

## FOUNDATIONS, LEADERSHIP AND POLICY STUDIES (FLPS)

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*Associate Professor Duarte*

*Assistant Professors Becker, Scott*

*Special Associate Professor Garfinkel*

### PROGRAMS

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### EDUCATIONAL ADMINISTRATION (EADM)

The Department of Foundations, Leadership and Policy Studies offers three programs in educational administration: Master of Science in Educational Administration and Policy Studies, Certificate of Advanced Study in Educational Administration and the Doctor of Education in Educational and Policy Leadership. As part of the Doctoral Program, students also receive a Professional Diploma in Educational and Policy Leadership.

The Master of Science in Educational Administration and Policy Studies is a program designed to provide a basic introduction to preK-12 school administration and supervision for those students who work in settings such as independent schools who would like to pursue an advanced degree in educational administration, but who do not need New York State Administrative Certification.

The Certificate of Advanced Study (CAS) in Educational Administration is also a basic introduction to school leadership and supervision that prepares students for entry level leadership and supervisory positions. Prerequisites include at least two years of certified preK-12 teaching and a master's degree. Completion of this program qualifies the student for the New York State School Administrator/Supervisor Certificate and the School District Administrator Certificate.

The Doctoral Program in Educational and Policy Leadership is a three-phase administrative leadership preparation program. Integrating theory, research, and policy, it prepares students to be critically oriented and self-aware agents actively working for the educational improvement of children and youth.

Applications for admission are made to the Graduate Admissions Office. To be accepted into one of these programs the applicant must meet the admission requirements specified in the description of that program.

### MASTER OF SCIENCE IN EDUCATION: EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

*Professor Barnes, Graduate Program Director, (516) 463-5781, edadrb@hofstra.edu*

The program provides an interdisciplinary exploration of important policy issues in education and a basic introduction to educational leadership and supervision. This program is particularly well suited for those who work in independent schools, libraries, museums, publishing houses, or other non-traditional settings.

#### ADMISSION REQUIREMENTS *(all to be typed):*

1. Three Departmental Recommendation Forms.
2. A detailed resume of professional experiences.
3. A comprehensive statement of professional administrative goals and objectives.

**PROGRAM REQUIREMENTS (36 s.h.)**

**Area 1. Administrative Strand: 16 s.h.**

EADM	260	Individuals in Organizations, 6 s.h.
	261	Schools as Social Organizations: Working With People, 6 s.h.
	264A	Framing Problems & Making Decisions, 4 s.h.

**Area 2. Policy Strand: 15 s.h.**

*Students must choose a minimum of 3 s.h. from each of the areas designated below:*

**A. Philosophical Foundations of Education**

FDED	200	Philosophy of Education, 3 s.h.
	210	Contemporary Educational Movements, 3 s.h.
	220	Aesthetic Education, 3 s.h.
	252	Ethics for Educators, 3 s.h.

**B. Historical Foundations of Education**

FDED	230	History of Education in the United States, 3 s.h.
	231	Childhood & Adolescence in Historical Perspective, 3 s.h.

**C. Social Foundations of Education & Policy Issues**

FDED	211	The School & Society, 3 s.h.
	247	The Family as Educator: Multicultural Dimensions, 3 s.h.
	270	Gender & Schooling: Implications for the Study & Administration of Schools, 3 s.h.

**Area 3. Teaching & Learning Strand: 3 s.h.**

ELED	207	Dynamics of Curricular Change, 3 s.h. or
SED	207	The Dynamics of Curriculum Change, 3 s.h.

**Area 4. Completion Projection: 2 s.h.**

EADM	351	Independent Study, 2 s.h.
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**CERTIFICATE OF ADVANCED STUDY: EDUCATIONAL ADMINISTRATION**

*Associate Professor Garfinkel, Graduate Program Director, (516) 463-5754, edaezg@hofstra.edu*

**PROGRAM OVERVIEW**

A five-semester, 30 credit program designed for educators who are preparing for entry-level leadership positions in public schools, the Certificate of Advanced Studies qualifies students for the New York State School Administrator/Supervisor (SAS) and School District Administrator (SDA) certifications. The goal of the program is to prepare creative, flexible, visionary and reflective leaders with the skills necessary to facilitate and improve the quality of learning for all students. Towards this end, students complete the required sequence of courses as a learning community and engage in class and field-based experiential learning projects designed to develop important leadership skills. In addition to course work, administrative candidates complete three semesters of supervised internships in multiple settings, tailored to individual career objectives. The CAS program is also fully transferable to the Ed.D. program in Educational and Policy Leadership.

**ADMISSION REQUIREMENTS**

Application for admission is made to the Graduate Admissions Office.

1. Applicants for the CAS must have at least two years of preK-12 certified teaching or pupil personnel experience and possess a master's degree.
2. Applicants must demonstrate strong analytic ability and leadership potential.
3. Official transcripts.
4. Three completed department recommendation forms.
5. Current resume.
6. Statement of purpose.

**PROGRAM REQUIREMENTS (30 s.h.)**

The program consists of 6 credits per semester for five continuous semesters (including summer). Course work typically begins in the fall semester. In the third, fourth, and fifth semesters, candidates combine course work and an administrative internship. A typical schedule is as follows:

Fall	EADM 260	Individuals in Organizations, 6 s.h.
Spring	EADM 261	Schools as Social Organizations: Working with People, 6 s.h.
Summer	EADM 262A	Understanding External Environments: Social, Political, Economic & Legal Contexts of Schools, 4 s.h.
	263	Administrative Internship I, 2 s.h.
Fall	EADM 264A	Framing Problems and Making Decisions, 4 s.h.
	265	Administrative Internship II, 2 s.h.
Spring	EADM 266	Education Program Development, Delivery and Assessment, 4 s.h.
	267	Administrative Internship III, 2 s.h.

**DOCTOR OF EDUCATION (Ed.D.): EDUCATIONAL AND POLICY LEADERSHIP**

*Professor Kottkamp, Graduate Program Director, (516) 463-5763, edarbk@hofstra.edu*

**PROGRAM OVERVIEW**

The program in Educational and Policy Leadership leading to the Doctor of Education (Ed.D.) degree is designed for those who wish to develop the conceptual understanding and analytical skills needed to provide transformative leadership in complex educational organizations. Emphasizing theory, research, and policy, the program provides an opportunity for candidates to work in learning communities with faculty to develop a deeper understanding of themselves as educators, leaders, policy makers, and policy advocates as they develop the knowledge and skills necessary to improve the quality of student learning through creative, flexible, visionary, humane, and ethical leadership.

**ADMISSION REQUIREMENTS**

Applicants must have completed a Master's degree and submit the following materials, in addition to the application:

1. A detailed resume of professional and related experiences;
2. a statement of purpose;
3. official transcripts of undergraduate and graduate study;
4. three Departmental Recommendation Forms;
5. a score at or above the 55th percentile on one of the following admissions examinations: Miller Analogy Test, GRE, GMAT, LSAT;
6. an interview with the Doctoral Director.

If accepted for matriculation, the student must have access to a computer, preferably a laptop, and e-mail.

**APPLICATION DEADLINE**

Core courses normally begin in fall, but applications are reviewed for admission throughout the year. To be considered for financial aid, applications must be received by May 1.

**PROGRAM REQUIREMENTS (79 s.h. minimum)**

The minimum course requirements for the doctorate is 79 hours beyond completion of a Master's degree. Candidates may be required, however, to complete more than 79 hours upon the recommendation of departmental faculty. The doctoral program consists of three components.

**Phase I: Certificate of Advanced Study (30 s.h.)**

This phase qualifies eligible students for New York State Certification as School Administrator and Supervisor (SAS) and School District Administrator (SDA). Applicants who have completed an approved certification program at another university may transfer a maximum of 24 credits toward this requirement.

**Phase II: Advanced Professional Studies (40 s.h.)**

Requirements consist of the doctoral core, and distributed and other electives. For distributed electives, candidates may choose from courses listed below, as well as special workshop offerings. Candidates complete core requirements as a learning community. In addition to course work, candidates must complete written competency requirements in Critical Analysis and Synthesis of Scholarly Work and Research Design and Analysis and also satisfy Residency requirements. Those who complete Phase II requirements are eligible to receive the Professional Diploma.

**Doctoral Core:**

EADM 320-321 Exploring the Field of Educational Administration:  
An Introduction to Doctoral Studies, 3 s.h. each

*Research: A total of 16 credits is required in this area, including the following:*

EADM 357-358 Applied Research in Educational Settings, 4 s.h. each

*Additional credits will be selected with advisement, 8 s.h.*

**Distributed Electives:** *Select one course from each area.*

**1. Philosophical and Personal Reflection on Leadership, 3 s.h.**

EADM 257 The Reflective Administrator, 3 s.h.  
259 The Administrator in Fiction, 3 s.h.  
FDED 200 Philosophy of Education, 3 s.h.  
252 Ethics, 3 s.h.  
257,258 Seminar: Philosophy of Education, 3 s.h. each

**2. School and Society**

EADM 243 School Finance, 3 s.h.  
244 School Law, 3 s.h.  
258 Gender and Schooling: Implications for the Study and Administration of Schools, 3 s.h.  
FDED 221 Celebrating Humanity: Aesthetic Experience and Education in Global Perspective, 3 s.h.  
230 History of Education in the United States, 3 s.h.  
231 Childhood and Adolescence in Historical Perspective, 3 s.h.  
232 Cross-Cultural Education: Comparative Perspectives, 3 s.h.  
240 Urban Education, 3 s.h.  
242 Foundational Perspectives in Multicultural Education, 3 s.h.  
244 Seminar: Alternative Education, 3 s.h.  
247 The Family as Educator: Multicultural Dimensions, 3 s.h.  
248 Multicultural Education in the Metropolitan Area, 3 s.h.  
255,256 Seminar: Social Foundations of Education, 3 s.h. each

**3. Organizational Leadership**

EADM 245 Selected Issues in School Administration, 3 s.h.  
325 Leadership and Education, 3 s.h.  
380 Structure and Process in Educational Organizations, 3 s.h.  
270/223 School Business Administration, 3-6 s.h.  
280-289,A-Z Advanced Workshops, 1-4 s.h.

**Other Electives: (9 s.h.)**

Selected with advisement from courses offered in the School of Education and Allied Human Services as well as from other graduate programs.

**Phase III: Doctoral Dissertation (9 s.h. minimum)**

Following completion of the Doctoral Oral Exam, A Self-Assessment of Personal Learning, candidates begin the final phase of the program, involving a minimum of nine credits. Initially, candidates work with faculty and peers to develop a dissertation study or project. The effort culminates in a presentation of the proposal (Doctoral Exam B) and the dissertation itself, upon its completion (Doctoral Exam C).

EADM 300	Doctoral Seminar, 3 s.h.
601	Dissertation Seminar, 3 s.h.
604	Dissertation Advisement, 3 s.h.

**ADDITIONAL PROGRAM REQUIREMENTS**

In addition to the course work and dissertation requirements, students will complete the following:

- A written competency examination consisting of two parts:
  - Competency in Critical Analysis and Synthesis of Scholarly Work
  - Competency in Research Design and Analysis
- Doctoral Oral Examination A: A Self-Assessment of Personal Learning
- Doctoral Plan of Residency
- Doctoral Examination B: Proposal Hearing
- Doctoral Examination C: Dissertation Oral

**GRADUATION REQUIREMENTS**

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

**(EADM) COURSES**

EADM 200      Once a year      3 s.h.  
***The School as an Organization***  
 Introductory course designed for master's-level students on the school as a complex social organization. Concept, structure and functions of educational organizations, with special emphasis on elementary and secondary schools. Explores the formal structure of school systems including the roles of the Federal Government, State Departments of Education, local school boards, public interest groups and parent-teacher organizations. Analyzes the relationship between educational research, policy and practice in local schools. May not be used to fulfill requirements for the Certificate of Advanced Study or doctoral programs. (Formerly Introduction to Administration.)

EADM 210      Periodically      6 s.h.  
***Core Theory in Educational Administration***  
 A study of concepts, theories, research methods and findings drawn largely from the behavioral sciences which can be applied in the practices of educational administration at all levels. Emphasis is given to organizational behavior including the study of roles and relationships, scientific management, bureaucracy, social systems, human motivation, decision making, leadership, organizational change, communications, and situational influences which shape education and educational administration in the context of a multicultural society. Methods of instruction include lectures, class discussion, role-playing, student presentations, guest lecturers and use of audiovisual materials. Student achievement is evaluated on the content and quality of written papers, class participation and a final written exercise. Open only to matriculated students in CBAE educational administration programs.

EADM 211      Periodically      6 s.h.  
***Core Practicum in Educational Administration***

This course moves educational administration from advanced theory into action. Using simulated materials reflecting the problems and issues of a particular school district, the course deals with administrator decision-making behavior in the context of a community which reflects a variety of multicultural characteristics and values. Political, social and economic pressures as well as educational needs are considered, and the use of group dynamics in the decision-making process is highlighted. Achievement is determined primarily through peer group and evaluations of competencies. Open only to matriculated students in CBAE educational administration programs.

EADM 214      Periodically      3 s.h.  
***Theories and Practices of Supervision***

A systematic study of the theories and practices of supervision and the philosophies, rationales and assumptions upon which elementary and secondary school supervision is based. Theoretical concepts are conveyed by lectures and discussion; skills are acquired through role playing and case studies. Achievement is determined through papers and quality of class participation.  
*Prerequisite: two years of teaching experience.*

EADM 219 Periodically 3 s.h.  
**Patterns of Building Unit Administration**

This course focuses on the administrative roles and functions of elementary and secondary school building administrators. The topics include tasks of a building administrator, school organization and staff utilization, curriculum development and improvement, leadership, supervision of individual performance, personnel management, facilities management, employee organization relations, student affairs, school public relations, basic school laws and sources of legal information. Methods of instruction include lecture and class discussion, small group exercises, student and guest presentations, written exercises and a final written exercise. Evaluation of student achievement is based on the quality of class participation and quality of written exercises.

EADM 222 Periodically 3 s.h.  
**Human Relations in School Personnel Management**

The areas of motivation, group dynamics and leadership theory as well as the tasks of staff recruitment, selection, orientation and development are treated. Competencies are developed through case studies, role playing, lecture-discussions and substantive readings and reactions. Achievement is determined through the quality of work in these activities.

EADM 223 Periodically 3 s.h.  
**School Business Administration II**

An examination of the duties and responsibilities including an understanding of the role in relation to other members of the administrative team and an exploration of aspects of the business administrator's work in regard to office management, budget procedures, financial management, accounting and auditing, purchasing and supply management, insurance programs, capital outlay and debt service, school plant operation and maintenance, food service and transportation.

*Prerequisite:* EADM 270. (Formerly *The School Business Administrator*.)

EADM 231 Periodically 3 s.h.  
**School Public Relations**

Functions and responsibilities of the school administrator in the development and maintenance of effective school public relations. The meaning and purpose of school public relations, the public relations roles and functions of the board of education and all school personnel, school-community relations, communications processes, techniques and strategies, the preparation of communications materials, handling criticism and attacks, and relations with the news media. Questions and problems as they emerge during the semester. Illustrated lectures, class discussion, group interaction, role playing, student presentations, guest lectures and individual student reading, research and written assignments. Student achievement is measured by the quality of class participation, written assignments and a culminating written exercise.

EADM 233 Periodically 3 s.h.  
**Educational Facilities Planning**

Analysis of educational changes and architectural consequences, planning for flexible educational environments for present and future use, uses for underutilized schools, operation and maintenance, energy conservation and related problems. Slide lectures and visits to school are the principal methods of instruction. The achievement level of student is determined by application of the subject.

EADM 235 Periodically 3 s.h.  
**Collective Negotiations in Education**

The history of collective bargaining in the labor movement; comparison of collective bargaining, professional negotiation and collective negotiation, pertinent state legislation; representation and recognition procedures; scope and process of negotiations, impasse procedures; issues and outcomes of teachers' strikes and sanctions; impact on administrative theory and practice. Lecture-discussion with some role playing of situations. Achievement is determined through term papers and student reports with competency assessed by course instructor.

EADM 241 Periodically 3 s.h.  
**Supervision of Instruction and Curriculum Development**

This course surveys the organization, supervision and evaluation of curricular innovations and instructional programs as administered at the elementary and secondary school levels. Types of classroom arrangements (traditional, cluster and open); organization and scheduling plans (continuous progress, cross-grade grouping, departmentalization, dual progress plans, house plans, integrated day, modular scheduling, multi-age grouping, multi-unit plan, nongraded and self-contained classrooms); general instructional methods (computer-based, individualized, programmed, supervised independent study, supervised work experience and team teaching); and alternative approaches (alternative schools, community schools, mini-schools and school-within-a-school). Through reading assignments, peer presentations, class discussions and written examinations, students are expected to demonstrate to the instructor their competence in these four areas.

