

- C. Electives, nine semester hours chosen from the following:
- ENGG 149. *Technology & Society—Impact & Implication*, 3 s.h.
- MATH 155. *History of Mathematics*, 3 s.h.
- PHIL 154. *Seminar: Problems of Philosophy*, 3 s.h.
- PHYS 118. *Modern Physics*, 3 s.h.

NOTE: Consult Program Adviser for other elective courses.

Physical Education

SEE HEALTH STUDIES, SPORT SCIENCES, AND PHYSICAL EDUCATION

Physics (PHYS)

Associate Professor Edwards, *Chairperson*

Associate Professors Delano, Garuthara; Assistant Professors Araki, Levine.

B.A. SPECIALIZATION IN PHYSICS: PHYS 11A-12A and 11B, 12B; 104, 118, 135, 136, 137, 140, 159; three additional credits of advanced physics laboratory; MATH 19, 20, 29 and 131; CHEM 3A & 4A, 3B & 4B. It is recommended that the language requirement be fulfilled in German, French or Russian.

See complete B.A. requirements, page 75.

B.S. SPECIALIZATION IN APPLIED PHYSICS: this program meets the demands of industry for people with broad theoretical knowledge in physics, related sciences and engineering, combined with technical subject matter. The curriculum includes required courses in English as well as electives in humanities and social science to give the student a general background to supplement training as a specialist. Grades of C- or better are required in all physics courses and technical electives.

Candidates for graduation must fulfill the following requirements:

1. The successful completion of at least 124 semester hours and a cumulative grade-point average of 2.0 in work completed at Hofstra. Military Science 1A, 1B and 2A, 2B may not be counted toward this total semester hour requirement.
2. At least 65 semester hours must be in liberal arts courses outside of the Department of Physics.
3. There are two requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major field of specialization and the last 30 semester hours. The 15 semester hours need not be included within the last 30 hours.
4. And the following requirements:
ENGL 1-2*; six hours of humanities electives; six hours in social science electives;
MATH 19, 20, 29, 131; CHEM 3A & 4A, 3B & 4B; PHYS 11A-12A, 11B, 12B, 104, 118, 135, 136, 137, 140, 141, 142, 155, 156, 159, 160, 161, 163, 164;
ENGG 1 (evening only); ENGG 9A, 9B, 10 (day only); ENGG 30, 33, 34, 44 or 192.

TEACHING OF HIGH SCHOOL PHYSICS AND GENERAL SCIENCE, see page 332.

A MINOR IN PHYSICS consists of the successful completion of 18 semester hours of any courses which are applicable to the major, with at least six hours in residence. Normally, the student seeking a minor in physics would take the general physics sequence: PHYS 11A-12A, 11B, 12B; three intermediate level courses, or two intermediate level courses and an intermediate laboratory.

SIGMA PI SIGMA: a national physics honor society, see page 65.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

1A-2A. *Elementary Physics #* 3 s.h. each
Once a year

Fundamental laws and principles of mechanics, heat, sound, light, electricity and magnetism. Students must take 1B-2B concurrently unless credit has already been received for the equivalent. Recommended for all premedical and pre dental students not majoring in chemistry. Prerequisites: 1 unit high school algebra, 1 unit plane geometry. Credit given for these courses or PHYS 11A-12A, but not for both.

1B-2B. *Elementary Physics Laboratory #* 1 s.h. each
Once a year

Laboratory exercises to accompany 1A-2A. Must be taken concurrently. Credit given for these courses or for PHYS 11B and 12B, but not for both.

4. *Conceptual Physics #* 3 s.h.
Fall, Spring

The seven fundamental laws of classical physics—Newton's three laws of motion, and the four laws of electricity and magnetism are examined in the context of the history of ideas and development of modern science and technology. The objective is to illustrate the universality of these laws in explaining all nonrelativistic, macroscopic phenomena and to provide perspective on the traditional search by physicists for universal laws. (4 hours lecture/laboratory weekly.) (Formerly *Conceptual Physics for the Non-science Major*.)

5. *Light #* 3 s.h.
Spring

A study of the principles of reflection, refraction, interference, diffraction, polarization, emission and amplification of light. Topics include the kaleidoscope, the rainbow, diamonds, human vision, the science of color, black light, the color of sunsets, lasers and holography. For nonscience majors. (2 hours lecture, 2 hours laboratory.) Prerequisites: 1 unit high school algebra; 1 unit plane geometry. (Formerly 3, 25.)

6. *Acoustics, Music and Speech #* 3 s.h.
See course description, page 373.

7, 8. *Acoustics of Music and Speech* 3 s.h. each
Periodically

Fundamentals of sound, with emphasis on sound production by musical instruments and voice; reproduction, synthesis, transmission in air (including architectural acoustics), noise and hearing. (2 hours lecture, 3 hours laboratory.) Prerequisites: 1 unit high school algebra; 1 unit plane geometry. (Formerly 7-8.)

11A-12A. *General Physics #* 4 s.h. each
Fall, Spring

Fundamental laws and principles of mechanics, heat, sound, light, electricity and magnetism. Students must take 11B, 12B concurrently unless credit has already been received for the equivalent. 11A-12A apply towards the natural science core requirement only upon successful completion of the corresponding laboratory course(s) 11B and/or 12B. Prerequisite or corequisites: MATH 19, 20. Engineering students are exempt from taking 12B, with approval of adviser. Credit given for these courses or PHYS 1A-2A, but not for both.

#Core course

*See University Degree Requirements, page 59.

- 11B. *General Physics Laboratory #* 1 s.h.
Fall, Spring
Laboratory exercises to accompany 11A. Must be taken concurrently. Credit given for this course or PHYS 1B, but not for both.
- 11C. *Exercises and Problems* 2 s.h.
Fall, Spring
Supervised problem solving to be taken in conjunction with PHYS 11A on recommendation of adviser. No degree credit.
- 12B. *General Physics Laboratory #* 1 s.h.
Fall, Spring
Laboratory exercises to accompany 12A. Must be taken concurrently. Credit given for this course or PHYS 2B, but not for both.
- 17, 18. *Elements of Physics for Engineers* 4 s.h. each
See course description, page 373.
100. *Honors Program* 3 s.h.
Fall, Spring
Research into a physical problem, either experimental or theoretical. Open only to senior physics majors who are eligible for and desire to graduate with departmental honors. Interested students must secure, before registration, written permission of the chairman and instructor who will supervise the investigation.
102. *Medical and Biological Physics* 3 s.h.
Fall.
The application of physics to biology, medicine and dentistry. Topics include vision and hearing, lasers, ultrasound, X-rays, nuclear medicine, diffusion and transport processes. Prerequisite: PHYS 2A or 12A.
104. *Electricity and Magnetism* 3 s.h.
Every other year
Fundamentals of electromagnetic theory. Vector analysis, Maxwell's equations, electrostatics, magnetostatics, electromagnetic waves. Prerequisite: PHYS 12A. Corequisite: MATH 131 or permission of department.
118. *Modern Physics* 3 s.h.
Fall
Elements of relativity and atomic spectra, foundations of quantum theory, selected topics in wave mechanics, nuclear physics and solid state physics. Prerequisite: PHYS 12A or 18.
- 119, 120. *Nuclear Engineering Laboratory* 1 s.h. each
Periodically
Geiger, scintillation, gas flow and semiconductor detector counting; alpha, beta and gamma spectra; neutron cross sections and activation analysis. (3 hours laboratory.) Prerequisite or corequisite: PHYS 118.
- 125, 126. *Introduction to Stellar and Galactic Astrophysics* 3 s.h. each
Periodically
The technical bases of star, galaxy and extra galactic phenomena including birth and death of the various formations, stellar interiors and astrophysics, the physical principles underlying cosmic phenomena. Prerequisites: PHYS 11A-12A, 11B, 12B and 118 or permission of chairperson.
127. *Lasers* 3 s.h.
Periodically
An introduction to the theory, design and applications of lasers: the technical nature of gas and solid state lasers including semi-conductor lasers, continuous and pulsed lasers, the physical bases of laser operations and applications. Prerequisites: PHYS 104, 118 and 135 or equivalent.
135. *Optics* 3 s.h.
Every other year
Propagation of light as an electromagnetic wave, its vectorial nature, relativistic optics, coherence and interference. Fresnel and Fraunhofer diffraction, the optics of solids, lasers and holography. Prerequisite: PHYS 104.
136. *Thermodynamics* 3 s.h.
Periodically
Laws of thermodynamics. Elements of kinetic theory and statistical mechanics. Prerequisite: PHYS 12A. Corequisites: CHEM 3A & 4A, 3B & 4B, MATH 29.
137. *Optics Laboratory* 1 s.h.
Periodically
Laboratory to accompany 135.
140. *Mechanics* 3 s.h.
Every other Fall
Motion of a particle in one, two and three dimensions, motion of a system of particles, rigid bodies, gravitation, moving coordinate systems, wave propagation along a string, Lagrange's equations. Hamilton's equations. Prerequisites: PHYS 11A, 11B and differential equations.
- 141, 142. *Introduction to Theoretical Physics* 3 s.h. each
Every other year
Analytical treatment of mechanics, electricity and magnetism; Lagrange's and Hamilton's equations; Maxwell's equations applied to electricity and optics, quantum mechanics. Prerequisites: MATH 131, PHYS 118. Prerequisite or corequisite: PHYS 104, 140.
- 155, 156. *Modern Physics Laboratory I* 1 s.h. each
Once a year
Measurement of the atomic constants; atomic spectra; X-ray diffraction; mass spectroscopy; electron paramagnetic resonance; Rutherford scattering; vacuum deposition and thin films; nuclear physics including counting techniques, alpha, beta and gamma spectra, neutron cross sections and activation analysis. (3 hours laboratory.) Prerequisite or corequisite: PHYS 118.
- 157, 158. *Modern Physics Laboratory II* 1 s.h. each
Once a year
Additional laboratory work supplementary to 155, 156. Prerequisite or corequisite: PHYS 118.
159. *Introduction to Quantum Mechanics* 3 s.h.
Every other year
Fundamentals of quantum mechanics with applications to specific problems, approximation methods. Prerequisite: PHYS 118.
160. *Solid State Physics* 3 s.h.
Every other year
Crystal structure, diffraction of waves by crystals, specific heat of solids, dielectric properties, theory of metals, band theory of solids, semiconductors, dislocations. Prerequisite: PHYS 118.
161. *Nuclear Physics* 3 s.h.
Every other year
Nuclear properties, nuclear cross sections and scattering theory, nuclear spectra, nuclear models, elementary particles. Prerequisite: PHYS 118.
- 163, 164. *Research Projects in Physics* 1 s.h. each
Fall, Spring
Guided student research involving project proposal, design and construction of apparatus, measurement procedure and presentation of formal scientific report.
- 170 & 171. *Undergraduate Research*
Once a year
B.S. candidates and others who qualify will undertake a research project under individual faculty guidance. (1 hour conference, 6

hours laboratory.) Students may elect to continue undergraduate research for more than two terms. Permission of department chairperson is required.

Political Science (PSC)

Professor Landis, *Chairperson*

Associate Professor Feldman; Assistant Professors Bose, Burgess, Himelfarb, Perotti.

B.A. SPECIALIZATION IN POLITICAL SCIENCE: a minimum of 27 semester hours in political science including PSC 1, 132, 135 and 142 or 143. In addition, 18 semester hours distributed among at least four of the following departments: anthropology, economics (ECO 1 required), geography, history, philosophy, psychology and sociology.

All majors are required to pass a comprehensive examination administered by the department in the senior year.

The preferred progression for specialization in political science is as follows:

- I. *Introductory:* PSC 1
- II. *Intermediate:* PSC 132, 135, and 142 or 143.
- III. *Advanced:* minimum of 15 semester hours selected from one or more of the following four areas:
 - A. *American Government and Politics:* 105, 111, 114, 115, 121, 122, 126, 127, 128, 129, 134, 147, 195 and Seminar 151.
 - B. *Comparative Politics:* 108, 110, 130, 133, 139, 144, 146 and Seminar 154.
 - C. *International Relations and Politics:* 133, 134, 137 and Seminar 152.
 - D. *Political Theory:* 141, 142, 143, 148 and Seminar 153.

Reading courses PSC 161, 162 can relate to any of the above fields depending upon the focus desired.

SPECIAL ACADEMIC PROJECTS CONCENTRATING IN POLITICAL SCIENCE, for enrollment, see page 120.

See complete B.A. requirements, page 75.

A MINOR IN POLITICAL SCIENCE consists of the successful completion of 18 semester hours of any combination of courses in the department, at least six hours in residence, with a grade of C- or higher in each course.

MINOR IN INTERNATIONAL AFFAIRS, see page 256.

WASHINGTON SEMESTER PROGRAM: the department supervises a select number of students with at least a junior standing and nine hours of credit in political science in an intern program for a full semester in Washington. Sixteen hours of credit are normally granted for satisfactory completion of the internship.

LOCAL INTERNSHIPS: on a limited basis students may work in state or local government offices under the joint supervision of the Department of Political Science and the government unit on projects leading to academic credit.

PI SIGMA ALPHA: a national political science honor society, see page 64.

TEACHING OF HIGH SCHOOL SOCIAL STUDIES, see page 332.

GRADUATE STUDY: although the department does not offer a graduate degree, PSC 201, *American Political Process* and 251, *Readings in Political Science*, are particularly appropriate for graduate credit toward a master's program.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during January and Summer sessions.

Consult the *January* and *Summer Sessions* bulletins for these schedules.

NOTE: In each regular semester one of the courses in either the intermediate or the advanced category will be offered for four credit hours, such course to be designated by attaching to its regular number the suffix A.

1. *American Politics #* 3 s.h.
Fall, Spring

Analysis of ideas, institutions and processes of the system with frequent focus on current controversies. Credit given for this course or New College SPSC 2, not both.

100. *Honors Essay* 3 s.h.
Fall, Spring

The research for and the writing of a substantial essay in the field of political science. Open only to senior political science majors who are eligible for and desire to graduate with departmental honors. Interested students must secure, before registration, written permission of the instructor who will supervise the essay.

105. *Contemporary Issues in American Politics* 3 s.h.
Once a year

The content, development, conflict over and consequences of major public policies; analysis of the policies and their relationship to the underlying social problems and forces.

108. *Politics of the Middle East* 3 s.h.
Once a year

Examination and study of the major political problems of the area; nationalisms and their unifying and dividing elements; international politics of the region; intranational patterns and conflicts; geographic, economic and strategic determinates; regional unity; and the Arab-Israeli conflict in both regional and international perspectives.

110. *African Politics #* 3 s.h.
Fall, Spring

Investigation of the political culture of Africa which combines indigenous heritage and culture with European colonial influences; and a comparative analysis of political development in African states including struggles for democratization, nation-building and socioeconomic development.

111. *Politics of Race in the United States* 3 s.h.
Every other year

An analysis in depth of the manner in which racial considerations have shaped the American political culture and the extent to which these considerations have affected the formation of public policy on all levels of government. The main emphasis, however, shall be on the national level.

113. *Technology and Defense Policy* 3 s.h.
Periodically

Emphasis on weapons technology (ABM's long range missiles, nuclear weapons) and how evolving technology influences and is in turn, influenced by changing policies in military security and arms control. Analysis of major U.S. policy decisions concerning strategies, arms control and military systems. The technological, environmental, political, strategic and budgetary factors affecting these decisions are examined. Same as TPP 113.

114. *Political Parties and the Voter* 3 s.h.
Fall

The role and functions of party organizations and interest groups, the political behavior of the electorate.

115. *State and Metropolitan Politics and Governments* 3 s.h.
Periodically

The politics, governments and policies of state and local governments, with emphasis on metropolitan areas including especially

#Core course

greater New York and Long Island. (Formerly 123, *Metropolitan Area Politics*; 124, *Comparative State Government*.)

120. *Law and Politics: Judicial Process* 3 s.h.
Fall
Structure and functions of the judicial-legal process; political influences upon and policy impacts of judicial decision making; judicial recruitment, roles and motivation; the legal profession as judicial context.
121. *The American Presidency* 3 s.h.
Fall
The Presidency in the context of domestic and international politics; powers and duties of the office; the multiple roles of the executive, emergent problems, changing conditions and conceptions of the office, and proposals for change in the selection process and in the organization and operation of the office.
122. *Congress: National Legislative Process* 3 s.h.
Spring
Decision making in the legislative arena; functions and their changing character, constitutional and political sources of limitations of power and authority, the politics of party and constituency, internal processes and behavior.
126. *Politics of Public Administration* 3 s.h.
Spring
An introduction to the concepts involved in the execution of public policy: functions of bureaucracy, theories of organization, decision making and budgeting.
127. *Constitutional Law* 3 s.h.
Fall
Development and significance of American constitutional doctrines: judicial review, separation of powers, powers of President, Congress and Federalism. Credit given for this course or New College SPSG 4, not both.
128. *The Constitution: Political Freedom and Civil Liberties* 3 s.h.
Spring
Problems of racial equality, political and religious freedoms, limits on state and federal governments; the judicial function in defining the rights and duties of citizens. Prerequisite: PSC 127 or permission of instructor.
129. *The Administration of Justice in America* 3 s.h.
Periodically
Examination of criminal justice and of the meaning of due process of law, political and judicial responses to these issues.
130. *Latin-American Politics* 3 s.h.
Every other year
Comparative study of selected aspects of Latin-American political behavior, with particular attention devoted to social stratification, political elites, power structures and political change.
132. *Comparative European Governments* 3 s.h.
Fall, Spring
Comparative study of the social bases, institutions, methods and problems of the major governments.
133. *Politics of the Common Market* 3 s.h.
Every other year
Study of the political forces affecting attempts at integration of the European Economic Community including economic relations, international relations and institutions. Comparison with other recent efforts at regional unification.
134. *American Foreign Policy* 3 s.h.
Once a year
Processes of foreign policy formulation and execution; the objectives, methods and consequences of major trends in American foreign policy; analysis and application of theoretical constructs.

135. *International Politics* 3 s.h.
Fall, Spring
Examination and analysis of basic factors of national power, the formation and execution of national policy and the interaction of nations in conflict and cooperation.
137. *World Organization and International Law* 3 s.h.
Every other year
Patterns of world organization, problems of development and application of international law.
139. *Russia: Post-Soviet Politics* 3 s.h.
Periodically
Transitional politics in Russia and the former Soviet Republics, with consideration of theory and practices of communism in the Soviet era. (Formerly *Communism and Soviet Politics*.)
141. *American Political Thought* 3 s.h.
Periodically
Examination of major movements and theorists from colonial-puritanical beginnings to democratic socialism and the "New Left", from Thomas Paine and Thomas Jefferson to Herbert Marcuse and Michael Harrington. Credit given for this course or New College SPSG 1, not both.
142. *Western Political Theory: Plato to Hobbes* 3 s.h.
Fall
The great ideas, ideals and theories of man; authority, freedom and policy as seen in the works of the great theorists.
143. *Ideas in Conflict: Modern Democratic and Totalitarian Political Thought* 3 s.h.
Spring
The development of liberal democracy, of radicalism, socialism, anarchism and totalitarianism in the modern period.
144. *Asian Politics and Government #* 3 s.h.
Spring
A comparative study of government and the political process in selected Asian countries, the politics of transition to modern nation-states.
146. *China: Government and Politics* 3 s.h.
Every other year
The rise of communism in 20th-century China, governmental structure and policies, the roles of the Communist Party and ideology in the political process of a modernizing nation.
147. *Public Opinion and Political Communications* 3 s.h.
Spring
The relation between personal traits, group needs and norms, social and economic forces, political persuasion and governmental decisions, studies in electoral and other political behavior, communication and opinion polling.
148. *Contemporary Political Analysis* 3 s.h.
Periodically
Examination of the various contemporary approaches to the study of politics; scope, methods and objectives of contemporary political analysis.
- SEMINARS: PSC 151, 152, 153 and 154 are advanced courses in the analysis of major political problems involving reading, discussion and writing; includes two-hour weekly seminar sessions and individual conferences with instructor. Permission of department is required.
151. *Seminar: American Politics* 3 s.h.
Periodically
(Formerly *American Political Problems*.)

#Core course

152. *Seminar: International Politics* 3 s.h.
Periodically
(Formerly *Problems in World Politics*.)
153. *Seminar: Political Theory* 3 s.h.
Periodically
(Formerly *Problems in Political Theory*.)
154. *Seminar: Comparative Politics* 3 s.h.
Periodically
(Formerly *Problems in Comparative Politics*.)
- 161, 162. *Readings* 1-3 s.h. each
Fall, Spring
Individualized reading course designed to meet special interests of the student and to fill gaps in the student's understanding of political science. Ordinarily open only to juniors and seniors who are capable of independent study. Prerequisite: written consent by a member of department to serve as the tutor.
192. *Workshop: United States in the United Nations* 3 s.h.
January
This workshop takes advantage of the facilities of the United States Mission to the United Nations in New York City. The focus is on the role of the U.S. in the U.N. and the relationship of that role to American foreign policy. Includes classroom work, on-site investigations and briefings by officials of the Mission and the U.N. Secretariat. Sessions at the U.N. in New York will be longer than the scheduled hours.
193. *Political Corruption* 2 s.h.
Periodically
A study of the characteristics of political corruption in a variety of contexts; analysis of standards, behavioral norms; administrative, legislative and electoral corruption; modernization and corruption. The approach will be comparative but the central focus is American politics.
195. *Introduction to Administration* 3 s.h.
Periodically
Identify patterns and principles of administration common to the fields of business, education, health and medicine, and public administration. The functional categories of decision making (planning), organizing, allocating resources, directing, controlling, communications and leadership are treated. Credit given for this course or EADM 200.
201. *American Political Process* 3 s.h.
Periodically
Major theoretical perspectives developed by political scientists to explain the American political system. Major institutions and processes; the environment in which the system functions; and the policy outputs.
251. *Readings* 3 s.h.
Periodically
Selections assigned by the instructor, oral and written reports, independent research. Open only to graduate students with the approval of the department.

Predental Studies

SEE PREMEDICAL STUDIES

Prelaw Studies

The term prelaw is used to identify any student interested in the study of law. While there is no set prelaw curriculum or major, a well-balanced academic program including English, public speaking, history, philosophy, political science, economics, natu-

ral science and language is recommended. A prelaw adviser is available for students in the Office of University Advisement. The prelaw adviser assists students in course selection and in planning for the Law School selection and application process. In addition, all students receive regular advisement in their respective academic department.

The Law School Admission Test, sponsored by the Law School Admission Council, is required of applicants to most law schools.

Premedical/Prehealth Professional Studies

The term "prehealth professional" is used to designate any course of study followed by a student whose goal is to attend a health related professional school following graduation from a university. These professional schools are in the fields of medicine, dentistry, osteopathy, podiatry, chiropractic, veterinary medicine and optometry, physical therapy, physician assistant, etc. The term prehealth professional is an administrative one designating those students who may need specialized preprofessional advisement prior to graduation. Hofstra offers majors which fulfill the requirements of these professional schools.

Health related professional schools require at least two and, in most cases, four years of college training for entrance. It is strongly recommended that students complete the requirements for the degree of Bachelor of Arts. Students who plan to complete less than four years of undergraduate work will not be considered for recommendation to medical schools unless their work shows evidence of exceptionally high scholastic achievement in the basic sciences and general cultural subjects, combined with maturity of mind and purpose.

Any student contemplating preprofessional training in medicine, dentistry, optometry, osteopathy, podiatry, chiropractic, or veterinary medicine should immediately register at the Premedical/Prehealth Professional Studies Office in the University Advisement Office. Here the student will meet with the prehealth professional adviser and be given advice concerning the choice of a major and the necessary requirements for entering the various schools. The Premedical/Prehealth Professional Studies Office is the official liaison between the University and the health professional school. It is in this office that all pertinent information concerning the premedical/prehealth professional student is filed.

The major field of undergraduate study is left to the student's decision and should be based on intellectual interest. The student, however, must show mastery of the subject and advance beyond the elementary level. The use of good English, the power of clear thinking, and the ability to make good decisions are essential. Cooperation, intellectual honesty, initiative, and understanding of human relations in society, good character, personality, and cultural attainments are all requisites for admission to health related professional schools.

Basic knowledge of biology, chemistry and physics is necessary, and those desiring a major in the sciences are not discouraged from concentrating in these subjects, but it is not necessary that they do so. Courses in advanced mathematics are desirable preparation for quantitative methods in medicine, especially in research. Chemistry and biology should be started in the freshman year. Knowledge of a modern foreign language is recommended.

The Medical College Admission Test, sponsored by the Association of American Medical Colleges, administered by the American College Testing Program (ACT), is required of applicants for admission to most medical colleges. Dental students will take the Dental Aptitude Test. Other examinations may be required by other health related professional schools.

Students pursuing the premedical or prehealth professional

studies curriculum should have very early advice to insure a selection of studies which will satisfy entrance requirements and the cultural needs of the health profession. Students who are candidates for a degree must have their programs approved by the adviser in the field of specialization, and copies of all programs *should* be filed in the Premedical/Prehealth Professional Studies Office.

Psychology (PSY)

Professor Kassinove, *Chairperson*

Professors Kaplan, Levinthal, Metlay, Motta, Paul, Salzinger; Associate Professors Barnes, Cox, Dill, Gillman, Guarnaccia, Milburn, O'Brien, Raymond, Schare, Shahani-Denning, Tanaka-Matsumi, Tsytsarev, Valenti; Assistant Professors Blaine, Johnson, Meller, Nguyen, Ohr, Serper.

THE DR. MERVIN LIVINGSTON SCHLOSS DISTINGUISHED PROFESSORSHIP FOR THE STUDY OF ATTITUDES TOWARD PERSONS WITH DISABILITIES is held by Professor Yuker. See page 390.

B.A. SPECIALIZATION IN PSYCHOLOGY: PSY 1, 140, 141; at least one course from the 190-199 series, plus 18 hours of electives in psychology (33 hours in all). At least six hours of electives must be selected from the following courses: PSY 110, 111, 159, 164, 171, 177 or 178. Students considering the possibility of graduate work are advised to take PSY 171, 177 and 178. In addition to a general course of study, in consultation with a departmental adviser, concentrations are available in clinical, counseling or school psychology, general or experimental psychology, industrial and organizational psychology, and careers in education or social work. Students who wish to be considered as psychology or interdepartmental majors must apply to the department and be assigned a department adviser.

See complete B.A. requirements, page 75.

PSI CHI: a national psychology honor society, see page 64.

A MINOR IN PSYCHOLOGY consists of the successful completion of 18 semester hours in psychology courses, under advisement, and at least six hours in residence. Students hoping to pursue graduate work in allied fields are urged to take an undergraduate course in statistics and at least one laboratory course in psychology.

Psychology majors may choose a minor in business (18 hours) with a specialization in personnel management, marketing research or other approved business area. This combination is intended for those students who wish a B.A. degree in psychology, but do not anticipate continuing in graduate work in psychology. For information, contact Professor Kaplan.

MASTER OF ARTS IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY: a terminal degree that prepares students for careers in human resources, management, organizational development and consulting, in which they can apply psychological principles to problems that arise in a wide variety of organizational settings. The curriculum provides a background in statistics, research design, social psychology, cognition and perception, and learning. It also includes courses in personnel selection, training and development, measurement of work performance, work motivation, organizational development and leadership. The curriculum is strengthened by an internship sequence which provides on-site supervised experience working on applied projects in business and public agencies.

The types of work that holders of applied master's degrees in industrial/organizational psychology perform include employee selection, management development, survey research, training, organizational development, performance appraisal, career development and program evaluation. Their titles include special-

ist, manager, director, and consultant, as in Training and Evaluation Specialist, Industrial Relations Manager, Director of Human Resources, and Organizational Development Consultant. They are employed in industry, government, hospitals, social service and mental health agencies, advertising and marketing research.

Applicants must have a bachelor's degree (or equivalent) in psychology, business or a related field with a grade-point average of B or better. The M.A. program invites students from diverse backgrounds and those with work experience after graduation from college. It is required, however, that students have completed introductory psychology and elementary statistics with a grade of B or better. Applicants must take the General Aptitude Test of the Graduate Record Examination and receive a score of at least 500 in each section. Professor Metlay, Associate Professor Shahani-Denning, *Codirectors*.

PROGRAM REQUIREMENTS

The M.A. in Industrial/Organizational Psychology comprises 15 courses totaling 44 semester hours. It is designed to be completed in four semesters by full-time students. Part-time students would be expected to complete the program in three years. No more than six transfer credits are accepted toward the degree.

Required courses: 17 semester hours

- PSY 201. *Graduate Statistics I*, 3 s.h.
 203. *Research Design I*, 4 s.h.
 283A. *Foundations of Industrial/Organizational Psychology I: Industrial Psychology*, 3 s.h.
 283B. *Foundations of Industrial/Organizational Psychology II: Organizational Psychology*, 3 s.h.
 290. *Internship in Industrial/Organizational Psychology*, 3 s.h.
 341. *Ethics & Professional Practices in Psychology*, 1 s.h.

At least six semester hours of general psychology electives must be chosen from the following:

- PSY 207. *Cognition & Perception*, 3 s.h.
 208. *Learning Theory*, 3 s.h.
 249. *Current Theory & Research in Social Psychology*, 3 s.h.
 289. *Small Group Behavior*, 3 s.h.

At least six semester hours of industrial/organizational psychology electives must be chosen from the following:

- PSY 217. *Organizational Development*, 3 s.h.
 218. *Applied Behavior Analysis in Industry*, 3 s.h.
 219. *Organizational Psychology: Leadership*, 3 s.h.
 284. *Personnel Selection*, 3 s.h.
 286. *Measurement of Work Performance*, 3 s.h.
 287. *Training & Development*, 3 s.h.
 288. *Work Motivation*, 3 s.h.

Twelve additional semester hours of electives must be taken from the psychology courses listed above or from other graduate programs with written approval. The remaining three semester hours are earned either by completing an additional internship course, PSY 291, or by the completion of a *Master's Essay*, PSY 301. All electives must be selected under advisement.

A qualifying examination must be taken and passed upon completion of 26 semester hours in the program. This examination is given in May and August of each year. Students may have two opportunities to pass the qualifying examination. In addition, students must maintain a B average with no more than one C per semester, or more than two C's toward the M.A. Students who do not meet these requirements, or who receive a D or an F in any course, are dismissed from the program.

MASTER OF ARTS IN PSYCHOLOGY—CLINICAL AND SCHOOL PSYCHOLOGY. It is awarded to all individuals who initially are accepted into the Ph.D. program in Clinical and School Psychology and complete all requirements as listed below.

Candidates must complete at least 30 semester hours of 200-level course work in psychology with a B average and must successfully pass a qualifying examination in psychology.

Program requirements are as follows:

PSY 201, 202 and eight courses from the following:
PSY 207, 209, 216, 227, 231, 232, 249, 251, 254, 255 and 353.

These choices must be selected after consultation with program adviser.

See complete graduate information, page 66.

DOCTORAL PROGRAMS

The Psychology Department offers three doctoral programs leading to the degree of Doctor of Philosophy: Combined Clinical and School Psychology, School-Community Psychology for the Working Psychologist,* and Applied Research and Evaluation.* In addition, the department offers a Doctor of Psychology degree in School-Community Psychology.

The programs are designed to develop psychologists who have a strong theoretical background in psychology, the ability to translate theory into practice, and the ability to initiate and assume responsibility for meaningful research.

The first two years of the programs provide a foundation of knowledge in psychology so that students may grow, through study and experience, to think scientifically and to develop professional competence. The theoretical course material and the practicum and internship experiences are designed to enhance awareness of the needs and problems encountered in a variety of settings and to stimulate students to originate research in these areas.

The programs have been carefully designed to provide theoretical knowledge and practicum experience as a foundation for more advanced knowledge and practice. For this reason, courses must be taken in sequence.

At the end of the third year, students in the Clinical and School, and School-Community programs are eligible to apply for the qualifying certificate in school psychology through the New York State Education Department.

Each student is evaluated at the end of the first, second and third year based upon the following criteria:

1. Evidence of continued satisfactory academic progress;
2. Ability to succeed in academic and professional work;
3. Ability to make scholarly and professional contributions to the field of psychology and to the program;
4. Ability to function effectively as a professional in the field of psychology and in the program.

The evaluation is based on grades, recommendations of the faculty of the program and field supervisors. The results of the evaluation are presented to each student. Students must obtain satisfactory ratings on all of these criteria to continue in the program. To proceed beyond the first year, students must pass the qualifying examination and obtain the master's degree. During the first semester of the fourth year, the student is expected to present an acceptable outline of a dissertation proposal to the faculty for approval in order to continue in the program.

An integral part of the programs involves field internships and practica at a variety of locations under professional supervision. The importance of other educational experiences, including both theoretical and applied course work, and the dissertation are kept in balance by permitting no more than 15 s.h. of credit to be accumulated through internship courses. All students in the doctoral programs are expected to abide by the APA Code of Ethics.

NOTE: Professional Liability Insurance for doctoral candidates: all doctoral candidates in professional psychology are strongly recommended to purchase American Psychological Association sponsored Professional Liability Insurance. This provides coverage while performing professional duties as a psychologist in

training. Such coverage should be obtained at the very beginning of training. For information, contact the Director of the doctoral program in which you are enrolled, or apply directly through the American Psychological Association.

PH.D. PROGRAM IN COMBINED CLINICAL AND SCHOOL PSYCHOLOGY prepares professional psychologists for work in mental health centers and hospitals, public schools and special educational facilities and for university based research careers and for independent private practice.

The program is based upon social learning theory and applied behavior analysis, and includes exposure to cognitive and behavioral theories. A program of special colloquia adds to knowledge received through lecture, readings and classroom discussion. Students receive experience and supervision in psychodiagnostic methods, in interviewing and relationship skills, and in educational and psychotherapeutic methods of intervention for working with children and adults, both individually and in groups. In practica and internship experiences students are exposed to a wide range of clinical, community and educational problems so that they will be prepared to function and offer services in a variety of settings. The program maintains affiliations with numerous agencies such as the Astor Child Guidance Center, the Center for Biobehavioral Therapy and Research, the Institute for Behavior Therapy, the Institute for Rational Emotive Therapy, the Human Resources School, Long Island Jewish Hospital, the Nassau County Medical Center, St. John's Hospital, the Southeast Nassau Guidance Center, the United Cerebral Palsy Center, and over 50 other public and private schools and community mental health service facilities.

Professor Salzinger, *Director*; Associate Professor Schare, *Assistant Director for Clinical Psychology*; Associate Professor Guarnaccia, *Assistant Director for School Psychology*.

APPLICATION FOR ADMISSION

Applications completed by February 1 will be screened for regular acceptance. Applications completed after April 1 will be considered only if there are openings in the program. All requests for information should be directed to the Graduate Admissions Office in the Admissions Center. Students are accepted only for the fall of each year. See graduate admissions information, page 66.

ADMISSION REQUIREMENTS

1. Successful completion of the baccalaureate degree at an accredited institution.
2. Score on the Verbal Section of the Graduate Record Examination of no less than 500 and the Quantitative Section of no less than 500.
3. Score on the Graduate Record Examination, Psychology Section, of no less than the 65th percentile.
4. A cumulative grade-point average of 3.0 or better in the following psychology courses completed prior to admission to the program. (Courses taken at another institution must be substantially equivalent to those offered at Hofstra University in terms of material covered. Each transcript will be evaluated individually.)
 - Elementary Statistics
 - History and/or Systems of Psychology
 - Psychological Research, a laboratory course
 - Developmental Psychology
 - Physiological Psychology or Sensation/Perception
 - Tests and Measurement
5. A personal interview.

*Applications not accepted in 1997-98.

DEGREE REQUIREMENTS

1. Completion of the 105 credit program with a cumulative grade-point average of B or better.
2. A qualifying examination must be taken and passed immediately upon completion of the first year in the program. This examination is given in May and July of each year. Students who fail the qualifying examination twice will be dropped from the program.
3. Students must maintain a B average each semester, receive no more than one C per semester and no more than three C's in total toward the Ph.D. or the student will be dropped from the program. Any student who receives a D or F grade in any course will have his/her candidacy in the program terminated.
4. Satisfactory interpersonal behavior and professional performance on practica and internships, with no documented reports of unprofessional or unethical conduct.
5. Completion of a satisfactory research dissertation.
6. Satisfactory performance in an oral examination, to be given subsequent to the completion of the dissertation.

PROGRAM REQUIREMENTS

The following courses are required unless transfer credit or a waiver is granted. No more than 15 transfer credits are accepted toward the degree.

- | | |
|-------|---|
| PSY | 201. <i>Graduate Statistics I</i> , 3 s.h. |
| | 202. <i>Graduate Statistics II</i> , 3 s.h. |
| | 204. <i>Multivariate Statistics in Psychological Research I</i> , 3 s.h. |
| | 207. <i>Cognition & Perception</i> , 3 s.h. |
| 209A. | <i>Basic Concepts & Issues in Psychology</i> , 3 s.h. |
| | 210. <i>Current Literature in Psychology</i> , 2 s.h. |
| | 214. <i>Neural Bases of Behavior</i> , 3 s.h. |
| | 216. <i>Behavior & Personality—Normal & Abnormal</i> , 3 s.h. |
| | 222. <i>Research Methods I: Designs for Professional Psychology</i> , 3 s.h. |
| | 223. <i>Research Design II</i> , 4 s.h. |
| | 227. <i>Interviewing & Counseling in Professional Psychology</i> , 3 s.h. |
| | 228. <i>Behavior Deviations I: Clinical Psychopathology</i> , 3 s.h. |
| | 231. <i>Theory & Practice of Intellectual Evaluation</i> , 3 s.h. |
| | 232. <i>Intellectual & Vocational Evaluation</i> , 3 s.h. |
| 234A. | <i>Personality Assessment by Projective Methods</i> , 3 s.h. |
| | 240. <i>Personality Assessment for Research</i> , 3 s.h. |
| | 249. <i>Current Theory & Research in Social Psychology</i> , 3 s.h. |
| | 254. <i>Psychology of the Exceptional Child</i> , 3 s.h. |
| | 255. <i>Psychology of Learning</i> , 3 s.h. |
| | 260. <i>Behavior Deviations II: Major Mental Disorders</i> , 3 s.h. |
| FDED | 248. <i>Multicultural Education in the Metropolitan Area</i> , 3 s.h. or |
| PSY | 275. <i>Cross-Cultural and Ethnic Issues in Professional Psychology</i> , 3 s.h. |
| | 329. <i>Marital & Family Therapies</i> , 3 s.h. |
| | 330. <i>School Psychological Services Internship I: Client-Directed Methods</i> , 3 s.h. |
| | 331. <i>School Psychological Services Internship II: Behavioral Counseling of Children & Adolescents</i> , 3 s.h. |
| | 332. <i>Clinical Psychological Services Internship I: Behavior Therapy Methods</i> , 3 s.h. |
| | 333. <i>Clinical Psychological Services Internship II: Cognitive-Behavior Therapy</i> , 3 s.h. |
| | 341. <i>Ethics & Professional Practices in Psychology</i> , 1 s.h. |

- | | |
|--|--|
| | 353. <i>Theoretical Orientations to Human Development</i> , 3 s.h. |
| | 601. <i>Dissertation Seminar</i> , 3 s.h. |
| | †602. <i>Dissertation Proposal Preparation</i> , 3 s.h. |
| | †/††603A. <i>Extended Dissertation Advisement</i> , 3 s.h. |
| | ††604. <i>Dissertation Advisement</i> , 3 s.h. |
| | ††605A. <i>Dissertation Extension</i> , 3 s.h. |

In addition, 12-15 s.h. of electives chosen from the following, under advisement with program director.

- | | |
|------|---|
| PSY | 213. <i>Psychology of Addictions</i> , 3 s.h. |
| | 230. <i>Group Counseling & Group Leadership</i> , 3 s.h. |
| | 235. <i>Personality Evaluation I</i> , 3 s.h. |
| | 250. <i>Health Psychology</i> , 3 s.h. |
| | 263. <i>Current Theory & Research in Psychology of Aging</i> , 3 s.h. |
| | 280. <i>Community Program Development & Evaluation</i> , 3 s.h. |
| ELED | 227. <i>Elementary School Curriculum</i> , 3 s.h. |
| SED | 205. <i>Perspectives on Secondary Education</i> , 3 s.h. |
| FDED | 210. <i>Contemporary Educational Movements</i> , 3 s.h. |
| | 220. <i>Aesthetic Education</i> , 3 s.h. |
| | 222. <i>Qualitative Research Methods</i> , 3 s.h. |
| | 244. <i>Seminar: Alternative Education</i> , 3 s.h. |
| SPED | 200. <i>Administration & Supervision of Special Education</i> , 3 s.h. |
| | 250. <i>Education of the Gifted</i> , 3 s.h. |
| | 260. <i>Education of the Disadvantaged Youth</i> , 3 s.h. |
| READ | 266. <i>The Administrator & the Reading Program</i> , 3 s.h. |
| REHB | 230. <i>Philosophy & Principles of Vocational Rehabilitation</i> , 3 s.h. |
| EADM | 232. <i>Medical Information in Rehabilitation</i> , 3 s.h. |
| | 214. <i>Theories & Practices of Supervision</i> , 3 s.h. |
| | 241. <i>Supervision of Instruction & Curriculum Development</i> , 3 s.h. |
| | 243. <i>School Finance</i> , 3 s.h. |
| | 244. <i>School Law</i> , 3 s.h. |
| | 245. <i>Selected Issues in School Administration</i> , 3 s.h. |
| | 249. <i>Management Technology</i> , 3 s.h. |

†A student who has not made sufficient progress on the dissertation to gain permission of the members of the committee to begin collecting data, will have to repeat the course, paying full fee. A student must maintain continuous enrollment in this course, registering for it during the fall and spring semesters.

A student must complete the work for this course within two semesters. If sufficient progress has not been made by the end of this period, the student will have to enroll in 603A, *Extended Dissertation Advisement*. This course may be taken only once. If the student does not complete the work for this course by the end of the semester, the student will be dropped from the program.

††A student who does not complete the dissertation during the semester of enrollment in 604, *Dissertation Advisement*, will have to repeat the course, paying full fee. Once 602, *Dissertation Proposal Preparation* or 603A, *Extended Dissertation Advisement* has been completed, a student must enroll in 604, *Dissertation Advisement*, the following semester and maintain continuous enrollment in this course during the fall and spring semesters. A student must complete the work for this course within three semesters. If the dissertation is not completed by the end of this period, the student must immediately enroll in 605A, *Dissertation Extension*. The student will be dropped from the program if all requirements for the dissertation are not fulfilled by the end of 605A.

Once a candidate has begun work on the dissertation, a leave of absence from the program will not be granted, except in highly unusual circumstances.

- SPCH 242. *Aphasia & Related Disorders*, 3 s.h.
 243. *Language Disorders & Learning Disabilities: Kindergarten Through Adulthood*, 3 s.h.
- ANTH 200. *Fundamentals of Anthropology*, 3 s.h.
- SOC 272. *Sociology of Juvenile Correction*, 3 s.h.

See complete doctoral information, page 72.

PSY.D. PROGRAM IN SCHOOL-COMMUNITY PSYCHOLOGY prepares students to become psychology practitioners who provide services to schools and community health service settings. Emphasis is placed upon training the psychologist as a consultant who brings about change within school and community settings, and who is also a provider of psychological services for individuals and families. The practice of school-community psychology is viewed as involving assessment, intervention, planning and prevention in public schools, special education facilities, geriatric facilities, churches, synagogues, veterans centers, centers for the homeless, police departments, facilities for the disabled, facilities for the drug addicted, etc.

The program is designed to accommodate beginning level students who enter with a bachelor's degree, and advanced level students who enter with the master's degree in psychology. Students who are accepted directly upon completion of the bachelor's degree will attend a full-time, 90 credit program. Advanced students who have already completed a master's degree in psychology may attend full time or part time. Course and credit requirements for advanced students will be determined on an individual basis, following review of official graduate transcripts.

All students are required to complete a one year internship and practicum experiences as part of their training. A wide range of school and community settings are available for student training. In addition, completion of a doctoral dissertation project, in an area within the broad field of school-community psychology, is also required. The program faculty have varied areas of special expertise and are able to provide specific training in childhood and adult behavior disorders, posttraumatic stress disorders, alcoholism, forensic (police) psychology, homelessness, education and issues related to gifted and talented children, immigration and cultural adaptation, etc.

Professor Motta, *Director*

Assistant Professor Milburn, *Assistant Director*

APPLICATION FOR ADMISSION

Applications completed by February 1 will be screened for regular acceptance. Applications completed after April 1 will be considered only if there are openings in the program. Information about the program and application material can be obtained from the Graduate Admissions Office. Students are accepted only for the fall of each year. See graduate admissions information, page 65.

ADMISSION REQUIREMENTS

Beginning level: Students admitted with a bachelor's degree will be required to meet the following admission criteria:

1. Successful completion of the baccalaureate degree from an accredited institution.
2. Scores on the Verbal Section of the Graduate Record Examination of no less than 500 and on the Quantitative Section of no less than 500.
3. Score on the Graduate Record Examination, Psychology Section, of no less than the 65th percentile.
4. A cumulative grade-point average of 3.0 or better in the following psychology courses which were completed prior to admission:
 - History and Systems of Psychology
 - Human Development
 - Elementary Statistics
 - Experimental Design
 - Physiological Psychology
 - Psychometric Theory

5. A personal interview.

Advanced level: Students admitted at the advanced level, who already possess a master's degree, will be required to meet the following admission criteria:

1. Successful completion of a master's degree in psychology from an accredited institution.
2. Scores on the Verbal Section of the Graduate Record Examination of no less than 500 and on the Quantitative Section of no less than 500.
3. Score on the Graduate Record Examination, Psychology Section, of no less than the 65th percentile.
4. A personal interview.

DEGREE REQUIREMENTS

1. Completion of the 90 credit program with a cumulative grade-point average of B or better. Advanced students will be given transfer credit based on an individual analysis of their prior graduate academic record.
2. Successful completion of a Qualifying Examination which must be taken and passed following the first year in the program. This examination is given in May of each year. Students who fail the qualifying examination twice will be dropped from the program.
3. Students must maintain a B average each semester, receive no more than one C per semester, and no more than three C's in total toward the Psy.D. or the student will be dropped from the program. Any student who receives a D or F grade in any course will have his/her candidacy in the program terminated.
4. Satisfactory evaluation of performance at all practicum and internship sites, with no documented reports of unethical or unprofessional conduct.
5. Successful completion of an approved doctoral dissertation project.
6. Satisfactory performance at an oral defense of the doctoral dissertation project.

PROGRAM REQUIREMENTS

The following courses are required unless transfer credit is obtained. For students who enter at the advanced level, transfer credit is determined on an individual basis.

- PSY 201. *Graduate Statistics I*, 3 s.h.
 202. *Graduate Statistics II*, 3 s.h.
 207. *Cognition & Perception*, 3 s.h.
 209. *Classical Concepts in Psychology*, 2 s.h.
 210. *Current Literature in Psychology*, 2 s.h.
 214. *Neural Bases of Behavior*, 3 s.h.
 220. *Consultation in Schools & Health Service Settings*, 3 s.h.
 224. *Evaluation of Health Service Programs*, 3 s.h.
 227. *Interviewing & Counseling in Professional Psychology*, 3 s.h.
 231. *Theory & Practice of Intellectual Evaluation*, 3 s.h.
 232. *Intellectual & Vocational Evaluation*, 3 s.h.
 234. *Theory & Application of Personality Evaluation*, 4 s.h.
 240. *Personality Assessment for Research*, 3 s.h.
 253. *Advanced Developmental Psychology*, 3 s.h.
 254. *Psychology of the Exceptional Child*, 3 s.h.
 257. *Psychology of the Emotionally Disturbed Child*, 3 s.h.
 258A. *Social Psychology & the School System*, 3 s.h.
 269. *Psychology & the Criminal Justice System*, 3 s.h.
 275. *Cross-Cultural & Ethnic Issues in Professional Psychology*, 3 s.h.
 280. *Community Program Development & Evaluation*, 3 s.h.
 303. *School & Community Psychological Services: Development & Administration*, 3 s.h.
 330. *School Psychological Services Internship I: Client-Directed Methods*, 3 s.h.

331. *School Psychological Services Internship II: Behavioral Counseling of Children & Adolescents*, 3 s.h.
 341. *Ethics & Professional Practices in Psychology*, 1 s.h.
 349. *School-Community Internship I*, 3 s.h.
 350. *School-Community Internship II*, 3 s.h.
 601. *Dissertation Seminar*, 3 s.h.
 †602. *Dissertation Proposal Preparation*, 3 s.h.
 †/††603A. *Extended Dissertation Advisement*, 3 s.h.
 ††604. *Dissertation Advisement*, 3 s.h.
 ††605A. *Dissertation Extension*, 3 s.h.

Students are permitted to take six semester hours of electives chosen from the following, under advisement of the program director.

