

School of Education

Students should consult the *Class Schedule* for specific offerings before registering for their programs.

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An All-University Approach to Teacher Education

Hofstra University prides itself in having an “all-University approach” to teacher education. Since 1935 our history has been one of a four-year liberal arts college which early on expanded to serve the needs of such future professionals as engineers, business people and professional educators. Unlike many other institutions which began as teacher training colleges and later added a liberal arts component, Hofstra University enjoys a duality between liberal and professional studies, but is based on a University mission which places a liberal arts education of undergraduates in overriding priority. Thus, all undergraduate secondary education students major either in the College of Liberal Arts and Sciences, the Zarb School of Business, or in the School of Communication, whose program includes a large liberal arts component. All elementary education students are dual majors—both in the School of Education and in the College of Liberal Arts and Sciences; physical education majors are required to take half of their course work in the liberal arts and sciences.

Mission of the School of Education

The mission of the Hofstra University School of Education is to prepare professionals in education, health, counseling, and therapeutic services, who will be scholarly in their academic pursuit and committed to social justice and democratic practice. These scholar-practitioners will be dedicated to reflective, participatory, and collaborative processes. They will be committed to and capable of working with diverse populations in a variety of social and cultural contexts and able to meet the challenges of a technologically complex society. We strive to create a diverse and inclusive learning environment in which members participate in, learn from, and help shape professional, local, national and international communities.

For the undergraduate component of the basic program, then, the goals of the School of Education include:

1. The cooperative education of students well-rounded both professionally and in the liberal arts;

2. The first professional training of entry-level professionals who will serve in the public and independent schools of the region and nation;
3. The development of analytic skills and sound judgments applied to content and also to professional issues; the ability to make warranted and thoughtful decisions about curriculum issues and student-related issues as well as issues relating to the conduct of the schools and the profession;
4. To set the groundwork for continued learning by the new professional, whether that learning is through job-related experiences or graduate study applicable toward permanent certification.

For those students whose basic professional education occurs on the graduate level, as in our M.S. in Education programs in secondary or elementary education, in special education, in reading or in counselor education, our goals are similar but not identical. For these graduate students, we regularly require the prior completion of an undergraduate degree either in the liberal arts or in business. Thus, the task of achieving a general education with its breadth and depth has been achieved either at Hofstra or at another university. We assume this task has already been successfully completed and devote the bulk of our efforts to the professional education of the graduate student.

Thus, for the graduate component of the basic programs, our goals include:

1. The education of a well-rounded individual in the professional and general education senses;
2. The professional training of entry-level professionals who will serve the public and independent schools of the area and nation;
3. The development of analytic skills and sound judgments applied to content and also to professional issues; the ability to make warranted and thoughtful decisions about curriculum issues and student-related issues as well as issues relating to the conduct of the school and the profession;
4. To set the groundwork for continued learning throughout the student’s professional career.

The goals of our advanced programs are given in greater detail in each department’s publications, but common to all are:

1. To further develop entry-level abilities through a basic professional program;
2. To provide specialized professional educational opportunities for persons with provisional or permanent certification;
3. To provide opportunities for career development for persons without preservice professional educational preparation, e.g., creative arts therapy, counseling,

- research and evaluation, and rehabilitation counseling;
4. To provide opportunities for career redirection to fully certified teachers, e.g., administration or supervision, counseling or such specialties as reading, special education and early childhood education;
 5. To afford teachers the opportunities to study education as a discipline in depth as in the master's degree program in foundations of education.

