include:

a. **Four Basic Courses** (16 s.h.) including at least one 4.s.h. course in three different Social Science disciplines.

b. **Five Advanced Courses** (20 s.h.) which may be in a single discipline, thus constituting a discipline focus, or in from two to four Social Science disciplines, thus constituting an area focus. One of these Advanced Courses is:

S90R: Research Methods (4 s.h.) Ordinarily Social Science students will take this required course in their Junior year. It addresses matters of research design and reports in most, if not all, of the Social Science disciplines. (For Social Science students, S90R may **not** be used to satisfy the Collegiate "QT" requirement. See "General Requirements for Graduation from New College" in this Addendum.)

c. **Senior Project** (4 s.h.) Students in the Social Sciences usually complete this requirement during their last semester as Seniors in accordance with guidelines issued by the Social Science faculty. The Project should be a culmination of work within the Social Sciences. The Senior Project has two faculty assigned.

2. **Social Science Upper Level Area Seminar** (4. s.h.) taken in the Junior year: After a survey of post-Napoleonic political, economic and social conditions as well as their intellectual and scientific climates, this course will concentrate upon significant figures involved in the development of the Social Sciences, placing them in their proper contexts and indicating how they altered the natures and directions of their disciplines. Lectures and discussions will deal with the background against which the individuals operated as well as on their contributions.

Students will be expected to read both primary works by, and secondary works about, the individuals to be studied and to participate in class discussions. Each student will write a term essay about some aspect of his or her discipline centering on the person who typified it and prepare an acceptable Senior Project Proposal.

SOCIAL SCIENCE

Elective Focus (Optional)

Any New College student may also complete an elective focus (20 s.h. of Basic and Advanced courses) in the Social Sciences. With the advice of a Social Science faculty member and the approval of the Area Coordinator, a program of courses will be developed for these students which may include the required credits of secondary Area courses.

Optional Pre-Legal Elective Focus in the Social Sciences

Students may elect a sequence of courses designed to provide them with skills and general knowledge suitable for undertaking the study of the Law. These courses, taken with the guidance of the New College Pre-Legal Advisor, include work in the Social Sciences, Humanities and Natural Sciences as well as work on such skills as research and writing.

Specifically, students ordinarily complete a Discipline Focus in Political Science consisting of the following:

- American Politics
- The Constitution
- American Political Theory
- Political Science elective courses

In addition, students complete one course each in Basic Economics, Psychology, Sociology and American History.

The following topics are also recommended:

- Environmental Science
- Ethics
- Law and the American Legal Process
- Logic
- Statistics

*Note that these recommendations are fully consistent with both the New College General Requirements and Social Science Area requirements, all of which must be satisfied by students pursuing this Elective Focus.

SOCIAL SCIENCE

Student-Initiated Projects in the Social Sciences

Student-Initiated Projects are intended to provide the student with a means of pursuing individual academic interests not ordinarily treated in the New College curriculum. Proposals for each Student-Initiated Project should be submitted to the Area Coordinator at least ten days before the sessions in which the Project is to begin.

Individual Projects (IP)

Together, the student and a faculty member, normally from the full-time New College faculty, determine the substance of the project and such formal details as the frequency and length of conferences and the credit value, normally no more than three. Individual Projects range from conventional readings and research to creative projects and field work.

The Individual Project option is always subject to the availability of faculty resources and the student's readiness to undertake the proposed project. The duration of an Individual Project usually coincides with a New College Session or Semester.

The form for IP registration is:

S61, or S62, or S63, or S66: INDIVIDUAL PROJECT IN SOCIAL SCIENCE:
(Descriptive subtitle, number of credits and grading system to be determined.)

Off-Campus Education (OCE)

Students may spend a period of one Session to one calendar year learning at an approved off-campus site under the sponsorship of the New College faculty. OCE Projects should evolve from and reinforce the student's academic program. OCE Projects must initially be approved by the student's advisor, a faculty supervisor and finally by the Off-Campus Education Committee. Students may do more than one OCE Project, under different subtitles, but may earn no more than 32 s.h. under this rubric. OCE Projects are graded on a Pass/Fail basis.

The form for OCE registration is:

OCE 80: OFF-CAMPUS EDUCATION: Field Work (Site and number of credits to be determined.)

OCE 80Z: OFF-CAMPUS EDUCATION: Research (Descriptive subtitle and number of credits to be determined.)