- PSY 213. *Psychology of Addictions*, 3 s.h.
 215. *Clinical Neuropsychology*, 3 s.h.
 230. *Group Counseling & Group Leadership*, 3 s.h.
 235, 236. *Personality Evaluation I & II*, 3 s.h. each
 250. *Health Psychology*, 3 s.h.
 251, 252. *Special Topics Seminar*, 1-4 s.h. each
 256. *Theories of Psychological Counseling*, 3 s.h.
 260. *Behavior Deviations II: Major Mental Disorders*, 3 s.h.
 263. *Current Theory & Research in Psychology of Aging*, 3 s.h.
 268. *Advanced Workshop for Training of Professional Group Leaders*, 3 s.h.
 281. *Current Theory & Research in Rehabilitation*, 3 s.h.
 353. *Theoretical Orientations to Human Development*, 3 s.h.
 399. *Psychotherapy with the Deaf via Total Communication*, 3 s.h.
- SPED 200. *Administration & Supervision of Special Education*, 3 s.h.
 250. *Education of the Gifted*, 3 s.h.
- REHB 230. *Philosophy & Principles of Vocational Rehabilitation*, 3 s.h.
 232. *Medical Information in Rehabilitation*, 3 s.h.
- EADM 214. *Theories & Practices of Supervision*, 3 s.h.
 241. *Supervision of Instruction & Curriculum Development*, 3 s.h.
 243. *School Finance*, 3 s.h.
 245. *Selected Issues in School Administration*, 3 s.h.
 249. *Management Technology*, 3 s.h.
- ELED 227. *Elementary School Curriculum*, 3 s.h.
- SED 205. *Perspectives on Secondary Education*, 3 s.h.
- FDED 210. *Contemporary Educational Movements*, 3 s.h.
 220. *Aesthetic Education*, 3 s.h.
 244. *Seminar: Alternative Education*, 3 s.h.
 248. *Multicultural Education in the Metropolitan Area*, 3 s.h.
- SPCH 242. *Aphasia & Related Disorders*, 3 s.h.
 243. *Language Disorders & Learning Disabilities: Kindergarten Through Adulthood*, 3 s.h.
- ANTH 200. *Fundamentals of Anthropology*, 3 s.h.
- SOC 272. *Sociology of Juvenile Corrections*, 3 s.h.

See complete doctoral information, page 72.

POSTDOCTORAL RESPECIALIZATION PROGRAM IN CLINICAL AND/OR SCHOOL PSYCHOLOGY offers psychologists with doctoral degrees in areas other than Clinical and School Psychology the opportunity to respecialize in Clinical and School Psychology so that they may ethically practice in these areas. Respecialization candidates are given programs that meet the APA guidelines which require that psychologists who wish to change their service speciality, or add an additional area of applied specialization must meet the same requirements with respect to subject matter and professional skills that apply to doctoral retraining in the new speciality. The

program of each candidate is individualized and all credit is given for relevant course work and requirements that have been satisfied previously.
 Associate Professor O'Brien, *Respecialization Program Director*.

ADMISSION REQUIREMENTS

1. A doctorate in psychology in an area other than clinical, counseling or school psychology from an accredited university.
2. Evidence of academic excellence.
3. A personal interview to determine that the program and the applicant's professional goals are congruent.
4. Evidence that the state recognizes the doctorate as psychology for licensure purposes.

DEGREE REQUIREMENTS

Successful completion of the same requirements as those required of the students in the Ph.D. Program in Clinical and School Psychology. Credit is given for relevant course work and requirements that have been satisfied previously.

PH.D. PROGRAM IN APPLIED RESEARCH AND EVALUATION IN PSYCHOLOGY*

See complete doctoral information, page 72.

COURSES

In addition to semester notations next to each course, several courses are offered during the January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

For additional psychology offerings, see New College listings. These courses may be taken only with the permission of New College and the Psychology Department.

†A student who has not made sufficient progress on the dissertation to gain permission of the members of the committee to begin collecting data, will have to repeat the course, paying full fee. A student must maintain continuous enrollment in this course, registering for it during the fall and spring semesters.

A student must complete the work for this course within two semesters. If sufficient progress has not been made by the end of this period, the student will have to enroll in 603A, *Extended Dissertation Advisement*. This course may be taken only once. If the student does not complete the work for this course by the end of the semester, the student will be dropped from the program.

††A student who does not complete the dissertation during the semester of enrollment in 604, *Dissertation Advisement*, will have to repeat the course, paying full fee. Once 602, *Dissertation Proposal Preparation* or 603A, *Extended Dissertation Advisement* has been completed, a student must enroll in 604, *Dissertation Advisement*, the following semester and maintain continuous enrollment in this course during the fall and spring semesters. A student must complete the work for this course within three semesters. If the dissertation is not completed by the end of this period, the student must immediately enroll in 605A, *Dissertation Extension*. The student will be dropped from the program if all requirements for the dissertation are not fulfilled by the end of 605A.

Once a candidate has begun work on the dissertation, a leave of absence from the program will not be granted, except in highly unusual circumstances.

*Applications not accepted in 1997-98. For further information, contact the Psychology Department.

PSY 1 is prerequisite to all psychology courses, except for PSY 7. Students completing PSY 7 must still complete PSY 1 before taking other psychology courses.

1. *Introduction to Psychology* 3 s.h.
Fall, Spring, Summer

Methods of investigation and basic principles of psychological functioning including perception, motivation, learning and personality theory; introduction to abnormal psychology including case studies, diagnostic terminology and diverse treatment modes. Various other psychological topics will be considered. Prerequisite to all other psychology courses. Credit given for this course or New College SPB 1, not both.

3. *Current Psychological Issues* 3 s.h.
Periodically

Detailed exploration of several psychological topics of important social relevance (e.g., recent topics have included mental health, alcoholism, drug addictions, interpersonal abuse, sexuality). Topics vary depending on their social significance. Guest speakers representing the fields of psychology, psychiatry and social work are featured. Students are required to submit independent research papers on each topic. Recommended for second-semester freshmen and sophomores.

7. *Fundamental Perspectives in Psychology #* 3 s.h.
Fall, Spring

Detailed examination of selected major areas of research in psychology, such as natural and artificial intelligence, and physiological and psychological aspects of emotionality.

33. *Industrial Psychology* 3 s.h.
Fall, Spring, Summer

Study of psychological principles and methods, and their application to personnel testing, interviewing, selection, training and development, and performance appraisal. Credit given for this course or New College SPG 19, not both. (Formerly 32A; 32, *Business and Industrial Psychology*.)

34. *Organizational Psychology* 3 s.h.
Fall, Spring, Summer

Study of psychological principles and methods, and their application to work motivation, job satisfaction, leadership, communication, job design, and organizational development. (Formerly 32B; 32, *Business and Industrial Psychology*.)

35. *Psychology of Personality* 3 s.h.
Fall, Spring, Summer

Personality organization, factors influencing development, methods of appraisal and personality theories. Credit given for this course or New College SPG 2, not both.

39. *Abnormal Psychology* 3 s.h.
Fall, Spring, Summer

Emotional and behavioral deviations, patterns of development, classification and treatment methods. Credit given for this course or New College SPG 14, not both.

100. *Honors in Psychology* 3-4 s.h.
Fall, Spring

The research for and the writing of a substantial essay in the field of psychology such as a major literature review or an original experiment. Open only to senior psychology majors who are eligible for and desire to graduate with departmental honors. Interested students must secure the written permission of a full-time faculty member who will supervise the project. An oral defense will be conducted at the conclusion of the project.

101. *Major Concepts in Psychology* 1 s.h.
Periodically

An in-depth exploration of a significant historical, theoretical, empirical or methodological concept in the field. Subjects vary, topics to be announced.

102. *Major Figures in Psychology* 1 s.h.
Periodically

An in-depth exploration of the contributions of one major theorist, researcher or practitioner in the field. The goal of the course is to gain understanding of the impact of this psychologist's life and work on the progress of psychological inquiry and perspective. Subjects vary, topics to be announced.

110. *Principles of Learning and Behavior* 3 s.h.
Once a year

Basic concepts and principles of learning and conditioning with animals and human beings.

111. *Behavior Modification* 3 s.h.
Fall, Spring

Major principles of behavior modification through the application of reinforcement and token economies, techniques of self-control, desensitization, relaxation and biofeedback will be studied.

112. *Psychology and the Law* 3 s.h.
Fall, Spring

An examination of the ways psychological principles are applied to the criminal justice field, family law and civil litigation. Topics include victim research, jury selection and courtroom procedures, psychological assessment of the offender, child custody procedures and divorce suits. Credit given for this course or New College SPG 10, not both. (Formerly *Psychology of Criminal Justice*.)

126. *Psychology of Women* 3 s.h.
Once a year

Exploration of current research into the perceptual, motivational, physiological, intellectual and interpersonal aspects of the behavior of women. Emphasis will be placed on sex-role development and the impact on the feminine personality of prevailing attitudes about women. Prerequisite: junior standing or higher.

130. *Workshop in Small-Group Behavior* 3 s.h.
Periodically

Analysis of small-group behavior together with the identification and evaluation of small-group properties. Leadership and membership functions will be explored and practiced as they relate to a variety of settings including business and industry, educational, governmental and community organizations. Practice in overcoming obstacles to effective interpersonal relationships including t-group sessions. Open to juniors and seniors by permission.

132. *Industrial Behavior Modification* 3 s.h.
Once a year

An introduction to behavioral principles in organizations. Theoretical issues in organizational psychology and the quality of working life is examined from the perspective of laboratory based research of human behavior. The application of operant techniques to traditional industrial problems such as productivity, sales, attendance and safety. Management based on applied behavior analysis is contrasted with traditional motivational theories.

140. *Measurement and Statistics* 4 s.h.
Fall, Spring, Summer

Application of fundamental statistical and measurement concepts to psychological data analysis and test construction. Topics include scales of measurement, measures of central tendency and variability, sampling and tests of significance, correlation, standard scores, reliability and validity. (3 hours lecture, 3 hours laboratory.) Credit given for this course or QM 1 or SOC 139 or BIO 100 or MATH 8 or New College S 91 or QTB 2.

#Core course

141. *Research Methods and Design* 4 s.h.
Fall, Spring, Summer
Major principles of research and data collection techniques in experimental psychology. Laboratory work with animals and/ or human beings includes research in selected topics. (3 hours lecture, 3 hours laboratory.) Prerequisite: PSY 140 or equivalent. Students are advised to take this course no later than their junior year.
- 151 & 152. *Readings* 1-4 s.h. each
Fall, Spring
Individual written report based on assigned readings. Open only to seniors with permission of department chairperson.
153. *Child Psychology* 3 s.h.
Fall, Spring, Summer
Development of human behavior from the prenatal period through childhood.
154. *Adolescent Psychology* 3 s.h.
Fall, Spring, Summer
Development of behavior from adolescence through maturity.
155. *Psychology of the Mentally Retarded* 3 s.h.
Once a year
The physical, intellectual, social and emotional characteristics of the mentally retarded. Special consideration will be given to the various categories of mentally retarded children, to their educational requirements and their adjustment needs in the home and community. Related research findings will be summarized and evaluated.
157. *Clinical, Counseling and Community Psychology* 3 s.h.
Once a year
Theories, principles and practices for assessing personality and helping people in various settings to realize their potentials. Prerequisite: PSY 39 or permission of instructor.
158. *Theory and Principles of Psychotherapy* 3 s.h.
Once a year
Survey and classification of individual and group psychotherapies commonly used today. Comparative analysis of the principles and practices of the psychoanalytic, experiential and behavior schools of therapy as well as review of the different philosophical and psychological tenets which are basic to each of these systems.
159. *Social Psychology* 3 s.h.
Fall, Spring
Study of basic issues including social perception, prejudice, attitude theory and methodology. Credit given for this course or New College SPG 9, not both.
160. *Psychology of Physical Disability* 3 s.h.
Once a year
Psychological factors in disability and adjustment to disability.
161. *Comparative Psychology* 3 s.h.
Once a year
Phylogenetic differences in sensory capacities, response repertoires, and learning and ethological findings. Laboratory will include work with fish, frogs, pigeons, rats and humans. (2 hours lecture, 2 hours laboratory.)
162. *Psychology of Dreams* 3 s.h.
Once a year
The psychology of primary process thinking. Major theories of dreaming, e.g., Freud, Jung, Hall, Perls, etc. The course will deal with both theories and empirical data as well as practical applications.
163. *Adult Psychology* 3 s.h.
Once a year
The current status of psychological knowledge about adulthood and aging. A broad topical coverage of the chronology of adult experience using a problem-centered, interdisciplinary approach to understanding adulthood, maturity and old age.
164. *Perception and Cognition* 3 s.h.
Once a year
Presentation and discussion of explanatory models, experimental results and conclusions for the phenomena of perception, language, memory, problem solving and creative processes.
165. *Psychological Aspects of Psychotropic Medication* 1 s.h.
Periodically
Current trends in psychotropic medication used to control atypical behavioral and emotional states. Emphasis will be on the positive and negative effects on normal and abnormal states.
171. *History of Psychology* 3 s.h.
Once a year
The historical development of significant psychological concepts, theories and systems. The focus and far-ranging content of this course serves to provide an overall synthesis of the major sub-fields of psychology. Designed for advanced undergraduate majors in psychology.
- 173, 174. *Senior Seminar* 3 s.h. each
Periodically
Investigation of problems of theoretical interest in several areas of psychology. Sections will be planned for different topics. Prerequisite: permission of instructor.
176. *The Psychology of Hypnosis* 3 s.h.
Once a year
Major theories of hypnosis. The phenomena elicitable under hypnosis and its clinical application and techniques. The course will cover both research and clinical applications. Permission of instructor.
177. *Physiological Psychology* 3 s.h.
Once a year
Physiological basis of learning, sensation, perception and motivation. Credit given for this course or New College SPG 13/NGG 1.
178. *Psychological Testing* 3 s.h.
Periodically
Review of basic measurement concepts. Examination of tests of intelligence, personality, attitude and special abilities. Ethical issues in psychological testing. Prerequisite: PSY 140 or equivalent.
179. *Practicum in Psychological Testing* 3 s.h.
Periodically
Practice under supervision of administration and evaluation of tests suitable for use in job analysis and personnel psychology. No liberal arts credit.
182. *Computer Statistics for the Behavioral Sciences* 1 s.h.
Once a year
Knowledge of the computer and allied equipment and the statistics and programs employed. Prerequisite: PSY 140 or equivalent.
185. *Psychological Aspects of Human Sexual Behavior* 3 s.h.
Fall, Spring, Summer
Focus on behavioral, emotional and cognitive components of human sexual behavior. Normal and deviant syndromes are considered. Credit given for this course or New College SGG 1/ISGG 3.
188. *Theories and Practice of Interviewing* 3 s.h.
Periodically
Emphasis upon the data obtained from the initial interview, reporting of test findings and establishment of rapport. No liberal arts credit.

189. *Health Psychology and Behavioral Medicine* 3 s.h.
Once a year
Review and analysis of the current trend toward the integration of behavioral methodologies with diagnosed medical problems. Topics include the origins, theory and treatment regarding alcohol and chemical dependency, smoking, obesity, and stress-related disorders, as well as headache and other pain disorders. (Formerly *Psychology of Health*.)
190. *Research Seminar: Cognitive Psychology* 4 s.h.
Once a year
Problems and methods of research on selected areas of human cognition, such as perception, memory, and problem solving. (3 hours lecture, 3 hours laboratory.) Prerequisites: PSY 141, and either PSY 111 or 164 or 177 or equivalent. (Formerly *Research Seminar: Experimental Psychology*.)
192. *Research Seminar: Operant Behavior* 4 s.h.
Every other year
Study and selected applications of behavioral laws typical of such problem areas as motivation, discrimination learning, punishment, etc. Practical experience with procedures and apparatus used with animal subjects will be provided in weekly laboratory sessions. Prerequisites: PSY 140, 141.
194. *Research Seminar: Physiological Psychology* 4 s.h.
Periodically
Demonstrations and practice of the basic techniques used in modern research in physiological psychology. (3 hours lecture, 3 hours laboratory.) Prerequisite: PSY 141, 177 or equivalent.
196. *Research Seminar: Developmental Psychology* 4 s.h.
Fall, Spring
Problems and methods of psychological research focusing on children and adolescents. Examination of basic experimental designs and consideration of ethical issues in developmental psychological research. (3 hours lecture, 3 hours laboratory.) Prerequisites: PSY 141, and 153 or 154.
197. *Research Seminar: Industrial Psychology* 4 s.h.
Once a year
Problems and methods of psychological research in organizational and industrial settings. Examination of basic experimental designs. Fieldwork will be included. (3 hours lecture, 3 hours laboratory.) Prerequisites: PSY 140, 141 and either 33 or 34 or equivalent.
198. *Research Seminar: Social Psychology* 4 s.h.
Every other year
Experience in selected areas including small group processes, attitude change, leadership, laboratory exercises and fieldwork will be included. (3 hours lecture, 3 hours laboratory.) Prerequisites: PSY 141 and 159 or equivalent.
199. *Research Seminar: Clinical Psychology* 4 s.h.
Once a year
Evaluation of clinical research in the areas of assessment and diagnosis, psychopathology models and psychotherapy effectiveness. Several laboratory projects will be carried out. Prerequisites: PSY 39, 141.
201. *Graduate Statistics I* 3 s.h.
Fall
A first-level graduate course designed to cover such topics as exploratory data analysis, sampling and probability theory, statistical inference (hypothesis testing and confidence intervals) for one- and two-samples, correlation, partial correlation, and multiple regression, and issues in power and robustness.
202. *Graduate Statistics II** 3 s.h.
Spring
Designed to provide in-depth coverage of analysis of variance (ANOVA). Topics covered are: one-way and two-way ANOVA, multivariate approach to the repeated measures and split-plot designs, multiple comparison and trend analysis, issues in probing an interaction (partial interaction and interaction contrasts vs. simple main effects tests), and issues in power and robustness.
203. *Research Design I** 4 s.h.
Fall, Spring
Emphasis is on true and quasi-experimental designs for psychological research and evaluation. Illustrative designs are presented with discussion concerning the internal and external validity questions. Students are expected to defend the design of an original research project. Prerequisites: PSY 140 and 141 or equivalent.
204. *Multivariate Statistics in Psychological Research I** 3 s.h.
Once a year
Introduces students to multivariate statistics. Topics covered are: path analysis with manifest and latent variables, confirmatory factor analysis, test theory modes, multitrait/multimethod analysis, multiple-group factor analysis.
205. *Multivariate Statistics in Psychological Research II** 3 s.h.
Once a year
Second course in multivariate statistical techniques that have direct application in experimental and industrial/organizational settings. Focus is on multivariate descriptive statistical techniques including factor analysis, cluster analysis and multidimensional scaling. Prerequisite: PSY 204 or permission of instructor. (Formerly *Multivariate Statistics in Psychological Research I*.)
206. *Theories of Personality* 3 s.h.
Spring, Summer
Comparison of current psychological theories of personality as they relate to general psychological theory.
207. *Cognition and Perception** 3 s.h.
Spring
Readings and discussion of psychological and physiological aspects of sensation, perception, cognition and emotion. Prerequisite: PSY 190 or permission of instructor.
208. *Learning Theory** 3 s.h.
Periodically
Basic theories of behavioral motivation and change. Prerequisites: PSY 171, 190.
209. *Classical Concepts in Psychology** 2 s.h.
Fall, Spring
Examination of concepts relating to theory and research in learning, motivation, perception, measurement, prediction and behavior change through examination of articles published in major journals during the past 30 years. Prerequisite: permission of instructor. (Formerly *Current Psychological Theory*.)
- 209A. *Basic Concepts and Issues in Psychology** 3 s.h.
Fall, Spring
Classical issues and basic concepts in psychology, with an analysis of the current perspectives that psychologists take on these issues. These include topics such as the roles given to behavioral, cognitive, genetic, and physiological processes in basic and applied psychology, memory, social issues, methodological and radical behaviorism, private events in scientific and professional psychology, trends in data analysis and publication, assessment and measurement, etc. Examination of these topics by analyses of articles, published primarily in major journals, which span the entire history of psychology. Credit given for this course or PSY 209, not both.

*Open only to matriculated students in graduate psychology program.

210. *Current Literature in Psychology** 2 s.h.
Fall, Spring
Examination of concepts relating to theory and research in learning, motivation, perception, measurement, prediction and behavior change through examination of articles published in major journals during the past five years. Prerequisite: PSY 209.
211. *Intellectual Assessment* 3 s.h.
Spring, Summer
Different methods for individual assessment of the intellectual ability of children, adolescents and adults. May not be taken on a Pass/Fail basis.
213. *Psychology of Addictions* 3 s.h.
Periodically
Research, theories and methods of treatment with respect to alcoholism, drug addiction, smoking and overeating.
214. *Neural Bases of Behavior** 3 s.h.
Spring
Current research and theory relating to the physiological bases of human behavior. Prerequisite: PSY 177.
215. *Clinical Neuropsychology** 3 s.h.
Periodically
An overview of neuropsychology with emphasis upon diagnosis assessment for both clinical and research. Prerequisite: PSY 214.
216. *Behavior and Personality—Normal and Abnormal**† 3 s.h.
Fall
Evaluation and comparison of the dynamic and behavioral approaches with regard to the study of normal and abnormal personality syndromes. Emphasis on the ability of these two approaches to explain, predict and control behavior. Review of current research.
217. *Organizational Development** 3 s.h.
Fall, Spring
Foundations of organizational development. Discussion of topics dealing with the need for change in organizations, how to initiate procedures for organizational change and measure the effect of the change agents, the influence of change at both a formal and informal level and how to overcome resistance to change.
218. *Applied Behavior Analysis in Industry** 3 s.h.
Once a year
Operant approaches to industrial behavior with emphasis on practical applications to management. Use of response contingent reinforcement, behavioral assessment and stimulus control to improve industrial productivity is taught from a foundation in behavioral learning theory. Prerequisite: PSY 208.
219. *Organizational Psychology: Leadership** 3 s.h.
Once a year
The course examines both classic and contemporary perspectives on leadership. The course also reviews research evidence related to each approach. A theoretical foundation enables the student to deal with leadership-related problems encountered in organizational settings. In addition, the course considers strategies used to measure and assess leadership potential.
220. *Consultation in Schools and Health Service Settings** 3 s.h.
Once a year
This course covers the methods and processes by which psychologists function as consultants within schools and health service settings. Emphasis is placed upon indirect service models, methods of identifying specific needs and problems within school and other organizations, implementation of solutions which are then enacted by the organizations, and on methods of evaluation of outcomes.
222. *Research Methods I: Designs for Professional Psychology** 3 s.h.
Once a year
Emphasizes group and single subject designs as commonly used in clinical, school and community psychology. Attention is paid to research epistemology and to research design. Illustrative designs from professional psychology journals are reviewed.
223. *Research Design II** 4 s.h.
Fall, Spring
Continuation of PSY 222 with emphasis on research techniques appropriate to applied settings. Under supervision, students carry out their research project initiated in PSY 222, culminating in a written paper and oral defense of the data and its interpretation. Prerequisite: PSY 222.
224. *Evaluation of Health Service Programs** 3 s.h.
Once a year
Examination of basic concepts and methods underlying the needs, implementation and impact of mental and physical health, organizational and social intervention programs. Primary focus will be on the integration of organizational climate, needs assessment techniques and implementation design strategies for policy formation and planning. (Formerly *Evaluation Research*.)
225. *Multivariate Statistics in Psychological Research III** 3 s.h.
Once a year
Course trains students to perform multivariate statistical analyses of time series, spatial distributions, causal models of behavior and complex contingency tables as they apply to psychological research. Computer analyses for these problems are emphasized. Prerequisites: PSY 204, 205 or permission of the instructor.
227. *Interviewing and Counseling in Professional Psychology** 3 s.h.
Fall, Spring
Clinical and school psychology techniques with emphasis on the initial interview and on adult and child diagnostic interviewing. Use of rational-emotive and behavioral methods for counseling persons with emotional, behavioral, educational and marital/familial problems. Practicum placements arranged.
228. *Behavior Deviations I: Clinical Psychopathology** 3 s.h.
Fall, Spring
Biological, ecological and psychological factors leading to emotional and mental disorders. Feeling, thinking and behavioral aspects of neuroses, psychoses and personality disorders in childhood, adolescence, maturity and later maturity. Practicum observation and interaction arranged. Prerequisite: permission of instructor.
229. *Individual Counseling and Psychotherapy** 3 s.h.
Periodically
A comparative study of the theories and practices in the treatment of mental and emotional disorders. Included are the most commonly employed analytical, neo-analytical and behavioral systems of counseling and psychotherapy.
230. *Group Counseling and Group Leadership** 3 s.h.
Fall, Spring
Techniques and rationale of group treatment procedures with children, adolescents and adults. Practicum: students will conduct an ongoing group.
231. *Theory and Practice of Intellectual Evaluation** 3 s.h.
Fall, Spring
Basic theory of intelligence. Administration, scoring and interpretation, under supervision, of the Wechsler scales. Laboratory

*Open only to matriculated students in graduate psychology program.

†Permission of program director.

hours and practicum placements arranged. Lab materials are required. Prerequisite: permission of instructor.

232. *Intellectual and Vocational Evaluation** 3 s.h.
Fall, Spring

Administration, scoring and interpretation, under supervision, of the Stanford Binet and other individual intelligence and vocational tests. Laboratory hours and practicum placements arranged. Prerequisites: PSY 231 and permission of instructor.

234. *Theory and Application of Personality Evaluation** 4 s.h.
Fall

General orientation to personality testing. Theories of personality. Administration, scoring, and interpretation of the Thematic Apperception Test, Children's Apperception Test, Bender Gestalt, Sentence Completion and Draw-a-Person Tests. Laboratory hours to be arranged. (Formerly *Theory and Research in Personality Evaluation*.)

234A. *Personality Assessment by Projective Methods*** 3 s.h.
Fall, Spring

Provides students with a general orientation to personality assessment through the use of unstructured techniques. Major emphasis is placed on the clinical use of the Thematic Apperception Test and the Rorschach Test, although other methods are also discussed. Focus is placed on theory and empirical findings. Credit given for this course or 234, not both.

234B. *Laboratory in Projective Personality Assessment*** 1 s.h.
Fall, Spring

Provides students with experience in the administration and interpretation of unstructured personality assessment techniques, and the relationship of test findings to therapeutic interventions. Primary emphasis is placed on the Thematic Apperception Test and the Rorschach Test. Illustrative protocols are used to present and discuss normative responses, and to compare them with responses given by persons with various Axis I and Axis II disorders. Focus is placed on the relationship of formal response categories to diagnoses from the *Diagnostic and Statistical Manual* and/or the *International Classification of Diseases*.

235, 236. *Personality Evaluation I and II** 3 s.h. each
Periodically

The administration, scoring and basic interpretation of the Rorschach. The second semester is a practicum in advanced Rorschach interpretation. Special consideration will be given to developmental concepts from childhood to late maturity. Prerequisites: PSY 228, 231, 234 and permission of instructor.

239. *Psychological Assessment for Research** 3 s.h.
Periodically

Special aspects, techniques and theoretical issues related to individual assessment. Prerequisite: permission of instructor.

240. *Personality Assessment for Research** 3 s.h.
Fall, Spring

A review of personality measurements and theories as used in applied research: actual tests, scoring and interpretation required. Prerequisite: permission of instructor.

248. *Human Engineering* 3 s.h.
Periodically
Same as MGT 248.

249. *Current Theory and Research in Social Psychology* 3 s.h.
Fall, Spring

Review of theory and research in areas of group dynamics, attitude change, integration, asocial behavior and community health.

250. *Health Psychology* 3 s.h.
Once a year

In preparation for research and practice in the field of health psychology, this course examines the relationship of psychosocial

and cognitive variables to physical health and disease. Areas to be covered include conditioned illness behaviors, stress and coping, addictions, pain management, and health promotion and disease prevention. Review of the current research in the field.

251, 252. *Special Topics Seminar* 1-4 s.h. each
Fall, Spring, Summer

Individual investigation and reports on advanced psychology topics. Prerequisite: permission of director of the graduate program.

253. *Advanced Developmental Psychology** 3 s.h.
Fall

Principles and theories in infrahuman and human development. Field studies and developmental testing are included.

254. *Psychology of the Exceptional Child** 3 s.h.
Spring

Psychological principles and theories relating to the diagnosis and remediation of specific learning disabilities. (2 hours lecture; field placements arranged.) Prerequisite: permission of instructor.

255. *Psychology of Learning** 3 s.h.
Fall, Summer

Analysis of basic concepts with emphasis on the application of social and behavioral theory to the effective solution of practical problems. An advanced course.

256. *Theories of Psychological Counseling** 3 s.h.
Periodically

Intensive survey of the psychological theories and practices of individual and group counseling in nonpsychotherapeutic settings.

257. *Psychology of the Emotionally Disturbed Child** 3 s.h.
Periodically

Theoretical foundations in the study of emotional disturbance in childhood. Study of the nature and needs of the emotionally disturbed child with specific reference to extreme states of anxiety and withdrawal, and to severely aggressive acting out of behavior. Motivation, ego structure, limit setting, frustration tolerance, need-acceptance theory, therapeutic approaches and other concepts and practices will be examined.

258A. *Social Psychology and the School System* 3 s.h.
Once a year

This course explores the roles of school and community psychologists as consultants, direct service providers and change agents within educational settings. Organizational structures (such as school boards, parent-teacher organizations, administrator and faculty committees, etc.) that pertain to the school system are examined and evaluated as contexts for service delivery by psychologists.

259. *Human Relations Workshop for Educators and Community Leaders** 3 s.h.
Periodically

Lectures, discussions and readings in group dynamics and human relations. Exploration of ways to resolve specific human relations problems of interest to participants. Prerequisite: permission of instructor. Credit given for this course or New College SP 259, not both.

260. *Behavior Deviations II: Major Mental Disorders** 3 s.h.
Fall, Spring

Explores learning and biological factors that account for the development and maintenance of schizophrenia and other ma-

*Open only to matriculated students in graduate psychology program.

**Open only to matriculated students in a doctoral program in psychology.

for mental and behavioral disorders. Practicum at an inpatient facility where behavioral strategies are implemented to develop and enhance prosocial behaviors, and to decrease maladaptive behaviors. Prerequisite: PSY 208 or 255. (Formerly *Behavior Deviations II: Theory and Techniques of Behavioral Reeducation.*)

261. *Applied Behavior Analysis of Professional Psychology*** 3 s.h.
Fall, Spring

This course examines the methods of applied behavior analysis in relation to various forms of psychopathology (including minor and major mental disorders). It shows how application of these methods can change dysfunctional behaviors, including dysfunctional nonverbal behavior, speaking, listening, and thinking. It requires students to participate in a practicum in which analysis and modification techniques are implemented. Prerequisite: PSY 208 or 255. Credit given for this course or 260, not both.

263. *Current Theory and Research in Psychology of Aging* 3 s.h.
Once a year

Review of theory and research.

264. *Aging and Human Behavior* 3 s.h.
Once a year

Provides an understanding of old age and the vital processes affecting behavior. Exploration of the biological, social and psychological factors affecting the aging process centering around such areas as personality, intelligence, learning and memory, sexuality, longevity and pathological aging. A comprehensive integration of research findings reflecting behavioral stability and change are also examined.

265. *Aging and Personality* 3 s.h.
Once a year

Explores the aspects of personality as they relate to the aging process. Theoretical notions and issues, intrapsychic phenomena and personality dynamics are examined. Attention is given to continuity and change in the aging personality. Psychological, sociological and cultural implications affecting the aging personality are also examined.

268. *Advanced Workshop for Training of Professional Group Leaders** 3 s.h.
Periodically

Participants will develop techniques for working with groups. Co-trainer opportunities, lectures, discussions, readings in group dynamics, human relations and related fields. Intensive t-group experience. Prerequisite: PSY 259 or equivalent. Limited enrollment. Admission only upon application to and acceptance by workshop director.

269. *Psychology and the Criminal Justice System** 3 s.h.
Once a year

Examination of the individual, social, and cultural factors that contribute to criminal behavior. Theories of criminality are reviewed as are a number of specific criminal acts. A required practicum experience within the criminal justice system clarifies the role of the psychologist in dealing with criminal behavior.

275. *Cross-Cultural and Ethnic Issues in Professional Psychology** 3 s.h.
Fall

Implications of theory and research on minority and ethnic issues for the practice of psychology in schools, mental health settings and industry. Prerequisite: permission of instructor. May not be taken on a Pass/Fail basis.

276. *Psychology of Hypnosis** 3 s.h.
Periodically

Course in theory, technique, management and phenomena of hypnosis. Course will combine lectures, discussion, demonstrations and practicum. Prerequisite: permission of instructor.

278. *Psychometric Theory** 3 s.h.

Once a year

Measurement theory, scaling models, test construction, fundamentals of factor analysis as a psychometric method and applications to content areas in psychology. Prerequisite: PSY 201.

279. *Surveying, Sampling and Scaling** 3 s.h.
Once a year

Designed to teach students the basic concepts in survey construction, sampling theory, and practice and univariate techniques of scaling. Emphasis is on the design and use of evaluation instruments in various applied settings. Prerequisite: PSY 278 or permission of instructor.

280. *Community Program Development and Evaluation** 3 s.h.
Once a year

Principles and methods of initiating, developing and evaluating community service programs. Prerequisite: permission of instructor. (Formerly *Community Program Development and Research.*)

281. *Current Theory and Research in Rehabilitation** 3 s.h.
Once a year

Review of current theory with a view toward the development of programmatic research, which will facilitate the solution of the problems of the physically and emotionally disabled.

283A. *Foundations of Industrial/Organizational Psychology I: Industrial Psychology** 3 s.h.
Fall

Extensive review of theoretical, research and applied issues in the field of industrial psychology. A combination of lecture and discussion strategies is utilized to cover the topics of legal issues, psychological measurement, job and task analysis, selection and recruitment, performance appraisal, training, compensation and job evaluation. (Formerly 283, *Social Psychology of Organizations and Systems.*)

283B. *Foundations of Industrial/Organizational Psychology II: Organizational Psychology** 3 s.h.
Spring

Survey of the major topics in organizational psychology including work motivation, job satisfaction, stress, leadership, communication, job design, organizational development and organizational theories. Prerequisite: PSY 283A. (Formerly 283, *Social Psychology of Organizations and Systems.*)

284. *Personnel Selection** 3 s.h.
Fall, Spring

General overview of personnel selection. Lectures and discussions relating to the following topics: legal issues and EEOC, job analysis, selection techniques (e.g., interviews, assessment centers, biographical data banks, psychological tests, honesty testing, drug and genetic screening) and measurement of work performance.

285. *Sexual Behavior and the Treatment of Sexual Disorders* 3 s.h.
Periodically

A discussion of the principal forms of sexual function and etiology, diagnosis and treatment of sexual dysfunction. Prerequisite: permission of instructor.

286. *Measurement of Work Performance** 3 s.h.
Fall, Spring

Review of current research, methods and applications of performance appraisal. Appraisal methods and rating formats are

*Open only to matriculated students in graduate psychology program.

**Open only to matriculated students in the Ph.D. Clinical and School Psychology program.

discussed in relation to issues of criteria relevance, legal considerations, and the distinction between subjective ratings and objective measures of performance. (Formerly 381.)

287. *Training and Development** 3 s.h.
Fall, Spring

Review of research and theory related to training models, needs analysis, learning principles and transfer of training, instructional methodology, career development and the evaluation of training programs. Students are expected to develop and deliver a training program related to performance in the work environment.

288. *Work Motivation** 3 s.h.
Fall, Spring

Cognitive and behavioral theories of motivation and their application to employee satisfaction and performance, with emphasis on the concepts of intrinsic and extrinsic motivation, equity, goals and incentives, values, needs and expectancies.

289. *Small Group Behavior** 3 s.h.
Fall, Spring

The study of formal and informal groups, their structure and development. Topics covered include interaction and influence processes, problem solving, decision making, conflict and interpersonal relations.

290, 291. *Internship in Industrial/Organizational Psychology** 3 s.h. each
Fall, Spring

Supervised placement in industrial, business, or other organizational setting, typically a two-day-per-week internship. Weekly exploration and discussion of professional and ethical issues pertaining to the internship experience. (Formerly 370.)

293A. *Psychology of Human Resources Management** 4 s.h.
Once a year

General review of the principles of administration and formal theories of management as applied to human resources management. Lectures and discussions relating to the following components of human resources: selection (EEOC guidelines, job and task analysis, testing simulation, assessment center); training and development (methods and principles); performance appraisal (assessment, evaluation and feedback); reward systems (compensation, quality of work life). Prerequisite: PSY 283A. May not be taken on a Pass/Fail basis.

299. *Seminar: Organizational Psychology** 3 s.h.
Once a year

Faculty and guest lectures on contemporary issues in industrial/organizational psychology. Prerequisite: PSY 293A.

301. *Master's Essay* 3 s.h.
Periodically

Supervision and instruction leading to the completion of the master's essay. Binding fee payable upon registration. Prerequisite: completion of comprehensives.

302. *Practicum: Advanced Research Methodology** 1 s.h.
Once a year

Concern with current developments and contemporary issues in industrial/organizational research methodology. A major emphasis is to give the student practical experience involving an experiment in an industrial/organizational setting. Prerequisites: PSY 203 and 223.

303. *School and Community Psychological Services: Development and Administration** 3 s.h.
Spring

Goals and effective practices with attention to interaction with school staff, supervision of entering school psychologists, development of internship programs. (Formerly *School Psychological Services: Development and Administration.*)

329. *Marital and Family Therapies** 3 s.h.
Fall, Spring

This course introduces advanced doctoral candidates in the Clinical and School Psychology Programs to the concepts, principles and issues associated with marital and family therapy. Both communication disorders and behavioral problems in the context of marriage and the family will be emphasized. The lecture will be accompanied by supervised assignment to therapist team pairs to work with families in which one or more members have been identified as dysfunctional.

330. *School Psychological Services Internship I: Client-Directed Methods** 3 s.h.
Fall

Lectures cover methods of client-directed counseling and therapy with children and adults. Discussions center on lecture material and experiences students are having at their internship placements, including adjustment to the demands of different institutions and supervisors. Practicum: taped presentations, observations, role playing and independent counseling with clients at the Hofstra Psychological Evaluation and Research Center. Internship: two days per week in a public or special school setting. Prerequisites: completion of M.A. in Psychology and permission of instructor. (Formerly *Internship: Client-Directed Counseling and Therapy.*)

331. *School Psychological Services Internship II: Behavioral Counseling of Children and Adolescents** 3 s.h.
Spring

Methods of directive counseling and therapy and educational interventions. Discussion of lecture materials and internship placement experiences. Practicum: role playing, videotaped presentations and independent counseling with clients. Internship: two days per week in a public or special school setting and one day per week at the Hofstra Psychological Evaluation and Research Center. Prerequisite: PSY 330. (Formerly *Internship: Behavioral Counseling of Children and Adolescents.*)

332. *Clinical Psychological Services Internship I: Behavior Therapy Methods** 3 s.h.
Fall

Theories, techniques and empirical findings related to various procedures used in behavior therapy. Emphasis on in-vivo, imaginal and contingency management techniques. Practicum: practice of assertion training, deep muscle relaxation, systematic desensitization and covert conditioning during individual and group-student meetings. Individual behavior therapy with child and adult clients. Internship: three days per week in an approved clinical psychology placement including mental health clinics, hospitals, behavioral medicine and rehabilitation facilities, or drug and alcohol treatment programs. One day per week at the Hofstra Psychological Evaluation and Research Center. Prerequisite: PSY 331. (Formerly *Internship: Theory and Practice of Behavior Therapy I.*)

333. *Clinical Psychological Services Internship II: Cognitive-Behavior Therapy** 3 s.h.
Spring

Theories, techniques and empirical findings related to various forms of cognitive behavior therapy emphasizing rational-emotive psychotherapy. Practicum: independent cognitive and behavior therapy with child and adult clients at the Hofstra Psychological Evaluation and Research Center. Role playing and review of therapy tapes. Internship: three days per week in an approved clinical psychology placement including mental health clinics, hospitals, behavioral medicine and rehabilitation facilities, or drug and alcohol treatment programs. Prerequisite: PSY

*Open only to matriculated students in graduate psychology program.

332. (Formerly *Internship: Theory and Practice of Behavior Therapy II*)
334. *Internship: Applied Research** 3 s.h.
Fall
On-site experience in applied research, evaluation research, and/or program evaluation through supervised projects in the following areas of research: physical health, mental health, social services and industrial/organizational settings. This practicum course and its continuation courses include lectures, conferences and project discussions in addition to a two day per week internship. Prerequisite: permission of instructor.
- 335, 336, 337. *Internship: Applied Research** 3 s.h. each
Once a year
Continuation of 334. Prerequisite: permission of instructor.
338. *Internship: Applied Research** 3 s.h.
Fall
Continuation of 334, 335, 336, 337. Prerequisite: PSY 337.
339. *Internship: Professional Psychological Services** 3 s.h.
Periodically
Intended for students specializing in clinical and school psychology. Field placements in community agencies to provide continued experience in psychotherapy, counseling and psychological assessment. Prerequisite: PSY 333.
341. *Ethics and Professional Practices in Psychology** 1 s.h.
Once a year
A review course in all areas such as schools, universities, mental health centers, mental hospitals, community centers, private practice, government service and in the area of research.
342. *Grant Support for Psychological Research and Programs* 1 s.h.
Once a year
Identify sources of government and foundation funding for pre- and post-doctoral research, postdoctoral study, and the development of psychological training programs and services. Develop skills in proposal writing to obtain such funds. Gain knowledge of the structure of relevant government agencies and how to make contacts within them.
349. *School-Community Internship I** 3 s.h.
Once a year
Students are exposed to administrative and consulting roles of psychologists who work in school and community settings. Emphasis is placed upon program development, administration, evaluation, and upon issues relevant to the supervision and overseeing of personnel within health service settings. Internship placement in a school system or a community agency is required.
350. *School-Community Internship II** 3 s.h.
Once a year
Continuation of School-Community Internship I.
353. *Theoretical Orientations to Human Development** 3 s.h.
Fall, Spring
The critical evaluation of current theories of human development in terms of scientific adequacy. Techniques of theory construction and evaluation are emphasized. Field placements arranged.
360. *Internship: Motivational Theory, Worker Morale and Productivity** 3 s.h.
Once a year
Examination of psychological theories and research to understand and predict individual levels of motivation. Particular attention is given to the contribution of this literature in the areas of job satisfaction, morale and worker productivity. Practicum: on-site experiences in the application and/or research in job satisfaction and worker productivity. Internship: two days per week in public or private organizations under supervision. Prerequisite: permission of instructor.
361. *Internship: Group Interaction Processes** 3 s.h.
Once a year
Lectures and discussions relating to effective and ineffective communication and problem-solving procedures in task groups. Practicum: on-site experience in application and/or research in the analysis of group interaction processes. Internship: two days per week in public or private organizations under supervision. Prerequisite: permission of instructor.
362. *Internship: Consumer Psychology** 3 s.h.
Once a year
Lectures and discussions relating to influences, group effects, communication, attitude change, decision making and purchasing processes, research methodology, the law and psychology, and the role of psychology in the judicial system. Practicum: on-site experience in the application and/or research in consumer psychology. Internship: two days per week in public or private organizations under supervision. Prerequisite: permission of instructor.
363. *Internship: Research Design III** 3 s.h.
Once a year
Lectures and discussions relating to formative and summative program evaluation, cost effectiveness, cost benefit analysis, etc. Practicum: on-site experience in the application of evaluation, methodology and cost analysis. Internship: two days per week in public or private organizations under supervision. Prerequisite: permission of instructor.
364. *Internship: Consulting and Communications** 3 s.h.
Once a year
Lectures and discussions relating to concepts of information processing, verbal and nonverbal communications, group and organizational communication, audits and effective consulting behaviors. Practicum: on-site experience in the application and/or research in communication measurement and training. Internship: two days per week in public or private organizations under supervision. Prerequisite: permission of instructor.
382. *Research in Industrial/Organizational Psychology** 3 s.h.
Fall, Spring
Participation in ongoing laboratory or field research in industrial/organizational psychology, individually supervised by members of the program faculty. May be taken a maximum of four times. Prerequisite: PSY 302.
399. *Psychotherapy with the Deaf Via Total Communication* 3 s.h.
Periodically
Readings, discussion and practicum related to the specific psychological problems of the hearing impaired; modes and methods of communication, verbal and nonverbal; appropriate psychotherapeutic techniques, client-centered, behavioral, rational-emotive, etc.; instruction in total communication and practice in small group and individual therapy sessions under supervision.
601. *Dissertation Seminar** 3 s.h.
Fall
Exploration of dissertation topics and examination of related research. Credit for the course requires the development and

*Open only to matriculated students in graduate psychology program.

design of a specific dissertation outline and the written agreement by a faculty member to sponsor the dissertation.

602. *Dissertation Proposal Preparation** 3 s.h.
Fall, Spring

Through individual consultation with a sponsor, students fully develop their doctoral research proposal and present it for approval to their three-person dissertation committee. May be taken twice. Three credits are applied towards the doctoral degree when Form II is approved and filed with the chairperson in psychology. (Formerly *Dissertation Seminar*.)

603A. *Extended Dissertation Advisement** 3 s.h.
Fall, Spring

For students who have not completed a satisfactory dissertation proposal and who have not had Form II signed by a sponsor and two additional committee members after enrolling in PSY 602 twice.

If, after completing PSY 603A, the student still has not a signed Form II, he/she will be dropped from the program. This course may be taken only once. May not be taken on a Pass/Fail basis. No credit toward degree.

604. *Dissertation Advisement** 3 s.h.
Fall, Spring

In consultation with a sponsor, students execute their approved research study, analyze their data, write up the results, and defend the project in a final oral examination. May be taken three times. Three credits are applied towards the doctoral degree when the approved dissertation has been placed in the Hofstra University Axinn Library.

605A. *Dissertation Extension** 3 s.h.
Fall, Spring

For students who have not completed the dissertation and passed their oral examination after enrolling in PSY 604 three times.

If, at the end of this course, the student still has not completed the dissertation, he/she will be dropped from the program. This course may be taken only once. May not be taken on a Pass/Fail basis. No credit toward degree.

Publishing Studies

SEE ENGLISH

Quantitative Methods (QM)

Administered by the Department of Business Computer Information Systems and Quantitative Methods. Associate Professor Nasri, *Chairperson*

MINORS IN BUSINESS, see page 98.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

1. *Introduction to Business Statistics* 3 s.h.
Fall, Spring

Collection, classification, presentation and use of statistical data in solving business problems. Topics include descriptive statistics, probability, decision analysis, estimation and hypothesis testing. No credit for both this course and MATH 8 or BIO 100 or PSY 140 or SOC 139 or QM 201.

122. *Intermediate Business Statistics* 3 s.h.
Fall, Spring

Builds upon and continues the work introduced in QM 1. Topics include statistical quality control, analysis of variance, chi-square

test and the analysis of contingency tables, simple and multiple regression, correlation, and time series models with applications to business forecasting. Prerequisites: QM 1, BCIS 10.

146. *Statistical Techniques for Total Quality Management* 3 s.h.
Once a year

Modern statistical techniques for the implementation of Total Quality Management. Statistical methods including control charts and process capability, and acceptance sampling for variables and attributes are discussed. Other topics include Taguchi methods, information technology and quality, and management of the quality improvement process. Prerequisite: QM 122, or the equivalent and permission of the department chairperson.

150. *Business Forecasting* 3 s.h.
Periodically

Various forecasting procedures utilized in business settings are covered in order to analyze time-series data. Topics include regression analysis, smoothing procedures, decomposition methods, seasonal models and Box-Jenkins concepts. Actual business problems are emphasized. Software packages are utilized. Prerequisites: BCIS 10, QM 122.

160. *Applied Data Modeling* 3 s.h.
Periodically

Builds on the regression and correlation concepts introduced in QM 122. Topics include advanced regression modeling, financial modeling and categorical data analysis. Techniques are applied to solve a variety of business problems. Extensive use of SAS computer software. A course project is required. Prerequisites: BCIS 10, QM 122.

184. *Deterministic Models in Operations Research* 3 s.h.
Periodically

Formulation and solution of mathematical programming models with specific business applications will be stressed. Topics include linear programming and its ramifications, network models and integer programming. Prerequisites: QM 122 and junior class standing or above. Same as MGT 184.

185. *Probabilistic Models in Operations Research* 3 s.h.
Periodically

Operations research concepts involving uncertainty are explored with applications to business related problems. Topics include inventory models, queuing theory, simulation and stochastic process. Prerequisite: QM 122.

201. *Quantitative Analysis With Business Applications*** 3 s.h.
Fall, Spring

Descriptive statistics, probability and probability distributions, interval estimation, hypothesis testing, sampling, statistical quality control and chi-square tests. (Formerly *Introduction to Quantitative Methods*.)

210. *Advanced Applications for Quantitative Analysis*** 3 s.h.
Fall, Spring

Regression modeling, analysis of variance, time series analysis and business forecasting methods, and nonparametric methods. Use of statistical packages. Prerequisite: QM 201 or approved equivalent. (Formerly *Quantitative Analysis in Business*.)

215. *Business Forecasting*** 3 s.h.
Periodically

Statistical techniques used in the forecasting of time series and their applications to business problems. Topics include smoothing and decomposition methods, seasonal variation, autoregressive moving average methods and Box-Jenkins techniques. Prerequisite: QM 210.

*Open only to matriculated students in graduate psychology program.

**Open only to matriculated Zarb School of Business graduate students and/or M.A. in Health Administration students where appropriate.

217. *Decision Analysis** 3 s.h.
Periodically

Introduction to the analysis of decision making under uncertainty with applications to business problems. Topics include Bayesian concepts, decision trees, assessments and revision of probabilities, sensitivity analysis and multicriteria decision making. Prerequisite: QM 210.