The following departments and areas make up the School:

Administration and Policy Studies

Educational Administration
 Educational Studies Program
 Foundations of Education
 Reading
 Reading, Language, and Cognition
 Reading and Special Education
 Writing

Counseling, Research, Special Education, and Rehabilitation

Counseling
 Creative Arts Therapy
 Gerontology
 Marriage and Family Therapy
 Rehabilitation Counseling
 Research
 Program Evaluation
 Special Education

Curriculum and Teaching

Elementary Education
 Bilingual
 Early Childhood
 Mathematics, Science, and Technology
 Middle Level Extension 7-9

Secondary Education

Art (K-12)
 Bilingual
 Business
 English
 Foreign Languages
 Mathematics
 Middle Level Extension 5-6
 Music (K-12)
 Science
 Secretarial and Office Subjects
 Social Studies
 Speech Communication (K-12)

Teaching of English as a Second Language (TESL)

Health Studies, Sport Sciences, and Physical Education

Athletic Training
 Community Health
 Exercise Specialist
 Health Administration
 Health Education

Managed Care

School and Community Health Education
 School Health Education
 Teaching of Physical Education

RELATED UNIVERSITY SERVICES

For information on the Center for Special Education and Rehabilitation, see page 22, the Reading/Writing Learning Center, page 22 and for the Reading/Communications Resource Center, page 22. Other services and centers are listed under Facilities and Services, page 14.

ACCREDITATION AND CERTIFICATION

Most Hofstra University School of Education programs meet New York State certification requirements. They are programs through bachelor's, master's, advanced certificate, professional diploma and doctoral levels: elementary (PreK-6), secondary (7-12) and special subjects (K-12) teaching areas; school counseling; special education areas; research; reading; and educational administration.

When matriculated Hofstra students successfully complete Hofstra's State-approved certification program, they are eligible to apply for state certification through the University.*

In addition to the educational requirements for New York State certification, it is necessary for all persons who apply for their initial New York State certificate through Hofstra to complete teacher certification examinations, a two-hour seminar on the identification and reporting of child abuse and maltreatment, and a seminar on substance abuse.

New York State has certification reciprocity agreements with many other states. Persons completing Hofstra's registered programs are eligible for an initial regular certificate in any of the states with which New York State has entered into an interstate agreement. However, additional noneducational requirements such as character, health, citizenship or a special test may have to be met. Application to any other state is made directly to that state's education department by the person seeking certification.

In the field of preparation of teachers and pupil service personnel, the National Commission on Accrediting recognizes the National Council for Accreditation of Teacher Education (NCATE) as the only national accrediting agency.

The School of Education at Hofstra University is accredited by the National Council for Accreditation of Teacher Education (NCATE). The accreditation includes the basic and advanced levels of professional education programs offered at Hofstra University.

For detailed information on certification requirements, contact the Certification Office, 214 Mason Hall.

*A certification application fee is collected for the State of New York at the time the School of Education recommends the candidate for certification to the State. Applications are available and should be returned to the Certification Office, 214 Mason Hall.

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

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

SCHOOL OF EDUCATION COURSES MAY NOT BE APPLIED TOWARD LIBERAL ARTS CREDIT UNLESS OTHERWISE NOTED. See page 46.

Programs

A program is a planned sequence of courses designed to develop the range of understanding and command of specialized competencies basic to a professional role in the schools. Programs offered by the School of Education are classified as either preprofessional or professional. The *preprofessional* programs are for students seeking *initial* teacher certification or certification as a teacher assistant, whether at the undergraduate level or the graduate level. *Professional* programs are designed for students already certified (provisional or permanent) or experienced as teachers (e.g., in private schools, in the Peace Corps, etc.) and who wish to pursue advanced studies in a specialized field of education.

The School of Education also offers minor programs to undergraduate students interested in education as an additional field of study and inquiry. Consult individual department for advisement.

To locate information about preparatory programs for teaching and other educational roles, consult one of the three charts that matches the current level of the candidate's preparation. Use the charts to identify the school and department offering the program of interest. Undergraduate students should consult Undergraduate Preprofessional Programs, above.

Noncertified graduate students should consult Graduate Preprofessional Programs, page 112.

Certified and in-service teachers and other school personnel should consult Professional Programs, page 113.

Undergraduate Preprofessional Programs

The School of Education is a professional school to which most undergraduate students are admitted only after they have established a broad liberal arts foundation. Enrollment is open to students showing qualities which indicate potential as teachers of children and youth. Judgments concerning these qualities are accumulated in reports plus field-based experiences from several of the students' instructors, including faculty in liberal arts and education

and cooperating teachers in the schools. Prospective teachers should obtain advisement from the proper department in the School of Education even though initial enrollment may be in the Hofstra College of Liberal Arts and Sciences, New College, the Zarb School of Business or the School of Communication.