SOCIAL SCIENCE FACULTY

David C. Christman, Associate Professor of Art History

Interest Areas: Archaeology of the New World, Native Americans, Primitive Societies, Cross-Cultural Socialization, Aesthetics and the Environment, Organizations

Alfred Cohn, Professor of Psychology

Interest Areas: Social Psychology, Psychology and the Criminal Justice System, Environmental Psychology, Psychology and Art, Public Opinion and Propaganda, History of Psychology: William James; Personality Psychology: Identity, Prejudice

Silvia Federici, Associate Professor of Philosophy

Interest Areas: History of Philosophy; Radical Philosophers, Marxism, Technology in the 20th Century, Self-Determination and Emancipation in Modern Philosophy, Non-Western Political and Philosophical Traditions

Bruce Grossman, Professor of Elementary Education

Interest Areas: Psychology, particularly child psychology; Early Childhood Education, Emotional Problems of Children, Problems of Parenting, Psychoanalysis, Psychotherapy

Conrad Herold, Assistant Professor of Economics and History

Interest Areas: Economic History, International Political Economy, Economic Development, Political Economy, History of Economic Thought, Contemporary Latin American Macroeconomics and Political Economy, Contemporary Philosophy

John Kreniske, Assistant Professor of Anthropology

Interest Areas: Peoples and Cultures of Latin America; Medical Anthropology, including the social and cultural effects of disease and epidemics; the Relationship of Environments to Social Forms and Development; Anthropology of Disasters and High Stress; Local Politics and Environment in Puerto Rico

Linda Longmire, Associate Professor of Political Science

Interest Areas: American Political Institutions and Theory, Constitutional Law, History of Political Thought; Public Policy, especially as it concerns the environment and women; Culture and Politics; Social Movements

Warren Mintz, Associate Professor of Sociology

Interest Areas: Communication -- Rational, Emotional, & Nonverbal; Learning that utilizes principles which underlie Tai Chi Chuan; Societies of tradition compared to societies of change

Gail Satler, Associate Professor of Sociology

Interest Areas: Urban Planning and Design, Architecture Design and Human Interaction, Sociolinguistics

Social Science Faculty (cont.)

Carolyn Sobel, Associate Professor of Linguistics

Interest Areas: Cognitive Science--human intelligence and how the human brain "does" language: the role played by the study of the nature of language in understanding how the brain works. Artificial Intelligence: the light shed on the nature of human language -- and hence the human brain -- by the attempt to model language on the computer. The evolutionary relation of human language to animal communication

Roy Udolf, Professor of Psychology

Interest Areas: Hypnosis, Clinical Psychology, Dreams, Forensic Psychology, Human Engineering, Professional Ethics

ELECTIVE STUDIES AND FOCI

One third (40 s.h.) of a New College student's Bachelor of Arts program consists of Elective Studies. Elective Studies complement College Requirements, which are intended to assure breadth of learning, and Area Requirements, which are intended to assure concentration of learning. Elective courses or projects are selected in consultation with the student's academic program where interests and curiosities are investigated purely for their own sakes and for intellectual pleasure. The only limitation on the selection of Elective Studies courses and projects are:

1. that there be no break with Area Studies restrictions and that no more than 40 s.h. of work be in a single discipline, and
2. that no more than 30 s.h. of a student's total academic program be in non-Liberal Arts Courses. (All New College courses are Liberal Arts courses. Courses in the Hofstra College of Liberal Arts and Sciences which are not Liberal Arts courses carry the designation, "No Liberal Arts credit," in the HOFSTRA UNIVERSITY GENERAL BULLETIN. All courses in the School of Business, School of Education and Allied Human Services and the Reading Center are not for Liberal Arts credit unless otherwise noted. For Liberal Arts courses in the School of Communication and the School for University Studies, please see School and Department/Division course descriptions).

Elective Focus

Occasionally, students use an Elective Focus to further career goals. A student will combine a non-required Elective Focus with an Area concentration. For example, students with an interest in preparing for professional training in Law or Medicine may choose to use some of their elective work for pre-professional purposes. Details of pre-Medical and pre-Law optional Elective Foci are set forth in the Natural Science and Social Science sections of this Addendum.