220. *Operations Research and Decision Making Under Uncertainty** 3 s.h.
Periodically

Formulation and use of models of operations research in business problems. Topics include inventory models, PERT/ CPM, queuing theory, simulation and dynamic programming. Prerequisite: QM 210.

230. *Mathematical Programming** 3 s.h.
Periodically

Mathematical programming models for business related problems. Topics include linear programming and its ramifications, network models, integer programming, and nonlinear programming. Prerequisite: QM 210.

250. *Multivariate Data Analysis Methods** 3 s.h.
Periodically

Computer package-based approach to multivariate methods using SAS and other statistical packages. Topics include principal component analysis, canonical correlation analysis, factor analysis, multidimensional scaling and cluster analysis, discriminant analysis. Prerequisite: QM 210.

255. *Quality Management and Statistical Quality Control** 3 s.h.
Periodically

Criteria for quality in a wide range of business and organizational activities, managerial roles in quality assurance, total quality system approach, vendor quality control, quality cost programs, quality motivation programs, quality circles, quality control in service industries, quality reporting information systems and statistical techniques for quality assurance. Course emphasizes case oriented approach. Prerequisite: QM 210.

Reading (READ)

Administered by the Department of Administration and Policy Studies. Professor Shakeshaft, *Chairperson*

Assistant Professor Moeller, Director of the Reading/Writing Learning Center

Professors Studholme, Tanyzer; Associate Professors O'Loughlin, Unruh; Assistant Professors Henry, McCallister, Moeller.

The master's, professional diploma and doctoral degree programs in reading are registered with the New York State Department of Education, and the master's and professional diploma programs meet certification requirements.

The Department of Reading offers two undergraduate courses and a variety of academic programs for the graduate student.

The Reading/Writing Learning Center offers noncredit clinical services for the University and for the community at-large.

UNDERGRADUATE COURSES

The undergraduate offering consists of two developmental reading courses, READ 11, and the advanced course, READ 12. READ 12 may be applied toward liberal arts credit. These courses focus on developing the higher-level reading skills essential for the most efficient acquisition of knowledge through written communication, discursive and nondiscursive.

GRADUATE PROGRAMS

The graduate offerings include masters', professional diploma and doctoral programs, all of which have been registered with

the New York State Department of Education. The master's and professional diploma programs meet the requirements for certification of teachers of reading.

MASTER OF SCIENCE IN EDUCATION IN READING

The program is designed to prepare teachers for the following:

1. Positions as classroom teachers with special competence in the teaching of reading.
2. Positions as reading teachers working with individuals and small groups.
3. Positions as reading specialists with the responsibility of assisting classroom teachers.

ADMISSION REQUIREMENTS

(1) B.A. or B.S. degree (undergraduate academic average will be considered); (2) letter of recommendation; (3) satisfactory score on the National Teacher Examination, the Miller Analogies Test or the Graduate Record Examination; (4) interview with representative of the Reading faculty. All applicants accepted will be classified as matriculated Master of Science students.

REQUIREMENTS FOR DEGREE CANDIDACY

(1) minimum of B in two of first three reading courses, (2) recommendations of two Reading faculty members. Upon completion of the foregoing requirements, the matriculated master's student becomes a Master of Science degree candidate.

DEGREE REQUIREMENTS

(1) satisfactory score on comprehensive examination, (2) completion of a minimum of 35 semester hours in prescribed courses with a satisfactory grade-point average.

Required courses for the Master of Science in Education in Reading:

READ 220, 224 or 225, 235 or 236, 240, 241, 242, 245 or 246, 248, 250; FDED 200 or 240, or approved alternate 3-credit 200-level FDED course; PSY 211.

See complete graduate information, page 66.

MASTER OF SCIENCE IN EDUCATION IN READING AND SPECIAL EDUCATION

The dual Master of Science program in reading and special education (K-12) leads to Clinical Specialist in Reading for Children with Learning Disabilities and to New York State certification in reading and special education.

ADMISSION REQUIREMENTS

1. a bachelor's degree;
2. a New York State elementary or secondary education teaching certificate;
3. satisfactory score on the Graduate Record Examination, the Miller Analogies Test, or the National Teacher Examination;
4. three letters of reference, one of which must be from a supervisor who is familiar with the applicant's teaching competency;
5. interview with members of the Reading and Special Education departments.

REQUIREMENTS FOR DEGREE CANDIDACY

(must occur prior to the completion of 12 s.h.)

1. recommendation of one member each of the Reading and the Special Education faculties with whom the student has had a course;

*Open only to matriculated Zarb School of Business graduate students and/or M.A. in Health Administration students where appropriate.

2. a minimum grade of B in two of first three courses in reading and special education.

DEGREE REQUIREMENTS

1. completion of a minimum of 48 semester hours in prescribed courses with a satisfactory cumulative grade-point average;
2. satisfactory completion of the competency-based program in reading and special education;
3. satisfactory scores on the comprehensive examinations in reading and special education.

REQUIRED COURSES

Reading Courses—26 s.h.

- READ 220. *Reading, Writing, & Cognition*, 3 s.h.
 224. *Teaching of Reading*, 3 s.h.
 240. *The Reading Teacher in the School & Clinic Setting (K-12)*, 4 s.h.
 241. *Case Studies in Reading (K-12)*, 4 s.h.
 245. *Teaching Reading in the Content Areas*, 3 s.h.
 248. *Assessment & Evaluation of Reading & Writing*, 3 s.h.
 250. *Practicum in Instructional Strategies & Assessment*, 3 s.h.
 251. *Teaching Reading to the Learning Disabled & the Indifferent Learner*, 3 s.h.

Special Education Courses—22 s.h.

- SPED 201. *The Exceptional Child: Cognitive & Affective Functions*, 3 s.h.
 241. *Nature & Needs of Children with Emotional/Behavior Disorders*, 3 s.h., or
 249. *Nature & Needs of Individuals with Physical Impairments: Psychology of Persons with Disabilities*, 3 s.h.
 246. *Nature & Needs of Students with Neurological Impairments/Learning Disabilities*, 3 s.h.
 242. *Psychoeducational Assessment in Special Education*, 3 s.h.
 245. *Curriculum & Methods in the Education of Students with Disabilities*, 4 s.h.
 237. *Practicum: Teaching Children with Disabilities*, 6 s.h.

See complete graduate information, page 66.

MASTER OF ARTS: READING, LANGUAGE, AND COGNITION

The program is designed to provide the foundation for the Ph.D. and to prepare candidates for the following:

1. Reading specialists with primary interest in diagnostic and remedial work with individuals and small groups in clinic settings.
2. Reading specialists or coordinators with the responsibility of assisting classroom teachers dealing with students with severe reading disabilities.
3. Reading specialists concerned with theories of language and learning as the foundation for instruction.

ADMISSION REQUIREMENTS

(1) B.A. or B.S. degree (undergraduate academic average will be considered); (2) letter of recommendation from principal or supervisor under whom applicant has worked or recommendation from a University faculty member; (3) satisfactory score on Miller Analogies Test or the National Teacher Examination; (4) interview with a representative of the Reading faculty. All students accepted will be classified as matriculated Master of Arts students.

REQUIREMENTS FOR DEGREE CANDIDACY

(1) minimum of B in two of the first three reading courses, (2) recommendations of two Reading faculty members. Upon completion of the foregoing requirements, the matriculated master's student becomes a Master of Arts degree candidate.

DEGREE REQUIREMENTS

(1) satisfactory score on comprehensive examination; (2) competence in statistics: satisfactory completion of RES 259 and 259L, which may also be used toward course work requirement; (3) master's essay; (4) completion of 33-36 semester hours in prescribed courses with a satisfactory grade-point average.

REQUIRED

READ 220, 224, 240, 241, 245, 248, 255, 301; RES 259, 259L.

Electives: one chosen from READ 222, 250, 251; PSY 211, WRIT 200.

See complete graduate information, page 66.

THE PROFESSIONAL DIPLOMA IN READING

The professional diploma program is divided into Program "S" for students who already hold a Master of Science in Education degree in Reading or in another area, and Program "A" for students who already hold a Master of Arts degree in Reading or in another area.

PROGRAM "S" provides students with a competence in the following areas:

1. the initiation and administration of a school- or district-wide reading program;
2. the improvement of instruction through assistance to classroom teachers.

PROGRAM "A": provides students with a foundation for the Ph.D. in Reading.

ADMISSION REQUIREMENTS

(1) minimum of two years full-time teaching experience or its equivalent; (2) master's degree (graduate academic record will be considered); (3) recommendations from two school administrators under whom the applicant has worked; (4) satisfactory score on the Graduate Record Examination, the Miller Analogies Test, or the National Teacher Examination; (5) personal interview with a member of the Reading faculty.

REQUIREMENTS FOR DIPLOMA CANDIDACY

(1) minimum of B in two of the first three reading courses, (2) recommendations from two members of the Reading faculty.

DIPLOMA REQUIREMENTS

minimum of 65 hours of course work beyond the bachelor's degree.

NOTE: students who have not received their master's in reading at Hofstra must take a comprehensive examination in reading upon completion of READ 240 or 241.

ADVANCED STANDING

(1) the maximum advanced standing for students other than Hofstra graduates with a master's specialization in reading will be a master's degree plus 6 hours of work beyond the master's; (2) the maximum advanced standing for Hofstra graduates with a master's specialization in reading will be 12 hours.

Total course work within the Master's and Advanced Study programs must include the series which follows.

PROGRAMS OF STUDY

PROGRAM "S-1": for candidates holding M.S. in Ed. in Reading from Hofstra:

READ 239, 245, 249, 255, 256; SPCH 235 or 243; 15 hours of electives, under advisement, in writing, special education, psychology, or other approved areas.

Candidates for supervisory certification must take the above 15 hours in reading, READ 360 and 18 hours of prescribed work in educational administration.

PROGRAM "S-2": for candidates holding M.S. in Ed. in areas other than reading:

READ 220, 224, 235 or 236, 239, 240, 241, 242, 245, 248, 249, 250, 255, 256; PSY 211.

PROGRAM "S-3": for candidates holding M.S. in Ed. in Reading and Special Education from Hofstra:

READ 220, 235 or 236, 239, 242, 249, 255, 256.

PROGRAM "A-1": for candidates holding M.A. in Reading from Hofstra:

READ 235 or 236, 239, 245, 255, 256; plus 12 hours of electives, under advisement, from the following areas: special education, psychology, sociology/anthropology, speech, writing or other approved areas.

PROGRAM "A-2": for candidates holding a Master of Arts degree in an area other than reading:

READ 224, 235 or 236, 239, 245, 248, 250, 256, 240, 241, 242; PSY 211; RES 259, 259L or equivalent.

DOCTORAL PROGRAMS IN READING

The *Doctor of Education* in Reading, Language, and Cognition is designed for teachers, reading and language arts specialists, and other professional personnel in the public schools who will be concerned primarily with practice and college-level teaching. It includes the basic reading courses in the programs which lead to the Master of Science in Education in Reading and the Professional Diploma in Reading, Program "S-1."

The *Doctor of Philosophy* in Reading, Language, and Cognition is designed for specialists concerned primarily with research, experimentation and higher education, and includes the basic reading and psychology courses in the programs leading to the Master of Arts degree in Reading, Language, and Cognition and the Professional Diploma in Reading, Program "A-1" or "A-2."

A bilingual/bicultural emphasis in the Ed.D. or Ph.D. program is provided for bilingual applicants (Spanish-English) who work in or wish to prepare to work in bilingual settings.

An early childhood emphasis in the Ed.D. program is provided for applicants who work in or wish to prepare to work in early childhood stages.

GENERAL REQUIREMENTS

Matriculation

1. Basic University requirements for doctoral degrees.
2. Letters of recommendation from two supervisors, administrators or college professors who are in a position to rate the applicant.
3. Teaching experience: 3 years for Ed.D. prior to entering and 5 years before completion; for Ph.D. candidates, teaching experience adequate for providing the necessary experiential background to develop meaningful research proposals.
4. Master's degree or equivalent.
5. Academic proficiency in undergraduate and graduate study.
6. A satisfactory score on the Miller Analogies Test or the Graduate Record Examination.
7. Statement of goals (on application supplement).
8. Satisfactory score on the department's Doctoral Admissions Examination in Reading and Writing. For foreign applicants, a satisfactory score on the TOEFL.

9. Bilingual applicants must take a language proficiency examination in English and Spanish.

DEGREE CANDIDACY

Students will be admitted provisionally until they fulfill the following requirements necessary for full acceptance as degree candidates. These requirements must be met within three years of matriculation:

1. Master's comprehensive examination for students whose master's degree was not taken in the Hofstra University Reading Department. The results of this examination will be used to plan the student's advanced course of studies and to make up any deficiencies.
2. For Ed.D. candidates, satisfactory completion of RES 259, 259L, 260 and 260L or equivalents. For Ph.D. candidates, satisfactory completion of RES 259, 259L, 260, 260L, 363, 363L or equivalents. In some cases, RES 363 and 363L (4 s.h.) are also required for the Ed.D. candidates, depending on the nature of their dissertations. These courses may also be used toward course work requirements.
3. For Ph.D. candidates, a reading knowledge of a modern language, preferably French, German or Spanish.
4. Acceptance by the Graduate Committee.

DEGREE REQUIREMENTS

1. Completion of a minimum of 90 graduate credits for both the Ed.D. and the Ph.D.
2. A comprehensive examination. The doctoral comprehensive examination must be taken during or after READ 363.
3. Satisfactory completion of the dissertation and the oral examination based upon it. The oral examination must be scheduled through the major adviser. The Ed.D. dissertation will concentrate on practical application to a school situation and may be descriptive in nature. The Ph.D. dissertation will concentrate on basic research having more universal application. It will be either statistical in nature or designed to develop theoretical models based on an insightful analysis in depth of basic research already completed or in combination with case studies. Candidates must complete all requirements within 5 years of acceptance as a degree candidate.

RESIDENCY

Students who matriculate for the doctoral programs in reading must spend one year in full-time residence or fulfill the options approved by the Graduate Committee. (See Degree Requirements, Residency, page 72.)

ADVANCED STANDING

1. Students who have taken graduate courses at other institutions which are similar to courses required in the Hofstra University Reading programs may apply for advanced standing.
2. Transfer credit up to 45 semester hours may be granted for similar courses taken in programs leading to a master's degree or a professional diploma.

See complete doctoral information, page 72.

Ed.D. PROGRAM IN READING, LANGUAGE, AND COGNITION

The Doctor of Education in Reading, Language, and Cognition program is planned to prepare the following:

1. Specialists who coordinate reading services in schools on a district-wide basis.
2. Consultants with major responsibility for curriculum improvement on a district-wide level.
3. Instructors who intend to teach reading and language arts courses at the college level.

4. For bilingual candidates, the initiation and administration of school-wide or district-wide bilingual reading and language arts programs.
5. For bilingual candidates, the improvement of bilingual reading and language arts instruction through assistance to bilingual classroom teachers.
6. Instructors who are teaching an integrated language arts program at the early childhood level.

PROGRAM REQUIREMENTS

Basic Courses

- | | | |
|------|-------|---|
| READ | 220. | <i>Reading, Writing, & Cognition</i> , 3 s.h. |
| | 223. | <i>Advanced Reading Instruction for Teachers of Bilingual Children & Adolescents</i> , 3 s.h., or |
| | 224. | <i>Teaching of Reading</i> , 3 s.h. |
| | 235. | <i>Strategies in Teaching Children's Literature</i> , 3 s.h. |
| | 239. | <i>Psycholinguistic Foundations for Reading & Writing Instruction</i> , 3 s.h. |
| | 240. | <i>The Reading Teacher in the School & Clinic Setting (K-12)</i> , 4 s.h. |
| | 241. | <i>Case Studies in Reading (K-12)</i> , 4 s.h. |
| | 242. | <i>Reading Clinic Internship</i> , 3 s.h. |
| | 245. | <i>Teaching Reading in the Content Areas</i> , 3 s.h. |
| | 248. | <i>Assessment & Evaluation of Reading & Writing</i> , 3 s.h. |
| | 249. | <i>Supervision of Reading Programs</i> , 3 s.h. |
| | 250. | <i>Practicum in Instructional Strategies & Assessment</i> , 3 s.h. |
| | 251. | <i>Teaching Reading to the Learning Disabled & the Indifferent Learner</i> , 3 s.h. |
| | 255. | <i>Psychological Foundations of Reading & Writing Instruction</i> , 3 s.h. |
| | 256. | <i>Psycholinguistics, Sociolinguistics, & the Processes of Reading & Writing</i> , 3 s.h. |
| PSY | 211. | <i>Intellectual Assessment</i> , 3 s.h. |
| FDED | 222. | <i>Qualitative Research Methods</i> , 3 s.h. |
| | 223. | <i>Analysis of Qualitative Data</i> , 3 s.h. |
| RES | 259. | <i>Introduction to Statistical Methods in Educational Research</i> , 3 s.h. |
| | 259L. | <i>Computer Laboratory</i> , 1 s.h. |
| | 260. | <i>Inferential Statistics in Educational Research</i> , 3 s.h. |
| | 260L. | <i>Computer Laboratory</i> , 1 s.h. |

Bilingual candidates: students who have completed the M.A. in Bilingualism with a specialization in elementary education are required to take 9 semester hours of special doctoral seminars. Students who have not completed the above degree and specialization are required to take, in addition, bilingual education courses, under advisement.

Advanced Courses

- | | | |
|------|----------|--|
| READ | 361. | <i>Research Designs in Reading & Writing</i> , 3 s.h. |
| | 362-363. | <i>Seminar in the Evaluation of Research in Reading</i> , 6 s.h. |
| | 601. | <i>Dissertation Seminar</i> , 3 s.h. |

NOTE: a student who has not completed 601, *Dissertation Seminar*, must enroll in 602, *Dissertation Proposal Preparation*, until the dissertation proposal is accepted. The student must then enroll in 604, *Dissertation Advisement*, the following semester and must maintain continuous enrollment in dissertation preparation until the dissertation is completed.

- | | | |
|------|------|---|
| READ | 602. | <i>Dissertation Proposal Preparation</i> , 3 s.h. |
| | 604. | <i>Dissertation Advisement</i> , 3 s.h. |

NOTE: a student must enroll in 604 for 3 s.h. in the first semester and thereafter continue to register in 604 until the dissertation is

completed, at which time a minimum of 6 s.h. of credit must be received.

Electives

28 hours from among the following, with possible substitutions of up to 15 credits from liberal arts, under advisement.

- | | | |
|-------------|------|--|
| READ | 222. | <i>Literacy in Families & Communities</i> , 3 s.h. |
| | 252. | <i>Practicum in Teaching Reading to the Learning Disabled & the Indifferent Learner</i> , 3 s.h. |
| | 260. | <i>Foundations of Reading for Teachers of Bilingual Children & Adolescents</i> , 3 s.h. |
| | 351. | <i>Independent Studies in Reading</i> , 1-6 s.h. |
| | 360. | <i>Internship in Supervision of Reading Instruction</i> , 6 s.h. |
| FDED | 200. | <i>Philosophy of Education</i> , 3 s.h., or any other 3-semester hour 200-level foundations of education course, under advisement. |
| EADM | 214. | <i>Theories & Practices of Supervision</i> , 3 s.h. |
| | 219. | <i>Patterns of Building Unit Administration</i> , 3 s.h. |
| | 222. | <i>Human Relations in School Personnel Management</i> , 3 s.h. |
| | 231. | <i>School Public Relations</i> , 3 s.h. |
| | 241. | <i>Supervision of Instruction & Curriculum Development</i> , 3 s.h. |
| | 245. | <i>Selected Issues in School Administration</i> , 3 s.h. |
| | 247. | <i>Data Processing for School Administrators</i> , 3 s.h. |
| ELED or SED | 207. | <i>Dynamics of Curricular Change</i> , 3 s.h. |
| ELED | 227. | <i>Elementary School Curriculum</i> , 3 s.h., or |
| | 236. | <i>Modern Trends in Elementary Education</i> , 3 s.h., or |
| SED | 241. | <i>Patterns of Curriculum</i> , 3 s.h. |
| PSY | 254. | <i>Psychology of the Exceptional Child</i> , 3 s.h. |
| SPCH | 235. | <i>Introduction to Speech-Language-Hearing Disorders</i> , 3 s.h. |
| | 243. | <i>Language Disorders & Learning Disabilities: Kindergarten Through Adulthood</i> , 3 s.h. |
| SPED | 201. | <i>The Exceptional Child: Cognitive & Affective Functions</i> , 3 s.h. |
| | 241. | <i>Nature & Needs of Children with Emotional/Behavior Disorders</i> , 3 s.h. |
| | 242. | <i>Psychoeducational Assessment in Special Education</i> , 3 s.h. |
| | 246. | <i>Nature & Needs of Students with Neurological Impairments/Learning Disabilities</i> , 3 s.h. |

EARLY CHILDHOOD EMPHASIS

This 18 semester hour concentration is designed for students interested in early childhood education. Required courses for this emphasis are: ELED 270, 271, 272, 273, 274, 275.

Ph.D. PROGRAM IN READING, LANGUAGE, AND COGNITION

The Doctor of Philosophy in Reading, Language, and Cognition program is planned to prepare the following:

- 1) Reading specialists who plan to engage in research, evaluation and experimentation in the field of reading.
- 2) Reading specialists taking leadership positions in clinics.
- 3) Reading specialists who plan to teach and direct research in colleges and universities.
- 4) Personnel for bilingual/bicultural programs in schools, for supervisory positions, research and college testing.

PROGRAM REQUIREMENTS

Basic Courses

- | | | |
|------|------|---|
| READ | 220. | <i>Reading, Writing, & Cognition</i> , 3 s.h. |
| | 223. | <i>Advanced Reading Instruction for Teachers of Bilingual Children & Adolescents</i> , 3 s.h., or |
| | 224. | <i>Teaching of Reading</i> , 3 s.h. |
| | 235. | <i>Strategies in Teaching Children's Literature</i> , 3 s.h., or |

- 236. *Literature for Adolescents & Young Adults*, 3 s.h.
- 239. *Psycholinguistic Foundations for Reading & Writing Instruction*, 3 s.h.
- 240. *The Reading Teacher in the School & Clinic Setting (K-12)*, 4 s.h.
- 241. *Case Studies in Reading (K-12)*, 4 s.h.
- 242. *Reading Clinic Internship*, 3 s.h.
- 245. *Teaching Reading in the Content Areas*, 3 s.h.
- 248. *Assessment & Evaluation of Reading & Writing*, 3 s.h.
- 249. *Supervision of Reading Programs*, 3 s.h.
- 250. *Practicum in Instructional Strategies & Assessment*, 3 s.h.
- 251. *Teaching Reading to the Learning Disabled & the Indifferent Learner*, 3 s.h.
- 255. *Psychological Foundations of Reading & Writing Instruction*, 3 s.h.
- 256. *Psycholinguistics, Sociolinguistics, & the Processes of Reading & Writing*, 3 s.h.
- PSY 211. *Intellectual Assessment*, 3 s.h.
- FDED 222. *Qualitative Research Methods*, 3 s.h.
- 223. *Analysis of Qualitative Data*, 3 s.h.
- RES 259. *Introduction to Statistical Methods in Educational Research*, 3 s.h., or equivalent
- 259L. *Computer Laboratory*, 1 s.h.
- 260. *Inferential Statistics in Educational Research*, 3 s.h.
- 260L. *Computer Laboratory*, 1 s.h.
- 363. *Multivariate Analysis & Multidimensional Scaling Methods*, 3 s.h.
- 363L. *Computer Laboratory*, 1 s.h.

Bilingual candidates: students who have completed the M.A. in Bilingualism with a specialization in elementary education are required to take 9 semester hours of special doctoral seminars, under advisement. Students who have not completed the above degree and specialization are required to take, in addition, bilingual education courses, under advisement.

Advanced Courses

- READ 361. *Research Designs in Reading & Writing*, 3 s.h.
- 362-363. *Seminar in the Evaluation of Research in Reading*, 6 s.h.
- 601. *Dissertation Seminar*, 3 s.h.

NOTE: a student who has not completed 601, *Dissertation Seminar*, must enroll in 602, *Dissertation Proposal Preparation*, until the dissertation proposal is accepted. The student must then enroll in 604, *Dissertation Advisement*, the following semester and must maintain continuous enrollment in dissertation preparation until the dissertation is completed.

- READ 602. *Dissertation Proposal Preparation*, 3 s.h.
- 604. *Dissertation Advisement*, 3 s.h.

NOTE: a student must enroll in 604 for 3 s.h. in the first semester and thereafter continue to register in 604 until the dissertation is completed, at which time a minimum of 6 s.h. of credit must be received.

Electives

- READ 222. *Literacy in Families & Communities*, 3 s.h.
- 252. *Practicum in Teaching Reading to the Learning Disabled & the Indifferent Learner*, 3 s.h.
- 351. *Independent Studies in Reading*, 1-6 s.h.
- 360. *Internship in Supervision of Reading Instruction*, 6 s.h.
- FDED 200. *Philosophy of Education*, 3 s.h. or any other 3 semester hour 200-level foundations of education course, under advisement

12 hours of electives, under advisement, from psychology, sociology, anthropology, and other related cognate areas.

12-13 hours from the liberal arts other than psychology, under advisement (not required for bilingual students).

BILINGUAL/BICULTURAL EMPHASES

Students enrolled in the bilingual/bicultural doctoral program will have an adviser in the Spanish Department as well as in the Reading Department. A member of the Spanish Department will serve on each student's dissertation committee. Advisers in the Spanish Department are:

- Professor McNair, *Chairperson*
- Professors Rodriguez, Thompson; Associate Professor Cao

Required courses in the Spanish Department are SPAN 307, 308, 309 and 9 semester hours of electives selected under advisement.

FOR COURSES IN WRITING, SEE PAGE 365.

COURSES IN READING MAY NOT BE APPLIED TOWARD LIBERAL ARTS CREDIT EXCEPT FOR READ 12. See page 46.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during the January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

UNDERGRADUATE COURSES

- 11. *Development of College Reading* 3 s.h.
Fall, Spring
Diagnosis of each student's reading abilities followed by a developmental program emphasizing efficient study-reading techniques, vocabulary development, rate and comprehension.
- 12. *Development of College Reading* 3 s.h.
Fall, Spring, Summer
Development of advanced reading power covering both speed and depth of comprehension. Emphasis on writing patterns and analytical and critical evaluation processes in communication. May be applied toward liberal arts credit.

GRADUATE COURSES

- 220. *Reading, Writing, and Cognition* 3 s.h.
Fall, Spring, Summer
Designed to introduce the student to the theoretical underpinnings of the reading and writing processes. The interrelationship between language and cognition provides the framework upon which a philosophy of instruction is derived.
- 222. *Literacy in Families and Communities* 3 s.h.
Fall, Spring
Literacy and cultural practices of children and families of diverse ethnic groups are studied. Relationships between literacy practices, and school success are explored, as are means by which families and communities can influence school practices. Prerequisite or corequisite: READ 220 or permission of instructor.
- 223. *Advanced Reading Instruction for Teachers of Bilingual Children and Adolescents* 3 s.h.
Periodically
A study of methods and materials in bilingual/bicultural classes. Topics include diagnosis, reading readiness, word recognition techniques, comprehension skills, vocabulary development and study skills.
- 224. *Teaching of Reading* 3 s.h.
Fall, January, Spring, Summer
Review and analysis of current approaches to reading instruction. Topics include classroom assessment, motivation, concept and language development, word recognition, the comprehension process, vocabulary improvement, content area reading, writing process, computer applications and classroom management.

Instructional strategies, materials and individual learning styles are emphasized. Classroom observations are required.

225. *Teaching Reading on the Secondary Level* 3 s.h.
Periodically

Designed to aid teachers in understanding reading problems and improving classroom reading instruction in the content areas.

235. *Strategies in Teaching Children's Literature* 3 s.h.
Fall, Spring

Conceptual framework underlying a literature program and its relationship to the other dimensions of a total language arts curriculum. Strategies for motivating or bringing children and books together, developing reading interests, attitudes and tastes, and facilitating cognitive and affective responses to literature are emphasized. Topics include recommendations for building a classroom library, an analysis of the literary works of major authors and illustrators, and the development of literature units based on timely and contemporary themes and issues.

236. *Literature for Adolescents and Young Adults* 3 s.h.
Spring

Survey of literature written for adolescents and young adults with emphasis on the development of criteria for evaluation of various genre and styles. Special emphasis given to response techniques which take into consideration the cognitive, linguistic, affective, and cultural factors relevant to reader and text.

239. *Psycholinguistic Foundations for Reading and Writing Instruction* 3 s.h.
Fall

Intensive study of the interrelationship of the impressive and expressive functions of language. Present contributions of linguistics, psycholinguistics and sociolinguistics are discussed. Emphasis on strategies related to reading and writing; their interdependence and implementation in the school curriculum; collaborative learning; assessment techniques and research findings. Students are required to engage in a teacher-research project. Prerequisite: READ 220. (Formerly *Seminar in Linguistics: Language Functions and Their Interactions with Reading Instruction; Seminar in Linguistics.*)

240. *The Reading Teacher in the School and Clinic Setting (K-12)* 4 s.h.
Fall, Spring

Participation in the variety of responsibilities required of reading teachers in classroom, clinic and district settings. Presentations and demonstration lessons required. Registration by permission of department. Prerequisites: READ 224, 245, 248, 250. Bilingual students take READ 223 instead of 224. All but bilingual and reading/special education students must have taken PSY 211. All students must have an interview with the instructor. (Formerly 240-241, *Case Studies in Remedial Reading (K-12).*)

241. *Case Studies in Reading (K-12)* 4 s.h.
Spring, Summer

Systematic presentation of developmental and remedial techniques and supervised individual instruction with children and/or adolescents from a variety of backgrounds in a variety of settings. Special attention given to those students making the transition from the reading of Spanish to English. Case presentations and demonstration lessons required. Registration by permission of department. Prerequisites: READ 224, 240, 245, 248, 250. Bilingual students take READ 223 instead of 224. All but bilingual and reading/special education students must have taken PSY 211. All students must have an interview with the instructor. (Formerly 240-241, *Case Studies in Remedial Reading (K-12).*)

242. *Reading Clinic Internship* 3 s.h.
Fall, Spring, Summer

A program held in the Clinic in which the student observes and teaches under the guidance of a qualified clinician. The intern

meets with the clinic group for two hours each week and attends a weekly seminar where problems and procedures are investigated. Registration by permission of the department only. Prerequisites: READ 240, 241 required for students in M.S. program.

245. *Teaching Reading in the Content Areas* 3 s.h.
Fall, Spring, Summer

Demonstration and practice of procedures for fusing reading content and process with emphasis on teaching comprehension, study techniques, writing, vocabulary and word analysis in the content subjects. Strategies to facilitate processing, storage and retrieval at various grade levels are developed. Classroom observations are required of inexperienced students. Prerequisite: READ 224.

246. *Practicum in Teaching Secondary Reading* 3 s.h.
Periodically

Application of theory and methodology. Work on specific lesson plans for teaching reading through content fields. Emphasis on interpretive and study skills. Lessons designed by class members are taught in their own instructional settings with feedback in the practicum. Flexibility in lesson planning is encouraged to meet the needs of students from varying linguistic and cultural backgrounds. Prerequisite: READ 224 or 225; for bilingual majors, READ 223.

248. *Assessment and Evaluation of Reading and Writing* 3 s.h.
Fall, Spring

Designed to prepare students to assess and evaluate the reading and writing ability, both strengths and weaknesses of children, adolescents, and adults using informal and standardized means of assessment, and to prepare instructional plans based on assessments. Prerequisites: READ 220, 224 and/or 225, 245 or 246, PSY 211; for bilingual majors, READ 223. For nonmajors, READ 224, 225 and permission of instructor. There is a fee for testing materials. (Formerly *Diagnosis of Reading Difficulties (K-12).*)

249. *Supervision of Reading Programs* 3 s.h.
Fall

Designed for reading teachers, present and future supervisors and administrators of school reading programs. Discussion of the organization, administration and evaluation of reading programs from a supervisor's point of view.

250. *Practicum in Instructional Strategies and Assessment* 3 s.h.
Fall, Spring, Summer

The application of assessment and evaluation theory to classroom and clinical situations. Emphasis on appropriate instructional strategies and techniques for children, adolescents, and adults with reading and writing difficulties, including those from differing cultural and linguistic backgrounds. Prerequisite: READ 248. This course should be taken the semester immediately following READ 248. There is a fee for testing materials. (Formerly *Practicum in Remedial Treatment Techniques.*)

251. *Teaching Reading to the Learning Disabled and the Indifferent Learner* 3 s.h.
Spring

Designed to provide the theory and rationale underlying specific procedures in the diagnosis and treatment of reading problems. Multisensory teaching techniques (CASIL) to facilitate decoding and encoding, and psychodrama to stimulate self-motivation are emphasized. Prerequisite: READ 250.

252. *Practicum in Teaching Reading to the Learning Disabled and the Indifferent Learner* 3 s.h.
Spring

Demonstration and practice of the diagnostic and remedial techniques used to improve reading cognitively and affectively are the primary focuses of this practicum. Relationship of CASIL to language experience approaches, Orton-Gillingham and Fernald is covered.

255. *Psychological Foundations of Reading and Writing Instruction* 3 s.h.
Fall
Designed to acquaint students with the psychological foundations of the reading and writing processes. The interrelationship of learning theory and personality factors and their application to reading and writing instruction are stressed. The multidisciplinary nature of research into the reading, writing and thinking processes is noted. (Formerly *Psychological Foundations of Reading Instruction*.)
256. *Psycholinguistics, Sociolinguistics, and the Processes of Reading and Writing* 3 s.h.
Spring
The structure of language and the application of linguistic, psycholinguistic and sociolinguistic principles in reading instruction. Special attention to the needs of bilingual learners from bicultural backgrounds and students who speak dialects of English different from standard. Relates psycholinguistics and sociolinguistics to the learner, the nature of materials, purposes, the instructional setting and the instructor, models of reading and writing are highlighted. Prerequisites: READ 220, 239, RES 259, 259L, 260, 260L, FDED 222, 223. Pass/Fail grade only.
260. *Foundations of Reading for Teachers of Bilingual Children and Adolescents* 3 s.h.
Periodically
Review of the literature on bilingualism and reading, including research studies from language acquisition and development, literature for children, linguistics, psycholinguistics and sociolinguistics.
266. *The Administrator and the Reading Program* 3 s.h.
Summer
Designed to help the administrator understand all aspects of the school reading program from kindergarten through high school. The course will include such topics as reading theory and practice, description of various reading programs (developmental, corrective and remedial), new approaches to reading instruction, relationships with reading staff members, community relationships and knowledge of materials. For advanced students in educational administration and doctoral candidates in Clinical and School Psychology Program.
275. *Literacy in Early Childhood Education* 3 s.h.
Once a year
Same as ELED 275. Prerequisite: one graduate course in the teaching of reading is recommended.
- 280 through 289, A-Z. *Advanced Workshops in Reading Education* 1-3 s.h. each
Fall, January, Spring, Summer
Designed to meet the needs of reading specialists, coordinators or supervisors, for help in the solution of current reading problems in such areas as linguistics or cross-cultural and developmental reading at all levels.
As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken.
301. *Master's Thesis* 3 s.h.
Fall, Spring, Summer
For M.A. candidates only. (Formerly *Master's Essay*.)
351. *Independent Studies in Reading* 1-6 s.h.
Fall, January, Spring, Summer
Individual investigation and exploration of related research in the areas of the student's special interests and/or dissertation topic. Prerequisite: permission of adviser.
360. *Internship in Supervision of Reading Instruction* 6 s.h.
Periodically
Fieldwork in supervision and administration of reading programs in the public schools. Periodic seminars on field experiences and exploration of possible solutions to problems. This internship is designed to prepare reading specialists for certification as building or district reading supervisors or coordinators. It is not intended for those seeking certification to qualify as building principals, district supervising principals or superintendents. These candidates should enroll for EADM 310, 311, or 312, *Administrative Internship*. Prerequisites: master's in reading and permission of instructor.
361. *Research Designs in Reading and Writing* 3 s.h.
Summer
A discussion of a variety of research designs related to reading and writing processes. Procedures appropriate to the design are also considered. Open to advanced doctoral candidates only. Prerequisites: READ 256, RES 259, 259L, 260, 260L, FDED 222, 223. Pass/Fail grade only. (Formerly *Experimental Research Designs in Reading*.)
- 362-363. *Seminar: Evaluation of Research in Reading* 3 s.h. each
362: Fall; 363: Spring
This two-semester course acquaints doctoral students with the basic studies related to reading and writing instruction. During the first semester, emphasis on studies, theories, and models of reading and writing emphasizing the disciplines of linguistics, psycholinguistics, and sociolinguistics as well as sociology and anthropology. During the second semester, reading and writing studies, theories, and models grounded in psychology and physiology are stressed along with studies related to curriculum and instruction. Across both semesters, students study and evaluate a variety of classic and contemporary research reports. Students are responsible for developing the related literature for their own dissertation topics. Prerequisite: READ 361. Pass/Fail grade only.
365. *Internship: College Teaching of Reading and Writing* 3 s.h.
Fall, Spring
Designed for doctoral or post-master's candidates who are teaching or intend to teach at the college level. Students work closely with a senior professor in the planning of classroom instruction at both the undergraduate and graduate levels. The needs of adult learners and techniques for motivating and teaching these students are emphasized. Prerequisite: permission of instructor. Pass/Fail grade only.
601. *Dissertation Seminar* 3 s.h.
Fall
Clarification and structuring of a dissertation topic as a research undertaking. Presentation, analysis and critique of participant's research outlines leading to departmental acceptance of the research proposal. Orientation to dissertation organization and writing format. Prerequisites: READ 362-363. Pass/Fail grade only.
602. *Dissertation Proposal Preparation* 3 s.h.
Fall, Spring, Summer
For students whose dissertation proposals have not been approved in 601. Registration in 602 is continuous until the proposal is accepted. No degree credit granted for 602.
604. *Dissertation Advisement* 3 s.h.
Fall, Spring, Summer
Doctoral candidates enroll in 604 upon departmental acceptance of the dissertation proposal. Registration in 604 is continuous until the dissertation is accepted.
A student must enroll in 604 for 3 s.h. in the first semester and continue to register in 604 until the dissertation is completed, at which time a minimum of 6 s.h. of credit must be received.

Students do not have to register during the summer unless the dissertation is completed during the summer. They register each semester until the dissertation is completed and they have successfully defended their proposal.

Rehabilitation Counseling (REHB)

CENTER FOR SPECIAL EDUCATION AND REHABILITATION, See Page 22.

Administered by the Department of Counseling, Research, Special Education, and Rehabilitation. Associate Professor Wong, *Chairperson*

Associate Professor Lechowicz, *Program Director*

MASTER OF SCIENCE IN EDUCATION

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

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

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

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

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

ADMISSION REQUIREMENTS

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

PROGRAM ADVISEMENT

All matriculated students are required to meet with a departmental faculty adviser and complete a Graduate Student Advisement Record following admission to the Program.

Prerequisite Requirements: 6 s.h.

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

- a. personality theory
- b. abnormal psychology
- c. statistics

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

- | | |
|------|--|
| REHB | 228. <i>Review, Exploration & Assessment of Rehabilitation Resources I</i> , 3 s.h., or |
| | 229. <i>Review, Exploration & Assessment of Rehabilitation Resources II</i> , 3 s.h. |
| | 230. <i>Philosophy & Principles of Vocational Rehabilitation</i> , 3 s.h. |
| | 231. <i>Techniques & Theories in Rehabilitation Counseling</i> , 3 s.h. |
| | 232. <i>Medical Information in Rehabilitation</i> , 3 s.h. |
| | 233. <i>Job Placement & Development in Rehabilitation</i> , 3 s.h. |
| | 236. <i>Practicum: Rehabilitation Counseling</i> , 3 s.h. |
| | 242. <i>Psychoeducational Assessment in Rehabilitation</i> , 3 s.h. or |
| | 243. <i>Vocational Evaluation Techniques</i> , 3 s.h. |
| | 268. <i>Occupational Information & Vocational Analysis in Rehabilitation</i> , 3 s.h. |
| SPED | 249. <i>Nature & Needs of Individuals With Physical Impairments: Psychology of Persons with Disabilities</i> , 3 s.h. or |
| REHB | 267. <i>Rehabilitation Counseling for Persons with Severe Disability</i> , 3 s.h. |
| COUN | 203. <i>Introduction to Counseling</i> , 3 s.h. |

Area 2. Internship: 12 s.h.

- | | |
|------|--|
| REHB | 234-235. <i>Internship: Rehabilitation Counseling I & II</i> , 6 s.h. each |
|------|--|

A student entering the program and working as a rehabilitation counselor may shorten his or her program to 42 s.h. (He or she may be permitted to complete the internship in one semester.)

Area 3. Electives, under advisement: 6 s.h.

Area 4. Written comprehensive examination (no credit) or oral examination by a screening committee of departmental members and consultants (no credit). Substitution for some courses may be made with permission.

SPECIALIZATION

REHABILITATION COUNSELING OF PERSONS WITH PSYCHIATRIC DISABILITIES

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

Concentration Requirements

- | | |
|------|---|
| REHB | 229. <i>Review, Exploration & Assessment of Rehabilitation Resources</i> , 3 s.h. (for persons with psychiatric disabilities) |
| | 253. <i>Rehabilitation Approaches for Persons with Severe Mental Illness</i> , 3 s.h. |
| | 236. <i>Practicum: Rehabilitation Counseling</i> , 3 s.h. (in a psychiatric setting) |
| | 243. <i>Vocational Evaluation Techniques</i> , 3 s.h. (in a psychiatric setting) |
| | 234. <i>Internship: Rehabilitation Counseling I</i> , 6 s.h. (in a psychiatric setting) |

223. *Job Placement & Development in Rehabilitation*, 3 s.h. (in psychiatric rehabilitation)
 225. *Internship: Rehabilitation Counseling II*, 6 s.h. (in a psychiatric setting)
 229. *Medical Characteristics in Psychiatric Rehabilitation*, 3 s.h.

See complete graduate information, page 66.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during the January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

Undergraduate option: one undergraduate elective is available, REHB 175. All other rehabilitation counseling courses are open to undergraduates with permission of the Program Director.

175. *Rehabilitative Services: An Introduction* 3 s.h.
 Periodically
 Overview of rehabilitation services including philosophy, principles and structure of the rehabilitation process. Impact of disability from a psychological, social and vocational point of view. Academic study is augmented with field trips to various rehabilitation facilities in the Long Island area. (Formerly SPED.)

180 through 189, A-Z. *Workshops* 1-3 s.h. each
 Periodically
 Designed to meet the needs of specific groups of students or rehabilitation counselors from individual agencies.

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

191. *American Sign Language I* 3 s.h.
 Fall, Spring
 Introduction to American Sign Language (ASL), including the semantic, grammatical, and syntactic components of the language as it is used by members of the deaf community. Interactive learning techniques in the classroom are supplemented by field visits and outside reading to enhance student skills in work with deaf individuals as well as people with autism or mental retardation who use sign language. Emphasis is placed on communication skills in educational, therapeutic and rehabilitation settings.

192. *American Sign Language II* 3 s.h.
 Fall, Spring
 Advanced instruction in American Sign Language (ASL), with emphasis on semantic, grammatical, and syntactic components of the language as it is used by members of the deaf community. Interactive learning techniques stressing receptive ASL skills, deaf culture expectations on behavior, and field trips to apply skills in a variety of educational, therapeutic and rehabilitation settings with individuals who are deaf, autistic or mentally retarded and who use sign language. Prerequisite: REHB 191 or equivalent.

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

230. *Philosophy and Principles of Vocational Rehabilitation* 3 s.h.
 Fall, Spring
 Review of the historical background of the movement for vocational rehabilitation including history, philosophy, and princi-

ples. A study of programs on local, state and federal levels; the interdisciplinary nature of vocational rehabilitation. Interrelationship between vocational rehabilitation and private and public agencies and rehabilitation centers. (Formerly SPED.)

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

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

233. *Job Placement and Development in Rehabilitation* 3 s.h.
 Fall, Spring
 Community attitudes and vocational placement factors for persons with disabilities. Selective placement and job development for specific disabling conditions such as chronic mental illness, neurological disability, mental retardation, amputations, hearing and visual handicaps, traumatic brain injury, AIDS. Students participate in practical situations and perform job placement and development in a fieldwork setting. Prerequisite: REHB 268. (Formerly SPED.)

234-235. *Internship: Rehabilitation Counseling I and II* 6 s.h. each
 Fall, Spring
 Observation and participation in the delivery of services in one or more comprehensive rehabilitation agencies, either voluntary, public or private. Placement is made with adviser's approval and according to the student's needs. Students are under supervision of both the agency and the University; they meet biweekly in seminar to review internship experiences as well as administrative planning and professional development issues. A minimum of 300 clock hours is required for each semester, totaling a minimum of 600 clock hours. Prerequisites: REHB 236 and permission of adviser. Pass/Fail grade only. (Formerly SPED; *Internship: Vocational Rehabilitation Counseling I and II*)

236. *Practicum: Rehabilitation Counseling* 3 s.h.
 Fall, Spring
 Students practice personal and vocational counseling skills in a rehabilitation counseling setting. Experiences include case management, observations, readiness assessment, effective problem solving, and goal development and supervision. Legal and ethical issues are discussed. A minimum of 100 clock hours of practicum experiences are required. Prerequisites: REHB 229, 230. (Formerly SPED.)

239. *Placement Practice in Transitional, Supported, or Competitive Employment* 3 s.h.
 Spring
 Placement practice and models and the values associated with responsive and quality employment programs. Different vocational arrangements are utilized to illustrate strengths and weaknesses of each model. Students skills in job development, job market screening, making employer contacts, and job analysis with respect to young people with disabilities. Prerequisite: SPED 206 or REHB 268.

240. *Independent Living Rehabilitation* 3 s.h.
 Periodically
 This course presents different perspectives on Independent Living Rehabilitation (ILR), a consumer-driven movement stressing

client decision making. Course emphasizes key IL services, services including skills of daily living, advocacy for housing, advocacy for transportation, client advocacy, peer counseling, and attendant care management. Consistent with the movement's ideals, the course teaches prospective counselors how to enhance the client's control of the decision-making process. Prerequisite: REHB 230.

242. *Psychoeducational Assessment in Rehabilitation* 3 s.h.
Spring

The construction, use and interpretation of clinical and psychoeducational measuring instruments and evaluation techniques for the assessment of persons in programs for individuals with mental, emotional, physical/learning handicaps. Basic descriptive statistics and the diagnostic-remediation process are examined with emphasis on individual and group assessment. There is a material fee of \$15.

243. *Vocational Evaluation Techniques* 3 s.h.
Spring

Provides students with skills, competencies, attitudes and approaches to evaluate and assess the vocational potential of persons with severe disabilities. There is a material fee of \$15. Prerequisite: REHB 242 or permission of adviser. (Formerly SPED.)

251, 252. *Individual Study* 1-3 s.h. each
Fall, Spring, January, Summer

Independent project in the field of rehabilitation, or directed special study in the student's area of interest, or professional need as approved by the major adviser. Progress reports and periodic conferences are required as well as a final report of the study. Prerequisite: permission of adviser.

253. *Rehabilitation Approaches for Persons with Severe Mental Illness* 3 s.h.
Fall

Designed to provide a working knowledge of the various aspects in the delivery of services to persons with severe mental illness. Students investigate such areas as classification and symptoms of various psychiatric illnesses, current concepts and rehabilitation treatment trends, legal issues of deinstitutionalization, specific work assessment techniques, placement options and vocational counseling approaches as applied to this population. In-depth analysis of relevant literature and research is examined. (Formerly SPED; *Rehabilitation Approaches with the Chronic Mentally Disabled*.)

254. *Rehabilitation Techniques for Persons with Developmental Disabilities and Mental Retardation* 3 s.h.
Periodically

Focus on psychosocial and vocational adjustment implications, normalization and legal issues, behavioral strategies and vocational counseling techniques for persons with developmental disabilities and mental retardation. An analysis of relevant research and literature is included. (Formerly SPED; *Rehabilitation Techniques with Developmentally Disabled and Retarded Adults*.)

259. *Medical Characteristics in Psychiatric Rehabilitation* 3 s.h.
Spring

Study of medical aspects of psychiatric rehabilitation; medical description of persons with psychiatric disabilities; use of psychopharmacology. Implications of psychoses, affective and other psychiatric disorders in rehabilitation; discussion of organically based mental disorders as well as specialized populations such as dual diagnosed and older persons, and adolescents with mental illnesses. (Formerly SPED.)

267. *Rehabilitation Counseling for Persons with Severe Disability* 3 s.h.
Spring

Emphasizes specific disabilities such as mental retardation, chronic mental disability, learning disability or substance abuse.

Includes an examination of physical, intellectual and emotional impairments which severely limit sensory function, communication, mobility, self-care or self-direction. Problems address vocational selection and placement, transportation, household management, impact on the family and sexual adjustment. The use of assistive devices and special resources are considered along with the specialized knowledge and rehabilitation techniques needed to deal with these problems. Prerequisite: REHB 230. (Formerly SPED; *Rehabilitation Counseling of the Severely Disabled*.)