*Prerequisite:* EADM 214

EADM 243 Periodically 3 s.h.  
**School Finance**

Study of the economic, political and legal aspects of financing public education, both from a general point of view and with specific attention to New York State. Areas considered include basic economic principles; local, state and federal financial support; systems analysis; taxing systems; fiscal aspects of equal educational opportunities; budgeting; purchasing; accounting; and reporting and communication of fiscal information. Lectures, class discussions, student reports, case studies. Achievement is evaluated on the content and quality of written papers, oral reports, class participation and on a final written exercise.

- EADM 244 Periodically 3 s.h.  
**School Law**  
 Study of the legal framework (national and New York State) within which public education operates. Areas considered are church-state relations, state agencies, local school boards, financing education, tort liability, teacher-personnel administration, the Taylor Law, tenure, desegregation, and constitutional rights and freedoms of students. Case studies, lectures, class discussions and reports. Achievement is determined by the quality of written papers, oral reports, class discussion and a final written exercise. School attendance officers are advised to enroll in EADM 246.
- EADM 245 Periodically 3 s.h.  
**Selected Issues in School Administration**  
 Discussion and analysis of current vital issues in educational administration and their proposed solutions. Students are expected to research an issue, present it to the class and defend it. Achievement is determined by the quality of the written research report and the competencies demonstrated in the presentation and defense of the oral presentation in addition to other evidences. May be taken more than once for credit.
- EADM 246 Periodically 4 s.h.  
**Public School Law for Attendance Officers**  
 The legal framework within which the conduct of public education takes place in New York State. Taught in conjunction with EADM 244 (see description); special independent attendance law research is required.
- EADM 247 Periodically 3 s.h.  
**Data Processing for School Administrators**  
 Consideration of the types of applications of computer systems typical to school situations. The organization of school computer equipment for the guidance function, computer-based instruction, information retrieval, school simulation for problem solving, and the development of a total information system are discussed and/or implemented. Instruction is conducted by lecture and demonstration, and assessed by instructor on basis of papers and projects submitted commensurate with evidences.
- EADM 249 Periodically 3 s.h.  
**Management Technology**  
 An investigation into the theory and application of management technologies to the administrative process in education. Forms of systems-based technologies are considered. In addition to reading widely, contributing to class discussions and other normal expectations, students are expected to apply various technologies to case problems and simulated situations. Achievement is determined in part through peer-group assessment of projects and instructor evaluation of competencies.  
*Prerequisite: EADM 200 or 211 or by permission of instructor.*
- EADM 251, 252 Fall, Spring, Summer 1-3 s.h. each  
**Readings**  
 The student selects and reads literature agreed upon with the instructor. Oral and written reports are made. Open only to advanced graduate study program students. Pass/Fail grade only.  
*Prerequisites: EADM 211 and permission of department chairperson.*
- EADM 255 Periodically 3 s.h.  
**Women in Education Administration**  
 Acquaints students with the literature on women in educational administration in an effort to understand both how to get a job as a woman and how to keep it. Additionally, students explore the implications of gender-bias for research, theory and practice in educational administration. Pass/Fail grade only.
- EADM 257 Periodically 3 s.h.  
**The Reflective Administrator**  
 This course facilitates administrative performance by helping administrators to gain self-knowledge and develop self-reflection on their administrative actions. Students develop a platform or formal statement of their administrative intentions and then, with the help of the instructor and other students, examine the relationship between intentions and actual behaviors. Congruence and dissonance between intention and action are probed in a safe setting. Identified discrepancies provide points for individual decisions about changes in administrative behavior. Pass/Fail grade only.  
*Prerequisite: permission of instructor.*
- EADM 258 Periodically 3 s.h.  
**Gender and Schooling: Implications for the Study and Administration of Schools**  
 Goal of this course is to look at both the theoretical and practical implications of gender, providing a framework for thinking about issues as well as for acting on them. Same as FDED 270.
- EADM 259 Once a year 3 s.h.  
**The Administrator in Fiction**  
 Reflective course using contemporary novels to explore a variety of administrative themes, such as vision, leadership, organization, rationality and gender. Fiction is used as a lens to study personal constructions of meaning, to reflect on the spectrum of our internal lives in relation to administrative roles, and to explore the subjective experience of administration through aesthetics and imagination. Pass/Fail grade only.

EADM 260 Once a year 6 s.h.

***Individuals in Organizations***

This first course of the CAS program is designed to prepare individuals for formal and informal leadership roles in schools. Three interwoven strands provide focus to the course: the individual, the nature of administration and the characteristics of the organizational context. Taken together, the components of this course are building blocks which, when integrated, move the student toward the goal of educational leadership which embraces articulating vision, reflecting on one's own performance and taking a stance of critical questioning. Competencies are developed through case studies, role-playing, lecture/discussion, team and individual assignments, and substantive readings. Achievement is determined through the quality and degree of mastery demonstrated in the undertaking of these activities. Open only to matriculated students.

EADM 261 Once a year 6 s.h.

***Schools as Social Organizations: Working with People***

Examination of the human dimensions of organizational leadership. Building upon basic theory and research in the areas of motivation, communication, and group dynamics, students are encouraged to examine ways in which leaders, through their interaction with others, affect the quality of performance within the school setting. Special emphasis is given to the development of interpersonal and group communication skills which enhance individual motivation and organizational effectiveness. Competencies are developed through case studies, role-playing, lecture/discussion, team and individual assignments and substantive readings. Achievement is determined through the quality and degree of mastery demonstrated in the undertaking of these activities. Open only to matriculated students.

EADM 262A Once a year 4 s.h.

***Understanding External Environments: Social, Political, Economic, and Legal Contexts of Schools***

Exploration of the social, economic, political, and legal influences on educational policy and practice. The administrative implications of demographic change, shifts in societal expectations, political pressures, judicial and legislative actions, societal dysfunctions such as racism and sexism, and funding sources for schools are examined. Students relate these external environments to real school settings in an attempt to understand how external forces shape what happens in schools. Competencies are developed through case studies, role-playing, lecture/discussion, team and individual assignments, and substantive readings. Achievement is determined through the quality and degree of mastery demonstrated in the undertaking of these activities. Open only to matriculated students. (Formerly 264.)

EADM 263 Fall, Spring, Summer 2 s.h.

***Administrative Internship I***

A cooperatively guided administrative experience that focuses on the decision-making and problem-framing tasks of administrators. Students submit a plan of administrative and supervisory tasks to the Departmental Program and Internship Coordinator. These tasks are to be agreed upon by the coordinator and the school or district supervisor, with achievement to be determined against a stated list of competencies developed by the department and assessed by the school/district supervisor and the University supervisor. Registration by permission of the Departmental Program and Internship Coordinator. EADM 262A should be taken concurrently with, or prerequisite to this course. Open only to matriculated students in the CAS program. Pass/Fail grade only.

EADM 264A Once a year 4 s.h.

***Framing Problems and Making Decisions***

Examines the processes of problem-framing and decision-making in educational organizations. The focus is on the general ideas and concepts that decision-makers use, or could use, to think systematically about the problems they face. Frameworks for conceptualizing issues, tools for selecting alternatives, and issues of implementation are examined. Understanding how to use school and district data to make decisions and formulate policy is emphasized. A broad array of analytical tools is applied to resolve simulated and real problems. Competencies are developed through case studies, role-playing, lecture/discussion, team and individual assignments, and substantive readings. Achievement is determined through the quality and degree of mastery demonstrated in the undertaking of these activities. Open only to matriculated students. (Formerly 262.)

EADM 265 Fall, Spring, Summer 2 s.h.

***Administrative Internship II***

A cooperatively guided administrative experience that focuses on the external environments that impact schools. Students submit a plan of administrative and supervisory tasks to the Departmental Program and Internship Coordinator. These tasks are to be agreed upon by the coordinator and the school or district supervisor, with achievement to be determined against a stated list of competencies developed by the department and assessed by the school/district supervisor and the University supervisor. Registration by permission of the Departmental Program and Internship Coordinator. EADM 264A should be taken concurrently with, or prerequisite to this course. Open only to matriculated students in the CAS program. Pass/Fail grade only.



- EADM 266      Once a year      4 s.h.  
**Educational Program Development, Delivery and Assessment**  
 Introduces students to a variety of perspectives, including traditional as well as contemporary reconceptualization of curriculum and learning processes. Core educational technologies, including educational needs assessment, goal consensus testing, educational program planning (with participatory involvement, staff development, resources deployment, progress monitoring, budgeting, evaluation and accountability reporting components), educational change and risk-taking, school support services, and the nonacademic curriculum are studied. Competencies are developed through case studies, role-playing, lecture/discussion, team and individual assignments, and substantive readings. Achievement is determined through the quality and degree of mastery demonstrated in the undertaking of these activities. Open only to matriculated students.
- EADM 267      Fall, Spring, Summer      2 s.h.  
**Administrative Internship III**  
 A cooperatively guided administrative experience that focuses on educational program development, delivery, and assessment. Students submit a plan of administrative and supervisory tasks to the Departmental Program and Internship Coordinator. These tasks are to be agreed upon by the coordinator and the school or district supervisor with achievement to be determined against a stated list of competencies developed by the department and assessed by the school/district supervisor and the University supervisor. Registration by permission of Departmental Program and Internship Coordinator. EADM 266 should be taken concurrently with, or prerequisite to this course. Open only to matriculated students in the CAS program. Pass/Fail grade only.
- EADM 270      Summer      6 s.h.  
**School Business Administration I**  
 A study of concepts, theories and practical applications of the current state of knowledge in school business administration. An examination of the laws impacting school business administration, an overview of school district budgets, the borrowing and investment of school district funds, accounting and auditing procedures, purchasing requirements and procedures, sources of revenue including State aid, health and safety issues and laws, personnel management, insurance, negotiations, transportation issues, managing facilities and operating school lunch programs. Practicing experts in each of these areas share their expertise during class discussions.
- EADM 271      Summer      3 s.h.  
**Workshop: Middle Level Education**  
 This week-long workshop provides an overview of the essential administrative elements and strategies characteristic of an effective middle level program. Specific topics include building an exemplary instructional program, encouraging creative and effective teaching strategies, fostering academic and affective growth in adolescents, and making the transition from a Junior High School to a Middle School. Nationally and locally known speakers are brought in to share their experiences and expertise. Pass/Fail grade.
- EADM 280-289, A-Z Once a year      1-4 s.h. each  
**Advanced Workshops**  
 Special workshops of an advanced nature designed to meet the needs of specific groups. 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.
- EADM 283      Periodically      3 s.h.  
**Workshop: Administration of Programs for Exceptional Populations**  
 This workshop is a field problem course focused on the administration of programs for exceptional populations. Participants play the role of an administrator given responsibility for administering programs for exceptional populations along with other unrelated administrative responsibilities. Administrative field problems presented touch on legal, financial and operational issues related to compliance with New York State regulations. No attempt is made to discuss handicapping conditions beyond their legal definitions. Course goal is to increase understanding and awareness to a level that enables the practitioner to ask intelligent questions at critical phases of the administrative process. Evaluation of student progress is based on appropriate written work and class participation.  
*Prerequisite: SPED 200 or permission of instructor*
- EADM 300      Fall      3 s.h.  
**Doctoral Seminar**  
 Special topic seminar designed for doctoral students. Content varies from year to year; specific descriptions will be available at registration. Generally the course focuses on the impact of change upon the school system with an analysis of the problems arising and the development of comprehensive strategies to move forward the educational enterprise. Open only to doctoral students. Pass/Fail grade only.
- EADM 310, 311      Fall, Spring, Summer      3 s.h. each  
**Administrative Internship**  
 A cooperatively guided administrative experience at the school building level. Students will submit a plan of administrative and supervisory tasks to the departmental Internship Coordinator. These tasks to be agreed upon by the coordinator and the school building supervisor, with achievement to be determined against a stated list of competencies assessed by the school building supervisor and a University supervisor. Monthly seminars for consideration of problems confronted in the field. Registration only by permission of the departmental internship coordinator. Open only to matriculated students. Pass/Fail grade only.

EADM 312 Fall, Spring, Summer 3 s.h.  
**Administrative Internship**

A cooperatively guided administrative experience at the central office level. Description is the same as for EADM 310, 311 except that experiences to be undertaken and supervisor designated is a member of the central office staff. Registration only by permission of the departmental Internship Coordinator. Open only to matriculated students. Pass/Fail grade only.

EADM 320-321 Fall, Spring 3 s.h. each  
**Exploring the Field of Educational Administration: An Introduction to Doctoral Studies**

This two-semester sequence introduces doctoral students to the field of educational administration. Students develop a broad understanding of the field of educational administration, explore the history of inquiry in the field as well as current issues, and become familiar with its professional resources and organizations. Students also develop an understanding of doctoral study in the FLPS Department, articulate their own interests, and learn the skills and techniques required for doctoral study.

EADM 325 Periodically 3 s.h.  
**Leadership and Education**

This course is an exploration of the theory and practice of leadership using a variety of models from the social sciences. Drawing upon a broad interdisciplinary framework, images and representations of leadership are explored in film, visual art, biography, management literature, children's books and organizational research for the purpose of facilitating thinking about leadership roles in society and the ways in which these considerations enter into educational discourse and the practice of administration in complex educational organizations.

EADM 351, 352 Fall, Spring, Summer 1-3 s.h. each  
**Independent Study in Administration**

The advanced doctoral student will identify and define special projects or studies, approved by the adviser, related to school administration. The student then works independently, conferring with the adviser on an appropriately agreed upon schedule and produces the final report by the date stipulated. Open only to doctoral students by permission of the department chairperson. Pass/Fail grade only.

EADM 357&358 Fall, Spring 4 s.h. each  
**Applied Research in Educational Settings**

This two-semester sequence of courses is designed to prepare educational leaders to use data as a fundamental tool to improve the experiences of children and adults in schools and other learning institutions. Participants will learn to use data to develop a culture of high standards and equity in learning organizations and monitor student achievement and learning. Students in this class will build an institutional instructional student data base; monitor an educational intervention within an organization; use data to describe institutional processes, practices, and progress; examine institutional belief systems, underlying assumptions, and behaviors; speculate on ways to use results to mobilize the school community for action; and provide a record of personal and institutional accountability. The class covers measures of central tendency and dispersion, normal curve, correlation, linear regression, chi-square, t-tests, one-way analysis of variance, partial and multiple correlation and multiple regression, factor analysis. Courses may not be taken on a Pass/Fail basis.

EADM 380 Once a year 3 s.h.  
**Structure and Process in Educational Organizations**

This course helps the advanced graduate student develop a strong background in modern and emergent organizational theory as it applies to educational practice and administrative inquiry. Lays the groundwork for the advanced student to conceptualize either research into contemporary educational problems or improving administrative practice.

EADM 601 Spring 3 s.h.  
**Dissertation Seminar**

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: successful passing of the Doctoral Oral Qualifying Exam, approval of the residence plan of study, and completion of 12 s.h. of the doctoral program of studies including EADM 300. A minimum of 601 is required of all doctoral students in educational administration. Pass/Fail grade only.

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

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.

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

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

## FOUNDATIONS OF EDUCATION (FDED)

*Professor Smith, Graduate Program Co-Director; (516) 463-5758, edaths@hofstra.edu*

*Assistant Professor Scott, Graduate Program Co-Director; (516) 463-6468, soekas@hofstra.edu*

### GRADUATE PROGRAMS

The graduate programs in Foundations of Education are designed for students with varied backgrounds and interests. While some candidates plan to pursue careers in education, others are primarily interested in the interpretive study of educational values, beliefs, theories, and practices. The degree program basically consists of elective courses taken under advisement in areas related to educational thought and to philosophical, historical, and social foundations of education. Electives in such diverse disciplines as anthropology, psychology, sociology, political science, and economics, are all considered relevant to the Foundations of Education program. These degree programs will provide either Permanent or Professional Certification for those students who have obtained Provisional or Initial Certification.

Admission to the programs is dependent on holding a bachelor's degree from an accredited institution, submission of official college transcripts, and a personal interview with appropriate graduate faculty. In addition, each student is asked to provide both a recent writing sample and a statement of purpose for wanting to enroll in the program. Though individual programs vary to reflect diversity in students' interests, most follow requirements set forth below.

### MASTER OF SCIENCE IN EDUCATION: FOUNDATIONS OF EDUCATION

This program has been replaced by the Master of Arts: Foundations of Education below.

### MASTER OF ARTS: FOUNDATIONS OF EDUCATION

#### PROGRAM OVERVIEW

This program is designed to provide an understanding of philosophical, historical and social foundations of education and draws from diverse disciplines, including philosophy, history, anthropology, psychology, sociology, political science and economics. This program attracts thoughtful individuals with diverse professional goals and interests who want a deeper understanding of education in modern society. Engaging students in an interpretive study of educational beliefs, practices, and arrangements, it includes courses in educational history and philosophy; multicultural and cross-cultural education; sociology of education; childhood, adolescence, and the family; and aesthetic education. The program satisfies New York State requirements for Professional Certification in the following areas: Early Childhood, Childhood, and Adolescence including English, Social Studies, Foreign Language, Science, Mathematics, Music and Fine Arts.