ELECTIVE STUDIES AND FOCI

Elementary Education/Child Study Focus

Professor Ignacio Götz, Coordinator and Advisor

Students with a special interest in elementary education or in child study at New College have the opportunity to complete a sequence of elective work which leads either to provisional certification as elementary school teachers or to a liberal arts focus in child study and education. **All students electing this Focus must complete the requirements for graduation of one of the New College Areas.**

The Education/Child Study Focus stresses field experiences for its students as well as knowledge of theories of child behavior and development, the philosophic foundations of education and socialization, and the content areas and curricula of the elementary school. The program requires the demonstration of skills critical to effective teaching and understanding of children, to interacting sensitively and flexibly with learners and peers, to organizing the social environment of children and the classroom and to analyzing the verbal behavior of teachers and learners.

Since this program has a strong liberal arts core, its students are expected to develop insights into their own and others' professional growth and development.

Students in this elective program of study may satisfy their Senior Project requirement through work on a topic reflecting their interest in child study and/or education if this work is consistent with the requirements of their Area or discipline focus.

Elective Child Study Focus

Requirements

In addition to satisfying all General Requirements for Graduation from New College, students in the Elective Child Study Focus must also satisfy the following:

1. Completion of the graduation requirements for one of the five New College Areas: (Creative Studies, Humanities, Interdisciplinary Studies, Natural Sciences, Social Sciences).
2. Successful completion of 20 s.h. including:
 - a. 3-4 s.h. of "Philosophy of Education," "The American School" or "History of American Education"
 - b. 8 s.h. of "Children and their Needs," "The Troubled Child," "Psychotherapy for Children" or "Children in the Schools".

ELECTIVE STUDIES AND FOCI

Elective Elementary Education Focus

Requirements

In addition to satisfying all General Requirements for Graduation from New College, students in the Elective Elementary Education Focus must also satisfy the following:

1. Completion of the graduation requirements for one of the five New College Areas (Creative Studies, Humanities, Interdisciplinary Studies, Natural Sciences, Social Sciences),
2. A grade-point average (GPA) of 2.75 before applying to the School of Education and Allied Human Services,
3. Successful completion of the Elementary Education Program as outlined in the HOFSTRA UNIVERSITY GENERAL BULLETIN.

*NOTE: The New College Requirement of 90 s.h. in the Liberal Arts must be fulfilled. The minimum number of semester hours to graduate from New College may therefore rise to more than 120 for students satisfying the dual New College/School of Education degree and certification requirements.

New York State requires completion of one year of college-level study of a language other than English or the equivalent as well as one course in mathematics and fine arts. While these discipline-based requirements are not necessary for the Bachelor of Arts degree through New College, students seeking provisional certification in Education must complete these State requirements.

APPENDIX A ADDITIONAL MODES OF LEARNING

Credits-by-Examination

Full-time New College students may earn up to 32 s.h., a full year's study, through credits-by-examination. This opportunity extends to current faculty-offered courses as well as to definable content areas not available through faculty-offered modes but within the expertise of the full-time New College faculty. Students requesting credits-by-examination should first confer with their advisor, then the involved New College faculty member and finally the Area Coordinator of the program of study in which the credits are sought.

Each course has clearly defined goals, and each subject area contains definable content, the achievement of which indicates satisfactory completion of credits of learning. Whenever students believe they have already achieved these goals or accomplished mastery of a definable content within a subject area, they may, with their advisor's approval, request the appropriate New College faculty member for an examination. After consulting with the student, the instructor will determine whether or not an examination is advisable; at this point, the student may officially propose a credits-by-examination project.

The examination will be more comprehensive than a customary final examination since the instructor will be unfamiliar with the student's work in the subject area. If the examination results convince the instructor that the student has achieved the goals of the course or has accomplished mastery of a definable content area, the instructor will award the appropriate grade, and the credits will be added to the student's official record. If the instructor is not convinced, the instructor may either suggest additional work to prepare the student for another examination, or recommend that the student enroll in an appropriate course or project. There is no appeal of the instructor's decision. Registration is through Individual Projects in the category of credits-by-examination.

Peer-Teaching

In the process of developing their human resources to the fullest possible within the Liberal Arts, some students gain intellectual expertise and skills qualifying them to serve as teachers to their peers. Under the supervision of faculty members, these students may work as apprentices in classes, studios, seminars and workshops. Not only does this opportunity give peer teachers a special responsibility to communicate their educational experiences to student peers, but it also allows faculty and students to profit from the fresh and stimulating contributions of contemporary student-apprentices. Students interested in serving as peer teachers should initially discuss this option with their advisors, then the faculty members with whom they would like to work. Registration is through Individual Projects in the category of Peer Teaching.