268. *Occupational Information and Vocational Analysis in Rehabilitation* 3 s.h.
Fall, Spring

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

269. *Sexuality and Disability* 3 s.h.
Periodically

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

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

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

290. *Deafness Rehabilitation* 3 s.h.
Periodically

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

291. *Sign Language I* 3 s.h.
Fall, Spring

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

292. *Sign Language II* 3 s.h.
Fall, Spring

Designed for specialists working in the helping professions. The development of advanced sign-language skills in order to communicate with the hearing impaired. Emphasis is on American Sign Language (ASL) and its use in communicating with the deaf in educational and rehabilitative settings. Prerequisite: REHB 291. (Formerly SPED.)

314. *Practicum: College Teaching and Field Setting* 3 s.h.
Periodically

Students receive practical experiences as teachers and/or research assistants in higher education; as apprentices to teacher education consultants or program managers and supervisors in schools, and rehabilitation agencies; as assistants to student

teacher supervisors in teacher education programs; as senior counselors supervising interns. Critical reviews of students performance are made by faculty and peers through seminar discussions and on-site supervision. Prerequisites: REHB 353, 355 and permission of adviser. Pass/Fail grade only. Same as SPED 314.

350. *Evaluation of Rehabilitation Research Literature* 3 s.h.
Periodically

Reading and reviewing of articles in recent issues of rehabilitation and related journals. Emphasis on the quality of the research and the implications of each article for rehabilitation practice. Discussion of articles relating to aspects of professional education and practice, including performance assessments, the use of paraprofessionals and the impact of government upon rehabilitation. Prerequisites: Master's-level courses and permission of adviser.

351. *Rehabilitation Research Design* 3 s.h.
Periodically

Emphasis is to familiarize students with research designs and the problems in rehabilitation meriting further study; and to evaluate individual studies and broad areas of investigation toward preparation for work on a dissertation. This course must be passed prior to acceptance in 601. Prerequisite: REHB 350.

353. *Advanced Group Work in Rehabilitation* 3 s.h.
Periodically

Group work theory with emphasis on techniques and application with individuals of various handicapping conditions such as persons with mental illness, mental retardation or brain injury, etc. Includes hands-on group practice with opportunities for practicum experiences in diverse rehabilitation settings. Prerequisites: COUN 277 or equivalent and permission of adviser.

355. *Vocational Development in Rehabilitation* 3 s.h.
Periodically

Examines the meaning of work in contemporary society for persons with disabilities; vocational development concept formulations, decision-making processes and strategies; the importance of job analysis and placement with special populations; the use of industry labor councils and Projects with Industry; career information for assisting individuals with disability in developing goals and life plans. Prerequisites: REHB 268 and permission of adviser.

360. *Internship III: Rehabilitation Counseling* 6 s.h.
Periodically

Full or part-time field experience designed to further the student's professional competency to a more advanced level. Students are expected to practice rehabilitation counseling as counselor, manager or coordinator in rehabilitation programs or supervisor of counselors. The minimum clock hours required are determined with the adviser and according to the student's past experience and career needs. Prerequisites: REHB 235 or equivalent and permission of adviser. Pass/Fail grade only.

601. *Dissertation Seminar* 3 s.h.
Periodically

Clarification and structuring of a dissertation topic as a research undertaking. Presentation, analysis and critique of participant's research outlines, leading to departmental acceptance of the research proposal. Orientation to dissertation organization and writing format. Prerequisites: REHB 351 and approval of adviser. Pass/Fail grade only.

602. *Dissertation Proposal Preparation* 3 s.h.
Periodically

For students whose dissertation proposals have not been approved in 601. Registration in 602 is continuous until the proposal is accepted. No degree credit granted for 602.

604. *Dissertation Advisement* 3 s.h.
Periodically

Doctoral candidates enroll in 604 upon departmental acceptance of the dissertation proposal. Registration in 604 is continuous until the dissertation is accepted.

Religious Studies (RELI)

Administered by the Department of Philosophy. Associate Professor Godlove, *Chairperson*

MINOR IN RELIGIOUS STUDIES is an interdisciplinary program dealing with the nature of religion and its scholarly study. The minor consists of 18 semester hours chosen from among the courses listed below, at least six hours of which must be from among the philosophy offerings. At least six credits must be taken in residence.

The minor in religious studies should be planned with an adviser in order to adapt it to the needs, abilities and preferences of the individual student. Students who contemplate graduate study in religion or professional study in seminary or Rabbinical school after graduation, are especially encouraged to consult with the program adviser early in their undergraduate careers. Assistant Professor of Philosophy Frisina, *Adviser*

- | | |
|-------|---|
| ANTH | 3. <i>The Primitive World & Its Transformations</i> #, 3 s.h. |
| | 116. <i>Religion in Cross-Cultural Perspective</i> #, 3 s.h. |
| AH | 114. <i>Tribal Arts</i> , 3 s.h. |
| | 118. <i>Pre-Islamic & Islamic Art</i> , 3 s.h. |
| | 165. <i>Asian Art</i> , 3 s.h. |
| CLIT | 39. <i>Mythologies & Literature of the Ancient World</i> #, 3 s.h. |
| | 40. <i>Literature of the Emerging Europe</i> #, 3 s.h. |
| HIST | 31. <i>Comparative Mythology</i> , 3 s.h. |
| | 7C. <i>Jesus of Nazareth</i> , 1 s.h. |
| | 31. <i>Jewish History from the Patriarchal Period to the Age of Emancipation</i> , 3 s.h. |
| | 120. <i>Reformation Europe, from Luther to Richelieu</i> , 3 s.h. |
| | 128, 129. <i>Christian Churches from the New Testament Era to the Present</i> , 3 s.h. each |
| JW ST | 10. <i>The Bible: Ancient & Modern Perspectives</i> #, 3 s.h. |
| | 13, 14. <i>The Bible & Its Interpretation Through the Ages</i> , 3 s.h. each |
| | 15, 16. <i>Foundations of Jewish Tradition & Culture</i> , 3 s.h. each |
| | 19. <i>Post-Biblical Literature</i> , 3 s.h. |
| PHIL | 60. <i>Introduction to Eastern Religious Traditions</i> #, 3 s.h. |
| | 61. <i>Introduction to Western Religious Traditions</i> #, 3 s.h. |
| | 62A. <i>Approaches to the Study of Religion</i> , 3 s.h. |
| | 68. <i>Islam</i> #, 3 s.h. |
| | 69. <i>Mysticism and the Spiritual Quest</i> #, 3 s.h. |
| | 70. <i>Life, Death and Immortality</i> #, 3 s.h. |
| | 120. <i>Philosophy of Religion</i> #, 3 s.h. |
| | 122. "God", 3 s.h. |
| | 126. <i>Modern Religious Thought</i> #, 3 s.h. |
| | 166. <i>Philosophy & the Holocaust</i> , 3 s.h. |
| SOC | 105. <i>Religion & Society</i> , 3 s.h. |

Research (RES)

Administered by the Department of Counseling, Research, Special Education, and Rehabilitation. Associate Professor Wong, *Chairperson*

Professor Schmelkin, *Program Coordinator*

MASTER OF SCIENCE IN EDUCATION IN PROGRAM EVALUATION

This program is designed to prepare qualified program evaluators for educational and social agencies interested in evaluating their ongoing programs as well as funded projects. Prospective

#Core course

students are expected to come from social and educational institutions where there is a continuing need for program evaluation.

ADMISSION REQUIREMENTS

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

1. hold a bachelor's degree from an accredited institution;
2. scores on the Graduate Record Examination (GRE) of 500 Verbal and 600 Quantitative;
3. undergraduate grade-point average of 2.7 and/or graduate grade-point average of 3.0;
4. high level of interest in the program determined by:
 - a) personal essay
 - b) two letters of recommendation
 - c) admission interview results
5. ability to accept responsibility for locating a program to be evaluated for the Master of Science thesis requirement.

PROGRAM REQUIREMENTS

The completion of the 31 semester hours listed below and a thesis, for which the student will conduct a supervised evaluation of an existing program.

	<i>Sem. Hrs.</i>
RES 240. <i>Measurement & Evaluation in Education</i>	3
243. <i>Development of Educational Research Instruments</i>	3
259, 259L. <i>Introduction to Statistical Methods in Educational Research & Computer Laboratory</i>	4
260, 260L. <i>Inferential Statistics in Educational Research & Computer Laboratory</i>	4
347. <i>Theory & Models of Program Evaluation Research</i>	3
363-364, 363L, 364L. <i>Multivariate Analysis & Multidimensional Scaling Methods; Computer Laboratory</i>	8
381. <i>Research Methods in Education</i>	3
386. <i>Advanced Research Design</i>	3
	31

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

See complete graduate information, page 66.

COURSES

In addition to semester notations next to each course, several courses are offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

119. *Introduction to Research and Writing in Health* 3 s.h.
 Once a year
 Concepts and methodology in modern scientific inquiry leading to writing skills in the field of health research. Strategies in reading and interpreting the professional literature as preliminaries for the communication of research ideas and findings in this domain.
124. *Introduction to Grant Funding and Proposal Development in the Field of Health* 3 s.h.
 Once a year
 Introduction to the principles of grant proposal preparation and the identification of funding sources. Strategies in performing needs assessments and seeking program funding as preliminaries to proposal development in the field of health.

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

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

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

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

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

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

259. *Introduction to Statistical Methods in Educational Research* 3 s.h.
 Fall
 First in a four-semester sequence of statistics courses for persons preparing to do educational research. Covers methods of graphic and tabular presentation of data, measures of central tendency and dispersion, the normal curve, score transformations, correlation, linear regression, hypothesis-testing, chi-square, t-tests, and one-way analysis of variance. Emphasis on the use of the above techniques in educational research. (Formerly CPRE.)

259L. *Computer Laboratory* 1 s.h.
 Fall
 Group or individual instruction on the use of computer facilities in coordination with 259. (Formerly CPRE.)

260. *Inferential Statistics in Educational Research* 3 s.h.
 Spring
 Application of parametric and nonparametric tests to educational research. Chi-square and F probability distributions; utili-

zation of chi-square techniques, analyses of variance and covariance techniques and concepts of regression, correlation and prediction are among topics covered. Prerequisite: RES 259 or equivalent. (Formerly *Nonparametric Statistics in Educational Research*; CPRE.)

260L. *Computer Laboratory* 1 s.h.
Spring
Group or individual instruction on the use of computer facilities in coordination with 260. (Formerly CPRE.)

261, 262. *Fieldwork in Educational Research* 3 s.h. each
Fall, Spring
Designed to develop research skills through supervised participation in ongoing University research projects and/or local school system research. Prerequisites: 18 s.h. in research methods, measurement and statistics, including RES 381 and permission of program director. (Formerly CPRE.)

263. *Advanced Statistical Methods in Educational Research* 3 s.h.
Periodically
Theory and application of Time series, trend analysis; methods and models of operations research, delay (queuing) phenomena and stochastic processes; latent structure analysis, Bayesian statistics are among topics covered. Prerequisites: RES 260 and a computer course. (Formerly CPRE.)

280 through 289, A-Z. *Workshops* 1-4 s.h. each
Periodically
Designed to meet the needs of specific groups of students or educators.

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

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

305. *Language Assessment* 3 s.h.
Once a year
Practice oriented course in assessing communicative competence, language proficiency and language achievement. Special focus on LEP and bilingual youngsters and differentiating language difficulty from language disorder. Qualitative and quantitative assessment methods as well as computer-interactive assessment are covered. Various tools and diagnostic methods are demonstrated. Recommended prerequisite: a basic course in statistics or measurement. (Formerly CPRE.)

347. *Theory and Models of Program Evaluation Research* 3 s.h.
Fall
Theory and models of program evaluation research. Rationale, principles and objectives of program evaluation. Different models of evaluative programs, such as discrepancy, CIPP, judicial, journalistic, accreditation, connoisseurship, goal-free, et al. Role of government in program evaluation, ethical standards. Prerequisites: RES 240, 381 and permission of program director. (Formerly 247, *Program Evaluation Research*; CPRE.)

348. *Designing and Conducting Program Evaluations* 3 s.h.
Spring
Students design and specify the procedure for evaluating programs of different kinds. Each evaluation design and implementation procedure is discussed in class prior to, during and/or at the end of the evaluation project. Prerequisite: RES 347. (Formerly CPRE.)

363-364. *Multivariate Analysis and Multidimensional Scaling Methods* 3 s.h. each

Fall, Spring
Study of partial and multiple correlation and regression techniques, and of multivariate analysis including factor analysis. Theory and practice of multidimensional scaling and application of multivariate statistics to multidimensional scaling. Use of q-technique and semantic-differential methods. Quantitative analysis of feedback loops through multivariate and multidimensional methods. Prerequisites: RES 243, 260 and permission of program director. (Formerly CPRE.)

363L. *Computer Laboratory* 1 s.h.
Fall
Group or individual instruction on the use of computer facilities in coordination with 363. (Formerly CPRE.)

364L. *Computer Laboratory* 1 s.h.
Spring
Group or individual instruction on the use of computer facilities in coordination with 364. (Formerly CPRE.)

381. *Research Methods in Education* 3 s.h.
Fall, Spring
Survey course covering different types of educational research methods and the use, data collection and data analysis techniques associated with different research designs. Attention is given to defining variables, developing research hypotheses, sampling procedures, control procedures and interpretation of research data. (Formerly CPRE.)

382. *Survey Research in Education* 3 s.h.
Once a year
Deals with the process of survey development from the formulation of the initial problem through development of the survey questionnaire and sampling design. Consists of lecture discussions coupled with work-group practicum in designing and developing a survey. (Formerly CPRE.)

386. *Advanced Research Design* 3 s.h.
Fall
A second course in educational research design focusing on different approaches to problems of data collection and analysis, sampling, control, internal and external validity and experimenter bias. Qualitative and quantitative methods are considered including naturalistic observation and survey research, correlational, experimental and quasi-experimental designs. Prerequisites: RES 240, 259, 260, 381. (Formerly CPRE.)

387. *Skills in Funding and Proposal Development: Government, Foundation and Corporate* 3 s.h.
Fall
Exploration of theoretical and conceptual foundations of three sectors of grant funding. Identification of government, foundation, and corporate funding sources. Development of skills in grantsmanship, proposal writing and personal contacts. Management of grant funded projects and research. (Formerly CPRE.)

390. *Researcher as an Educational Change Agent* 3 s.h.
Periodically
Social psychological approach to transmitting research findings to educational practitioners, to initiating change and innovations. Students use, evaluate and disseminate research findings on educational problems and innovations, analyze and role-play the functions of a change agent, and relate social, psychological and communication theories to their practice. Prerequisite: RES 381. (Formerly CPRE.)

391, 392. *Independent Studies in Educational Research* 2-3 s.h. each

Fall, Spring
A course for students who wish to undertake independent and original work. Prerequisite: permission of instructor. (Formerly CPRE.)

393, 394. *Internship: Educational Research* 3 s.h. each
Periodically

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

Russian (RUS)

Administered by the Department of Comparative Literature and Languages. Associate Professor Waysek, *Chairperson*

Assistant Professor Mihailovic, *Adviser*

Major and minor requirements in Russian, see page 150.

For Russian Literature in Translation courses, see page 265.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during the January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

1. *Elementary Russian* 3 s.h.
Fall
Fundamentals of structure. Oral drill.

2. *Elementary Russian* 3 s.h.
Spring
Continuation of 1. Selected readings. Prerequisite: RUS 1 or equivalent.

3. *Intermediate Russian* 3 s.h.
Fall
Grammar review. Conversational approach. Selected readings. Prerequisite: RUS 2 or equivalent.

4. *Intermediate Russian* 3 s.h.
Spring
Readings in Russian economics, geography, history and politics; or readings of short stories and plays by Pushkin and Chekhov; or readings in scientific Russian. Reading material will depend upon the interest of the class. Prerequisite: RUS 3 or equivalent.

4S. *Scientific Russian* 3 s.h.
Periodically
Survey of Russian science. Readings from contemporary scientific articles. Reading material will depend upon the interest of the class. Prerequisite: RUS 3 or equivalent. Given upon sufficient demand.

5. *Advanced Readings* 3 s.h.
Periodically
Development of the reading skill. While the foreign language, spoken and written, will be the basis of classwork and written assignments, the course will aim at attaining the stage of liberated reading. Given upon sufficient demand.

100. *Honors Essay* 3 s.h.
Fall, Spring
Research and writing of a substantial essay in the field of Russian. Open only to senior majors who are eligible for departmental honors and who secure, before registration, written permission of the faculty adviser who will supervise the essay.

Prerequisites for all courses numbered 101 through 106: successful completion of 4 or permission.

101 through 106. *Advanced Russian Language* 3 s.h. each
Three-year cycle, one course each semester (may be taken in any order)

An integrated sequence of courses which gradually develops the student's proficiency in the spoken language, in writing (including structure) and reading. Text material ranges from simple stories to more sophisticated language including culture and civilization subjects. The individual student's needs and wishes determine the exact nature of each course. A detailed personal record is maintained to assure the development of each student's skills.

Prerequisites for 151 through 154: 101 and 102, or permission of instructor.

151 through 154. *Masterpieces of Russian Literature* 3 s.h. each

Three-year cycle, one course each semester (may be taken in any order)

The primary objective is to develop each student's ability in the critical reading of outstanding authors in Russian literature, taken essentially from the 18th century to the present. Readings will be chosen according to each student's prior experience and interests. Rather than a chronological approach, with division into literary movements, the student will choose, upon advisement, one or more themes (e.g., social problems, the role of "the superfluous man," the Father and Son theme, freedom and happiness, love and fate, the problems of goodness and evil) which will be pursued by private reading followed by written and/or oral reports to the class. The student who has taken the four courses in this sequence will have gained an adequate insight into literary genres and movements as well. A detailed personal record of reading progress will be maintained to assure the systematic development of each student's facility in literary criticism.

Courses 221 through 226 and above are open only to matriculated graduate students or by permission. These courses are given only upon sufficient demand.

221 through 226. *Readings in Literature or Special Studies* 3 s.h. each

Periodically
Intensive study of an outstanding author, movement or literary genre. Subjects to be announced.

Secondary Education (SED)

Administered by the Department of Curriculum and Teaching. Professor Fromberg, *Chairperson*

Professors McKeough, Murphy; Associate Professor Cloud; Assistant Professors Hines, King, Singer.

UNDERGRADUATE PROGRAMS

The undergraduate program in secondary education is designed for those students working toward a bachelor's degree who plan to become secondary level teachers. Students combine major study in a liberal arts, science or business area with a minor in secondary education. The program is designed to include on-campus preparation with field placement in a variety of school settings, culminating in a student teaching experience. To enroll in the undergraduate secondary education programs, students must satisfy the enrollment criteria for teacher education described on page 109 and must apply to the School of Education through the Curriculum and Teaching Department in Gallon Wing.

The degree programs described in detail under the several teaching certification areas (Art Education, Science Education,

etc.) are designed to remain current with the most recent changes of the New York State Commissioner's regulations. However, some of Hofstra's teacher education programs require more course work than is required by New York State.

Most students who plan to teach on the secondary level choose as their major field for the bachelor's degree the subject which they plan to teach. The programs are outlined primarily on this

Humanities Appreciation and Analysis core course, excluding nonliterature courses; mathematics (MATH 16 is recommended); natural science core course; social sciences contemporary or perspective core course.

- d) Completion of at least 65 semester hours in the liberal arts and sciences, which may include both transfer credit and courses taken at Hofstra in fulfillment of other B.S. in Education requirements.
- e) ENGL 1-2 (see University degree requirements, page 59)
- f) SPCM 1 #
- g) PSY 7 # (prerequisite to CRSR 113).
- h) Educational, 21 semester hours: FDED 111 or 127; CRSR 113 or 115; SED 151, 159, 117, and 101. A prerequisite to SED 117 is a 2.5 grade-point average in the teaching area in which the student seeks certification, a 2.5 grade-point average in professional education coursework, and a 2.5 minimum cumulative grade-point average.
 - i) 6 s.h. in accounting
 - j) 3 s.h. in business law
 - k) 3 s.h. in computer science or data processing (BCIS)
 - l) 3 s.h. in economics
 - m) 3 s.h. in GBUS 1.
7. It is *recommended* that prospective secondary education teachers of business (Secretarial and Office Subjects) complete PHIL 9, *Introduction to Ethics I* #.

ENGLISH EDUCATION

The degree program followed is the Bachelor of Arts with a specialization in English; 36 semester hours, distributed among several options as noted on page 197. Within that major program, prospective teachers of secondary school English must include some study in each of the areas listed below.

Professor Murphy, *Adviser*

PROGRAM REQUIREMENTS

1. English
 - Linguistics or general language, 3 s.h.
 - ENGL 103 (preferred) or 101 or 102; or one of the following: LING 101, 151, 152, 161, or 190
 - Literature
 - American literature, 6 s.h.
 - English literature (survey preferred), 6 s.h.
 - Western literature (ENGL 43 or 44 recommended), 3 s.h.
2. A 3 semester hour course in mathematics is required of all undergraduate students completing teacher education programs within the Department of Curriculum and Teaching.
3. It is *recommended* that prospective secondary education teachers of English satisfy the Social Science Contemporary Core requirement in part by completion of PSY 7 (which is a prerequisite to CRSR 113); satisfy the Humanities Creative Participation Core requirement in part by completion of SPCM 1; and complete CSC 5; also *recommended* that all prospective teachers of academic subjects (7-12) or special subjects (K-12) satisfy the Social Science Perspective Core requirement in part by completion of PHIL 9.

Prospective teachers of English must complete at least 21 semester hours of education courses, under advisement, including the following: a 3-semester hour 100-level course in foundations of education; CRSR 113; SED 151, 152, 117 and 101. (See note 1 on page 329.)

FOREIGN LANGUAGE EDUCATION

The degree program followed is the Bachelor of Arts; see specific language for complete description.

PROGRAM REQUIREMENTS

The student usually chooses as the major field the language which is to be taught (see specific language major requirements).

In the foreign language studied, the candidate must earn from 24-30 semester hours of credit above level 4 (depending upon the particular language major) and must acquire sufficient competence to utilize the language as an instrument of oral and written communications. Before student teaching, the candidate must present to the Office of Field Placement a statement from the chairperson of his/her foreign language major(s) attesting to the candidate's written and oral proficiency in that language. Should a candidate wish to be certified in more than one language, the 24-30 semester hour requirement above level 4 and the statement of proficiency must be met in each language.

A 3 semester hour course in mathematics is required of all undergraduate students completing teacher education programs within the Department of Curriculum and Teaching.

Foreign language teachers should be broadly acquainted with the culture of the country whose language they plan to teach. It is recommended that courses be chosen from the following:

Philosophy: see recommended courses for foreign language majors in Philosophy Department listing;
 History: at least 6 credits among courses pertaining to the field of study in the ancient and modern era;
 Economics: 115;
 English: 102 and English Literature 43, 44, 45;
 French: 113 for students preparing to teach French;
 Comparative Literature: 39, 40 and others dealing with area of interest;
 Literature in Translation: course in a language not studied;
 Linguistics: an appropriate course, and
 Art History

It is *recommended* that all prospective secondary education teachers of academic subjects (7-12) or special subjects (K-12) satisfy the Social Science Perspective Core requirement in part by completion of PHIL 9.

Prospective teachers of foreign languages must complete at least 21 semester hours of education courses, with advisement, including the following: a 3-semester hour 100-level course in foundations of education; CRSR 113 (PSY 1 or 7 is prerequisite); SED 151, 153, 117 and 101. (See note 1 on page 329.)

MATHEMATICS EDUCATION

The degree program followed is the Bachelor of Arts (see page 75 for complete description).

This program meets all standards for mathematics teacher education recommended by the Association of Mathematics Teachers of New York State.

Professor McKeough, *Adviser*

PROGRAM REQUIREMENTS

The student usually chooses mathematics as the major field (see page 278 for mathematics major requirements). The program must include the following groups of courses:

1. Mathematics through differential and integral calculus. The course sequence to be followed in fulfillment of the calculus requirement will be determined under advisement. Also required: MATH 133 or 134, 145 and 171 and either 146 or 172.
 - In accord with the recommendations of the National Council of Teachers of Mathematics and the National Council for Accreditation of Teacher Education, the Mathematics Education Program and the Department of Mathematics recommend strongly that prospective teachers of secondary mathematics enroll in the following three courses: MATH 137, 155, and either 165 or 166.
2. It is *recommended* that prospective secondary education teachers of mathematics satisfy the Natural Science Core require-

#Core course

ment in part by completing at least one course in physics; satisfy the Social Science Contemporary Core requirement by completion of both PSY 7 (which is a prerequisite to CRSR 113) and also PHIL 115; satisfy the Humanities Creative Participation Core requirement in part by completion of SPCM 1; and complete CSC 5; also *recommended* that *all* prospective teachers of academic subjects (7-12) or special subjects (K-12) satisfy the Social Science Perspective Core requirement in part by completion of PHIL 9.

Prospective teachers of mathematics must complete at least 21 semester hours of education courses with advisement, including the following: a 3-semester hour 100-level course in foundations of education; CRSR 113 (PSY 1 or 7 is prerequisite); SED 151, 154, 117 and 101. (See note 1 on page 329.)

MUSIC EDUCATION

B.S. in Ed.—Specialization in Music Education: this program leads to certification as a teacher of music in the elementary and secondary schools of New York State. The aim of the program is to provide students with a basic understanding and comprehensive knowledge of music which, together with fundamental courses in education, will lead to effective public school teaching. Professor Dittmore, *Adviser*

PROGRAM REQUIREMENTS

1. The successful completion of 128 hours and a cumulative grade-point average of 2.5 in work completed at Hofstra.
2. At least 65 semester hours in liberal arts with no fewer than 40 outside the Department of Music.
3. There are two requirements that must ordinarily be completed in residence at Hofstra: 24 semester hours in the major field of specialization (education), including student teaching, and the last 30 hours. The 24 hours need not be included within the last 30 hours.
4. The following general and major requirements:
 - a) ENGL 1-2
 - *b) Humanities (excluding music), SPCM 1 plus 3 semester hours in a core appreciation and analysis course
 - c) Natural science, mathematics/computer science, 6 s.h.: Natural science core course, 3 s.h.; mathematics or computer science core course, 3 s.h.
 - d) Social science, PSY 1 or 7 plus 3 semester hours in a perspective core course
 - e) Foreign language (fulfillment of B.A. language requirement, see page 75)
 - f) MUS 20, 30, 48, 61 & 62 or 61A & 62A, 63-64, 69, 70A, 71-72, 107, 108, 143, 144, 154, 165 or 166, 169 or 133, 172. Three semester hours as advised from the following: MUS 21, 22, 23. Six semester hours as advised in MUS 31 through 38A. Four semester hours of Private Instruction (P) and MUS 35 & 35A, if required (see notes on music courses, page 286.)
 - g) Education: 24 semester hours, with advisement, including a 3-semester hour 100-level course in foundations of education; CRSR 113; SED 151, 111, 112, 117 and 101. (See note 1 on page 329.)
5. It is *recommended* that prospective secondary education teachers of music complete PHYS 6; PSY 7 (which is a prerequisite to CRSR 113); SPCM 1; and complete CSC 5; also *recommended* that *all* prospective teachers of academic subjects (7-12) or special subjects (K-12) complete PHIL 9.

PHYSICAL EDUCATION

B.S. IN EDUCATION—SPECIALIZATION IN THE TEACHING OF PHYSICAL EDUCATION, see page 228.

SCIENCE EDUCATION

The degree program followed is the Bachelor of Arts (see page 75 for complete description).

This program satisfies the guidelines for the preparation of secondary school science teachers established by the National Science Teachers Association.

Assistant Professor Hines, *Adviser*

PROGRAM REQUIREMENTS

The student should major in one of the following subject areas: biology, chemistry, geology or physics. Students interested in earth science certification should major in geology. In addition to meeting all requirements of the major science department, the student should include within the overall undergraduate program at least one year of study in each of the other three sciences and at least one year of mathematics. Students who are preparing to teach earth science must also include among the courses they take: GEOL 10 and GEOL 7.

It is *recommended* that prospective secondary education teachers of science (biology, chemistry, earth science and physics) satisfy the Social Science Contemporary Core requirement by completion of both PSY 7 (which is a prerequisite to CRSR 113) and also PHIL 115; satisfy the Humanities Creative Participation Core requirement in part by completion of SPCM 1; and complete CSC 5; also *recommended* that *all* prospective teachers of academic subjects (7-12) or special subjects (K-12) satisfy the Social Science Perspective Core requirement in part by completion of PHIL 9.

Prospective teachers of science must complete at least 21 hours of education courses, with advisement, including the following: a 3-semester hour 100-level course in foundations of education; CRSR 113 (PSY 1 or 7 is prerequisite); SED 151, 155, 117 and 101. (See note 1 on page 329.)

SOCIAL STUDIES EDUCATION

The degree program followed is the Bachelor of Arts (see page 75 for complete description).

Assistant Professor Singer, *Adviser*

PROGRAM REQUIREMENTS

Students choose history or another specialization in the Division of the Social Sciences (see Academic Organization, page 8) as their major field. Students planning to teach social studies in secondary schools are assigned an adviser by the department of major specialization and should see the social studies adviser in the Secondary Education Department.

For certification, total preparation must include:

1. A major in history or one of the following social sciences: anthropology, economics, geography, political science or sociology, and completion of a required 36 credit course distribution with:
 - a) a minimum of 6 s.h. in European history
 - b) a minimum of 6 s.h. in United States history
 - c) 24 s.h. distributed among the following six fields with a minimum of 3 s.h. in each field: history (other than United States or European), and anthropology, economics, geography, political science, and sociology. Additional courses in history (other than United States or European), economics, geography, and United States government are especially recommended.
2. A 3 semester hour course in mathematics is required of all undergraduate students completing teacher education programs within the Department of Curriculum and Teaching.
3. It is *recommended* that prospective secondary education teachers of social studies satisfy the Social Science Contemporary Core requirement in part by completion of PSY 7 (which is a prerequisite to CRSR 113); satisfy the Humanities Creative Participation Core requirement in part by completion of

*See University Degree Requirements, page 59.

SPCM 1; and complete CSC 5; also *recommended* that *all* prospective teachers of academic subjects (7-12) or special subjects (K-12) satisfy the Social Science Perspective Core requirement in part by completion of PHIL 9.

Prospective teachers of social studies must complete at least 21 semester hours of professional education courses, with advisement, including the following: a 3-semester hour 100-level course in foundations of education; CRSR 113 (PSY 1 or 7 is prerequisite); SED 151, 156 and 117, which is taken concurrently with SED 101. (See note 1 on page 329.)

SPEECH COMMUNICATION EDUCATION

The degree program followed is the Bachelor of Arts in the School of Communication (see page 104 for complete requirements). Students in the major field of the teaching of speech communication earn certification K-12 as teachers of speech.

Associate Professor Merrill, *Adviser*

PROGRAM REQUIREMENTS

Required courses: 39 semester hours chosen from the following categories of courses:

- 1) 12 s.h.—SCO 1, 2, 3, 4
- 2) 12 s.h.—SPCM 1, 7, 11, 125
- 3) 6 s.h.—chosen from SPCM 33, 53, 109, 119
- 4) 3 s.h.—chosen from SPCM 21, 24, 25, 117, 121, 147
- 5) 3 s.h.—chosen from SPCM 107, 128, 171
- 6) 3 s.h.—any literature course in ENGL, LIT, CLIT, DRAM

A 3 semester hour course in mathematics is required of all undergraduate students completing teacher education programs within the Department of Curriculum and Teaching.

It is *recommended* that prospective secondary education teachers of speech communication satisfy the Social Science Contemporary Core requirement in part by completion of PSY 1 or 7 (which is a prerequisite to CRSR 113); also *recommended* that *all* prospective teachers of academic subjects (7-12) or special subjects (K-12) satisfy the Social Science Perspective Core requirement in part by completion of PHIL 9.

Prospective teachers of speech communication must complete at least 21 semester hours of education courses, with advisement, including the following: a 3-semester hour 100-level course in foundations of education; CRSR 113 (PSY 1 or 7 is prerequisite); SED 151, 157, 117 and 101. (See note 1 on page 329.)

GRADUATE PROGRAMS

GENERAL INFORMATION

The graduate programs in secondary education are offered by the Department of Curriculum and Teaching. They are designed to serve qualified students who seek either certification as teachers in the secondary schools of New York State or advanced work in curriculum and instruction of a particular subject after obtaining certification or experience as classroom teachers.

Two degree programs in secondary education—the Master of Science in Education for the noncertified person, and the Master of Arts for the certified—have been designed to serve these separate purposes. In subsequent paragraphs the standard requirements and options in these two degree programs are outlined. Substitutions will be permitted *with advisement* where, in the light of the student's background and purposes, other courses are seen by the department to be more appropriate. No substitution is finally authorized until it is entered upon the Graduate Student's Advisement Record.

Applications for admission to graduate programs in secondary education are made to the Graduate Admissions Office in the Admissions Center. Students who have not met the full admission requirements may be advised to complete prerequisite courses under a planned program before becoming eligible for acceptance. Scores on the Graduate Record Examination or a standardized test to be specified by the department chairperson may be used as one ancillary means of evaluation in some cases.

The admissions criteria for *each* master's program includes the achievement of a grade-point average of 2.5 in *each* of two categories: 1) undergraduate liberal arts course work; 2) course work in the area(s) in which certification is sought.

Students in either master's degree program who have not student taught or who are not scheduled to student teach as part of their degree program will be required to enroll in SED 217 or 218 as part of their degree programs.

Foreign language majors must submit satisfactory scores on the Departmental Proficiency Examination or equivalent in the language for which certification is sought.

The New York State Teacher Certification Examinations are required for provisional and permanent certification in academic subjects (English, language other than English, mathematics, science and social studies). For special subjects (art, business, music and speech) required tests, see your adviser.

Before completion of first twelve credits of the Master's Program, students are required to complete, with passing grades, liberal arts component of the teacher certification examinations.

See complete graduate information, page 66.

SPECIAL NOTE TO GRADUATE STUDENTS CERTIFIED WITHOUT STUDENT TEACHING

The ordinary route to State certification includes student teaching. This is satisfied on the undergraduate level by SED 117 and on the graduate level by SED 217. There are students, however, on the graduate level who obtain employment without student teaching. In such instances, it is the policy of Secondary Education to recommend for a degree, or for state certification, *only* persons who have had supervision and satisfactory rating by an accredited University's professional staff, either in the form of student teaching or University supervision early in their teaching careers. Thus, Secondary Education has established a course designed to provide University supervision for teachers who have not had student teaching.

This course, SED 218, *does not* satisfy the State requirement to student teach. It does, however, satisfy a degree requirement in the Master of Science in Education program.

Students completing the Master of Science in Education program who wish to be included in Hofstra's group certification recommendation and who have taken SED 218, but who have not student taught, should observe the following procedure:

Following their first full year of teaching experience (whether or not they have yet completed SED 218) they should request that their principal or superintendent send to the Certification Office at Hofstra University a statement that they have taught satisfactorily for one full year as a regularly assigned teacher on the secondary level.

If a student applies to Albany on an individual basis for certification, one year of paid, full-time teaching experience on the secondary level will probably be accepted as fulfilling the student teaching requirement for certification. This, however, does not remove the student's degree requirement of SED 218.

INDEPENDENT STUDY OPTION: students in secondary education courses may elect a fourth semester-hour point as an independent study option on all courses in the department except SED 213 and 264. The maximum number of such credits is three for graduate students. All students must have the approval of an instructor who is a full-time member of the department. Such optional credits may not be applied toward the satisfaction of total semester hour prerequisites for student teaching.

PASS/FAIL OPTION FOR MATRICULATED GRADUATE STUDENTS: students matriculated in a master's degree program in secondary education may designate up to 6 semester hours of course work to be taken on a Pass/Fail basis, subject to the following conditions: 1) completion of 12 semester hours of the planned program prior to the semester in which they first exercise this option; 2) the course(s) shall be chosen from among SED 207,

221, 229, 231, 240, 241, 249, 251, 252, 275 and the 280 workshop series.

MASTER OF SCIENCE IN EDUCATION

The department offers the following programs:

1. For preservice teachers—those who do not satisfy the requirements for teacher certification in a secondary school subject in New York State.
2. For persons wishing to teach the physically handicapped and emotionally disturbed, leading to New York State dual certification in Secondary and Special Education. See programs listed under Special Education.

PRESERVICE TEACHERS AND TEACHERS WITHOUT PREVIOUS PROFESSIONAL EDUCATION

Where academic subject matter deficiencies in the teaching field (see subject areas in undergraduate programs, page 110) are so great as to prevent completion of requisite work within the usual 33-semester hour degree program, additional credits may be required. Matriculated students must complete 24 hours in residence at Hofstra. Student teaching may be used to meet part of the 24-hour residency. A grade-point average of 2.5 in the student's major field is prerequisite to enrollment as a student teacher. See also the course descriptions for SED 217 and 218.

To register for courses in the M.S. in Ed. sequence other than SED 264, 205 or 213, a student must (1) be matriculated in the program, or (2) have written permission of the course instructor or departmental chairperson prior to the beginning of the course.

PROGRAM REQUIREMENTS

	<i>Sem. Hrs.</i>
1. Phase One	
SED 264. <i>The Teacher in the School Setting</i> *	3
205. <i>Perspectives on Secondary Education</i> *	3
213. <i>The Adolescent & the Secondary School</i> *	3
Methods course(s) SED 290-299B inclusive (prerequisite: 205, 264 and 213)	3-6
NOTE 3: only one of these special methods courses is required for most teaching fields with the exception of art and music, which require two. Business education students should consult an adviser in selecting the appropriate course.	
2. Phase Two	
SED 217 or 218	6
NOTE 4: candidates for SED 218 must meet the academic standards normally required for candidates for student teaching. (See special note above.)	
SED 201. <i>Classroom Analysis</i>	3
3. Phase Three	
Course work in the study of the curriculum, taken under advisement.	3
4. Other Requirements	
Satisfaction of Hofstra's registered program in terms of the subject matter background of the candidate (see subject areas in undergraduate programs, page 110). One course taken in the School of Education, with advisement, but not in Secondary Education. Foundations of education course especially recommended.	
5. A minimum grade-point average of 2.5 is required for all courses applicable to the degree. A minimum grade-point average of 3.0 is required for graduation of graduate students.	
6. 33 semester hours plus either a comprehensive examination or SED 300, <i>Departmental Seminar</i> .	

7. New York State requires college-level study of a language other than English for all prospective teachers of academic subjects, 7-12. See secondary education adviser.

ALTERNATIVES TO FORMAL COURSE WORK

Independent Readings Option: students matriculated in the M.S. in Ed. program may elect, under departmental advisement and subject to availability of faculty, to substitute SED 251 or 252 for up to 6 s.h. of secondary education course work, chosen from among SED 213, 207, 220, 241, 253, 201.

OVERALL REQUIREMENTS

1. At least 33 s.h., no fewer than 24 s.h. of which shall be taken at Hofstra.
2. All course work offered in satisfaction of degree requirements must have been completed within five years prior to conferral of degree.
3. Irrespective of other requirements, each student will satisfy the department's registered program in the area of study in certification sought.
4. Satisfaction of the University comprehensive requirement (see page 70).

MASTER OF SCIENCE IN EDUCATION: BILINGUAL SECONDARY EDUCATION

This program offers a balanced, comprehensive, and integrated view of bilingual/biculturalism with emphasis on practical classroom applications for meeting the needs of culturally and linguistically diverse students. The program is interdisciplinary in nature and is designed to prepare educators for professional service in bilingual instructional settings.

Associate Professor Cloud, *Adviser*; Associate Professor Savage, *Coordinator*

ADMISSION REQUIREMENTS

1. Provisional certification in secondary education.
2. Satisfy general University admission requirements described on page 66.
3. Demonstration of proficiency in English and the other language on an examination satisfactory to the department and consistent with New York State certification guidelines. Students who fail to achieve a satisfactory score on the language proficiency examination are retested after remediation and are required to achieve a satisfactory score prior to completion of the degree.
4. Interview with both language department and Curriculum and Teaching Department.

DEGREE REQUIREMENTS

1. Successful completion of at least 36 semester hours.
2. Satisfactory evaluation by supervisor and/or cooperating administrator of practicum or internship in bilingual setting.
3. Completion of a special project or comprehensive examination.

I. PROGRAM REQUIREMENTS—Spanish Language

A. Core Courses	<i>Sem. Hrs.</i>
SED 265. <i>Methods & Materials in Bicultural Education</i> **	18 or 21
	3 s.h.

*SED 264, 205 and 213 must be the first three courses of graduate work in education for students with no previous credits in education. It is recommended that students take these courses concurrently.

**Taught Bilingually

	267. <i>Teaching English to Adolescent & Adult Speakers of Other Languages</i> , 3 s.h.	
CT	268. <i>Practicum: Teachers of Non-English Speaking Students</i> , 3 s.h. or 269. <i>Internship: Teachers of Non-English Speaking Students</i> , 6 s.h.	
RES	241. <i>Testing & Evaluation of Bilingual Students</i> , 3 s.h.	
READ	223. <i>Advanced Reading Instruction for Teachers of Bilingual Children & Adolescents</i> , 3 s.h.	
LING	210. <i>Second Language Acquisition</i> , 3 s.h.	
B. Required		12
SPAN	212. <i>Contrastive Bilingualism</i> , 3 s.h. 213. <i>Development of Social & Psychological Bilingual Trends in the United States</i> , 3 s.h. or 201. <i>Advanced Structure of Present Day Spanish</i> , 3 s.h. 214. <i>Bilingualism in Perspective</i> , 3 s.h.	
CT	260. <i>Foundations, Theory & Practice of Bilingual, Bicultural Education</i> , 3 s.h.	
C. Electives, under advisement		6
FDED	248. <i>Multicultural Education in the Metropolitan Area</i> , 3 s.h.	
ANTH	218. <i>People & Cultures of Latin America</i> , 3 s.h.	
CT	266. <i>The Learner in the School</i> , 3 s.h.	
SPAN	213. <i>Development of Social & Psychological Bilingual Trends in the United States</i> , 3 s.h. (if not taken as a required course) 206. <i>Studies in Cultures of Spanish America</i> , 3 s.h.	

II. PROGRAM REQUIREMENTS—Other Languages

	<i>Sem. Hrs.</i>
A. Core courses selected from IA listing above	18 or 21
B. Required courses in another language, under advisement, including Language Acquisition and Culture	12
C. Electives, under advisement	6

See complete graduate information, page 66.

**MASTER OF SCIENCE IN EDUCATION:
TEACHING OF ENGLISH
AS A SECOND LANGUAGE (TESL)**

This course of study leads to certification of elementary and secondary level teachers of English as a second language.

ADMISSION REQUIREMENTS

For students without previous training or experience in education (preservice):

1. Major study in any of the following: English, languages, speech, linguistics, reading or other related area;
2. Proficiency in English including reading, writing and speaking;
3. Twelve semester hours of foreign language or demonstrated proficiency in a second language;
4. A letter of recommendation from a supervisor or principal and an interview with the coordinator of the master's program;
5. Meet the graduate admission requirements as stated in the University *General Bulletin*.

For students holding certificates in education (in-service):

1. Certification (provisional or permanent) as elementary or secondary school teacher or completion of all education courses leading to certification;

2. Proficiency in English and foreign language study as for preservice students above;
3. Meet the graduate admission requirements as stated in the University *General Bulletin*.

DEGREE REQUIREMENTS

1. The completion of a minimum of 36 semester hours, of which 30 hours must be taken in the core and linguistic components;
2. Completion of a special project or comprehensive examination.

PROGRAM REQUIREMENTS

All (preservice and in-service) candidates take the following:

Area 1. Methodological Component, 9 s.h.

CT	266. <i>The Learner in the School</i>
ELED	225. <i>Teaching English as a Second Language</i>
SED	267. <i>Teaching English to Adolescent & Adult Speakers of Other Languages</i>

Area 2. Linguistic Component, 9 s.h.

ENGL	203. <i>Approaches to English Grammar</i>
LING	210. <i>Second Language Acquisition</i>
READ	220. <i>Reading, Writing, & Cognition</i>

Area 3. Language and Culture, 6 s.h.

SPAN	213. <i>Development of Social & Psychological Bilingual Trends in the United States</i> or
ANTH	200. <i>Fundamentals of Anthropology</i>
FDED	248. <i>Multicultural Education in the Metropolitan Area</i> or, with advisement
CT	260. <i>Foundations, Theory & Practice of Bilingual, Bicultural Education</i>

PRESERVICE, IN-SERVICE REQUIREMENTS

In addition to completing the above courses, students must complete either the preservice or in-service courses.

Preservice Courses

Area 1. TESL University-supervised student teaching, 6 s.h.

CT	269. <i>Internship: Teachers of Non-English Speaking Students</i>
----	---

Area 2. Additional Courses, 6 s.h.

SED	264. <i>The Teacher in the School Setting</i>
RES	241. <i>Testing & Evaluation of Bilingual Students</i>

In-Service Courses

Area 1. TESL, 3 s.h.

CT	268. <i>Practicum: Teachers of Non-English Speaking Students</i>
----	--

Area 2. Additional Courses, 9 s.h.

RES	241. <i>Testing & Evaluation of Bilingual Students</i>
SPCH	209. <i>Developmental Psycholinguistics</i> or with advisement recommended ELED 202, 205, READ 224, or WRIT 200

Elective, to be chosen under advisement.

MASTER OF ARTS

The program, with a major in secondary education, is designed to provide advanced study for certified teachers on the secondary level and for others of comparable educational preparation and experience who wish to improve their competence in the teaching of a special subject and deepen their understanding of education as a field of study. If undergraduate work in the teaching field has been minimal and the student's credits are insufficient for Hofstra's recommendation for certification, the program is modified to include the requisite work. Candidates for this degree should seek early advisement.

PROGRAM REQUIREMENTS

NOTE 5: only courses taken under *departmental* advisement are assured of applicability to the degree.

- | | <i>Sem. Hrs.</i> |
|--|------------------|
| 1. Secondary education course work including SED 205. | 18 |
| 2. Course work in education, but outside the Secondary Education Department. Foundations of education course especially recommended. | 3 |
| 3. Satisfaction of Hofstra's registered program in terms of course work in the certification area and elective study, minimum. | 12 |
| 4. Successful completion of SED 300, <i>Departmental Seminar</i> , or submission of an acceptable master's essay, or a comprehensive examination in addition to the basic 33 semester hours. | |

NOTE 6: supplementary to the foregoing course distributions, a master's level candidate may offer the following option toward earning the degree: 30 semester hours including 6 semester hours of *Master's Essay* (SED 301, 302).

5. A minimum grade-point average of 2.5 is required for all courses applicable to the degree. A minimum grade-point average of 3.0 is required for graduation.

NOTE 7: For graduate students with no previous work in professional education, SED 264, 205 and 213 must be the first three professional education courses.

For information about the criteria, scope, alternative emphases and kinds of studies acceptable for essays and honors essays, consult the faculty of Secondary Education.

ADVANCED CERTIFICATE

MIDDLE SCHOOL EXTENSION INTO GRADES 5-6

Persons holding the New York State Certificate of Qualification 7-12 or Certification can earn a Certificate for Middle School Extension into grades 5-6, by completing CT 247 (6 s.h.) and electives (6 s.h.), with advisement, detailed below. This extension is registered with the New York State Education Department.

ADMISSION REQUIREMENTS

1. New York State 7-12 Certificate of Qualification or Certification;
2. Satisfactory levels of academic achievement;
3. Application and admission to the program.

PROGRAM OF STUDY

Required Courses 12 s.h.
CT 247. *Integrated Middle School Extension into Grades 5-6*, 6 s.h.

Electives with advisement, 6 s.h.; 3 s.h. from each of the following groups: candidates for the Certificate must have one reading course at the undergraduate or graduate level.

- a) ELED 205. *Language in the Curriculum*, 3 s.h.
228. *Curriculum & Instruction in Communication*, 3 s.h.
- READ 245. *Teaching Reading in the Content Areas*, 3 s.h.
- SED 273. *Teaching Writing in the Content Areas*, 3 s.h.
- b) ELED 244. *Models of Teaching*, 3 s.h.
- SED 221. *Early Secondary Education: The Junior High & Middle Schools*, 3 s.h., with advisement

EDUCATION HONOR SOCIETIES, see pages 63 and 69.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during the January and Summer sessions.

Consult the *January* and *Summer Sessions* bulletins for these schedules.

101. *Introduction to Classroom Analysis* 3 s.h.
Fall, Spring
Analytic study of teaching activities on the secondary level. Involves observation of teaching done by other student teachers, practicing teachers and also the analysis and evaluation of the student's own teaching behavior.
Must be taken concurrently with SED 117. (Required of all undergraduates in Secondary Education programs.)

- 111, 112. *The Teaching of Music* 3 s.h. each
111:Fall; 112:Spring
Developments in the teaching of music. Curriculum trends, materials, subject content, testing and measurement in the field are examined. 111 treats the program on the elementary level (K-6); 112 continues the spiral curriculum concept on the secondary level (7-12). Classroom observations, lesson demonstrations and roleplaying are required. Prerequisites: for undergraduates, SED 151, CRSR 113. There is a material fee of \$10.
NOTE: 111 is not for the elementary classroom teacher.

- 113 & 114. *The Teaching of Art* 3 s.h. each
Periodically
Study of perceptual stages of development, K-12, with a view towards designing a qualitative and creative art program. In addition to the study of major art media, students learn to stimulate an appreciation of art through multicultural art history and aesthetics. Subjects covered include models for curriculum design, multiculturalism, interdisciplinary art education, modes of assessment, the museum as educator and art for students with special needs.
Prerequisites: for undergraduates, SED 151, CRSR 113. There is a material fee of \$10.