#### ADMISSION REQUIREMENTS

Applications for admission to the Foundations of Education Program are made to the Graduate Admissions Office. A committee of full-time members of the Foundations of Education Program bases its decision to accept or reject a candidate based on a comprehensive review of the following criteria:

1. B.A. or B.S. degree, with a minimum GPA of 2.75. Students with a minimum GPA of 2.5 or higher may be accepted into the program on a probationary status if relevant considerations warrant such an exception.
2. A recent writing sample.
3. Statement of purpose for pursuing Foundation of Education studies.
4. Interview with a faculty member in Foundations of Education.
5. Initial certification in one of the content areas listed below for students seeking professional certification.

**PROGRAM REQUIREMENTS** (33-36 s.h.)

**I. For students *not* seeking professional certification, the program of studies involves the following** (33 s.h.)

- *Foundations of Education: 15 s.h.*  
Students must complete 15 s.h. of 200-level courses in Foundations of Education.  
The student may select any 200-level course offered under advisement.
- *Electives: 18 s.h.*  
Electives may be chosen, under advisement, from Liberal Arts and Sciences, Foundations of Education, or other courses within the School of Education and Allied Human Services.

**II. For students who are seeking Professional certification in the content areas listed below, the program of studies involves the following: 33-36 s.h.**

***Foundations of Education: 15 s.h.***

Students must complete a 15 s.h. of 200-level courses in Foundations of Education. The student may select any 200-level course offered under advisement.

***Electives: 6 s.h.***

Students may select additional Foundations of Education courses or other courses from Liberal Arts and Sciences and School of Education and Allied Human Services.

***Content/Pedagogy Linkage: 12-15 s.h.***

Students who are seeking professional certification complete only the content-pedagogy linkage for the initial area of certification held.

***A. Early Childhood: 12 s.h.***

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

***English/Literacy:***

DRAM	277	Theater Methods in Educational Dramatics, 3 s.h.
ELED	225	Teaching English as a Second Language, 3 s.h.
	265	Children's Literature for Early Childhood Educators, 3 s.h.

***Social Studies:***

ELED	254	History & Geography in Early Childhood & Elementary Education, 3 s.h.
ISI	201	Cultural Diversity & Global Studies, 3 s.h. (New College course)

***Mathematics, Science & Technology:***

ELED	231	Curriculum & Instruction in Science, 3 s.h.
	232	Curriculum & Instruction in Mathematics, 3 s.h.
	239	Technology Education in Elementary School, 3 s.h.
MHAE	231	Teaching Elementary School Children About Health, 3 s.h.
MATH	280T	Workshop: Pre-College Mathematics, Discovering Mathematical Principles Through Technology, 3 s.h.

***B. Childhood: 12 s.h***

*Select four courses from the following:*

ELED	233	Curriculum & Instruction in Creative Arts, 3 s.h.
	230	Curriculum & Instruction in Social Studies, 3 s.h.
	254	Teaching History & Geography in Early Childhood & Childhood Education, 3 s.h.
	224	Multicultural Literature in the Elementary School Curriculum, 3 s.h.
	278	Writing & Children's Literature, 3 s.h.

**C. English: 12 s.h.**

SED	232	Curriculum & Instruction in English, 3 s.h.
<i>Select three courses (with advisement) from:</i>		
ENGL	203	Approaches to English Grammar, 3 s.h.
	210	20th-Century American Fiction, 3 s.h.
	261	The American Renaissance, 1820-1860, 3 s.h.
	271A	Sources of the English Literary Tradition I, 3 s.h.
	271B	Sources of the English Literary Tradition II, 3 s.h.
	272	Sources of the English Literacy Tradition III, 3 s.h.
	274	Sources of the American Literacy Tradition, 3 s.h.
MAP	261	World Literature or equivalents in ENGL or LYST, 3 s.h.

**D. Fine Arts: 12 s.h.**

CT	271	Curriculum Design in Art Education, 3 s.h.
	297A	Advanced Studies in Art Education: Elementary, 3 s.h.
	297B	Advanced Studies in Art Education: Secondary, 3 s.h.
<i>Select one of the following:</i>		
FDED	220	Aesthetic Education, 3 s.h.
	221	Celebrating Humanity: Aesthetic Experience & Education in Global Perspective, 3 s.h.
	225	The Museum as Educator, 3 s.h.

**E. Languages Other Than English: 12 s.h.**

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

**1. French:**

SED	233	Curriculum & Instruction in Foreign Languages, 3 s.h.
<i>Select three courses (with advisement) from:</i>		
FREN	201	The French Language, 3 s.h.
	202	Studies in French Civilization, 3 s.h.
	221-226	Special Topics, 3 s.h. each
CT/SED	208	Multicultural Curriculum & Teaching, 3 s.h.
FDED	232	Cross-Cultural Education: Comparative Perspectives, 3 s.h. or equivalents

**2. German:**

SED	233	Curriculum & Instruction in Foreign Languages, 3 s.h.
<i>Select three courses (with advisement) from:</i>		
GERM	221-226	Readings in Literature or Special Studies, 3 s.h. each
CT/SED	208	Multicultural Curriculum & Teaching, 3 s.h.
FDED	232	Cross-Cultural Education: Comparative Perspectives, 3 s.h. or equivalents

**3. Russian:**

SED	233	Curriculum & Instruction in Foreign Languages, 3 s.h.
<i>Select three courses (with advisement) from:</i>		
RUS	221-226	Readings in Literature or Special Studies, 3 s.h. each
CT/SED	208	Multicultural Curriculum & Teaching, 3 s.h.
FDED	232	Cross-Cultural Education: Comparative Perspectives, 3 s.h. or equivalents

**4. Spanish:**

SED	233	Curriculum & Instruction in Foreign Languages, 3 s.h.
<i>Select three courses (with advisement) from:</i>		
SPAN	202	The Spanish Language, 3 s.h.
	212	Contrastive Bilingualism, 3 s.h.
	213	Development of Social & Psychological Bilingual Trends in the United States, 3 s.h.
	218	People & Cultures of Latin America, 3 s.h.
FDED	232	Cross-Cultural Education: Comparative Perspectives, 3 s.h. or equivalents

**F. Mathematics: 12 s.h**

SED	234	Curriculum & Instruction in Mathematics, 3 s.h.
<i>Select three courses (with advisement) from:</i>		
CT	216	Applications of Information Technology in Mathematics Education, 3 s.h.
SED	292	Instructional Patterns for Mathematics, 3 s.h.
MATH	202	Mathematical Logic, 3 s.h.
	280, A-Z	Workshop: Pre-College Mathematics, 1-3 s.h. each
	298, 299, A-Z	Advanced Topics, or equivalents, 2 or 3 s.h. each

**G. Music: 15 s.h.**

SED	227A	Curriculum Design & Instruction in Music (PreK-12), 3 s.h.
<i>Select courses from:</i>		
SED	200M	Integrating Technology in Music Education, 1 s.h. or
CT	200	Information Technology for Teachers, 3 s.h.
ELED	211A	Young Children's Movement, Rhythmic Activities, Music & Play, 3 s.h.
	211	Children's Movement & Rhythmic Activities in the Curriculum, 1 s.h.
CT	299A	Developing Creative Music Strategies, 3 s.h.
	299B	Perspectives on Instrumental Music, 3 s.h.
FDED	220	Aesthetic Education, 3 s.h.
SED	257	Instrumental Conducting: Techniques Methodology, 3 s.h.
MUS	270 A-C	Orff-Schulwerk Certification Program, Level I, II, III, 3 s.h. each
	271	Workshops for Music Educators, 1 s.h
	272	Workshops for Music Educators, 2 s.h
	273	Workshops for Music Educators, 3 s.h
	263	Wind Literature & Rehearsal Techniques, 3 s.h.
	274	Contemporary Issues in Music Education-Orff-Schulwerk, 1 s.h. or equivalents

**H. Science: 12 s.h.**

SED	235.	Curriculum & Instruction in Science, 3 s.h.
<i>Select three courses (with advisement) from:</i>		
CT	200	Introduction to Computer Technology in Education, 3 s.h.
	217	Applications of Information Technology in Science Education, 3 s.h.
NSC	201	Philosophy & Implications of Scientific Inquiry I, 3 s.h.
	202	Philosophy & Implications of Scientific Inquiry II, 3 s.h.
BIO	253A	Special Topics in Biology, 3 s.h.
GEOL	251	Readings I, 3 s.h.
	252	Readings II, 3 s.h.

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

**I. Social Studies: 12 s.h.**

SED 236 Curriculum & Instruction in Social Studies, 3 s.h.

*Select three courses (with advisement) from:*

SED 242 Global History in the Curriculum, 3 s.h.

276 Teaching United States History—A Project Approach, 3 s.h.

ISI 201 Cultural Diversity & Global Perspectives, 3 s.h. (New College Course)

SED 294 Instructional Patterns for Social Studies, 3 s.h.

HIST 291 Special Studies in History, 3 s.h.

292 Special Studies in History, 3 s.h.

**GRADUATION REQUIREMENTS**

Graduation from the program requires:

1. Satisfaction of all outstanding course requirements according to the student's individual program of study (33-36 s.h.);
2. completion of all course work with an overall GPA of 3.0;
3. satisfactory completion of a comprehensive examination or a master's essay (see FDED 301, 302).

**COMPREHENSIVE EXAMINATION/MASTER'S ESSAY**

In order to complete the Foundations of Education program, a student must either pass a comprehensive examination or write a Master's Essay. If the student chooses the examination, faculty members create questions based on the student's program of studies. The questions require the student to draw from ideas, theories, readings, and experiences from different courses. Though the examination is not intended to be research oriented, the faculty hopes it will provide students the occasion to arrive at new insights as they continue to think further about issues initially touched upon in their classes.

If students choose to write a Master's Essay, they work with a full-time faculty member who has expertise in the topic of interest. From this collaborative relationship, the student and faculty member determine the parameters for the project. While the process is specific to the interests of the student, all individuals are expected to conduct an independent research project. The end product is intended to reflect the student's enhanced knowledge and understanding of educational foundations issues in relation to a particular subject.

**CERTIFICATE OF ADVANCED STUDY IN FOUNDATIONS OF EDUCATION (30 s.h.)**

A 30-semester hour program in Foundations of Education at the post-master's level leads to Certificate of Advanced Study. The requirements are similar to the master's program, but a comprehensive examination is not required.

(FDED) COURSES

FDED 200 Fall, Spring 3 s.h.  
**Philosophy of Education\***  
Consideration of selected issues involving morals and values, knowledge claims and assertions, the uniqueness of being human, and how these issues are all related to schooling and education. Emphasis in on contemporary problems confronting educational personnel.

FDED 210 Fall, Spring 3 s.h.  
**Contemporary Educational Movements**  
Examination of the most influential sets of proposals currently influencing American education. The ideas guiding progressive schools, humanistic education and the deschooling movement are among those explored. Emphasis throughout is on analysis and appraisal of these proposals for guiding educational practices and arrangements.

FDED 211 Fall, Spring 3 s.h.  
**The School and Society**  
The school is a societal institution created specifically for the purpose of education. The school is both shaped by societal factors and, in turn, has impact upon the society. Contemporary schools for children and adolescents, as well as institutions of higher education for adults in the United States, are impacted by the political and governmental system of the country; the economy; patterns of social stratification; the multicultural diversity within the population. The school also interacts with other societal institutions concerned with education: museums, libraries, religious institutions, health care institutions, the work place in the community, as well as the family.

FDED 220 Fall, Spring 3 s.h.  
**Aesthetic Education**  
Interdisciplinary analysis of selected theories of the educational significance of aesthetic perception, artistic creativity and art criticism. Materials are drawn from philosophy, social sciences, the arts and educational theory.

\*FDED 200 is an introductory course in philosophy of education. Students with more than an introductory course in philosophy should consult a Foundation of Education advisor about substitutions.

FDED 221 Once a year 3 s.h.  
**Celebrating Humanity: Aesthetic Experience and Education in Global Perspective**  
This course examines the role of the several arts and aesthetics experience in the lives and learning of children and adults across the globe. Opportunities are provided for students to focus an in-depth exploration of cultures drawn from two areas of the world: North Africa, Sub-Sahara Africa, South-East Asia, the Indian sub-continent, Asia and the Pacific Rim, the Middle East, Eastern Europe, Central Europe, Western Europe, Mexico and Latin America, the Caribbean Islands, or Canada and Alaska. Materials are drawn from educational theory, aesthetic theory, and the history of the arts, culinary history, cultural anthropology, and social psychology. Students are required to visit museums and galleries and attend musical, theatrical, and dance performances. Participation does not presume either prior study in the history of the arts or in cross-cultural anthropology, although both are desirable.

FDED 222 Periodically 3 s.h.  
**Qualitative Research Methods**  
Research methodology for examining the social forces which influence the ways in which participants experience and interpret school settings. Techniques for gathering data through field observations, interviews and documents are emphasized. Open only to doctoral students. May not be taken as a foundations of education elective.

FDED 223 Once a year 3 s.h.  
**Analysis of Qualitative Data**  
Principles, methods, and techniques in the analysis and reporting of such qualitative data as are obtained through field methods including observations, interviews and examination of documents. Upon completion of this course, students are expected to be able to plan, carry out and report the results of systematic analysis of qualitative data that have been collected in field settings. Emphasis on deriving thick description, grounded theory and preparing a case study from the data.  
*Prerequisite: FDED 222. Open only to doctoral students. May not be taken as a foundations of education elective.*

FDED 225 Once a year 3 s.h.  
**The Museum as Educator**  
Exploration of the evolution of educational functions and multiplicity of roles served by diverse kinds of museums, as those devoted to art, history, natural science, ethnography, technology and popular culture. Materials and educational theory are drawn from the fine arts, history, philosophy, and the several social and behavioral sciences. On-site field investigations of New York City and Long Island museums are required.



- FDED 230 Periodically 3 s.h.  
**History of Education in the United States**  
 The development of American education from colonial times to the present in relation to social and intellectual history. Emphasis is on understanding the cultural forces, institutions and ideas that have shaped American education.
- FDED 231 Spring 3 s.h.  
**Childhood and Adolescence in Historical Perspective**  
 Students explore aspects of childhood and adolescence drawn from a variety of cultures and historical eras. Attention is focused on the socialization of the young into acquiring the behaviors, norms, knowledge, and systems of belief traditionally held dear by the adult members of society. The crucial role of the family is underscored. Play, toys, and games are examined as preparation for societal participation. Where appropriate, the role of schooling and other educational institutions are examined, as well as educational thought. Museum visitations, cooperative team inquiry, and hands-on learning are required in addition to the usual methods of graduate study.
- FDED 232 Once a year 3 s.h.  
**Cross-Cultural Education: Comparative Perspectives**  
 This course will center upon the ways in which diverse cultural orientations relate to education and schooling. Selected Eastern and Western patterns of behavior and thought will be featured, though not exclusively. The dominant paradigms shaping institutions in the East and West will be explored through a comparative analysis of educational networks in cultural context. Relationships and connections among institutions, beliefs and behavior, and cultural orientation will be examined.
- FDED 240 Periodically 3 s.h.  
**Urban Education**  
 Selected issues confronting urban education today including a multifaceted analysis of the city itself as the context of urban education. Aesthetic, political, racial, and sociological dimensions of city life and urban schools are probed. Limited small group field investigation in New York City will be required.
- FDED 241 Periodically 3 s.h.  
**Education and Revolutionary Ideology**  
 Critical examination and appraisal of selected contemporary works urging systematic reform of present day society and the ramifications of such thought for education.
- FDED 242 Spring 3 s.h.  
**Foundational Perspectives in Multicultural Education**  
 This course introduces educators to the four foundational perspectives in multicultural education: Antiracism, Critical Theory/Postmodernism, Ethnic Studies, Liberal Democratic theory. Through an analysis of each foundational perspective, students will develop an understanding of how educational institutions can respond to the distinct challenges emerging with the multicultural condition.
- FDED 244 Fall, Spring 3 s.h.  
**Seminar: Alternative Education**  
 An introduction to alternative education with emphasis on the qualities and organizational features which identify and distinguish it from conventional schooling. Descriptive accounts and visits from Long Island alternative school personnel provide first hand acquaintance with such educational arrangements; analytic materials and class discussion explore the qualities which alternative education reflects.
- FDED 247 Spring 3 s.h.  
**The Family as Educator: Multicultural Dimensions**  
 Within America's multiculturally diverse society, families are the first educators not only for infants, children, and adolescents, but for adults. Within the context of the family, important values, attitudes, and skills are first shaped and continue to be reinforced. Gender roles, religious identity, social class status, and ethnic group membership are conveyed within families and further reinforced by community institutions. Educators seeking to understand learners (be they infants, children, adolescents, or adults) must attend to familial patterns and variations as well as to community-based institutions. Education is, in the final analysis, much more than schooling.
- FDED 248 Fall 3 s.h.  
**Multicultural Education in the Metropolitan Area**  
 Interdisciplinary examination of the educative influences of ethnicity as this impinges upon the school, the community's agencies, the family and the learner within the metropolitan New York area. Students are required to engage in limited small group field investigation of agencies and institutions designed to provide services to ethnic group members.
- FDED 249 Spring 3 s.h.  
**Workshop: Career Education**  
 Interdisciplinary study designed to provide both a theoretical understanding and practical application of several major career education emphases, namely: (1) self-image, self-awareness, self-concept; (2) values clarification and decision making; (3) career awareness; (4) career information; (5) career choice and guidance; and (6) career training. Same as SED 249.