ENROLLMENT

Prospective teachers in the following fields enroll as a major in the School of Education: art, music, physical education, school and community health education, secretarial and office subjects, and teacher assistants.

Preparation for teaching in elementary schools calls for enrollment in a Bachelor of Arts program in the College of Liberal Arts and Sciences, New College or the School of Communication in the department of the student's interest for the liberal arts subjects, and in the School of Education for completion of the professional education courses leading to the dual major.

Students preparing to teach in junior and senior high schools enroll in the College of Liberal Arts and Sciences, New College or the Zarb School of Business as a major in the department of the teaching field. Additionally, they later enroll in the group of professional secondary education courses in the School of Education, leading to the recommendation for New York State teacher certification. See page 108.

Another option would be to elect a dual major in a subject area within the College of Liberal Arts and Sciences or the School of Communication and in the School of Education's Department of Curriculum and Teaching (except in the subjects listed above).

The chart on page 110 provides guidance for future teachers for registration in the education and teaching field departments.

A student preparing to teach should, by the beginning of the sophomore year, select a major in the appropriate college. With an adviser from the chosen department, the student should develop an approved plan of study which satisfies the requirements of that department as well as the School of Education department. Students preparing to teach physical education or school and community health education should enter that program in the Department of Health Studies, Sport Sciences, and Physical Education in the School of Education in the freshman year.

Frequently it is necessary for students to take more than the minimum 124 semester hours for graduation in order to meet the subject requirements of their academic department in the Hofstra College of Liberal Arts and Sciences, New College, the Zarb School of Business, or the School of Communication and the teacher education requirements of the School of Education. For example, the B.S. in Education requires from 128 to 131 semester hours, depending on the specific liberal arts requirements.

PREREQUISITES FOR TEACHER CANDIDATES

Undergraduate students preparing to teach at the elementary or secondary level need to apply to the Department of

Undergraduate Preprofessional Programs

Teacher candidates should obtain advisement from the proper department of the School of Education as well as from the department of their prospective teaching field.

<i>Professional Aim</i>	<i>School of Education Program</i>	<i>Department of Teaching Field</i>	<i>See Page</i>
TEACHING			
Art	Secondary Education	Fine Arts	329
Bilingual Education	Elementary Education	Curriculum and Teaching	180
	Secondary Education	Curriculum and Teaching	329
Business Education, Business and Distributive Education	Secondary Education	School of Business	330
Elementary School, PreK-6	Elementary Education	Curriculum and Teaching	179
English	Secondary Education	English	331
Foreign Languages (French, German, Italian, Spanish, Russian)	Secondary Education	appropriate language	331
Mathematics	Secondary Education	Mathematics	331
Music	Secondary Education	Music	332
Physical Education	Physical Education	Health Studies, Sport Sciences, and Physical Education	228
Health Education	School Health Education	Health Studies, Sport Sciences, and Physical Education	230
Science (biology, chemistry earth science, general science, physics)	Secondary Education	appropriate science department	332
Secretarial and Office Subjects	Secondary Education	Curriculum and Teaching	330
Social Studies	Secondary Education	appropriate social science department	332
Speech Communication	Secondary Education	Speech Communication and Rhetorical Studies	333
Teacher Assistant	Elementary Education	Curriculum and Teaching	178
OTHER PROFESSIONAL SPECIALIZATIONS			
Athletic Trainer	Athletic Training	Health Studies, Sport Sciences, and Physical Education	231
Community Health	Community Health	Health Studies, Sport Sciences, and Physical Education	230
Health and Fitness Training	Exercise Specialist	Health Studies, Sport Sciences, and Physical Education	229

NOTE: A bilingual concentration is available in many of the above fields.

Curriculum and Teaching in room 243 Gallon Wing at the beginning of the sophomore year.