NOTE: 113 is not for the elementary classroom teacher; 161 may be substituted for 114. Both 113 & 114 are prerequisites for student teaching.

115. *Methods and Materials of Teaching Native Language Arts to the Bilingual Learner* 3 s.h.
Fall, every other year
Theories, problems, and practices of teaching and evaluating native language arts in bilingual classroom settings. Consideration is given to formal language instruction in the native language including reading and writing in the content areas, as well as use of authentic literature to develop language and literacy skills in the native language. Classroom observations are required.

117. *Student Teaching* (Undergraduate) 6 s.h.
Fall, Spring
Full-time student teaching in cooperating schools with direction and supervision from University supervisors. Students have two placements during the semester: one on the middle school/junior high school level (7-9) and one on the senior high school level (10-12). Attendance at weekly seminars is required. Admission by application and interview only. Applications to be obtained at the Office of Field Placement and returned by October 1 for the spring semester and by March 1 for the fall semester. Prerequisites: SED 151, CRSR 113 and the appropriate methods course(s), a cumulative grade-point average at Hofstra of 2.5 or better in the area in which certification is sought, in professional education courses and in the cumulative grade-point average. Prerequisite or corequisite: 3-semester hour 100-level foundations of education course. Corequisite: SED 101. Pass/D+/D/Fail grade only.

The maintenance of a grade point average of 2.5 in all courses in the School of Education after admission with no outstanding D's or INC's. Acceptance into student teaching is contingent upon the completion of at least 15 semester hours of course work at

Hofstra with an overall grade point average of 2.5 or better with no outstanding D's or INC's. Students receiving a D or who have not removed an INC within the three-week limitation in a secondary education course will be automatically dropped from the program.

151. *The Secondary School Teacher* 3 s.h.
Fall, Spring

An examination of the multifaceted role of the secondary school teacher as a reflective, decision-making practitioner. An introduction to such processes as the establishment of a productive learning environment, planning, the selection and implementation of various teaching methods, the selection and use of instructional materials and evaluation. The role of the secondary school teacher is studied within the context of working effectively with students from diverse populations. Classroom observations and participation in a secondary school are required.

NOTE: SED 151 and CRSR 113 must be the first two courses in the professional education sequence for undergraduates.

TEACHING SPECIALIZATION COURSES

NOTE: methods courses (152-161) are usually offered only during the fall semester. Students should check with their advisers in Secondary Education in order to plan their sequence of courses.

Students enrolling in these courses are expected to set aside a three-hour block of time one day a week between the hours of 8 a.m. and 3 p.m. for observation and participation in selected public schools.

Fall

152. *Teaching of English* 3 s.h.

153. *Teaching of Foreign Languages* 3 s.h.

154. *Teaching of Mathematics* 3 s.h.

155. *Teaching of Science* 3 s.h.

156. *Teaching of Social Studies* 3 s.h.

157. *Teaching of Speech & Drama* 3 s.h.

158. *Teaching of Business—Accounting (College Accounting, Bookkeeping, Data Processing and Law)* 3 s.h.

159. *Teaching of Business—Skills (Secretarial Skills, Shorthand, Transcriptions, Typewriting & Office Occupations)* 3 s.h.

160. *Teaching of Business—Distributive Education (Merchandising & Salesmanship)* 3 s.h.

161. *Teaching of Art History & the Arts* 3 s.h.

NOTE: 114 may be substituted for 161.

Examination of the goals, curricula, nature and structure of the disciplines, teaching strategies, methods, classroom environment, problems, issues, and monitoring and assessment of student learning in the student's field of specialization. Designed to enable the student to make well informed, professional decisions after engaging in critical analysis and reflection. The teaching of one's subject area is studied within the context of working effectively with diverse students. Classroom observations and participation in a secondary school are required. Prerequisites for undergraduates: SED 151, CRSR 113.

161A, 162. *Readings* 1-3 s.h. each
Periodically

The student will make oral and written reports to the instructor on a mutually determined reading or research program. Prerequisite: permission of the instructor.

164. *Literature for Young Adults* 3 s.h.
Spring

This course is designed to introduce students to literary works especially recommended for middle and high school grade levels. The works represent various genres: fiction (realistic, historical, fantasy and mystery), drama, poetry and nonfiction that appeal to young readers and that offer opportunities to

introduce students to literature from a multicultural and global perspective. In the course of the semester, working in a cooperative-learning environment, students have an opportunity to read and to write about adolescent literature.

170. *Current Issues and Trends in English Education* 3 s.h.
Spring

Provides a further opportunity for students to explore current issues central to the teaching of English grades 7-12 with particular emphasis on language development in adolescents; teaching reading and composing for varied purposes; relationships between language and learning; and multicultural perspectives on the language arts curriculum.

171. *Experiences in Urban Secondary Education* 3 s.h.
Once a year

This is an observation, participation, and teaching project. A team of secondary education students and a Hofstra University faculty member works in an urban multiethnic secondary school. Provides a reflective experience in a multiethnic interracial urban school setting. Students examine issues in urban education and the rewards, possibilities and problems of working in an urban school. Prerequisite: SED 151. It is recommended that this course be taken prior to student teaching.

180 through 189, A-Z. *Workshops* 1-3 s.h. each
Periodically

Designed to meet the needs of individuals or specific groups of students or faculties of individual schools who want help in the solution of curricular or other school problems.

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

199. *Professional Studies* 3 s.h.
Periodically

Designed to extend knowledge and develop skills within areas of study which relate to teaching in secondary schools. Topics are the teaching of classes that include exceptional children, the role of the secondary school teacher in the sociocultural environment within the school, audio-visual usage, teacher non-classroom functions, substitute teaching, general professional associations for teachers, teachers' unions and teacher centers. Corequisite: SED 117.

201. *Classroom Analysis* 3 s.h.
Fall, Spring

The implications of various types of classroom analyses provided by psychology, sociology, and logic for understanding and dealing with students and content. Analytic patterns covered deal with students' cognitive and affective development and styles, and with teacher styles and linguistic behavior. Prerequisites for M.S. in Ed. students: SED 264, 205, 213 and appropriate methods course(s); corequisite: SED 217 or 218. Prerequisite for M.A. candidates: SED 205. (Formerly *Classroom Analysis and Control*.)

205. *Perspectives on Secondary Education* 3 s.h.
Fall, Spring

An overview of secondary education as an evolving system, an area of study and a field for professional growth. Identification and differentiation of lines of thought—recent historical, societal and human developmental—bearing on curricular and instructional decision making for secondary school programs. Modes of investigation and rationale formulation underlying the emergence of contemporary secondary level programs. *This course must be taken as early as possible in both master's programs and is prerequisite to all secondary education courses in the graduate programs.*

207. *The Dynamics of Curriculum Change* 3 s.h.
Periodically

Same as ELED 207. Prerequisites: provisional certification in secondary education and SED 205.

209. *Professional Studies for Teachers in the Secondary Schools*

3 s.h.

Periodically

Designed to supplement the knowledge and skills preservice teachers receive in their courses. Some of the curriculum is designed to meet the individual professional problems of the student teacher. The remainder of the course treats contemporary problems such as problems in teaching mainstreamed youngsters in a regular class. Persistent problems of the profession that are learned better in the field are included: for example, the teacher in the sociocultural environment of the school, and the teacher and professional associations. Corequisite: SED 217.

213. *The Adolescent and the Secondary School*

3 s.h.

Fall, Spring, Summer

The implications of adolescent cognitive and affective patterns for the total program, with a particular emphasis on implications for teaching method. M.S. in Ed. candidates must include this course and SED 205 in their first three courses in education, along with SED 264. Prerequisite for M.A. candidates, SED 205.

217. *Student Teaching*

6 s.h.

Fall, Spring

Full-time students teaching in cooperating schools with direction and supervision from University supervisors. Students have two placements during the semester: one on the middle school/junior high school level (7-9) and one on the senior high school level (10-12). * Attendance at weekly seminars is required. These seminars are designed to help locate, analyze and solve immediate problems in student teaching assignments. Application must be submitted at the Office of Field Placement prior to October 1 for the spring semester and March 1 for the fall. Prerequisites: SED 264, 213 and appropriate special methods course(s), a cumulative grade-point average of 2.5 or better in the field in which certification is sought and in professional education courses. Corequisite: SED 201. Required for M.S. in Education (Sec. Ed.) if candidate has not student taught and does not have teaching experience. Pass/Fail grade only.

The maintenance of a grade point average of 2.5 in all courses in the School of Education after admission with no outstanding D's or INC's. Acceptance into student teaching is contingent upon the completion of at least 15 semester hours of course work at Hofstra with an overall grade point average of 2.5 or better with no outstanding D's or INC's.

* NOTE: exceptions in some subject areas that are specific to the senior high school. See adviser.

218. *Supervised Field Experience and Seminar for Beginning Teachers*

6 s.h.

Fall, Spring

Directed teaching service in the junior and/or senior high school for graduate students in the preservice program who have not student taught and who are currently teaching in a registered secondary school in New York State. Included is a seminar designed to help teachers identify and cope with classroom instructional problems. Exceptions only by departmental permission. The student must obtain permission from the employing school for the supervisory observations by the University staff. Application must be submitted at the Office of Student Teaching prior to October 1 for the spring semester and March 1 for the fall. Prerequisites: SED 264, 205, 213 and appropriate special methods course(s), a cumulative grade-point average of 2.5 or better in the field in which certification is sought and in professional education courses. Corequisite: SED 201. Pass/Fail grade only.

The maintenance of a grade point average of 2.5 in all courses in the School of Education after admission with no outstanding D's or INC's. Acceptance into student teaching is contingent

upon the completion of at least 15 semester hours of course work at Hofstra with an overall grade point average of 2.5 or better with no outstanding D's or INC's.

220. *The Evolution of the Secondary School Program*

3 s.h.

Periodically

Emphasis on the history of secondary curriculum as it applies to the various specific subject areas. Not intended for students in the M.A. program with a major in education.

221. *Early Secondary Education: the Junior High and Middle Schools*

3 s.h.

Periodically

An examination of the junior high and middle schools in the life and education of pre- and early adolescents. A study of the origins, rationales, functions, curricular, and instructional practices and issues. Applications will be made to educational problems at this level. Prerequisites for M.S. in Ed. students: SED 264, 205, 213. Prerequisite for M.A. candidates: SED 205.

223. *Supervised Teaching with Normal, Physically Handicapped, Learning Disabled and Emotionally Disturbed Students*

9 s.h.

Fall, Spring

For matriculated graduate students seeking teacher certification with an extension to include teaching students with physical handicaps, learning disabilities and/or emotional disturbance. Students are periodically visited in a regular junior and/or senior high school and in a special education setting. Weekly seminars are devoted to analysis of teacher's activities, experiences and case studies. Evaluation of teaching effectiveness will be examined. Prerequisites: SPED 245 in the area of the physically handicapped and learning disabled; in the area of the emotionally disturbed, SPED 242 and 245. SED 264, 205, 213 and appropriate methods course(s); a cumulative grade-point average of 2.85 or better in field in which certification is sought. Admission by application and permission. Same as SPED 223A-223B.

225. *Teaching English to Speakers of Other Languages*

3 s.h.

Once a year

An examination of theories, methods and materials used in schools in the United States. Students will be expected to do a research paper or to develop a project to include a theoretical base and a strategy of teaching. 226A, 226B, 227A and 227B: for courses, see Curriculum and Instruction Specializations below.

229. *Individualizing Instruction*

3 s.h.

Periodically

Students create individualized programs in their own and related certification areas, developing alternative modes of (1) organizing curriculum, (2) teaching, and (3) evaluation. Emphasis is placed on matching educational programs to students' learning styles and on effective methods of implementation within local settings. Prerequisite for M.S. in Education candidates: preservice courses up to but not necessarily including student teaching; for M.A. candidates: SED 205.

231. *Interdisciplinary Approaches to Curriculum and Instruction*

3 s.h.

Periodically

An advanced course designed to investigate and develop a variety of rationales, methods and materials for interrelating subject areas in the secondary school program. Prerequisites: M.A. matriculation or provisional secondary certification and SED 205.

CURRICULUM AND INSTRUCTION SPECIALIZATIONS

Spring

- 226A. *Curriculum and Instruction in Art for Elementary Schools* 3 s.h.
- 226B. *Curriculum and Instruction in Art for Secondary Schools* 3 s.h.
- 227A. *Curriculum and Instruction in Music for Elementary Schools* 3 s.h.
- 227B. *Curriculum and Instruction in Music for Secondary Schools* 3 s.h.
- 232. *Curriculum and Instruction in English* 3 s.h.
- 233. *Curriculum and Instruction in Foreign Languages* 3 s.h.
- 234. *Curriculum and Instruction in Mathematics* 3 s.h.
- 235. *Curriculum and Instruction in Science* 3 s.h.
- 236. *Curriculum and Instruction in Social Studies* 3 s.h.
- 238. *Curriculum and Instruction in Business** 3 s.h.

Advanced courses for experienced teachers concerned with the critical examination of projected or recently introduced programs in the subject field, the implications for teaching the subject of recent developments in curricular theory, and the application of curricular theory to developing supplemental curricular materials and approach. Designed for M.A. candidates and those possessing provisional secondary level certification. Prerequisite: SED 205.

- 240. *Current Trends in Secondary Education* 3 s.h.
Once a year

An advanced course designed to investigate in-depth current ideas and practices relating to curriculum and instruction. Students and instructor will cooperatively identify a number of specific areas of investigation which will become the focus of the course. Prerequisites: M.S. in Ed., SED 205, 213, 264; M.A., SED 205.

- 241. *Patterns of Curriculum* 3 s.h.
Once a year

A study of contrasting conceptions of curricular structures, theories, principles of curricular design and processes of curricular evaluation. Recurring problematic themes and issues in general curriculum as a field of educational thought and practice. Designed for both nonsecondary and secondary teachers, master's and post-master's educational specialists.

- 242. *Global Studies in the Curriculum* 3 s.h.
Once a year

Both content and process are addressed to reinforce conceptual learning in the global studies curriculum for grades nine and ten. Topics include the importance of physical geography in shaping regional history, developing a world view in the social studies, tradition and change, world economic resources and global interdependency, political organization and the implications of the nuclear arms race for war and peace.

- 249. *Career Education Workshop* 3 s.h.
Periodically
Same as FDED 249.

- 251, 252. *Special Readings Seminar* 1-4 s.h. each
Fall, Spring, Summer
Investigations and reports on advanced educational topics adapted to the program of the student. Prerequisite: permission of instructor.

- 253. *Teaching for Thinking in Secondary School Subjects* 3 s.h.
Periodically

An advanced course designed to help the secondary school teacher emphasize and develop students' thinking processes. Methods and techniques of inquiry, and reflective and critical thinking are explored. Practice is given in the designing of reflectively-oriented instructional materials. For teachers of aca-

demically subjects. Prerequisite: provisional certification in a secondary academic subject or written permission of instructor.

- 254. *Moral Education and Values Clarification* 3 s.h.
Periodically

A practical course in which participants construct programs for classroom, become acquainted with a variety of extant-tested curriculum materials and learn to construct new materials.

- 255. *Experiences in Urban Secondary Education* 3 s.h.
Once a year

This is an observation, participation, and teaching project. A team of secondary education students and a Hofstra University faculty member work in an urban multiethnic secondary school. Provides a reflective experience in a multiethnic, interracial urban school setting. Students examine issues in urban education and the rewards, possibilities and problems of working in an urban school. Prerequisites for M.S. candidates: SED 205, 264 and 213. It is recommended that this course be taken prior to student teaching. M.A. students may take this course with advisement.

- 264. *The Teacher in the School Setting* 3 s.h.
Fall, Spring

An analysis and synthesis of the multidimensional role of the secondary school teacher. Focus on analysis, reflection and decision making as related to the teacher's role. Topics include creating favorable learning environments, planning at various levels, selecting and employing various teaching and learning methods, working effectively with students from diverse populations, and evaluation. Classroom observations and participation in a secondary school are required.

- 265. *Methods and Materials in Bicultural Education* 3 s.h.
Once a year

Current teaching methods and materials are presented and analyzed. Establish how teachers can adapt instruction for the linguistic and cultural characteristics of students in dual language contexts. Aspects of cross-cultural learning styles to help in the teaching-learning process.

- 267. *Teaching English to Adolescent and Adult Speakers of Other Languages* 3 s.h.
Once a year

Theories and practices, methods and materials related to the teaching of English as a second language.

- 270. *Current Issues and Trends in English Education* 3 s.h.
Spring

Designed to encourage dialogue, problem-posing and demonstrations in the pedagogy of English education. Students are invited to bring practical, philosophical, political and theoretical concerns to this course. Each week, students are responsible for reading assignments, leading informal discussions about the reading and making brief presentations.

- 273. *Teaching Writing in the Content Areas* 3 s.h.
Spring

Intensive study of the processes of writing as used in the secondary and post-secondary curricula, with emphasis on the relationship between writing and thinking. Writing is viewed as both a response technique and as a learning tool in the interaction with text in each major content area.

- 275. *The Cooperating Teacher in the Teacher-Training Program* 3 s.h.
Periodically

A course designed to increase the understanding and enhance the effectiveness of those serving or desiring to serve as cooper-

*Applications not accepted for 1997-98.

ating teachers for secondary-level student teachers. Treats issues of cooperative development of student teacher talents and the role of the practitioner in the advancement of the teaching profession. Prerequisites: provisional certification in a secondary subject and two years teaching experience or permission of instructor and SED 205.

276. *Teaching American History—A Projects Approach* 3 s.h.
Periodically

Course explores ways to motivate junior and senior high school students in American History classes using cooperative learning and group "projects." Participants examine cooperatives learning theory and practice, design cooperative group projects for different academic skill levels and explore ways of incorporating the projects into 7th, 8th and 11th grade American History curriculum and the 12th grade Economics and Participation in Government curriculums. Prerequisites: SED 205, 213, 264. Recommended after SED 294.

280 through 289, A-Z. *Advanced Workshops* 1-3 s.h. each
Periodically

Designed to meet the needs of individuals or specific groups of students or faculties of individual schools who want help in the solution of curricular or other school problems. Prerequisite: permission of Secondary Education faculty.

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

TEACHING SPECIALIZATION COURSES

NOTE: methods courses (290-298A, 299A) are usually offered only during the fall semester; 298B and 299B are offered in the spring. Students should check with their advisers in Secondary Education in order to plan their sequence of courses.

Students enrolling in these courses are expected to set aside a three-hour block of time one day a week between the hours of 8 a.m. and 3 p.m. for observation and participation in selected public schools.

Fall

290. *Instructional Patterns for English* 3 s.h.

291. *Instructional Patterns for Foreign Languages* 3 s.h.

292. *Instructional Patterns for Mathematics* 3 s.h.

293. *Instructional Patterns for Science* 3 s.h.

294. *Instructional Patterns for Social Studies* 3 s.h.

296A. *Instructional Patterns for Business-Accounting (College Accounting, Bookkeeping, Data Processing and Law)* 3 s.h.

296B. *Instructional Patterns for Business-Skills (Secretarial Skills, Shorthand, Transcription, Typewriting and Office Occupations)* 3 s.h.

296C. *Instructional Patterns for Business-Distributive Education (Merchandising and Salesmanship)* 3 s.h.

297. *Instructional Patterns for Art History and the Arts* 3 s.h.

298A. *Instructional Patterns for Art in Elementary Schools* 3 s.h.

299A. *Instructional Patterns for Music in Elementary Schools* 3 s.h.

Spring

298B. *Instructional Patterns for Art in Secondary Schools* 3 s.h.

299B. *Instructional Patterns for Music in Secondary Schools* 3 s.h.

Study of the specialized curricula, aims, teaching strategies, methods, materials, planning, classroom organizational strategies, classroom environment, and the monitoring and assessing of student learning in one's subject area. Emphasis on develop-

ing well informed, critical thinking, reflective, decision making professionals. The teaching of one's subject is studied within the context of working effectively with diverse students. Classroom observations and participation in a secondary school are required: times and sites will be arranged. Prerequisites: SED 205, 213 and SED 264. Open only to M.S. in Ed. students.

NOTE: 298A and 298B each require a material fee of \$10.

300. *Departmental Seminar* 3 s.h.
Fall, Spring

Serves an integrative and culminating function with respect to the student's studies and experiences in the School of Education. Emphasis is on themes which cut across traditional course and departmental lines; selected student papers and research may be compiled in yearbooks of secondary education. Prerequisites: matriculation in the department and completion of *all* required course work in professional education. Pass/Fail grade only.

NOTE: satisfactory completion of SED 300 will be accepted in lieu of the secondary education comprehensive examination. SED 300 may *not* be used to satisfy part of the basic 33 s.h. requirements in either the M.S. in Ed. or the M.A.

301, 302. *Master's Essay* 3 s.h. each
Fall, Spring

Supervision and instruction leading to the completion of the Master's Essay. Binding fee payable upon registration in 302. Admission by permission of secondary education.

303 through 309, A-Z. *Post-Master's Workshops* 1-3 s.h. each
Periodically

Special workshops designed to explore current problems in secondary education. M.A. or M.S. in Ed. candidates must have approval of adviser.

Sociology (SOC)

Administered by the Department of Sociology and Anthropology. Associate Professor Silver, *Chairperson*

Professors Albert, Krauze; Associate Professor Abraham; Assistant Professors Bogard, Daniels, Toulouse.

B.A. SPECIALIZATION IN SOCIOLOGY: a total of 30 semester hours in sociology is required for the major. The following four courses are required of all majors, preferably in sequence: SOC 4, 18, 139 and 143. Two additional courses are to be taken; one course selected from SOC 134, 140 or 160 and one course selected from SOC 148, 185 or 191, 192. A minimum of 12 hours of electives in other sociology courses, chosen under advisement. (PSY 140 or QM 1 or MATH 8 may be substituted for SOC 139, but none of these courses may be counted in the 30 s.h. of sociology courses.)

It is recommended that all sociology majors take the sociology section of the Graduate Record Examination (GRE) before graduation. A minimum grade-point average of 2.0 is required for the 30 s.h. of sociology. Required sociology courses in which a grade of D is obtained must usually be repeated.

See complete B.A. requirements, page 75.

A MINOR IN SOCIOLOGY consists of the successful completion of 18 semester hours, with at least nine hours in residence, as follows: SOC 4 and 15 additional hours to be taken, under advisement, with at least two courses chosen from among those required for the major. All candidates must register with the department.

ALPHA KAPPA DELTA: a national sociology honor society, see page 63.

COURSES

In addition to semester notations next to each course, several courses are offered during the January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

SOC 4 is prerequisite to all other sociology courses with the exception of SOC 18 and 134.

4. *Contemporary Society*# 3 s.h.
Fall, Spring

An introduction to basic concepts of sociology and their application to specific aspects of contemporary American and other societies. Credit given for this course or SOC 1, not both.

7. *Crime and Delinquency* 3 s.h.
Fall, Spring

Crime causation; the delinquent. Effects of institutional confinement and social ostracism; penology, prevention, social agencies, fieldwork and off-campus lectures.

8. *Sociology of Substance Abuse* 3 s.h.
Periodically

The systematic study of the social construction and costs of substance abuse. Specific emphasis is placed on the effects of substance abuse on various social institutions (family, workplace), and on the several sociological theories which can be applied to explain its occurrence. Other topics include the subcultures of substance abuse, issues of treatment and prevention, abuse and social policy.

10. *Sociology of Sport* 3 s.h.
Periodically

Examines the institutionalized character of sport in American society. Issues such as sport and the media, professionalization, race and gender, and violence are discussed from various sociological perspectives.

18. *Social Theory and Social Issues* # 3 s.h.
Fall, Spring

Introduction to the major theoretical currents in 19th century sociological thought. The classical tradition in sociological theory is examined with special attention to the contributions of Comte, Spencer, Marx, Weber, Simmel and Durkheim. Specific questions addressed in the work of these individuals include: Can the study of society attain objectivity? Is human equality a utopian dream? How did capitalism evolve? What is the nature of religion and can there be a nonreligious society?

32. *Women and Development* # 3 s.h.
Periodically

Examination of the historical transformation of the roles of Asian and African women in relation to the different modes of socioeconomic organization of their respective societies. Critical assessment of the impact of social, religious, economic and political systems in defining the status of women in these societies. Credit given for this course or ANTH 32, not both.

34. *Ethnicity and Minority Group Relations* # 3 s.h.
Once a year

This course focuses on the critical analysis of the social and political construction of ethnicity and ethnic identity. The specific emphasis is on the United States, but appropriate comparative evidence from other societies is also examined. This course looks at the historical position faced by immigrant and indigenous minority groups. The experiences of such groups as Native Americans, Latin Americans, and European Americans are considered. In addition, contemporary instances of ethnic and minority group conflicts in the global context are examined. (Formerly *Minority Group Problems*.)

36. *Marriage and the Family* 3 s.h.
Fall, Spring

Structure and functional analysis of the family studied through comparative cultural materials. Problems of the contemporary American family. Credit given for this course or New College SSG 2, not both.

100. *Honors Essay* 3 s.h.
Fall, Spring

Research for and writing of a substantial sociological essay. Open only to qualified senior sociology majors who desire to graduate with departmental honors and who secure, before registration, written permission of the chairperson and of the instructor who will supervise the essay. This course also meets the requirement for SOC 191.

101. *Sociology of Education* 3 s.h.
Fall

Introduction to education as a social institution, a particular type of formal organization, and an agent of socialization and social control. Analysis of the relation of education to other institutions such as religion, government, the economy and the family, as well as of variations in educational systems and evaluation techniques. Credit given for this course or FDED 115, not both.

102. *Social Institutions* 3 s.h.
Periodically

Analysis of institutions with particular emphasis on American society and the growth of cities; economic, political, religious and kinship organization from a social change perspective.

103. *Social Problems* 3 s.h.
Fall, Spring

Analysis of theories and problems of deviance and social disorganization, with particular emphasis on such problems as war, family disruption, sexual behavior, juvenile delinquency, conflict in mass society, alienation and prejudice.

104. *Sociology of Health and Medicine* 3 s.h.
Once a year

An introduction to some of the major issues of health care in the United States and other cultures; illness as a social phenomenon, the structure of health services, patient-doctor relationships, the medical profession and the economics of health.

105. *Religion and Society* 3 s.h.
Once a year

Analysis of religious institutions and their functions in simple and complex social structures. Intensive analysis of recent contributions to the literature.

106. *Work, Alienation, and Power in Social Life* 3 s.h.
Once a year

This course examines how work affects our lives as individuals, as citizens of a specific society, and as participants in a world economy. Some of the key questions to be addressed in the course include: What is the relationship between work and power? Why do so many people feel alienated at work? Do people benefit equally from work? What is the role of technology in shaping how people work? The course attempts to address these issues by looking at work and labor relations in the United States and comparing them to conditions in other sectors of the world economy. (Formerly *Sociology of Industry*.)

111. *Sociology of Literature and Art* 3 s.h.
Every other year

Social forces that affect the creative and popular forms of literature and other arts in western societies. Art products,

#Core course

audiences, and artists are examined as part of the processes by which various arts are valued and shaped.

112. *Sociology of Film* 3 s.h.
Once a year

Contemporary cinema as a culture clue to social change; an introduction to the social forces involved in film-making in the United States and other cultures; the influence of films on mass and select audiences.

117. *Sociology of Terrorism* 3 s.h.
Once a year

A study of terrorism past and present as a recurrent expression of social conflict; the contrast between individual and collective violence; the relationship between ideologies and extremist movements.

132, 133. *Fieldwork*
Fall, Spring
132 - 3 s.h. 133 - 3 s.h.
132A - 2 s.h. 133A - 2 s.h.
132B - 1 s.h. 133B - 1 s.h.

Independent study, internships and field placements to supplement courses in sociology. For Pass/D+/D/Fail credit beyond the courses required for the major. Prerequisite: permission of chairperson.

134. *Race Relations in the United States* # 3 s.h.
Fall, Spring

Examination of major patterns of racial and ethnic relations in the United States. Historical, contemporary and cross-cultural data are combined with prevalent theoretical perspectives to provide a basic understanding of race and ethnic relations as enduring and embedded aspects of United States society. Topics covered include the political and economic dynamics of race relations, institutional racism, prejudice and discrimination. Particular attention is paid to the African-American experience from slavery to the present.

135. *Political Sociology* 3 s.h.
Once a year

Survey of theory and research dealing with such topics as the national power structure of United States society; the social characteristics and functions of leadership; the social determinants of voting patterns; the origins and composition of selective political movements; the processes and patterns of political socialization.

139. *Statistics in Sociology* 3 s.h.
Fall

Use of basic statistical analyses to examine sociological data. Topics include measures of central tendency and dispersion, probability, inference and hypothesis testing, analysis of variance and correlations. A component on the utilization of the micro-computer for statistical data analysis is included. (3 hours lecture, 1 hour laboratory.) Credit given for this course or MATH 8 or BIO 100 or QM 1 or PSY 140 or New College S 91 or QTB 2.

140. *Social Inequality* 3 s.h.
Once a year

Analysis of social classes and structured social inequality; objective and subjective approaches to the relations of status, class and power with emphasis on recent research.

141. *Urban and Community Studies* 3 s.h.
Periodically

An introduction to the history, social organization and ecology of the city with emphasis on the metropolitan New York area and suburban communities. Special attention to inner city neighborhoods and their suburban counterparts and to basic research methods used in community studies.

142. *Global Cities: Politics and Social Change in Comparative Perspective* 3 s.h.

See course description, page 373.

143. *Research Methods in Sociology* 3 s.h.
Spring

Covers the fundamental issues associated with research in the social sciences. Topics include research design, conceptualization and measurement, reliability, validity and sampling designs. Principal techniques of data collection in sociology including experiments, surveys, participant observation and content analysis are examined. Laboratory exercises include work on research techniques, as well as experience with the utilization of the mainframe computer for data entry and analysis. (3 hour lecture, 1 hour laboratory.)

147. *World Population* 3 s.h.
Once a year

A cross-cultural study of major factors that affect births, deaths and migration with emphasis on the social consequences of population growth and decline. Introduction to theories and methods of demographic research.

148. *Society and Personality* 3 s.h.
Once a year

Relationship between the individual personality, society and culture. Recent theories and studies of character and social structure. Credit given for this course or ANTH 148, not both.

149. *Society and Culture in Developing Nations* 3 s.h.
Periodically

Analysis of social, economic, political and religious institutions of developing nations. Case studies in selected areas and problems. Sociological and anthropological aspects of technical assistance programming.

150. *Social Change and Social Evolution* 3 s.h.
Periodically

Analysis of sociological studies of historic social changes and the dynamics of change in the present. Critical study of theories of change and evolution.

151, 152. *Readings in Sociology* 1-3 s.h. each
Fall, Spring

Individual oral and written reports on special topics in sociology. Prerequisite: permission of chairperson.

156. *Sociology of Communication* 3 s.h.
Periodically

Survey of communication theory and research with special emphasis on the analysis of the ways in which various forms of communication, oral, written, and electronic, influence content, consciousness and culture. In addition, the course addresses communication on both the interpersonal and mass level in order to shed light on how changes in one affect the other.

160. *Sociology of Sex Roles* 3 s.h.
Once a year

Detailed analysis of traditional sex roles, the socialization process leading to sex identity; feminism as a social movement. Recommended background: SOC 36.

170. *Sociology of Law* 3 s.h.
Once a year

Social organization of the United States legal structure and de-facto processes; societal values and the social bases of law. Empirical studies of the legal profession, juries and judicial decision-making models. The capacity of law to affect social behavior.

#Core course

171. *Intimate Human Behavior* 3 s.h.
Fall, Spring
Deals with loneliness, human sexuality (both heterosexual and homosexual), changing sex roles, changing structure of the family, sexual dysfunction, aging, illness and death. Credit given for this course or New College SSG 1, not both.

172. *Sociology of Corrections* 3 s.h.
Every other year
Internal and external relations of the postadjudicative phase of the criminal justice system in the United States. Probation, courts, parole, prisons and other total institutions are discussed, analyzed and visited, whenever practicable. Alternatives to present practices in corrections are explored. The political economy of capitalism and the prison is emphasized.

185. *Contemporary Sociological Theory* 3 s.h.
Periodically
Critical evaluation and study of recent trends in sociological concepts and theory developed over the past fifty years.

SPECIAL TOPICS: courses numbered 187 and 188 are open to students who have completed at least 6 s.h. in sociology and/or related social sciences. These courses deal with innovative or advanced topics and may include individual research or field projects. May be repeated when topics vary.

Special Topics: major themes in sociology
Fall, Spring
187, 188, 3 s.h. each
187a, 188a, 2 s.h. each
187b, 188b, 1 s.h. each

INTERDISCIPLINARY SEMINARS: courses numbered 189 and 190 are open to students who have completed at least 6 s.h. in sociology and/or related social sciences. These seminars deal with innovative or advanced topics in sociology in relation to other disciplines and may include individual research and field projects. May be repeated when topics vary.

Interdisciplinary Seminars: subjects related to sociology and other disciplines
Fall, Spring
189, 190, 3 s.h. each
189a, 190a, 2 s.h. each
189b, 190b, 1 s.h. each

191, 192. *Advanced Seminar in Sociology* 3 s.h. each
Fall, Spring
Presentation of a topic that reflects broad understanding of sociological ideas and modes of analysis with current significance to the discipline. Through joint readings and individual research, advanced students develop ideas relevant to the theme of the course. Students are expected to share their work with the class. Topics vary from semester to semester. Prerequisite: completion of four courses in sociology or permission of instructor. May be repeated for credit when topics vary. (Formerly *Senior Paper/Seminar*.)

210. *Advanced Studies in Sociology of Education* 3 s.h.
Once a year
Fundamental principles of sociology are applied to educational practice. Significance of sociology as an analytic tool for understanding the processes of education lies in its distinctive shift in emphasis from individual to group determinants of behavior. Concepts of organization, stratification, social control, socialization and social change are helpful for investigating the group contexts in which children learn; implications are for innovative group practices which are most likely to encourage learning.

219. *Interdisciplinary Seminar: Contemporary Hispanic Literature and Society* 3 s.h.
Summer
Same as SPAN 219.

250. *Readings in Sociology* 1-3 s.h.
Periodically
Independent study on special topics in sociology. Prerequisite: permission of chairperson.

251, 252. *Special Topics Seminar: Suburban Problems* 3 s.h. each
Periodically
Individual and/or group investigation and reports on advanced sociological topics related to suburban problems. Prerequisite: permission of instructor or chairperson.

272. *Sociology of Juvenile Corrections* 3 s.h.
Periodically
Analysis of the social organization of juvenile corrections and rehabilitation in the United States. Includes: visiting lecturers, field trips and class lectures on the historical development of juvenile corrections; the social obstacle to rehabilitation of minors; class struggle and youth crime and correction; corrections as a career; social implications of a separate rehabilitation system for youth and related areas. An exploration of alternatives.

Spanish (SPAN)

Professor McNair *Chairperson*

Professors DaSilva, Rodriguez, Thompson; Associate Professor Cao; Assistant Professor Heller.

B.A. SPECIALIZATION IN SPANISH: 27 semester hours in Spanish beyond SPAN 4, including 111, 171, and six semester hours of comparative literature.

Credit in a language course cannot be given to a student who has already earned credit for a higher-numbered course in the same language when the course numbers in question indicate level of comprehension and ability in the introductory and intermediate study of that language.

Majors must take a diagnostic examination upon completion of 15 credits (SPAN 5, 109, 111, 113, 114 and/or 115). This test will be given twice a year, November and April.

NOTE: language laboratory work is required in all modern foreign language courses on the 1, 2, 3, 4 level.

B.A. SPECIALIZATION IN IBERO-AMERICAN STUDIES: 36 semester hours as follows: 12 semester hours chosen from SPAN 112 or 121, 113, 125, 126; 12 semester hours chosen from SPAN 180, 195, 198, 199 or any other course in Spanish literature, taken under advisement; ANTH 105, ECO 110, HIST 142, PSC 130.

B.A. SPECIALIZATION IN IBERO-AMERICAN STUDIES WITH A MINOR IN INTERNATIONAL BUSINESS: 54 semester hours as follows: 24 semester hours in Spanish as described above but including SPAN 121; ANTH 105, ECO 110, HIST 142, PSC 130; 18 semester hours in business courses chosen from IB 150, 162, 163; MKT 101, 170; MGT 101, 171.

See complete B.A. requirements, page 75.

TEACHING OF SPANISH IN HIGH SCHOOL, see page 331.

A MINOR IN SPANISH consists of 18 semester hours, at least six hours in residence, beyond SPAN 4, as follows: SPAN 5, 109 or 110, 111, 113, 115; and 112, 114, or one advanced course.

A **MINOR IN IBERO-AMERICAN STUDIES** consists of 18 semester hours, with at least 6 semester hours in residence, as follows: 12 semester hours chosen from SPAN 112 or 121, 113, 125, 126; 6 semester hours chosen from ANTH 105, ECO 110, HIST 142, PSC 130.

SUMMER STUDY IN SPAIN, see International Study, page 17.

MASTER OF ARTS IN SPANISH*

BILINGUAL GRADUATE PROGRAMS, see Bilingualism.

INTENSIVE SUMMER LANGUAGE PROGRAM

Beginning Spanish 9 s.h.
(The equivalent of SPAN 1, 2, 3.) No previous language experience necessary. An accelerated program with stress on the audio-lingual aspect of the language. Intensive practice in listening and speaking. Cultural and literary readings.

Advanced Spanish 9 s.h.
(The equivalent of three of the following: 110, 111, 112, 113, 114, 115.) An accelerated program providing intensive practice in speaking, listening comprehension, reading and writing. Culture and civilization. Prerequisite: SPAN 5 or equivalent.

Summer Language Institute 3 s.h. each
SPAN 209, 210 and 211 are designed for foreign language and prospective language teachers.

Graduate Spanish 6 s.h.
(The equivalent of two of the following: 221-226.)

SIGMA DELTA PI: a national Spanish honor society, see pages 64, 70.

SPANISH LITERATURE IN TRANSLATION, see Spanish course listings.

COURSES

In addition to semester notations next to each course, several courses are offered during the January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

1. *Elementary Spanish* 3 s.h.
Fall, Spring
Fundamentals of structure. Oral drill.

2. *Elementary Spanish* 3 s.h.
Fall, Spring
Continuation of 1. Selected readings. Prerequisite: SPAN 1 or equivalent.

3. *Intermediate Spanish* 3 s.h.
Fall, Spring
Structural review. Readings and conversations on the culture of Spain and Latin America. Composition. Prerequisite: SPAN 2 or equivalent.

4. *Intermediate Spanish* 3 s.h.
Fall, Spring
Readings, composition and conversations on Spanish and Latin-American writers. Prerequisite: SPAN 3 or equivalent.

5. *Advanced Reading* 3 s.h.
Fall, Spring
Development of the reading skill. While the foreign language, spoken and written, will be the basis of classwork and written assignments, the course will aim at attaining the stage of liberated reading.

100. *Honors Essay* 3 s.h.
Fall, Spring

The research for and the writing of a substantial essay in the field of Spanish language and literature. Open only to senior Spanish majors who desire to graduate with departmental honors and who secure, before registration, the written permission of the instructor who will supervise the essay.

106. *Contemporary Journalism* 3 s.h.
Periodically

Readings in current Latin-American and Spanish periodicals, with emphasis on business, government, education, international trade, demographic statistics and the evolving role of women. All readings and discussion will be in Spanish. Prerequisites: SPAN 4 or equivalent and permission of department.

108. *Individualized Oral Communication* ½ s.h.
Fall, Spring

Stresses authentic intonation patterns, oral proficiency and listening comprehension. Students meet on an individual basis once a week for twenty-five minutes with a native Spanish-speaking instructor. These sessions are augmented by language laboratory and off-campus experiences. Prerequisite: SPAN 4 or equivalent. Spanish major or minor, or students concurrently enrolled in any Spanish course beyond SPAN 4.

NOTE: may not be used to satisfy the foreign language requirement; course may be taken for a total of four semesters with a maximum of 2 s.h. applied toward the B.A. degree.

Prerequisites for all courses numbered 109 through 140: successful completion of 5 or permission.

109, 110. *Spanish Conversation and Oral Practice* 3 s.h. each
109: Fall; 110: Spring

Intensive training in oral practice and self-expression. Practical phonetics. Prepared discussion on assigned topics with definite vocabulary preparation, oral reports and oral criticism of Spanish books. Training in language laboratory. SPAN 110 is a continuation of 109. It is required of Spanish majors who receive a grade of C- or less in 109. Except by permission, 109 is a prerequisite of 110. Major or minor credit for either 109 or 110, not both.

111. *Structural Analysis* 3 s.h.
Fall

Principal problems of Spanish structure and syntax. Oral and written composition.

112. *Advanced Spanish Composition* 3 s.h.
Once a year

Exercises intended to develop correct writing and good idiomatic usage. Introduction to stylistics. Imitation of styles through critical analysis. Prerequisite: SPAN 111.

113. *Hispanic Culture and Civilization* 3 s.h.
Spring

The cultural heritage and the civilization of today. The latter is based essentially on an anthropological view of culture.

114. *History of Hispanic Literature* 3 s.h.
Fall

Literary movements in literature, with stress on the Middle Ages and Golden Age.

115. *Oral Interpretation of Literature* 3 s.h.
Spring

Study and practice in analysis of Hispanic literature, with stress on the 19th and 20th centuries. Presentation of the various types of

*Applications not accepted in 1997-98. For further information, contact the Spanish Department.

literature: short story, poetry, novel, essay, drama. Consideration of techniques of reading aloud; consideration of diction, sound values, imagery and rhythm. This course is a continuation of 114; it is required of Spanish majors who receive a grade of C- or less in 114.

116, 117, 118, 119. *Readings in Spanish* 1 s.h. each
Fall, Spring

Designed to help the student maintain proficiency and interest in Spanish and enhance the reading facility within the specific field. Prerequisite: completion of SPAN 4 or equivalent.

120. *Contemporary Castilla* 3 s.h.
Summer

A presentation of Spain within the area of the theater and the arts, specifically in the cities of Castilla. Offered only in the Hofstra in Spain summer program.

121. *Language and Form in the Commercial World* 3 s.h.
Periodically

A combined conversation and writing course: oral-audio skills, with stress on business and professional contexts (telephone and office etiquette, legal interrogation, interviewing and interpreting, etc.), while developing simultaneously techniques of personal and commercial correspondence. Individual practice, oral and written, with fieldwork on the development of topical vocabularies for specific industrial application. All readings and discussion will be in Spanish.

122. *Economic History of Spain and Latin America* 3 s.h.
Periodically

A study of the geography and resources of the Hispanic countries, the origins of their economic systems and major aspects of their industrial development. Taught bilingually, with primary source materials in Spanish and critical-evaluative materials in English.

123. *Politics of the Hispanic World* 3 s.h.
Periodically

Development and contemporary presence of political institutions of Spain and Latin America: backgrounds of the Spanish state from the time of the feudal plantation systems (latifundios); regionalism and separatism; the implantation of the Spanish political state in the "Indies"; the transition from colony to national entities, bossism (caciquismo, caudillismo) and the military dictatorship. The role of the church; efforts toward unity of "la raza," the rise of 20th-century movement, indigenous and foreign born; the seeds of today and tomorrow. Taught bilingually.

124. *Portrait of the Hispano* 3 s.h.
Summer

Anthropological view of the Hispano from antiquity to the present: art, mores and linguistic expression; the "transparent word" that reveals through language, idioms, legend and humor the true character of a people. Taught bilingually.

125. *Hispanic Presence in the United States* 3 s.h.
Periodically

A sociological view, coupled with the Hispanic cultural heritage in North America. Early explorations, Spain and the American Revolution, the mission period, New Orleans under the Spaniard, the great Mexican, Puerto Rican and Cuban migrations, the economic contributions of the Hispano, products, livestock, foodstuffs, etc., and the influence of the Hispanic letters, law, art, architecture, music and dress on the American way of life. Emphasis on the life of the Hispanic groups in contemporary U.S.A. Taught bilingually.

126. *Contemporary Hispanic Thought* 3 s.h.
Periodically

Analysis of salient trends in current Spanish and Latin-American thought as reflected through fiction, essay and periodical literature. Special attention to "proletarian" literature and art; attitudes toward religion, the church, women, morality, political violence and other elements of contemporary society. Taught bilingually.

127. *United States and Latin America: Friend or Foe* 3 s.h.
Periodically

A study of United States-Latin American relations from the wars of independence to the establishment of the Monroe Doctrine, the annexation of Texas, the Spanish-American War to the big Revolution, the era of FDR and the good neighbor policy, attempts at hemispheric unity, Pan-Americanism, the OAS and later developments. Taught bilingually.

128. *Spain and Latin America Today: Changing World* 3 s.h.
Periodically

A study of current events, nation by nation, day by day. Leaders of the Hispanic world, forces of dissidence and terrorism, sources of crisis, sources of hope. A bilingual course amplified through periodical readings and field research.

140. *Intensive Approach to Oral and Written Skills* 6 s.h.
Periodically

For majors and students with a special interest in intensive exposure to language skills: listening-comprehension, speaking, reading and writing. Credit given for this course or SPAN 111 or 112.

Prerequisite for the courses listed below: 114 and/or 115, or permission.

151. *Middle Ages Through Renaissance* 3 s.h.
Once a year

Evolution of Spanish literature through first half of the 16th century. Emphasis on *Poema del Cid*, *La Celestina*, *Lazarillo de Tormes* and poetry of Garcilaso.

162. *Spanish Drama of the Golden Age* 3 s.h.
Once a year

Theatrical development, techniques, stage changes, music, historical motif and the philosophical and social reforms of the 17th century as reflected in drama. Cervantes' *Numancia*, *Ciclo de Lope* and *Ciclo de Calderon* are to be studied.

171. *Cervantes* 3 s.h.
Spring

Cervantes' life and his minor works. Study and appreciation of *El Quijote*.

180. *Literature Seminar* 3 s.h.
Once a year

Advanced seminar on a literary research theme to be selected annually. Readings, reports and discussions. Open only to advanced students, namely seniors and/or juniors who have satisfactorily completed two literature courses. May be repeated for credit when topics vary.

192. *Romanticism and Realism* 3 s.h.
Once a year

Evolution of Spanish poetry and theater in the romantic period and of the realistic novel in the second half of the 19th century. Reading of representative texts.

195. *Contemporary Literature* 3 s.h.
Fall

Theater, prose and poetry from the generation of 1898 to present. Philosophical thought: Unamuno, Ortega.

198. *Spanish-American Literature* 3 s.h.
Fall
Understanding of the major literary movements from the pre-Columbian through the colonial, the classical and the romantic periods to 1888. Emphasis on *Ercilla*, *Sor Juana*, *Olmedo*, *Lizardi* and *Hernandez*.
199. *Modernismo to the Contemporary Period* 3 s.h.
Spring
Origins and development of this period: poetry, representative novels and short stories. *Dario*, *Gonzalez Martinez*, *Neruda*, *Quiroga*, *Azuela*, *Guiraldes* and others.
Courses numbered 200 and above are open only to matriculated graduate students or by permission.
201. *Advanced Structure of Present Day Spanish* 3 s.h.
Periodically
Advanced structural analysis of Spanish contrasted with English. The course will stress both written expression and techniques for classroom application.
202. *The Spanish Language* 3 s.h.
Periodically
Historical development of the language from the Latin through changes to the modern Spanish. Dialectical differences between Spanish of Spain and that of Spanish America.
203. *Literary Criticism of Spanish Prose of the 20th Century* 3 s.h.
Periodically
Analysis of literary prose works and the study of the literary movements that characterize them.
204. *Literary Criticism of Spanish-American Prose of the 20th Century* 3 s.h.
Periodically
Analysis of literary prose works and the study of the literary movements that characterize them.
205. *Studies in the Culture of Spain* 3 s.h.
Periodically
A review of contemporary period. Study of representative texts depicting various aspects of the civilization of Spain today—political, economic and social.
206. *Studies in Cultures of Spanish America* 3 s.h.
Once a year
An anthropological study of pre-Columbian to present day Spanish America.
208. *Foreign Language Workshop* 3 s.h.
Periodically
Structure of the Spanish language. Application of latest methods, techniques and materials.
- 209, 210, 211. *Summer Language Institute* 3 s.h. each
Summer
Designed for foreign language and prospective language teachers. Stress on listening comprehension and speaking; application of latest methods, techniques and materials; applied linguistics, culture and civilization.
212. *Contrastive Bilingualism* 3 s.h.
Fall
A contrastive analysis of Spanish and English in terms of various linguistic principles. The course will focus especially on the pedagogical implications of linguistic problems.
213. *Development of Social and Psychological Bilingual Trends in the United States* 3 s.h.
Spring
Diachronic and synchronic approaches to language. English and Spanish are studied in their variants vis-a-vis principles of language. The discussion of general topics will encompass problems of Hispanics in the United States. Recommend taking 212 prior to taking this course.
214. *Bilingualism in Perspective* 3 s.h.
Once a year
Historical examination of bilingual cultures of Europe (especially of Spain) and of the Americas. Analysis is made of similar developments and trends in contemporary societies.
215. *Bilingual Workshop* 3 s.h.
Fall
Theoretical and practical consideration of language in action in a mixed cultural group. The course will take advantage of live situations and community resources. The behavioral motivation and degree of acculturation desired will be analyzed. Existing materials and principles for creating and adapting materials will be treated as well.
216. *Literature of Protest and Nationalism* 3 s.h.
Summer
The literature of revolution and reform, from the wars of independence to the present. The framework will be historical and sociopolitical in perspective.
218. *People and Cultures of Latin America* 3 s.h.
Summer
An integrated study of the institutions, culture groups and literary traditions of Spanish America. Social and economic functions of the “*hacienda*,” Church, politics, university and others in combination with literary works that exemplify these topics. Specific regions or countries are examined individually. Taught in English. Same as ANTH 218.
219. *Interdisciplinary Seminar: Contemporary Hispanic Literature and Society* 3 s.h.
Summer
Analysis of significant aspects of the culture of poverty, migratory processes, changing social values and institutions as well as the impact of industrialization upon the Hispanic groups. Sociocultural assimilation of these groups in the United States. Representative writers, both in sociology and in literature, will be selected. Taught in English. Same as SOC 219.
220. *Teaching English in a Bilingual Program* 3 s.h.
Periodically
Material, method and curriculum for the teaching of English in a bilingual, bicultural program.
- 221 through 226. *Major Authors, Literary Movements and Genres* 3 s.h. each
Periodically
Intensive study of an outstanding author, movement or literary genre of Spain and Spanish America. Subjects to be announced.
- 251, 252. *Readings in Spanish* 3 s.h. each
Periodically
Literary works and current literary criticism in selected fields. Oral and written reports at seminar sessions. Prerequisite: permission of department.
301. *Master's Essay* 3 s.h.
Fall, Spring
Candidates who choose to write a master's thesis will do so under the supervision of a graduate adviser.
305. *Comprehensive Studies* 3 s.h.
Periodically
Designed to analyze the movements of all Spanish and Spanish-American literature from its beginning to the 17th century. Each literary movement is studied in depth, after which an examina-

tion is given. No credit for a grade of less than B. This course will serve as part of the option for the comprehensive examination. Prerequisites: 21 s.h. of graduate work in Spanish and permission of the program coordinator. This course may not be used to satisfy the basic 33 s.h. requirement for the M.A. in Spanish.