APPENDIX B OFF-CAMPUS EDUCATION - DOMESTIC PROGRAMS

Off-Campus Education was developed in 1969 in response to student needs for, and interests in, experiential education. OCE allows students to explore, test and question ideas, theories and skills in settings and situations outside of the classroom or away from the Hofstra University campus. The OCE option for academic credit can provide students with:

- * an effective means of using theoretical knowledge in practical applications,
- * a way of gaining practical experience in a chosen field,
- * a method of utilizing the resources of professional seminars and/or workshops.

OCE offers opportunities for Hofstra students in good academic standing (minimum GPA 2.0) who wish to:

- * gain knowledge and experience in the field through internships or apprenticeships (Field Projects),
- * attend seminars or workshops or field experiences at institutions that do not offer degrees but do offer academically valuable experiences (Non-Degree Granting Institutions),

Many times, the site of learning offers opportunities that are specific to that site which cannot effectively be reproduced on campus or in a classroom. For example, pre-Law students studying the American court system might complement their knowledge with work and learning at a law firm or court-related agency to enhance their familiarity with how the system operates in daily practice. Therefore, the site and the learning afforded by the site become an integral part of the student's academic career.

OCE Field Projects

Field Projects are internships or apprenticeships characterized by a student's experiential activity and involvement at an off-campus, non-institutional site. Field Projects are a way for students to seek practical, pragmatic answers to their academic questions or to compare the applications of theoretical concepts to professional practice. A student should seek a site that can provide an opportunity to meet these objectives in a meaningful way that will yield academic learning. Students should not attempt field projects in academic areas for which they have insufficient educational preparation. Students earn academic credit through their submission of a Basic Learning Report with an academic theme and research papers with appropriate hypotheses and documentation.

Non-Degree Granting Institutions

Students occasionally want to earn academic credit through an educational program other than one at a degree granting institution of higher education. Hospitals, professional organizations, museums, special institutes, research groups, theaters and the like often offer seminars, workshops or courses that may be of interest. These institutions frequently evaluate student performance and make recommendations to the OCE Committee. These are considered non-degree granting institutions: an educational or cultural organization that offers academic programs but does not grant an undergraduate degree or award academic credit.

APPENDIX C OFF-CAMPUS EDUCATION - INTERNATIONAL PROGRAMS

A New College Policy Statement on Study Abroad (Foreign Study)
(Approved by the New College Faculty on May 16, 1990)

INTRODUCTION

For over twenty-five years, New College of Hofstra University has been characterized by its commitment to an innovative, individualized and interdisciplinary liberal arts education. New College's approach to international studies and study abroad reflects these same pedagogical values. Study abroad is one important way to address the increasing demand for an experiential education enabling students to address national and international as well as global problems from a multi-cultural perspective.

THE NEED FOR STUDY ABROAD

Recent studies -- one by the American Council on Education (ACE) and another by the Coalition for the Advancement of Foreign Languages and International Studies (CAFLIS) -- found that college undergraduates are unprepared to meet the global challenges that will confront them. These reports recommend restructuring the three major components of international studies -- study abroad, foreign language instruction and internationally oriented courses. They also encourage undergraduate programs to develop strategies to integrate foreign language education at all levels of instruction. Thus a study abroad program for New College should be seen as an integral part of an overall approach to international studies emphasizing all three of these components.

EDUCATIONAL GOALS OF STUDY ABROAD

Study abroad is one of the most effective ways of learning about the world. A study abroad program must help students understand the changing demographic, technological and ecological patterns in the physical world as well as corresponding changes in economics, politics and other social structures. Studying abroad will help students analyze the resurgent nationalism, ethnic conflict and fragmentation as well as the new unifications and alliances that are emerging.

New College's guidelines for study abroad follow from what the faculty see as its main educational goals:

1. Study abroad can offer a large number of our students the possibility to become conversant with a different culture. "Becoming conversant with a different culture" is not necessarily the same as "simply" studying abroad. Ideally, students will study in a context that will allow them to interact with local people as "insiders." As participant/observers, they will be able to immerse themselves in a different culture and yet be able to make the kind of comparative, theoretical analyses that are necessary for understanding that culture.
2. Study abroad should encourage imaginative and critical thinking by exposing students to alternative values, traditions and ways of knowing. Obviously, study abroad offers a golden opportunity for in-depth/specialized studies. This, however, should not be its main focus. Study abroad should serve first and foremost to give students a broad perspective on international trends, and this requires the utmost interdisciplinary cooperation.