Undergraduate students should plan with their liberal arts adviser to take their core and liberal arts major courses before the junior year. During the upper junior year and the lower senior year, elementary education majors will respectively need to plan to alternate a semester of mornings and a semester of afternoons in order to

participate in schools. The upper senior year requires full-day student teaching.

Elementary education candidates should select a foundations of education course during the first semester of the sophomore year (FDED 111 or 127). During this semester, they should also obtain, complete and return a Change of Major form (to declare two majors) to the Office of Financial and Academic Records. For admission,

an overall grade point average of 2.5 or higher is required in liberal arts course work, as well as an overall grade point average of 2.5 or higher.

Secondary education candidates should enroll initially in FDED 111 or 127, CRSR 113 or SED 151. These courses may be taken in any order or concurrently; the latter two are prerequisites for enrollment in remaining courses in the undergraduate secondary education professional sequence.

For enrollment in the secondary education program, following the completion of CRSR 113 and SED 151, a student must have an overall grade-point average of 2.5 or better to continue in the program. These courses must be completed with a grade of C- or better and the recommendation of the instructors secured.

Junior standing is a prerequisite to enrollment in all courses offered by the School of Education *except* ELED 41, CRSR 113, SED 151, all foundations of education and many physical education courses.

Student Teaching: for admission to student teaching, the last phase of the professional educational sequence, teacher candidates must have achieved a 2.5 grade-point average as specified by their School of Education department in all courses in their major (teaching) field as well as having achieved a minimum grade-point average in professional education studies. In addition, candidates must have on file field experience progress reports.

THE SELECTION PROCESS

The School of Education has implemented a policy of careful initial and continuing selection of students and courses offered by the School. Generally, courses are *not* open to students who have not been accepted into the School of Education. Exceptions are courses in foundations of education, educational psychology and physical education.

At the end of the sophomore year students who have applied for enrollment in the School of Education will be assigned by the selection offices to one of three categories:

Accepted, meaning that an applicant may continue in teacher education at Hofstra;

Accepted provisionally, in Secondary Education, meaning that an applicant may continue work in professional education although specified deficiencies must be made up;

Rejected, meaning that an applicant may not enroll in any course offered by the School.

Students who have been accepted may be dropped from programs in education at a later date in cases where academic performance, judgments of field-experience supervisors and cooperating school personnel or other factors make such steps advisable.

UNIVERSITY DEGREE REQUIREMENTS

ASSOCIATE IN APPLIED SCIENCE: Specialization in Elementary Education; see page 178.

BACHELOR OF SCIENCE

The Department of Health Studies, Sport Sciences, and Physical Education offers the following programs leading to the Bachelor of Science degree:

Athletic Training
Community Health
Exercise Specialist
School and Community Health Education
School Health Education

For programs, see page 228 .

BACHELOR OF ARTS

The Department of Curriculum and Teaching offers a program leading to the Bachelor of Arts degree with a dual major in elementary education and liberal arts or a minor in secondary education and major in liberal arts. See pages 179 and 329. Bilingual concentrations are offered. See pages 179 and 329.

BACHELOR OF SCIENCE IN EDUCATION

For the students taking programs (art, music, physical education and secretarial and office subjects) leading to the Bachelor of Science in Education degree, the following requirements must be fulfilled:

1. The successful completion of the required semester hours for the major and a cumulative grade-point average of 2.5 in work completed at Hofstra.
2. The liberal arts requirement for the specialization must be fulfilled.
3. There are two requirements that must ordinarily be completed in residence at Hofstra: the minimum semester hours in the field of specialization, and the last 30 semester hours. See specific program for requisites.
4. The following general requirements, as listed under each specialization:
 - ENGL 1-2 or placement examination†
 - Humanities
 - Natural science
 - Social science
5. The major and additional requirements as stated under the field of study.

For programs, see pages 228 and 329.

Graduate Certificate Programs

The Department of Counseling, Research, Special Education, and Rehabilitation offers Advanced Certificates in Consultation in Special Education, Early Childhood Special Education, Postsecondary Transition Specialist, School Counselor Bilingual Extension, and Special Education Assessment and Diagnosis; Curriculum and Teaching offers an Advanced Certificate in Middle School Extension, grades 5-6; Middle School Extension, grades 7-9; Reading offers an Advanced Certificate in The Teaching of Writing.