FDED 251 Periodically 3 s.h.  
**Theory of Knowledge and Education**  
Philosophical study of teaching, learning and knowing in relation to the work of the schools.

FDED 252 Periodically 3 s.h.  
**Ethics for Educators**  
Introduction to the study of the place of values in education. Attention given both to ethical theory and its sociocultural roots and to the application of ethics to educational decisions.

FDED 254 Every other year 3 s.h.  
**Contrasting Theories in Education**  
An examination and analysis of humanism and behaviorism, with attention to their philosophic assumptions and their specific implications for educational programs and practice.

FDED 255, 256 Periodically 3 s.h. each  
**Seminar: Social Foundations of Education**  
Content varies and students should obtain information about the area of focus for a given semester before registering for the seminar. These seminars are designed to take advantage of the special competence of visiting professors and to facilitate special attention to particularly timely problems and issues, or issues of special concern to a specific group of students or faculty.

FDED 257, 258 Periodically 3 s.h. each  
**Seminar: Philosophy of Education**  
Content varies and students should obtain information about the area of focus for a given semester before registering for the seminar. These seminars are designed to take advantage of the special competence of visiting professors and to facilitate special attention to particularly timely problems and issues, or issues of special concern to a specific group of students or faculty.

FDED 260 Periodically 3 s.h.  
**Human Nature and Education**  
Critical study of selected philosophic conceptions of human nature and their significance for educational theory and practice. Special attention is given the relation between human cognitive and affective dimensions.

FDED 261, 262 Spring 1-3 s.h. each  
**Readings**  
Individual oral and written reports on a mutually determined reading or research program.  
*Prerequisite: permission of instructor.*

FDED 270 Fall 3 s.h.  
**Gender and Schooling: Implications for the Study and Administration of Schools**  
Goal of this course is to look at both the theoretical and practical implications of gender, providing a framework for thinking about issues as well as for acting on them. Same as EADM 258.

FDED 280 Periodically 3 s.h.  
**Logical Foundations of Teaching and Method**  
Logical and linguistic foundations of teaching and classroom method. Elements of logic and philosophical semantics as applied to classroom teaching for critical thinking and inquiry: types of definition and meaning, conceptions of inference and reasoning, types of statements and modes of discourse—all as related to teaching operations.

FDED 282 Periodically 3 s.h.  
**Methodology for Educational Inquiry**  
Study of comparative, analytic, descriptive, causal-explanatory and evaluative method as used in philosophical and historical inquiry into education.

FDED 285-289, A-Z Fall, January, Spring, Summer 1-3 s.h. each  
**Advanced Workshops**  
Special focus is placed upon the underlying bases of specific problems and questions of concern to present and future educational personnel. 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.

FDED 301, 302 Periodically 3 s.h. each  
**Master's Essay**  
Supervision and instruction leading to the completion of the master's essay. Degree credit granted for only one of these courses. Admission by the permission of adviser.

FDED 303-309 Periodically 1-3 s.h. each  
**Post-Master's Workshops**  
Workshops designed to explore special issues and problems in foundations of education.

## ADMINISTRATION AND POLICY STUDIES (APS) COURSES

- APS 244            Once a year                            3 s.h.  
**Aging, Public Policy and the Law**  
 Legal and policy issues arising out of the “graying” of America are examined. Current government program and legal developments affecting the elderly are analyzed. Emphasis on areas where changes in policy is required to meet evolving social needs of the aging population. Topics include income maintenance through government benefits and private pensions; the health care system; long-term care in nursing homes and other settings, and control over decision-making by and for the frail elderly.
- APS 245            Periodically                                    3 s.h.  
**Legal Aspects of Managing Healthcare Programs for the Aging**  
 Examination of legal issues commonly encountered by administrators of health care facilities and programs serving older people. Among topics discussed are the legal aspects of government regulation and corporate governance of the program, contractual reimbursement, tax and staffing issues, liability, quality assurance, risk management matters, and patient care policies and procedures.
- APS 251            Fall, Spring, Summer                        3 s.h.  
**Readings in Administration**  
 Research and readings on topics of interest to the student and agreed upon by the instructor.  
*Prerequisite: permission of instructor.*
- APS 294, 295      Fall, Spring, Summer                        3 s.h. each  
**Administrative Internship**  
 A cooperative administrative experience at a community agency, college or university where students observe, study and report on agency policies, procedures and services. Monthly seminars for considering problems confronted in the field are held.  
*Prerequisite: department approval.*
- APS 370            Fall    3 s.h.  
**Introduction to Higher Education in the United States**  
 Reviews the historical development and current status of higher education in the United States and provides an overview of some important issues in higher education in our society: finance, government relationships, accountability; equity, administrative complexity; collective bargaining, professionalism.
- APS 371            Spring    3 s.h.  
**Economics and Finance of Higher Education**  
 Provides prospective administrators with a conceptual and practical understanding of fiscal and economic concerns which directly and indirectly influence institutions of higher education. Examination of the role of postsecondary institutions in the economic growth and development of society, the influence of socioeconomic and political conditions and changes on the maintenance and growth of postsecondary institutions; major contemporary fiscal issues; and basic principles and processes of fiscal management.
- APS 372            Fall    3 s.h.  
**Governance in Higher Education**  
 Examination of the structure and processes surrounding decision-making in American colleges and universities and review theories and methods for evaluation and improving the effectiveness and efficiency of various governance mechanisms. Particular attention given to the role and influence of governing boards, administrators, faculty, students, governmental agencies and community.
- APS 373            Spring    3 s.h.  
**The Student in American Higher Education**  
 Examination of student enrollment patterns in higher education in the United States; explores the relationship between demographic, economic and social characteristics such as age, academic aptitude, gender, race, religion, ethnology, social attitudes, socioeconomic background and career expectations on student behavior, attitude, and motivation; and assesses the impact of these changes on education policies, programs and services.
- APS 374            Fall    3 s.h.  
**Teaching and Learning in Higher Education**  
 Focus on the relationship between student characteristics and the instructional process, examines the impact of organizational structure and processes on teaching and learning, and explores alternative ways to enhance student learning.  
*Prerequisite: APS 373.*

**HEALTH PROFESSIONS AND FAMILY STUDIES (HPFS)**

*Associate Professor Schwartz, Chairperson, 101 Health Dome*  
*Professors Atwood, Weinstein*  
*Associate Professors Lazow, Weiss*  
*Assistant Professor Ludwig.*

**PROGRAMS**

M.A.:	Health Administration.....279	P.D.:	Marriage and Family Therapy.....298
	Marriage and Family Therapy.....297	Adv.Cert.:	Divorce Mediation .....299
M.S.:	Health Education.....282		Family Therapy .....299
P.D.:	Managed Care.....286		Sex Counseling.....300

**SOEAHS**

**MASTER OF ARTS: HEALTH ADMINISTRATION**

*Professor Weinstein, Graduate Program Director, (516) 463-5817, hprezw@hofstra.edu*

This degree program is designed for persons interested in careers in the administration of health services including: hospitals, managed care organization, group practices, ambulatory, long term and home healthcare settings, voluntary agencies, government and other health-related facilities.

The program is supported by the full-time faculty in the department of Health Professions and Family Studies and a cadre of adjunct faculty who come from executive positions in health services delivery systems. This range of practitioners and academicians affords students a broad understanding of the discipline. Emphasis is placed on management theories and practices, policy strategies and financial considerations as they relate to the administration of health service delivery systems. The curriculum also includes inquiry in health and disease, epidemiology, needs assessment and analysis skills. Students without health services experience participate in an administrative residency at a health-related facility.

**ADMISSION REQUIREMENTS**

1. Applicants must hold a bachelors degree with a minimum grade point average (GPA) of 2.75. Students with less than a 2.75 undergraduate grade point average may be admitted with additional requirements upon the recommendation of the program adviser. The probationary period will consist of no less than 12 semester hours during which the student will be required to maintain a minimum 3.0 grade point average. The additional requirements may include the GRE and other remedial work in research, writing, technology, etc. This will be established at the time of the interview.
2. Interview with the Program Director.
3. Two letters of recommendation.
4. Brief essay describing applicant’s interests.

Students with extensive experience in health services as clinicians or administrators may have individualized adjustments to the required sequence of the program with the recommendation of the Program Director.

**COMPETENCY REQUIREMENTS**

The following competencies are expected of all graduate health administration majors:

1. SOE 201 Research, Writing, and Library Literacy (no degree credit)

This workshop is required of all students during the first year of matriculation unless they meet one of the following criteria with the approval of their faculty adviser:

- a. Previous related coursework with a minimum grade of B,
- b. a published research.

2. SOE 202A Word Processing (no degree credit)  
202B Spreadsheets (no degree credit)  
202C Internet/WWW; PowerPoint (no degree credit)

All students will be required to take one or more of this series of workshops during the first year of matriculation unless they meet the following criteria with the approval of the faculty adviser:

- a. Passing score on the proficiency exam or
- b. previous related coursework with a minimum grade of B.

There is a fee equivalent to course credit associated with the above workshops as follows: SOE 201 equals 0.5 semester hours each; SOE 202 A,B,C equal 0.2 semester hours each. These workshops do not carry credit toward the degree.

**PROGRAM REQUIREMENTS (45 s.h.)****Program Core Requirements: 12.5 s.h.**

- MHAE 259 United States Health Service System, 3 s.h.  
260 Health Services Policy and Legislation, 3 s.h.  
261 Introduction to Health and Disease, 3 s.h.  
278 Epidemiological Research, 3 s.h.  
303A Portfolio Development, 0.5 s.h. (must be taken in first semester)

**Health Management Requirements: 15-16.5 s.h.**

- MHAE 229 Health Services Policy Analysis and Management, 3 s.h.  
247 Marketing Principles in Health Services, 1.5 s.h.  
256A Legal and Ethical Issues in Health Administration I, 1.5 s.h.  
264A\* Economic Principles in Health Services I, 1.5 s.h.  
264B\* Economic Principles in Health Services II, 1.5 s.h.  
264C\* Case Studies in Financing Health Services I, 1.5 s.h.  
264D\* Case Studies in Financing Health Services II, 1.5 s.h.  
297 Organizational Theories in Health Services, 3 s.h.  
298A Health Services Information Systems I, 1.5 s.h.  
299A Health Services Personnel, Training and Development I, 1.5 s.h.

\*From the MHAE 264 sequence above students with no previous finance experience must take MHAE 264 A, B, and C. Students with documented finance experience must take MHAE 264 C and D (with approval only).

Note: Students who take 15 s.h. of the Health Management requirements must take 4.5 s.h. in program electives; students who take 16.5 s.h. must take 3 s.h.

**Health Systems Electives: 6 s.h.**

- MHAE 227 Management and Functions of Development in Health Services Systems, 1.5 s.h.  
249 Nursing Home Administration, 3 s.h.  
254A Home Healthcare Administration, 1.5 s.h.  
255A Managed Care I, 1.5 s.h.

255B	Managed Care II, 1.5 s.h.
265	Behavioral Health Administration, 3 s.h.
272A	Ambulatory Care Management I, 1.5 s.h.
272B	Ambulatory Care Management II, 1.5 s.h.
274	Medical Practice Management, 1.5 s.h.
277	Hospital Organization and Management, 1.5 s.h.

Courses not selected as Health Systems Electives (above) can be selected as Program electives (below).

**Program Electives: 3-4.5 s.h.**

MHAE 228	Leadership in Health Services Administration, 1.5 s.h.
235A	Outsourcing & Health Services Business Ventures I, 1.5 s.h.
235B	Outsourcing & Health Services Business Ventures II, 1.5 s.h.
236	Ambulatory Health Services in Correctional Institutions, 1.5 s.h.
251,252	Special Readings Seminar, 1-3 s.h.
253	Health Services: Quality Assurance, Risk Management, and Program Evaluation, 3 s.h.
256B	Legal And Ethical Issues in Health Administration II, 1.5 s.h.
257A	Public Health Issues, 1.5 s.h.
262	Current Health Issues, 3 s.h.
263A	Supervised Internship: Health Services, 3 s.h.
266	Practicum: Health Systems Operations I, 1.5 s.h.
267	Practicum: Health Systems Operations II, 1.5 s.h.
279	Cases in Long Term Care Management, 1.5 s.h.
298B	Health Services Information Systems II, 1.5 s.h.
299B	Health Services Personnel, Training, and Development II, 1.5 s.h.
280-289,A-Z	Workshops, 1-3 s.h.
RES 387	Skills in Funding and Proposal Writing, 3 s.h.

Under special circumstances, other courses not selected from health systems or program electives may be selected, with the approval of the student's faculty advisor only.

**Residency Requirement: 6 s.h.**

MHAE 263B	Administrative Residency, 6 s.h.
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This course is taken in the student's last semester. Those students with documented health administration experience may select an alternative sequence including MHAE 263A (Internship) and 3 semester hours of electives or 6 semester hours of electives, with approval from the program adviser only.

**Exit Requirement: 1 s.h.**

MHAE 303B	Departmental Seminar, 1 s.h.
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This course taken in the last semester needs approval from the faculty adviser only.

**GRADUATION REQUIREMENTS**

1. Completion of 45 s.h. as appropriate.
2. A minimum grade point average of 3.0 in overall graduate course work with no grade below B- in required courses.
3. Completion of all departmental prerequisites and corequisites.

## MASTER OF SCIENCE: HEALTH EDUCATION

*Professor Weinstein, Graduate Program Director, (516) 463-5817, hprezw@hofstra.edu*

This program is an initial certification program in health education that includes two tracks: For candidates who have a teaching certificate in another discipline, and for candidates who do not have a teaching certificate. In both tracks, students will obtain initial certification in health education after completing the course work in the track in which they are enrolled. This graduate program prepares students to teach Health Education Pre-K through 12 in public schools and leads to New York State teacher certification. The curriculum integrates technology and issues of diversity in all course work. This program meets both the New York State Learning Standards for Health Education as well as the standards of the American Association for Health Education (AAHE). Graduates from either of the two tracks are eligible for professional certification after two years of successful teaching experience and an approved mentoring relationship as described by New York State Education Department regulations.

### ADMISSION REQUIREMENTS

Application for admission to the Master of Science in Health Education Programs in the Department of Health Professions and Family Studies is made to the Graduate Admissions Office. Admission decisions are based on a comprehensive review of the following:

1. Completed application form.
2. Interview with the Program Director.
3. Transcripts from all post-secondary institutions attended with a minimum 2.75 grade point average. Upon the recommendation of the Program Director, students with a grade point average lower than 2.75 may be admitted by meeting one or more of the following criteria:
  - a. Complete 12 probationary graduate credits maintaining a minimum of 3.0 grade point average.
  - b. The GRE may be required of those students with lower than a 2.5 grade point average.
4. Written personal statement describing the candidate's goals in the teaching profession and in Health Education.
5. Two letters of reference that address the candidate's potential to succeed in the teaching profession and graduate studies.

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

### LIBERAL ARTS AND SCIENCES REQUIREMENTS

Prospective teachers in Health Education without a prior teaching certification must satisfy all undergraduate Liberal Arts and Sciences requirements for programs at Hofstra University. Each student's academic record will be evaluated at the time of admission. Students with deficiencies in Liberal Arts and Sciences may, upon matriculation in the program, complete the required course work in Liberal Arts and Sciences while they are completing the requirements for the master's degree. It is expected that students with a previous New York State teaching certification will have met these requirements. However, all students' transcripts will be evaluated for these requirements.

### HEALTH PREREQUISITES AND COREQUISITES

Students are required to have a minimum of 12-18 credits in health-related content including:

- One course in Human Biology or Anatomy & Physiology.
- One course (or certificate) in Safety and First Aid including CPR.
- One or more courses in one of the following:
  - General Psychology, Child Psychology, Adolescent Psychology, Sociology, Statistics, Biostatistics, Epidemiology, Measurement & Evaluation or another equivalent course.
- Student teaching: for those students with no prior certification.

These courses can be met by courses completed at the undergraduate or graduate level at any approved institution of higher education. The student will have met these health-related content courses with a minimum grade of B. This requirement will be determined at the initial interview with the department adviser.

**PROFESSIONAL EDUCATION CORE (PREREQUISITES AND COREQUISITES) (12-18 s.h.)**

Students with no previous teacher certification or licensure will be required to take the following courses unless able to document previous course work in education. The courses will include: Foundations of Education, Literacy Studies, Inclusion, and Child and Adolescent Development. Students who hold a valid New York State teaching certificate in another discipline will have met these requirements. However, a determination will be made at the initial interview regarding any education courses needed. These courses are not part of the Master's Degree in Health Education and can be taken at either the graduate or undergraduate level.