APPENDIX C OFF-CAMPUS EDUCATION - INTERNATIONAL PROGRAMS

STUDY ABROAD IN THE DEVELOPED WORLD: THE EUROPEAN ODYSSEY

New College's European Odyssey encourages students to integrate their classroom work with experiential learning. The European Odyssey has students and faculty traveling to sites in various European countries for meetings, lectures and conferences.

STUDY ABROAD IN THE THIRD WORLD: JOURNEY TO MEXICO

To supplement individualized study abroad opportunities in developing nations, New College offers "A Journey to Mexico." Similar to the "European Odyssey," students and faculty use the mobile classroom concept, traveling throughout selected areas of southern Mexico to gain perspectives about contemporary Mexican political, economic and cultural life.

FOREIGN LANGUAGE

At this time, New College does not require students studying abroad to learn a language or pass a fluency exam. But it is obviously important for them to have some exposure to a foreign language. New College does not want to exclude those without language proficiency from study abroad which is often the best stimulus for wanting to learn another language.

EDUCATIONAL PROGRAMMES ABROAD

Educational Programmes Abroad (EPA) was formed in 1971 to organize foreign study programs for select American Universities and colleges. Through EPA, Hofstra University students have the opportunity to attend semester-length courses while participating in semester-length, ten week or eleven week internships in London, Bonn, Cologne, Brussels, Paris, Madrid or even in the offices of British members of Parliament. Academic courses in the Liberal Arts and internships are available in many areas: Retail, Law, Medical Research, Museum and Art Galleries, Pressure Groups and Politics, Social Sciences and Town Planning. Summer internships are also available.

THE INSTITUTE FOR THE INTERNATIONAL EDUCATION OF STUDENTS (IES)

The Institute for the International Education of Students, formerly the Institute of European Studies/Institute of Asian Studies, has been providing study abroad programs since 1950. IES offers superior programs for academic study through the Off-Campus Education Program at New College of Hofstra University. A not-for-profit educational organization, IES is committed to providing an environment where students will expand their sensitivity to, and understanding of, foreign cultures. Students are afforded the opportunity to earn credits toward their academic degree by studying, living and working for a semester or an entire academic year at one of the IES Centers. The IES Centers are located in various cities and countries: Durham, London and Stockton in the United Kingdom; Madrid and Salamanca in Spain; Milan in Italy; Nantes, Dijon and Paris in France; Vienna in Austria; Berlin and Freiburg in Germany; Beijing in China; La Plata in Argentina; Adelaide and Canberra in Australia and Nagoya and Tokyo in Japan. The costs vary according to the program.

OFF-CAMPUS EDUCATION - INTERNATIONAL PROGRAMS

ST. CATHERINE'S COLLEGE AT OXFORD UNIVERSITY

Select New College students at Hofstra University have the unique opportunity to study for one extended semester or an entire academic year at Oxford University in England. Students enjoy all the main privileges of studying at Oxford University. Visiting students are taught by the same college tutors (dons) as undergraduates working for an Oxford University degree; they have access to University libraries, lectures and laboratories, and they can enjoy the sports, recreation and accommodation facilities at Oxford, but are not matriculated members of the University. Privileges at New College, Oxford and St. Catherine's College usually are available.

INTERNATIONAL SCHOLAR AT THE UNIVERSITY OF AMSTERDAM

Hofstra University, through the Office of the Provost and Dean of Faculties, awards three (3) tuition-free scholarships for a year's study in the University of Amsterdam's "Program in European History and Culture." Students receive Hofstra credit for courses in European History, Geography, Economics, Politics and the Dutch language. All courses are taught in English.

APPENDIX D UNIVERSITY WITHOUT WALLS

University Without Walls at New College of Hofstra University is a Liberal Arts, Bachelor of Arts and Bachelor of Science program for able students who can spend only a limited time on campus, but whose life situations provide the opportunity for both full-time and part-time study. The name "University Without Walls" comes from a national movement in the 1960's for baccalaureate programs emphasizing individual study modes, individualized curricula and the melding of community educational resources with campus resources.

Requirements for the baccalaureate degree through University Without Walls at New College are fifteen. Each of these fifteen requirements may be satisfied through one or more of UWW's modes of learning. The four modes are:

- **faculty offered courses**, seminars or workshops at University Without Walls, New College or any of the Liberal Arts, undergraduate units at the University;
- **individual learning contracts**, between the student, the program and an approved supervisor;
- **credits by examination**, including satisfactory performance on national tests as well as individually designed University Without Walls examinations,
- **the assessment of prior learning** of an academic nature, including transfer credits from other post-secondary educational institutions; other forms of prior learning may also be evaluated.