†See University Degree Requirements, page 59, and major program for specific requirements.

Graduate Preprofessional Programs

Enroll in the Master of Science in Education Program

<i>Prospective Teaching Field</i>	<i>School of Education Program*</i>	<i>See Page</i>
Art	Secondary Education	333
Business Education, Business and Distributive Education	Secondary Education	333
Early Childhood Education (PreK-6 New York State Teacher Certification, PreK-3 specialization)	Elementary Education	181
Elementary School, PreK-6	Elementary Education	180
English	Secondary Education	333
Foreign Languages (French, German, Spanish, Russian)	Secondary Education	333
Mathematics	Secondary Education	333
Music	Secondary Education	333
Science (biology, chemistry, earth science and physics)	Secondary Education	333
Secretarial and Office Subjects	Secondary Education	333
Social Studies	Secondary Education	333
Special Education (emotional disturbance, learning disability, mental retardation, physical disability)	Special Education	348
Teaching of English as a Second Language (TESL)	Secondary Education	335

*The Elementary Education and Secondary Education programs are under the supervision of the Department of Curriculum and Teaching. Special Education is under the supervision of the Department of Counseling, Research, Special Education, and Rehabilitation.

For additional information, see pages 351, 336, 364.

Graduate Preprofessional Programs

These graduate degree programs provide preprofessional training leading to a Master of Science in Education degree and initial certification for elementary or secondary school teaching. Students matriculate in School of Education programs by application through the Graduate Admissions Office.

Master of Science in Education programs are designed for graduate students seeking entrance to the teaching field but who hold a baccalaureate degree in a field other than professional education. (Refer to the specific program for exceptions.) These programs are also offered in some nonteaching educational specializations. See page 114.

Persons already holding provisional or permanent certification as teachers and others of comparable educational preparation and experience (e.g., teaching in non-public schools, service in the Peace Corps or other acceptable experience) should select a graduate professional program, see page 113.

For additional information and application, contact the Graduate Admissions Office, 100 Hofstra University, Hempstead, N.Y. 11550-1090.

MASTER OF SCIENCE IN EDUCATION

The School of Education offers programs leading to the degree of Master of Science in Education in the fields of specialization listed below.

Counseling
 Early Childhood Education (PreK-6 New York State Teacher Certification, PreK-3 specialization)
 Educational Administration
 Elementary Education PreK-6
 Foundations of Education
 Program Evaluation
 Reading
 Rehabilitation Counseling
 Secondary Education
 Special Education
 Teaching of English as a Second Language (TESL)

Students should consult with their faculty adviser to find out which program will meet their individual needs, including certification.

Elementary or secondary education candidates are eligible only if they do *not* meet New York State certification requirements in their fields.

Foundations of education or special education (rehabilitation counseling, mental retardation, emotional disturbance, learning/physical disability specializations) candidates must hold a baccalaureate degree in a liberal arts field or in education.

Applicants should refer to the general University regulations for graduate degrees on page 66 and the specific degree requirements and programs described on the pages specified in the above chart.

All courses toward the Master of Science in Education degree must be completed with a grade of C or better. All graduate students must earn a cumulative grade-point-average of 3.0 or better.

All candidates for a master's degree in education must successfully complete a comprehensive examination or a

substantive equivalent in the major area of study as determined by the appropriate department. The comprehensive examination is offered twice during the year, usually in October and March. Information about exact dates is available from the School of Education near the beginning of each semester. It is the student's responsibility to be informed of the time and place of the examination. The master's degree in education will not be conferred upon a candidate who fails this examination twice.

Graduate Professional Programs

The School of Education offers the following professional programs. Applicants may apply to the department office or to the Graduate Admissions Office.

The School of Education offers graduate professional programs leading to the degrees of Master of Arts, Master of Arts with a major in Education, Master of Science, Master of Science in Education and Master of Professional Studies. The School also confers Certificates of Advanced Study, Professional Diplomas, Doctor of Philosophy and Doctor of Education degrees. See programs described on the pages specified in the chart on page 114.