*One course in human development which focuses on the entire PreK-12 range. Recommended course (includes a 20 hour field experience):*

CT	229	Development & Learning in Childhood & Adolescence, 3 s.h.
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*One course in Secondary Education or Foundations of Education. Recommended courses include:*

SED	205	Perspectives on Secondary Education, 3 s.h.
	213	Adolescent Development & Secondary Education, 3 s.h.
	253	Teaching for Thinking, 3 s.h.
	264	The Teacher in The School Setting, 3 s.h.
FDED	211	The School & Society, 3 s.h.
	231	Childhood & Adolescence in Historical Perspective, 3 s.h.
	242	Foundational Perspectives in Multicultural Education, 3 s.h.
	247	The Family as Educator: Multicultural Dimensions, 3 s.h.
	252	Ethics for Educators, 3 s.h.

*One course in literacy studies. Recommended courses include (all 3 s.h. courses include a 10 hour field experience/observation):*

LYST	202	Literacy for Special Subject Teachers, 1 s.h. (under advisement only)
	209	Language, Culture, & Identity: Literacy Issues for Adolescents & Young Adults, 3 s.h.
	212	Family, Community, & School Literacies: Cultural Perspectives, 3 s.h.
	213	Introduction to Bilingual & Biliteracy Instruction for Children & Adolescents, 3 s.h.
	214	Language & Literacy in Early Childhood & Childhood, 3 s.h.

*One course in Inclusion/Special Education. Recommended courses include (both require a 20 hour field experience):*

SPED	201	The Exceptional Child: Cognitive & Affective Functions, 3 s.h. or
	264	Inclusion in Today's Schools Student Teaching, 3 s.h.
MHAE	230A-230B	Student Teaching in Health Education: Elementary & Secondary, 3 s.h. each Required for students with no prior teaching certificate or license. Student teaching is taken after all other program requirements have been completed with the approval of the program director. Students will apply for student teaching the semester prior to graduation. A weekly reflective seminar with the university supervisor and other student teachers is a significant part of the student teaching experience. Also, the university offers New York State mandated seminars (child abuse and abduction; drug education; safety, fire and arson prevention; and violence prevention) each semester. All students must attend these mandated seminars unless the mandated topics have been addressed and certified in course work.



**COMPETENCY REQUIREMENTS**

The following competencies are expected of all graduate health administration majors:

1. SOE 201 Research, Writing, and Library Literacy (no degree credit)

This workshop is required of all students during the first year of matriculation unless they meet one of the following criteria with the approval of their faculty adviser:

- a. Previous related coursework with a minimum grade of B,
- b. a published research.

2. SOE 202A Word Processing (no degree credit)
- 202B Spreadsheets (no degree credit)
- 202C Internet/WWW; PowerPoint (no degree credit)

All students will be required to take one or more of this series of workshops during the first year of matriculation unless they meet the following criteria with the approval of the faculty adviser:

- a. Passing score on the proficiency exam or
- b. previous related coursework with a minimum grade of B.

There is a fee equivalent to course credit associated with the above workshops as follows: SOE 201 equals 0.5 semester hours each; SOE 202 A,B,C equal 0.2 semester hours each. These workshops do not carry credit toward the degree.

**COURSEWORK REQUIRED FOR MASTER OF SCIENCE IN HEALTH EDUCATION (39 s.h.)**

The program is an initial certification program in Health Education, PreK-12, for both students with prior certification in another discipline and students with no prior teaching certification. The total number of credits required is 39 semester hours.

These represent the requirements of the Master of Science in Health Education and do not include any prerequisites or corequisites described above.

**Content Core: 19.5 s.h.**

MHAE 239	Mental Health Issues for Health Educators, 3 s.h.
244	Human Sexuality & Family Life Issues, 3 s.h.
246	Basic Concepts & Issues in Substance Use, Abuse, and Misuse, 3 s.h.
248	Nutrition & Health, 3 s.h.
261	Introduction to Health & Disease, 3 s.h.
262	Current Health Issues, 3 s.h.
275	AIDS Education, 1.5 s.h.

**Pedagogical Core: 12.5 s.h.**

MHAE 238	Assessment & Evaluation in Health Education, 1.5 s.h.
243	Health Education: Innovative Teaching & Learning, 3 s.h.
258	Analysis of Curricula & Implementation of School Health Programs, 3 s.h.
268	Health & the Elementary School Child, 3 s.h.
230C*	Practicum in Health Education, 1.5 s.h.
303A**	Portfolio Development, .5 s.h.

\*50 clock hours required

\*\*This course must be taken during initial semester in the program.

**Program Electives: 6 s.h. Courses must be selected under advisement.**

MHAE 234	Implementing the New York State Standards in Health Education, 1.5 s.h.
237	Media Literacy for Health Professionals, 3 s.h.
240	Consumer Health, 1.5 s.h.
242	Multicultural Issues in Health, 1.5 s.h.
245	Stress Management, 1.5 s.h.

251	Special Readings Seminar, 1-3 s.h.
252	Special Readings Seminar, 1-3 s.h.
256A	Legal & Ethical Issues in Healthcare Administration, 1.5 s.h.
257A	Public Health Issues & Policymaking, 1.5 s.h.
259	Introduction to the American Healthcare System, 3 s.h.
263C	Field Experience for Health Teachers, 1.5 s.h.
270	Conflict Resolution, 1.5 s.h.
273	Environmental Health, 1.5 s.h.
280-289, A-Z	Workshops, 1-3 s.h.
290A	Sexual Health, 1.5 s.h.
294	Analysis of Child Abuse & Child Abduction, 1.5 s.h.
295	Assessing Initiatives in Health Education, 1.5 s.h.
296	Bereavement & Death Education, 1.5 s.h.
MHAE 278A	Epidemiological Research, 3 s.h.
MFT 207	Parent Education for Educators, 1.5 s.h.

**Final Requirement: 1 s.h.**

MHAE 303B	Capstone Experience & Presentation, 1 s.h.
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*This Capstone course must be taken by all students during the last semester of matriculation.*

**FIELD EXPERIENCES PRIOR TO STUDENT TEACHING**

A minimum of 100 clock-hours of observation is required of those with no previous teaching certificate. In most cases, this requirement will be met by required observation hours in the professional education course work described below. However, if the candidate took the required courses at an institution other than Hofstra University and he/she cannot document the required hours of observation, he/she will be required to register for MHAE 263C in addition to the required MHAE 230C. A minimum of 50 clock-hours is required of those seeking a second certification. Those seeking a second certification are not required to student teach. Placements are arranged by the Office of Field Placement.

**Professional Education Courses with observation experiences**

CT 229	20 clock-hour placement, grades PreK-12.
SPED 201	20 clock-hour placement in setting with special needs students and high-needs students, grades PreK-12.
264	20 clock-hour placement in setting with special needs students and high-needs students, grades PreK-12.
LYST 209	10 clock-hour placement in literacy settings, grades PreK-12.
212	10 clock-hour placement in literacy settings, grades PreK-12.
213	10 clock-hour placement in literacy settings, grades PreK-12.
214	10 clock-hour placement in literacy settings, grades PreK-12.
MHAE 230C	50 clock-hour placement in both PreK-6 and 7-12 (25 hours each) health education classrooms including those in high-needs districts and in classrooms with students with special needs. This is required of all candidates in both tracks.
MHAE 263C	50 clock-hour placement in both PreK-6 and 7-12 (25 hours each) health education classrooms including those in high needs districts and in classrooms with students with special needs. This will be required of those students in the no previous certification track if they cannot demonstrate sufficient observation time to meet New York State's requirement of 100 clock-hours prior to student teaching.

MHAE 230C (required in Pedagogical core above) and MHAE 263C (if necessary) each have a syllabus describing a variety of assignments designed to promote reflection on issues including: classroom management, differentiated instruction, high-needs students, special-needs students, motivation, and learning styles. Both courses are required to be taken after or concurrently with one or more of the following pedagogical courses: MHAE 238, 243, 258, or 268.

### GRADUATION REQUIREMENTS

1. Completion of all General Education Core prerequisites.
2. Completion of all department prerequisites and corequisites.
3. Completion of the 39 s.h. course requirements for the Master of Science in Health Education.
4. A minimum grade point average of 3.0 in overall graduate course work with no grade below B- in required courses.

### TEACHER CERTIFICATION REQUIREMENTS

Upon successful completion of a teacher education program, students will be eligible to apply for the University's recommendation for New York State Certification. For Initial Certification, students are required to have passing scores on each of the New York State Teacher Certification Examinations (NYSTCE): the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills-Written (ATS-W), and the Content Specialty Test (CST). Students not receiving passing scores on all New York State required examinations will not be eligible for certification. Additional information pertaining to certification can be found on page 102.

It is strongly recommended that students complete the Liberals Arts and Science Test (LAST) of the New York State Teacher Certification Examinations prior to student teaching and the Assessment of Teaching Skills-Written (ATS-W), and when appropriate, the Content Specialty Test (CST) during student teaching.

### PROFESSIONAL DIPLOMA: MANAGED CARE

*Associate Professor Lazow, Graduate Program Director, (516) 463-5818, phrrbl@hofstra.edu*

This 21 semester hour course of study beyond the master's degree (or its equivalent in an approved discipline), leads to the Professional Diploma in Managed Care. It is intended for healthcare administrators, healthcare providers, and others with academic, clinical and practical experience in the delivery or management of healthcare services. The program described below is tailored to meet the present needs of the seasoned professional(s) and complements their previous individual experiences. Opportunity for special research interests are afforded those with appropriate qualifications.

Note: a) one course in managed care from an approved master's degree program (or other approved advanced study), may be transferred in if successfully completed within the last five years; b) students may waiver and substitute two courses (under advisement only), if they can document sufficient equivalent scholarly experience from in-service or employment.

### ADMISSION REQUIREMENTS

1. Graduate degree in one of the allied health sciences (medicine, dentistry, nursing, physical therapy, occupational therapy), healthcare management, business, etc., or another approved discipline that includes professional training in the health service delivery models. Students who have degrees outside of healthcare, must document coursework or professional experience in the field.
2. Minimum grade point average of 3.0;
3. personal interview with the Program Director;
4. detailed resume including related professional experiences;
5. three letters of recommendation.

### PROGRAM REQUIREMENTS (21 s.h.)

PDMC 305	Managed Healthcare Systems: PPO, HMO & AD, 1.5 s.h.
306	Managed Healthcare Systems II, 1.5 s.h.
310	Healthcare Marketing in a Managed Care Environment, 3 s.h.
311	Managed Care: Financial Principles, 3 s.h.
312	Contracting & Negotiating the Managed Care Environment, 3 s.h.
313	Comparative Health Care Policy, 3 s.h.

- 314 Case Studies in Managed Care, 3 s.h.  
315 Advanced Seminar in Managed Care, 3 s.h.

The following courses are available as an alternative for students with equivalent scholarly experience in the above courses, selected with the approval of a faculty adviser:

- PDMC 316 Managed Care Administrative Residency, 3 s.h.  
317 Independent Study in Managed Care, 3 s.h.

## GRADUATION REQUIREMENTS

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

## (MHAE) COURSES

### Course Prefixes

227-304 carry the prefix MHAE.

305-389 carry the prefix PDMC.

MHAE 227 Once a year 1.5 s.h.  
**Management and Functions of Development in Health Services Systems,**

This course provides health administrators with an understanding of the role of the development office/ department in health services systems and the internal and external influences on management decision making. Also included is an overview of the management of the major components of development including major gifts, planned giving, grants, annual funds and capital campaigns.

MHAE 228 Once a year 1.5 s.h.  
**Leadership in Health Services**

An in-depth examination of the essential components of leadership in health services will be reviewed. The course focuses on the key values that guide a leader's personal and professional behavior in a frequently changing health services environment. Various definitions, theories and models of leadership in health services systems will be presented and discussed.

MHAE 229 Fall, Spring 3 s.h.  
**Health Services Policy Analysis and Management**

This course applies theory and methods of health policy analysis to management decision making. Students research, evaluate, analyze and present information that guides decision makers in the public, nonprofit and private sectors.

MHAE 230A: Elementary Fall, Spring 3 s.h. each  
230B: Secondary Fall, Spring

### **Student Teaching in Health Education: Elementary and Secondary**

Student teaching is a full semester experience consisting of eight weeks at the elementary level and eight weeks at the secondary level for students in the M.S. in Health Education. The student is in the school the equivalent of four and one-half days each week. A seminar is conducted in conjunction with student teaching. Hofstra students must complete MHAE 230B in order to receive credit for MHAE 230A. Course is open to graduate students only. Does not count toward degree requirements. Pass/Fail grade only.

MHAE 230C Fall, Spring 1.5 s.h.  
**Practicum in Health Education**

This practicum in health education is for students who hold a teaching certificate in another subject as well as those who have no teaching certificate. Fifty hours (50) in health education classroom settings are required. Experience includes placement in both K-6 and 7-12 settings. Must be taken concurrently with one of the following: MHAE 238; 243; 258; 268. Select with permission from faculty adviser only. Pass/Fail grade only.

MHAE 231 Fall, January, Spring, Summer 3 s.h.  
**Teaching Elementary School Children About Health**

This course is for PreK-6 classroom teachers. The course examines the content and skills children need to manage their health. The course develops the competencies and skills needed by teachers to design interdisciplinary health education learning experiences for diverse constituencies. Literacy, assessment, and technology are included as they relate to developing interdisciplinary health learning experiences.

- MHAE 233 Periodically 3 s.h.  
**Planning, Implementation and Evaluation of Community Health Programs**  
 Health agencies have as one of their missions the provision of education, screening, medical services, etc., to the community. This course prepares students to determine the goals and objectives of the agency; the needs of a target population; the capabilities of the agency to meet those needs; strategies for developing and implementing programs, and evaluating their effectiveness. Open to M.S. Community Health majors only.
- MHAE 234 Fall, Spring, Summer 1.5 s.h.  
**Implementing the New York State Standards in Health Education**  
 This course reviews the New York State Standards as they apply to the teaching of health education PreK-12. The course prepares teachers to design learning experiences that make the shift from knowledge-based to skills based instruction and understand the key elements of standard based assessment as they apply to health education.
- MHAE 235A Fall, Spring, Summer 1.5 s.h.  
**Outsourcing and Health Services Business Ventures I**  
 In this first of two courses students engage in the exploration of outsourcing and other business venture alternatives in health-care settings. Develop an understanding of the practical/operational issues relating to outsourcing departments in hospitals and other healthcare environments and their implications to the economics of the delivery of services. (Formerly Outsourcing and Health Care Business Ventures I.)
- MHAE 235B Fall, Spring, Summer 1.5 s.h.  
**Outsourcing and Health Services Business Ventures II**  
 This course further explores outsourcing options and the planning, procedures and policies in decision making and problem solving. Case studies in outsourcing are described. Prerequisite: MHAE 235A or permission of the instructor. (Formerly Outsourcing and Health Care Business Ventures II.)
- MHAE 236 Once a year 1.5 s.h.  
**Ambulatory Health Services in Correctional Institutions**  
 Introduction to the issues surrounding the provision of quality healthcare services to inmate populations. The historical perspective, legal and ethical concerns, correctional/medical interfaces, staffing needs and cost containment strategies and other pertinent topics are studied. (Formerly Ambulatory Health Care in Correctional Institutions.)
- MHAE 237 Fall, Spring, Summer 1.5 s.h.  
**Media Literacy for the Health Professions**  
 This course introduces the concept of media literacy focusing on the development of skills in reading and interpreting various media, studying how various media are used in health education and promotion, and applying and facilitating the development of media literacy skills in school and community settings.
- MHAE 238 Fall, Spring 1.5 s.h.  
**Assessment/Evaluation in Health Education**  
 This course focuses on the procedures and issues of assessment and evaluation in health education.
- MHAE 239 Fall, Spring 3 s.h.  
**Mental Health Issues for Health Educators**  
 Through an understanding of the components of mental and emotional health, students study psychosocial factors influencing people's healthy lifestyle choices over the life cycle. Concepts of decision making, problem solving, communication, interpersonal relationships, coping styles, self-concept and self-esteem are reviewed as well as theories of counseling and corresponding treatment options.
- MHAE 240 Fall, Spring, Summer 1.5 s.h.  
**Consumer Health**  
 Designed to provide information on consumer behavior in the selection, purchase, and use of health products and services. Health insurance, medical aid, influence of media, and health protection laws and agencies are examined in detail. (Formerly HPER)
- MHAE 241 Periodically 1.5 s.h.  
**Medical Terminology and the New Technologies**  
 This course is designed to introduce medical and healthcare language and identify current technological advances that are commonly utilized in the healthcare industry. How vocabulary is applied and innovations explored in the context of the healthcare community are studied.
- MHAE 242 Once a year 1.5 s.h.  
**Multicultural Issues in Health**  
 This course provides the opportunity for students to examine various cultures and the culture-specific nuances that have implications to health education and health service delivery. Students also explore and analyze curricula and health education strategies that are sensitive to cultural diversity. (Formerly HPER)
- MHAE 243 Fall, Spring 3 s.h.  
**Health Education: Innovative Teaching and Learning**  
 This course focuses attention on the various teaching and learning styles and the use of technology in the preparation of learning experiences that enhance students' mastery of content and ability to develop skills for implementing healthy behaviors. Innovative cooperative learning environments, affective and experiential strategies, portfolios, etc., as well as traditional models of health behavior change instruction, are explored within the various content areas. Students develop learning experiences and means of measuring students' progress that are sensitive to individual students' needs. (Formerly HPER; Health Education: Teaching and Learning Styles and Environments.)