A student's work in UWW may be through the individual contract mode, or it may be through faculty-offered courses, or it may be through a combination of both. The assessment of prior learning, which may occur at the beginning of a student's participation in UWW, coupled with the credits by examination mode, may shorten the length of time an individual student spends earning the baccalaureate degree. Learning contracts may vary both in length and intensity: a full learning contract may be eight weeks in length or sixteen weeks, or twenty-four or even thirty-two weeks, with similar options available for contracts of less than full value.

APPENDIX D UNIVERSITY WITHOUT WALLS

Each of the fifteen requirements for the UWW baccalaureate degree normally can be equated with 8 s.h. of traditional college work. Each requirement belongs to one of three groups of five requirements each:

Studies in Breadth

- knowledge of a culture other than the student's own,
- knowledge of the works of the human imagination,
- knowledge of the social sciences,
- knowledge of the natural sciences,
- competence in expository writing and knowledge of one other form of communication.

Studies in Depth

-these five requirements give UWW students the opportunity to concentrate in an area of their own choosing and design. These depth requirements may be non-traditional in bringing an interdisciplinary perspective to the study of a topic or theme, or they may be of a more traditional nature by concentrating in a discipline or group of related disciplines.

Electives

-four of these five requirements allow the student free choice of contracts, courses, credits by examination, etc. within Liberal Arts and related areas.

-the last of these requirements is a Final Project in which the student demonstrates the skills, intellectual insights and various perspectives gained through participation in University Without Walls. Most students complete the Final Project through a topic related to the Studies in Depth requirements.

Please note that UWW does not prescribe the order or sequence in which graduation requirements are satisfied. With the exception of the Final Project, the last study undertaken, students determine the order of their satisfaction of requirements as well as the various modes of learning to be employed with the assistance of UWW personnel, the UWW Core Faculty and their advisors.

Applicants interested in the University Without Walls approach to the baccalaureate degree must present admissions qualifications similar to those required of all applicants to New College's degree granting programs. In addition, because of the special student audience served by UWW, applicants must also demonstrate a need for the "external" and individualized nature of UWW contracts and curricula through an interview and essay, in part showing why their personal and professional commitments prevent their easy access to an on-campus undergraduate program.

For more information about University Without Walls, please consult the UWW Bulletin Addendum or contact the UWW office in 203A Roosevelt Hall.

APPENDIX E

MASTER OF ARTS PROGRAM IN INTERDISCIPLINARY STUDIES

Many capable and seriously motivated individuals cannot undertake graduate study because of commitments and responsibilities which preclude regular classroom attendance. Similarly, many individuals may wish to pursue graduate study of interdisciplinary topics or themes which do not easily fit into traditional discipline and divisional master's programs. The New College Master of Arts Program provides these students with an opportunity to continue their formal education through an interdisciplinary, individualized mode of study at the graduate level. Applicants must have a bachelor's degree and must demonstrate a need for, an interest in, and a competence with the demands and resources of the Liberal Arts in each of the Program's learning components.

The principal learning mode is contractual, an individual agreement between the student, the proposed faculty supervisor and the Program's Core Faculty for a project of intellectual skill and rigor at the graduate level.

Students must **complete five components** to achieve the Master of Arts degree at New College. The first of these is an Initial Study of research and performance skills at a Master of Arts level through a series of on-campus seminars and a library-research project. Next, students enroll in **three successive learning contracts**, individually designed with the assistance of Hofstra University faculty members and supervised by professionals, either at the University or at any appropriate site accessible to the student. Contracts frequently include library-research, field research, apprenticeships, internships and occasionally, course attendance, laboratory work or studio participation. The final component is the Master's Thesis, a contractual project reflecting the accumulation of research and performance skills from the preceding three contracts. Work on the thesis is begun after approval of the Thesis Research Proposal, prepared by the student and approved by the Master of Arts Program Core Faculty. When the thesis is completed to the satisfaction of the committee of three readers and the Core Faculty, the student is recommended to the Dean of New College by the Core Faculty for the award of the M.A. degree.

For more information about the Master of Arts Program, please consult the MAP Bulletin Addendum or contact the MAP office in 205 Roosevelt Hall.