FIELDS RELATED TO EDUCATION

The following programs are for students who may not wish to become classroom teachers but are interested in related fields.

MASTER OF ARTS

Creative Arts Therapy
Health Administration
Marriage and Family Therapy

MASTER OF SCIENCE

Gerontology

MASTER OF SCIENCE IN EDUCATION

Rehabilitation Counseling

EDUCATIONAL SPECIALIZATIONS

The following programs are designed for students who already hold certificates of qualification or teaching certificates or are experienced teachers who wish to pursue advanced studies in a specialized field.

Certain of these programs aim to help in-service teachers improve their competency through the further acquisition of skills and analysis of perspectives in their special areas and through exploratory experiences in related areas of education. Others are designed to provide certification and preparation for specialized positions in education—public school principals and superintendents, school counselors, special education teachers, educational research specialists and reading specialists.

MASTER OF ARTS: MAJOR IN EDUCATION

The programs listed below are designed to provide advanced study in these fields for those who already hold

certificates of qualification or certification as teachers and for others of comparable educational preparation and experience (e.g., teaching in nonpublic schools, service in the Peace Corps or other acceptable experience).

Programs are offered in the following:

Early Childhood Education
Elementary Education
Mathematics, Science, and Technology
Reading, Language, and Cognition
Secondary Education
Special Education
Teaching of Writing

Applicants should refer to the general University regulations for graduate degrees on page 70 and the specific degree requirements and programs described on the pages specified in the chart on page 114.

All courses toward the Master of Arts degree with a major in Education must be completed with a grade of C or better. All graduate students must earn a cumulative grade-point-average of 3.0 or better.

All candidates must successfully complete a comprehensive examination for the degree or the substantive equivalent as determined by the major department. The comprehensive examination is offered twice during the year, usually in October and March. Exact dates are announced near the beginning of each semester. It is the student's responsibility to be informed of the time and place of the examination. The degree will not be conferred upon a candidate who fails this examination twice.

MASTER OF SCIENCE

Students working toward the Master of Science and possessing a Bachelor's degree in physical education, will receive a Master of Science degree in Physical Education.

MASTER OF SCIENCE IN EDUCATION

Students with teaching experience wishing to take advanced degree programs in another teaching area, supervisory, administrative, pupil personnel or research programs should enroll in this degree program.

Programs are offered in the following:

Bilingual Elementary Education
Bilingual Secondary Education
Counseling
Early Childhood Special Education
Educational Administration
Foundations of Education (see below)
Health Education
Program Evaluation
Reading
Reading and Special Education
Rehabilitation Counseling
Special Education (see below)
Special Education and Art Therapy
Teaching of English as a Second Language (TESL)

Foundations of education or special education (rehabilitation counseling, mental retardation, emotional disturbance, learning or physical disability specializations)