MHAE 244 Fall 3 s.h.

***Human Sexuality and Family Life Issues***

This course covers the various aspects of family life and human sexuality including the influences of biological, psychological, sociological and historical factors. Semantic and comparative cultural aspects; adjustment needs and problems of children and adults during the course of maturing and aging, is included. Discussion and implications of selecting various methods and materials for instruction and the role of the school in sex education is explored. (Formerly HPER)

MHAE 245 Fall, Spring 1.5 s.h.

***Stress Management***

Examination of the physiological, psychological and sociological aspects of stress to provide students with an understanding of the meaning of stress. The study of theory, practices, and application of coping skills and stress reduction are emphasized. (Formerly HPER)

MHAE 246 Fall, Spring 3 s.h.

***Basic Concepts and Issues in Substance Use, Abuse and Misuse***

Aspects of current research; methods of teaching about the problems; social, humanistic, pharmacological and psychological aspects of substance use as well as prevention and rehabilitation; an understanding of the humanistic and sociological aspects of our evolving adult and youth cultures is explored. Reasons for drug use and the effect of drug addiction on individual, family, community and society are examined. Discussion of the interdisciplinary approach to drug education with student and community involvement. (Formerly HPER)

MHAE 247 Fall, Spring, Summer 1.5 s.h.

***Marketing Principles in Health Services***

Through a combination of lectures, problem solving and case studies, students apply principles of marketing to the decision-making process in the healthcare environment. The complex relationships between hospital PPOs and HMOs are explored. (Formerly Application of Marketing Principles in Healthcare Environments.)

MHAE 248 Once a year 3 s.h.

***Nutrition and Health***

Covers energy nutrients, vitamins, minerals and water in reference to aspects of current knowledge and research of nutrition and health. Deals with recommended nutrient intake and diet planning guides, as well as intentional and incidental food additives. Discussions where possible combat misleading advertisements, half-truths and pseudoscience. Planning of nutrition education programs are included. (Formerly Nutrition and Consumer Health; HPER)

MHAE 249 Once a year 3 s.h.

***Nursing Home Administration***

Designed for students interested in nursing home administration and gerontological studies. Topics to be covered are geriatric illnesses; environmental and safety regulations; medical emergencies; human relations aspects of patient care; nursing policy, legal; organizational and management aspects of long-term care; utilization review and medical record keeping. (Formerly HPER)

MHAE 251, 252 Fall, Spring, Summer 1-3 s.h. each

***Special Readings Seminar***

Investigations and reports on health education topics adapted to the student's program. Prerequisites: written consent of the chairperson and instructor. (Formerly HPER)

MHAE 253 Fall, Spring 3 s.h.

***Health Services: Quality Assurance, Risk Management and Program Evaluations***

Provides a comprehensive review and evaluation of quality assurance and its related programs such as risk management, utilization review and program evaluation. Main areas of concentration include: 1) the interrelationships between QA and its related programs; 2) cost containment and its effect on QA; 3) program evaluation and program development and implementation. (Formerly HPER)

MHAE 254A Once a year 1.5 s.h.

***Home Healthcare Administration***

Course examines the administration and provision of out-of-institutional home healthcare services. Emphasis placed on organizational structure, services delivered, costs, staffing, utilization review, quality assurance and need methodology. Other options such as adult day care and comprehensive outpatient rehabilitation facilities are also scrutinized. (Formerly HPER)

MHAE 255A Fall, Spring, Summer 1.5 s.h.

***Managed Care I***

Continuing pressure to reduce healthcare delivery cost, coupled with a rapidly changing environment, has resulted in considerable change in the healthcare industry over the past several years. Discussion of the history of the traditional medical insurance plan and examination of the changes that brought about the birth of Health Maintenance Organizations, Preferred Provider Organizations and Alternative Delivery Systems. Emphasis on the structure, financial arrangements, services, staffing and future of each system. Same as PDMC 305. (Formerly HPER; MHAE 255. Managed Healthcare Systems: PPO, HMO and AD.)

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**290 SCHOOL OF EDUCATION AND ALLIED HUMAN SERVICES (SOEAHS)**

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- MHAE 255B      Fall, Spring, Summer      1.5 s.h.  
**Managed Care II**  
This course focuses on healthcare reforms at the national level. Comparisons with that of Germany, France, and Canada are made. Detailed discussions on public policy initiatives are also included (Medicaid, Medicare, uninsured programs, etc.). Theories of Health Insurance Purchasing Cooperatives (HIPCS), and Allied Health Plans (AHPs) are evaluated.  
*Prerequisite:* MHAE 255. Same as PDMC 306. (Formerly HPER; *Managed Healthcare Systems II*)
- MHAE 256A      Fall, Spring      1.5 s.h.  
**Legal and Ethical Issues in Healthcare Administration I**  
Investigation of the legal and ethical issues and problems encountered by administrators of health care facilities and programs. Topics discussed include government regulation of health care providers; the admission and discharge of patients; patient consent to and refusal of treatment; reproduction issues; privacy and confidentiality; and mental health issues. (Formerly HPER; *Legal and Ethical Issues in Healthcare Administration.*)
- MHAE 256B      Fall, Spring      1.5 s.h.  
**Legal and Ethical Issues in Healthcare Administration II**  
Acquaints the healthcare administrator with the interface between reasons for legislation, governmental regulations, the process by which laws, rules, and regulations become effective, the civil and criminal law and how each impacts on and governs healthcare decisions and the role of the courts as a regulation of societal demands. Students analyze legislation, ethicists' commentary and case-law in medicine and healthcare through research and class participation.  
*Prerequisite:* MHAE 256A.
- MHAE 257A      Once a year      1.5 s.h.  
**Public Health Issues**  
Deals with issues faced by health care professionals in their daily pursuit of providing health care for the public. Social, economic, legal, ethical and political issues are discussed in the context of the development of medicine and health care in the United States. (Formerly HPER; *Public Health Issues and Policy Making.*)
- MHAE 258      Fall, Spring      3 s.h.  
**Analysis of Curricula and Implementation of School Health Programs**  
A historical and philosophical overview of comprehensive school health education at the PreK-12 grade levels are presented. Students study health curricula and explore and reflect on integrated and discipline specific models, traditional content areas and sequences, skills-based models, developmental considerations, family, culture and community influences and national and state standards. Methods of student and program assessment are discussed as well as community and school health resources. (Formerly HPER)
- MHAE 259      Fall, Spring      3 s.h.  
**United States Health Services System**  
Course provides an overview of the health care system in the United States. The course explores the role and dynamics of the institutions and group hospitals, nursing homes, ambulatory care facilities, home care agencies, providers, and government agencies that deliver health care. In addition, national trends in policy, financing, and delivery systems are analyzed. (Formerly *Introduction to the American Healthcare System*; *Community Health Organizational Operations I*; HPER)
- MHAE 260      Fall, Spring      3 s.h.  
**Health Services Policy and Legislation**  
Designed for students interested in careers in health care administration. Explores basic concepts of health planning and policy analysis. Recurring problems in establishing health policy and technical aspects of planning for health service delivery are studied.  
*Prerequisite:* MHAE 259. (Formerly *Health Services Policy and Management*; *Community Health Planning and Policy*; HPER)
- MHAE 261      Fall, Spring      3 s.h.  
**Introduction to Health and Disease**  
Introduction to the basic issues affecting human health. Focus on preparation for the health professional to assist people in achieving a better understanding of the cognitive and affective qualities necessary to promote a healthy life state. (Formerly HPER)
- MHAE 262      Fall, Spring      3 s.h.  
**Current Health Issues**  
Designed to familiarize the student with critical health issues affecting contemporary living. Primary areas of inquiry are narcotics, i.e., smoking, drugs and alcoholism. Specialists are invited.  
*Prerequisite:* MHAE 261. (Formerly HPER)
- MHAE 263      Fall, Spring, Summer      3 s.h.  
**Internship: Supervised Field Experience for Health Teachers**  
Directed observation, participation and teaching service in elementary, junior and senior high schools for health education teacher candidates who have not student taught or who are teaching in a nonhealth field. Alternative health service agency experience for candidates with previous satisfactory health teaching experience. Pass/Fail grade only  
*Prerequisites:* MHAE 244, 246, 248, 261, 262; COUN 207. . (Formerly HPER)
- MHAE 263A      Fall, Spring, Summer      3 s.h.  
**Supervised Internship in Health Services**  
Semester-length "externship" where students will observe, study and report on health planning policies, disease prevention and health care procedures, and advocacy positions of two community health facilities. Pass/Fail grade only  
*Prerequisite:* Department approval. (Formerly *Supervised Externship: Community Agencies*; HPER)

MHAE 263B Fall, Spring, Summer 6 s.h.  
**Administrative Residency**  
Supervised field experience in health administration at a health agency or hospital. Pass/Fail grade only  
*Prerequisite: permission of department. (Formerly HPER)*

MHAE 263C Fall, Spring, Summer 1.5 s.h.  
**Field Experience for Health Teachers**  
This 50 hours of health education field experiences are required of students who have not fulfilled the field experience hours consistent with New York State teacher certification. Placement will be in health education settings at the elementary, middle or senior high school levels including high risk districts and those with cultural and language diverse populations. The course affords teachers an opportunity to observe, participate and reflect on classroom management styles, curriculum integration and implementation, developmental levels of student and curriculum content appropriateness, theory to practice applications. The course must be taken concurrently with MHAE 238; 243; 258; or 268. With adviser approval only. For M.S. in Health Education majors only. Pass/Fail grade only.

MHAE 264 Once a year 3 s.h.  
**Economic Dimensions of Health Services Delivery Systems**  
Examination of the Fiscal Services Division of a hospital, its functions, interactions and responsibilities. Students understand how to interact with this Division. (Formerly HPER)

MHAE 264A Fall, Spring 1.5 s.h.  
**Economic Principles in Health Services I\***  
Examination of the Fiscal Services Division of a hospital, its functions, interactions and responsibilities. Students will understand how to interact with this division. (Formerly Economic Dimensions of Health Services Delivery Systems I.)

MHAE 264B Fall, Spring 1.5 s.h.  
**Economic Principles in Health Services II\***  
Examination of the Fiscal Services Division of a hospital, its perspective, interaction and responsibilities. Students will understand how their actions are viewed by this division. (Formerly Economic Dimensions of Health Services Delivery Systems II.)

MHAE 264C Fall, Spring 1.5 s.h.  
**Case Studies in Financing Health Services I\***  
Through healthcare delivery systems case studies, the course gives students a general understanding of how to apply advanced financial principles to the decision making process in the health care environment. (Formerly Advanced Case Studies in Financing Healthcare I.)

MHAE 264D Fall, Spring 1.5 s.h.  
**Case Studies in Financing Health Services II\***  
Through the use of healthcare delivery system case studies, this

course will further the inquiry of advanced financial principles and their applications to the decision making process in the healthcare environment. (Formerly Advanced Case Studies in Financing Healthcare II.)

MHAE 265 Fall, Spring 3 s.h.  
**Behavioral Health Administration**  
The study of behavioral health services including types of service providers and treatment settings, professional training and licensure and their implications to diagnosis, treatment options and payment systems, and other behavioral health administration issues are explored. Concepts of adherence/compliance, the relationship between mental health and physical well being are discussed. (Formerly Behavioral Health Administration: Concepts Issues and Policies.)

MHAE 266 Fall, Spring, Summer 1.5 s.h.  
**Practicum: Health Systems Operations I**  
Review of all active, current regulatory agencies (OHSM, JCAHO, CAP, DSAS, FDA, etc.) and respective regulations that impact upon the Clinical Operations Administrator (Administrator on Duty). Topics covered include consents, DNR/Health Proxy Act, interhospital transfers, patient complaints, external disasters, clinical issues, NYS reportable incidents, etc. (Formerly Practicum: Health Care Clinical Operations Administration I; HPER)

MHAE 267 Fall, Spring, Summer 1.5 s.h.  
**Practicum: Health Systems Operations II**  
Course affords students a practical experience shadowing an "Administrator on Duty" (A.O.D.). Policies and procedures of the hospital site are discussed and role play opportunities prepare the student for the experience. The A.O.D. student is involved in all decisions, deals directly with the public, medical staff and administration of chosen hospital. (Times vary to accommodate personal schedules.)  
*Prerequisite: MHAE 266 or permission of faculty adviser. (Formerly Practicum: Health Care Clinical Operations Administration II; HPER)*

\*Students are required to take 2 of the four courses as core requirements. The appropriate courses will be selected under advisement only, based upon student's previous education/professional experience. The remaining may be selected as electives.



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MHAE 268      Fall, Spring      3 s.h.

***Health and the Elementary School Child \*\****

The focus on this course is on instruction of health education pre-school—6th grade. Developmentally appropriate health information, instructional strategies and curricula planning with emphasis on interdisciplinary approaches are discussed. The school environment and school health services for this population is included.

MHAE 268A      Once a year      1.5 s.h.

***Health and the Elementary School Child \*\****

The focus on this course is on instruction of health education, pre-school to 6th grade. Developmentally appropriate health information, instructional strategies and curricula planning with emphasis on interdisciplinary approaches are discussed. The school environment and school health services for this population is included. (Formerly HPER)

MHAE 269      Periodically      1.5 s.h.

***Current Trends in Telecommunications and Microcomputer Applications for Health Professionals***

Concepts, methodology and applications of microcomputers in the field of health, designed for the professional who is relatively unfamiliar with automation systems. This course presents a practical overview of automation applications in the health field, including telecommunications via microcomputers as software programs written specifically for health educators/administrators and similar professionals. It also identifies and discusses issues and ethical challenges that have arisen as new systems are adopted and old ones are modernized.

MHAE 270      Once a year      1.5 s.h.

***Conflict Resolution***

Course analyzes the impact of unresolved conflicts, provides insight into how conflicts arise and the ability to understand and define problems. Students examine internal and external patterns of conflict. The function of conflict and the patterns of conflict resolution are examined. (Formerly HPER)

MHAE 271      Once a year      3 s.h.

***Economic Issues in the Healthcare Industry***

Course is designed to develop an understanding of the application of basic economic concepts to the broader healthcare industry. Through case studies, students apply micro and macro principles at the individual facility level and then to the larger healthcare delivery system.

*Prerequisite: MHAE 264. (Formerly HPER)*

\*\*Either MHAE 268 or 268A will be selected in consultation with an adviser, depending upon the student's documented previous elementary school experience.

MHAE 272A      Once a year      1.5 s.h.

***Ambulatory Care Management I***

Course is designed to introduce students to increase their knowledge, understanding, and analytical skills with respect to the management of health services in ambulatory care settings. (Formerly MHAE 272; HPER)

MHAE 272B      Once a year      1.5 s.h.

***Ambulatory Care Management II***

Students examine specific ambulatory care systems available to the healthcare consumer including: freestanding urgent-care centers and surgi-centers, birthing centers, dialysis centers, prison health systems, emergency medical services systems, etc. An in-depth review of these programs is conducted to enable the students to have an understanding of each system and its impact on the healthcare consumer.

*Prerequisite: MHAE 272. (Formerly HPER)*

MHAE 273      Once a year      1.5 s.h.

***Environmental Health***

Various elements and issues concerning health status and the environment are explored. Special emphasis paid to sociopolitical implications and personal attitudes and values as they affect the delivery of services, regulations, health promotion and prevention activities. (Formerly HPER)

MHAE 274      Once a year      1.5 s.h.

***Medical Practice Management***

Course applies management strategies to several types of practices including solo practices, partnerships, groups, and academic medical practices. We discuss the development of practices, marketing, the administrator's role, human resources functions, daily office operations, and financial considerations as they apply to these healthcare settings. (Formerly HPER)

MHAE 275      Summer      1.5 s.h.

***AIDS Education***

An overview of the etiology of the disease, causes, treatment options, prevention and related social and political implications. The developmental issues that influence age-appropriate curricula selection and techniques for teaching in the classroom are discussed. Planning community, peer and parental educational programs and the use of resources and referrals are explored. (Formerly HPER)

MHAE 276      Once a year      1.5 s.h.

***Computers and Their Application to Health Administration***

Assuming little or no prior experience, this course introduces the health administrator to the computer and its capabilities, defined in terms of software, hardware and options available in the marketplace. The process of computer decisions is built in stages beginning with the understanding of what is currently happening in the operation, followed by what can be computerized, concluding with a model for evaluating the various vendors. (Formerly HPER)

MHAE 277 Once a year 1.5 s.h.  
**Hospital Organization and Management**

Intended to provide the student with an understanding of the hospital from the viewpoint of organizational and managerial systems. Encompasses an overview of traditional organizational theory, and both conceptual and pragmatic healthcare institutional management methods and techniques. (Formerly HPER)

MHAE 278 Once a year 1.5 s.h.  
**Epidemiological Research Methods**

Covers the basics of descriptive and analytical epidemiology. Topics include a brief history of epidemiology, disease patterns, rates, retrospective and prospective studies, bias and epidemiological tools. Objective of the course is to prepare prospective health administrators with the ability to understand and critique relevant literature and the ability to develop epidemiologic tools for the design of methodologically sound studies. (Formerly HPER)

MHAE 278A Fall, Spring 3 s.h.  
**Epidemiological Research**

This course is intended to introduce the students to the various concepts and methods of epidemiology and epidemiological research. The determinants of epidemics, namely time and place are discussed in detail. The role, use and limitations of statistical methodology in determining the existence of an epidemic situation or a cause and effect relationship are emphasized.