306. *Comprehensive Studies* 3 s.h.
Periodically

Designed to study all Spanish and Spanish-American literature from the 18th to the 20th century. Each literary movement is studied in depth, after which an examination is given. No credit for a grade of less than B. Both 305 and 306 must be taken in order to satisfy the option for the comprehensive examination. Prerequisites: 21 s.h. of graduate work in Spanish and permission of the program coordinator. This course may not be used to satisfy the basic 33 s.h. requirement for the M.A. in Spanish.

307. *Bilingual Doctoral Seminar* 3 s.h.
Spring

An exploration of related research topics in bilingual/bicultural education. Development and design of specific research proposals, which will be submitted to the department's bilingual faculty and graduate students as the first step in fulfillment of the doctoral course requirements intended for all Ph.D. candidates in the Educational Research and Reading Bilingual/Bicultural programs.

308. *Bilingual Doctoral Seminar* 3 s.h.
Spring

This course is a continuation of 307. Prerequisite: SPAN 307.

309. *Bilingual Doctoral Seminar* 3 s.h.
Spring

This course is the last sequential course of the required 9 hours for the doctoral seminar for all Ph.D. candidates in the bilingual programs. Prerequisites: SPAN 307, 308.

LITERATURE IN TRANSLATION (SPLT): 51 through 57

51. *Don Quixote and the Modern Novel* # 3 s.h.
Spring

Modern Spanish and Latin-American novels in the tradition of Cervantes' *Don Quixote*, with emphasis on point of view, theme, time and space, structure, characterization and style.

52. *Interpreting the Hispanic Legacy* # 3 s.h.
See course description, page 373.

53. *Early Spanish-American Heritage* 3 s.h.
Fall

A comprehensive study of literary, social, and political thought of Latin America by some of its leading writers from the colonial period through independence. Taught in English.

54. *19th- and 20th-Century Latin-American Literature* 3 s.h.
Spring

Social, political and literary developments. Taught in English.

55. *20th-Century Spanish Outlook* 3 s.h.
Fall

Twentieth-century trends in Spain as seen through writers of the generation of '98 and the generation of '27. Works by Unamuno and Lorca, among others will be discussed. Taught in English.

56. *Spain Since the Civil War* 3 s.h.
Spring

Contemporary Spain seen through writings from 1940 to the present. Special attention is given to continuing developments in essay, fiction and theater. Taught in English.

57. *Gender and Culture: Women Through the Lens of Spanish Female Writers* # 3 s.h.
Periodically

Portrayal of women in the narratives of Spanish female writers. Fictional roles are used as models for examining said roles in

Spanish society in differing historical periods. Dynamics of gender and power, society and culture serve as backdrop for the readings. Interpretation of the readings is two-fold: the literary critique of characterization and narrative strategies, and the analysis of sociocultural patterns that inform the writers' world.

Special Education (SPED)

CENTER FOR SPECIAL EDUCATION AND REHABILITATION,
SEE PAGE 22.

Administered by the Department of Counseling, Research, Special Education, and Rehabilitation. Associate Professor Wong, *Chairperson*

Special Education offers master's and professional diploma programs which provide a comprehensive, integrated experience aimed

at developing skills and competencies in educating the exceptional child, adolescent and adult. The special education programs are such that each student receives broad based experiences in all areas of special education. There are, at the same time, areas of focus, whereby a student establishes further expertise with one or more specific types of handicapping conditions.

PROGRAMS

MASTER OF SCIENCE IN EDUCATION: competency based teacher education programs which prepare professional personnel in the education of children and youth with retarded mental development and emotional disturbances and those with physical neurological and learning disabilities.

Special education programs are designed for teachers possessing their elementary or secondary teaching certificates and/or certification in speech or reading. Our programs lead to New York State certification as a teacher of special education. See Program I.

Extended programs are available also for students with no formal preparation in the field of education. See Program II.

The early childhood special education program is designed to prepare students with undergraduate training and certification in elementary education (PreK-6), or in special education to become teachers of young children (birth-5) with disabilities. See Program III.

Extended programs are available also for students with no formal preparation in the field of education. See Program IIIA.

The dual program in reading and special education (K-12) leads to New York State certification in reading and special education. See Program IV.

The dual program in special education and art therapy leads to New York State certification in special education (K-12). See Program V.

Special Education Bilingual Extension Program leads to New York State certification in special education (K-12). See Program VI.

The Special Education programs meet all of the standards for the preparation of professional personnel in Special Education established by the Council for Exceptional Children (CEC).

MASTER OF ARTS: for students who have completed a basic program in special education on the undergraduate level. See Program VII.

MASTER OF PROFESSIONAL STUDIES: students working toward a Master of Science in Special Education and possessing a Master of Science degree in a related field will receive a Master of Professional Studies degree.

#Core course

CONCENTRATION IN THE EDUCATION OF CHILDREN WHO ARE GIFTED/TALENTED: designed for certified teachers and for students enrolled in special education programs. See page 351.

PROFESSIONAL DIPLOMA: designed to meet specific individual requirements for professional careers in the development and coordination of clinical and instructional activities in school or district-wide programs, research and/or pedagogy in special education. For admission and program requirements, see Program VIII. Students with advanced standing and previous training and experience in other programs may take individual courses with the approval of the department.

Applications and instructions for all programs are available in the Graduate Admissions Office in the Admissions Center and in the Department of Counseling, Research, Special Education, and Rehabilitation in Mason Hall.

Program Coordinators

Special Education Coordinator: Professor Bowe

Early Childhood Special Education: Professor Gold

Education of Children with Mental Retardation: Professor McKnight-Taylor

Education of Children with Emotional/Behavior Disorders: Professor Gold

Education of Children with Physical, Neurological and Learning Disabilities: Associate Professor Zalma

Education of Children who are Gifted and Talented: Professor McKnight-Taylor

Professional Diploma: Associate Professor Zalma

Special Education/Art Therapy: Associate Professor Zalma

Reading/Special Education: Associate Professor Zalma

ADMISSION REQUIREMENTS—for Master's Programs

1. completion, with an acceptable grade-point average, of a bachelor's degree at an accredited institution;
2. personal interviews with department members;
3. educational and professional references (three);
4. voluntary or paid work experience in special education or with individuals with disabilities preferred.

PROGRAM ADVISEMENT

All matriculated students are required to meet with a departmental faculty adviser and complete a Graduate Student Advisement Record following admission to the Program.

NOTE: Students must meet established New York State test requirements for certifications.

See complete graduate information, page 66.

MASTER OF SCIENCE IN EDUCATION

The following seven programs are offered leading to the degree of Master of Science in Education. A written comprehensive examination is required for all the programs. See page 70; see also complete graduate information, page 66.

PROGRAM I. For students with certification in elementary or secondary education, speech or reading—34 s.h. program. Satisfactory completion of this program leads to New York State certification as a teacher of special education (K-12).

The program consists of a sequence of core courses and experiences required of all students regardless of area of concentration and additional courses related to the specific area of concentration.

Area 1. Special Education Core Courses: 19 s.h.

- SPED 201. *The Exceptional Child: Cognitive & Affective Functions*, 3 s.h.
 242. *Psychoeducational Assessment in Special Education*, 3 s.h.
 245. *Curriculum & Methods in the Education of Students with Disabilities*, 4 s.h.
 237. *Practicum: Teaching Children with Disabilities*, 6 s.h.

Foundations of Education—200-level course, 3 s.h.

Area 2. Special Education Concentrations: 15 s.h.

select one of the following areas:

A. Children with Retarded Mental Development

- SPED 210. *Crafts & Allied Skills for Children with Disabilities*, 3 s.h.
 211. *Nature & Needs of Children with Retarded Mental Development*, 3 s.h.
 241. *Nature & Needs of Children with Emotional/Behavior Disorders*, 3 s.h., or
 246. *Nature & Needs of Students with Neurological Impairments/Learning Disabilities*, 3 s.h.

Electives, under advisement, 6 s.h.

B. Emotional/Behavior Disorders

- SPED 241. *Nature & Needs of Children with Emotional/Behavior Disorders*, 3 s.h.
 246. *Nature & Needs of Students with Neurological Impairments/Learning Disabilities*, 3 s.h.
 248. *Education of Children with Emotional & Social Disturbances, & Children with Autism*, 3 s.h.

Electives, under advisement, 6 s.h.

C. Physical/Neurological/Learning Disabilities

- SPED 246. *Nature & Needs of Students with Neurological Impairments/Learning Disabilities*, 3 s.h.
 249. *Nature & Needs of Individuals with Physical Impairments: Psychology of Persons with Disabilities*, 3 s.h.
 241. *Nature & Needs of Children with Emotional/Behavior Disorders*, 3 s.h., or
 211. *Nature & Needs of Children with Retarded Mental Development*, 3 s.h.

Electives, under advisement, 6 s.h.

PROGRAM II. For students with no formal course work or teaching experience in elementary or secondary education—43-46 s.h. program. Students with one year of teaching experience as the classroom teacher take SPED 237 instead of dual student teaching.

For provisional certification in elementary education (PreK-6) or secondary education (7-12) students must satisfy New York State requirements and apply directly to the State Education Department.

In addition to the required special education core courses and courses in the special education concentration, students must complete either elementary or secondary education as a general education background. Required elementary or secondary education courses should be taken first, with the exception of dual student teaching.

Area 1. 12-15 s.h.

Elementary Education

- ELED 205. *Language in the Curriculum*, 3 s.h.
 206. *Social Studies in the Curriculum*, 3 s.h., or
 208. *Science & Mathematics in the Curriculum*, 3 s.h.
 213 or 214. *Child Development & the Elementary School Program*, 3 s.h.

READ 224. *Teaching of Reading*, 3 s.h. or

Secondary Education

- SED 264. *The Teacher in the School Setting*, 3 s.h.
 213. *The Adolescent & the Secondary School*, 3 s.h.

Methods course, 3 s.h.

Curriculum course, 3 s.h.

Educational electives, under advisement, 3 s.h.

Area 2. Special Education Core Courses: 22-25 s.h.

- SPED 201. *The Exceptional Child: Cognitive & Affective Functions*, 3 s.h.

242. *Psychoeducational Assessment in Special Education*, 3 s.h.
245. *Curriculum & Methods in the Education of Students with Disabilities*, 4 s.h.
- 219A-219B. *Supervised Teaching in the Elementary School in Special & Regular Education Classes*, 4½ s.h. each and
- ELED 223. *Analysis of Teaching Behavior*, 3 s.h.
- SPED 223A-223B. *Supervised Teaching in the Secondary School in Special & Regular Education Classes*, 4½ s.h. each
- Foundation of Education—200-level course, 3 s.h.

Area 3. Special Education Concentrations: 9 s.h.
select one of the following:

Mentally Retarded

- SPED 210. *Crafts & Allied Skills for Children with Disabilities*, 3 s.h.
211. *Nature & Needs of Children with Retarded Mental Development*, 3 s.h.
241. *Nature & Needs of Children with Emotional/Behavior Disorders*, 3 s.h., or
246. *Nature & Needs of Students with Neurological Impairments/Learning Disabilities*, 3 s.h.

Emotionally Disturbed

- SPED 248. *Education of Children with Emotional & Social Disturbances, & Children with Autism*, 3 s.h.
241. *Nature & Needs of Children with Emotional/Behavior Disorders*, 3 s.h.
246. *Nature & Needs of Students with Neurological Impairments/Learning Disabilities*, 3 s.h.

Physically Disabled/Neurologically Impaired/Learning Disabled

- SPED 246. *Nature & Needs of Students with Neurological Impairments/Learning Disabilities*, 3 s.h.
249. *Nature & Needs of Individuals with Physical Impairments: Psychology of Persons with Disabilities*, 3 s.h.
211. *Nature & Needs of Children with Retarded Mental Development*, 3 s.h., or
241. *Nature & Needs of Children with Emotional/Behavior Disorders*, 3 s.h.

PROGRAM III. EARLY CHILDHOOD SPECIAL EDUCATION: designed to prepare students with undergraduate training and certification in elementary education (PreK-6), or in special education to become teachers of young children (birth-5) with disabilities—36 s.h. program. Professor Gold, *Program Coordinator*

The program consists of core courses in special education, including a practicum, with related courses in elementary education and speech.

In-service teachers who hold special education certification but wish to expand their expertise in the area of early childhood special education may take courses on a nonmatriculated basis.

A comprehensive examination in special education is required of all degree candidates.

- ELED 271. *Early Childhood Curriculum*, 3 s.h.
272. *Curriculum Innovations in Early Childhood Programs*, 3 s.h.
- SPED 207. *Introduction to Young Children with Disabilities*, 3 s.h.
208. *Educational Intervention for Young Children with Disabilities*, 3 s.h.
209. *Early Intervention: Infants & Toddlers*, 3 s.h.
210. *Crafts & Allied Skills for Children with Disabilities*, 3 s.h.
216. *Assessment & Diagnosis in Early Childhood Special Education*, 3 s.h.

- SPED 204. *Counseling & Guidance of Parents of Children with Disabilities*, 3 s.h.
310. *Issues in Infant, Toddler, Preschool, Parent & Family Involvement Programs*, 3 s.h.
- SPCH 235. *Introduction to Speech-Language-Hearing Disorders*, 3 s.h.
- SPED 237. *Practicum: Teaching Children with Disabilities*, 6 s.h. or
- 237A. *Practicum: Teaching Children with Disabilities*, 3 s.h.
(for in-service students only)

Electives, under advisement, 3-6 s.h.

PROGRAM IIIA. EARLY CHILDHOOD SPECIAL EDUCATION: for students with no formal course work or teaching experience in elementary or special education. 51 s.h. program. Students with one year of full time teaching experience as the classroom teacher in elementary education take SPED 237 instead of dual student teaching.

Admission to this graduate program requires a baccalaureate degree from an accredited college or university with at least 60 semester hours in liberal arts, including one year (6 s.h.) of a foreign language, a minimum of 21 credits in a humanities, natural science or social science concentration with a 2.5 grade point average in liberal arts. Students who have not met the full admission requirements may be advised to complete prerequisite courses under a planned program before becoming eligible for full acceptance.

Required elementary courses should be taken first, with the exception of dual student teaching.

This master's program leads to dual certification in elementary education (PreK-6, and early childhood annotation) and special education by the State Education Department upon recommendation by the University.

A comprehensive examination in special education is required of all degree candidates.

Area 1. 12 s.h.

- ELED 205. *Language in the Curriculum*, 3 s.h.
206. *Social Studies in the Curriculum*, 3 s.h., or
208. *Science & Mathematics*, 3 s.h.
- 213 or 214. *Child Development & the Elementary School Program*, 3 s.h.
- READ 224. *Teaching of Reading*, 3 s.h.

Area 2. 39 s.h.

- ELED 271. *Early Childhood Curriculum*, 3 s.h.
272. *Curriculum Innovations in Early Childhood Programs*, 3 s.h.
- SPED 207. *Introduction to Young Children with Disabilities*, 3 s.h.
208. *Educational Intervention for Young Children with Disabilities*, 3 s.h.
209. *Early Intervention: Infants & Toddlers*, 3 s.h.
210. *Crafts & Allied Skills for Children With Disabilities*, 3 s.h.
216. *Assessment & Diagnosis in Early Childhood Special Education*, 3 s.h.
204. *Counseling & Guidance of Parents of Children With Disabilities*, 3 s.h.
310. *Issues in Infant, Toddler, Preschool, Parent & Family Involvement Programs*, 3 s.h.
- SPCH 235. *Introduction to Speech-Language-Hearing Disorders*, 3 s.h.
- SPED 219A-219B. *Supervised Teaching in the Elementary School in Special and Regular Education Classes*, 4½ s.h. each

PROGRAM IV. A dual Master of Science program in reading and special education (K-12) leading to Clinical Specialist in Reading

for Children with Learning Disabilities and to New York State certification in reading and special education. For program requirements, see under Reading, page 315. Associate Professor Zalma: *Program Coordinator*

PROGRAM V. A dual Master of Science program in special education and art therapy—67-70 s.h. Satisfactory completion of this program leads to New York State certification in special education (K-12).

Designed to prepare candidates with competencies in both art therapy and in special education. Graduates will be qualified to work with individuals with disabilities as teachers in special education and as art therapists on therapeutic treatment teams in hospitals, nursing homes, day treatment centers, rehabilitation and residential settings, and other mental health facilities. Professional preparation will provide candidates with experiences in the use of art therapy in the treatment of persons with mental illness, physical disabilities and special learning needs. Associate Professor Zalma, *Program Coordinator*

In addition to admission requirements, as outlined above for the M.S. in Education programs, students must:

1. Hold a bachelor's degree from an accredited institution with a minimum grade point average of 2.8;
2. have completed 12 semester hours in psychology (including developmental and abnormal);
3. have completed 15 semester hours in studio art;
4. show competency in art by presenting a portfolio (in cases of an exceptional portfolio, studio art credits may be waived at the discretion of the program coordinator);
5. possess a New York State teaching certificate in elementary or secondary education or the willingness to fulfill the necessary education requirements.

A comprehensive examination in special education is required of all degree candidates.

Area 1. Art Therapy Course Requirements: 29 s.h.

- CAT 210. *Foundations of Art Therapy*, 3 s.h.
 211. *Art Therapy with Children*, 3 s.h.
 221 & 222. *Fieldwork: Creative Arts Therapy*, 1 s.h. each
 209. *Art Media in Art Therapy*, 3 s.h.
 212. *Group Art Therapy*, 3 s.h.
 214. *Art Therapy Methods I*, 3 s.h.
 215. *Art Therapy Methods II*, 3 s.h.
 218 & 219. *Internship: Creative Arts Therapy*, 3 s.h. each
 300. *Seminar: Creative Arts Therapy*, 3 s.h. (in lieu of thesis or comprehensive examination in art therapy)

Area 2. Art Therapy Electives: 4 s.h.

- SPED 280-289, A-Z. *Workshops*, 1-4 s.h. each

Area 3. Psychosocial Requirements: 6-9 s.h.

- COUN 203. *Introduction to Counseling*, 3 s.h., or
 223. *Theories & Principles of Counseling*, 6 s.h. (at discretion of adviser, dependent upon student's background and interest)
 PSY 216. *Behavior & Personality—Normal & Abnormal*, 3 s.h.

Area 4. Special Education Course Requirements: 28 s.h.

- SPED 201. *The Exceptional Child: Cognitive & Affective Functions*, 3 s.h.
 249. *Nature & Needs of Individuals with Physical Impairments: Psychology of Persons with Disabilities*, 3 s.h.
 246. *Nature & Needs of Students with Neurological Impairments/Learning Disabilities*, 3 s.h.
 241. *Nature & Needs of Children with Emotional/Behavior Disorders*, 3 s.h. or

211. *Nature & Needs of Children with Retarded Mental Development*, 3 s.h.
 210. *Crafts & Allied Skills for Children with Disabilities*, 3 s.h.
 242. *Psychoeducational Assessment in Special Education*, 3 s.h.
 245. *Curriculum & Methods in the Education of Students with Disabilities*, 4 s.h.
 237. *Practicum: Teaching Children with Disabilities*, 6 s.h.

PROGRAM VI. SPECIAL EDUCATION BILINGUAL EXTENSION PROGRAM: for students with certification in elementary or secondary education, speech or reading—40 s.h. program. Satisfactory completion of this program leads to New York State certification as a special education teacher (K-12) qualified to work with bilingual students and/or students with native languages other than English.

The program consists of a sequence of core courses and experiences required of all students regardless of area of concentration, additional courses related to the specific area of concentration, and the bilingual extension courses.

In addition, students must satisfy a language proficiency requirement by submitting evidence of having achieved a satisfactory level of oral and written proficiency in English and in the target language of instruction on the New York State Teacher Certification Examinations.

Area 1. Special Education Core Courses: 16 s.h.

- SPED 201. *The Exceptional Child: Cognitive & Affective Functions*, 3 s.h.
 242. *Psychoeducational Assessment in Special Education*, 3 s.h.
 245. *Curriculum & Methods in the Education of Students with Disabilities*, 4 s.h.
 237. *Practicum: Teaching Children with Disabilities*, 6 s.h. (performed in a bilingual special education setting)

Area 2. Special Education Concentrations: 9 s.h.

select one of the following areas:

A. Children with Retarded Mental Development

- SPED 210. *Crafts & Allied Skills for Children with Disabilities*, 3 s.h.
 211. *Nature & Needs of Children with Retarded Mental Development*, 3 s.h.
 241. *Nature & Needs of Children with Emotional/Behavior Disorders*, 3 s.h., or
 246. *Nature & Needs of Students with Neurological Impairments/Learning Disabilities*, 3 s.h.

B. Emotional/Behavior Disorders

- SPED 241. *Nature & Needs of Children with Emotional/Behavior Disorders*, 3 s.h.
 246. *Nature & Needs of Students with Neurological Impairments/Learning Disabilities*, 3 s.h.
 248. *Education of Children with Emotional & Social Disturbances, & Children with Autism*, 3 s.h.

C. Physical/Neurological/Learning Disabilities

- SPED 246. *Nature & Needs of Students with Neurological Impairments/Learning Disabilities*, 3 s.h.
 249. *Nature & Needs of Individuals with Physical Impairments: Psychology of Persons with Disabilities*, 3 s.h.
 241. *Nature & Needs of Children with Emotional/Behavior Disorders*, 3 s.h., or
 211. *Nature & Needs of Children with Retarded Mental Development*, 3 s.h.

Area 3. Bilingual Extension Courses: 15 s.h.

- FDED 248. *Multicultural Education in the Metropolitan Area*, 3 s.h.

- ELED 225. *Teaching English as a Second Language*, 3 s.h.
- SED 265. *Methods & Materials in Bicultural Education*, 3 s.h.
- ELED 246. *Methods & Materials for Bilingual Teaching of Reading in Bicultural Settings*, 3 s.h. or
- RES 241. *Testing & Evaluation of Bilingual Students*, 3 s.h.
- SPAN 218. *People & Cultures of Latin America*, 3 s.h.

MASTER OF ARTS: SPECIAL EDUCATION

PROGRAM VII. Designed to provide students with advanced professional preparation as reflective scholar-practitioners who will be able to systematically study and research current educational concerns which relate to teaching exceptional children and youths from diverse backgrounds. This advanced program is for students who are certified in at least one area of special education and who have completed at least one year of successful professional teaching experience with exceptional children or successful supervised student teaching or practicum—34 s.h. program. See complete graduate information, page 66.

Required Courses: 34 s.h.

- SPED 270. *Seminar: Professional Problems & Issues*, 3 s.h.
- 271. *Cognitive Development & Language Acquisition of Exceptional Children*, 3 s.h.
- RES 259. *Introduction to Statistical Methods in Educational Research*, 3 s.h.
- 259L. *Computer Laboratory*, 1 s.h.
- 381. *Research Methods in Education*, 3 s.h. or
- 258. *Understanding Research Methodology*, 3 s.h.
- SPED 200. *Administration & Supervision of Special Education*, 3 s.h.
- 204. *Counseling & Guidance of Parents of Children with Disabilities*, 3 s.h.
- 247. *Behavior Modification with Exceptional Populations*, 3 s.h.
- 301. *Master's Thesis Seminar I*, 3 s.h.
- 302. *Master's Thesis Seminar II*, 3 s.h.

Electives, under advisement, 6 s.h.

In addition to the above requirements, all students are expected to participate in symposia, field visits to institutions and agencies, etc. Evening students must anticipate utilization of Saturdays for such undertakings.

Full-time students will be expected to participate in a noncredit internship program. Students will be assigned to a variety of agencies on a rotating basis, and will devote a minimum of 4 hours weekly to observation and participation in the activities of the given agency.

PROFESSIONAL DIPLOMA IN SPECIAL EDUCATION

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

ADMISSION REQUIREMENTS

- 1) a master's degree in special education or in a functionally related field plus a New York State certificate as a teacher in special education;
- 2) a grade-point average of 3.0 from an accredited institution;
- 3) certification in elementary or secondary education, reading or speech and hearing and special education;
- 4) at least two years teaching in the field of special education;
- 5) at least three letters of reference from professional and/or academic sources;

- 6) a detailed resume of professional and related experiences;
- 7) a comprehensive statement of professional goals and objectives;
- 8) a personal interview with department faculty.

PROGRAM REQUIREMENTS

Area 1. Specialization: 19 s.h.

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

Area 2. Related Professional Study, 12 s.h.

Chosen under advisement.

CONCENTRATION

EDUCATION OF GIFTED/TALENTED CHILDREN

This 12 s.h. concentration is designed for certified teachers and for students enrolled in special education master's or professional diploma programs who may elect to take a second area of concentration.

PROGRAM REQUIREMENTS

- SPED 255. *Nature & Needs of Gifted/Talented Children*, 3 s.h.
- 256. *Instructional Methods & Materials for Gifted/Talented Children*, 3 s.h.
- 257. *Exploration & Assessment of Programs for Gifted/Talented Children*, 3 s.h.
- 258. *Internship: Gifted/Talented Children*, 3 s.h.

ADVANCED CERTIFICATES

CONSULTATION IN SPECIAL EDUCATION

This 18 semester hour program, which includes a field experience, prepares professional personnel to serve as special education consultant teachers. Designed for teachers certified in special education with regular education background who wish to broaden their skills. This sequence can be used within an M.A. in Special Education or as a post-master's program. No more than six semester hours from a master's degree can be used toward the certificate program.

REQUIRED	Sem. Hrs.
SPED 204. <i>Counseling & Guidance of Parents of Children with Disabilities</i>	3
206. <i>Vocational Guidance for Students & Adults with Mental, Emotional & Physical Disabilities</i>	3
238. <i>Field Experience</i>	3
262. <i>Teaching in Resource Rooms</i>	3
263. <i>Techniques of Collaborative Consultation in Special Education</i>	3
264. <i>Techniques of Mainstreaming/Inclusion</i>	3
	18

EARLY CHILDHOOD SPECIAL EDUCATION

This 18 semester hour program, which includes a field experience, is designed for teachers holding early childhood or special

education certification who wish training in the field of early childhood special education.

		<i>Sem. Hrs.</i>
REQUIRED		
SPED	207. <i>Introduction to Young Children with Disabilities</i>	3
	208. <i>Educational Intervention for Young Children with Disabilities</i>	3
	209. <i>Early Intervention: Infants & Toddlers</i>	3
	216. <i>Assessment & Diagnosis in Early Childhood Special Education</i>	3
	238. <i>Field Experience</i>	3
SPCH	235. <i>Introduction to Speech-Language-Hearing Disorders</i>	<u>3</u>
		18

POSTSECONDARY TRANSITION SPECIALIST

This 16 semester hour program prepares special educators and related services personnel including rehabilitation counselors, school counselors, etc., to facilitate postsecondary transition to educational, vocational and community living settings for students with disabilities. This sequence can be used as part of a master's degree or for post-master's study.

Prerequisites

A course in adolescent psychology at either the undergraduate or graduate level, and certification in special education or a related field.

		<i>Sem. Hrs.</i>
REQUIRED		
SPED	279. <i>Introduction to the Transition Process</i>	1
REHB	229. <i>Review, Exploration & Assessment of Rehabilitation Resources</i>	3
SPED	206. <i>Vocational Guidance for Students & Adults with Mental, Emotional & Physical Disabilities</i>	3
REHB	239. <i>Placement Practice in Transitional Supported or Competitive Employment</i>	3
SPED	263. <i>Techniques of Collaborative Consultation in Special Education</i>	3
	238. <i>Field Experience</i>	3
		<u>16</u>

SPECIAL EDUCATION ASSESSMENT AND DIAGNOSIS

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

Prerequisites: 6 s.h. or equivalent

RES	259. <i>Introduction to Statistical Methods in Educational Research</i> , 3 s.h.	
SPED	242. <i>Psychoeducational Assessment in Special Education</i> , 3 s.h.	
REQUIRED		
SPED	216. <i>Assessment & Diagnosis in Early Childhood Special Education</i>	3
READ	248. <i>Assessment & Evaluation of Reading & Writing</i>	3
RES	241. <i>Testing & Evaluation of Bilingual Students</i>	3

SPED	272. <i>Advanced Psychoeducational Assessment in Special Education: Clinical & Classroom Application</i>	<u>4</u>
		13

EDUCATION HONOR SOCIETIES, see page 69.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during the January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

Undergraduate option: one undergraduate elective is available, SPED 100. All other special education courses are open only to graduate students.

100. *Introduction to Exceptional Children* 3 s.h.
Periodically

An introduction to the nature of special educational provisions for the exceptional child. Survey is undertaken of the characteristics of exceptional children (mentally retarded, emotionally disturbed, learning disabled, physically disabled, speech and hearing and visually impaired, gifted and talented) and the curriculum adjustment they require. Students are required to participate in a number of field trips and observations as an aspect of this course.

200. *Administration and Supervision of Special Education* 3 s.h.
Fall, Spring

Study of the organizational patterns and administrative practices in educational programs for handicapped children and adolescents. Attention is directed at procedures for development of community integration of programs, staff orientation and recruitment; supervision and development of instructional programs, guidance, and evaluation of pupils and staff.

201. *The Exceptional Child: Cognitive and Affective Functions* 3 s.h.
Fall, Spring, Summer

Survey course designed to provide the student with a basic understanding of the entire field of special education with emphasis on current trends, critical issues and research regarding children with disabilities (mental retardation, emotional disturbance, learning and/or physical disabilities, speech and hearing and visual impairment, gifted and talented). Emphasis is placed upon a generic rather than a disability oriented approach to special education.

202. *Case Work and Community Services for Persons with Disabilities* 3 s.h.
Periodically

Examination of the community needs of persons who are mentally retarded or have other handicapping conditions. Survey and evaluation of the policies and programs of public and private agencies concerned with the care, education and training of persons with disabilities. (Formerly *Case Work and Community Services for the Handicapped*.)

204. *Counseling and Guidance of Parents of Children with Disabilities* 3 s.h.
Fall, Spring, Summer

Principles and practices of guidance and counseling as these apply to parent-school, parent-child and sibling relationships as well as rehabilitation and legal aspects of children and youth (mental retardation, emotional disturbance, learning and/or physical disabilities, gifted and talented). (Formerly *Counseling and Guidance of Parents of Handicapped Children*.)

206. *Vocational Guidance for Students and Adults with Mental, Emotional and Physical Disabilities* 3 s.h.
Periodically
Principles and practices of vocational guidance as applied to students and adults with mental, emotional and physical disabilities. Study of the organization and administration of programs of occupational education and the development of work-study programs and supportive employment. Examination of techniques and community resources for occupational evaluation, job placement and follow-up. (Formerly *Vocational Guidance for the Mentally, Emotionally and Physically Handicapped.*)
207. *Introduction to Young Children with Disabilities* 3 s.h.
Fall
Causation, nature and needs of the pre-school exceptional child with varying handicapping conditions are examined. Attention given to the implications for community, educational and family planning. Prerequisite: PSY 153. (Formerly *Introduction to Young Children with Handicapping Conditions.*)
208. *Educational Intervention for Young Children with Disabilities* 3 s.h.
Spring
A cross-categorical study of current practice in the teaching of preschool children with handicapping conditions is integrated with related theory. Methods of organization of instruction, diagnostic teaching and selection of materials are emphasized. Prerequisite: SPED 207. (Formerly *Educational Intervention for Young Children with Handicapping Conditions.*)
209. *Early Intervention: Infants and Toddlers* 3 s.h.
Periodically
Needs of infants and toddlers with varying disabling conditions are addressed. Specific methods and materials for working in home and center-based programs are presented. Prerequisite: PSY 153. Prerequisite or corequisite: SPED 207. (Formerly *Early Intervention: Infant Stimulation.*)
210. *Crafts and Allied Skills for Children with Disabilities* 3 s.h.
Spring, Summer, January
Designed to provide teachers of children with varied disabilities with an understanding of the role of art, crafts and manual skills. Students utilize a variety of media in the development of activities and projects which may be integrated with other areas of instruction. There is a material fee of \$15. Prerequisite or corequisite: SPED 201. (Formerly *Crafts and Allied Skills for the Handicapped.*)
211. *Nature and Needs of Children with Retarded Mental Development* 3 s.h.
Fall, Spring
A study of the nature and needs of the child with mental retardation, particularly in relation to the school setting; examination of various theories of mental retardation and their implications for education. Related research findings will be summarized and evaluated. Prerequisite or corequisite: SPED 201. (Formerly *Nature and Needs of the Mentally Retarded.*)
214. *Curriculum and Methods for Children with Severe Retardation* 3 s.h.
Periodically
Study of the philosophical and historical basis for the development of public school programs for children with severe retardation. Survey of the characteristics of these children, curriculum development, program organization, methods of instruction. (Formerly *Curriculum and Methods for the Trainable Retarded Child.*)
216. *Assessment and Diagnosis in Early Childhood Special Education* 3 s.h.
Fall
A multidisciplinary approach to the problems of diagnosis, referral and program planning. Students participate in case "staffing" and examine diagnoses and therapeutic procedures employed by the variety of professions concerned. (Formerly *Determining Therapeutic Educational Procedures for the Mentally, Emotionally and Physically Handicapped.*)
- 217-218. *Problems in Curriculum Development and Improvement of Instruction* 3 s.h. each
Periodically
Review of research dealing with problems of curriculum development, teacher training and recruitment, supervision of instruction in special education. Students meet with supervisory personnel in special education from selected public school districts and explore the above areas in depth. In cooperation with such public school personnel, and under guidance of members of the faculties of the Departments of Counseling, Research, Special Education, and Rehabilitation, and Educational Administration, students undertake to recommend and implement programs for improvement of existing practices in the given school district.
- 219A-219B. *Supervised Teaching in the Elementary School in Special and Regular Education Classes* 4½ s.h. each
Fall, Spring
(Physical Disabilities, Neurological Impairment/Learning Disabilities, Emotional Disturbances and/or Mental Retardation). For matriculated students with no teaching certification seeking a master's degree as well as permanent certification in elementary and special education. Students will have experience in both regular and special classes. Students matriculated in early childhood special education will be placed in early childhood settings. They are visited periodically in these settings and will attend a weekly seminar devoted to the analysis of teaching activities, experiences and case studies. Teaching competencies will be evaluated. Admission by permission of adviser and application to the Office of Field Placement and the Department of Counseling, Research, Special Education, and Rehabilitation prior to October 1 for spring classes and March 1 for fall classes. Must be taken with ELED 223. Same as ELED 219. Students must register for SPED 219A and 219B concurrently. (Formerly *Supervised Teaching in the Elementary School with Normal and Handicapped Children; 219.*)
220. *Education of Children with Cerebral Palsy* 3 s.h.
Periodically
Study of the etiology, characteristics, and educational programs and teaching methods.
- 223A-223B. *Supervised Teaching in the Secondary School in Special and Regular Education Classes* 4½ s.h. each
Fall, Spring
For matriculated graduate students seeking teacher certification with an extension to include teaching students with physical handicaps, learning disabilities and/or emotional disturbance. Students are periodically visited in a regular junior and/or senior high school and in a special education setting. Weekly seminars are devoted to analysis of teacher's activities, experiences and case studies. Evaluation of teaching effectiveness will be examined. Prerequisites: SPED 242 and 245. SED 264, 205, 213 and appropriate methods course(s); a cumulative grade-point average of 2.85 or better in field in which certification is sought. Admission by application and permission. Same as SED 223. Students must register for SPED 223A and 223B concurrently. (Formerly *Supervised Teaching in the Secondary School with Normal, Physically Handicapped/Learning Disabled and Emotionally Disturbed Students; 223.*)
237. *Practicum: Teaching Children with Disabilities* 6 s.h.
Fall, Spring
For preservice students and for persons currently employed as teachers of children with disabilities (physical disabilities, neurological impairment/learning disabilities, emotional disturbances

and/or mental retardation). Students are visited periodically at their schools, followed by individual conferences. Students attend weekly seminars devoted to analysis of teaching activities, experiences and case studies emphasizing identification and assessment of learning needs, comprehensive planning and program development. Teaching competencies will be evaluated. Critical issues and problems in the field will be explored. Open only to matriculated students who have filed applications with the department prior to October 1 for spring classes and March 1 for fall classes. Prerequisites: SPED 201, 242 and 245, and depending upon area: SPED 211, 241, 246 and 249; permission of adviser. Pass/Fail grade only. (Formerly *Practicum: Teaching Handicapped Children.*)

237A. *Practicum: Teaching Children with Disabilities* 3 s.h.
Summer

Same as 237. Prerequisite: SPED 265. Open only to matriculated students who have filed applications with the department prior to October 1. Inservice students in Program II Early Childhood Special Education may take a special education elective with 237A. Pass/Fail grade only. (Formerly *Practicum: Teaching Handicapped Children.*)

238. *Field Experience* 3 s.h.
Spring

Designed for students in advanced certificate programs to provide practice within an educational setting for a minimum of 100 clock hours. Biweekly seminars are held. Students are required to maintain a log describing and reflecting on their teaching activities, individual case studies and/or collaborative consultation techniques that they may employ. Prerequisite: permission of adviser. Applications must be filed by October 1 for the spring semester and March 1 for the fall semester. (Formerly *Field Experience in Collaborative Consultation.*)

241. *Nature and Needs of Children with Emotional/Behavior Disorders* 3 s.h.
Fall, Spring, Summer

A study of the nature of children with emotional/behavior disorders and youth as individuals, with particular emphasis on the educational setting. Prerequisite: SPED 201. Graduate credit will generally be given for SPED 241 or PSY 257. (Formerly *Nature and Needs of Emotionally Disturbed Children.*)

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

The construction, use and interpretation of clinical and educational measuring instruments and evaluation techniques for the assessment of adults and children with learning disorders in school settings as well as in programs for individuals with mental, emotional, physical/learning disabilities. Basic descriptive statistics, prescriptive teaching and the diagnostic-remediation process are examined with emphasis on individual and group assessment. There is a material fee of \$15. Prerequisite: SPED 201. For special education majors only.

245. *Curriculum and Methods in the Education of Students with Disabilities* 4 s.h.
Fall, Spring

Current trends in program organization, curriculum development, teaching methods in special education for students with emotional, mental and physical and learning disabilities are reviewed and evaluated. Emphasis is on 1) intervention strategies and instructional techniques; 2) selecting and developing materials and activities; 3) applying adaptive methods of teaching. Methods of evaluating interpersonal behavior and instructional effectiveness will be explored. Prerequisites: SPED 201, 242. Depending upon area of concentration: SPED 211, 241, or 246 and 249. (Formerly *Curriculum and Methods in the Education of the Handicapped.*)

246. *Nature and Needs of Students with Neurological Impairments/Learning Disabilities* 3 s.h.
Fall, Spring

A study of the theoretical and methodological approaches to the education of students with neurological impairments and learning disabilities, including analysis of psychoeducational characteristics and an examination of the concepts of prescriptive teaching. Learning and its deviation will be explored with emphasis on motor and perceptual learning, thinking disorders and disorders in reading, writing and arithmetic. Attention will be given to behavioral considerations associated with brain damage in children and neurophysiological insights into teaching. Prerequisite: SPED 201. Prerequisite or corequisite: SPED 249. (Formerly *Nature and Needs of the Neurologically Impaired/Learning Disabled.*)

247. *Behavior Modification with Exceptional Populations* 3 s.h.
Fall, Spring, Summer

Introduction to principles of behavior modification and the application in regular and special education settings in order to deal more effectively with children and adults with disabilities. Course includes supervised classroom behavior modification projects. Prerequisite: presently teaching in special or regular class; teacher enrolled in regular or special education program. (Formerly *Behavior Modification in Special Education Settings.*)

248. *Education of Children with Emotional and Social Disturbances, and Children with Autism* 3 s.h.
Spring

A study of the educational facilities, techniques and curriculum modifications for children with severe emotional and social problems. Attention will be given to the educational, familial and cultural dynamics involved in such disturbances. (Formerly *Education of Emotionally and Socially Disturbed Children, Autism Children.*)

249. *Nature and Needs of Individuals with Physical Impairments: Psychology of Persons with Disabilities* 3 s.h.
Fall, Spring, Summer

An exploration of the effects of physical disability (including neurological impairments) on psychological adjustment in educational and rehabilitation settings as it relates to concepts of self, learning and interpersonal interaction. Emphasis placed on the teacher's and rehabilitation counselor's therapeutic role through instruction and group dynamics. Discussion of the sociocultural relativity of disability and theories of the impact of disability on adjustment. Prerequisite for special education majors, SPED 201; for rehabilitation counseling majors, REHB 230, 231. (Formerly *Nature and Needs of Individuals with Physical Impairments: Psychology of the Disabled.*)

250. *Education of the Gifted* 3 s.h.
Periodically

Consideration of the problem of identification of the intellectually gifted, of curriculum modification and educational programming designed to meet the needs of such children.

251, 252. *Individual Study* 1-3 s.h. each
Fall, Spring, January, Summer

Independent project in the field of special education or directed special study in the student's area of interest, or professional need as approved by the major adviser. Progress reports and periodic conferences are required as well as a final report of the study. Prerequisite: permission of adviser.

255. *Nature and Needs of Gifted/Talented Children* 3 s.h.
Periodically

A study of the unique nature and needs of the gifted/talented child, particularly in relation to the school setting, including an examination of the concept of creativity and its implications for educational intervention.

256. *Instructional Methods and Materials for Gifted/Talented Children* 3 s.h.
Periodically
Study of widely applicable principles, processes and models for curriculum and teaching strategies. Designed primarily for experienced teachers and teachers in training already familiar with approaches and strategies in specific subject areas and grade levels.
257. *Exploration and Assessment of Programs for Gifted/Talented Children* 3 s.h.
Periodically
An examination through visitation and analysis of different programs and program models. Systematic evaluation will be undertaken utilizing observation procedures for teacher and student performance as well as organization and administration of the program.
258. *Internship: Gifted/Talented Children* 3 s.h.
Periodically
Engagement in sequential and sustained field-based experiences under systematic supervision to foster development of competencies in planning for and teaching gifted and talented students.
260. *Education of the Disadvantaged Youth* 3 s.h.
Periodically
Theories, concepts and techniques. An exploration of program and curricular innovations. An examination of content, purpose and method of the major subject matter areas of the elementary and secondary schools as they relate to the disadvantaged.
261. *Cultures of the Disadvantaged* 3 s.h.
Periodically
The concerns and modes of inquiry surrounding the study of the disadvantaged in appropriate cultural contexts. A development of man as a biosocial organism transmitting culture through formal and informal systems of education. There will be a fieldwork requirement in connection with this course.
262. *Teaching in Resource Rooms* 3 s.h.
January
The development and implementation of resource rooms for students with handicapping conditions. Prerequisite: SPED 245.
263. *Techniques of Collaborative Consultation in Special Education* 3 s.h.
Fall
Course expands the students' skills by focusing on the professional role of the experienced special education teacher as collaborative consultant with other professionals.
264. *Techniques of Mainstreaming/Inclusion* 3 s.h.
Spring
Course enables the student to utilize the principles of mainstreaming. Such topics as the legal mandate, nature and needs of students with disabilities, and writing and utilizing the Individual Education Program (IEP) are examined. Special emphasis on adapting methods, curriculum and materials to the needs of children with disabilities within the mainstream. Prerequisites: certification in regular education or special education. (Formerly *Techniques of Mainstreaming*.)
265. *Demonstration Class: Teaching Children with Learning Disabilities* 3 s.h.
Spring, Summer
Demonstration of diagnostic-prescriptive teaching practices. Opportunities to observe informal assessment procedures, instructional strategies, and a variety of program approaches. Opportunity to participate in group and individualized instruction, under supervision; current problems and issues will be discussed. Matriculated students only.
266. *Computerized Instruction in Special Education* 3 s.h.
Periodically
Familiarity with existing computer programs and the creation and expansion of new ones in the areas of computer-assisted instruction, computer-managed instruction and data retrieval systems related to the education of children and youth with disabilities. Opportunities will be provided for acquiring skills in computer technology. Program writing and exploring research will be included.
270. *Seminar: Professional Problems and Issues* 3 s.h.
Fall
An exploration of current issues in special education at a professional level. Topics include (but not limited to) law and child advocacy, current status of state and federal legislation related to handicapping conditions, teacher-parent communication, IEP models, mainstreaming, diagnostic categories and teaching strategies, issues regarding nomenclature, and attitudes and perception toward individuals with disabilities. Extensive reading will be required, with in-depth discussion of selected topics. Open to students matriculated in the professional diploma program and other graduate students with departmental approval.
271. *Cognitive Development and Language Acquisition of Exceptional Children* 3 s.h.
Periodically
A study of the neuropsychology of learning applied to an understanding of the underlying deviations in children with learning disabilities. Atypical development in thinking will be examined as it relates to the acquisition of language and associated skills, mathematics and other school learning. Models of learning relevant to the special educator will be explored. Prerequisite: SPED 246; corequisite: SPED 270.
272. *Advanced Psychoeducational Assessment in Special Education: Clinical and Classroom Application* 4 s.h.
Periodically
Demonstrations and supervised experiences in the classroom application of teacher-administered informal and formal assessment procedures in special education. Selection, evaluation and construction of criterion-reference tests measuring perceptual-motor, language and academic skills as well as behavioral rating techniques. Implication for a systematic approach to program development and remedial activities as an extension of the diagnostic process. Prerequisite: SPED 242 or equivalent; corequisites: SPED 270, 271.
273. *Curriculum Development and Evaluation* 3 s.h.
Periodically
The course will focus on evaluation and analysis of existing curricula strategies in special education in order to facilitate implementation of remedial procedures, criterion and/or norm referenced measures. New curricular approaches will be developed and/or adapted based on evaluation findings. Criteria will be developed for evaluating educational programs in public, private and institutional settings. Prerequisite: SPED 245 or equivalent; corequisites: SPED 270, 271, 272.
274. *Research Seminar I: Review of Research and Methodology* 3 s.h.
Periodically
Problems and methods of educational research focusing on programs and practices in special education/rehabilitation. Basic experimental designs, ethical issues, and the status of current literature regarding selected topics are examined. Prerequisites for special education majors: SPED 270, 271, 272, 273; for rehabilitation majors: REHB 228, 230; SPED 242.

275. *Research Seminar II: Individual Research* 3 s.h.
Periodically
Students will carry out a research project related to the field of special education. Problem statements, theory, research objectives and methodological designs will be explored and individual projects will be presented to the group for analysis and discussion. Prerequisites: SPED 270, 271, 272, 273, 274 or equivalents.
276. *Early Childhood Education: Mainstreaming the Young Child with Special Learning Needs* 3 s.h.
Summer
Same as ELED 276.
279. *Introduction to the Transition Process* 1 s.h.
Spring
The purpose of this course is to acquaint the students with recent federal and state regulations that directly relate to Transition Services. The focus is on the inclusion of transition services into the IEP process and product. The problems and issues which may be encountered are also addressed.
- 280 through 289, A-Z. *Workshops* 1-4 s.h. each
Periodically
Designed to meet the needs of specific groups of students or educators.
As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken.
300. *Special Topics: Advanced Seminar in Special Education* 3 s.h.
Periodically
In-depth analysis of current trends in special education. Students are required to prepare a paper of publishable quality and to lead a related seminar. Prerequisites: Master's-level courses and permission of instructor.
301. *Master's Thesis Seminar I* 3 s.h.
Fall, Spring
Examination of research developments, trends and needed research in areas of exceptionality. Study or research design and implementation. Students are assisted in development of master's problem. Prerequisite: permission of adviser.
302. *Master's Thesis Seminar II* 3 s.h.
Fall, Spring
Implementation of master's problem: conducting research and writing and defending the master's problem. Prerequisite: permission of adviser.
310. *Issues in Infant, Toddler, Preschool, Parent and Family Involvement Programs* 3 s.h.
Once a year
Same as ELED 310.
311. *International Perspectives in Special Education* 3 s.h.
Periodically
Provides students with current knowledge, research and clinical/instructional practices in special education from an international perspective. Information relevant to the needs of special education programs in the United States is identified. Prerequisites: completion of Master's-level courses.
312. *Contemporary Cultures and Special Education* 3 s.h.
Periodically
Effect of social, cultural and economic conditions on the diagnosis, education and family support of students with handicapping conditions is examined. Exploration of areas for facilitation of

learning as well as potential barriers is undertaken. Emphasis on multicultural and bilingual populations.