 Graduate Professional Programs—Educational Specializations

<i>Professional Aim</i>	<i>Degree and Page Numbers</i>
TEACHING	
Bilingual Elementary Education	M.S. in Education, page 181
Bilingual Secondary Education	M.S. in Education, page 334
Early Childhood Education	M.A.: Education, page 183
Early Childhood Special Education	M.S. in Education, page 349
Elementary School Teaching	M.A.: Education, page 182
Health Education	M.S., page 234
Mathematics, Sciences, and Technology	M.A.: Education, page 182
Physical Education	M.S., page 235
Reading Teacher	M.S. in Education, page 315
Reading-Special Education	M.S. in Education, page 315
Reading Instructor (college or university)	Ed.D., page 317; Ph.D., page 318
Secondary School Teaching	M.A.: Education, page 335
Special Education	M.A.: Education, page 351; M.S. in Education, page 348; M.P.S., page 347
Special Education and Art Therapy	M.S. in Education, page 350
Teaching of English as a Second Language (TESL)	M.S. in Education, page 335
Teaching of Writing	M.A.: Education, page 365
PUPIL PERSONNEL SERVICES	
Guidance Counselor	M.S. in Education, Certificate of Advanced Study, Professional Diploma, page 156
School Psychologist	Ph.D. (Department of Psychology), page 302
SCHOOL ADMINISTRATION	
<i>Supervision</i>	
Academic and Special Subjects	Certificate of Advanced Study, page 172 Ed.D., page 173
Reading	Professional Diploma, page 316; Ed.D., page 317
Special Education	Professional Diploma, page 351
<i>School Principal</i>	
Elementary or Secondary	Certificate of Advanced Study, Professional Diploma, page 172; Ed.D., page 173
<i>District Superintendent</i>	
Advanced Professional Training in Educational Administration	Certificate of Advanced Study, Professional Diploma, page 172; Ed.D., page 173
	M.S. in Education, page 172
RESEARCH IN EDUCATION	
Program Evaluation	M.S. in Education, page 325
Reading	Ph.D., page 318
OTHER EDUCATIONAL SPECIALIZATIONS	
Foundations of Education	M.S. in Education, page 214
Rehabilitation Counseling	M.S. in Education, page 322
OTHER PROFESSIONAL SPECIALIZATIONS	
Consultation in Special Education	Advanced Certificate, page 351
Creative Arts Therapy	M.A., page 161
Early Childhood Special Education	Advanced Certificate, page 351
Family Therapy	Certificate, page 275
Gerontology	M.S., page 226
Health Administration	M.A., page 233
Managed Care	Professional Diploma, page 235
Marriage and Family Therapy	M.A., page 274
Marriage and Family Therapy	Professional Diploma, page 275
Middle School Extension, grades 5-6	Advanced Certificate, page 336
Middle School Extension, grades 7-9	Advanced Certificate, page 183
Postsecondary Transition Specialist	Advanced Certificate, page 352
School Counselor Bilingual Extension	Advanced Certificate, page 157
Sex Counseling	Advanced Certificate, page 158
Special Education Assessment and Diagnosis	Advanced Certificate, page 352
Teaching of Writing	Advanced Certificate, page 366

candidates must hold a baccalaureate degree in a liberal arts field or in education.

Applicants should refer to the general University regulations for graduate degrees on page 70 and the specific degree requirements and programs described on the pages specified in the chart on page 114.

All courses applied toward these master's degrees in education must be completed with a grade of C or better; all graduate students must earn a cumulative grade-point average of 3.0 or better. A student who receives less than a C- will be dropped from the program. All graduate students must earn a cumulative grade point average of 3.0 or better. A minimum grade point average of 3.0 is required for graduation.

All candidates must successfully complete a comprehensive examination for the degree or the substantive equivalent as determined by the major department. The comprehensive examination is offered twice during the year, usually in October and March. Exact dates are announced near the beginning of each semester. It is the student's responsibility to be informed of the time and place of the examination. The degree will not be conferred upon a candidate who fails the examination twice.

MASTER OF PROFESSIONAL STUDIES

Students working toward a Master of Science in Education in Special Education and possessing a Master of Science in Education degree in a related field will receive a Master of Professional Studies degree.

ADVANCED STUDY PROGRAMS

The following programs are designed to provide advanced study for those who hold a master's degree.

POST-MASTER'S DEGREE STUDY

Family Therapy
Sex Counseling

CERTIFICATE OF ADVANCED STUDY PROGRAMS

Counseling
Educational Administration
Foundations of Education

PROFESSIONAL DIPLOMA PROGRAMS

Counseling
Managed Care
Marriage and Family Therapy
Educational Administration
Reading
Special Education

Doctoral Programs

The School of Education offers the following doctoral programs:

DOCTOR OF EDUCATION

Educational Administration
Reading, Language, and Cognition; and
Reading, Language, and Cognition/Bilingual/Bicultural

DOCTOR OF PHILOSOPHY

Reading, Language, and Cognition; and
Reading, Language, and Cognition/Bilingual/Bicultural

Applicants should refer to the general University regulations for the doctoral programs on page 72 and the specific degree requirements and programs listed in the appropriate departments.