MHAE 279 Once a year 1.5 s.h.  
**Cases in Long Term Care Management**

Course familiarizes the student with common management problems in long term care. Students develop analytical and diagnostic skills and apply them to arrive at solutions for the delivery of long term care services. Highlights the various levels of institutional and community noninstitutional long term care settings. (Formerly HPER)

MHAE 280-289, A-Z Periodically 1-3 s.h. each  
**Workshops**

Designed to meet the needs of specific groups of students or educators interested in special topics not covered by other course offerings. 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. (Formerly HPER)

MHAE 290 Fall, Spring, January, Summer 3 s.h.  
**Sexual Health**

This course emphasizes the several components of sexual physiology that contribute to the sexually healthy state. Such topics as stages of physical growth, conception, childbirth, fertility and infertility, contraception, sterilization and abortion are explored. Also considered are the problems of adolescent pregnancy, the effects of chronic and serious illness on sexuality, drug use and sexually transmitted diseases as they affect sexual functioning. The historical relationships between medical and mental health care systems and sexual health care in our society are studied. (Formerly HPER)

MHAE 290A Fall, Spring, Summer 1.5 s.h.  
**Sexual Health Issues**

This course is a brief overview of the components of sexual physiology that contribute to the sexually healthy state. Such topics as stages of physical growth, conception, childbirth, fertility and infertility, contraception, sterilization and abortion are explored. Also considered are the problems of adolescent pregnancy, the effects of chronic and serious illness on sexuality and drug use, and sexually transmitted diseases as they affect sexual functioning. (Formerly HPER)

MHAE 291 Once a year 3 s.h.  
**Nutrition and the Aging**

Exploration of the importance of sound nutrition, nutritional practices and nutrition education for the aging. Psychosocial and cultural influences of nutrition on the elderly are included. (Formerly HPER)

MHAE 292 Once a year 3 s.h.  
**Health and Aging**

Focus on aging as a normal process in the life cycle. Aspects of healthy aging, as well as the problem of illness and disease as they affect the elderly are covered. A survey of health services, security, nutrition, exercise, mental health, and the physical change in a systematic approach is included. (Formerly HPER)

MHAE 293 Once a year 3 s.h.  
**Healthcare Policies, Planning and Administration for the Aging**

Exploration of the special needs and service requirements that meet the demands of an increasing senior citizen population. Deals with the development of strategies for providing a broad spectrum of integrated services as well as a sensitivity and understanding among staff that serve this population. Emphasis on effective administration for service delivery. (Formerly HPER)

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MHAE 294 Periodically 1.5 s.h.  
***Analysis of Child Abuse and Abduction***  
An in-depth examination of child abuse covering the issues of recognition, reporting, intervention, treatment and prevention. Theories of maltreatment and child abduction with their intervention and prevention implications are explored. Critical policy issues are evaluated. Students receive all necessary documentation and information to fulfill licensing and certification requirements as mandated by New York State Education Department. (Formerly HPER; Analysis of Child Abuse and Maltreatment.)

MHAE 295 Once a year 1.5 s.h.  
***Assessing Initiatives in Health Education***  
Course analyzes the essential components of the health education frameworks offered by the New York State New Compact for Learning Curriculum and Assessment Committee for Health, Physical Education and Home Economics. The philosophy, outcomes, performance indicators, and assessment recommendations are critically reviewed. (Formerly HPER)

MHAE 296 Once a year 1.5 s.h.  
***Bereavement and Death Education***  
This course provides an opportunity for educators to discuss death, dying and bereavement issues, review the literature, explore curricula and develop teaching strategies for K-12 students in the context of health education. (Formerly HPER)

MHAE 297 Fall, Spring 3 s.h.  
***Organizational Theories in Health Services***  
This course focuses on the concepts, methods and issues of management as they are applied to health care organizations and service delivery. In an interactive setting students have the opportunity to explore, question, and develop a knowledge and competence in health care management and organizational theory. (Formerly Application of Management Theory to Healthcare Environments.)

MHAE 298A Fall, Spring 1.5 s.h.  
***Health Services Information Systems I***  
Healthcare Information Systems Management is a multi-faceted course. It encompasses management, medicolegal issues, performance improvement (formerly quality assurance, risk management, health sciences, computer sciences, statistics and business administration). This course prepares and educates the graduate healthcare administration student in the application of management principles for the identification, evaluation and implementation of Healthcare Information Systems. (Formerly Healthcare Information Systems I.)

MHAE 298B Fall, Spring 1.5 s.h.  
***Health Services Information Systems II***  
This course is designed to provide an understanding of the role of Information Technology and Management Information Systems in the delivery of health care. Upon completion, students should have a good understanding of how computer systems function to support a hospital, physician practice, an integrated delivery systems or a third party payer. (Formerly Healthcare Information Systems II.)

MHAE 299A Fall, Spring, Summer 1.5 s.h.  
***Healthcare Personnel: Resources, Training and Development I***  
This course reviews recruiting, selecting, training, motivation, leadership and other activities associated with managing personnel unique to healthcare delivery systems. Evaluation of credentials, reimbursement and other issues are considered as will the practical operations necessary to manage the diversity of professional and operations staff. (Formerly 299, Healthcare Personnel: Resources, Training and Development.)

MHAE 299B Fall, Spring, Summer 1.5 s.h.  
***Healthcare Personnel: Resources, Training and Development II***  
Through analysis of case studies, readings and in-depth discussions, students further explore the issues raised in MHAE 299A. In addition, the management of labor disputes, technological applications to human resources in various healthcare settings, networking and the function of professional organizations in accessing the managing qualified personnel is covered.  
*Prerequisite:* MHAE 299A.

MHAE 300 Fall, Spring, Summer 3 s.h.  
***Departmental Seminar***  
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 year books of health education. Pass/Fail grade only.  
*Prerequisites:* matriculation in the department and completion of all course work in professional education. (Formerly HPER)

NOTE: successful completion of MHAE 300 may be offered in place of either the departmental comprehensive examination or the Master's Essay in MHAE. This course may not be used to satisfy any part of the basic 33 s.h. requirement for a Master of Science degree in Education.

MHAE 301, 302 Fall, Spring 3 s.h. each  
***Master's Essay***  
Supervision and instruction leading to the completion of the essay. Binding fee payable upon registration in 302. Admission by permission of department. (Formerly HPER)

MHAE 303A Fall, Spring .5 s.h.

**Portfolio Development**

This course is required of all students in their beginning semester. Students are instructed in the selection and assessment of products to be included in a professional portfolio. Each student collects materials throughout their graduate study to be included in their professional portfolio. Following the initial sessions of 303A, the student meets with the faculty member assigned at least once during each year of study to review the materials being collected. The student registers for their final course in the program (MHAE 303B) with the assigned professor at the conclusion of which the final portfolio is submitted. For M.S. in Health Education, M.S. in Community Health, and M.A. in Health Administration students only. Pass/Fail grade only.

MHAE 303B Fall, Spring 1 s.h.

**Capstone Experience and Presentation**

This experience is a collaborative effort with the faculty member to whom the student is assigned, enabling the student to demonstrate the skills and knowledge gained during graduate study. The student develops a contract describing the contents of the portfolio collected over the course of study (see MHAE 303A) and with faculty feedback and guidance identifying one or two research projects related to the student's particular program and interests to be undertaken during this course. For students in the M.A. in Health Administration, M.S. in Health Education, and M.A. in Community Health programs only. Pass/Fail grade only.

MHAE 304 Fall, Spring 1 s.h.

**Capstone Experience**

This experience is a collaborative effort with a selected faculty member to enable the student to demonstrate the skills and knowledge gained during graduate study. It includes a portfolio, the contents of which will include past work in the program as well as work described in a contract resulting from this experience. The contract will be developed at the initial meeting between the faculty member and the student. The contract also requires one research project related to the student's particular program and interests and developed with faculty feedback and guidance. The research project is meant to enable the student to integrate theories and concepts from graduate course work with the student's intended professional practice setting. The completed portfolio including the research becomes a part of the student's permanent record. For students in the CAS programs only. Pass/Fail grade only.

**(PDMC) COURSES**

PDMC 305 Once a year 1.5 s.h.

**Managed Healthcare Systems: PPO, HMO and AD**

Continuing pressure to reduce healthcare delivery cost, coupled with a rapidly changing environment, has resulted in considerable change in the healthcare industry over the past several years. Discussion of the history of the traditional medical insurance plan and examination of the changes that brought about the birth of the Health Maintenance Organizations, Preferred Provider Organizations and Alternate Delivery Systems. Emphasis on the structure, financial arrangements, services, staffing and future of each system. Same as MHAE 255A.

PDMC 306 Once a year 1.5 s.h.

**Managed Healthcare Systems II**

This course focuses on healthcare reforms at the national level. Comparisons with that of Germany, France, and Canada are made. Detailed discussions on public policy initiatives are also included (Medicaid, Medicare, uninsured programs, etc.). Theories of Health Insurance Purchasing Cooperatives (HIPCS), and Allied Health Plans (AHPs) are evaluated.

*Prerequisite:* PDMC 305. Same as MHAE 255B.

PDMC 310 Fall, Spring 3 s.h.

**Healthcare Marketing in a Managed Care Environment**

The course discusses the application of healthcare marketing principles to managed care environments. Also described are these principles applied to decision making in the healthcare system. *Prerequisite:* MHAE 255A, 255B or permission of adviser.

PDMC 311 Fall, Spring 3 s.h.

**Managed Care: Financial Principles**

Study of financial principles in managed care environments. Risk, premium development, actuarial methodologies, sources of data for utilization and unit costing, financial incentive options and financial issues in contract negotiation are explored. Also covered are licensing issues in New York State and management information systems for managed care organizations. For students matriculated in the Professional Diploma in the Managed Care Program. *Prerequisite:* MHAE 255A, 255B or equivalent, or permission of adviser.

PDMC 312 Fall, Spring 3 s.h.  
***Contracting and Negotiating the Managed Care Environment***  
 The purpose of the course is to give the student a general understanding of managed care principles, and how to apply these principles in the managed care contractual environment. The complex relationships between hospitals, PPO's and HMO's are explored. For students matriculated in the Professional Diploma in the Managed Care Program.  
*Prerequisite: MHAЕ 255, 255B or equivalent, or permission of adviser.*

PDMC 313 Fall, Spring 3 s.h.  
***Comparative Healthcare Policy***  
 The course focuses on comparative healthcare policy at the national and international levels. Covered are recent national healthcare reform initiatives both proposed and implemented, H.C.F.A. and the administration of the Medicare program and foreign healthcare policies (e.g., Canada, United Kingdom, Germany, Netherlands) and their applicability to the United States healthcare system. Special attention is paid to adaptability of United States system to a single payor and/or that of managed competition and a managed care model. For students matriculated in the Professional Diploma in the Managed Care Program.  
*Prerequisite: MHAЕ 255, 255B or equivalent, or permission of adviser.*

PDMC 314 Fall, Spring 3 s.h.  
***Case Studies in Managed Health Care***  
 Using the case study method, this course focuses on current examples of managed care models in operation in the United States. Through case examples, the course explores the development, implementation and operations of managed care models, HMO's, PPO's, and integrated systems. Students are able to identify and evaluate the challenges and successes in various managed competition, cost, service population, provider population, institutional structure. Through the use of cases, students are provided with an opportunity to develop their analytic, problem solving and decision-making skills.  
*Prerequisite: permission of adviser.*

PDMC 315 Fall, Spring 3 s.h.  
***Advanced Seminar in Managed Care***  
 This course provides the "capstone" experience for students completing the Professional Diploma in Managed Care. The seminar offers students the opportunity to review and integrate the knowledge they have gained from the courses they have taken in the managed care sequence. Students are required to undertake research that produces a decision paper that addresses a current issue or problem in managed care.  
*Prerequisite: permission of adviser.*

PDMC 316 Fall, Spring 3 s.h.  
***Managed Care Administrative Residency***  
 This is a guided administrative residency in a managed care environment that focuses on providing the student with an experience in the planning, policy and decision making. The residency requires a student participation commitment of a minimum of 150 hours. The student and faculty supervisor contracts with an approved preceptor who is the on-site supervisor. The preceptor mentors the student on a regular basis and includes the student in meetings and other professional activities.  
*Prerequisite: permission of adviser.*

PDMC 317 Fall, Spring 3 s.h.  
***Independent Study in Managed Care***  
 Independent inquiry and report on advanced managed care topics. Open only to students matriculated in the Professional Diploma in Managed Care.  
*Prerequisite: permission of supervisor.*

PDMC 380-389, A-Z 1-3 s.h. each  
***Workshops***  
 Designed to meet the needs of specific groups of students interested in special topics not covered by the program curriculum. As individual subjects are selected, each is assigned a letter (A-Z) and a title. One or more workshops may only be selected to replace other program requirements under advisement of the program coordinator.

## MARRIAGE AND FAMILY THERAPY (MFT)

Professor Atwood, Graduate Program Director, (516) 463-5756, [cprjda@hofstra.edu](mailto:cprjda@hofstra.edu)

- Master of Arts in Marriage and Family Therapy
- Professional Diploma in Marriage and Family Therapy
- Advanced Certificate in Family Therapy
- Advanced Certificate in Divorce Mediation
- Advanced Certificate in Sex Counseling

*Effective January 2005 Marriage and Family Therapists will be licensed in the State of New York.*

## MASTER OF ARTS: MARRIAGE AND FAMILY THERAPY

The M.A. program in Marriage and Family Therapy provides the skills necessary to function as a marriage and family therapist. Marriage and family therapy is one of the fastest growing mental health fields and focuses on the emotional life of the family unit rather than the individual client. The program combines classroom instruction with intensive field experience and includes individual supervision in a field setting. The program has been designed in accordance with the guidelines of the professional organizations.

### ADMISSION REQUIREMENTS

1. Bachelor's degree from an accredited institution.
2. GRE scores of 450 on the verbal and 900 on the combined verbal and quantitative tests.
3. Letters of recommendation.
4. Personal interview with the Program Director.

### PREREQUISITE REQUIREMENTS

Students may satisfy any or all of the prerequisites listed below by having completed courses in these areas as part of their undergraduate program at an accredited institution or by completing them at Hofstra. Prerequisite courses do not carry graduate degree credit toward this program and may be satisfied with 100-level courses.

**Prerequisites: one course from each of the following areas, 9 s.h.**

- child psychology
- adolescent psychology
- personality theory

**Additional courses, as needed, selected under advisement, from the following areas, 9 s.h.**

- sociology
- anthropology
- psychology

### PROGRAM OF STUDY (61 s.h.)

#### A. Personality, Behavior and Counseling: 18 s.h.

COUN 223	Theories & Principles of Counseling, 6 s.h.
279	Human Sexuality & Counseling, 3 s.h.
MFT 204	Family Life Cycle Development, 3 s.h.
PSY 206	Theories of Personality, 3 s.h.
216	Behavior & Personality-Normal & Abnormal, 3 s.h.

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**B. Family Development and Counseling: 22 s.h.**

MFT	205	Historical & Sociocultural Aspects of Family Development & Theory, 3 s.h.
	238	Couple Therapy, 4 s.h.
	239	Families in Transition, 3 s.h.
	266	Family Therapy, 4 s.h.
	267,268	Seminar: Diagnosis, Assessment, & Intervention in Marriage & Family Therapy, 4 s.h. each

**C. Supervised Clinical Practice: 12 s.h.**

MFT	269,270	Practicum in Marriage & Family Therapy, 3 s.h. each
	298,299	Individual Supervision in Marriage & Family Therapy, 3 s.h. each

**D. Research Methodology: 3 s.h.**

RES	258	Understanding Research Methodology, 3 s.h.
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**GRADUATION REQUIREMENTS**

The program may be completed on a part or full-time basis with courses offered during the Fall, Spring and Summer sessions. The program requires 61 credits of graduate study in addition to the prerequisites. The degree is awarded after successful completion of course work, with a GPA of 3.0 and a comprehensive examination.

**PROFESSIONAL DIPLOMA: MARRIAGE AND FAMILY THERAPY**

The Professional Diploma in Marriage and Family Therapy provides the student with a diploma beyond the master's level. This program is available to experienced practitioners who, at the time of application, are currently employed in therapy activities and wish to specialize further in Marriage and Family Therapy.

**ADMISSION REQUIREMENTS**

1. Master's degree in counseling or a related field.
2. Three current letters of recommendation from someone who has knowledge of your counseling skills.
3. A detailed resume of professional, clinical and related experiences.
4. A statement of professional goals and objectives (all to be typed).

Candidates for this diploma may transfer a maximum of 30 semester hours of courses on the graduate level taken at Hofstra or elsewhere if they satisfy the program requirements. All candidates are interviewed by the Program Director to assess depth of knowledge and practice skills.