313. *Technology for Populations with Special Needs* 3 s.h.
Periodically
Course includes a critical review of research into the effectiveness of computer-managed and computer-assisted instruction and its social/emotional impact. Skills in instructional software evaluation and authoring, and management systems are developed. Emphasis on the design and use of computer simulations in assessment and instruction of exceptional population. Review of augmentative and adaptive technology to facilitate learning by persons with sensory and communication impairments is included.
314. *Practicum: College Teaching and Field Setting* 3 s.h.
Spring
Students receive practical experiences as teachers and/or research assistants in higher education; as apprentices to teacher education consultants or program managers and supervisors in schools, and rehabilitation agencies; as assistants to student teacher supervisors in teacher education programs; as senior counselors supervising interns. Critical reviews of students performance are made by faculty and peers through seminar discussions and on-site supervision. Prerequisites: REHB 353, 355 and permission of adviser. Pass/Fail grade only. Same as REHB 314.
315. *Public Policy and Local Practice in Special Education* 3 s.h.
Periodically
Focus on past and current federal and state policies and their impact on educational, social and vocational services for children and adults with handicapping conditions. Decision-making policies and practices at the local level are also examined. Prerequisites: completion of Master's-level courses.
601. *Dissertation Seminar* 3 s.h.
Periodically
Clarification and structuring of a dissertation topic as a research undertaking. Presentation, analysis and critique of participant's research outlines leading to departmental acceptance of the research proposal. Orientation to dissertation organization and writing format. Prerequisites: required courses in area of emphasis and approval of department. Pass/Fail grade only.
602. *Dissertation Proposal Preparation* 3 s.h.
Periodically
For students whose dissertation proposals have not been approved in 601. Registration in 602 is continuous until the proposal is accepted. No degree credit granted for 602.
604. *Dissertation Advise ment* 3 s.h.
Periodically
Doctoral candidates enroll in 604 upon departmental acceptance of the dissertation proposal. Registration in 604 is continuous until the dissertation is accepted.

Speech Communication and Rhetorical Studies (SPCM)

Associate Professor Fleischman, *Chairperson*

Associate Professors Drucker, Merrill, Sloyer; Assistant Professor Gingrich-Philbrook.

Candidates for graduation from the School of Communication with the degree of Bachelor of Arts must fulfill the B.A. requirements as listed under the School of Communication on page 104. In addition, students majoring in the Department of Speech Communication and Rhetorical Studies must complete the program requirements listed under one of the B.A. majors listed below.

B.A. MAJOR IN SPEECH COMMUNICATION AND RHETORICAL STUDIES: 36 s.h.

- 12 s.h.—SCO 1, 2, 3, 4
- 6 s.h.—SPCM 1, 7
- 6 s.h.—Chosen from SPCM 33, 53, 109, 119
- 6 s.h.—Chosen from SPCM 21, 24, 25, 117, 121, 147
- 6 s.h.—Chosen from SPCM 11, 107, 125, 128, 171

Speech Communication and Rhetorical Studies majors are also required to take:

- 6 s.h.—Chosen from comparative literature, linguistics, literature in translation, drama, English, economics, history, philosophy, political science, psychology, sociology, and anthropology

B.A. MAJOR IN SPEECH COMMUNICATION EDUCATION with a concentration in Teaching of Speech, see page 333.

NOTE: For students interested in majoring in combined disciplines, inquiry should be made in the School of Communication Dean's Office, Room 318, Dempster Hall.

Speech Communication and Rhetorical Studies majors are encouraged to take course work and/or minor in audio, video, film, journalism, mass media studies, psychology, linguistics, English, drama, literature in translation, comparative literature, management and marketing in consultation with the major adviser.

A MINOR IN SPEECH COMMUNICATION AND RHETORICAL STUDIES consists of the successful completion of 18 semester hours in speech communication and rhetorical studies, with at least 6 semester hours in residence, under advisement and with the approval of the adviser.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

- 1. *Oral Communication* # 3 s.h.
Fall, Spring
Develop effective communication skills through a variety of communicative experiences including intrapersonal, interpersonal, interviewing, nonverbal, small group communication, and public speaking. Theories of communication are explored. Recommended for all students. (Formerly SPCH 1.)
- 7. *Public Speaking* # 3 s.h.
Fall, Spring
Examination of the theory and practice of public communication. Emphasis on critical thinking, listening, and the art of criticism. Practice in speech composition and delivery, stressing principles of clarity, interest, and audience analysis. Speeches to inform and to persuade are stressed. (Formerly SPCH 7.)
- 11. *Voice and Diction* 3 s.h.
Fall, Spring
Exploration of theories of speech and voice production. Students have the opportunity to practice individual patterns of speech and voice. Attention is paid to vocal quality, variety, flexibility, and range. Dialectical variations in speech production are discussed. Recommended for students interested in improving communicative skills. Same as SPCH 3.
- 21. *Introduction to Performance Studies* 3 s.h.
Fall, Spring
The techniques of performance as applied to literature and other written and transcribed materials. Consideration is given to investigation and analysis of performed texts. Critical listening is encouraged in the peer evaluation of student performances. (Formerly SPCH 21; *Interpretive Reading*.)

- 24, 25. *Readers Theater* 2 s.h. each
Periodically
An opportunity to select, adapt, rehearse and perform in oral reading style, prose, poetry and drama for presentation to community groups, e.g., schools, libraries, hospitals. Not to be taken more than two semesters for credit. Prerequisite: permission of instructor. Pass/D+/D/Fail grade only. (Formerly SPCH 24, 25.)
- 33. *Nonverbal Communication in Human Interaction* 3 s.h.
Once a year
Processes and effects of communicating in nonverbal behavior and message systems with emphasis on communication by means of body movement (kinesics), spatial relationships (proxemics) and vocal cues (paralinguistics); by means of touch, physical appearance and dress, physical behavior and communication through objects. Readings, discussion and research projects. (Formerly SPCH 120.)
- 47. *Freedom of Speech* 3 s.h.
See course description, page 375.
- 53. *Gender and Intercultural Issues in Communication* 3 s.h.
Once a year
An investigation of how and to what extent gender and culture influence individuals' strategies for communicating. Attention is given to verbal and nonverbal norms of one's own culture and gender, and the extent to which rigid adherence to such norms may impede effective communication. (Formerly SPCH 107, *Gender and Cross-Cultural Issues in Communication*.)
- 107. *Argumentation and Debate* 3 s.h.
Once a year
Basics of argumentation; evidence, argument and analysis. Practice in construction of briefs and in effective oral presentation of logical argument. Emphasis on critical thinking and examination of current public policy issues. (Formerly SPCH 108.)
- 109. *Communication and the Legal System* 3 s.h.
Fall, Spring
Introduction to the communication process in the legal system with attention paid to client counseling, negotiation, mediation and arbitration, and advocacy. The core of this course is the investigation into communication theory as it applies to the legal process. Work in class involves performance, criticism and research. (Formerly SPCH 110.)
- 117. *Advanced Public Speaking* 3 s.h.
Once a year
Theory and history of rhetoric; the use of logical, emotional, and ethical appeal; the psychology of speaker and audience; semantic problems in speaking. Practical applications include preparation and presentation of impromptu, manuscript, broadcast, and ceremonial speeches. Prerequisite: SPCM 7. (Formerly SPCH 117.)
- 119. *Small Group Communication* 3 s.h.
Once a year
Theory and practice of reaching decisions rationally and democratically through cooperative thinking. For individuals engaged in education, management, public affairs, labor relations, and other problem-solving and decision-making situations. (Formerly SPCH 111, *Small Group Discussion*.)
- 121. *Advanced Performance Studies* 3 s.h.
Once a year
Group performance of literature, exploration of narrative voice in performance, techniques of audience analysis, scripting, di-

#Core course

recting and performing for Chamber Theater. Rehearsal hours are required. Prerequisite: SPCM 21. (Formerly SPCH 122, *Advanced Interpretive Reading and Performance Studies*.)

125. *Dramatic Activities in Educational and Therapeutic Settings* 3 s.h.

Once a year
Provides the student teacher/therapist with an opportunity to use the techniques of role play and improvisation to reinforce a curricular area, encourage social skills and facilitate communication. Use of dramatic activities as a diagnostic and therapeutic tool with special populations is explored, as well as the social value of theater in the classroom. (Formerly SPCH 125.)

128. *American Public Address: The Rhetoric of Conflict and Controversy* 3 s.h.

Once a year
The role of public address in shaping today's world. Historical and theoretical background, analysis of speeches in politics, religion, labor, education and social reform using films and recordings of controversial contemporary speakers. (Formerly SPCH 119, *Rhetoric of Conflict and Controversy*.)

147. *Intercollegiate Forensics* 1 s.h.

Fall, Spring
Preparation for and competition in intercollegiate forensics (speech and debate). Includes frequent weekend travel. No more than six semester hours may be applied toward any degree. Prerequisite: permission of instructor. Pass/D+/D/Fail grade only. (Formerly SPCH 109, *Intercollegiate Speech and Debate*.)

150, 151. *Independent Study/Readings* 1-3 s.h. each

Fall, Spring
Guided student research through selections assigned by the instructor for written and oral reports. Students must obtain, before registration, written permission of the instructor who will guide the research. (Formerly SPCH 151, *Special Studies in the Speech Arts*.)

171. *Speech Communication and Rhetorical Studies Internship* 3 s.h.

Fall, Spring
An internship program that affords students an opportunity to apply their classroom experience in speech communication to a professional work setting. Students, with permission of a departmental adviser, work a requisite number of hours and complete a paper relevant to their work experience. Periodic meetings with supervising speech communication and rhetorical studies faculty are required. Prerequisites: junior class standing and successful completion of 21 credits in speech communication and rhetorical studies. (Formerly SPCH 179, *Speech Arts Internship*.)

180-189, A-Z. *Special Topics in Speech Communication and Rhetorical Studies* 1-4 s.h. each

Fall, Spring
Intensive study of major communication theories, situations, paradigms, and/or scholars. Subjects to be selected yearly. Prerequisites: SPCM 1; additional prerequisites as individual subjects require.

199. *Departmental Honors* 3 s.h.

Fall, Spring
The research for and the writing of a substantial essay, or the research, execution and presentation of a creative project in speech communication and rhetorical studies. Open only to senior speech communication and rhetorical studies majors who are eligible for and desire to graduate with departmental honors and who secure, before registration, the written permission of the instructor who will supervise the essay or project.

219. *Advanced Studies in Small Group Communication* 3 s.h.

Periodically
Study and practice in public address for educators, administrators and other school personnel. The course includes experiences in a variety of speaking situations, types and forms of discussion and parliamentary procedure. Problem-solving and decision-making conferences and meetings; conference leadership experiences are included. Prerequisite: undergraduate study in public speaking, debate or small group communication or permission of instructor. (Formerly SPCH 211, *Discussion, Conference Leadership and Public Address*.)

221. *Literature in Performance* 3 s.h.

Periodically
Provides an experience in the communication of literature to an audience. Oral and theatrical techniques are combined to project the work of the author to stimulate and excite the imagination of the audience. This course is particularly geared to teachers. (Formerly SPCH 222, *Interpreters Theater*.)

300. *Departmental Seminar* 3 s.h.

Periodically
This seminar is generally a small class that concentrates attention upon a particular topic in speech communication. Students read, reflect upon, and write research papers about selected topics which pertain to the seminar, and discuss and defend their views in weekly class meetings. Not open to freshmen and sophomores. Prerequisite: 12 s.h. in speech communication coursework.

Speech-Language-Hearing Sciences (SPCH)

Professor Parker, *Chairperson*

Professor White; Associate Professors Bloom, Eisen, Ferrand, Reiter; Assistant Professors Busacco, Shafer.

The Speech-Language-Hearing Center is fully accredited by the Professional Services Board of the American Speech-Language-Hearing Association.

B.A. SPECIALIZATION IN SPEECH-LANGUAGE HEARING SCIENCES: the departmental requirement for speech-language pathology majors is 125 semester hours for the B.A. degree including 37 semester hours in the major area as follows: SPCH 3, 5, 6, 101, 102, 103, 131, 132, 133, 134, 135, 137, 138. In addition, 3 semester hours in speech communication and rhetorical studies are required.

Undergraduates may not register for M.A. level courses in Speech-Language Pathology or Audiology.

See complete B.A. requirements, page 75.

A MINOR IN SPEECH consists of the successful completion of 18 semester hours in speech-language-hearing sciences, with at least 6 hours in residence, under advisement and with the approval of the adviser.

SIGMA PI: a national speech honor society, see page 65.

The Master of Arts programs in Audiology or Speech-Language Pathology are accredited by the Educational Standards Board of the American Speech-Language-Hearing Association, the New York State Department of Education and the New Jersey State Department of Education.

MASTER OF ARTS IN AUDIOLOGY OR SPEECH-LANGUAGE-PATHOLOGY: these programs are intended for students who plan to be

audiologists or speech-language pathologists in clinical and hospital environments, private practice, early intervention programs, and primary and secondary educational settings. The academic and clinical programs are accredited by the Educational Standards Board and the Professional Services Board of the American Speech-Language-Hearing Association (ASHA) and the New York State Department of Education for Licensure in Audiology or Speech-Language-Pathology. Students may elect to complete additional coursework for eligibility toward certification as Teacher of the Speech and Hearing Handicapped.

The applicant for this degree should have completed an undergraduate concentration in communication sciences and disorders. Applicants who have not done so, must complete prerequisite coursework as per advisement by the Graduate Program Director. Students must complete all prerequisites before their application can be considered for admission to the M.A. programs. Successful completion of these prerequisites, even if taken at Hofstra, does not guarantee admission to the M.A. programs.

Application documentation must include a personal essay, GRE scores, and current letters of recommendation from at least three members of the faculty or administration at the institution from which the candidate received the baccalaureate degree. Approval of admission by the Graduate Admissions Office at Hofstra and the Graduate Program Director of the department are also required.

Admission Procedures:

Admission to the M.A. Program in Audiology occurs in the fall and spring semesters. Applications must be received by February 15 for fall admission and October 15 for spring admission.

Admission to the M.A. Program in Speech-Language Pathology occurs only in the fall semester. Applications must be received by February 15. For both M.A. Programs, applications received after those dates will be considered on a space available basis. A nonrefundable tuition deposit of \$150 is required of all accepted part-time and full-time matriculated students. When registering for the semester for which the student has been admitted, the deposit will be credited toward tuition.

Scholarships are available for qualified students. Awards are made annually based on merit. Prospective students must file scholarship applications through the Graduate Admissions Office. Matriculated students must file their applications with the Graduate Program Director. Applications must be filed no later than March 1.

No more than six semester hours of graduate courses from another university, will be accepted toward Hofstra's M.A. degree. These semester hours must have been completed prior to acceptance into the graduate program. Coursework which was completed more than five years prior to admission into the graduate program will not be accepted toward the M.A. degree in Audiology or Speech-Language Pathology. All semester hours after acceptance must be completed in residence. The M.A. degree must be completed within a five-year period from the date of completion of the student's first M.A. level course, excluding SPCH 235 and 235L.

All programs of study in audiology and/or speech-language pathology must be designed under advisement by a faculty member and approved by the Graduate Program Director. All part-time students are strongly encouraged to complete at least 6 semester hours per semester.

Candidates must maintain a minimum 3.0 average throughout their course of study. Any candidate falling below a 3.0 average will be placed on probation. A probationary status may not be maintained for more than one semester, inclusive of summer sessions. Any candidate who fails a required course in the program is subject to dismissal.

Students who have accumulated 2 or more incomplete grades at the start of a semester, including summer sessions, may not begin clinical practicum. Clinical practica in students' minor area are excluded from this policy. Students who have an incomplete

grade for any clinic course in the major area may begin the next clinic practicum in the sequence only after the incomplete clinic grade has been eliminated and a satisfactory letter grade has been assigned.

Students are required to complete successfully the comprehensive examination during the last semester of graduate study. Applicants for the examination must file within the first month of the semester in which they plan to take the examination.

Continuation in the M.A. programs requires satisfactory interpersonal behavior and professional performance in clinical practica, with no documented reports of unprofessional or unethical conduct.

For further information regarding graduate programs and scholarships, contact Associate Professor Eisen, *Graduate Program Director*, 106 Davison Hall. For students interested in the audiology program, contact Associate Professor Reiter, 107 Davison Hall.

PROGRAM REQUIREMENTS

A candidate elects one of two programs of study—Audiology or Speech-Language Pathology. Audiology majors require a minimum of 44 semester hours of graduate work taken within the department, including 7 semester hours in speech-language pathology. Speech-language pathology majors require a minimum of 53 semester hours of graduate work taken within the department. Included as part of the total Speech-Language Pathology M.A. requirements, students who have completed a 3 semester hour undergraduate course in aural rehabilitation are required to complete 4 graduate-level semester hours of audiology; all other speech-language students are required to complete 7 semester hours in audiology including aural rehabilitation.

Within each of the programs of study, a student must choose either a non-thesis or Master's Thesis track. The Master's Thesis track requires SPCH 301-302 as part of the minimum semester hours. Regardless of the track chosen, a comprehensive examination must be taken in the student's final semester of study, under advisement of the Graduate Program Director. The Comprehensive Examination will be offered three times each academic year: November, March, and July.

Each student must complete 25 hours of supervised clinical observation prior to registering for graduate clinical practica. A minimum of 375 clock hours of clinical practica are required at the graduate level with at least one practicum scheduled during a fall or spring semester. Within the first year of study, speech-language students must complete at least 35 hours of clinical work in audiology; Audiology students must complete at least 35 hours of clinical work in Speech-Language Pathology.

Each student must provide documentation of inoculation for measles/mumps, rubella and, annually, documentation of a negative TB test and physical examination.

M.A. IN AUDIOLOGY: SPCH 205, 207, 226, 227, 228, and 237 within the first year of study. SPCH 260A, 261A, 262A, 238, 239, 240, 246, 247 and 250. At least 7 semester hours in speech-language pathology including 3 semester hours in speech disorders chosen from SPCH 230, 244, 248, 249, at least 3 semester hours in language disorders chosen from SPCH 241, 242, 243.

M.A. IN SPEECH-LANGUAGE PATHOLOGY: SPCH 207 and 209 (taken within the first 12 semester hours), 226, 228 and 229 (taken within the first 21 semester hours), 204, 210, 212, 232, 241, 242, 243, 248, 249, 260S, 261S, 262S. At least 3 semester hours of speech and hearing science chosen from SPCH 203, 205, 206. At least 3 semester hours of speech disorders chosen from SPCH 230, 244, 253. SPCH 230 is strongly recommended for students applying for certification as a Teacher of the Speech and Hearing Handicapped. At least 3 semester hours in hearing disorders chosen from SPCH 237, 238, 239; for those students for whom it is a requirement (see above), 3 semester hours in aural rehabilitation chosen from SPCH 240, 247. Students who do not have an undergraduate degree or concentration in Speech-Language Pathology must complete SPCH 209 and one graduate-level

course in *either* speech or language disorders *prior to registering for SPCH 228*.

PREPARATION FOR ELIGIBILITY FOR NEW YORK STATE CERTIFICATION—TEACHER OF THE SPEECH AND HEARING HANDICAPPED: all requirements for the M.A. in Speech-Language Pathology, as listed above, must be completed. In addition, three semester hours in foundations of education, 3 semester hours in educational psychology, SPCH 139 and SED 217 are required. If either foundations of education, educational psychology, SPCH 139 or its equivalent were completed during undergraduate study, they may be accepted in lieu of these course requirements. Students who are preparing for teacher certification may take SED 217 in lieu of SPCH 262S. This coursework prepares students for eligibility toward teacher certification. Following completion of the M.A. degree and the teacher education requirements, students should apply directly to the state for certification.

See complete graduate information, page 66.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

3. *Voice and Diction* 3 s.h.
Fall, Spring

Exploration of theories of speech and voice production. Students have the opportunity to practice individual patterns of speech and voice. Attention is paid to vocal quality, variety, flexibility, and range. Dialectical variations in speech production are discussed. Recommended for students interested in improving communicative skills. Same as SPCM II.

5. *Phonetics* 3 s.h.
Fall, Spring

The study of the science of speech production, including acoustic and articulatory phonetics, phonetic transcription and sound discrimination. Attention focuses on the acoustic and physiological characteristics of speech sounds within language structure.

6. *Anatomy and Physiology of the Speech Mechanisms* 3 s.h.
Fall, Spring

Structure and function of the systems involved in the production and perception of speech including respiration, phonation, articulation, and central and peripheral nervous systems. The importance of coordination and integration of these systems for accurate speech and language production is emphasized. (Formerly *Anatomy and Physiology of the Speech and Hearing Mechanisms*.)

8. *Anatomy, Physiology and Science of Hearing* 3 s.h.
Fall, Spring

Structure and function of the auditory system explored via examination of text material, surgical drawings and models, classic and current theories and experiments in the area of audition. Additional topics include: resonance, decibels, binaural hearing, auditory adaptation and recruitment.

9. *Approaches to the Speech, Language, and Hearing Sciences*# 3 s.h.
See course description, page 373.

100. *Honors Essay-Project* 3 s.h.
Fall, Spring

Research for the writing of a substantial essay, or the research, execution, and presentation of a creative project in the speech-language-hearing sciences. Open only to senior department majors who are eligible for and desire to graduate with departmental honors and who secure, before registration, written permission of the supervising instructor.

101. *Psychology of Speech and Language* 3 s.h.
Spring

A critical examination of the processes of speech and language. Topics such as psychoacoustics and speech perception, semantic memory storage, organization and retrieval processes, animal approximations to language, hemispheric specialization, verbal learning, etc., are explored. Laboratory exercises required. Prerequisite: SPCH 6 or permission.

102. *Normal Development of Language* 3 s.h.
Fall, Spring

An examination of the normal acquisition of language with emphasis on developmental patterns, communicative need of individuals and multicultural issues affecting language development. The course explores the cognitive, linguistic, and social factors which contribute to the process. Students learn how to obtain and analyze language samples. Prerequisite: SPCH 5 or permission.

103. *Introduction to Speech and Hearing Science* 3 s.h.
Fall

Basic concepts and measurements used in the study of the physical and psychological correlates of the communication signal. Introduction to the study of acoustic phonetics, psychological and physiological acoustics.

104. *Manual Communication* 3 s.h.
Spring

A history of manual communication including the rationale for its use in therapy. A basic vocabulary of useful signs (Ameslan) will be taught in addition to developing a proficiency in finger spelling. No liberal arts credit.

131. *Disorders of Communication I* 3 s.h.
Fall, Spring

Professional and academic requirements necessary to practice in the field of speech/language pathology as stated by the New York State Licensure Board and the American Speech-Language-Hearing Association (ASHA) are examined. Articulatory, phonological and fluency disorders are discussed on several parameters: etiology assessment, manifestation and remediation. Minimum of five hours of clinical observation is a requirement of the course. Prerequisite: SPCH 5 or permission.

132. *Disorders of Communication II* 3 s.h.
Fall, Spring

Multidisciplinary approach employed for a thorough study of language-learning disorders in children. Etiologies, language and behavioral characteristics of, and continuities between pre-school and school-age children with language and learning disorders are investigated. Minimum of five hours of clinical observation is required. Prerequisites: SPCH 5, 6, 102, 131.

133, 134. *Clinical Methods in Speech, Language and Hearing Disorders I and II* 2 s.h. each

Fall, Spring
Supervised observation, report writing, discussion of clinical methods of speech-language and hearing disorders. Laboratory requirement of one hour per week.

135. *Disorders of Communication III* 3 s.h.
Fall, Spring

Intensive examination of particular speech and language disorders resulting from an underlying somatic pathological condition. Disorders of resonance, fluency, and adult language are examined in terms of etiology, symptomatology, assessment and remediation. Minimum of five hours of clinical observation is a requirement of the course. Prerequisites: SPCH 6. Prerequisite or corequisite: SPCH 102.

#Core course

137. *Introduction to Audiology* 3 s.h.
 Fall, Spring
 Problems of the deaf and hard-of-hearing, with emphasis on the anatomy and physiology of the ear, audiometric procedures and problems of sociological, educational and physiological rehabilitation.
138. *Integrative Aural Rehabilitation* 3 s.h.
 Fall, Spring
 The ramifications of hearing loss and hearing test results as they relate to the rehabilitative needs of hearing impaired people. Techniques and technologies used in audiologic rehabilitation. Topics include: hearing aids, assistive listening devices, speech-reading, auditory training, counseling, speech and hearing conversation, speech and language therapy, deaf education. Prerequisite: SPCH 137. No liberal arts credit.
139. *Organization of a Speech and Hearing Program in Elementary and Secondary Education* 2 s.h.
 Fall
 Methods of organizing speech/language and hearing programs in public schools. Exploration of different models of service delivery, e.g., Pullout, collaborative, team teaching. Introduction of state and federal regulations regarding children with communication disorders. Recommended for seniors and graduate students. Prerequisites: SPCH 131, 132. No liberal arts credit.
150. *Special Studies in the Speech Sciences* 1-2 s.h.
 Fall, Spring
 Guided student research through selections assigned by the instructor for written and oral reports. Student must obtain, before registration, written permission of the instructor who will guide the research.
203. *Seminar: Speech and Hearing Sciences* 3 s.h.
 Periodically
 Acquaints students with the literature and research in the areas of acoustic phonetics, psychological and physiological acoustics, with emphasis placed upon clinical application. Preliminary consideration is given to the parameters of the acoustic signal and to basic measurement techniques. Subsequently, students develop individual topics which serve as discussion topics during the course.
204. *The Neural Bases of Speech, Language and Hearing* 3 s.h.
 Spring
 Explores how human communication is predicated on neuronal communication. Examines brain anatomy and physiology as they relate to speech, language and hearing. Topics include: embryonic development, neuronal communication, perceptual and motor responses produced by different neuronal interconnections. Prerequisite: undergraduate course in anatomy and physiology. (Formerly *Neurolinguistics; Advanced Anatomy, Physiology and Neurology of the Speech and Hearing Mechanisms; Neurologic Bases of Communication Processes.*)
205. *Physiological and Psychological Acoustics* 3 s.h.
 Fall
 Detailed study of the factors underlying the perception of auditory stimuli. Topics include psychological scaling, loudness, pitch, binaural hearing, masking, adaptation, absolute threshold and differential thresholds; the transformer action of the middle ear, the analytical function of the cochlea, the electrical activity of the auditory system, cortical responsiveness to complex stimuli as well as theories of hearing. Prerequisite: SPCH 103 or equivalent.
206. *Experimental Phonetics* 3 s.h.
 Periodically
 Examination of the instrumentation used to study the production and perception of voice and speech signals. Emphasis placed on acoustic and physiological methods of speech analysis. Laboratory equipment is utilized in individual student projects. Prerequisite: permission of instructor.
207. *Research Seminar: Speech and Hearing* 3 s.h.
 Fall, Spring
 Critical analysis of research problems, measurement of data, and interpretation of research in the field of speech and hearing, with emphasis on student's individual projects.
209. *Developmental Psycholinguistics* 3 s.h.
 Fall, Spring
 An in-depth examination of the multiple factors affecting language development including study of psycholinguistic, cognitive, sociocultural and pragmatic factors of children's language. Contemporary investigations in the field of developmental psycholinguistics are evaluated. Students are required to complete field research of language behavior. Prerequisite: SPCH 102 or equivalent; or permission.
210. *Discourse Processes* 3 s.h.
 Periodically
 Methods of computer analysis of normal and disordered discourse including interpretation and evaluation. Course consists of lecture, discussion and lab experience. Students are required to generate their own methods of inquiry based on theoretical constructs of language behavior. Students are required to have a transcript of dyadic communication ready for analysis. Prerequisite: SPCH 209 or permission. (Formerly *Computer Methods of Analysis; Language Behavior.*)
212. *Communication in Healthy Aging* 3 s.h.
 Once a year
 Investigates biologic, psychologic and physiologic changes that affect communication. The natural aging processes that underlie speech, language and hearing are contrasted with pathological changes in communication. Available to graduate students in Audiology, Speech-Language Pathology, Gerontology, Psychology, Sociology; Counseling, Special Education, and Rehabilitation.
226. *Clinical Practicum: Audiology* 1 s.h.
 Fall, Spring
 Supervised practice and seminar in the evaluation and rehabilitation of hearing disorders in children and adults. Clinic site: Hofstra University Speech-Language-Hearing Center. Must be taken concurrently or following 227. May not be taken on a Pass/Fail basis.
227. *Introduction to Audiometric Instrumentation and Testing* 3 s.h.
 Fall, Spring
 Provides intensive study (via hands-on practice, readings and discussion) of tests and procedures relevant to the differential diagnoses of hearing disorders, including interpretation of findings and report preparation. A minimum of 28 laboratory hours with accompanying lecture is required (hours to be arranged). Prerequisite: SPCH 137 or permission of instructor. May not be taken on a Pass/Fail basis.
228. *Introduction to Clinical Practicum* 1 s.h.
 Fall, Spring
 Supervised clinical practicum in evaluation and rehabilitation of communication disorders occurring in children and adults. Seminar focuses on theory and methods in rehabilitation. Students are expected to do case presentations. Practicum site: Hofstra Speech-Language-Hearing Center; in order to meet the requirements of practicum, students should plan on 100 hours. Must have completed 25 hours of observation, SPCH 209 and three graduate semester hours in either speech disorders or language disorders prior to registration. Must be taken concurrently with SPCH 229 or permission.

229. *Evaluation and Interpretation of Communication Disorders* 3 s.h.
Fall, Spring
Provides an intensive study of standardized and non-standardized procedures, and socio-cultural issues relevant to the evaluation of speech and language. An ethnographic approach guides interpretation of events and report writing. In addition to lectures, students are required to complete a minimum of 10 laboratory hours. Laboratory fee, \$10. Prerequisites: SPCH 132, 135, 209, practicum, or permission of instructor. (Formerly *Differential Diagnosis and Interpretation: Speech-Language Pathology; Evaluation and Interpretation of Speech/Language Disorders.*)
230. *Disorders of Fluency* 3 s.h.
Spring
In-depth investigation of normal vs. disordered fluency, including the development of fluency in children; physiological processes involved in fluent and dysfluent speech; theoretical perspectives regarding etiology and approaches to clinical management. (Formerly *Stuttering.*)
232. *Disorders of Phonology and Articulation* 3 s.h.
Fall
Exploration of the problems in acquisition of the sound system of English from theoretical and applied perspectives. Consideration is given to evaluation and remediation using phonetic, distinctive feature and phonological approaches.
235. *Introduction to Speech-Language-Hearing Disorders* 3 s.h.
Fall, Spring
An intensive study of theories, clinical manifestations and etiologic factors associated with the full scope of communication disorders. Course is for nonmajors and for students who have not formerly studied speech, language, and hearing disorders. Students completing prerequisites for the M.A. Programs in Audiology or Speech-Language Pathology must register for SPCH 235 and 235L concurrently. Prerequisite: graduate status. May not be used for credit toward the M.A. in Speech-Language Pathology or Audiology. (Formerly *Introduction to Speech and Language Disorders for the Classroom Teacher; Introduction to Speech, Language and Hearing Disorders; Introduction to Speech and Language Disorders.*)
- 235L. *Clinical Observation and Report Writing* 2 s.h.
Fall, Spring
Course is required for students seeking documentation of supervised clinical observation for the M.A. in Audiology or Speech-Language Pathology. Must be taken in conjunction with SPCH 235 for students completing prerequisites for and pursuing entry into the M.A. program in Audiology or Speech-Language Pathology. At least 25 hours of supervised clinical observation are completed. Observations are integrated with the study of communication disorders in SPCH 235. Students develop technical and clinical report writing skills. Prerequisites: graduate status and permission of graduate program director.
236. *Communication Problems of the Mentally Retarded* 3 s.h.
Periodically
Acquaints students with the problems of language and speech development of the mentally retarded. The pathology, symptomatology, therapy, and related problems of amentia are studied. Prerequisites: SPCH 131, 132, or permission of instructor.
237. *Advanced Audiology* 3 s.h.
Fall
Advanced pure tone and speech audiometry and tests in the differential diagnosis of auditory disorders. Evaluation of nonorganic hearing loss. Analysis of clinical data. Prerequisite: SPCH 137 or permission of instructor.
238. *Seminar: Auditory Pathologies* 3 s.h.
Spring
In-depth investigation of congenital and acquired pathologies which directly or indirectly affect the auditory system. Disorders, diagnoses, treatments, rehabilitation and prognoses are discussed.
239. *Pediatric Auditory Assessment* 3 s.h.
Fall
Differential diagnosis of auditory disorders in children. Tests and techniques in the identification of deafness in infants and young children including behavioral and electrophysiological audiometric measurements. Prerequisite: SPCH 137 or equivalent.
240. *Hearing Aids and Related Instrumentation* 3 s.h.
Spring
The hearing aid as an instrument of rehabilitation; its design, measurement, evaluation, selection and application. Technical as well as clinical aspects considered. Prerequisite: SPCH 137 or equivalent.
241. *Pediatric Communication Disorders: Birth to Five* 3 s.h.
Fall
Provides in-depth study of communication skills and behaviors of infants, language disordered toddlers, and preschoolers. Clinical implications of neurologic, environmental, psychological, and cultural and sociologic events are investigated. Students are required to complete field research of infants and children with and without language disorders. Prerequisite: a course in either normal language development, theories of development, or permission of instructor. (Formerly *Disorders of Early Child Language.*)
242. *Aphasia and Related Disorders* 3 s.h.
Fall, Spring
An exploration of the problems of aphasia from the theoretical, psychological and practical viewpoints. Consideration will be given to differential diagnostic and rehabilitative methodology. Prerequisites: SPCH 6, 132, or permission of instructor. (Formerly *Aphasia.*)
243. *Language Disorders and Learning Disabilities: Kindergarten Through Adulthood* 3 s.h.
Spring
An intensive study of the connections between language disorders, literacy and academic skills, learning, and their socio-cultural implications. Students are required to complete field research of persons who are normally achieving and learning disabled. Prerequisites: a course in either normal language, reading, writing, psychologic processes, or permission of instructor. (Formerly *Language Disorders of Children With Learning Disabilities; Language Disorders and Learning Disabilities.*)
244. *Cleft Palate and Cranio-facial Disorders* 3 s.h.
Spring
The incidence, etiology, symptomatology of the various types of cleft lip and palate and cranio-facial disorders. A comprehensive view of children and adults with cleft palate, concomitant components, and manifestations of cranio-facial disorders including genetic, cultural and environmental factors. Presentation of the team approach to habilitation, with consideration of the significance and roles of participating members. Statement and study of the accompanying speech syndromes and the major methods of speech habilitation. Prerequisite: SPCH 135, or permission of instructor. (Formerly *Cleft Palate.*)
246. *Environmental Noise and Industrial Audiology* 3 s.h.
Periodically
Intensive study of the problems related to noise in the environment and work place. Topics covered include effects of noise on man, noise measurement and analysis, basic architectural acoustics, community and industrial problems, governmental regulations and programs for the conservation of hearing. Prerequisite: SPCH 137 or permission of instructor.

247. *Aural Rehabilitation Across the Age Span* 3 s.h.
Fall
Discusses theoretical underpinnings and practical applications of aural rehabilitation methods appropriate to hearing impaired populations of different ages. Auditory training, language stimulation, speech reading and speech conservation procedures are explored in detail. The role of hearing aids, assistive listening devices, classroom amplifiers and cochlear implants in aural rehabilitation is discussed.
248. *Motor Speech Disorders* 3 s.h.
Periodically
In-depth study of neuromotor speech disorders in children and adults. Maturation, biological and neuropathological aspects of oral motor function are explored. Emphasis is placed on the use of instrumentation to assess motor speech behavior. Intervention is discussed with reference to the use of augmentative systems in persons with severe motor speech dysfunction.
249. *Voice Disorders* 3 s.h.
Fall
Consideration of etiology, symptomatology and rehabilitation of organic, psychogenic, neurogenic and other voice disorders, including laryngectomy. Emphasis placed on physiological, acoustic and aerodynamic aspects of the normal and disordered voice signal, as well as on emotional and other factors influencing vocal function.
250. *Objective Procedures in Audio-Vestibular Diagnosis* 3 s.h.
Spring
Exploration of current technological advances in objective diagnosis of auditory and vestibular disorders. Brainstem Evoked Response Audiometry (BSER), Electronystagmography (ENG), and other objective tests studied in theory and practice via lectures, demonstrations and hands-on workshops. Prerequisites: SPCH 237, 205 or permission of department. May not be taken on a Pass/Fail basis.
- 251A. *Independent Studies* 1-2 s.h.
Fall, Spring
Scholarly readings and independent research in student's field and related fields of specialization. Conference time and term project to be arranged with student's major adviser. Prerequisite: permission of adviser and Graduate Program Director.
252. *Independent Studies* 3 s.h.
Fall, Spring
Readings concentrating in the student's field of specialization to include: learned journals and monographs in the field and allied periodicals; standard reference works; conferences with persons actively engaged in the field. To be arranged with the student's major adviser. Prerequisite: permission of adviser.
253. *Swallowing Disorders in Children and Adults* 3 s.h.
Periodically
Examination of the neuroanatomical and neurophysiological basis of the deglutition process. Intensive study of the normal process from infancy through adulthood. Investigation of biological and physiological features of deglutition through lectures, reading, research and films. Disorders affecting prefeeding, feeding and swallowing abilities. Etiology, symptomatology, assessment and intervention are discussed. Prerequisite: SPCH 6 or permission of instructor. May not be taken on a Pass/Fail basis.
- 260A. *Clinical Methods and Procedures I (Audiology)* 2 s.h.
Fall, Spring, Summer
A seminar for audiology majors in rehabilitation and/or assessment of auditory disorders. Supervised clinical practice with children and/or adults takes place on campus and at off-campus affiliated hospital and clinical sites. Prerequisites: SPCH 226, 227. May be repeated for credit with permission of graduate program director.
- 260S. *Clinical Methods and Procedures I (Speech-Language Pathology)* 2 s.h.
Fall, Spring, Summer
A seminar for speech-language majors in management and rehabilitation of communicative disorders. Supervised clinical practice with children and/or adults takes place on campus and at off-campus affiliated hospital and clinical sites. Prerequisites: SPCH 228, 229. May be repeated for credit with permission of graduate program director.
- 261A. *Clinical Methods and Procedures II (Audiology)* 2 s.h.
Fall, Spring, Summer
A seminar for audiology majors in rehabilitation and/or assessment of auditory disorders. Supervised clinical practice with children and/or adults takes place on campus and at off-campus affiliated hospital and clinical sites. Prerequisite: SPCH 260A. May be repeated for credit with permission of graduate program director.
- 261S. *Clinical Methods and Procedures II (Speech-Language Pathology)* 2 s.h.
Fall, Spring, Summer
A seminar for speech-language majors in management and rehabilitation of communicative disorders. Supervised clinical practice with children and/or adults takes place on campus and at off-campus affiliated hospital and clinical sites. Prerequisite: SPCH 260S. May be repeated for credit with permission of graduate program director.
- 262A. *Advanced Seminar: Clinical Management (Audiology)* 2 s.h.
Fall, Spring, Summer
An advanced seminar for audiology majors in management of auditory disorders. Students are responsible for independent development of alternative assessment and intervention techniques. Seminar topics are varied each semester. Supervised clinical practice with children and/or adults takes place on campus and at off-campus affiliated hospital and clinical sites. Prerequisite: SPCH 261A. May be repeated for credit with permission of graduate program director.
- 262S. *Advanced Seminar: Clinical Management (Speech-Language Pathology)* 2 s.h.
Fall, Spring, Summer
An advanced seminar for speech-language majors in management of communicative disorders. Students are responsible for independent development of innovative strategies for clinical management. Seminar topics are varied each semester. Supervised clinical practice with children and/or adults takes place on campus and at off-campus affiliated hospital and clinical sites. Prerequisite: SPCH 261S. May be repeated for credit with permission of graduate program director.
- 263, A-Z. *Special Topics Seminar: Speech-Language-Hearing Sciences* 1 s.h.
Periodically
Each special topics seminar covers current theoretical and/or applied material in speech-language pathology. Examples of seminar offerings include High Risk Infants, Traumatic Brain Injury, Family-Centered Interventions, Brain and Languages. Students may choose three of these 1 s.h. *Special Topics Seminars* to satisfy their 3 s.h. elective requirements. Consult the department for specific course information. Prerequisites: completion of at least 24 s.h. of the M.A. in Speech-Language Pathology.
- 301-302. *Master's Essay* 3 s.h. each
Fall, Spring
Guided independent readings and preparation of the master's thesis and related research.

Taxation

SEE M.B.A. PROGRAMS, PAGE 98.

Technology and Public Policy (TPP)

Administered by the Department of Engineering. Associate Professor Rooney, *Chairperson*

These courses were formulated in response to the perceived needs of industry, government and business. The objectives are: 1) establish the relationship between technology and public policy by focusing on the utilization of technology for the fulfillment of societal needs; 2) examine the impact and pervasiveness of existing and potential technology on society; 3) evaluate the converse concept of the role of technological developments in influencing and producing changes in public policy; and 4) determine the effect of public policy on the stimulation, control and regulation of technology as applied to social, economic, political and national defense problems.

The courses are designed to provide students with the opportunity to develop a minor in conjunction with one of several disciplines such as chemistry, communication arts, computer science, economics, engineering, history, mathematics, philosophy or political science.

A **MINOR IN TECHNOLOGY AND PUBLIC POLICY** consists of the successful completion of 18 hours in TPP 110, 112, 114, 115, 116 and 117 with grades of C- or better, with at least six hours in residence.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during the January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

1. *Introduction to Environmental Systems #* 3 s.h.
See course description, page 373.

110. *Energy and Society* 3 s.h.
The effect of the production, distribution and consumption of energy by man on the environment and society. Examination of the scientific principles associated with the energy problem and energy forms such as petroleum, natural gas, coal, nuclear, geothermal, solar and others with respect to characteristics, availability and magnitude of these resources. Various technologies are studied to determine the techniques for conversion to electric energy and other forms. The priorities and policies for future development, the social conflict between demand and environmental degradation are considered. Prerequisite: permission of instructor.

112. *Technology and Human Values* 3 s.h.
Assessment of the status of human values in contemporary western society and the factors which affect this status. The first half of the course will examine valuing, choosing, assessing, setting priorities and value disagreements. The second half will apply these findings to selected problems of choice and responsibility emerging from the impact of technology on the person, on society, on the environment and the physical, social, moral and aesthetic quality of life. Same as PHIL 112.

113. *Technology and Defense Policy* 3 s.h.
Once a year
Emphasis is on weapons technology (ABM's, long range missiles, nuclear weapons) and how evolving technology influences and is, in turn, influenced by changing policies in military security and arms control. Analysis of major U.S. policy decisions concerning strategies, arms control and military systems. The technological, environmental, political, strategic and budgetary factors affecting these decisions are examined. Same as PSC 113.

114. *Technology and Urban Problems* 3 s.h.
An examination of technological, social and economic factors which influence the planning and design of urban areas. Analysis

of topics such as (1) land use, water use, pollution and energy factors used in the planning of housing, schools, hospitals, factories and recreational facilities, and (2) urban transportation problems involving methods of mass transportation, pollution, energy, parking and traffic safety. Prerequisite: TPP 110.

115. *Environmental Planning* 3 s.h.
Local, regional and national environmental goals, policies and planning are examined. The course includes environmental quality control, land use planning, pollution abatement policies, environmental impact studies with regard to public works projects, utilities and large industries, The National Environmental Policy Act and Environmental Regulations and Enforcement.

116. *Technology and Communications Policy* 3 s.h.
The examination of the usage and potential control of communications. Topics include use and effectiveness of media, public and private policy with regard to communications, social, political, legal and economic factors, and assessment of regional and national communications systems. Typical of the technologies to be examined are cable TV, computerized instruction, communications satellites, newspapers, radio and standard TV. Prerequisite: ECO 131 or approval of instructor.

117. *Technology Assessment* 3 s.h.
Consideration of the management and control of technology by government. Examination of the interaction of institutional, political and technical considerations. Development of techniques for anticipation of social, economic, human and environmental consequences of technological development in order to provide the public and policy makers with the bases for decision making. Prerequisite: TPP 110, PSC 105 or approval of instructor.

118. *Independent Project* 3 s.h.
Independent analysis, synthesis or experimental work in area of interest. Project to be approved by TPP adviser.

119. *Independent Project* 3 s.h.
Field work in area of interest, guided research in selected topics. Project to be approved by TPP adviser.

149. *Technology and Society—Impact and Implication* 3 s.h.
Fall, Spring
Same as ENGG 149.

201. *Science, Technology and Society* 3 s.h.
Once a year
Course is designed to encourage systematic thinking about the intellectual, moral and social/political issues raised by the rapid growth of science and technology in the 20th century. Case studies examine ways in which cultural, economic and technical elements shaped opportunities for social and political change. The imbedded science and technology are analyzed as well as the effects created by the technologies.

Women's Studies (WST)

Associate Professors Schwab (French) and Wallace (Philosophy), Hofstra College Codirectors; Assistant Professor Longmire, New College Adviser.

The Women's Studies minor program, under the supervision of the College of Liberal Arts and Sciences and New College, provides interdisciplinary perspectives on women in the humanities, the social sciences and natural sciences; women in a cross-cultural context; and women's roles and issues.

The requirements are the successful completion of 18 semes-

#Core course

ter hours, at least six hours in residence, chosen from the courses listed below, taken under advisement by the Hofstra College Codirectors or the New College Adviser.

Courses offered at the College of Liberal Arts and Sciences (see department listings for course descriptions):

- ANTH 32. *Women & Development*, # 3 s.h.
- 145. *Women & Men in Anthropological Perspective*, 3 s.h.
- CLIT 75. *Women Writers in the Romantic Tradition* #, 3 s.h.
- ENGL 124A. *The Woman Writer in America*, 3 s.h.
- 182, 192, 196-198, A-Z. *Readings in Literature or Special Studies**, 3 s.h. each
- FRLT 42. *Heroines Exotic & Erotic: Romantic Women in 19th-Century French Narrative Prose* #, 3 s.h.
- 46. *Sex, Gender & Love in 20th-Century French Prose* #, 3 s.h.
- 60. *Modern French Feminist Thought*, 3 s.h.
- HIST 6C. *History of Changing Sex Roles: Changing Societies*, 1 s.h.
- 149. *Women in America*, 3 s.h. (Credit towards minor given for this course or SHG 5, not both.)
- JW ST 101. *Special Topics in Jewish Studies***, 3 s.h.
- PHIL 142. *Philosophy of Feminism*, 3 s.h.
- PSY 126. *Psychology of Women*, 3 s.h. (Credit towards minor given for this course or SPG 4, not both.)
- SOC 32. *Women & Development* #, 3 s.h. (Credit towards minor given for this course or SGG 60E, not both.)
- 36. *Marriage & the Family*, 3 s.h.
- 140. *Social Inequality*, 3 s.h.
- 160. *Sociology of Sex Roles*, 3 s.h.
- SPLT 57. *Gender & Culture: Women Through the Lens of Spanish Female Writers* #, 3 s.h.
- SPCM 53. *Gender & Intercultural Issues in Communication*, 3 s.h.
- WST 1. *Introduction to Women's Studies #****, 3 s.h. (Credit given for this course or New College ISWB 1, not both.)
- 198. *Independent Study in Women's Studies*, 3 s.h.

Courses offered at New College (see *New College Addendum*):

- HPG 6. *Educational Controversies*, 4 s.h.
- ISWB 1. *Introduction to Women's Studies*, 4 s.h.
- SGG 5. *Language of Discrimination*, 4 s.h.
- 60E. *Women in the Third World*, 2 s.h.
- SHG 5. *Herstory: Women in American Culture*, 4 s.h.
- SPG 4. *Psychology of Women*, 4 s.h.
- SPS 22. *Women in Political Theory*, 4 s.h.
- 60F. *Ecofeminism*, 2 s.h.

Since all courses are not offered every semester, consult the *Class Schedule* and the Hofstra College Codirectors and the New College Adviser before registering for your program. Information regarding scheduling and independent study opportunities are available in the Department of French and the Department of Philosophy. You may also wish to consult with faculty members in individual departments who teach courses listed above for the Women's Studies program. Individual study opportunities and scheduling information for New College are also available in the New College Office. For course descriptions, consult the *General Bulletin* under the relevant department. For New College course descriptions consult the *New College Addendum*.

COURSE

- WST 1. *Introduction to Women's Studies* # 3 s.h.
See course description, page 373.
- 198. *Independent Study in Women's Studies* 3 s.h.
See course description, page 374.

Writing (WRIT)

Administered by the Department of Administration and Policy Studies. Professor Shakeshaft, *Chairperson*

MASTER OF ARTS: THE TEACHING OF WRITING

This program is designed to prepare elementary, secondary, and two-year college teachers to teach writing in their classrooms regardless of content area certification and to provide expertise for certified teachers who are seeking to become language arts specialists, K-12 coordinators of language arts, curriculum specialists or teacher educators.

ADMISSION REQUIREMENTS

(1) B.A., B.S., M.A. or M.S. degree with an academic average of 2.5 or better; (2) letter of recommendation from a supervisor; (3) for those intending to teach in the public school, provisional certification in one of the following fields: nursery, kindergarten, grades one through six, English, bilingual education, and English as a second language; (4) satisfactory score on the National Teacher Examination, the Graduate Record Examination, or an acceptable alternative; (5) satisfactory completion of program writing proficiency examination; (6) interview with a representative of the program. All applicants accepted will be classified as matriculated Master of Arts students.

REQUIREMENTS FOR DEGREE CANDIDACY

(1) minimum of B in two of the first three required courses; (2) recommendation of two faculty members in the program. Upon completion of the foregoing requirements, the matriculated master's student becomes a Master of Arts degree candidate.

PROGRAM REQUIREMENTS

A minimum of 36 semester hours with a satisfactory grade-point average and completion of a master's essay.

Phase I.

- WRIT 200. *Theories & Research in the Teaching of Writing*, 3 s.h.
- READ 220. *Reading, Writing & Cognition*, 3 s.h.

Phase II.

- ELED 277. *Classroom Strategies in Teaching Writing*, 3 s.h., or
- SED 273. *Teaching Writing in the Content Areas*, 3 s.h.
- †WRIT 201. *Practicum in the Teaching of Writing*, 3 s.h.

Phase III.

- CT 272. *Technology & the Teaching of Writing*, 3 s.h.
- ENGL 201. *Rhetoric*, 3 s.h.
- WRIT 203. *Writing Assessment*, 3 s.h.

Phase IV.

Electives—9 semester hours under advisement, selected from the following:

- ELED 275. *Literacy in Early Childhood Education*, 3 s.h.
- 278. *Writing & Children's Literature*, 3 s.h.

*May be taken for credit towards the minor in Women's Studies when topic is appropriate, e.g., *Representation of Women in English Renaissance Literature*.

**May be taken for credit towards the minor in Women's Studies when topic is appropriate, e.g., *Women in Jewish Literature*.

***Required for the minor in HCLAS; may not substitute New College ISWB 1 without special permission from Codirectors. Core status of this course: student may elect to count it as partially satisfying either Social Science Contemporary or Humanities Appreciation and Analysis (although it does not satisfy the literature requirement).

#Core course

†ELED 277 or SED 273 may be taken concurrently with WRIT 200, or WRIT 201 should be taken the semester(s) following, but may not be taken prior to ELED 277 or SED 273.

- ENGL 200. *The Analysis of Prose*, 3 s.h.
 203. *Approaches to English Grammar*, 3 s.h.
 LING 210. *Second Language Acquisition*, 3 s.h.
 SPCH 209. *Developmental Psycholinguistics*, 3 s.h.
 SPCM 221. *Literature in Performance*, 3 s.h.
 WRIT 204. *Evaluation & Development of Writing Programs*,
 3 s.h.

and one Foundations of Education course is especially recommended.

Phase V.

- WRIT 206. *Research Designs in Writing Instruction*, 3 s.h.
 301. *Master's Essay*, 3 s.h.

ADVANCED CERTIFICATE IN THE TEACHING OF WRITING

This certificate program in the teaching of writing and closely allied disciplines is designed to enhance the teaching of writing by teachers in elementary and secondary schools and in two-year colleges regardless of content area certification.

ADMISSION REQUIREMENTS

(1) A bachelor's degree with an average of 2.5 or better; (2) letter of recommendation from a supervisor; (3) satisfactory score on the National Teacher Examination (NTE), Graduate Record Examination (GRE) or an acceptable alternative.

CERTIFICATE REQUIREMENTS

A minimum of 18 semester hours with a satisfactory grade-point average. WRIT 200 is prerequisite for all courses in the program.

PROGRAM OF STUDY

A. Required courses: 12 s.h.

- ELED 277. *Classroom Strategies in Teaching Writing*,
 3 s.h. or
 SED 273. *Teaching Writing in the Content Areas*, 3 s.h.
 WRIT 200. *Theories & Research in the Teaching of Writing*,
 3 s.h.
 201. *Practicum in the Teaching of Writing*, 3 s.h.
 203. *Writing Assessment*, 3 s.h.

B. Electives: 6 semester hours under advisement, selected from the following:

- CT 272. *Technology & the Teaching of Writing*, 3 s.h.
 ELED 275. *Literacy in Early Childhood Education*, 3 s.h.
 278. *Writing & Children's Literature*, 3 s.h.
 ENGL 200. *The Analysis of Prose*, 3 s.h.
 201. *Rhetoric*, 3 s.h.
 READ 220. *Reading, Writing, & Cognition*, 3 s.h.

COURSES

In addition to semester notations next to each course, a selection of courses is offered during the January and Summer sessions. Consult the *January* and *Summer Sessions* bulletins for these schedules.

200. *Theories and Research in the Teaching of Writing* 3 s.h.
 Once a year
 Exploration of current theories of writing and the research related to instructional practices. Includes an historical overview

of the teaching of writing as it progresses from a product to process focus. Emphasis on the process of writing and its relationship to the context of writing; the purpose for writing and the writer's audience.

201. *Practicum in the Teaching of Writing* 3 s.h.
 Once a year

Application of theory and methodology. Work on specific lesson plans for teaching writing in the content areas. Lessons designed by class members are taught in their own instructional settings with feedback in the practicum. Flexibility in lesson planning is encouraged to meet the needs of students from varying linguistic and cultural backgrounds. Classroom observations are required. Prerequisites: WRIT 200; ELED 277 or SED 273, or permission of instructor.

203. *Writing Assessment* 3 s.h.
 Once a year

Devising, scoring and interpreting assessments of writing with emphasis on those techniques that view language as an holistic entity. Strategies for implementing needs, growing from holistic assessments, are discussed and developed. Prerequisite: WRIT 200 or permission of instructor.

204. *Evaluation and Development of Writing Programs* 3 s.h.
 Once a year

Designed for teachers, supervisors and administrators who are developing or evaluating writing programs. Discussion of the organization, supervision and evaluation of writing program. Prerequisite: WRIT 200 or permission of instructor.

206. *Research Designs in Writing Instruction* 3 s.h.
 Fall, Summer

Students view various possible designs applicable to research in the teaching of writing and develop a proposal for a master's thesis in the teaching of writing. Prerequisites: WRIT 200, 201, 203; ELED 277 or SED 273. Pass/Fail grade only.

210. *Writing and Reading Strategies for Graduate Students* 3 s.h.
 Spring

Designed to assist students in developing and improving writing and reading skills related to graduate study. Introduction to important aspects of language related to the connection between reading and writing. Guidance in the process of completing types of assignments essential to progress in graduate programs. Open to nonmatriculated graduate students and to graduate students in master's, certificate, professional diploma and doctoral programs.

- 251, 252. *Special Readings Seminar* 1-3 s.h. each
 Fall, Spring, Summer

Investigations and reports on advanced educational topics adapted to the program of the student. Prerequisite: permission of instructor.

301. *Master's Essay* 3 s.h.
 Spring, Summer

For Master of Arts in the Teaching of Writing candidates only. Prerequisites: WRIT 200, 201, 203; ELED 277 or SED 273. Pass/Fail grade only.

Provisional Courses

(Provisional courses for the School of Communication follows Hofstra College of Liberal Arts and Sciences)

The College of Liberal Arts and Sciences encourages departments to keep abreast of new advances in knowledge by incorporating this material in existing courses. Sometimes departments prefer to experiment with a different combination of material or in new approaches to a subject. Occasionally faculty try interdisciplinary approaches in which the course material is not associated completely with any existing department. These proposals can obtain "provisional approval." If the experiment succeeds, faculty authorization for regular inclusion with departmental offerings may follow.

Provisionally approved courses must meet all regular requirements for time-in-class, amount of student assignments and level of difficulty. The following are courses which received provisional approval.

American Studies (AM ST)

1. *Creating America's Culture* # 3 s.h.
An introduction to the interdisciplinary approach to understanding America which takes as its theme the active principles at work in this country by which a culture, distinct from that of other nations, was, and is formed.

100. *Honors Essay* 3 s.h.
Research and writing of a substantial essay or execution and presentation of a creative project. Written analysis on any subject relating to the disciplines encompassed by the field of American Studies. Open only to eligible senior American Studies majors who wish to graduate with honors. Written permission of the instructor supervising the essay or project must be obtained before registration. Cumulative grade-point average must conform with departmental honors as defined under eligibility requirements on page 62. May not be taken on a Pass/D+/D/Fail basis.

Anthropology (ANTH)

113. *Archaeology of Civilizations of the New World* # 3 s.h.
Study of the present state of archaeological knowledge about the development of such pre-Columbian New World civilizations as the Olmec, Maya, Toltec, Aztec and Inca. Recent archaeological evidence and glyph translations are discussed and analyzed in the context of prevalent theoretical perspectives. Distinctive forms of agriculture, cities and state formation in the New World are presented.

Art History (AH)

5, 6. *Form in the Art-Work, I #, II #* 3 s.h. each
Analytical study of form in painting, sculpture and architecture emphasizing by comparative method structural significance and expressive values. 5: emphasis on classicism and its alternatives; 6: emphasis on the modern sense of the "object." Prerequisite: sophomore standing or above.

7. *American Art I* # 3 s.h.
Study of architecture, sculpture, painting and folk art from Colonial times to the end of the Civil War. The beginning of American artistic tradition.

8. *American Art II* # 3 s.h.
A study of architecture, sculpture, painting and graphic arts, from the Civil war to the end of World War II. Academic tradition, realism, and regionalism compete with modernism as America moves toward a uniquely and entirely American mode of art.

161. *Art of Personal Adornment* 3 s.h.
Analysis of the development of clothing design and personal decoration as art forms from Antiquity to the present. Chrono-

logically presented, stylistic changes and fashions are examined within cultural contexts.

168. *Internship* 6 s.h.
Students work two days a week in a leading auction house, museum, or gallery and write a research paper. Pass/D+/D/Fail grade only. No liberal arts credit.

187. *Landscape in Art* 3 s.h.
The course will focus on European and American artists' interpretations of nature in painting. Representative artists and major styles will be emphasized and the paintings will be analyzed within the context of society. A general comparison will be made with Chinese landscape painting of the Sung Dynasty and Japanese painting of the Kamakura period.

188. *Age of Rembrandt* 3 s.h.
The art and life of Rembrandt as an artist beginning in Leyden through his later years in Amsterdam. In addition, other 17th-century Dutch painters who lived in Rembrandt's time are considered.

192. *Workshop in Art History* 3 s.h.
Focused study of a particular area of arts or crafts combining lecture, demonstration and the examination of original works. May be repeated for credit when topics vary.

Astronomy (ASTR)

11. *The Solar System* # 3 s.h.
Elementary treatment of the solar system, tracing the development of ideas to the present time. Accompanying laboratory illustrates measurements appropriate to solar astronomy. (2 hours lecture, 2 hours laboratory.)

12. *Stars and Galaxies* # 3 s.h.
Elementary treatment of stellar and galactic astronomy, tracing the development of ideas to the present time. Accompanying laboratory illustrates measurements appropriate to stellar and galactic astronomy. (2 hours lecture, 2 hours laboratory.)

Biology (BIO)

10. *Genetics and Society* 3 s.h.
Fundamental laws of hereditary transmission, gene function and genes in populations. Impact of genetic knowledge on society as a whole and consideration of when application of this knowledge may be beneficial or harmful to society. (3 hours lecture.) Recommended for students in psychology, sociology, anthropology, philosophy, education, political science, etc. Not open to biology majors.

91, 92. *Undergraduate Research II* 2-4 s.h. each
Students continue either a laboratory (BIO 91) or a library research project (BIO 92). Students must complete the research and write a thesis (BIO 91) or essay (BIO 92). Grading is based on the quality of the research, the thesis or essay, and a presentation. Students seeking honors in biology must prepare either a thesis or an essay. Highest honors are only given to students enrolled in BIO 90 and 91. A maximum of 6 credits can be earned for either BIO 90 and 91 or BIO 90 and 92. Credit given for either BIO 91 or 92, not both. Prerequisites: BIO 90 and permission of instructor.

#Core course

183. *Fundamentals of Aquaculture/Mariculture* 4 s.h.
Introduction to scientific culture of marine and fresh water organisms such as fishes, oysters, clams, prawns, algae, etc. Theory behind intensive, semi-intensive, and open and closed systems are discussed as well as control of water quality and specialized diets. Students utilize the aquaculture facilities and water testing laboratory. (3 hours lecture, 3 hours laboratory.) Prerequisite: BIO 2; prerequisite or corequisite: BIO 147. May not be taken on a Pass/D+/D/Fail basis.

184. *Advanced Aquaculture/Mariculture* 3 s.h.
Advanced concepts in the theory and management of aquaculture/mariculture facilities. Evaluation of productivity; analysis of recent research papers. Survey of the potential of recently developed culture techniques and organisms. A project is required. Prerequisite: BIO 183. May not be taken on a Pass/D+/D/Fail basis.

185 & 186. *Internship: Aquaculture/Mariculture* 5 s.h. each
Intensive experience involving practical on-site participation working at an aquaculture/mariculture facility. Students may choose from a large selection of participating commercial facilities and make a thorough analysis of all phases involved in aquaculture and mariculture. Prerequisite: BIO 184; corequisite: BIO 187. May not be taken on a Pass/D+/D/Fail basis.

187. *Analysis of Aquaculture/Mariculture Internship* 2 s.h.
Taken in conjunction with 185 & 186. Student receives assistance in analyzing all phases of the commercial establishments at which he/she is interning. The intern returns to campus once each week for an ongoing dialogue with Hofstra faculty regarding technical details of the operation he/she is studying. Classroom discussion between interns at different places facilitates comparison and evaluation. Prerequisite: BIO 184. May not be taken on a Pass/D+/D/Fail basis.

204. *Tropical Marine Biology for Teachers* 3 s.h.
An intensive introduction to the biology of seashores, turtle grass beds, mangrove swamps and coral reefs. Teachers are shown how to prepare materials for use in classrooms. (2 hours lecture, 5 hours laboratory and field study daily.) Course meets for 12 days at the Caribbean Hofstra University Marine Laboratory, Jamaica.

Chemistry (CHEM)

80. *Descriptive Chemistry* 1 s.h.
A systematic study of the elements of the Periodic Table and their compounds. Topics include structure, properties and reaction chemistry. Use of the chemical literature and information retrieval is emphasized. (1 hour lecture.) Prerequisites: CHEM 3A & 4A.

Comparative Literature and Languages (CLIT)

54. *The Oedipus Theme* # 3 s.h.
A comparative analysis of the evolution of the Oedipus theme from its origins in Greek culture to its modern deployment as both a literary motif and an interpretative figure.

75. *Women Writers in the Romantic Tradition* # 3 s.h.
Traces elements of Romanticism and its development in the works of major women writers of the 19th and early 20th century (1810-1932). Includes works by Germaine de Stael, Mary Shelley, George Sand, Edith Whorton and Colette.

173. *Sentiment to Sadism in the Early European Novel* 3 s.h.
Study of the European novel from the end of the 17th to the end of the 18th century. Focus on the development and decadence of feelings, sentiments, and emotions and how they reflect political and social events of the period.

190. *World Literature and the Anatomy of Cultural Difference* # 3 s.h.
Introduces students to the notion of world literature by presenting works from different countries and cultures, languages and

traditions in a comparative context, with emphasis primarily on cross-cultural comparisons between Western and non-Western literatures. Prerequisite: ENGL 2.

Computer Science (CSC)

4. *Introduction to Computer Science with Applications* 3 s.h.
A course for nonmajors that introduces the elements, terminology and concepts of computer science. Concepts of commercial software packages such as spreadsheets and databases are introduced with some hands-on use. The computer, its operations, hardware-software considerations, comparative operating systems and social implications are discussed. No liberal arts credit.

110A. *Computer Architecture Laboratory* 1 s.h.
Provides hands-on experience in using digital electronics by way of integrated circuits without engineering bias. Offers practical construction, testing and implementation of circuits useful in digital circuits and modules. Prerequisite: CSC 110. Same as ENGG 32B.

155. *UNIX and C++* 3 s.h.
Introduction to the UNIX System V. UNIX file systems, processes commands, shells; syntax and semantics of the C++ language; portability; C++ library; C-UNIX interface; programmers' workbench; documenters' workbench. Prerequisite: CSC 120.

163. *Computing, Ethics, and Society* 1 s.h.
Critical examination of ethical problems associated with computer technology. Discussion of these problems is conducted within the framework of classical philosophical ethical theories. Legal and quasi-legal (i.e., policy and regulative) issues are also considered. Topics addressed include the process of ethical decision-making, privacy and confidentiality, computer crime, professional codes and responsibilities, software piracy, the impact of computers on society. Prerequisites: junior class standing; PHIL 9; CSC 4, 5, or 15. No liberal arts credit.

171A. *Introduction to Computer Graphics* 3 s.h.
Fundamentals of two-dimensional modern interactive graphics: hardware technologies, software, data structures, mathematical manipulation of graphical objects, the user interface and the fundamental implementation of algorithms. Prerequisites: CSC 120, MATH 19. (Formerly 171.)

190. *Software Engineering: Theory and Practice* 3 s.h.
A capstone course for computer science majors which applies concepts learned throughout the curriculum. Students study the nature of the program development task when many people, modules and versions are involved in designing, developing and maintaining a large program or system. Issues addressed include program design, specification, version control, cost estimation and management. Students work in small teams on the cooperative examination and modification of existing systems. Prerequisite: senior status or permission of department chairperson. (Formerly *Project in Software Engineering*.)

195. *Computer Science Internship I* 3 s.h.
Internship course for qualified senior computer science majors. Students work approximately one day per week with a participating industry or research concern and are jointly supervised by department and employer. Admission by permission of department chairperson and is dependent on student's record and availability of placement.

196. *Computer Science Internship II* 3 s.h.
Continuation of 195.

#Core course

Dance (DNCE)

123. *Independent Study in Dance* 1-3 s.h.
Individualized course designed to meet the special interests of dance majors and minors. Students are permitted to engage in individual research and specific projects under the supervision of a member of the dance faculty. Students must obtain written approval of his or her faculty adviser. Open only to juniors and seniors or by permission of the chairperson of the department.

131. *Honors Essay* 3 s.h.
Research and writing of a substantial honors essay or a performance project with a strong accompanying written component. If a performance project is chosen, DNCE 121 must have been completed. Open to qualified senior majors who desire to graduate with departmental honors. Approval of the chairperson and an adviser is required.

Drama (DRAM)

110. *Special Topics in Drama* 1-3 s.h.
Seminars on selected aspects of theater: study of movements, ideas, individual artists and playwrights or exploration of significant performance or production techniques such as mime, *Commedia dell'arte*, constructivism, touring theater. May be repeated for credit when topics vary.

Economics (ECO)

4. *Introduction to Economic Controversies* 3 s.h.
Introduces principal areas of controversy in economics/social science. Identifies underlying assumptions of conservative, liberal and radical world views including equality, power, role of state, relation between political and economic democracy, limits to growth, problems of economic instability and insecurity. Social science credit. Credit toward an economics major or minor only with permission of departmental chairperson. No credit toward the economics requirement for the B.B.A. Not open to first-year students. Credit given for ECO 1 or 4 or New College SEB 1.

7. *Explorations of Current Economic Issues #* 3 s.h.
Introduces key concepts of economics through detailed exploration of topics at the center of economic and political debate: economic growth and income distribution; proper role of government in our "mixed" economy; globalization of economic activity; strategic role of financial institutions and markets in the new world economy. Credit for this course or ECO 1, not both.

10. *Economics, Environment and Community #* 3 s.h.
Examination of the issues of natural resource limits, the ongoing quest and needs for economic growth, threats to environmental sustainability from over-exploitation of resources and environmental pollution, and a variety of economic and social policies designed to mitigate adverse human impacts on resource and environmental systems. May not be taken as one of the four elective courses in economics required for the economics major.

115. *Economy of Western Europe* 3 s.h.
Post-World War II economic growth and policy in Western Europe; economic integration and the European Economic Community; policy, problems, debates. Specific countries studied: France, Britain, West Germany, Italy. Prerequisite: one introductory course in economics.

116. *Economics of the Middle East* 3 s.h.
Contemporary economy of the Middle East in its sociopolitical and historical contexts. Focus is on the post-World War II period: population, industrialization, oil, economic implications of militarization, growing religious fervor, revolution and rising instability. Prerequisite: one introductory course in economics.

125. *Monetary Economics* 3 s.h.
Forms and functions of money; theories of money demand and supply; the relation between monetary aggregates, credit condi-

tions and economic activity in the different models; the role of central banking; domestic and international aspects of monetary policy. Prerequisites: ECO 1, 2.

Engineering (ENGG)

60. *Water Quality for Environmental Engineers* 3 s.h.
Study of the chemical, physical and biological water quality parameters necessary for the design of water and wastewater treatment processes and operations. Basic physical and chemical parameters of pH, turbidity, alkalinity, suspended solids, hardness, chlorine residual, dissolved oxygen and metal analyses are examined in laboratory exercises. Prerequisites: CHEM 3A, 3B, 4A.

61. *Environmental Unit Processes and Operations* 3 s.h.
Theory and design of the physical, chemical, and biological unit operations of filtration, sedimentation, coagulation, flocculation, absorption, ion exchange, disinfection, gas transfer, biological degradation, and sludge handling as applied to water and wastewater treatment. Prerequisites: ENGG 60, 144; corequisite: ENGG 115.

62. *Environmental Unit Operations Laboratory* 1 s.h.
Bench scale laboratory exercises for the control and operation of selected environmental treatments (covered in the lecture course) for water and wastewater. Prerequisite or corequisite: ENGG 61.

136. *Hydraulic Engineering and Water Resources* 3 s.h.
Introduction to hydrology. Population and water demand projections, design of water transport systems. Applications of principles of fluid mechanics to typical civil engineering systems; pipe networks, pumping stations, open channel flow and measuring devices. Prerequisite: ENGG 115. No liberal arts credit.

143G. *Engineering Design B* 3 s.h.
Integration of physical principles with mathematical analysis and/or experimental techniques as basis for an individually required design project in engineering science. Prerequisite: senior standing.

144. *Environmental Engineering* 3 s.h.
Definition of environmental problems, their sources, impacts on society and health management. Introduction to the applicable scientific basis of pollution control including chemistry, microbiology, climatology and epidemiology. Survey of water quality parameters, water resources, water pollution, air pollution, solid and hazardous wastes engineering. Prerequisites: CHEM 3A & 4A, 3B, MATH 19. No liberal arts credit.

147. *Soil Mechanics* 3 s.h.
Fundamentals of soil behavior and its use as a construction material; engineering geology of soils and rocks; soil properties and classification; effective stress principle, consolidation, and settlement; shear strength and limit analysis; relationship of soils to foundation design. Prerequisite: ENGG 28.

180. *Digital Signal Processing* 3 s.h.
Analysis, filtering, and modeling of discrete-time signals. Sampling and quantization. Z transforms, discrete Fourier transforms, digital filters. Sampling-rate conversion by interpolation and decimation. Linear prediction, system modeling, lattice filters. Prerequisite: ENGG 177. No liberal arts credit.

183. *Special Topics in Bioengineering* 3 s.h.
This seminar format course is designed to provide students with an opportunity to acquire in-depth knowledge in various biomedical specialties in order to better understand engineering design considerations inherent to biological systems. This upperclass course focuses on various biophysical topics, such as biomechanical aspects of tissue (i.e., injury), cardiovascular systems (i.e.,

#Core course

cardiac mechanics) and devices (i.e., pacemaker design), mathematical modeling of biomedical systems, fractal modeling, neural networks, biochemical kinetics (i.e., biosensors), genetic engineering, medical imaging, and artificial organs. Students are required to investigate specific biophysical systems and try to elucidate biological functions utilizing analytical tools. Open to majors and nonmajors. Prerequisite: junior standing in engineering or permission of instructor. No liberal arts credit.

189. *Random Signal Analysis* 3 s.h.
Laws and methods of probability are introduced. Concepts such as random variables, probability distributions for discrete-time and continuous-time signals, and averages are developed. Random processes and random signals are defined and examined through temporal correlation functions and Fourier spectral characteristics. The techniques of linear system analysis, filtering and optimization with random signal and noise inputs are developed using power spectral density functions. Practical applications, using computer methods such as FFT, are explored. Prerequisite or corequisite: ENGG 177 or MATH 144.

198. *Honors Thesis* 3 s.h.
Advanced research in the student's area of specialization, culminating in written report and oral defense. Open only to senior engineering majors who are eligible for departmental honors and who secure, prior to registration, the written approval of an honors adviser and of the departmental chairperson. Can substitute for any other engineering course with adviser's approval, except senior design courses.

English (ENGL)

1A. *English Composition Tutorial* 1 s.h.
Taken in conjunction with ENGL 1 to assist students in reaching a higher competency in writing English with clarity and precision. May not be used to satisfy the general University humanities requirement. Pass/D+/D/Fail grade only.

5. *Technical Communications* 3 s.h.
Examines the use of language in settings that require technical reports and presentations. Study and practice of the basic principles of technical communications with attention to style, audience, research, visual aids, major report forms and oral presentations. May not be used to satisfy the general University humanities requirement. Credit given for this course or ENGL 30, not both.

100. *Ways of Reading Literature* 3 s.h.
A seminar designed to introduce students to the many different ways in which it is possible to read literature, and to the many issues that need to be addressed when literature is read. Students develop skills needed to analyze literature at an advanced level, and they become familiar with the theoretical and philosophical questions that are involved in the act of interpretation. Prerequisites: ENGL 1-2. Required of all English majors. Credit given for this course or ENGL 197U, not both.

139. *The African Novel* #* 3 s.h.
Introduces selected African novelists of the 20th century such as Chinua Achebe, Sembene Ousmane, Ayi Kwei Armah, Ngugi wa Thiong'o, Bessie Head, Buchi Emecheta and Solomon Mutsaers. Analysis of African literary themes, such as traditional and modern conflicts, resistance to colonialism, effects of independence, neocolonial dilemmas and images of the African woman.

150. *Native American Literature* #* 3 s.h.
Examination of the development of native American literature. Emphasis on narrative genres, such as autobiography and fiction, with some attention to poetry. The reading consists primarily of indigenous materials (to be read in English). Credit for this course or ENGL 192U, not both.

167. *Post-Colonial Literature of South Asia* #* 3 s.h.
An exploration of the literature of South Asia (Bangladesh, Bhutan, India, Myanmar, Nepal, Pakistan, Sri Lanka) in the 20th century, focusing on the ways in which this literature deals with the concerns of national, religious, or gender-based loyalties and identities. Prerequisites: ENGL 1-2.

178D. *Desktop Publishing for Book Publishing** 3 s.h.
Offers instruction in design, layout, and computerized production skills for books and book promotion. Explores the design and content of trade, professional, and educational books in terms of form and function. Introduces the Macintosh Operating System as used in a graphic environment. Design and production of sample materials are required as part of the course and of the final examination. No liberal arts credit. Credit given for this course or ENGL 197V, not both.

English Language Program (ELP)

16A. *Introductory Reading and Writing* 6 s.h.
Development of reading and writing skills following a grammatical syllabus. Reading and writing tasks are designed to provide opportunity for practice and application of relevant grammatical items and structures presented at this level. No degree credit.

17A. *Introductory Conversation, Language Laboratory and Tutorial* 6 s.h.
Development of verbal communication and listening comprehension skills following a grammatical syllabus. Verbal and listening tasks are designed to provide opportunity for practice and application of relevant grammatical items and structures presented at this level. Tutorial work on specific weaknesses of individual students. No degree credit.

Fine Arts (FA)

158. *Graphic Design III* 3 s.h.
Comprehensive design projects exploring specific areas of graphic design including design research, proposal writing and presentation. Internships inside and outside the University are encouraged in this and all further graphic design courses. Prerequisites: FA 51, 51A or permission of the instructor.

170F. *Color Printing from Color Negatives* 3 s.h.
Course in basic color printing from color negatives. Students learn how to process color negatives and make color prints. Emphasis is placed on the understanding of color filtration and the ability to produce good color prints. Examples of historical and contemporary color photography are discussed in relationship to student assignments. In addition to class lectures and laboratories, one museum or gallery visit and a written critique is required. Prerequisites: FA 170, 170A. Lab fee \$100.

French (FREN)

104A. *Readings in Business II* 3 s.h.
Study of France's current economic, political, legal and social practices with emphasis on its business sector. Prerequisite: FREN 105 or 111 or 112. No credit toward major in French. (Formerly 108, *Current French Civilization*.)

130A. *Aspects of French Culture* 1 s.h.
Detailed investigation of some aspect of contemporary French life, e.g. film, music, television, comics, newspaper, architecture, etc. Topics vary. Emphasis on spoken and written expression. Prerequisite: FREN 4.

#Core course

*Open only to students who have fulfilled the Writing Proficiency Test requirement.

145. *French Transformational Grammar* 1 s.h.
A five-week intensive course in transformational grammar for the advanced French student. Prerequisite: FREN 111 or 101 or 112 or permission of instructor. (Formerly 139.)

French Literature in Translation (FRLT)

41. *Me, Myself, and I: Autobiographical Expressions from the French* # 3 s.h.
An investigation of various forms of lifewriting translated from French, including autobiography, memoirs, diary, and correspondence. Texts, read in English, represent a wide variety of writings by women and men, from the Renaissance through the late twentieth century, from Francophonia as well as from metropolitan France.

Geography (GEOG)

3. *Geographic Systems: An Introduction to Topical Geography* # 3 s.h.
An introduction to a variety of geographic systems around the world and to methods used by geographers to study them. Course provides students with the conceptual basis for understanding and interpreting a wide variety of world events and the relationships that exist among world regions. Focus is on topics rather than on regions. Students examine different aspects of geography, ranging from the study of physical landscape to many of the human geographic sub-disciplines such as political geography and population.

140. *Geography of Latin America* 3 s.h.
Study of the physical and human geographic roots of Latin American societies, from Mexico to the southern cone of South America. Explores the forces that shaped this unique region and considers its role in the contemporary world. Impact of historical geography since pre-Columbian period on modern Latin America. Economic and political geography in relation to other world regions. Changing human landscapes and social transformations currently affecting many of the area's inhabitants.

141. *Geography of the Caribbean* 3 s.h.
An exploration of the physical and human forces that have shaped the landscape of the Caribbean Basin. Attention focuses on a variety of social, population, development, and geopolitical issues of importance to the region and on the role played by the Caribbean in today's world.

145. *Geography of Africa* # 3 s.h.
Study of Africa's diverse human and physical landscapes, focusing on the interaction between the two. Analysis of the cultural, environmental, economic, social, political and population geography of the continent. Both North Africa and sub-Saharan Africa, the continent's two major regions, are featured prominently and examples are drawn from many of Africa's more than 50 individual nation-states.

151, 152. *Readings in Geography* 1-3 s.h. each
Intensive reading, oral, and written work focusing on a regional and/or topical subdiscipline of geography. Open only to students interested in pursuing advanced work in geography and who have arranged to work with a supervising faculty member. Prerequisite: a combination of any two semesters of geography courses offered at Hofstra.

Geology (GEOL)

5C. *Environmental Geology and Natural Hazards* # 3 s.h.
Considers the geological processes that affect the formation and natural evolution of modern landscapes. Once modified and developed for human habitation, these natural processes became geological hazards—floods, soil and climate changes, hurricanes, landslides, earthquakes, coastal erosion, and volcanic eruptions.

Discusses the need for risk assessment and alternate land use management strategies. (2 hours lecture, 2 hours laboratory.)

6. *Introduction to Dinosaurs and the Mesozoic World* 3 s.h.
Drawing on the latest geological and paleontological research, this course introduces the student to the scientific methods and thinking used to reconstruct dinosaurs and other extinct animals, as well as the characteristics of the Mesozoic world in which they lived. Lecture topics also include the history of dinosaur paleontology, the climate and flora of the Mesozoic, the evolution of birds, plate tectonics, and the riddle of the extinction of the dinosaurs. Field trips strongly recommended.

133F. *Field Trips in Petrology* 1 s.h.
This two-day course, taken in conjunction with GEOL 133, is a field-based study of igneous and metamorphic rocks of the Appalachian orogenic belt. The first trip is to examine igneous rocks, the second trip is to examine metamorphic rocks. A map-based report, together with notes and descriptions of field observations and measurements, is required. (Two full days in the field.) Prerequisite: GEOL 1C or 2C. Corequisite: GEOL 133.

German (GERM)

160. *Translation* 3 s.h.
Analysis and study of techniques and problems inherent to the translation process. Intensive exercises from German into English and English into German. Literary, journalistic and editorial texts are used. Prerequisite: 6 semester hours of 100-level German courses.

Italian Studies (IT ST)

131. *Italian Civilization: the Middle Ages to the Renaissance* 3-4 s.h.
Main currents in the cultural development of the period with emphasis on literature, philosophy and the arts. No knowledge of Italian is required. An extra hour is given for those planning to major in Italian.

132. *Italian Civilization: the Age of Baroque to the Present* 3-4 s.h.
Main currents in the cultural development of the period with emphasis on literature, philosophy and the arts. Some attention is given to the opera and the cinema.

141. *Italian Cinema From Neorealism to the Present* 3 s.h.
Detailed analysis of major films with attention to the cultural and political functions of cinema in post-war Italy. Screenings of films by Rossellini, De Sica, Visconti, Fellini, Antonioni, Pasolini, Bertolucci and others.

Jewish Studies (JW ST)

30. *Literature of the Holocaust* # 3 s.h.
Critical review and analysis of various literary genres including novels, short stories, diaries, memoirs and poems. Both universal and Jewish implications of the tragedy are examined.

Linguistics (LING)

71. *Language and Society in Africa, Asia and Latin America* # 3 s.h.
Examination of the relation between language and society with emphasis on Africa, Asia and Latin America. Language as a cognitive system, repository of culture and constructor of reality. Conflict between nationalist languages and former colonial world languages. Language as an indicator of societal identity,

#Core course

group and status. Diglossia. Language planning in government, industry and education. Language attitudes, change and maintenance. Case studies of language situations in countries around the world.

103. *The Classical Roots of English Words* 3 s.h.
A systematic study of the foreign, primarily Greek and Latin, elements of the vocabulary of contemporary English, especially the vocabulary of the humanities and the sciences. The influence of other languages, both European and non-Western, are also considered. The study of word roots and families are set against the background of Greco-Roman civilization as it lives on in the classical heritage of the English language. This course may be used to fulfill the special foreign language option for the B.A., and is recommended for students in the Hofstra English Language Program. Credit given for this course or New College HGG 7, not both.

111. *Scientific Terminology and Etymology* 3 s.h.
Basic course for students planning to major in the biological, medical and psychological sciences. The derivation of scientific terms studied enables students to analyze and more easily acquire a vocabulary of technical terms. May not be used to satisfy the language requirement.

Literature in Translation (LIT)

89. *Beauty and Sadness in Japanese Literature and Culture #* 3 s.h.
Examination of the main genres and developments of Japanese literature from its origins in the 7th and 8th centuries, to the *Tale of Genji* (circa 1010), through the post-World War II period to the present, and describes the sensibility and modes of perception that inform these works. This inquiry into Japanese culture extends beyond literature to include the graphic arts, painting, and film in their relation to literary expression.

90. *Modern Arabic Literature #* 3 s.h.
Introduces students to modern Arabic literature as it relates to the different human factors which make up modern Arabic culture. Course not only recognizes main themes and works, but also examines the recurring patterns and the peculiar characteristics of the various nations and/or groups, divided by religion, epoch, circumstances, movement, gender or ideology. Focuses on the correlation between thematic and structural considerations in literature and the various phases in the process of acquiring a modern cultural self-identity.

Mathematics (MATH)

19B. *Bridge to Calculus II* 1 s.h.
For students who have taken MATH 10E and wish to take MATH 20. Course covers topics dealt with in MATH 19 but not in MATH 10E; some theoretical background, derivatives of trigonometric functions and further applications. Prerequisite: MATH 10E with a grade of C- or better.

198, 199, A-Z. *Special Studies in Mathematics* 3 s.h. each
Each course covers a preannounced topic in mathematics. The topics chosen for 198 have little or no advanced mathematics course prerequisites; the topics for 199 often have one or more advanced mathematics course prerequisites. May be repeated for credit when topics vary.

Modern Greek (MGRK)

1 & 2. *Modern Greek* 3 s.h. each
1) Fundamentals of grammar and modern vocabulary. Oral and written drills; 2) Continuation of 1; selected readings. Prerequisite: MGRK 1 or equivalent.

Music (MUS)

24. *University Wind Ensemble #* ½ s.h.
A traditional wind ensemble of 35-38 players representing the finest woodwind, brass, and percussion performers at the University. The Ensemble consists of one or two performers on a part, playing music from various periods designed to be performed by a wind ensemble. The Ensemble offers performances on and off campus. Prerequisite: permission of instructor. Credit on Pass/D+/D/Fail basis only.

160B. *Advanced Jazz and Contemporary Scoring* 3 s.h.
Arranging and scoring for big bands, studio and recording orchestras and vocal groups. Prerequisite: MUS 160A or permission of instructor.

175. *Vocal Pedagogy* 2 s.h.
Study of the problems encountered in the teaching of vocal technique such as breathing, resonance, tone color, dynamic control and diction. Sessions of supervised teaching are included. May not be taken on a Pass/D+/D/Fail basis. No liberal arts credit.

Natural Science (NSC)

13, 14. *Our Physical Universe* 3 s.h. each
Exploration of the basic concepts of our physical universe in the areas of physics, chemistry, nuclear energy, geology and astronomy. The historical development of science and the role scientists play. Laboratory constitutes about fifty percent of the course work. No previous experience in physics, chemistry or higher mathematics required. Credit given for these courses or NSC 11, 12 or New College NPG 1/QTG 005.

13: physics and nuclear energy. 14: chemistry, astronomy and geology.

21. *Science and Technology #* 3 s.h.
Develops an understanding of the technical world around us in terms of the fundamental laws of science. Examines a variety of mechanical and electrical devices or systems, to demonstrate that complex devices follow a pattern determined by these fundamental laws. Topics include electrical, electronic and digital circuits, energy balances, strength of materials and fluid flow of liquids. (Two hours lecture, two hours laboratory.)

Philosophy (PHIL)

68. *Islam #* 3 s.h.
A study of the rise of Islam within the context of the cultural, social and religious conditions of pre-Islamic Arabia, Muhammad's religious message and the Koran, development of theology, law, and consolidation of Sunnism. Attention given to the concept of nonseparation of state and religion in Muslim thought, to the experience of women, and to themes in comparative art, architecture, and ritual.

70. *Life, Death and Immortality #* 3 s.h.
Examination of the concepts of life, death and immortality as represented in religious and literary texts from a range of cross-cultural sources: western and nonwestern monotheistic traditions, eastern traditions (e.g., Tibetan and Indian), middle eastern (e.g., Turkish), African, and Native American. Further examination of the encounter between a native tradition and a western colonial, typically Judeo-Christian presence. Discussion as well, of the implications of these concepts for such issues as abortion, euthanasia, suicide. Original texts in translation.

71. *Comparative Religious Ethics #* 3 s.h.
An exploration of the ways in which three religious traditions attempt to guide their adherents' conduct by appealing to rules

#Core course

of action. Course begins by clarifying the notions of “ethics” and “religion.” We then turn to three traditions—for example, the Navaho, the Gospel of Matthew, and to Theravada Buddhism, asking how each tradition conceives of the relation between religious and moral rules (we also ask whether that distinction is even helpful). While the student is asked to master a body of historical materials, the emphasis is philosophical throughout; we mainly want to understand how each tradition understands such basic notions as action, obligation, the moral authority of persons, deity or deities, and institutions, and the status of other religious and moral frameworks.

100. *Topics in Philosophy* 3 s.h.
This course provides an in-depth study of a problem in philosophy, the specific topic for the course varies from semester to semester. Examples of possible course topics are free will versus determinism, the nature of truth, philosophical approaches to issues in psychology, space and time. Students should consult with the particular instructor each time the course is offered to determine if prior preparation for the topic to be covered is recommended. Such consultation may take place prior to registration or on the first day of class. May be repeated for credit when topics vary.

143. *Contemporary Social and Political Philosophy* 3 s.h.
Concepts of the autonomous self and agency (developed during the modern period, Descartes—Kant) have been central to modern, liberal social and political philosophy. This course examines the critiques of those concepts and explores changing conceptions of community, civil society, and selfhood offered by feminist and postmodern philosophers. These issues have immediate interdisciplinary relevance for legal, political and psychological inquiries. Some attention is given to contemporary social problems, such as race and gender. Readings from contemporary philosophy (e.g. Foucault and critical theory) and some interdisciplinary sources. Prerequisite: PHIL 4, 5, or 9.

149. *Ethical Theory* 3 s.h.
A detailed examination of some specific issue in contemporary ethical theory. Possible topics include the nature and objectivity of morality, the relationship between moral philosophy and theories of the self, the revival of a virtue-theory approach to ethics, and pluralism about values. Prerequisite: PHIL 9, or permission of instructor.

150. *Theories of Knowledge and Being* 3 s.h.
An investigation of theories of being, which state the most general characteristics of reality; and theories of knowledge, which state what knowledge is and how, if at all, we know things; and the ways that theories of being and knowledge are related. Prerequisite: PHIL 5 or 9.

155. *Selected Philosophers* 3 s.h.
This course provides an in depth study of a major philosophical figure; the figure to be studied varies from semester to semester depending on the instructor. Prerequisites: PHIL 5 or 3 s.h. in philosophy, or a history of philosophy course, or permission of instructor. May be repeated twice for credit when topics vary.

194. *Seminar* 3 s.h.
For juniors and seniors who have previously taken at least three philosophy courses in logic (PHIL 164, 165, 175). May not be taken on a Pass/D+/D/Fail basis.

Physics (PHYS)

6. *Acoustics, Music and Speech* # 3 s.h.
Fundamental physics of sound; production, propagation and detection. Emphasis is placed on musical instruments and human voice and hearing. Sound reproduction, architectural acoustics and noise considerations are studied. (2 hours lecture, 2

hours laboratory.) Prerequisites: high school algebra and geometry. Credit given for this course or PHYS 7 or 8.

17, 18. *Elements of Physics for Engineers* 4 s.h. each
Fundamental laws and principles of mechanics, electricity and magnetism, and selected topics in light. Designed for engineering majors. Corequisite for 17: PHYS 11B. Prerequisite or corequisite for 17: MATH 19. Prerequisite or corequisite for 18: MATH 20.

Sociology (SOC)

142. *Global Cities: Politics and Social Change in Comparative Perspective* 3 s.h.
This course compares the impact of global economic change on the world's most powerful cities in the last fifteen years. The first half of the course focuses on how economic change has affected the social and political lives of the residents of New York and London. The second half looks at the way other cities (e.g., Paris, Berlin, Tokyo, Hong Kong, Singapore, and Los Angeles) handle the challenges of globalization and assesses what lessons their fate holds for New York and London. Course is designed to introduce students to the problems and opportunities created by the growth of a world economy and its consequences for the people, politics, and social structures of large cities.

Spanish Literature in Translation (SPLT)

52. *Interpreting the Hispanic Legacy* # 3 s.h.
Spain's legacy to Hispanic America and their respective values and idea, as expressed in their literary and traditional myths. Matters of origin, the assessments of the modern dilemma, and projections of Hispanic politics and art are discussed. Readings are interpretative as well as historical. Prerequisite: one of the following courses: HIST 11, 12; CLIT 39, 40; SPLT 51; or permission of Chairperson of the Spanish Department in consultation with the instructor.

Speech (SPCH)

9. *Approaches to the Speech, Language, and Hearing Sciences* # 3 s.h.
A critical examination of the current theories and methods applied to the exploration of speech and hearing processes and to the processing and representation of language. The course evaluates behavioral, formal, and functional theories of language, and the empirical methods used to investigate languages. Basic concepts and measurements used in the study of the physical and psychological correlates of speech, hearing, and language are introduced. Students learn to apply this knowledge to the analysis of the production, perception, and representation of language.

Technology and Public Policy (TPP)

1. *Introduction to Environmental Systems* # 3 s.h.
Develops an understanding of environmental science and applies it to environmental public policy issues. Fundamental scientific principles discussed include conservation of energy, atmospheric transport, radioactivity, biodegradation and thermodynamics. Public policy issues include acid rain, global warming, nuclear energy, recycling, asbestos and toxic wastes. (2 hours lecture, 2 hours laboratory.)

Women's Studies (WST)

1. *Introduction to Women's Studies* # 3 s.h.
An interdisciplinary course which introduces the major ideas and concepts of women's studies and a variety of gender-related issues. The course provides theoretical tools by which to under-

#Core course

stand these issues and creates an interdisciplinary foundation of basic concepts and perspectives in women's studies. Drawing upon material from a wide range of disciplines: literature, the arts, sociology, language, linguistics, philosophy, psychology, and history, the course prepares the student for more discipline-specific courses on women and gender-related issues in these and other fields. Credit given for this course or New College ISWB 001, not both.

198. *Independent Study in Women's Studies* 3 s.h.
Individualized course of readings or plan of study prepared by student in consultation with and under the guidance of a faculty instructor. Written and/or other requirements for completion are established by the faculty instructor. May be used in partial fulfillment of requirements for a minor in Women's Studies. Prerequisite: permission of instructor and of a codirector of Women's Studies.

Provisional Courses

The School of Communication acknowledges that departments need to keep up-dated on new advances made in their various disciplines. Toward this end, departments may propose to experiment with a different combination of material or an interdisciplinary approach to a subject. These proposals may obtain "provisional approval." If the experiment is successful, faculty authorization for regular inclusion with departmental offerings may follow.

Provisionally approved courses must meet all regular requirements for time in class, amount of student assignments and level of difficulty. The following are courses which received provisional approval.

Journalism (JRNL)

1. *Historical and Ethical Principles of the American News Media*

3 s.h.

An examination of the fundamental ethical principles of reporting, editing, and presenting news and other information essential to democratic self-government. Students need not arrive at the same set of moral principles, but they are encouraged to develop the moral reasoning and acuity necessary to arrive at a coherent and consistent moral framework. The course involves extensive use of case studies in addition to primary and secondary readings in the history, principles and practices of the American news media.

53. *Copy Editing*

3 s.h.

An advanced course in preparing raw copy for publication, with the emphasis on newspaper and newsmagazine journalism. Skills emphasized include analyzing story structure, mastering paper and electronic research tools, spotting and filling "holes" in stories, improving language skills (punctuation, syntax, etc.) sharpening news judgment and writing headlines. Students learn to spot and correct unintended bias, illogical argumentation, unwarranted conclusions, historical fallacies and other pitfalls of undisciplined thinking, discourse and writing. Strong language skills required. Prerequisite: JRNL 13 or permission of the instructor.

56. *Desktop Publishing*

3 s.h.

Learn how to publish your own publication, from a newsletter to a newspaper, using the latest hardware and software. Today's generation of computers and desktop publishing programs have made it possible to produce a viable periodical. This course teaches you the skills to design your own publication, from

turning on the computer to printing the final copy. Prerequisites: JRNL 13 and computer literacy required. No liberal arts credit.

72. *Investigative and Depth Reporting*

3 s.h.

An introduction to investigative reporting and reporting in depth also known as explanatory reporting. Students study the role of investigative and public service reporting in the context of modern democracy. They learn advanced reporting techniques, compilation and analysis of data, and how to write and package longer stories and series for newspapers and magazines. Some material is presented in lecture, but much of the course involves individual, team, and classroom projects. Limited to 18 students; by permission only. Prerequisite: JRNL 13.

76. *Advanced Broadcast Journalism*

3 s.h.

This course provides those concentrating in electronic journalism with the opportunity to produce an in depth, long-form project of journalistic significance. Working as a team, participants research, write, shoot, and edit a news documentary for broadcast. Participants also analyze and critique selected works products by news organizations. Prerequisites: JRNL 11, 15, 17, and AVF 26. No liberal arts credit.

120. *Electronic News Laboratory I*

3 s.h.

An intensive workshop where students use their journalism skills in the production of a weekly, broadcast-quality news show (i.e., News and Views). Students participate in each aspect of this production including research, writing, reporting, and editing. Emphasis is placed on developing advanced writing skills. Ethical problems faced by television reporters and producers are discussed. Participants work with advanced video/television students in the actual production of the newscast. Prerequisites: JRNL 11, 13, 15; AVF 26. No liberal arts credit.

Speech Communication and Rhetorical Studies (SPCM)

47. *Freedom of Speech*

3 s.h.

A survey of the rights, freedoms, duties, responsibilities and limitations of communicators and the government arising from Parliamentary rules, the First Amendment and other judicial and legislative sources. An awareness of the interrelationship between freedom of expression, legal concepts, politics, economic and sociological aspects of everyday life is developed. May not be taken on a Pass/D+/D/Fail basis.