**PROGRAM OF STUDY (30 s.h. minimum)**

The following program is a guide for those individuals who already hold a master's degree in counseling or a related area from Hofstra or another accredited institution and where 30 credits have already been accepted. For those individuals who need to make up additional course work, the remaining credits are to be taken in the area of counseling, psychology, sociology or a related social science area, under advisement.

**A. Required Courses: 18 s.h.**

MFT	205	Historical & Sociocultural Aspects of Family Development & Theory, 3 s.h.
	238	Couple Therapy, 4 s.h.
	239	Families in Transition, 3 s.h.
	266	Family Therapy, 4 s.h.
	268	Seminar: Diagnosis, Assessment & Intervention in Marriage & Family Therapy, 4 s.h.

**B. Supervised Clinical Practice: 6 s.h.**

MFT	269 or 270	Practicum in Marriage & Family Therapy, 3 s.h. each
	298 or 299	Individual Supervision in Marriage & Family Therapy, 3 s.h. each

**C. Electives, two 3 s.h. courses or four 1.5 s.h. mini-courses: 6 s.h.**

### GRADUATION REQUIREMENTS

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

The program may be completed on a part or full-time basis with courses offered during the Fall, January, Spring and Summer sessions. The degree is awarded after successful completion of course work.

### ADVANCED CERTIFICATE: FAMILY THERAPY

The Certificate in Family Therapy is designed for clergy, attorneys, educators, counselors, and school personnel who wish to understand children's behavior in relation to family and other systems. Application for admission is made to the Graduate Admissions Office. An interview by the Program Director is required.

#### Required Courses (15 s.h.)

MFT 266	Family Therapy, 4 s.h.
267,268	Seminar: Diagnosis, Assessment & Intervention in Marriage & Family Therapy, 4 s.h. each
269	Practicum in Marriage & Family Therapy, 3 s.h.

### ADVANCED CERTIFICATE: DIVORCE MEDIATION

This Advanced Certificate in Divorce Mediation is designed for the practicing professional, marriage and family therapists, psychologists, social workers, mental health counselors and possibly attorneys who wish to better understand divorce mediation in New York State and who wish to specialize further in divorce mediation with couples. The Advanced Certificate consists of 19 credits.

### ADMISSION REQUIREMENTS

1. A Master's Degree in Marriage and Family Therapy, Psychology, Counseling, Sociology, Social Work, or Law from an accredited institution or Students enrolled in a Master's program working toward a degree. The Certificate in Divorce Mediation will be awarded when the student has fulfilled the degree requirements for the Master's Degree and the Advanced Certificate.
2. Two letters of recommendation.
3. A detailed resume of professional, clinical and related experiences.
4. All candidates are interviewed by the Program Director to assess depth of knowledge and practice skills.

### GRADUATION REQUIREMENTS

Students must satisfactorily complete all course work with a B or better in each course. Students are responsible for completing the student practicum hours in Divorce Mediation.

#### PROGRAM OF STUDY (19 s.h.)

Students must be computer and Internet literate.

MFT 235	Conflict Resolution Theory & Practice: Couples in Divorce, 3 s.h.
238	Couple Therapy, 4 s.h.
239	Families in Transition, 3 s.h.
241	Family Law for Mental Health Professionals, 3 s.h.
242	Divorce Mediation for Mental Health Professionals, 3 s.h.
297	Supervision in Divorce Mediation, 3 s.h.



### ADVANCED CERTIFICATE: SEX COUNSELING

The certificate in sex counseling is intended for counselors, psychologists, social workers and other mental health professionals who wish to broaden their knowledge base into the area of sex counseling. Students are required to complete 19 credits of classroom instruction which include 3 credits of supervised internship. The 19 semester-hour program is described below. May be completed on a part or full-time basis.

#### ADMISSION REQUIREMENTS

1. Master's degree in counseling or allied field.
2. Two letters of recommendation.
3. Personal interview with the Program Director.
4. A detailed resume of professional, clinical and related experiences.
5. A statement of professional goals and objectives (all to be typed).

#### PREREQUISITE REQUIREMENTS

In addition to an evaluation of the student's general background in psychology, each student must have completed the following prerequisites or their equivalent.

Note: Though undergraduate courses may be used to fulfill a prerequisite requirement, no graduate credit will be given for these courses toward this program.

COUN 223            Theories & Principles of Counseling, 6 s.h. or equivalent

*Two of the following courses, or their equivalent:*

IS    241            Values in Sexuality (New College course), 3 s.h.

PSY   85            Psychological Aspects of Human Sexual Behavior, 3 s.h.

88            Theories & Practice of Interviewing, 3 s.h.

SOC   160            Sociology of Gender, 3 s.h.

171            Intimate Human Behavior, 3 s.h.

#### PROGRAM OF STUDY (19 s.h.)

##### A. Required Courses: 16 s.h.

COUN 279            Human Sexuality & Counseling, 3 s.h.

294            Internship: Counseling, 3 s.h.

MHAE 290            Sexual Health, 3 s.h.

MFT   238            Couple Therapy, 4 s.h.

PSY   285            Sexual Behavior & The Treatment of Sexual Disorders, 3 s.h.

##### B. Elective, chosen under advisement: 3 s.h.

#### GRADUATION REQUIREMENTS

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

(MFT) COURSES

MFT 204 Periodically 3 s.h.  
**Family Life Cycle Development**  
Eight stages of family-life cycle are examined at three different levels of analysis: individual, systemic, and relational ethical. Major psychological tasks of each stage are presented with an examination of the potential problems. Family dysfunctions at each stage are considered from a systemic point of view as compared to other, more individually-oriented theories such as behaviorism, psychodynamic and developmental theories. (Formerly MFC.)

MFT 205 Fall 3 s.h.  
**Historical and Sociocultural Aspects of Family Development and Theory**  
Study of the institution of family and marriage from the 18th century to the present with emphasis on the effect of differing social and economic conditions on the written and implied marital contract, and their relation to current theories of marriage and family therapy. (Formerly MFC.)

MFT 206 Fall 3 s.h.  
**The Social Construction of the DSM (Diagnostic and Statistical Manual): A Course for Family Therapists and Other Mental Health Professionals**  
This course is designed for marriage and family therapists and mental health professionals who work in an agency setting or in private practice. The focus is on the historical development and the social construction of the diagnostic and statistical categories used in traditional psychotherapy. There is also a presentation on how family systems theory arose in direct opposition to the DSM categories and a comparison of the two models. Topics covered include: an exploration of the problematic foundations of diagnosis, the politics of diagnosis, the diagnostic and statistical manual as it is utilized in agencies and by insurance companies, the specific codes used, and how marriage and family therapists could best utilize these codes in order to function most effectively in these milieus.

MFT 207 Fall 1.5 s.h.  
**Parent Education for Educators**  
This course examines the more relevant socio-historical changes in parenting roles. It explores different parenting styles in terms of providing children with maximum growth potential, taking into account cultural and gender similarities and differences. A main focus of this course is to assist educators and school personnel with the information, tools, and skills necessary to design a parent education program. A life-cycle perspective is the backdrop of the presentations.

MFT 232 Once a year 1.5 s.h.  
**Family Therapy With Children of Divorce**  
Teaches therapists how to counsel parents about various problems their children may have during separation and divorce. Focus on how to counsel children who are going through the divorcing process. Discussion of the various denial processes a child may use, feelings of abandonment a child may experience when his/her parents are separating or divorcing and the therapeutic techniques associated with each. (Formerly MFC, Family Counseling With Children of Divorce.)

MFT 233 Once a year 3 s.h.  
**Therapy With Families in Crisis: A Clinical Approach**  
Explores various symptoms of families in crisis who are seen in a clinical setting. Major theoretical approaches are examined, along with intervention strategies for helping these families. Some family crises explored are suicide, child or spouse abuse, rape, natural and accidental disaster, illness, relationship dissolution and death. (Formerly MFC, Counseling Families in Crisis: a Clinical Approach.)

MFT 233A Once a year 1.5 s.h.  
**Therapy With Families in Crisis: A Non-Clinical Approach**  
Provides non-Marriage and Family Therapy majors with information on crisis counseling in various situations such as suicide, child or spouse abuse, rape, natural or unnatural disasters, illness, relationship dissolution, domestic violence, and death. The course educates the student about recognizing the symptomology of each situation; provides information on initial steps to be taken and gives them guidelines for appropriate referral sources. Credit given for this course or MFT 233, not both. (Formerly MFC, Counseling Families in Crisis: A Non-Clinical Approach.)

MFT 234 Once a year 3 s.h.  
**Brief Family Therapy**  
Focus is on the potency and efficacy of brief family therapy as a therapeutic model which promotes change in families who have become stabilized around the maintenance of a symptom or a problem in one or more of its members. (Formerly MFC, Brief Family Counseling.)

MFT 235 Fall 3 s.h.  
**Conflict Resolution Theory and Practice: Couples in Divorce**  
This course is designed for marriage and family therapists, psychologists, social workers, mental health counselors and possibly attorneys who wish to better understand conflict and conflict resolution in divorcing couples. The course will first examine healthy functioning and then explore what constitutes conflict and what constitutes resolution. It also discusses how conflicts can be resolved and theories of conflict resolution. Overlaps with game theory and negotiation theory will also be discussed.

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MFT 236 Spring 3 s.h.

**Family Therapy and Ethnicity**

Ethnicity relates family process to the broader context in which it evolves. Coming to terms with ethnicity for therapists is necessary in order to gain a perspective on the relativity of our belief systems. Cultural groups vary in the emphasis they place on different transitions. Different groups vary as to what behaviors they see as problematic as well as solutions to problems. Describes the difference between various groups with regard to problems typically presented in therapy. Specific interventions are discussed with the primary goal being to help therapists understand people's behavior in an ethnic context. (Formerly MFC, Family Counseling and Ethnicity.)

MFT 238 Fall 4 s.h.

**Couple Therapy**

Comprehensive and thorough couple therapy workshop. Through the use of role playing, videotape, lectures and demonstrations, students are exposed to relevant theories of couple therapy. Focus is on interviewing assessment of interactional dynamics and intervention. Topics covered are: creation of positive expectancies and exchanges, cognitive restructuring, contingency contracting and marriage enrichment. Treatment strategies are examined for a variety of problem areas such as sexual dysfunctions, child-rearing problems, partner abuse (emotional and physical), jealousy and conflicts regarding affiliation and independence.

*Prerequisite: COUN 223 or permission of the program director. (Formerly MFC, Couple Counseling.)*

MFT 239 Spring, Summer 3 s.h.

**Families in Transition**

Separating, divorcing and families suffering a loss through death of a member are the focus of this course. Relevant theories of separation and divorce are considered, along with incidences and sociocultural information. Emotional responses, identity change, responses of children and family structural changes are discussed, along with the appropriate treatment approaches. Also considered are familial grief responses and short-term crisis intervention with families. (Formerly MFC.)

MFT 240 Once a year 3 s.h.

**Family Therapy and Chemical Dependency**

This course provides an overview of chemical dependency and its systemic effect upon family roles and functions. It provides a bio-psycho-social model of understanding of addiction in adolescence and adulthood and its concomitant family codependency issues. Students learn about planned intervention, relapse prevention, 12-step recovery, and alternative clinical management strategies of short/long-term systemic family treatment goals.

MFT 241 Spring 3 s.h.

**Family Law for Mental Health Professionals**

This course is designed for marriage and family therapists, psychologists, social workers, mental health counselors and attorneys. Topics covered include: all aspects of divorce, the grounds, custody, visitation, maintenance/alimony, child support, equitable distribution, separation and separation agreement, the legal processes of divorce including litigation, mediation and arbitration, client relationships, and other topics such as incest, abuse, neglect, elder law, children's issues such as PINS, juvenile delinquency, and adoption law. The presentation of the course is geared toward the issues that clinical practitioners encounter in therapeutic settings. Video and case history materials are utilized.

MFT 242 Fall 3 s.h.

**Divorce Mediation for Mental Health Professionals**

This course is designed for marriage and family therapists, psychologists, social workers, mental health counselors and possibly attorneys who wish to better understand divorce mediation in New York State. Topics covered include: a short history of divorce mediation in the United States, the similarities and differences between adversarial law practices and mediators, the procedural aspects of conducting a divorce mediation, along with widely used practice procedures. The presentation of the course is geared toward the issues that clinical practitioners encounter in therapeutic settings. Video and case history materials are utilized.

MFT 245 January 3 s.h.

**Evaluation, Assessment and Intervention With the Chemically Dependent and Their Families**

Psycho-social evaluation, diagnosis (DSM-IV) and assessment of the signs and symptoms of acute and chronic stages of alcohol and drug use, abuse and multiple addiction. Special emphasis on the effects of substance abuse on the family (co-dependency) and the work place. Alternative models of intervention such as Johnson Institute techniques, EAP programs and self-help concepts are strongly explored. Treatment modalities are examined. Use of videotapes, role play and experiential exercises enhance in-class discussion and reading assignments.

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

**Readings**

Directed readings on topics of interest to the student.

*Prerequisite: permission of instructor.*

MFT 260 Spring 3 s.h.

**Sexual Issues in Marriage and Family Therapy**

This course is separated into three sections in the field of sexuality issues in marital and family therapy. 1) Describes the history of sex research and sex therapy, developing a historical context for the contemporary field of sex therapy, along with a consideration of the methodological problems inherent in this type of research. 2) It defines the common sexual issues and sexual dysfunctions seen by marriage and family therapists. In so doing, it presents a thorough, detailed investigation of the basic traditional therapeutic models for the treatment of such problems. 3) And most importantly, the course explores the systemic basis of sexual issues placing them in a relational, interpersonal context, and describes systemic assessment, diagnosis, and treatment. In so doing, the possibility of combining the fields of sexual and marital therapy is examined.

*Prerequisites:* MFT 266 and either an undergraduate course in Human Sexuality or COUN 279 and permission of the adviser.

MFT 266 Fall, Summer 4 s.h.

**Family Therapy**

Course includes an intense examination of theories, rationale, assumptions, goals and interventive strategies used in family treatment. Students are introduced to concepts and techniques of the family approach to therapy through family role playing, videotapes, readings and demonstrations.

*Prerequisite:* COUN 223 or permission. (Formerly MFC, Family Counseling.)

MFT 267, 268 Fall 4 s.h. each

**Seminar: Diagnosis, Assessment and Intervention in Marriage and Family Therapy**

Intense and thorough examination of diagnosis, assessment and treatment strategies from each of the major schools of family therapy. Demonstration of various assessment techniques such as the genogram, eco-map and sculpting. Various types of dysfunctional family systems are presented and analyzed. Treatment strategies are explored. Therapeutic-alliance patterns, destructive interactions and distracting subgroups are examined.

*Prerequisites:* MFT 238, 266 or permission. (Formerly MFC, Seminar: Diagnosis, Assessment and Intervention in Marriage and Family Counseling.)

MFT 269, 270 Fall, Spring 3 s.h. each

**Practicum in Marriage and Family Therapy**

Practice in marriage and family therapy. Classroom presentation of case material. Through student involvement in role playing, videotapes and demonstrations of frequently observed marriage and family problems, clinical techniques, strategies and interventions used to deal with specific problems are presented and explored.

*Prerequisites:* MFT 267, 268 or permission. (Formerly MFC, Practicum in Marriage and Family Counseling.)

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

**Workshops**

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

MFT 297 Fall, Spring 3 s.h.

**Supervised Internship in Divorce Mediation**

This course is designed to provide the student with practical experience working with couples in divorce mediation. It is the practical component of the Advanced Certificate in Divorce Mediation and consists of 150 supervised hours across the semester. The practice will take place in a community, legal, or social service agency. An agency staff member approved by the university provides fieldwork supervision. A university faculty member also supervises the student on a regular basis. The student's interest and academic readiness determines placement.

MFT 298, 299 Fall, Spring 3 s.h. each

**Individual Supervision in Marriage and Family Therapy**

Practice in marriage and family therapy in a social agency. Fieldwork supervision is provided by an agency staff member approved by the University. The student is supervised on a weekly basis by a faculty member. Assignment is determined by the student's interest and readiness. A minimum of 300 hours is required.

*Prerequisites:* MFT 267, 268. (Formerly MFC, Individual Supervision in Marriage and Family Counseling.)

MFT 311 Periodically 1.5 s.h.

**Family Therapy With the Single-Parent Family System**

Study of the phenomena of the single, custodial-parent family system, how it has evolved, how this family differs in function and structure from the traditional two-parent family. The unique qualities and problems of the single-parent family are examined in relation to family roles, alliances, interactional patterns and therapeutic interventions. (Formerly MFC, Family Counseling with the Single-Parent Family System.)

MFT 312 Periodically 3 s.h.

**Family Therapy With Psychosomatic Families**

Course presents the treatment of psychosomatic families as done in the Structural, Strategic and the Milan Systemic Schools. Similarities and differences in the approaches are examined, along with an examination of attempts to do verifiable research.

*Prerequisite:* MFT 266 or permission of instructor. (Formerly MFC.)